

Learning Environment Checklist

The Learning Environment Checklist (LEC) is a tool to systematically analyze the educational environment in which student behavior occurs. This checklist has been designed to address all relevant areas of the classroom setting. Use the results from this form to create a summary paragraph of environmental elements that are present in the classroom.

1. Visual and Environmental Supports

- Academic and non-academic areas are clearly labeled
- Work areas for teachers/assistants/students are clearly identified for independent work
- Identified area for student/s to “cool down”
- Classroom is free of clutter
- Instructional materials and supplies are in place and readily available
- A daily schedule is posted for the whole class
- An individual schedule is available for student (if applicable)
- The schedule is ___written ___picture
- The schedule is being followed (at the time of the observation)
- Transition cues are evident

Type of cues:

- Visuals to access environment are available to student (if applicable)
- Visuals to access the curriculum are available to student (if applicable)

2. Curriculum and Instruction

- Core curriculum materials are available (if applicable)
- Alternate curriculum materials are available (if available)
- Supplemental materials are readily available
- Lesson planning is evident
- Students are given a lot of opportunities to respond
- Students are in cooperative learning groups
- Sharing strategies are observed (Think pair share/group share)
- Students have peer buddies/peer tutoring
- Learning games and other hands-on activities are used
- Students are given wait time to allow for self-correction

3. Behavior Expectations and Strategies

- Classroom behavior expectations are part of daily instruction.



- Classroom behavior expectations are defined and posted.
- Classroom behavior expectations are stated positively.
- Classroom behavior expectations are referred to often and taught.
- Classroom behavior expectations are reinforced consistently, reviewed, and monitored regularly.
- A variety of strategies are used to address appropriate and inappropriate behavior.

Identify/Describe strategies (i.e. priming, pre-correction, reinforcement) used:

- A 4:1 ratio of positive to corrective interactions is evident in the classroom environment.
- Students are given choices
- A class-wide motivation system is in place

Describe:

- A replacement/desired behavior has been identified and is being taught to student (if applicable)
- An individual reinforcement system is in place for replacement/desired behavior (if applicable)
- Reinforcement systems (individual or class-wide) utilized at the time of observation
- Reinforcers are provided immediately
- Reinforcers are varied
- Reinforcers are specific

4. Social Emotional Learning/Social Skills

- District-approved Social Emotional Learning/Social Skills (or violence prevention curriculum) is used, reinforced and modeled daily.
- A variety of strategies are used to teach conflict resolution skills

Identify/Describe strategies:



- A variety of strategies are used to teach self-management skills

Identify/Describe strategies:

- A variety of strategies are used to teach emotional regulation

Identify/Describe strategies:

5. Culturally and Linguistically Responsive Practice

- Behavioral instruction is culturally and linguistically responsive and adapted to the needs of students with disabilities.

Evidence:

