

CPS CLASSROOM UNIVERSALS INVENTORY

Classroom : _____ **Date:** _____ **Time:** _____

Observer : _____ **Purpose / Focus:** _____

The purpose of this inventory is to provide individual teachers and/or PBS teams a tool for either self-reflection or peer feedback regarding the implementation of classroom universal strategies and techniques.

DATES HERE

Rate each feature using the following scale: 1 = inconsistent or unpredictable5 = consistent and predictable					
I. Physical Space: Is physical space organized to allow access to instructional materials?					
• Work centers are easily identified and correspond with instruction					
• Traffic flow minimizes physical contact between peers and maximizes teacher’s mobility					
II. Gain/Maintain Student Attention: Does the teacher gain the attention of the students prior to instruction?					
• A consistent and clear attention signal is used across instructional contexts					
• Uses a variety of techniques to gain, maintain, and regain student attention to task.					
III. Use of Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?					
• Materials are prepared and ready to go.					
• Pre-corrects are given prior to transitions.					
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.					
• Students engaged at high rates during individual work					
• Down-time (including transitions) is minimal					
• 90% of allotted time is used for instruction					
IV. Behavior Management: Does the teacher have universal systems of PBS in place?					
• Rules are posted					
• Rules are referred to at appropriate times					
• Students receive verbal praise for following rules					
• Maintains a 4:1 ratio of positive to negative statements					
• Continuum of consequences for encouraging expected behaviors is used					
• Active supervision techniques (moving, scanning) are used throughout instruction					
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior					
• Continuum of consequences for discouraging expected behaviors is used					
V. Use of Routines: Does the teacher have procedures and routines that are clear and consistently followed?					
• Start of class					
• Working in groups					
• Working independently					

• Special events (movies, assemblies, snacks, parties)					
• Obtaining materials and supplies					
• Using equipment (e.g. computer, tape players)					
• Managing homework and other assignments					
• Personal belongings (e.g. coats, hats, back packs)					
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, during classroom instructional time)					
VI. Curriculum, Content & Delivery: Does the teacher implement effective instruction strategies?					
• Advanced organizer is used to set the stage for lesson (ties new instruction to past instruction, previews topic to be covered)					
• Content presented at student level resulting in high rates of engagement					
• Frequently checks student learning for understanding					
• Instructional focus builds on student’s current and past skills					
• Frequent opportunities to respond with academic accuracy are provided					
• Wait time is provided following prompts					
• Assignments can be completed within allotted time period					
• Gives clear set-up and directions for task completion					
• Follow up steps (e.g., homework) are discussed					
• Mental or hard copy notes taken on how many students met the learning objective					
• Planning for follow up instruction for those who did not meet the objective are planned					
• Plans for what to do next time with this activity are made					

Based on the observation, summarize strengths and opportunities for improvement of the implementation of PBS classroom universals.

Areas	Opportunities for improvement (Scores 1-3)	Strengths (Scores 4-5)
Use of Physical Space		
Gain/Maintain Student Attention		
Use of Time		
Behavior Management		
Use of Routines		
Curriculum, Content and Delivery		