

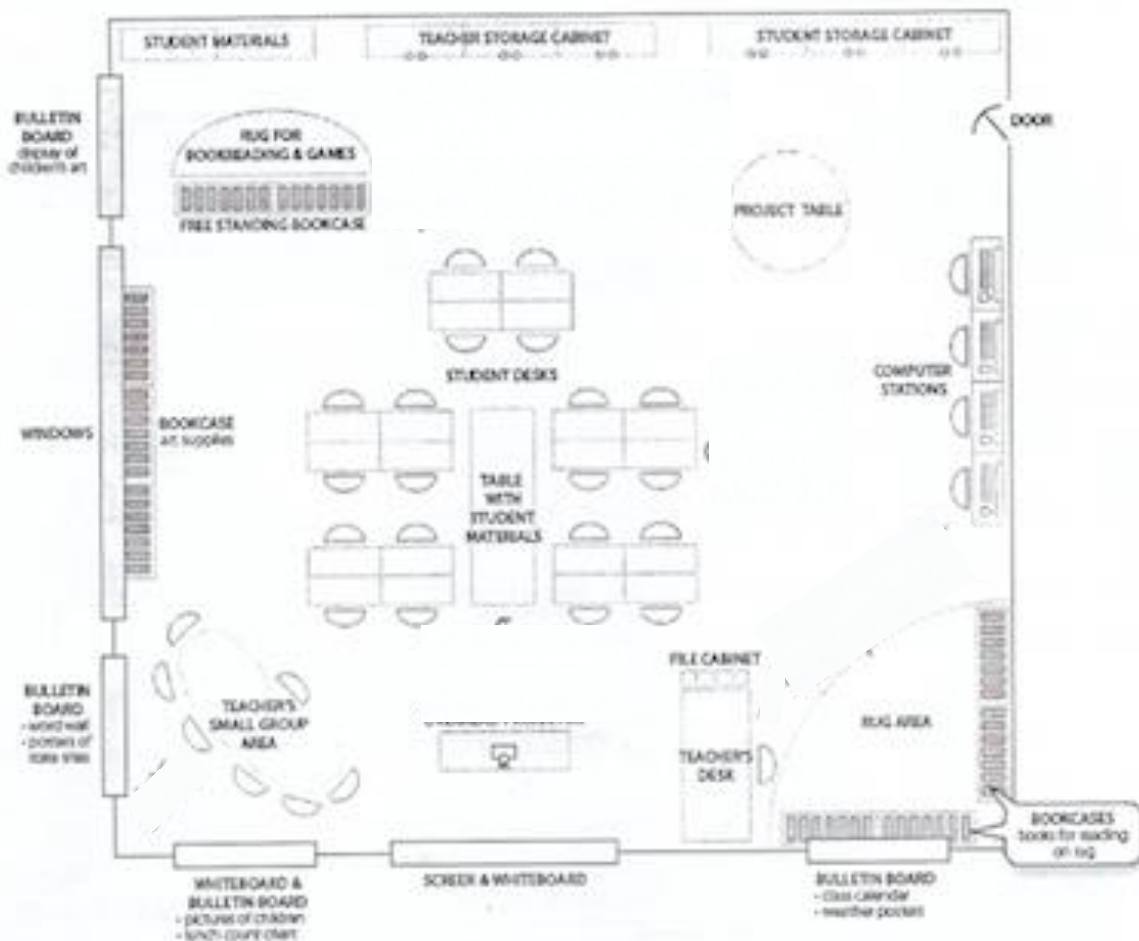
Behavioral Engagement: Activity Handout

Critique the Classroom

(Anita Archer, 2014)

Redesign this classroom, considering the following questions:

- Does the room contain areas for different types of instruction?
- Are all students able to face point of instruction?
- Can the teacher see all areas of room?
- Can the teacher move to all areas of room?
- Can the teacher interact with all students?
- Can the teacher/students access materials?



Maximizing Structure & Predictability: Classroom Self-Reflection

Directions: With a partner, go to your classroom and reflect on the following checklist. Rate the degree to which each feature is currently in place in your classroom, and then rate the extent to which you feel addressing this feature is a priority for improvement.

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place		High	Med	Low
Designing the Physical Space						
			A specific classroom area is identified for free choice activity.			
			A specific classroom area is identified for a quiet time area.			
			A specific classroom area is identified which is easily accessible for teacher storage and student supplies.			
			A specific classroom area is identified for a notice board.			
			Seating plans have been designed so that all students can easily see instruction.			
			Seating charts are changed periodically so that students are placed next to different students.			
			Classroom is arranged to be consistent with your instructional goals and activities.			
			High traffic areas are free of congestion.			
			Teacher can easily see all students at all times.			
			Teacher can easily move to all areas of the room.			
			Teacher can easily interact with all students.			

*Adapted from Geoff Colvin's *Classroom Strategies* (2004) and Anita Archer's *Instructional Management to Improve Classroom Behavior* (2014)