

Appendix VIII

Environmental Factors Survey

School: _____

Classroom: _____

Informant(s): _____

Date: _____

Physical Conditions of the Environment	YES	NO	COMMENTS/CONCERNS
Is the room clean? Are there any noticeable odors?			
Is the lighting adequate for learning?			
Is the temperature comfortable?			
Is the room overcrowded? (too many students/desks) Does each student have a desk and is it set to the appropriate height?			
Does the seating arrangement provide for easy and safe movement around the classroom? Can all students see/hear?			
Is the environment visually over/under stimulating?			
Is the noise level appropriate for a learning environment? (consider fluorescent lighting, outside noise, etc.)			
Environmental Events/Peer Interactions:	YES	NO	COMMENTS/CONCERNS
Have students been taught how to manage unexpected events? (i.e., fire drills, guest at the door, substitute teacher)			
Are the students in the classroom developmentally compatible? (i.e., size, age, cognition, achievement)			
Are there any on-going peer/group conflicts which may be detrimental to learning?			
Are conflicts (peer to peer/peer to adult) addressed and resolved?			

Classroom Schedule and Curriculum Expectations	YES	NO	COMMENTS/CONCERNS
Has the classroom/school schedule been clearly outlined and, if necessary, taught?			
Do all students understand the schedule? Are all students able to follow the schedule?			
Have students been explicitly taught how to transition from one activity to the next? Is there a signal to mark transition times?			
Have students been explicitly taught the rules and expectations of unstructured time? Is there a signal to mark unstructured time?			
Are all students in the classroom able to handle/cope with unstructured time? Is there a plan for those who can't cope?			
Is the level of instruction compatible with the ability (cognitive and achievement) of all students? Are State Standards taught?			
Is the classroom instruction provided in several modalities to complement different learning styles?			
Students' Physiological and Emotional States	YES	NO	COMMENTS/CONCERNS
Are teachers and staff educated to discern signs of anxiety, challenged attention, depression, etc, in children?			
Are resources/supports offered to families who lack basic needs? (food, shelter, etc.)			
Are referrals consistently made to address vision, hearing and other medical/health issues?			
Are resources available and offered to address social problems? (conflict resolution, anger management, social skills training, out-side counseling, etc.)			
Is there a clear, consistent method to deliver prescribed medications? Has the student been taught the procedure?			

Adapted from the Positive Environmental Checklist by Albin, R. W., Horner, R. H., & O'Neil, R. E. (1993). Proactive Behavioral Support: Structuring and Assessing Environments. Eugene, OR, Specialized Training Program, University of Oregon.