

Table 1. Universal Classwide Interventions

| Classwide Interventions | What Are You Currently Doing? | What Do You Want to Change to Improve Your Instruction? |
|----------------------------------|---|---|
| Close supervision and monitoring | <p>Are students in proximity to you?</p> <p>Can you visually monitor all the students in your classroom?</p> <p>Do you actively engage with your students?</p> <p>Do students in your classroom have quick and efficient access to teacher assistance?</p> <p>Is the adult–student ratio sufficient to provide close supervision and monitoring?</p> | <p>During which instructional time will you implement closer supervision and monitoring?</p> <p>What staff will you involve in close supervision and monitoring?</p> <p>How will you implement close supervision and monitoring?</p> <p>How will you monitor the effectiveness of close supervision and monitoring?</p> |
| Classroom rules | <p>Do you have classroom rules?</p> <p>Did you develop your classroom rules in collaboration with your students?</p> <p>Do your students know the classroom rules, and are they able to perform them?</p> <p>Do you communicate classroom rules to your students in an effective and efficient manner?</p> <p>Do adults in the classroom contingently and regularly provide reinforcement to students for adhering to the rules?</p> <p>Do you apply consequences consistently when students break classroom rules?</p> | <p>Do you and your students implement the classroom rules effectively?</p> <p>Do you need to rewrite or adapt your classroom rules?</p> <p>How will you communicate your classroom rules to your students?</p> <p>How will you monitor whether the rules are working?</p> <p>How will you provide positive reinforcement to students for complying with the rules?</p> <p>What will you do if students do not comply?</p> |
| Opportunities to respond (OTRs) | <p>Do you use various types of OTRs in your classroom (e.g., choral, individual)?</p> <p>Do you provide students with an adequate rate of OTRs?</p> <p>What type of instructional delivery model do you use (direct, whole group, small group, etc.)?</p> | <p>Can you increase the number of OTRs for your students?</p> <p>Can you “switch up” the delivery method you use to offer more OTRs?</p> <p>How can you use more direct instruction?</p> |
| Contingent praise | <p>Do you regularly praise students for answering correctly?</p> <p>Do you praise students for an attempt to answer, even if it is not correct?</p> <p>Are you specific about what you are praising a student for (rather than simply “good girl” or “good boy”)?</p> <p>Do you praise students for desirable social behavior?</p> | <p>Can you increase your positive interactions with your students?</p> <p>Can you increase your use of specific praise statements?</p> <p>Can you increase your use of contingent praise?</p> <p>Can you find reasons to praise all students in your class more frequently than you reprimand them?</p> |