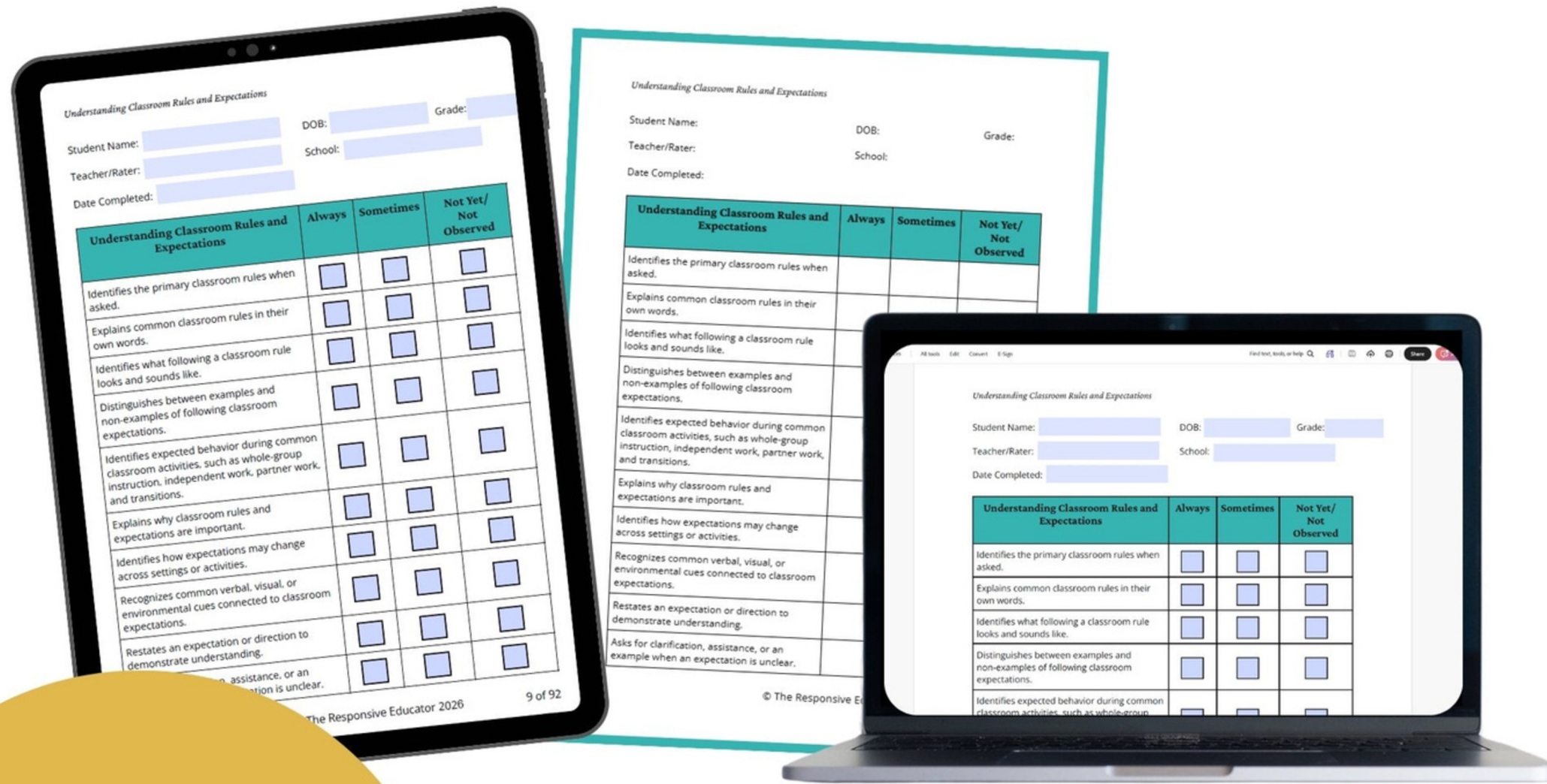




Classroom Rules & Expectations Student Checklist

- 14 Student Skill Checklists
- 125+ Measurable Sample Goals
- 200+ Targeted Interventions



14 Skill Areas

125+ Sample Goals
200+ Interventions

SCROLL
to take a look inside!



Supports IEP / FBA / BIP / MTSS Planning

Ideal For:

- Special Education Teachers
- General Education Teachers
- School Psychologists
- Behavior Specialists
- MTSS and Student Support Teams

The image displays three overlapping versions of a form titled "Understanding Classroom Rules and Expectations". The top version is a paper form, the middle is a tablet version, and the bottom is a laptop version. Each form includes a header section for student information (Student Name, Teacher/Rater, Date Completed, DOB, School, Grade) and a table for recording observations. The table has four columns: "Understanding Classroom Rules and Expectations", "Always", "Sometimes", and "Not Yet/Not Observed". The rows list various classroom rules and expectations, such as "Identifies the primary classroom rules when asked", "Explains common classroom rules in their own words", "Identifies what following a classroom rule looks and sounds like", "Distinguishes between examples and non-examples of following classroom expectations", "Identifies expected behavior during common classroom activities, such as whole-group instruction, independent work, partner work, and transitions", "Explains why classroom rules and expectations are important", "Identifies how expectations may change across settings or activities", "Recognizes common verbal, visual, or environmental cues connected to classroom expectations", "Restates an expectation or direction to demonstrate understanding", and "Asks for clarification, assistance, or an example when an expectation is unclear". The bottom right of the forms shows the page number "9 of 92" and the copyright notice "© The Responsive Educator 2026".

Understanding Classroom Rules and Expectations

Student Name: _____ DOB: _____ Grade: _____

Teacher/Rater: _____ School: _____

Date Completed: _____

Understanding Classroom Rules and Expectations	Always	Sometimes	Not Yet/Not Observed
Identifies the primary classroom rules when asked.			
Explains common classroom rules in their own words.			
Identifies what following a classroom rule looks and sounds like.			
Distinguishes between examples and non-examples of following classroom expectations.			
Identifies expected behavior during common classroom activities, such as whole-group instruction, independent work, partner work, and transitions.			
Explains why classroom rules and expectations are important.			
Identifies how expectations may change across settings or activities.			
Recognizes common verbal, visual, or environmental cues connected to classroom expectations.			
Restates an expectation or direction to demonstrate understanding.			
Asks for clarification, assistance, or an example when an expectation is unclear.			

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Understanding Classroom Rules and Expectations - Potential Interventions

- ☐ Use Brief Behavior Reflection or Think Sheets - After the student is calm and available for learning, use a brief reflection to identify the expectation, what occurred, what support was needed, and what the student can try next time. Reflection should be instructional rather than punitive.
- ☐ Reteach Briefly After Errors - State or show the expected behavior, allow the student to practice it, and return to the activity. Avoid lengthy lectures when a short correction and rehearsal will provide clearer instruction.
- ☐ Use Restorative Reflection or Repair - When behavior affects another person, the activity, or classroom materials, help the student identify the impact and complete an appropriate repair, such as checking on someone, correcting work, restoring materials, or practicing a more appropriate response.
- ☐ Coordinate Home-School Communication When Needed - Share the specific expectation being taught, the language or visuals being used, progress, and strategies that can be reinforced consistently across settings. Keep communication objective and solution focused.
- ☐ Review Goals and Provide Student Feedback - Meet with the student at planned intervals to review progress, identify successful strategies, and select a manageable next step.
- ☐ Adjust Instruction and Reinforcement Using Data - Review performance by setting, activity, prompt level, and opportunity. Use the results to decide whether to reteach the skill, change the cue, fade support, adjust reinforcement, or revise the goal.
- ☐ Avoid Relying on Repeated Reminders Alone - Repeating a direction does not teach a missing skill. Determine whether the student needs clearer instruction, a visual, practice, clarification, environmental support, reinforcement, or another replacement response.

Identify the Specific Skills That Need Support

14
Classroom
Skill Areas

- ✓ Understanding Rules & Expectations
- ✓ Following Directions the First Time
- ✓ Following Multistep Directions
- ✓ Beginning a Requested Activity
- ✓ Accepting Feedback or Correction
- ✓ Responding Respectfully to Adults
- ✓ Asking for Clarification
- ✓ Using Materials Appropriately
- ✓ Following Established Routines
- ✓ Transitioning When Directed
- ✓ Demonstrating Safe Behavior
- ✓ Correcting Behavior After a Reminder
- ✓ Following Expectations With Substitute Teachers or Unfamiliar Adults
- ✓ Generalizing Expectations Across Teachers and Settings

How to Use This Resource

- 1 Identify the skill need
- 2 Choose a targeted intervention
- 3 Select a measurable goal
- 4 Monitor progress and adjust supports

The images show three versions of the 'Classroom Engagement and Work Completion' form. The top-right image is a paper version showing the 'Attending During Instruction - Potential Interventions' section with checkboxes for various strategies. The bottom-left image is a tablet version showing the 'Attending During Instruction' table with columns for 'Always', 'Sometimes', and 'Not Yet/Not Observed'. The bottom-right image is a laptop version showing the same table on a digital screen.

Classroom Engagement and Work Completion

Student Name: _____ DOB: _____ Grade: _____
Teacher/Rater: _____ School: _____
Date Completed: _____

Attending During Instruction	Always	Sometimes	Not Yet/Not Observed
Responds to the established classroom attention signal.			
Pauses unrelated activity when instruction begins.			
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.			
Has the materials needed to participate in the instructional activity.			
Follows along with a shared text, visual, example, demonstration, or modeled process.			
Shifts attention when instruction moves from one source to another.			

Attending During Instruction - Potential Interventions

- ☐ **Check Whether the Student Can Access the Instruction** - Before treating the concern as an attention problem, consider hearing, vision, language, comprehension, vocabulary, instructional level, sensory needs, seating, and the pace of the lesson. A student may appear inattentive when the information is difficult to hear, understand, or follow.
- ☐ **Gain Attention Before Beginning Instruction** - Use the student's name, proximity, a visual cue, a class signal, or another established prompt before presenting important information. Allow a brief moment for the student to shift from the previous activity and orient to the lesson.
- ☐ **Use a Consistent Instructional Attention Signal** - Pair a predictable verbal phrase, sound, gesture, visual, or environmental cue with the start of instruction. Explicitly teach the response connected to the signal, such as pausing, locating the speaker or visual, and preparing the needed materials.
- ☐ **Preview What the Student Should Listen or Look For** - Before instruction begins, identify the most important information. For example, say, "Listen for the three materials you will need," or "Watch how I complete the first step." A clear purpose can make it easier for the student to direct attention.
- ☐ **Use Brief, Clearly Organized Instructional Segments** - Break lengthy explanations into manageable sections. Pause between sections for a question, demonstration, brief response, or student action instead of presenting a long period of uninterrupted verbal instruction.
- ☐ **Provide Frequent Opportunities for Active Responding** - Ask students to point, write, repeat, show, select, discuss, demonstrate, or complete a step. Active participation gives the student a reason to attend and provides the teacher with information about whether the student is accessing the lesson.
- ☐ **Pair Verbal Instruction With Visual Supports** - Use written keywords, pictures, diagrams, modeled examples, anchor charts, guided notes, or displayed steps. Keep the visual available long enough for the student to refer back to it rather than requiring all information to be retained from listening alone.

Classroom Engagement and Work Completion

Student Name: _____ DOB: _____ Grade: _____
Teacher/Rater: _____ School: _____
Date Completed: _____

Attending During Instruction	Always	Sometimes	Not Yet/Not Observed
Responds to the established classroom attention signal.			
Pauses unrelated activity when instruction begins.			
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.			
Has the materials needed to participate in the instructional activity.			

Detailed View

Student Skill Checklist

Targeted Interventions

Tailored Goals

PLUS

Notes/Comments

Classroom Engagement and Work Completion

Student Name: DOB: Grade:
Teacher/Rater: School:
Date Completed:

Attending During Instruction	Always	Sometimes	Not Yet/ Not Observed
Responds to the established classroom attention signal.			
Pauses unrelated activity when instruction begins.			
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.			
Has the materials needed to participate in the instructional activity.			
Follows along with a shared text, visual, example, demonstration, or modeled process.			
Shifts attention when instruction moves from one source to another, such as from the teacher to the board or from a demonstration to student materials.			
Demonstrates awareness of the instruction through an appropriate response, action, or acknowledgment.			
Responds to questions, prompts, or opportunities to participate when expected.			
Follows directions that are provided as part of the instruction.			

Classroom Engagement and Work Completion

Attending During Instruction - Potential Interventions

- ☐ **Check Whether the Student Can Access the Instruction** – Before treating the concern as an attention problem, consider hearing, vision, language comprehension, vocabulary, instructional level, sensory needs, seating, and the pace of the lesson. A student may appear inattentive when the information is difficult to hear, understand, or follow.
- ☐ **Gain Attention Before Beginning Instruction** – Use the student's name, proximity, a visual cue, a class signal, or another established prompt before presenting important information. Allow a brief moment for the student to shift from the previous activity and orient to the lesson.
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- ☐ **Pair Verbal Instruction With Visual Supports** – Use written keywords, pictures, diagrams, modeled examples, anchor charts, guided notes, or displayed steps. Keep the visual available long enough for the student to refer back to it rather than requiring all information to be retained from listening alone.

Printable & Digital Options

- Print the checklists
- Complete digitally with fillable checkboxes
- Save dated student copies
- Compare ratings over time

The image displays two versions of a 'Classroom Engagement and Work Completion' checklist. The background shows a printed version, while the foreground features a tablet displaying the digital version. Both versions include a header with fields for Student Name, Teacher/Rater, Date Completed, DOB, and Grade. The checklist table has four columns: 'Attending During Instruction', 'Always', 'Sometimes', and 'Not Yet/Not Observed'. The digital version on the tablet has fillable checkboxes in the 'Always', 'Sometimes', and 'Not Yet/Not Observed' columns. The printed version shows the same table with empty boxes for marking.

Classroom Engagement and Work Completion

Student Name: _____ DOB: _____ Grade: _____
Teacher/Rater: _____ School: _____
Date Completed: _____

Attending During Instruction	Always	Sometimes	Not Yet/Not Observed
Responds to the established classroom attention signal.	☐	☐	☐
Pauses unrelated activity when instruction begins.	☐	☐	☐
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.	☐	☐	☐
Has the materials needed to participate in the instructional activity.	☐	☐	☐
Follows along with a shared text, visual, example, demonstration, or modeled process.	☐	☐	☐
Shifts attention when instruction moves from one source to another, such as from the teacher to the board or from a demonstration to student materials.	☐	☐	☐
Demonstrates awareness of the instruction through an appropriate response, action, or acknowledgment.	☐	☐	☐
Responds to questions, prompts, or opportunities to participate when expected.	☐	☐	☐
Follows directions that are provided as part of the instruction.	☐	☐	☐

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