

Classroom Management Self-Assessment
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	Not in Place 0	Partial in place 1	In Place 2
<p>DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS</p> <p>1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)</p>			
<p>ESTABLISHING ROUTINES & EFFECTIVE LEARNING ENVIRONMENT</p> <p>2. Classroom <u> routines </u> defined (Doc # 10) and taught ✓ Signal established for obtaining class attention...</p> <p>3. Physical layout is functional and minimized crowding ✓ Classroom activities have locations ✓ Teacher able to monitor whole class ✓ Traffic patterns established</p>			
<p>CONTINUUM OF STRATEGIES TO ACKNOWLEDGE APPROPRIATE BEHAVIOR</p> <p>4. Active supervision of classroom ✓ moving through classroom, scanning, interacting</p> <p>5. Positive environment established ✓ 5 positive comments to every correction/negative ✓ Praise is specific (i.e., what behavior) and is linked to school wide expectations (e.g., respect) ✓ School-Wide and/or classroom acknowledgement system is used consistently</p>			
<p>MAXIMIZING STUDENT ENGAGEMENT</p> <p>6. Maximize academic engagement ✓ Opportunities for student responses (Average of 2 per min) ✓ Promote academic success ✓ Curricular adaptations available to match student ability ✓ Use activity sequence (scaffolding) ✓ Vary modes of instruction</p>			
<p>DEVELOP A CONTINUUM OF STRATEGIES FOR RESPONDING TO PROBLEMATIC BEHAVIOR</p> <p>7. Hierarchy of responses to problem behavior ✓ Do not ignore moderate/intense problem behavior Specific feedback for social/academic errors ✓ Responses to problem behavior allow instruction to continue</p> <p>8. System available to request behavioral assistance</p>			

Summary Score			
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Classroom Observation Data Collection Forms (Midwest PBIS)

Assessment for: Define, teach, and acknowledge classroom rules, aligned with school-wide expectations by modeling desired behaviors and using a gaming strategy

Observe and monitor the three components of classroom rules during a 10-20 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Classroom rules align with school-wide expectations			
Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.			
(Ask the teacher if not directly observed): Teacher actively teaches the classroom rules and expectations several times throughout the year.		(Taught once per year)	
Is this Baseline Check?		Is this a Fidelity Check?	

Assessment for: Explain and teach Routines

Observe and monitor the three components of routines & procedures during a 10-20 minute period or during predictable problematic times (Document 10, Expectation Matrix Classroom):

Components	No	Somewhat	Yes
Routines and procedures are aligned with school-wide expectations			
Routines and procedures are succinct, positively stated, and in age-appropriate language			
Routines and procedures are taught and practiced several times throughout the year			
Is this Baseline Check?		Is this a Fidelity Check?	

Assessment for: Provide Contingent and Specific Praise for Appropriate Behavior

Observe and monitor the three components of BSPS during a 10-20 minute period or during predictable problematic times:

Components	No	Somewhat	Yes
Descriptive and specific: Identifies and describes both the student and the behavior being recognized			
Contingent upon student accurately displaying desired behavior			
Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as negative feedback)			
<u>Tally of BSPS:</u>			
<u>Tally of error correction:</u>			

<u>Ratio of BSPS: EC (error correction):</u>			
Is this Baseline Check?		Is this a Fidelity Check?	

Assessment for: Provide Error Correction through prompting, re-teaching, and providing choices

Observe and monitor the components of Error Correction:

Are disruptions and problem behaviors minimal?	No	Sometimes	Frequently
Is a continuum of consequences to discourage rule violation (e.g., ignoring, praising others, proximity, specific reprimand) used?	No	Partial/informal	Frequently
Is there a documentation system for dealing with specific behavioral violations (Is the school-wide system followed in the classroom)?	No		YES
When correcting misbehavior, is the adult calm?	No	Sometimes	Frequently
consistent?	No	Sometimes	Frequently
brief?	No	Sometimes	Frequently
immediate?	No	Sometimes	Frequently
Is this Baseline Check?		Is this a Fidelity Check?	

Assessment for: Provide Multiple Opportunities to Respond

Observe and monitor the components of Opportunities to Respond during a 10-20 minute period or during predictable problematic times:

Components	Frequency		Comments
Number of instructional questions, statements or gestures made by the teacher seeking an academic response			
Rate of Academic Engagement. Record "+" symbol for on-task/engaged behavior and "-" for off-task behavior			
Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question	No	Sometimes	Yes
Is this Baseline Check?		Is this a Fidelity Check?	

Adapted from Midwest PBIS Classroom Management Materials. Based on *The Classroom Check-Up: A Consultation Model to Support Effective Classroom Management* (Reinke et al., 2008) and *The Classroom Check-up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior* (Reinke, Wendy; Lewis-Palmer, Teri; and Merrell, Kenneth)

Team Members: Site Target Area for Improvement:		
Current Area of Strength	Maintenance Strategies	Date start/Date evaluated
Goals	Improvement Strategies (Specific Steps)	Date start/Date evaluated
Resources Needed		