

Classroom Management Self-Assessment			
Effective Classroom Management Practices Score only lettered practices (a, b, c, d) in white spaces	Current Status		
	Not In Place 0	Partial 1	In Place 2
1. Maximize structure in the classroom.			
a) Develop Predictable Routines : In Place = <i>Teacher routines</i> <i>Student routines</i>			
b) Design environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction: In Place = <i>Arrange furniture to allow easy traffic flow.</i> <i>Ensure adequate supervision of all areas.</i> <i>Designate staff & student areas.</i> <i>Seating arrangements (groups, carpet, etc.)</i>			
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.			
a) Operationally define and post a small number of expectations (i.e., school wide rules) for all routines and settings in the classroom: In Place = <i>Publicly post a 'Rules within Routines Matrix'</i> <i>Should match SW Expectations but be specific to your classroom.</i>			
b) Explicitly teach and review these expectations in the context of routines: In Place = <i>Define rule in operational terms—tell students what the rule looks like within routine.</i> <i>Provide students with examples and non-examples of rule-following within routine.</i> <i>Actively involve students in lesson—game, role-play, etc. to check for their understanding.</i> <i>Provide opportunities to practice rule following behavior in the natural setting.</i>			
c) Prompt or pre-correct students to increase the likelihood that they will follow the expectations: In Place = <i>Visual prompts (posters or illustrations)</i> <i>Pre-correction (verbal reminders, behavioral rehearsals or demonstrations)</i>			
d) Actively supervise students: In Place = Consistent use of procedure <i>1. Move around, 2. Look around (scan), 3. Interact with students (Reinforce and Correct)</i>			

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3. Actively engage students in observable ways.			
a) Provide a high rate of opportunities to respond during instruction. <i>In Place =</i> OTR Rate (OTRs per minute): To calculate, divide # of OTRs by total # of minutes. New Material = 4 to 6 responses per minute, with a minimum of 80% accuracy. Previously Learned Material = 8 to 12 responses per minute, with at least 90% accuracy.			
b) Engage students in observable ways during teacher directed instruction: <i>In Place =</i> <i>Response Cards, Choral Responding</i>			
c) Use a range of evidence based methods to deliver instruction: <i>In Place =</i> <i>Direct Instruction, Computer Assisted Instruction, Class-wide Peer Tutoring, Guided Notes</i>			
4. Establish a continuum of strategies to acknowledge appropriate behavior.			
a) Provide specific and contingent praise for academic and social behaviors (e.g., following expectations): <i>In Place =</i> – contingent : occur immediately following desired behavior – specific : tell learner exactly what they are doing <i>correctly</i> and continue to do in the future Ratio of Positives to Negatives: 4 to 1 To calculate, divide # positives by # of negatives.			
b) Use other systems to acknowledge appropriate behavior: <i>In Place =</i> <i>Group contingencies, Behavior Contracts, Token Economies</i>			
5. Establish a continuum of strategies to respond to inappropriate behavior.			
a) Provide specific, contingent, and brief error corrections for academic and social errors: <i>In Place =</i> Consistent use of procedure - contingent : occur immediately after the undesired behavior - specific : tell learner exactly what they are doing <i>incorrectly</i> and what they should do differently in the future - brief : after redirecting back to appropriate behavior, move on			
b) Use the least restrictive procedure to discourage inappropriate behavior: <i>In Place =</i> <i>Differential Reinforcement, Planned Ignoring</i>			
Summary Score	Total Points = _____ X 100% = % 26		