# Classroom Management Self-Assessment

<table>
<thead>
<tr>
<th>Effective Classroom Management Practices</th>
<th>Current Status</th>
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<tbody>
<tr>
<td>Score only lettered practices (a, b, c, d) in white spaces</td>
<td>Not In Place</td>
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## 1. Maximize structure in the classroom:

### a) Develop Predictable Routines:

**In Place**
- Teacher routines
- Student routines

## 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**
- Publicly post a ‘Rules within Routines Matrix’
- Should match SW Expectations but be specific to your classroom.

### b) Explicitly teach and review these expectations in the context of routines:

**In Place**
- Define rule in operational terms—tell students what the rule looks like within routine.
- Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

### c) Prompt or pre-correct students to increase the likelihood that they will follow the expectations:

**In Place**
- Visual prompts (posters or illustrations)
- Pre-correction (verbal reminders, behavioral rehearsals or demonstrations)

### d) Actively supervise students:

**In Place**
- Consistent use of procedure
  1. Move around
  2. Look around (scan)
  3. Interact with students (Reinforce and Correct)
Classroom Management Self-Assessment

Effective Classroom Management Practices
Score only lettered practices (a, b, c, d) in white spaces

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Not In Place</th>
<th>Partial</th>
<th>In Place</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
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3. Actively engage students in observable ways.
   a) Provide a high rate of opportunities to respond during instruction.
   **In Place** = Provide a high rate of opportunities to respond during instruction.

   **In Place** =
   - 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:
   **In Place** =
   - Response Cards, Choral Responding

   c) Use a range of evidence based methods to deliver instruction:
   **In Place** =
   - Direct Instruction, Computer Assisted Instruction, Class-wide Peer Tutoring, Guided Notes

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):
   **In Place** =
   - Contingent: occur immediately following desired behavior
   - Specific: tell learner exactly what they are doing correctly 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:
   **In Place** =
   - Group contingencies, Behavior Contracts, Token Economies

5. Establish a continuum of strategies to respond to inappropriate behavior.
   a) Provide specific, contingent, and brief error corrections for academic and social errors:
   **In Place** =
   - Consistent use of procedure
     - Contingent: occur immediately after the undesired behavior
     - Specific: tell learner exactly what they are doing incorrectly 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:
   **In Place** =
   - Differential Reinforcement, Planned Ignoring

Summary Score

Total Points = ______ X 100% = %