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Positive Behavior Support

Classroom Management: Self-Assessment Revised

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports¹

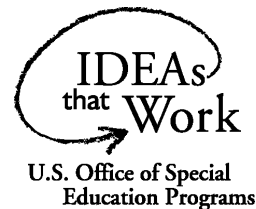
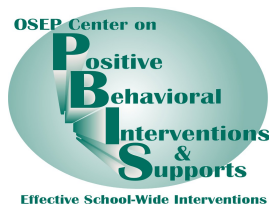
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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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Classroom Management: Self-Assessment²

Teacher _____		Rater _____		Date _____	
Instructional Activity				Time Start _____	
				Time End _____	
Tally each Positive Student Contacts		Total #	Tally each Negative Student Contacts		Total #
Ratio ³ of Positives to Negatives: _____ to 1					

Classroom Management Practice	Rating	
1. <i>I have arranged my classroom to minimize crowding and distraction</i>	Yes	No
2. <i>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</i>	Yes	No
3. <i>I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</i>	Yes	No
4. <i>I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</i>	Yes	No
5. <i>I provided each student with multiple opportunities to respond and participate during instruction.</i>	Yes	No
6. <i>My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</i>	Yes	No
7. <i>I actively supervised my classroom (e.g., moving, scanning) during instruction.</i>	Yes	No
8. <i>I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</i>	Yes	No
9. <i>I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</i>	Yes	No
10. <i>In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</i>	Yes	No
<p>Overall classroom management score:</p> <p>10-8 "yes" = "Super"</p> <p>7-5 "yes" = "So-So"</p> <p><5 "yes" = "Improvement Needed"</p>		
		# Yes _____

² Revised from Sugai & Colvin

³ To calculate, divide # positives by # of negatives.

Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Assess whether each classroom management practice was evident.
 - c. Sum the number of “yes” to determine overall classroom management score.
 - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ⁴

⁴ What? When? How? By When?

Selected Supporting References

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