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# Positive Behavior Support

## Classroom Management: Self-Assessment Revised

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Version: April 7, 2006

# SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports<sup>1</sup>

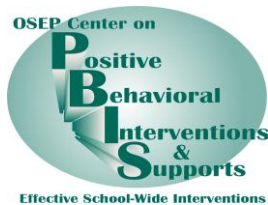
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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for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

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<sup>1</sup> The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

## Classroom Management: Self-Assessment<sup>2</sup>

Teacher_____ Rater_____ Date_____			
Instructional Activity		Time Start_____	
		Time End _____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio <sup>3</sup> of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating
1. I have arranged my classroom to <b>minimize crowding and distraction</b>	Yes No
2. I have <b>maximized structure and predictability</b> in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 <b>positively stated expectations</b> (or rules).	Yes No
4. I provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with <b>multiple opportunities to respond</b> and participate during instruction.	Yes No
6. My instruction <b>actively engaged</b> students in observable ways (e.g., writing, verbalizing)	Yes No
7. I <b>actively supervised</b> my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I <b>ignored</b> or provided <b>quick, direct, explicit reprimands/redirections</b> in response to inappropriate behavior.	Yes No
9. I have <b>multiple strategies/systems</b> in place to <b>acknowledge</b> appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided <b>specific feedback</b> in response to social and academic behavior errors and correct responses.	Yes No
<p>Overall classroom management score:</p> <p style="margin-left: 40px;">10-8 "yes" = <b>"Super"</b></p> <p style="margin-left: 40px;">7-5 "yes" = <b>"So-So"</b></p> <p style="margin-left: 40px;">&lt;5 "yes" = <b>"Improvement Needed"</b></p> <div style="text-align: right; margin-top: 10px;"># Yes_____</div>	

<sup>2</sup> Revised from Sugai & Colvin

<sup>3</sup> 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 <sup>4</sup>

<sup>4</sup> What? When? How? By When?

### Selected Supporting References

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