Classroom Management Self-Assessment

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| **Classroom Management Practice** | **Rating** |
| 1. I **maximized structure and predictability** in my classroom.
 |
| * 1. *I explicitly taught and followed predictable* ***routines****.*
 | Yes No |
| * 1. *I arranged my room to* ***minimize crowding and distraction****.*
 | Yes No |
| 1. I posted, taught, reviewed, monitored, and reinforced a small number of **positively stated expectations**.
 |
| * 1. *I operationally defined and* ***posted*** *a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.*
 | Yes No |
| * 1. *I explicitly* ***taught*** *and* ***reviewed*** *these expectations in the context of routines.*
 | Yes No |
| * 1. *I* ***prompted*** *or* ***pre-corrected*** *students to increase the likelihood that they will follow the expectations.*
 | Yes No |
| * 1. *I* ***actively supervised*** *my students.*
 | Yes No |
| 1. I **actively engaged** students in observable ways.
 |
| * 1. *I provided a high rate of* ***opportunities to respond*** *during my instruction.*
 | Yes No |
| * 1. *I* ***engaged*** *my students in* ***observable ways*** *during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).*
 | Yes No |
| * 1. *I used evidence based methods to* ***deliver*** *my instruction (e.g., Direct Instruction).*
 | Yes No |
| 1. I used a **continuum of strategies** to acknowledge **appropriate behavior***.*
 |
| * 1. *I provided* ***specific and contingent praise*** *for academic and social behaviors (e.g., following expectations).*
 | Yes No |
| * 1. *I also used* ***other systems*** *to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).*
 | Yes No |
| 1. I used a **continuum of strategies** to respond to **inappropriate behavior**
 |
| * 1. *I provided specific, contingent, and brief* ***error corrections*** *for academic and social errors.*
 | Yes No |
| * 1. *In addition, I used the* ***least restrictive procedure*** *to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)*
 | Yes No |
| *Overall classroom management score:**10-13 “yes” = “****Super****”**7-10 “yes” = “****So-So****”*<*7 “yes” = “****Improvement Needed****”* | # Yes \_\_\_ |

*Adapted from Simonsen et al., 2006*