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| **Classroom Management Self-Assessment****Document Modified from: Sugai, Colvin, Horner & Lewis-Palmer** |
|  | Not in Place0 | Partial in place1 | In Place2 |
| **DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS**1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)
 |  |  |  |
| **ESTABLISHING ROUTINES & EFFECTIVE LEARNING ENVIRONMENT** 1. Classroom routines defined (Doc # 10) and taught
* Signal established for obtaining class attention…
1. Physical layout is functional and minimized crowding
* Classroom activities have locations
* Teacher able to monitor whole class
* Traffic patterns established
 |  |  |  |
| **CONTINUUM OF STRATEGIES TO ACKNOWLEDGE APPROPRIATE BEHAVIOR**1. Active supervision of classroom
* moving through classroom, scanning, interacting
1. Positive environment established
* 5 positive comments to every correction/negative
* Praise is specific (i.e., what behavior) and is linked to school wide expectations (e.g., respect)
* School-Wide and/or classroom acknowledgement system is used consistently
 |  |  |  |
| **MAXIMIZING STUDENT ENGAGEMENT** 1. Maximize academic engagement
* Opportunities for student responses (Average of 2 per min)
* Promote academic success
* Curricular adaptations available to match student ability
* Use activity sequence (scaffolding)
* Vary modes of instruction
 |  |  |  |
| **DEVELOP A CONTINUUM OF STRATEGIES FOR RESPONDING TO PROBLEMATIC BEHAVIOR**1. Hierarchy of responses to problem behavior
* Do not ignore moderate/intense problem behavior Specific feedback for social/academic errors
* Responses to problem behavior allow instruction to continue
1. System available to request behavioral assistance
 |  |  |  |
| **Summary Score** |  |  |  |

Classroom Observation Data Collection Forms (Midwest PBIS)

**Assessment for: Define, teach, and acknowledge classroom rules, aligned with school-wide expectations by modeling desired behaviors and using a gaming strategy**

Observe and monitor the three components of classroom rules during a 10-20 minute period or during predictable problematic times:

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **No** | **Somewhat** | **Yes** |
| Classroom rules align with school-wide expectations |  |  |  |
| Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.  |  |  |  |
| (Ask the teacher if not directly observed): Teacher actively teaches the classroom rules and expectations several times throughout the year.  |  | (Taught once per year) |  |
|  |
| Is this Baseline Check? |  | Is this a Fidelity Check? |  |

**Assessment for: Explain and teach Routines**

Observe and monitor the three components of routines & procedures during a 10-20 minute period or during predictable problematic times (Document 10, Expectation Matrix Classroom):

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **No** | **Somewhat** | **Yes** |
| Routines and procedures are aligned with school-wide expectations |  |  |  |
| Routines and procedures are succinct, positively stated, and in age-appropriate language |  |  |  |
| Routines and procedures are taught and practiced several times throughout the year |  |  |  |
|  |
| Is this Baseline Check? |  | Is this a Fidelity Check? |  |

**Assessment for: Provide Contingent and Specific Praise for Appropriate Behavior**

Observe and monitor the three components of BSPS during a 10-20 minute period or during predictable problematic times:

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **No** | **Somewhat** | **Yes** |
| Descriptive and specific: Identifies and describes both the student and the behavior being recognized |  |  |  |
| Contingent upon student accurately displaying desired behavior |  |  |  |
| Behavior-specific praise statements are delivered frequently (BSPS delivered 4 times as often as negative feedback) |  |  |  |
| Tally of BSPS: |
| Tally of error correction: |
| Ratio of BSPS: EC (error correction): |
|  |
| Is this Baseline Check? |  | Is this a Fidelity Check? |  |

**Assessment for: Provide Error Correction through prompting, re-teaching, and providing choices**

Observe and monitor the components of Error Correction:

|  |  |  |  |
| --- | --- | --- | --- |
| Are disruptions and problem behaviors minimal? | **No** | **Sometimes** | **Frequently** |
| Is a continuum of consequences to discourage rule violation (e.g., ignoring, praising others, proximity, specific reprimand) used? | **No** | **Partial/ informal**  | **Frequently** |
| Is there a documentation system for dealing with specific behavioral violations (Is the school-wide system followed in the classroom)? | **No** |  | **YES** |
| When correcting misbehavior, is the adult calm? | **No** | **Sometimes** | **Frequently** |
| consistent? | **No** | **Sometimes** | **Frequently** |
| brief? | **No** | **Sometimes** | **Frequently** |
| immediate? | **No** | **Sometimes** | **Frequently** |
|  |
| Is this Baseline Check? |  | Is this a Fidelity Check? |  |

**Assessment for: Provide Multiple Opportunities to Respond**

Observe and monitor the components of Opportunities to Respond during a 10-20 minute period or during predictable problematic times:

|  |  |  |
| --- | --- | --- |
| **Components** | **Frequency** | **Comments** |
| Number of instructional questions, statements or gestures made by the teacher seeking an academic response |  |  |
| Rate of Academic Engagement. Record “+” symbol for on-task/ engaged behavior and “-“ for off-task behavior |  |  |
| Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question | **No** | **Sometimes** | **Yes** |
|  |
| Is this Baseline Check? |  | Is this a Fidelity Check? |  |

Adapted from Midwest PBIS Classroom Management Materials. Based on *The Classroom Check- Up: A Consultation Model to Support Effective Classroom Management*  (Reinke et al., 2008) and *The Classroom Check-up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior (Reinke, Wendy; Lewis-Palmer, Teri; and Merrell, Kenneth)*

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| **Team Members:** **Site Target Area for Improvement:** |

|  |  |  |
| --- | --- | --- |
| **Current Area of Strength** | **Maintenance Strategies** | **Date start/Date evaluated** |
|  |  |  |
| **Goals** | **Improvement Strategies (Specific Steps)** | **Date start/Date evaluated** |
|  |  |  |
|  |  |  |
| **Resources Needed** |  |  |