

Classroom Behavior Management: Self-Assessment*

Teacher _____	Date _____
Instructional Activity _____	Time Start _____ Time End _____

Classroom Behavior Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction .	Yes No
2. I have structure and predictability in my classroom.	
a. Taught and use attention signal	Yes No
b. Posted and use classroom schedule	Yes No
c. Defined and taught classroom routines	Yes No
3. I have posted, taught, and reviewed (as needed) 3-5 positively stated expectations and classroom rules .	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than problem behaviors (<i>Remember, the goal is 4 or 5 positive comments to 1 negative comment for each student</i>).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction. (<i>pair-share, random pick, teacher selection, choral response, written response, response card, hand/silent signals, volunteer, etc.</i>)	Yes No
6. My instruction actively engaged students in observable ways. (<i>e.g., writing, verbalizing, hand signals, raise response card, etc.</i>)	Yes No
7. I actively supervised my classroom during instruction. (<i>e.g., moving, scanning, proximity control</i>)	Yes No
8. I have multiple strategies/systems in place to acknowledge/reinforce appropriate behavior. (<i>e.g., 4/5:1 ratio, behavior-specific praise, Good Behavior Game, Hero Procedure, Token Economy, Class Lottery, etc.</i>)	Yes No
9. I used informational corrective techniques to respond to new and low intensity/infrequent problem behaviors. (<i>e.g., proximity, verbal redirection, discussion, family contact, praise other students, restitution, etc.</i>)	Yes No
10. I consistently implemented planned corrective consequences to respond to targeted problem behaviors. (<i>e.g., restitution, behavior reflection form, time owed, response cost, timeout, etc.</i>)	Yes No
Overall classroom management score:	# Yes _____

Action Planning

The purposes of this self-assessment are to (a) determine the extent to which effective general classroom behavior management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. After the activity,
 - a. Assess whether each classroom management practice was evident.
 - b. Sum the number of "yes" to determine overall classroom management score.
 - c. Develop an action plan for enhancement/maintenance. Start with 2-3 items to address based on your self assessment. Document in the table below.

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

*Adapted from: Simonsen, B., Fairbanks, S., Briesch, A., & Sugai, G. (2006). [*Positive Behavior Support Classroom Management: Self-Assessment Revised*](#). Center on Positive Behavioral Interventions and Supports University of Connecticut.