

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

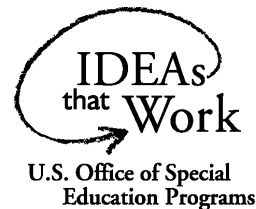
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Classroom Management: Self-Assessment²

This assessment tool is designed for a teacher to rate him or herself and develop an action plan. The teacher should complete this assessment at least quarterly.

It may also be used by a supervisor to evaluate a teacher and provide specific and contingent feedback that will assist in the development of an action plan.

If this tool is used as a self-assessment, the teacher should record the following data for him or herself and complete the checklist on the following page. If this tool is used by a supervisor, the supervisor would write his/her name on the line next to "Rater" and conduct the observation (take data and complete checklist).

Teacher _____		Date _____	
Rater _____			
Instructional Activity		Time Start _____	
		Time End _____	
		Total (min) _____	
Tally Positive Student Contacts	Total #	Tally Negative Student Contacts	Total #
Ratio ³ of Positives to Negatives: _____ to 1			
Tally of Opportunities to Respond (OTR)			Total #
OTR Rate ⁴ (OTRs per minute): _____			

² Revised from Sugai & Colvin

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

⁴ To calculate, divide # of OTRs by total # of minutes.

Classroom Management Practice	Rating
1) I maximized structure and predictability in my classroom.	
a) I explicitly taught and followed predictable routines .	0 1 2
b) I arranged my room to minimize crowding and distraction .	0 1 2
2) I posted, taught, reviewed, monitored, and reinforced a small number of positively stated expectations .	
a) I operationally defined and posted a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.	0 1 2
b) I explicitly taught and reviewed these expectations in the context of routines.	0 1 2
c) I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.	0 1 2
d) I actively supervised my students.	0 1 2
3) I actively engaged students in observable ways.	
a) I provided a high rate of opportunities to respond during my instruction.	0 1 2
b) I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).	0 1 2
c) I used evidence based methods to deliver my instruction (e.g., Direct Instruction).	0 1 2
4) I used a continuum of strategies to acknowledge appropriate behavior .	
a) I provided specific and contingent praise for academic and social behaviors (e.g., following expectations).	0 1 2
b) I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).	0 1 2
5) I used a continuum of strategies to respond to inappropriate behavior	
a) I provided specific, contingent, and brief error corrections for academic and social errors.	0 1 2
b) In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)	0 1 2
<p>'0' = 'no'</p> <p>'1' = 'so/so'</p> <p>'2' = 'yes'</p> <p>Overall classroom management score: # ____</p>	

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. As stated, this assessment and action plan can be completed as a “self-assessment” or by an observer, and it should be completed at least quarterly.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of (a) positive and negative student contacts that occur during the activity and (b) opportunities to respond (i.e., specific instructions or questions that prompt a student response).
3. After the activity,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Sum the number of opportunities to respond (OTRs) and calculate the rate of OTRs per minute.
 - c. Assess whether each classroom management practice was evident (note that some items are lesson specific and others reflect practices that should be on-going).
 - d. Sum the number of “yes” to determine overall classroom management score.
 - e. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ⁵

⁵ What? When? How? By When?

Selected Supporting References

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