

Classroom Management Self-Assessment

Classroom Management Practice	Rating	
1) I maximized structure and predictability in my classroom.		
a) I explicitly taught and followed predictable routines .	Yes	No
b) I arranged my room to minimize crowding and distraction .	Yes	No
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.	Yes	No
b) I explicitly taught and reviewed these expectations in the context of routines.	Yes	No
c) I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.	Yes	No
d) I actively supervised my students.	Yes	No
3) I actively engaged students in observable ways.		
a) I provided a high rate of opportunities to respond during my instruction.	Yes	No
b) I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).	Yes	No
c) I used evidence based methods to deliver my instruction (e.g., Direct Instruction).	Yes	No
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).	Yes	No
b) I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).	Yes	No
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.	Yes	No
b) In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)	Yes	No
<p>Overall classroom management score:</p> <p>10-13 "yes" = "Super"</p> <p>7-10 "yes" = "So-So"</p> <p><7 "yes" = "Improvement Needed"</p> <p style="text-align: right;"># Yes ____</p>		

Adapted from Simonsen et al., 2006



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