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| Classroom Management Assessment | | |
| 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 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 student 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 wats, | | |
| 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 responds 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 in 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. (e.g., rewarding replacement behavior, planned ignoring for unwanted behavior). | Yes | No |

Assessment retrieved from:

Simonsen, B., Fairbanks, S., Briesch, A., (2008). Evidence-based Practices in Classroom

Management: Considerations for Research to Practice. *Education and Treatment of*

*Children, 30(3)*, 351-380.