

Appendix B: Classroom Management Self-Assessment

Directions: The following questions reflect key practices for teaching social and behavioral skills. For each question, check off the option that best represents your current level of implementation and indicate its priority for action planning.

Plan and Create a Positive Learning Environment

1. I design my classroom environment (e.g., layout, furniture, materials, visuals) intentionally to be safe and welcoming for all students.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

2. I have clearly defined the expectations for appropriate use of the various areas in my classroom (e.g., art area, homework center, calming corner).

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

3. I purposefully use unstructured time to meet learning objectives and practice social and behavioral skills in a time-efficient way.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

4. I define, post, and teach 3-5 positive classroom rules collaboratively with students, and regularly and frequently review them with all students throughout the school year.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

5. I regularly teach and re-teach procedures to all students throughout the school year.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

6. I reinforce each student who follows the classroom rules and procedures at regular intervals throughout the day.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

7. I use pre-planned consequence strategies when a student does not follow a rule or procedure.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

8. I plan and provide instruction that is engaging, relevant, and designed for each student's individual needs, strengths, and interests.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

9. I use explicit instruction and provide all students frequent opportunities to respond, question, and explain their thinking.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

Proactively Teach Social and Behavioral Skills

1. I provide explicit instruction on social and behavioral skills, with examples and non-examples of each skill (e.g., demonstrating self-awareness and self-advocacy by asking to take a break).

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

2. I monitor the use of social and behavioral skills using proximity as a reminder for behavioral expectations.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

3. I use attention signals and/or scripts to support all students in following instructions.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

4. I invite caregiver and family partnership through purposeful and regular communication.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

5. I provide specific praise to support social and behavioral skill growth, utilizing a ratio of five or more specific praise statements for every one specific corrective statement (e.g., $\geq 5:1$ ratio).

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

6. I use positive response strategies to help all students recognize when they have successfully used social and behavioral skills.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

7. I use strategies that minimize reinforcement of problem behaviors and instead reinforce expected behaviors, making engaging in the problem behavior less appealing.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

Monitor Implementation Fidelity

1. I monitor implementation fidelity of classroom practices and interventions to ensure that they are used consistently, accurately, and skillfully.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

2. I ensure that all adults in the classroom use a common language for expectations, rules, and procedures.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

3. I invite others to observe me in the classroom setting and provide feedback on my use of specific strategies.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

4. I update my practices based on data and feedback.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

Respond to Student Needs Using Data and Reflection

1. I collect and review data to monitor student progress

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

2. I use data purposefully to help answer questions about instructional practices and interventions

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

3. I use data to guide my decisions about the intensity and delivery of my classroom management strategies

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

4. I ensure all students, including those served under IDEA or Section 504, have equal access to Tier 1 supports (Chapter 5).

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High

5. I assess and address classroom management practices first when multiple students are demonstrating ongoing problem behavior.

Self-Assessment Implementation	Fully	Partially	Not at All
Priority for Action Planning	Low	Medium	High