



Utah State
Board of
Education

Safe and
Healthy
Schools

CLASSROOM MANAGEMENT SELF-ASSESSMENT

A FILLABLE DATASHEET FOR COLLECTING DATA ON STUDENT
BEHAVIOR

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INTRODUCTION

The following datasheet is intended for teachers, paraeducators, counselors, etc. who are engaged in measuring and collecting data on student behavior. It was extracted from the Utah State Board of Education's (USBE) technical assistance manual, [*Least Restrictive Behavioral Interventions: A School-Based Behavior Guide for Educators, Administrators, and Families*](#) (LRBI), which can be found on the USBE website on the Safe and Healthy Schools page.

Directions for how and when to use this datasheet can be found in "Chapter 5: Tiered Supports and Problem Solving" of the LRBI in the section "How Do We Measure Behavior?"

The datasheet has been made fillable for digital use but can also be printed and used with a pen or pencil.

APPENDIX B: CLASSROOM MANAGEMENT SELF-ASSESSMENT

Directions: For each item, place a check mark in the corresponding box that most closely matches your current implementation. After self-assessing, rate each item’s priority level. Use these priority ratings to create an action plan.

Steps to Support and Respond to Students’ Behavioral, Social, and Emotional (BSE) Needs	Self-Assessment Implementation			Priority for Action Planning		
	Fully	Partially	Not At All	Low	Medium	High
1. I design my classroom environment (e.g., layout, furniture, materials, visuals) intentionally to be safe and welcoming for all students (Chapter 4).						
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) (Chapter 4).						
3. I purposefully use unstructured time to meet learning objectives and practice BSE skills in a time-efficient way (Chapter 4).						
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 (Chapter 4)						
5. I regularly teach and re-teach procedures to all students throughout the school year (Chapter 4).						

Steps to Support and Respond to Students' Behavioral, Social, and Emotional (BSE) Needs	Self-Assessment Implementation			Priority for Action Planning		
	Fully	Partially	Not At All	Low	Medium	High
Plan and Create a Positive Learning Space						
6. I reward each student who follows the classroom rules and procedures at regular intervals throughout the day (Chapter 4)						
7. I use pre-planned consequence strategies when a student does not follow a rule or procedure (Chapter 4, Pg. 5).						
8. I plan and provide instruction that is culturally relevant, contextualized and designed for each student's individual needs, strengths, and interests (Chapter 4).						
9. I use explicit instruction and provide all students frequent opportunities to respond, question, and explain their thinking (Chapter 4).						

Steps to Support and Respond to Students' Behavioral, Social, and Emotional (BSE) Needs	Self-Assessment Implementation			Priority for Action Planning		
	Fully	Partially	Not At All	Low	Medium	High
Proactively Teach BSE Skills						
1. I provide explicit instruction on BSE skills, with examples and non-examples of each skill (e.g., demonstrating self-awareness and self-advocacy by asking to take a break) (Chapter 4).						
2. I monitor the use of BSE skills using proximity as a reminder for behavioral expectations (Chapter 4).						
3. I use attention signals and/or scripts to support all students in following instructions (Chapter 4).						
4. I invite caregiver and family partnership through purposeful and regular communication (Chapter 4).						
5. I provide specific praise to support BSE skill growth, utilizing a ratio of five or more specific praise statements for every one specific corrective statement (e.g., $\geq 5:1$ ratio) (Chapter 4).						
6. I use positive response strategies to help all students recognize when they have successfully used BSE skills (Chapter 4).						
7. I use strategies that minimize reinforcement of problem behaviors and instead reinforce expected behaviors, making engaging in the problem behavior less appealing (Chapter 4).						

Steps to Support and Respond to Students' Behavioral, Social, and Emotional (BSE) Needs	Self-Assessment Implementation			Priority for Action Planning		
	Fully	Partially	Not At All	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 (Chapter 4).						
2. I ensure that all adults in the classroom use a common language for expectations, rules, and procedures (Chapter 4).						
3. I invite others to observe me in the classroom setting and provide feedback on my use of specific strategies (Chapter 4).						
4. I update my practices based on data and feedback (Chapter 4).						

Steps to Support and Respond to Students' Behavioral, Social, and Emotional (BSE) Needs	Self-Assessment Implementation			Priority for Action Planning		
	Fully	Partially	Not At All	Low	Medium	High
Respond to Student Needs Using Data and Reflection						
1. I collect and review data to monitor student progress (Chapter 4).						
2. I use data purposefully to help answer questions about instructional practices and interventions (Chapter 4).						
3. I use data to guide my decisions about the intensity and delivery of my classroom management strategies (Chapter 4).						
4. I ensure all students, including those served under IDEA or Section 504, have equal access to Tier 1 supports (Chapter 5).						
5. I assess and address classroom management practices first when multiple students are demonstrating ongoing problem behavior (Chapter 5).						