

CLASSROOM MANAGEMENT ASSESSMENT

Teacher _____ Grade _____ Date _____

Instructions: For each question, check if that particular classroom management component is fully in place, mostly in place, partially in place, or not in place. If the question does not pertain to the situation, check N/A (not applicable).

ECOLOGICAL FACTORS:

Various aspects of the classroom are altered to prevent and address behavior problems.

	N/A	Fully in place	Mostly in place	Partially in place	Not in place
Physical Setting					
1. Are unnecessary and distracting items removed from view and reach?					
2. Are all materials organized and easily accessible?					
3. Do students have secure and adequate spaces for personal storage?					
4. Has furniture been placed to decrease traffic flow challenges?					
5. Do instructional area of the classroom clear, visual boundaries for students?					
6. Are the rules posted and written in words that all can be read and/or illustrated with graphics or icons?					
7. Are the walls, floors, and furniture clean and in good repair?					
8. Is the furniture adjusted to the proper size for the students?					
Scheduling					
9. Is the daily schedule of activities posted and reviewed regularly?					
10. Are transitions and non-instructional activities posted and regularly reviewed regularly?					
11. Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialization and free time?					
12. Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?					
13. Is there a method for posting changes to schedules?					
14. Are students given opportunities to demonstrate or learn new choice making skills?					

	N/A	Fully in place	Mostly in place	Partially in place	Not in place
Socialization					
15. Is there an emphasis on the development of the individual responsibility and independence of all students?					
16. Are friendships between students being promoted?					
17. Is peer interaction on group activities being encouraged?					
18. Are effective communication strategies being used or taught?					

CLASSROOM BEHAVIOR SYSTEMS:

A behavior system is developed and implemented to prevent or to address behavior problems.

	N/A	Fully in place	Mostly in place	Partially in place	Not in place
Defining and Teaching Positive Behavior					
1. Are there clearly defined, positively stated expectations and rules for the classroom?					
2. Is the number of rules limited to no more than 5?					
3. Are the rules worded in observable & measurable terms?					
4. Is there a system for teaching and practicing behavior expectations and rules to students?					
5. Are data collected from classroom setting accurate and updated frequently?					
6. Are data collected from classroom setting analyzed frequently and used to guide ongoing behavior support decisions?					
7. Have behavior support decisions been clearly understood by all professionals in the classroom?					
Reward System					
8. Does a reward/recognition system for appropriate behavior exist in the classroom?					
9. Are there specific criteria for earning reinforcers or rewards and are the students aware of the specific criteria?					
10. Are reinforcers (verbal, nonverbal, items, activities) available to all that earn them?					
11. Are reinforcement opportunities posted?					
12. Are rewards earned and not taken away?					
13. Are reinforcers varied, individualized, and age - appropriate?					
14. Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?					
15. Is behavioral praise varied in phrasing, delivered in natural tone of voice, and frequent?					

	N/A	Fully in place	Mostly in place	Partially in place	Not in place
Consequence System					
16. Are the consequences for rule violation sequential?					
17. Are the consequences for rule violation preplanned, explained, and reviewed regularly with students?					
18. Is there a formal system for communicating and involving parents that do not rely entirely on students as the messengers?					
19. Are the consequences delivered consistently, timely, and in a calm, matter-of-fact manner?					
20. Are the students reminded of choices in a calm, positive manner prior to escalation in behavior?					

CURRICULUM AND INSTRUCTION

Materials & instructional presentation are altered/adapted to prevent or address behavior problems.

	N/A	Fully in place	Mostly in place	Partially in place	Not in place
Instructional Planning and Delivery					
1. Are lessons objectives and materials used appropriate for student's functioning levels?					
2. Are assignments meaningful & relevant to students?					
3. Are materials that students will be expected to use independently selected based on the students' academic achievement levels (reading and math)?					
4. Are appropriate lengths of time provided for tasks?					
5. Are task directions clear and brief?					
6. Are oral directions paired with pictures, icons, or written words that the students can read?					
7. Is the pace of the instruction appropriate for the needs of all students?					
8. Are student checks for understanding, conducted frequently both after directions or delivered and while the task is being completed?					
9. Are students provided with opportunities to make choices with and/across tasks?					
10. Is academic praise provided during guided and independent practice?					
11. Is corrective feedback provided promptly and positively during guided and independent practice?					
12. Are adaptations made to meet individual needs?					
13. Is the goal of social acceptance by peers emphasized?					
14. Is there an emphasis on the development of the autonomy, individual responsibility and interdependence of all students?					
15. Are skills taught in the settings and situations in which they are naturally needed?					
16. Are friendships between students with and without disabilities promoted?					

SUMMARY OF POSITIVE BEHAVIOR SUPPORT IN CLASSROOM SETTINGS

	Total % Marked for Fully In Place	Total % Marked for Mostly In Place	Total % Marked for Partially In Place	Total % Marked for Not in Place
Ecological Factors				
Classroom Behavior Systems				
Curriculum and Instruction				

Calculation: For each section, calculate the percentage of questions marked for in place, mostly in place, partially in place, and not in place. To calculate, total the number of questions checked under the category in that specific section and divide by the total number of questions in the section, then multiply by 100.

Example:

To calculate the total % of components marked “Fully in Place” under the Ecological Factors section, first total the # of questions checked “Fully In Place” in that section. Then, determine the # of total questions under Ecological Factors. Divide the # of questions checked by the total # of questions and then multiply by 100.

_____ questions marked “Fully In Place” ÷ 18 total questions, x 100 = _____ %