

Self-Reflection Checklist: Room Arrangement

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Room Arrangement	High	Med	Low
VISIBILITY						
			Students can see all instructional materials			
			Teacher can see all students			
			Walls include 70% authentic images (vs. commercially reproduced) *			
			Bulletin boards are relevant to content			
			Visual images throughout the class reflect the cultural make-up of the students (pictures, colors, artifacts) in a welcoming and inviting way. *			
			Visual stimulation is appropriate for students with varying needs (consider students with heightened sensory systems and/or regulation difficulties.) **			
ACCESSIBILITY						
			Students can access instructional materials, including technology			
			Teacher can access each student			
			Teacher can affirm and validate students privately. *			
			Teacher can access instructional materials			
			Students have personal space			
			Movement throughout class can be accomplished without bottle necks.			
			Students can easily access a calming corner when needed. **			
TASK						
			Room arrangement can easily be changed to allow for collaboration *			
			A variety of learning stations are present			
			Library resources support a focus on multiple literacies and cultures *			
			The room can easily be rearranged to accommodate various formats of instruction.			
* These items support culturally responsive practices; ** These items support trauma-sensitive practice						

Self-Reflection Checklist: Expectations and Procedures

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Expectations and Procedures	High	Med	Low
SECTION 1: EXPECTATIONS AND CLASS MATRIX						
			There are 3-5 explicitly stated school-wide expectations.			
			The expectations are functional.			
			The expectations are stated in positive terms.			
			Expectations are taught during the first days of school and are reviewed throughout the school year.			
SECTION 2: DEVELOPING PROCEDURES						
			Clear procedures are developed that address where instructional time is lost.			
			Procedures have clear, sequential steps.			
			Procedures are developed for classroom practices			
			Procedures are developed for academic enablers (social skills, study skills, emotional management)			
			Procedures support/reflect the diverse learning needs of your students.			
SECTION 3: TEACHING TO ROUTINES						
			There is evidence of routines in the classroom for expectations and rules.			
			Specific, sequential student behaviors are identified for each routine.			
			Routines are systematically taught using best practice format at the beginning of the school year.			
			Feedback is given to students regarding routines.			
			Routines are maintained throughout the year.			

Self-Reflection Checklist for: Acknowledgement Systems

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Acknowledgement Systems	High	Med	Low
SECTION 1: TERMINOLOGY AND ESTABLISHING RELATIONSHIPS						
			Use non-contingent attention to establish relationships and sense of belonging with each student.			
			Teacher attention is sensitive to student need.			
			Engage families to learn about your students and their cultures.			
SECTION 2: SPECIFIC POSITIVE FEEDBACK						
			Use specific positive feedback to reinforce new learning.			
			Positive feedback includes clear and specific behavioral statements.			
			Positive feedback includes one or more of the following: improvement, effort, positive effect of behavior.			
			Deliver 5 positives to every corrective, with a mix of contingent and non-contingent acknowledgement.			
			Delivered sincerely, and age appropriate			
			Clear procedures are developed that address where instructional time is lost.			
			Procedures have clear, sequential steps.			
SECTION 3: USE OF OTHER ACKNOWLEDGEMENT TOOLS						
			Check the systems(s) used: __ Group contingency __ Contracts __ Tokens __ Other: _____.			
			Simple to use			
			Clear criteria for earning reinforcers/incentives			
			Reinforcers used frequently when new skills are introduced, then faded out and replaced with non-tangibles			
			Flexible to meet needs of diverse students			
			Varied to keep student interest			
			Aligned with school-wide systems			

Self-Reflection Checklist: Continuum of Responses to Behavioral Error

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Continuum of Responses to Behavioral Errors	High	Med	Low
SECTION 1: USE ACTIVE SUPERVISION						
			Move about the room.			
			Interact positively with students.			
			Visually scan the room.			
SECTION 2: PLANNED IGNORING						
			Use for appropriate behaviors (need for attention).			
			Teach student the plan before implementing.			
			Reinforce replacement behaviors.			
SECTION 3: ABC'S OF BEHAVIOR						
			Describe the behavior specifically.			
			Determine the antecedent, or what happens right before the challenging behavior.			
			Identify what happens as a result (consequence) of the challenging behavior.			
			Determine the function of the behavior (obtain or avoid).			
SECTION 4: CONTINUUM OF RESPONSES						
			Delivery is: __ calm __ immediate __ brief __ consistent __ respectful			
			Prompt: provide a visual or verbal cue			
			Redirect: restate the matrix expectation			
			Re-teach: tell, show, practice, acknowledge			
			Provide choice: range of alternatives			
			Conference with student.			
			Have a range of consequences.			
			Use teaching consequences when appropriate.			
			Match the response to the function of challenging behavior.			

SECTION 5: IMPLICIT BIAS						
			Have identified personal vulnerable decision points.			
			Pause to consider: <i>Is the behavioral error a cultural mismatch?</i>			
			Have a sufficient understanding of the cultures of my students to confidently answer the above question.			
			Use Validate, Affirm, Build, and Bridge to respond to behavioral errors that are a mismatch. This includes teaching to mastery behaviors needed to succeed in a class setting.			

Adapted from: Wisconsin DPI, Classroom Management Modules 1-4. Colvin, G. (2006). *The Effective Elementary Classroom: Managing for Success*. Eugene, OR: Behavior Associates
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). *Positive Behavior Support, The 7: Classroom Management Self-Assessment Revised*. University of Connecticut.