

PBS in the Classroom:

Classroom Management Self-Assessment

The purpose of this assessment is to: a) determine the extent to which effective general classroom management practices are in place and b) develop an action plan for enhancement/maintenance based on this information.

Classroom Structure and Routines

	In Place	Partially In Place	Not In Place	Not Applicable
The furniture is adjusted to the proper size for students.				
Furniture is placed to decrease traffic flow challenges.				
All materials are organized and easily accessible.				
Students have adequate space for personal storage.				
Instructional areas of the classroom have clear, visual boundaries.				
Unnecessary and distracting items are removed from view and reach.				
Desks/room is arranged so all students are easily accessible by the teacher.				
Predictable routines for classroom tasks are identified and made visible.				
The daily schedule of activities is posted and reviewed regularly throughout the day.				
Transitions and non-instructional activities are posted and regularly reviewed throughout the day.				
Students are provided with activities to engage in if they complete work before other students in the class.				

My Action Items:

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Adapted from tools and resources from: www.pbis.org, <https://flpbs.fmhi.usf.edu>

Defining and Teaching Behavior Expectations and Rules

	In Place	Partially In Place	Not In Place	Not Applicable
Classroom expectations are related to school-wide expectations.				
Classroom rules are positively stated.				
Classroom rules are worded in observable and measureable terms.				
Rules are posted on a chart and large enough for all to see.				
Rules are written in words that all can read and/or illustrated with graphics or icons.				
Attention cue/rule has been taught directly and practiced.				
Start of the day/beginning of class routine has been taught and practiced.				
Routine for working in groups has been taught and practiced.				
Routine for independent seat work has been taught and practiced.				
Routine for obtaining materials has been taught and practiced.				
Routine for seeking help/assistance has been taught and practiced.				
Procedure for sharpening pencils has been taught and practiced.				
Procedure for using the restroom has been taught and practiced.				
End of the day / end of class routine has been taught and practiced.				
Entering the classroom procedure has been taught and practiced.				
Lining up procedure has been taught and practiced.				
Transitioning between activities procedure has been taught and practiced.				
Exiting the classroom procedure has been taught and practiced.				

My Action Items:

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Acknowledgment System

	In Place	Partially In Place	Not In Place	Not Applicable
Specific behavioral praise is provided at the rate of 5 positives to every 1 corrective statement.				
A menu of reinforcement options has been identified (verbal, nonverbal, items, activities).				
Criteria for earning rewards are clearly defined.				
Students have an ongoing opportunity to earn rewards.				
System is flexible enough to meet the needs of diverse students.				
Classroom system is aligned with school-wide system.				
Acknowledgement system is supportive of both academic and behavior success.				
Reinforcers are varied to maintain student interest.				
Reinforcers are appropriate for my students' age level.				
Acknowledgement system is hierarchical – small increments of success are recognized with small rewards.				
Acknowledgement delivered to student(s) is specific and contingent.				
Data is collected on acknowledgements given.				
Data on acknowledgements and/or reinforcement opportunities are publicly displayed.				
Multiple methods of reinforcement are used (individual, group contingencies, behavior contracts, token economies, etc.)				

My Action Items:

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Instructional Planning and Delivery

	In Place	Partially In Place	Not In Place	Not Applicable
Lesson objectives are developed based on students' functioning levels.				
Assignments are relevant and meaningful to students.				
Materials that students use independently are selected based on the students' academic achievement levels.				
Timelines for tasks are adequate.				
Task directions are clear and brief.				
Oral directions are paired with pictures, icons or written words.				
Pace of instruction appropriate for the needs of all students.				
Provisions are made for students who need more time.				
Checks for students' understanding are conducted frequently.				
Students are provided with multiple opportunities to respond and participate.				
Students are engaged in observable ways (response cards, choral responding, writing, verbalizing, etc.)				
Research-based instruction delivery methods are used.				
All/majority of students are actively involved in lessons.				
Activities and instructions are provided to students based on their varying skill levels.				

My Action Items:

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Monitoring and Correcting Inappropriate Behavior

	In Place	Partially In Place	Not In Place	Not Applicable
Active supervision (including moving, interacting, scanning) across settings and activities is done continuously.				
Prompts or pre-corrects are used to increase the likelihood students will follow expectations.				
Minor problem behaviors are managed positively, consistently and quickly.				
Rule violations are tied back to building expectations and re-teaching of desired behavior(s) occurs.				
Error corrections for academic and social errors are specific, immediate and brief.				
Consequences for rule violations are hierarchical, logical and reasonable.				
Consequences are pre-planned and available.				
Consequences for rule violations are explained and reviewed regularly.				
Consequences are delivered in a calm, matter-of-fact manner.				
Students are reminded of their choices in a calm, positive manner prior to escalation of behavior.				
Consequences are delivered consistently and in a timely manner.				

My Action Items:

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Evaluation of Effectiveness

	In Place	Partially In Place	Not In Place	Not Applicable
90% (or more) of students demonstrate academic and social success.				
Instructional activities are linked directly to measureable short and long term outcomes.				
Progress monitoring tools (formal and informal) are used to evaluate classroom-wide system (positive: negative ratio, acknowledgement system, re-teaching of expectations)				
Progress monitoring tools (formal and informal) are used to evaluate an individual student's progress for both behavior and academics.				

My Action Items:

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