



MCDOWELL INSTITUTE
COLLEGE OF EDUCATION

Trauma-Informed Classroom Management Self-Assessment Form: The Baker's Dozen

Classroom Management Practice	Self-rating		
1. I have taken into consideration my knowledge of the life experiences of my students including their trauma exposure, in designing my classroom management plan.	Yes	No	
2. I have arranged my classroom to minimize crowding and distraction as well as to provide ample space for movement and a clear line of sight for supervision.	Yes	No	
3. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines along with clear and explicit direction and use of pre-correction of behavioral errors).	Yes	No	
4. I have sufficiently interacted with my students to build/enhance rapport during non-instructional times.	Yes	No	
5. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations that reflect social emotional learning.	Yes	No	
6. I provided more frequent behavior-specific praise for prosocial behaviors than redirection for undesired behaviors (e.g. minimally achieving a 4 to 1 ratio with each student and class as a whole).	Yes	No	
7. I provided each student with multiple opportunities to respond and participate throughout instruction.	Yes	No	
8. My instruction actively engaged students in observable ways (e.g., writing, verbalizing, movement).	Yes	No	
9. I actively supervised my classroom (e.g., moving and visually scanning) throughout instruction.	Yes	No	
10. I systematically ignored inconsequential/nuisance level inappropriate behavior.	Yes	No	N/A
11. I provided quick, direct, explicit redirections in response to consequential/problem level undesired behavior in a calm, constructive manner.	Yes	No	N/A
12. I implemented multiple strategies/systems to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes	No	
13. In general, I provided specific feedback to students in response to both social and academic correct responses as well as errors.	Yes	No	
<i>Scoring Note: In the event that items 10 & 11 were not applicable (that is, no occurrences of nuisance or problem behavior occurred), score the given item as "N/A".</i>	Total "Yes"		

Self-Scoring Guides			
Both items 10 & 11 were relevant:	Only Item 10 OR 11 was relevant:	BOTH Items 10 & 11 were NOT relevant:	Guidance:
13-12	12-11	11-10	"Super, but I need to stay vigilant in my approach"
11-9	10-8	9-7	"So-So, however I need to increase my focus and performance in a few areas"
<9	<8	<7	"Ouch, but a healthy wake-up call as I need to ramp up my efforts in a number of areas"

Adapted from Simonsen, Fairbanks, Briesch, & Sugai 2006; (Revised from Colvin & Sugai)

