

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

| Classroom Management Practice                                                                                                                                                                           | Self-      | 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 aa well as errors.                                                                   | Yes        | No          |  |  |
| 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".                                    | Total "Yes | ,"<br>)     |  |  |
| Self-Scoring Guides                                                                                                                                                                                     |            |             |  |  |

| Both items 10 & 11 were relevant: | Only Item 10 <u>OR</u> 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"            |  |  |
| 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"                                  |  |  |