1. Maximize structure in your classroom.
   • Develop predictable routines
     o Teacher routines
     o Student routines
   • Design environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
     o Arrange furniture to allow easy traffic flow.
     o Ensure adequate supervision of all areas.
     o Designate staff & student areas.
     o Seating arrangements (groups, carpet, etc.)

2. Post, teach, monitor, review, and reinforce a small number of positively stated expectations.
   • A small number (i.e., 3-5) of positively stated rules. **Tell students what we want them to do**, rather than telling them what we do not want them to do.
     o Publicly post the rules.
     o Should match SW Expectations
   • **Operationally define** what the rules look like across all the routines and settings in your school.
     o One way to do this is in a matrix format.
     o This matrix should complement your school-wide matrix, but be specific to your classroom setting.

- **Establish Behavioral expectations/Rules**

- **Teach rules in the context of routines**

- **Prompt or remind students of the rule**

- **Provide students with visual prompts** (e.g., posters, illustrations, etc).

- **Use pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).
• Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  o **Move** around
  o **Look around** (**Scan**)
  o **Interact** with students
    ▪ Reinforce
    ▪ Correct

• Collect data
  o Are rules being followed?
  o If there are errors,
    ▪ **who** is making them?
    ▪ **where** are the errors occurring?
    ▪ **what** kind of errors are being made?

• Summarize data (look for patterns)
• Use data to make decisions

3. **Actively engage students in observable ways.**
   • Provide high rates of opportunities to respond
   • Consider various observable ways to engage students
   • Link engagement with outcome objectives
   • Range of evidence based practices that promote active engagement
     o Direct Instruction
     o Computer Assisted Instruction
     o Class-wide Peer Tutoring
     o Guided notes
     o Response Cards

4. **Establish a continuum of strategies to acknowledge appropriate behavior.**
   • Specific and Contingent Praise
   • Group Contingencies
   • Behavior Contracts
   • Token Economies

5. **Establish a continuum of strategies to respond to inappropriate behavior.**
   • Error Corrections
   • Differential Reinforcement
   • Planned ignoring
   • Response Cost
   • Time out from reinforcement
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports
University of Oregon
University of Connecticut
www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials are forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, pbis@oregon.uoregon.edu, or www.pbis.org.

1 The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
**Classroom Management: Self-Assessment**

<table>
<thead>
<tr>
<th>Teacher __________________________</th>
<th>Rater __________________________</th>
<th>Date ____________</th>
</tr>
</thead>
</table>

### Instructional Activity

- **Time Start** __________
- **Time End** __________

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
</tr>
</thead>
</table>

**Ratio**³ of Positives to Negatives: _____ to 1

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes  No</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Yes  No</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</td>
<td>Yes  No</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>Yes  No</td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
<td>Yes  No</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</td>
<td>Yes  No</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes  No</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

**Overall classroom management score:**

- 10-8 “yes” = **“Super”**
- 7-5 “yes” = **“So-So”**
- <5 “yes” = **“Improvement Needed”**

---

² Revised from Sugai & Colvin
³ To calculate, divide # positives by # of negatives.
Action Planning

The purposes of this assessment are 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. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
   a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
   b. Assess whether each classroom management practice was evident.
   c. Sum the number of “yes” to determine overall classroom management score.
   d. Based on your score, develop an action plan for enhancement/maintenance.

<table>
<thead>
<tr>
<th>#</th>
<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies(^4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See full list of references in:


\(^4\) What? When? How? By When?