

Classroom Management Inventory

Use this checklist to self-assess universal behavior management practices in the classroom

Practice	Examples	Self-Assessment		
		Not In-Place 0	Partially In-Place 1	In-Place 2
1. Behavior Expectations are defined, taught and posted	<ul style="list-style-type: none"> Maximum 3-4 Expectations Maximum 3-4 observable Skills/Rules per Expectation "Be Respectful by using courteous language" "Be Safe by keeping hands, feet and objects to yourself" 			
2. Reinforcement System aligned to the Expectations and are defined, taught and used consistently	<ul style="list-style-type: none"> Verbal, gestural, or tangible (tickets, points, coupons) acknowledgement of students when they demonstrate an Expectation 4:1 ratio of positive behavior specific praise to corrective feedback 			
3. Accountability System aligned to the Expectations and is defined, taught and posted	<ul style="list-style-type: none"> Error correction is provided to redirect/reteach the Expectation not being followed Behavior Flow Chart defines minor/major behaviors and the continuum of interventions/consequences for Expectations not being followed 			
4. Classroom Routines are defined, taught and used consistently	<ul style="list-style-type: none"> Teach consistent procedures for repeated activities such as entering/exiting class, getting teacher attention, taking a break, and labeling and turning in assignment 			
5. Physical Arrangement of the classroom is optimized	<ul style="list-style-type: none"> Arrange classroom to minimize crowding and distraction and minimize time for teacher to physically reach every student 			
6. Active Supervision is provided during instruction	<ul style="list-style-type: none"> Move and scan during instruction Interact frequently and positively 			
7. Opportunities to Respond are presented frequently	<ul style="list-style-type: none"> Participation is solicited via questions, answers, gesture, signal, verbalizing, coral responding, check for understanding, reflection, etc. 			
8. Academic Engaged Time is prioritized and planned	<ul style="list-style-type: none"> Students are observed actively reading, writing, discussing, interacting, cooperating, collaborating, sharing, working, etc. 			
9. Differentiated Instruction is prioritized and individualized	<ul style="list-style-type: none"> Consider modifying length of time for assignments, # items to learn, skill level or complexity, instruction modality, response modality, tech accommodations, scaffold instruction, prompts hierarchy, etc. 			
10. Learning Modalities are varied	<ul style="list-style-type: none"> Multiple modalities are used to deliver content and demonstrate learning such as lecture, computer assisted instruction, media, cooperative learning, project based learning, large and small group, independent study, etc. 			
Summary Score		_____ /20 x 100 = _____ %		

Adapted from Sugai & Colvin (2004), Sugai, Colvin, Horner & Lewis-Palmer (2004), Simonson, Fairbanks, Briesch, Sugai (2006)