**Using Classroom Acknowledgement Systems**

**Self-Reflection Checklist**

**Adapted from Classroom Management: Self-Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Current Status** | | | **Feature** | **Priority for Improvement** | | |
| **In**  **Place** | **Partial**  **In**  **Place** | **Not in**  **Place** |  | **High** | **Med** | **Low** |
|  |  |  | **USE SPECIFIC, IMMEDIATE PRAISE/FEEDBACK** |  |  |  |
|  |  |  | 1. Deliver 4 positives to every corrective, with a mix of specific feedback and generic acknowledgement |  |  |  |
|  |  |  | 2. Positive feedback includes clear and specific behavioral statements |  |  |  |
|  |  |  | 3. Positive feedback includes one or more of the following: improvement, effort, positive effect of behavior |  |  |  |
|  |  |  | 4. Delivered sincerely, and age appropriate |  |  |  |
|  |  |  | **USE OF OTHER ACKNOWEDGEMENT SYSTEMS** |  |  |  |
|  |  |  | Check the systems(s) used:  \_\_ Group contingency \_\_ Contracts  \_\_ Tokens  \_\_ Other: \_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
|  |  |  | 1. Simple to use |  |  |  |
|  |  |  | 2. Clear criteria for earning reinforcers |  |  |  |
|  |  |  | 3. Reinforcers used frequently when new skills are introduced, then faded out and replaced with non-tangibles |  |  |  |
|  |  |  | 4. Flexible to meet needs of diverse students |  |  |  |
|  |  |  | 5. Varied to keep student interest |  |  |  |
|  |  |  | 6. Aligned with school-wide systems |  |  |  |

Name of Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Plan: Identify one or two areas that you will implement. Be specific in your plan.