**Self Reflection: Classroom Consequence Systems**

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

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| **Current Status** | **Feature** | **Priority for Improvement** |
| **In****Place** | **Partial****In****Place** | **Not in****Place** |  | **High** | **Med** | **Low** |
|  |  |  | **USE ACTIVE MONITORING** |  |  |  |
|  |  |  | 1. Moves about the room |  |  |  |
|  |  |  | 2. Interacts positively with students |  |  |  |
|  |  |  | 3. Visually scans the room |  |  |  |
|  |  |  | **PLANNED IGNORING** |  |  |  |
|  |  |  | 4. Use for appropriate behaviors (need for attention) |  |  |  |
|  |  |  | 5. Teach student the plan before implementing |  |  |  |
|  |  |  | 6. Reinforce replacement behaviors  |  |  |  |
|  |  |  | **MANNER OF DELIVERING CONSEQUENCES** |  |  |  |
|  |  |  | \_\_ Calm \_\_\_ Immediate \_\_ Brief\_\_ Consistent \_\_\_ Respectful |  |  |  |
|  |  |  | **CONTINUUM OF RESPONSES** |  |  |  |
|  |  |  | Prompt – provide a visual or verbal cue |  |  |  |
|  |  |  | Redirect – restate the matrix expectation |  |  |  |
|  |  |  | Re-Teach – Tell, show, practice, acknowledge |  |  |  |
|  |  |  | Provide Choice – Range of alternatives |  |  |  |
|  |  |  | Conference with student |  |  |  |
|  |  |  | **USE OF CONSEQUENCES** |  |  |  |
|  |  |  | Have a range of consequences |  |  |  |
|  |  |  | Use teaching consequences when appropriate |  |  |  |
|  |  |  | Use the ABC’s of behavior to determine most effective consequence |  |  |  |
|  |  |  | **TRACK MINOR BEHAVIOR PROBLEMS** |  |  |  |
|  |  |  | Easy and efficient to use |  |  |  |
|  |  |  | Clear criteria for what constitutes a minor |  |  |  |
|  |  |  | Clear criteria for when to provide student a copy of minor |  |  |  |
|  |  |  | Clear criteria for when to notify parent |  |  |  |

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

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