

Self Reflection: Classroom Consequence Systems

Adapted from Classroom Management: Self-Assessment

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			

*Adapted from:

Colvin, G. (2006). *The Effective Elementary Classroom: Managing for Success*. Eugene, OR: Behavior Associates
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). *Positive Behavior Support, The 7r: Classroom Management Self-Assessment Revised*. University of Connecticut.

Name of Teacher _____

Date _____

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

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