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Positive Behavior Support

Non-Classroom Management: Self-Assessment

George Sugai & Geoff Colvin

Center on Positive Behavioral Interventions and Supports
University of Oregon

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

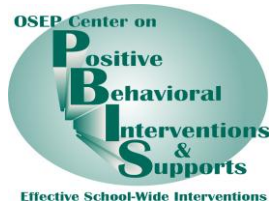
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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for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

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Supervision Self-Assessment²

Name _____		Date _____
Setting <input type="checkbox"/> Hallway <input type="checkbox"/> Entrance <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other _____		Time Start _____ Time End _____
Tally each Positive Student Contacts	Total #	Ratio ³ of Positives to Negatives: _____ : 1
Tally each Negative Student Contacts	Total #	

1. Did I have at least 4 positive for 1 negative student contacts?	Yes	No
2. Did I move throughout the area I was supervising?	Yes	No
3. Did I frequently scan the area I was supervising?	Yes	No
4. Did I positively interact with most of the students in the area?	Yes	No
5. Did I handle most minor rule violations quickly and quietly?	Yes	No
6. Did I follow school procedures for handling major rule violations?	Yes	No
7. Do I know our school-wide expectations (positively stated rules)?	Yes	No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations	Yes	No
<p>Overall active supervision score:</p> <p>7-8 "yes" = "Super Supervision"</p> <p>5-6 "yes" = "So-So Supervision"</p> <p><5 "yes" = "Improvement Needed"</p> <p style="text-align: right;"># Yes _____</p>		

² Draft 3-10-04 Sugai

³ To calculate, divide # positives by # of negatives.

Action Planning

The purposes of this assessment are to (a) determine the extent to which effective non-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 typical non-classroom setting⁴ 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 nonclassroom 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.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ⁵

⁴ Setting or activity in which academic instruction or teacher/staff-directed activities are not available to engage students (e.g., cafeteria, playground, common areas, bus, hallways, parking lots, assemblies, sporting events).

⁵ What? When? How? By When?

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