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Positive Behavior Support

Non-Classroom Management: Self-Assessment

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Version: March 10, 2004

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports[1]

University of Oregon

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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-Assessment[2]

Name_____	Date_____
Setting □ Hallway □ Entrance □ Cafeteria 　　　□ Playground □ Other_____	Time Start_____ Time End _____

Tally each Positive Student Contacts	Total #	
Tally each Negative Student Contacts	Total #	Ratio[3] of Positives to Negatives: _____: 1

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
Overall active supervision score: 　　*7-8 "yes" = "Super Supervision"* 　　*5-6 "yes" = "So-So Supervision"* 　　*<5 "yes" = "Improvement Needed"*	# Yes_____	

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[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 setting[4] 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]

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[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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