

# Behavioral Interventions: Teacher Self-Assessment

<b>Component 1: Defined Behavioral Expectations</b>				<b>RATING:</b>
<b>None 0</b>	<b>Exploring 1</b>	<b>Partial 2</b>	<b>Adequate 3</b>	<b>Best 4</b>
<ul style="list-style-type: none"> <li>Behavioral expectations are not posted within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations are posted within the classroom.</li> <li>Expectations are not aligned to school-wide expectations.</li> <li>Expectations are not taught or embedded into daily interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations (minimum 3) are posted within the classroom.</li> <li>Expectations are aligned to school-wide expectations.</li> <li>Expectations are not taught or embedded into daily interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>All behavioral expectations (minimum 3) are posted in a highly visible location within the classroom.</li> <li>Expectations are aligned to school-wide expectations.</li> <li>Expectations are taught and embedded into daily interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>All behavioral expectations (minimum 3) are posted in a highly visible location within the classroom.</li> <li>Expectations are aligned to school-wide expectations.</li> <li>Expectations are taught and embedded into daily interactions with students.</li> <li><i>Classroom implementation of school-wide expectations is evaluated with student input.</i></li> </ul>
Comments/Documentation:				
Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.				

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Component 2: Classroom Strategies for Managing Behavior				RATING:
None <b>0</b>	Exploring <b>1</b>	Partial <b>2</b>	Adequate <b>3</b>	Best <b>4</b>
<ul style="list-style-type: none"> <li>The teacher does not use positive strategies for correcting behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses positive strategies for correcting behavior on an inconsistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher consistently uses positive strategies for all students when correcting behavior.</li> <li>The teacher does not assess the effectiveness of the strategies.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher consistently uses positive strategies for all students when correcting behavior, such as restating behavior expectations and stating an appropriate replacement behavior.</li> <li>The teacher assesses the effectiveness of the strategies.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher consistently uses positive strategies for correcting behavior, such as restating behavior expectations and stating an appropriate replacement behavior.</li> <li>The teacher assesses the effectiveness of the strategies.</li> <li><i>The teacher maintains a 4:1 ratio for positive to negative statements.</i></li> </ul>
Comments/Documentation:				
Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.				

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<b>Component 3: Classroom Routines for Promoting Positive Behavior</b>				<b>RATING:</b>
<b>None 0</b>	<b>Exploring 1</b>	<b>Partial 2</b>	<b>Adequate 3</b>	<b>Best 4</b>
<ul style="list-style-type: none"> <li>The teacher has no classroom routines in place to address basic functions (i.e., entering and exiting the classroom, using the bathroom, moving about the classroom).</li> <li>No daily schedule is posted.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher often verbalizes routines and schedule but they are not posted in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has classroom routines in place and a daily schedule posted.</li> <li>The posted schedule does not reflect actual classroom routines.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has consistent classroom routines in place.</li> <li>The posted schedule reflects actual classroom routines.</li> <li>The daily schedule is posted in a highly visible location.</li> <li>Individual schedules for specific students are privately available for both teacher and student.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has consistent classroom routines in place.</li> <li>The schedule reflects classroom routines.</li> <li>The daily schedule is posted in a highly visibly location.</li> <li>Individual schedules for specific students are privately available for both teacher and student.</li> <li><i>Routines and schedule are regularly referenced throughout the day to reinforce students' understanding.</i></li> </ul>
<p>Comments/Documentation:</p>				
<p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p>				

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<b>Component 4: Use of Research-Based Behavioral Interventions</b>				<b>RATING:</b>
<b>None 0</b>	<b>Exploring 1</b>	<b>Partial 2</b>	<b>Adequate 3</b>	<b>Best 4</b>
<ul style="list-style-type: none"> <li>• The teacher does not use behavioral interventions to decrease inappropriate student behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses behavioral interventions inconsistently.</li> <li>• The teacher is not certain if the interventions used are research-based or effective in addressing the targeted behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses research-based behavioral interventions for some students but not for all students in need of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses research-based interventions for all students in need of behavioral interventions.</li> <li>• The teacher monitors and documents the students' responses to the interventions.</li> <li>• The teacher uses data to make decisions about necessary changes to the intervention and/or the needs for additional supports/ interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses research-based interventions for all students in need of behavioral interventions.</li> <li>• The teacher monitors and documents the students' responses to the interventions.</li> <li>• The teacher uses data to make decisions about necessary changes to the intervention and/or the needs for additional supports/ interventions.</li> <li>• <i>Behavioral intervention materials are evaluated for effectiveness through data analysis.</i></li> </ul>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

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<b>Component 5: Decision Making</b>				<b>RATING:</b>
<b>None 0</b>	<b>Exploring 1</b>	<b>Partial 2</b>	<b>Adequate 3</b>	<b>Best 4</b>
<ul style="list-style-type: none"> <li>The teacher has no process in place to evaluate the effectiveness of behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is developing decision making strategies to evaluate the effectiveness of behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses decision making strategies to evaluate the effectiveness of behavioral interventions.</li> <li>The teacher does not follow a consistent and effective written process to document, analyze, and utilize intervention data to make necessary adjustments to behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher follows a consistent and effective written process to document, analyze, and utilize intervention data to make necessary adjustments to behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher follows a consistent and effective written process to document, analyze, and utilize intervention data to make necessary adjustments to behavioral interventions.</li> <li>The teacher meets with other staff on a regular basis to make necessary adjustments to behavioral interventions and classroom expectations when data indicates it is warranted.</li> </ul>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.