

**Instructions:** Completing this checklist will assist you with the “big ideas” of CWPBIS. Mark “yes” for each item you implement fully; mark “partially” if you are almost there; mark “no” if you are not implementing this item, and mark “?” if you need further information. Your goal is to be able to mark “yes” for each item across most (if not all!) of your classroom activities. For each item marked “no” or “?,” consult with a behavioral expert (e.g., mentor teacher, special support staff, administrator) to request assistance with that item.

Educator \_\_\_\_\_ Date: \_\_\_\_\_  
 Observer \_\_\_\_\_ (if appropriate)  
 Instructional Activity \_\_\_\_\_ Time Start \_\_\_\_\_  
 \_\_\_\_\_ Time End \_\_\_\_\_

Classroom Management Practice	Extent of Implementation			
	Yes	Partially	No	?
<b>Maximize Structure</b>				
1. I post the schedule/routine for the day and/or class activity.				
2. I physically arrange the room (seating assignments, furniture arrangement) appropriately for activities.				
<b>Establish, Prompt, and Monitor Positively Stated Expectations</b>				
3. I post a small number of positively stated expectations (three to five).				
4. I actively supervise my classroom (e.g., moving, scanning) during instruction.				
5. I <b>effectively</b> prompt students to follow positively stated expectations and/or demonstrate other appropriate social behaviors (e.g., prompts are provided at appropriate times, delivered in age-appropriate and positively stated language).				
<b>Actively Engage Students in Instruction</b>				
6. I provide most/all students with appropriately high <b>rates</b> of opportunities to respond and participate during instruction.				
7. I <b>effectively</b> and actively engage most students in various observable ways (e.g., writing, verbalizing, gesturing).				
<b>Implement a Continuum of Strategies to Acknowledge Appropriate Behavior</b>				
8. I use specific praise (and possibly additional strategies/systems) <b>effectively</b> (i.e., specific praise is contingent, genuine, and socially appropriate) and at a sufficient <b>rate</b> to acknowledge appropriate student academic and social behavior.				
<b>Implement a Continuum of Strategies to Respond to Inappropriate Behavior</b>				
9. I provide quick, calm, direct, explicit corrections/redirections in response to inappropriate behavior (or ignore the behavior, if appropriate).				
10. I provide more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (+ to – ratio).				

**FIGURE 11.1.** CWPBIS self-assessment. Based on Simonsen et al. (2008).

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