



MCDOWELL INSTITUTE
COLLEGE OF EDUCATION

Trauma-informed Classroom Management: *Self-assessment Tools for Classroom Teachers*



The Bakers Dozen (Pages 3 to 4)

This tool provides a time efficient way for classroom teachers to reflect upon their instructional practice following deliver of a lesson...or series of lessons. This self-reflective tool hones in on 5 key aspects of trauma-informed classroom management placing greatest emphasis on prevention: Rapport-building, Pre-correction for Behavioral Errors, Positive Reinforcement, Opportunities to Respond, and Re-direction of Undesired Behavior.

Micro Self-Assessments

The five trauma-informed approaches reflected in the Baker's Dozen have been extracted and further broken-down to create a series of micro self-assessment tools that teachers can use to enhance important aspects of their approach to classroom management.

- Rapport-building in the Classroom (Pages 5 to 6)
- Pre-correction in the Classroom (Pages 7 to 8)
- Positive Reinforcement (Pages 9 to 10)
- Opportunities to Respond in the Classroom (Pages 11 to 12)
- Re-direction of Undesired Behavior in the Classroom (Pages 13 to 14)





General Instruction on the Use of The Baker's Dozen (Trauma-Informed Classroom Management Self-Assessment)

Trauma-informed classroom management helps to provide a safe and predictable learning environment for students. As important as this is for all students, it is particularly essential for students that have experienced the adverse effects of trauma. There are numerous resources available for teachers to help them self-monitor the effects of their classroom management procedures. As useful as these resources are, some prove to be labor intensive. For a tool to be useful it needs to be both empirically sound and practical (time efficient) to use so that teachers can periodically self-evaluate how they are managing their classrooms. This is where the [Trauma-Informed Classroom Management Self-Assessment Form: The Baker's Dozen](#) is helpful. This tool, based on previous work by Simonsen, Fairbanks, Breisch, & Sugai (2006), provides a time efficient way for teachers to self-check their classroom management. The 13 items reflect research-supported practices, that when consistently employed, have been shown to positively impact student behavior and the learning environment.

The tool can be used in a variety of ways. Here are a few general guidelines on the use of this tool:

- Target a schedule (series of targeted dates) during which you will use this self-reflective tool following a lesson. Ideally the tool should be used periodically to provide repeated measures over time. Student teachers are encouraged to initially use this self-reflective tool on a regular basis (e.g., following a few instructional lessons each week), with frequency of use adjusted over time based on professional growth needs. Newly employed teachers are encouraged to initially use this self-reflective tool on a weekly basis (e.g., targeting – at a minimum- one lesson per week), with frequency of use adjusted over time based on professional growth needs.
- The time to reflect on the targeted lesson (post-delivery of that lesson) by the teacher typically takes no more than a few minutes. However, this small periodic investment of time can pay big dividends in terms of reinforcing effective practice as well as helping to highlight areas in need of further attention and improvement.
- The key domains of trauma-informed classroom management practice align with Domain 2 of the Danielson Framework (Classroom Environment): Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.
- Following completion of the targeted lesson, the teacher reviews through each question and responds to self-rating scale on the far right-hand side of the tool. In general, the closer in time proximity between the delivery of the lesson and self-reflection using this tool the better.
- A forced-choice is made as either “yes” or “no” on items with the exception of items 10 & 11. If unsure, uncertain, or hesitant, the teacher is encouraged to score the item as “no”.
- When reflecting on the 13 items in preparation for scoring, the teacher should be able to visualize at least one explicit example or illustration in their mind’s eye as evidence to substantiate their scoring of any given item. The majority of the 13 items should prove to be relevant for any given targeted lesson with the exception of items 10 & 11 (as these two items refer to responding to undesired behavior in the event that such behavior surfaced during the targeted lesson).
- Once the items have been reflected upon and scored, the number of “yes” responses should be calculated. Once calculated, the total score should be compared with the relevant scoring guide located at the bottom of tool.
- This tool can be used, as well, to augment review and reflection of video-recorded lessons.



Trauma-Informed Classroom Management Self-Assessment Form: The Baker's Dozen

Classroom Management Practice	Self-rating
1. I have taken into consideration my knowledge of the life experiences of my students including their trauma exposure, in designing my classroom management plan.	Yes No
2. I have arranged my classroom to minimize crowding and distraction as well as to provide ample space for movement and a clear line of sight for supervision.	Yes No
3. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines along with clear and explicit direction and use of pre-correction of behavioral errors).	Yes No
4. I have sufficiently interacted with my students to build/enhance rapport during non-instructional times.	Yes No
5. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations that reflect social emotional learning.	Yes No
6. I provided more frequent behavior-specific praise for prosocial behaviors than redirection for undesired behaviors (e.g. minimally achieving a 4 to 1 ratio with each student and class as a whole).	Yes No
7. I provided each student with multiple opportunities to respond and participate throughout instruction.	Yes No
8. My instruction actively engaged students in observable ways (e.g., writing, verbalizing, movement).	Yes No
9. I actively supervised my classroom (e.g., moving and visually scanning) throughout instruction.	Yes No
10. I systematically ignored inconsequential/nuisance level inappropriate behavior.	Yes No N/A
11. I provided quick, direct, explicit redirections in response to consequential/problem level undesired behavior in a calm, constructive manner.	Yes No N/A
12. I implemented multiple strategies/systems to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
13. In general, I provided specific feedback to students in response to both social and academic correct responses as well as errors.	Yes No
<i>Scoring Note: In the event that items 10 & 11 were not applicable (that is, no occurrences of nuisance or problem behavior occurred), score the given item as "N/A".</i>	Total "Yes" _____

Self-Scoring Guides

Both items 10 & 11 were relevant:	Only Item 10 <u>OR</u> 11 was relevant:	<u>BOTH</u> Items 10 & 11 were <u>NOT</u> relevant:	Guidance:
13-12	12-11	11-10	"Super, but I need to stay vigilant in my approach"
11-9	10-8	9-7	"So-So, however I need to increase my focus and performance in a few areas"
<9	<8	<7	"Ouch, but a healthy wake-up call as I need to ramp up my efforts in a number of areas"

Adapted from Simonsen, Fairbanks, Briesch, & Sugai 2006; (Revised from Colvin & Sugai)



General Instruction on the Use of the Micro Self-Assessment (Rapport-building in the Classroom)

Trauma-informed classroom management helps to provide a safe and predictable learning environment for students. As important as this is for all students, it is particularly essential for students who have experienced the adverse effects of trauma. There are numerous resources available to help teachers self-monitor the effects of their classroom management procedures. As useful as these resources are, some prove to be labor intensive. This tool is both empirically sound and efficient so that teachers can periodically self-evaluate how they are managing their classrooms. The Micro Self-Assessment: Rapport-building in the Classroom tool specifically hones in on the importance of providing behavior specific praise to students for effort and/or performance associated with academic as well as social-emotional-behavioral targeted areas for growth.

The Micro Self-Assessment: Rapport-building in the Classroom tool can be used in a variety of ways. Here are a few general guidelines on the use of this tool:

- Target a schedule (series of targeted dates) during which you will use this self-reflective tool following a lesson. Ideally the tool should be used periodically to provide repeated measures over time. Student teachers and Interns are encouraged to initially use this self-reflective tool on a regular basis (e.g., following a few instructional lessons each week), with frequency of use adjusted over time based on professional growth needs. Newly employed teachers are encouraged to initially use this self-reflective tool on a weekly basis (e.g., targeting – at a minimum- one lesson per week), with frequency of use adjusted over time based on professional growth needs.
- The time to reflect on the targeted lesson (post-delivery of that lesson) by the teacher typically takes no more than a few minutes. However, this small periodic investment of time can pay big dividends in terms of reinforcing effective practice as well as helping to highlight areas in need of further attention and improvement.
- The key domains of trauma-informed classroom management practice align with Domain 2 of the Danielson Framework (Classroom Environment): Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.
- Following completion of the targeted lesson, the teacher reviews through each question and responds to self-rating scale on the far right-hand side of the tool. In general, the closer in time proximity between the delivery of the lesson and self-reflection using this tool the better.
- A Likert-type scale (1 – 4) is used as denoted at the bottom of the tool. In the event of being unsure, uncertain, or hesitant, between the self-ratings (e.g., between a 2 vs. 3) the teacher is encouraged to go with the lower self-score.
- Once the items have been reflected upon and scored, the teacher is encouraged to consider the guidance provided at the bottom of tool for item scored.
- This tool can be used, as well, to augment review and reflection of video-recorded lessons.



Trauma-Informed Micro Self-Assessment: Rapport-Building in the Classroom

Rapport-Building	Self-rating
1. I greeted my students (in general) as they entered the room and/or prior to starting instruction on the academic content for the class session.	1 2 3 4
2. I deliberately greeted <i>particular</i> students that appear more vulnerable/at risk with respect to academic and/or social emotional behavioral growth as they entered the room and/or prior to starting instruction on the academic content for the class session.	1 2 3 4
3. I positively interacted for brief periods of time (e.g., 10 – 30 seconds) with numerous students (more than 20% of the students in the setting) during non-instructional/task-oriented time.	1 2 3 4
4. I deliberately interacted in a positive manner during non-instructional time with <i>particular</i> students that appear more vulnerable/at risk with respect to academic and/or social emotional behavioral growth.	1 2 3 4
5. I utilized appropriate physical proximity in alignment with my affect displaying genuine interest in the student with whom I was interacting when deliberately building rapport with <i>particular</i> students that appear more vulnerable/at risk with respect to academic and/or social emotional behavioral growth.	1 2 3 4

Scoring Code: 1 = rarely/never, 2 = somewhat/inconsistently, 3 = regularly, or 4 = almost always/always

Self-Reflective Guidance

Items Scored as 1 or 2	Items Scored as 3	Items Scored as 4
Don't beat yourself up! The intent of this tool is to facilitate professional growth starting with awareness. Increasingly focus your efforts on this item moving forward.	This is encouraging! Continue to be cognizant of your consistency on this item while striving to reach the almost always/always level via self-reflection.	This is very encouraging! Be sure to continue your efforts and be careful not to become complacent in your practice moving forward.



General Instruction on the Use of the Micro Self-Assessment (Pre-correction in the Classroom)

Trauma-informed classroom management helps to provide a safe and predictable learning environment for students. As important as this is for all students, it is particularly essential for students who have experienced the adverse effects of trauma. There are numerous resources available to help teachers self-monitor the effects of their classroom management procedures. As useful as these resources are, some prove to be labor intensive. This tool is both empirically sound and efficient so that teachers can periodically self-evaluate how they are managing their classrooms. The Micro Self-Assessment: Pre-correction in the Classroom tool specifically hones in on the importance of providing behavior specific praise to students for effort and/or performance associated with academic as well as social-emotional-behavioral targeted areas for growth.

The Micro Self-Assessment: Pre-correction in the Classroom tool can be used in a variety of ways. Here are a few general guidelines on the use of this tool:

- Target a schedule (series of targeted dates) during which you will use this self-reflective tool following a lesson. Ideally the tool should be used periodically to provide repeated measures over time. Student teachers and Interns are encouraged to initially use this self-reflective tool on a regular basis (e.g., following a few instructional lessons each week), with frequency of use adjusted over time based on professional growth needs. Newly employed teachers are encouraged to initially use this self-reflective tool on a weekly basis (e.g., targeting – at a minimum- one lesson per week), with frequency of use adjusted over time based on professional growth needs.
- The time to reflect on the targeted lesson (post-delivery of that lesson) by the teacher typically takes no more than a few minutes. However, this small periodic investment of time can pay big dividends in terms of reinforcing effective practice as well as helping to highlight areas in need of further attention and improvement.
- The key domains of trauma-informed classroom management practice align with Domain 2 of the Danielson Framework (Classroom Environment): Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.
- Following completion of the targeted lesson, the teacher reviews through each question and responds to self-rating scale on the far right-hand side of the tool. In general, the closer in time proximity between the delivery of the lesson and self-reflection using this tool the better.
- A Likert-type scale (1 – 4) is used as denoted at the bottom of the tool. In the event of being unsure, uncertain, or hesitant, between the self-ratings (e.g., between a 2 vs. 3) the teacher is encouraged to go with the lower self-score.
- Once the items have been reflected upon and scored, the teacher is encouraged to consider the guidance provided at the bottom of tool for item scored.
- This tool can be used, as well, to augment review and reflection of video-recorded lessons.



Trauma-Informed Micro Self-Assessment: Pre-correction in the Classroom

Pre-correction Procedures		Self-rating
1. I provided initial pre-correction for my students' behavioral errors prior to beginning instruction.		1 2 3 4
2. I explicitly called attention to how the pre-correction I provided at the onset of instruction aligned with the established behavioral expectations in the classroom.		1 2 3 4
3. I provided pre-corrections periodically throughout instruction (reminders) for my students.		1 2 3 4
4. I explicitly called attention to how the periodic pre-corrections (reminders) that I provided throughout instruction aligned with the established behavioral expectations in the classroom.		1 2 3 4
5. I differentiated my use of pre-corrections to address individual learning needs with specific attention towards <i>particular</i> students that appear more vulnerable/at risk with respect to academic and/or social emotional behavioral growth.		1 2 3 4
Scoring Code: 1 = rarely/never, 2 = somewhat/inconsistently, 3 = regularly, or 4 = almost always/always		
Self-Reflective Guidance		
Items Scored as 1 or 2	Items Scored as 3	Items Scored as 4
Don't beat yourself up! The intent of this tool is to facilitate professional growth starting with awareness. Increasingly focus your efforts on this item moving forward.	This is encouraging! Continue to be cognizant of your consistency on this item while striving to reach the almost always/always level via self-reflection.	This is very encouraging! Be sure to continue your efforts and be careful not to become complacent in your practice moving forward.



General Instruction on the Use of the Micro Self-Assessment (Positive Reinforcement)

Trauma-informed classroom management helps to provide a safe and predictable learning environment for students. As important as this is for all students, it is particularly essential for students who have experienced the adverse effects of trauma. There are numerous resources available to help teachers self-monitor the effects of their classroom management procedures. As useful as these resources are, some prove to be labor intensive. This tool is both empirically sound and efficient so that teachers can periodically self-evaluate how they are managing their classrooms. The [Micro Self-Assessment: Positive Reinforcement](#) tool specifically hones in on the importance of providing behavior specific praise to students for effort and/or performance associated with academic as well as social-emotional-behavioral targeted areas for growth.

The [Micro Self-Assessment: Positive Reinforcement](#) tool can be used in a variety of ways. Here are a few general guidelines on the use of this tool:

- Target a schedule (series of targeted dates) during which you will use this self-reflective tool following a lesson. Ideally the tool should be used periodically to provide repeated measures over time. Student teachers and Interns are encouraged to initially use this self-reflective tool on a regular basis (e.g., following a few instructional lessons each week), with frequency of use adjusted over time based on professional growth needs. Newly employed teachers are encouraged to initially use this self-reflective tool on a weekly basis (e.g., targeting – at a minimum- one lesson per week), with frequency of use adjusted over time based on professional growth needs.
- The time to reflect on the targeted lesson (post-delivery of that lesson) by the teacher typically takes no more than a few minutes. However, this small periodic investment of time can pay big dividends in terms of reinforcing effective practice as well as helping to highlight areas in need of further attention and improvement.
- The key domains of trauma-informed classroom management practice align with Domain 2 of the Danielson Framework (Classroom Environment): Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.
- Following completion of the targeted lesson, the teacher reviews through each question and responds to self-rating scale on the far right-hand side of the tool. In general, the closer in time proximity between the delivery of the lesson and self-reflection using this tool the better.
- A Likert-type scale (1 – 4) is used as denoted at the bottom of the tool. In the event of being unsure, uncertain, or hesitant, between the self-ratings (e.g., between a 2 vs. 3) the teacher is encouraged to go with the lower self-score.
- Once the items have been reflected upon and scored, the teacher is encouraged to consider the guidance provided at the bottom of tool for item scored.
- This tool can be used, as well, to augment review and reflection of video-recorded lessons.



Trauma-Informed Micro Self-Assessment: Positive Reinforcement in the Classroom

Positive Reinforcement	Self-rating
1. I delivered behavior-specific praise (as opposed to general statements such as “good job”) to reinforce student effort and performance.	1 2 3 4
2. I provided behavior-specific praise for effort and performance across a variety of students (more than 50% of the students in the setting).	1 2 3 4
3. I provided more frequent behavior-specific praise with <i>particular</i> students who appear more vulnerable/at-risk based on their needs in an effort to achieve a 4-to-1 ratio of positive reinforcement for effort/performance vs. negative feedback/re-direction.	1 2 3 4
4. I achieved (at least) a 4-to-1 ratio with the students as a whole group (in aggregate).	1 2 3 4
5. I achieved (at least) a 1-0 ratio up through a 4-to-1 ratio with each individual student.	1 2 3 4

Scoring Code: 1 = rarely/never, 2 = somewhat/inconsistently, 3 = regularly, or 4 = almost always/always

Self-Reflective Guidance

Items Scored as 1 or 2	Items Scored as 3	Items Scored as 4
Don't beat yourself up! The intent of this tool is to facilitate professional growth starting with awareness. Increasingly focus your efforts on this item moving forward.	This is encouraging! Continue to be cognizant of your consistency on this item while striving to reach the almost always/always level via self-reflection.	This is very encouraging! Be sure to continue your efforts and be careful not to become complacent in your practice moving forward.



General Instruction on the Use of the Micro Self-Assessment (Opportunities to Respond – OTRs – in the Classroom)

Trauma-informed classroom management helps to provide a safe and predictable learning environment for students. As important as this is for all students, it is particularly essential for students who have experienced the adverse effects of trauma. There are numerous resources available to help teachers self-monitor the effects of their classroom management procedures. As useful as these resources are, some prove to be labor intensive. This tool is both empirically sound and efficient so that teachers can periodically self-evaluate how they are managing their classrooms. The Micro Self-Assessment: Opportunities to Respond (OTRs) in the Classroom tool specifically hones in on the importance of providing behavior specific praise to students for effort and/or performance associated with academic as well as social-emotional-behavioral targeted areas for growth.

The Micro Self-Assessment: Opportunities to Respond (OTRs) in the Classroom tool can be used in a variety of ways. Here are a few general guidelines on the use of this tool:

- Target a schedule (series of targeted dates) during which you will use this self-reflective tool following a lesson. Ideally the tool should be used periodically to provide repeated measures over time. Student teachers and Interns are encouraged to initially use this self-reflective tool on a regular basis (e.g., following a few instructional lessons each week), with frequency of use adjusted over time based on professional growth needs. Newly employed teachers are encouraged to initially use this self-reflective tool on a weekly basis (e.g., targeting – at a minimum- one lesson per week), with frequency of use adjusted over time based on professional growth needs.
- The time to reflect on the targeted lesson (post-delivery of that lesson) by the teacher typically takes no more than a few minutes. However, this small periodic investment of time can pay big dividends in terms of reinforcing effective practice as well as helping to highlight areas in need of further attention and improvement.
- The key domains of trauma-informed classroom management practice align with Domain 2 of the Danielson Framework (Classroom Environment): Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.
- Following completion of the targeted lesson, the teacher reviews through each question and responds to self-rating scale on the far right-hand side of the tool. In general, the closer in time proximity between the delivery of the lesson and self-reflection using this tool the better.
- A Likert-type scale (1 – 4) is used as denoted at the bottom of the tool. In the event of being unsure, uncertain, or hesitant, between the self-ratings (e.g., between a 2 vs. 3) the teacher is encouraged to go with the lower self-score.
- Once the items have been reflected upon and scored, the teacher is encouraged to consider the guidance provided at the bottom of tool for item scored.
- This tool can be used, as well, to augment review and reflection of video-recorded lessons.



Trauma-Informed Micro Self-Assessment: Opportunities to Respond (OTRs) in the Classroom

Opportunities to Respond (OTRs)		Self-rating
1. I provided (in general) both numerous and varied OTRs throughout my instruction with my students.		1 2 3 4
2. I monitored the accuracy and/or appropriateness of student responses to the OTRs that I provided throughout my instruction.		1 2 3 4
3. I encouraged student engagement by providing both opinion as well as factual types of OTRs.		1 2 3 4
4. I monitored student response rates to OTRs to help ensure equitable opportunities for each student in the group setting.		1 2 3 4
5. I differentiated my use of OTRs to address individual learning needs with specific attention towards particular students that appear more vulnerable/at risk with respect to academic and/or social emotional behavioral growth.		1 2 3 4
Scoring Code: 1 = rarely/never, 2 = somewhat/inconsistently, 3 = regularly, or 4 = almost always/always		
Self-Reflective Guidance		
Items Scored as 1 or 2	Items Scored as 3	Items Scored as 4
Don't beat yourself up! The intent of this tool is to facilitate professional growth starting with awareness. Increasingly focus your efforts on this item moving forward.	This is encouraging! Continue to be cognizant of your consistency on this item while striving to reach the almost always/always level via self-reflection.	This is very encouraging! Be sure to continue your efforts and be careful not to become complacent in your practice moving forward.



General Instruction on the Use of the Micro Self-Assessment (Re-directing Undesired Behavior in the Classroom)

Trauma-informed classroom management helps to provide a safe and predictable learning environment for students. As important as this is for all students, it is particularly essential for students who have experienced the adverse effects of trauma. There are numerous resources available to help teachers self-monitor the effects of their classroom management procedures. As useful as these resources are, some prove to be labor intensive. This tool is both empirically sound and efficient so that teachers can periodically self-evaluate how they are managing their classrooms. The Micro Self-Assessment: Re-directing Undesired Behavior in the Classroom tool specifically hones in on the importance of providing behavior specific praise to students for effort and/or performance associated with academic as well as social-emotional-behavioral targeted areas for growth.

The Micro Self-Assessment: Re-directing Undesired Behavior in the Classroom tool can be used in a variety of ways. Here are a few general guidelines on the use of this tool:

- Target a schedule (series of targeted dates) during which you will use this self-reflective tool following a lesson. Ideally the tool should be used periodically to provide repeated measures over time. Student teachers and Interns are encouraged to initially use this self-reflective tool on a regular basis (e.g., following a few instructional lessons each week), with frequency of use adjusted over time based on professional growth needs. Newly employed teachers are encouraged to initially use this self-reflective tool on a weekly basis (e.g., targeting – at a minimum- one lesson per week), with frequency of use adjusted over time based on professional growth needs.
- The time to reflect on the targeted lesson (post-delivery of that lesson) by the teacher typically takes no more than a few minutes. However, this small periodic investment of time can pay big dividends in terms of reinforcing effective practice as well as helping to highlight areas in need of further attention and improvement.
- The key domains of trauma-informed classroom management practice align with Domain 2 of the Danielson Framework (Classroom Environment): Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.
- Following completion of the targeted lesson, the teacher reviews through each question and responds to self-rating scale on the far right-hand side of the tool. In general, the closer in time proximity between the delivery of the lesson and self-reflection using this tool the better.
- A Likert-type scale (1 – 4) is used as denoted at the bottom of the tool. In the event of being unsure, uncertain, or hesitant, between the self-ratings (e.g., between a 2 vs. 3) the teacher is encouraged to go with the lower self-score.
- Once the items have been reflected upon and scored, the teacher is encouraged to consider the guidance provided at the bottom of tool for item scored.
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Trauma-Informed Micro Self-Assessment: Re-directing Undesired Behavior in the Classroom

Re-directing Undesired Student Behavior		Self-rating
1. When undesired behavior surfaced, I made a conscious decision about the severity of the behavior as nuisance or problem-level behavior.		1 2 3 4 or NA
2. I responded appropriately to nuisance-level behavior by implementing pivoting/planned ignoring.		1 2 3 4 or NA
3. Student responses to pivoting/planned ignoring, when implemented to re-direct nuisance-level undesired behavior, was/were successful.		1 2 3 4 or NA
4. I responded appropriately to problem-level behavior by implementing a stop-redirect procedure.		1 2 3 4 or NA
5. Student responses to my stop-redirect procedures, when implemented to re-direct problem-level undesired behavior, was/were successful.		1 2 3 4 or NA
Scoring Code: 1 = rarely/never, 2 = somewhat/inconsistently, 3 = regularly, or 4 = almost always/always		
Self-Reflective Guidance		
Items Scored as 1 or 2	Items Scored as 3	Items Scored as 4
Don't beat yourself up! The intent of this tool is to facilitate professional growth starting with awareness. Increasingly focus your efforts on this item moving forward.	This is encouraging! Continue to be cognizant of your consistency on this item while striving to reach the almost always/always level via self-reflection.	This is very encouraging! Be sure to continue your efforts and be careful not to become complacent in your practice moving forward.