

Behavior Support Self-Assessment

How Consistently?	Always	Sometimes	Never	After rating all areas, choose priorities
I use a predictable, orderly classroom environment to support positive behavior				
I build caring positive relationships with every child and family to encourage communication and trust				
My classroom uses visual cues and labels to prevent problem behaviors (pictures to show where to sit for group time, signs to represent the number of children per center)				
Different areas in my classroom have clearly defined physical boundaries				
My classroom does not have wide-open areas where children might run				
Children and adults can move easily throughout the different areas of my room				
I can easily monitor children from various places in the room, there are no blind spots				
Activity materials are prepared in advance and adequate for the children per activity				
Our schedule balances teacher and child directed and large and small group activities				
My classroom has an illustrated schedule posted at children's eye level				
My class consistently follows out schedule: I refer to the schedule throughout the day				
I provide children with a warning prior to transitions (five more minutes until clean up)				
I use more than a verbal signal to indicate the beginning of a transition (example, bell)				
I use transitions to pre-correct behavior (reminding children of expectations for new setting)				
I plan for transitions, including ways to keep children engaged (finger plays, songs)				
I define and teach expectations to support positive behavior				
My classroom has 2-5 positively stated behavior expectations (be kind, be safe)				
Classroom expectations are illustrated and posted at children's eye level				
I use our expectations to establish rules specific to our typical settings (in circle time, being kind means listening to others and using an inside voice)				
I explicitly teach and review classroom expectations for each of our typical settings				
After I teach expectations, my class could state them to me if asked				
I communicate with families about our classroom's behavior expectations				
I explain expectations to others who will interact with children				
I acknowledge appropriate behavior and respond consistently to problem behavior				

I provide children with positive feedback 4 times more often than negative feedback				
I comment on appropriate behavior with specific, descriptive feedback (way to share that toy, you are a kind friend)				
I have a system that goes beyond verbal praise to acknowledge individual appropriate behavior (routine spotlight during circle)				
I share information with families about their children's appropriate behavior				
I have a system to acknowledge class-wide appropriate behavior (celebrate by playing a favorite game or taking 5 extra minutes outside)				
I have defined what problem behavior looks like in my classroom				
I respond consistently to problem behavior (I always give a prompt before a warning)				
I give consequences to problem behavior that are logical and natural				
I can respond to problem behavior without interrupting classroom activities or instruction				
I collect data and use it to make decisions that support positive behavior				
I know about patterns of engagement based on collected data				
I know how much time we spend transitioning based on collected data				
I know about how and when children follow behavior expectations based on collected data				
I take time to review data I have collected and make changes to my classroom accordingly				