Trauma Informed PBIS In the Classroom
The Self-Assessment of Classroom Management Tool (SACM)
(Walker, Lynass and Anderton, 2020)

PBIS Self-Assessment--Classroom Management Tool[1]

Few teachers feel that they have mastered classroom management and often when they do, an extremely challenging class comes along that disrupts their newfound self-efficacy. Making improvements in one's skill level typically involves some assessment of starting skill level, establishing goals, and then determining specific steps, use of certain strategies, or other actions that one will take to achieve the goals. Once goals and specific actions steps are identified, teacher reflection and performance feedback are utilized to monitor progress.

This is also very true when teachers consider ways to make their classroom culture responsive to the needs of students exposed to trauma and chronic stress. This tool was designed to help teachers who wish to make improvements in their management skills in a way that is responsive to students who have experienced trauma to begin the process of self-assessment, action planning, reflection, and arranging for performance feedback.

Using the Tool

The practices that appear in the tool are drawn from evidenced-based classroom management strategies.[2]

1. Rate yourself on each of the items.

   For the positive-to-corrective ratio tally, you will want to consider a part of the day or class period as a sample. Specify how you counted (i.e., used an observer, put chips into pockets, voice recording). For example, you might gather this data initially by identifying a time in a lesson or a part of the class period and use technology to record the verbal interactions between yourself and students in your class for 10 -15 minutes. Later, listen to the recording and tally the positive to corrective ratio based on what you hear.

2. The 0 to 3 self-assessment scale represents a continuum:

   0 = I have not yet implemented -- the element/practice described has not been a part of my management plan.
   1 = I have made some attempts at implementation, but overall my practice has not been consistent or sustained.
   2 = I have planned and implemented, but follow-through is inconsistent, or improvements needed along the way. My initial planning could be better.
   3 = YES, I have implemented and followed through consistently, monitoring and improving my use of the strategy as needed to sustain and grow.

3. After completing the rating, add your total points for each of the 10 areas or categories. Divide by 3 to get an average.

4. Identify our areas of strength. Plan for ways to maintain these areas of strength. You might want to share this with the PBIS team as you might become a resource for your colleagues.

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[1] Modified from: Sandy Washburn, Center on Education and Lifelong Learning, Classroom Management Self-Assessment. Revised Version: May 2010. Modified by Highline Public Schools (2014) to align with Danielson Components s
[2] See for example, Marzano, R. J. (2003). Classroom management that works. Alexandria VA: ASCD.

5. For those areas that you rated not as strong, decide for which areas you might write specific goals for improvement.

6. For each goal (not more than two at a time) write specific action steps (strategy use) that you will take to assist you in meeting your goals. Include the specific behavior, the frequency and the duration (e.g., greet students (each and every) by name at door before each period for 3-4 weeks).

7. You may find resources in your PBIS team members or other colleagues.

After Goal Setting and Action Planning

1. Your action steps should be specific and concrete, thus measurable.

2. Each day, (or whatever makes sense) you should determine whether you completed your action step or not.

   a. For example, an action step for increasing your positive-to-negative ratio might be to greet all students by name at the door before each class period, or at the start of the day.
   b. The measurement might look like this: Monday—5/5, Tues 3/5 missed 2nd and 3rd period, Weds. 4/5, missed 2nd period, etc.

3. Spend time each week reflecting on your progress in using the strategies and action steps that you've identified. If you struggle with implementing an action step, determine if you need a different action step or additional support to meet your goal.

4. Arrange for a trusted colleague with whom you will commit to sharing your reflection each week to observe you in the classroom and offer feedback on your use of a specific set of strategies. Observations are most helpful when the observer is told by the observed what specifically to look for and then give feedback on the performance of those specific practices. A form (Classroom Observation by Frequency) is provided in this packet to facilitate the observation and data collection. Also provided is an example of a completed observation form.

5. At the end of the intervention period, you also need some measure of student/teacher outcomes.
   - # of referrals to office (compared to pre-intervention period)
   - Some classroom tracking of behaviors
   - Grades or participation rates
   - Statements made by you or students
   - At the end of the intervention period, complete the self-assessment again

6. This process is not in any way meant to be evaluative. The Danielson Components are listed so that if a teacher wanted to use the tool to set professional growth plans or use it as an evaluation measure, the information is available. The focus of the tool is as a self-assessment, so it will never be used in in an evaluative manner unless the participant initiates it.

Resources:

While there are many resources available to develop these practices and your understanding of trauma sensitive classroom management, below are a few resources you might start with.

The following interactive PDF provides elementary and secondary examples of these practices. You may find it useful in further developing your understanding of implementation of the practices included in the SACM.

Supporting and Responding to Behavior: Evidence Based Strategies for Teachers:

http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf

The following PDF was developed by OSPI and Western Washington University. It provides more in-depth information on the effects of trauma on learners and supportive strategies at the school and classroom levels.

The Heart of Learning: Compassion, Resiliency, and Academic Success

https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/compassionate-schools-learning-and/heart-learning-compassion-resiliency-and-academic-success

This book provides a good overview of strategies and approaches.

The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching by Patricia A. Jennings

PBIS Self-Assessment of Classroom Management (SACM)[3]

Teacher_____ Rater (if used)_____ Date_____

Tally each Positive Student Contacts	Total #	Tally each Corrective Student Contacts	Total #
Ratio[4] of Positives to Correctives: _____ to 1			

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement inconsistently 3=Implement consistently and continuously monitor improvement	Danielson Component
1. Maximize structure and predictability in the classroom	Sect. total /4 =	**L= Learning B=Behavior**
a) I establish, post and explicitly teach student procedures & routines.	0 1 2 3	**2c**
b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	0 1 2 3	**2e**
c) I develop and post a clear classroom schedule or agenda each day/class period, review it with students and follow it.	0 1 2 3	**2c**
d) I provide quiet or "mindful" minute(s) after significant transitions to provide opportunities for students to self-regulate and refocus.	0 1 2 3	**2a**
2. Establish, teach, and positively stated classroom expectations.	Sect. total /5 =	
a) I actively involve students in establishing classroom agreements/expectations.	0 1 2 3	**2d**
b) My classroom agreements/expectations are aligned with the school-wide expectations.	0 1 2 3	**2d**
c) My classroom agreements/expectations are stated specifically and positively.	0 1 2 3	**2d**
d) My classroom agreements/expectations are posted and visible for student review.	0 1 2 3	**2d**
e) I explicitly teach, review, and reinforce the classroom and school-wide expectations in the context of routines/procedures and as broad concepts.	0 1 2 3	**2d**
3. Manage behavior through effective instructional delivery.	Sect. total /4 =	
a) I conduct smooth and efficient transitions between activities.	0 1 2 3	**2c**
b) I clearly communicate instructional outcomes/objectives.	0 1 2 3	**3a**

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[3] Sugai & Colvin (2004). Adapted by Sandy Washburn (2010) and Walker, Lynass & Anderton (2020)
[4] To calculate, divide # positive by # of negatives

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement inconsistently 3=Implement consistently and continuously monitor improvement	Danielson Component
c) I actively monitor for learning & behavior (move, scan, interact, acknowledge, reinforce).	0　1　2　3	3d (L) 2d (B)
d) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions) and I plan for appropriate pacing and maximize instructional time (bell-to bell instruction).	0　1　2　3	2c (B) 3a (L)
4. Actively engage students through use of varied instructional strategies.	Sect. total /3=	
a) I consistently implement a variety of student-centered instructional strategies (i.e. Cooperative learning, project-based learning, critical thinking skills, culturally responsive teaching and differentiated instruction).	0　1　2　3	1b 3c
b) During teacher directed instruction, I use varied engagement strategies to offer multiple engagement opportunities for all learners (i.e., Response cards, choral responding, think-pair-share, movement, manipulatives, writing, journaling and other methods).	0　1　2　3	3b 3c
c) Students are frequently and observably engaged in instruction (students are "doing" things that can be seen, i.e. communicating, manipulating, creating, reflecting, sharing etc.)	0　1　2　3	3b 3c
5. Evaluate Instruction.	Sect. total /3=	
a) At the end of the lesson, I know how many students have met the learning objective(s).	0　1　2　3	3d
b) I provide extra time and assistance for students who are struggling.	0　1　2　3	3c
c) I reflect on the lesson and note needed improvements for next time.	0　1　2　3	4a
6. Maximize positive interactions.	Sect. total /2=	
a) I maintain a ratio of at least 5:1 positive to corrective interactions with students.	0　1　2　3	2a
b) After correcting agreements/expectations violations, I intentionally use acknowledgement and positive reinforcement as students get back on track to rebuild relationship(s).	0　1　2　3	2a
7. Use a continuum of strategies to acknowledge expected behavior.	Sect. total /3=	
a) I provide frequent, specific and timely reinforcement/acknowledgement for following classroom expectations.	0　1　2　3	2d
b) I use multiple strategies to acknowledge expected behavior (e.g., teacher response, class activities, parent contact, peer to peer positive feedback, &/or token/point systems).	0　1　2　3	2d

Classroom Management Practice	Rating 0=Not yet implemented 1=Some attempt to implement 2=Implement inconsistently 3=Implement consistently and continuously monitor improvement				Danielson Component
8. Use a continuum of strategies to respond to rule violations.	**Sect. total /6=**				L= Learning B=Behavior
a) I provide private, brief, specific, and contingent, corrections (i.e. stating expected behavior) for academic and social/behavioral errors.	0	1	2	3	**3d (L) 2d (B)**
b) I use the least restrictive/intensive procedure to discourage misbehavior (non-verbal cues, proximity, anonymous corrections, re-teaching, etc.) and proceed to more restrictive/intensive procedures only if needed.	0	1	2	3	**2d**
c) I respond to misbehavior in a calm, emotionally objective and business-like manner. I speak to students with a tone of dignity and respect—even when providing correction.	0	1	2	3	**2d 2a**
d) I provide a dedicated space in the classroom where students can move to self-manage and calm down when they feel dysregulated and/or stressed (e.g. reset space, calming corner, etc.). I teach students how and when to use it and encourage its use.	0	1	2	3	**2d**
e) I provide a class pass or break pass system for students who are unable to self-regulate in the classroom and need a short time away to self-calm and refocus.	0	1	2	3	**2d**
f) When misbehavior is ongoing, I meet with the student to problem solve and develop a shared plan/contract/pact for addressing existing issues, problem solving and rebuilding relationship.	0	1	2	3	**2a**
9. Develop caring and supportive relationships.	**Sect. total /4=**				
a) I learn, use and can correctly pronounce student names as soon as possible.	0	1	2	3	**2a**
b) I use explicit on-going activities to learn about students, their cultural backgrounds, interests and their strengths to engage all learners throughout the year.	0	1	2	3	**1b 2a**
c) I communicate with students/families before school starts and continue frequent contact throughout the year.	0	1	2	3	**4c**
d) I regularly implement class/community meetings to provide opportunities for students to build relationships, develop social emotional skills and solve problems.	0	1	2	3	**2a**
10. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.	**Sect. total /4=**				
a) I use general classroom routines/procedures &/or student jobs to enhance student responsibility.	0	1	2	3	**2c**
b) I provide students with self-regulating and self-monitoring strategies.	0	1	2	3	**2d**

c) I provide social emotional learning instruction and problem-solving strategies integrated with academic instruction and content.	0	1	2	3	**2d**
d) I regularly provide specific activities for students to work together and solve problems collaboratively (e.g. class/community meetings, cooperative learning, service learning, project-based learning, etc.).	0	1	2	3	**2a** **2d**

	ACTION PLAN	
Current Strength Areas	**Maintenance/Enhancement Strategies**	**Date started** **Date reviewed**
Goals	**Improvement Strategies (Specific Action Steps)**	**Date started** **Date reviewed**

Sample Classroom Observation/Feedback
By Frequency

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____ Time In: _____ Time Out: _____

Instructions:

Conduct a 20-minute direct observation of at least one specific strategy listed in the SACM during an instructional period in your classroom.   Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed/implemented.

Strategy:	Frequency	Comments

Other Comments:

Classroom Observation Example

By Frequency

School: *Best School*   Teacher Observed: *Mr. Work Hard*

Observer: *Ms. Works Hard Too*

Date: 10/11/2009   Time In: *9:30*   Time Out: *9:50*

Instructions:

Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list.   Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

Example:

Strategy:	Frequency	Comments
Positive Feedback Ratio	*Frequency*	
Specific, Positive Feedback	*IIIIIIIIII = 10*	
Negative/Corrective Feedback	*IIIIIIIIIIIIII = 14*	*Positive: Negative Ratio = 10/14*

Other Comments: *The recommended Positive Feedback Ratio is a minimum of 5:1.   It is suggested that the instructor practice increasing the number of times he uses specific, positive feedback and recording it himself. Ms. Works Hard Too will be glad to talk with Mr. Work Hard to come up with some quick and easy ways to do this.*

It is recommended that this observation be repeated at an agreed upon time between the observed and the observer.