

Child name: \_\_\_\_\_

**Classroom Management Techniques Individual child**

Please read each classroom management technique and check off the box that indicates how often you use this technique to manage this child's behavior.

Please fill in a box under the "Use" heading for each item. If you use a technique, check the box that indicates how effective each technique is for this specific child.

	Use				Effectiveness				
	I use this regularly	I use this sometimes	Might be worth trying	This would not fit well with my teaching	Very effective	Moderately effective	Somewhat effective	Not effective	
1. Classroom rules (i.e., rules identified and posted in classroom)									
2. Classroom structure (e.g., children with attentional and behavioral problems seated in the front of the classroom)									
3. Ignoring minor inappropriate behaviors (e.g., fidgeting, chewing on a pen).									
4. Praising appropriate behaviors (e.g., "I like the way you're working quietly Tom.")									
5. Giving appropriate commands (e.g., "Bobby, stand quietly with your hands at your side" - appropriate vs. "Stop fidgeting" - inappropriate)									
6. Reprimands for inappropriate behavior (e.g., put children's name on the board, verbal reprimands)									
7. Instructional procedures (e.g., individual seatwork assignments given in a folder at beginning of day, small group instruction, modified materials and/or curricula)									
8. Homework assignment book (e.g., daily agenda)									
9. Daily Home Note									
10. Weekly Home Note									
11. Daily report card with target behaviors/goals and feedback on meeting the goals									
12. Weekly report card with target behaviors/goals and feedback on meeting the goals.									
13. If . . . then contingencies (e.g., <u>If you finish your seatwork, then you may have free time</u> )									
14. Point or token reward system (e.g., children receive stickers for appropriate behavior).									
15. Response-cost system (e.g., lose 5 minutes of recess for each homework assignment not completed)									
16. Group or classwide contingencies (e.g., special activity for everyone if the whole class behaves)									
17. Time out									
18. Send to principal/disciplinarian's office									
19. School wide programs (e.g., school wide rules, disciplinary procedures)									
20. Carrel/"Office" (e.g., student has barriers placed on the front and sides of desk to block out distractions in the classroom)									
21. Taped behavioral reminders on the student's desk (e.g., "Stay in seat" written on a card taped to the student's desk)									
22. Dietary restrictions (e.g., withhold sugars, food dyes, food additives, caffeine, specific foods, etc.)									
23. Dietary supplements (e.g., blue green algae, herbs, specific food)									
24. Individual or small group social skills training									
25. Individual or small group counseling sessions or psychotherapy									
26. Perceptual/sensory stimulation (e.g., provide balls, toys, clay for child to use when exhibiting negative behaviors)									
27. Individual or small group play therapy sessions									
28. Individual or small group cognitive therapy (e.g., teaching the child to self-monitor, self-evaluate, and self-control)									
29. Other (Please describe)									
30. Does this child have a 504 Plan?	YES	NO	DON'T KNOW						
31. Does this child have a Individualized Education Plan (IEP)?	YES	NO	DON'T KNOW						
32. To what extent do you find interacting with this child a pleasant experience?	Very pleasant	0	1	2	3	4	5	6	Very unpleasant

**PLEASE COMPLETE THE BACK OF THIS FORM**

