

Teacher(s) Name(s): _____
 Classroom: _____
 School Year: _____

Tier 1: Preventative Classroom Management

Guiding Question
 What is the core, behavioral curriculum provided? (i.e., How are behavioral expectations communicated to students through existing practices?)

Tier I Strategies: Select the tools that are either in place or can be put in place to address this tier of support.	
High Student Engagement <input type="checkbox"/> Response Cards <input type="checkbox"/> Choral Responding <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> Organized Classroom	<input type="checkbox"/> Established Routines and Procedures <input type="checkbox"/> High Expectations <input type="checkbox"/> Teacher Modeling of Positive Behaviors <input type="checkbox"/> Positive Student-Teacher Rapport <input type="checkbox"/> Positively Stated Rules
<input type="checkbox"/> Clear Communication (e.g., visual displays of instruction, step-by-step procedures) <input type="checkbox"/> Ample Background Knowledge and Skill Instruction Provided	<input type="checkbox"/> Frequent Academic Assessment (e.g., curriculum-based assessments)

Tier 2: First-Line Interventions

Guiding Question
 What interventions or additional behavioral supports are in place? (i.e., If students demonstrate challenging behaviors, how are these behaviors responded to?)

Tier II Strategies: Select the tools that are either in place or can be put in place to address this tier of support.	
<input type="checkbox"/> Changes to Academic Instruction (e.g., tutoring program, literacy lab, review supports) <input type="checkbox"/> Positive Reinforcement System <input type="checkbox"/> Token Economy <input type="checkbox"/> Behavior Contracts (e.g., Daily Behavior Report Card, weekly contracts) <input type="checkbox"/> Remedial Intervention or Tutoring Support	<input type="checkbox"/> Contingency System (e.g., loss of privileges, time out, behavior contracts, group contingency) <input type="checkbox"/> Surface Management Techniques (e.g., planned ignoring, signal interference, proximity, tension decontamination through humor, hurdle help, direct appeal, antiseptic bounce, rewards) <input type="checkbox"/> Home-School Note System

Tier 3: Intensive, Individualized Interventions

Guiding Question
 What individualized, intensive behavioral supports are drawn on for the most challenging of classroom behaviors? (i.e., For those few students who demonstrate chronic, challenging behaviors, what strategies are used?)

Tier III Strategies: Select the tools that are either in place or can be put in place to address this tier of support.	
<input type="checkbox"/> Functional Behavioral Assessments (FBAs)/Behavior Intervention Plans (BIPs) <input type="checkbox"/> Self-Monitoring Strategies <input type="checkbox"/> Daily Student Evaluation <input type="checkbox"/> Social Skills Instruction	<input type="checkbox"/> Support Groups (e.g., anger management, grief, study skills) <input type="checkbox"/> Goal Setting/Monitoring <input type="checkbox"/> Crisis Management or Safety Plan <input type="checkbox"/> Functional Assessment Checklist for Teachers

Figure 1. Comprehensive Classroom Management Plan: Three-Tiered Model of Support Checklist