Child name:	
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Classroom Management Techniques <u>Individual child</u>

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.

Please fill in a box under the "Use" heading for each item. If you use a technique, check the box that indicates how								
	Use			Effectiveness				
	I use this regularly	I use this sometimes		This would not fit well with my teaching	Very effective	Moderately effective	Somewhat effective	Not effective
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., If you finish your seatwork, then you may have free time)								
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 reminers 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 pleas	ant 0	1 2 3	4 5	6 V	ery unpleasan	t	

Please rate whether this child or his/her parents receive any of these treatments ouside of school, and rate the effectiveness of these treatments. Effectiveness Parents don't Parents use use, but I've Parents don't Moderately Somewhat Parents always use sometimes suggested it Don't Know Very effective effective effective Not effective use 1. Daily home based rewards based on school behavior (e.g., Extra TV time per night if the child gets a good report from the teacher) 2. Weekly home based rewards based on school behavior (e.g., trip to video arcade if teacher gives a good report for the week) 3. Daily removal of privileges based on school behavior (e.g., No TV time per night if the child gets a bad report from the teacher) 4. Weekly removal of privileges (e.g., child is not allowed participate in a special activity if the teacher gives a bad report for the week) 5. Parent Training (e.g., parents receive instruction in behavioral child management strategies like time out, point systems) 6. Time out (e.g., remove child from ongoing activity for a specified period of time) 7. Grounding (e.g., take away privileges) 8. Parent helps child complete homework 9. Individual or small group counseling for the child 10. Individual or small group counseling for the parent(s) 11. Individual or small group play therapy sessions 12. Family counseling (e.g., child and parents present at the session) 13. Medication for ADHD used at home (e.g., child receives a 3rd dose) 14. Medication for ADHD used at school 15. Medication for ADHD used at school and home 16. Dietary restrictions (e.g., withhold sugars, food dyes, food additives, caffeine, specific foods, etc.) 17. Dietray supplements (e.g., blue green algae, herbs, specific food) 18. Other (Please describe)