

Classroom SEB and Instructional Practices Checklist

Directions: Document practices in place and notes for improvement and monitoring progress.

Practices	Notes (plan for improvement, plan for monitoring)
Building Positive Relationships <ul style="list-style-type: none"> <input type="checkbox"/> Greet students as they enter the classroom <input type="checkbox"/> “Getting to Know You” activities are incorporated throughout the school year <input type="checkbox"/> Positive tone and body language is used <input type="checkbox"/> Each student receives more positive statements than corrective (goal - 5:1) <input type="checkbox"/> Welcoming and inclusion activities are used frequently to build peer and adult relationships 	
Physical Arrangement <ul style="list-style-type: none"> <input type="checkbox"/> Designated areas for specific activities <input type="checkbox"/> Seating charts with easy access to students needing additional support <input type="checkbox"/> Students can move easily to different activities <input type="checkbox"/> Teacher can move easily without physical barriers and can see students when engaged in different types of instruction (i.e., small group) <input type="checkbox"/> Instructional materials are easy to access <input type="checkbox"/> Visuals are displayed that support students and staff with daily schedule, routines, checklists <input type="checkbox"/> Student work is displayed to create a welcoming and inclusive environment 	
Engaging Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to respond are embedded within lessons <ul style="list-style-type: none"> ○ Partner share ○ Choral response ○ Guided notes ○ Response cards ○ White Board ○ Thumbs Up/Thumbs Down 	

Practices	Notes (plan for improvement, plan for monitoring)
<input type="checkbox"/> Engagement strategies used are varied <input type="checkbox"/> Students are supported with expectations for engagement (e.g., expectations for using white boards)	
Classroom Matrix <input type="checkbox"/> Expectations are defined within the daily activities or procedures <input type="checkbox"/> Social, emotional, and behavioral skills are included <input type="checkbox"/> A row that indicates the teacher's expectations is included <input type="checkbox"/> Students are involved in defining expectations <input type="checkbox"/> The matrix is displayed	
Teaching and Reinforcing SEB Skills <input type="checkbox"/> Lesson plans include the critical components: <ul style="list-style-type: none"> ○ Procedure, rationale, steps, examples, non-examples, practices with feedback and checks for understanding <input type="checkbox"/> Lessons are taught at the beginning of the year, after breaks, and when data indicates a need <input type="checkbox"/> Students are given specific and positive feedback when displaying the expectations <input type="checkbox"/> Students are given specific corrective feedback when not displaying the expectations in a manner that is brief, concise, calm, and supportive	
Regulation Strategies <input type="checkbox"/> Taught, modeled, and reinforced <input type="checkbox"/> Teaching happens while students are regulated <input type="checkbox"/> Students are acknowledged for using regulation strategies <input type="checkbox"/> Several strategies are taught so students can select what works for them: <ul style="list-style-type: none"> ○ Breathing exercises ○ Grounding Activities ○ Positive self-talk ○ Mindfulness moments ○ Music reflections ○ Body scan <input type="checkbox"/> Teacher uses their own regulation strategy before supporting a dysregulated student	

Practices	Notes (plan for improvement, plan for monitoring)
<p>Responding to Interfering Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> The behavioral principles are kept in mind when responding to interfering behavior <input type="checkbox"/> Reflecting on antecedent, behavior, consequence along with the function of behavior is considered when responding to interfering behavior <input type="checkbox"/> A few strategies for responding to low-intensity behaviors are pre-planned: <ul style="list-style-type: none"> ○ Proximity ○ Signal/Non-Verbal Cue ○ Planned Ignoring ○ Re-Direct ○ Re-Teach ○ Provide Choice ○ Student Conference <input type="checkbox"/> Strategies are used in a calm and supportive manner when responding to behaviors that are escalating or accelerating quickly <ul style="list-style-type: none"> ○ Choice ○ Co-regulation ○ Praise approximations (steps toward an expected behavior) ○ Provide space 	

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.