

Classroom SEBH and Instructional Practices Checklist

Directions:

1. Check off practices that are being implemented regularly
2. Rate your current implementation
3. Record the reasons for the rating
4. Choose a target number and write what positive actions you will take to achieve that number
5. Write any support that will help you reach your target

SAMPLE

Supportive Relationships

- ☐ Use Positive Greetings at the Door daily
 - Use their name
 - Positive interaction or statement
 - Direct to first activity
- ☒ “Getting to Know You” activities are incorporated throughout the school year
- ☒ Positive tone and body language is used
- ☐ Each student receives more positive statements than corrective (goal - 5:1)
- ☐ Welcoming and inclusion activities are used frequently to build peer and adult relationships

Rate your current implementation of practices to **Build Supportive Relationships** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a **2** because: *I use a “Get to Know Me” survey at the beginning of the year, positive tone and body language, and we do a start of year welcoming activity.*

To go from a **2** to a **3** I will: *Increase positive statements to 5:1, implement Positive Greetings at the Door.*

I need: *Students to arrive promptly in the morning and not tardy to my classroom. Consistent hallway monitoring by all staff and reteaching school-wide hallway expectations will be helpful with this.*

Supportive Relationships

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Rate your current implementation of practices to **Build Supportive Relationships** (circle):

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I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Expectations and Routines

- ☐ Establish or co-develop procedures for daily routines (e.g. arrival, handing in work, requesting help)
- ☐ Determine 3-5 positive expectations that align with school expectations or co-develop with students and families
- ☐ Co-develop a classroom matrix
- ☐ Define expected social, emotional, and behavioral skills for each setting or routine
 - Behaviors are contextually appropriate
 - Include a row that indicates expectations of the teacher
 - Expectations and routines are posted and developmentally appropriate
- ☐ Regularly refer to the routines and expectations to build fluency and independence

Rate your current implementation of establishing **Expectations and Routines** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Physical Environments

- ☐ Designated areas for specific activities
- ☐ Seating charts with easy access to students needing additional support
- ☐ Students can move easily to different activities
- ☐ Teacher can move easily without physical barriers and can see students when engaged in different types of instruction (i.e., small group)
- ☐ Instructional materials are easy to access
- ☐ Visuals are displayed that support students and staff with daily schedule, routines, checklists
- ☐ Student work is displayed to create a welcoming and inclusive environment

Rate your current implementation of creating a **Positive Physical Environment** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Engaging Instruction

- ☐ Opportunities to respond are embedded within lessons
 - Partner share
 - Choral response
 - Guided notes
 - Response cards
 - White Board
 - Thumbs Up/Thumbs Down
- ☐ Engagement strategies used are varied
- ☐ Students are supported with expectations for engagement (e.g., expectations for using white boards)
- ☐ Instructional choice is provided when appropriate (e.g., summary can be done by writing a paragraph or creating a timeline for sequence of events)

Rate your current implementation of **Engaging Instruction** practices (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Teaching Social, Emotional, Behavioral Health Skills

- ☐ Teaching of routines and expectations at the beginning of the year, after breaks, and when data indicates a need
- ☐ Additional social-emotional skills are taught or reinforced as appropriate
- ☐ Lesson plans include the critical components:
 - Procedure, rationale, steps, examples, non-examples, practices with feedback and checks for understanding

Rate your current implementation of **Teaching Social, Emotional, Behavioral Health Skills** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Regulation Strategies for Students and Staff

- ☐ Taught, modeled, and reinforced
- ☐ Teaching happens while students are regulated
- ☐ Students are acknowledged for using regulation strategies
- ☐ Several strategies are taught so students can select what works for them:
 - Breathing exercises
 - Grounding Activities
 - Positive self-talk
 - Mindfulness moments
 - Music reflections
 - Body scan
- ☐ Teacher uses their own regulation strategy before supporting a dysregulated student

Rate your current implementation of teaching and prompting **Regulation Strategies** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Reinforcing Behavior

- ☐ Positive attention (nonverbals, such as, smile, thumbs up) is used
- ☐ Behavior-Specific Praise is given to individual, groups, and class when engaging in expected behavior
- ☐ Praise is delivered based on student preference (public vs. private)

Rewards (e.g., activities, items) are based on individual, group, or class engaging in expected behaviors

Rate your current implementation of practices to **Reinforcing Behavior** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

Responding to Interfering Behavior

- ☐ The behavioral principles are kept in mind when responding to interfering behavior
- ☐ Reflecting on antecedent, behavior, consequence along with the function of behavior is considered when responding to interfering behavior
- ☐ Students are given specific corrective feedback when not displaying the expectations in a manner that is brief, concise, calm, and supportive
- ☐ A few strategies for responding to low-intensity behaviors are pre-planned:
 - Proximity
 - Signal/Non-Verbal Cue
 - Planned Ignoring
 - Redirect
 - Reteach
 - Provide Choice
 - Student Conference
- ☐ Strategies are used in a calm and supportive manner when responding to behaviors that are escalating or accelerating quickly
 - Choice
 - Co-regulation
 - Praise approximations (steps toward an expected behavior)
 - Provide space

Rate your current implementation of **Responding to Interfering Behavior** (circle):

1 (not implemented) **2** (somewhat implemented) **3** (mostly implemented) **4** (fully implemented)

I circled a ___ because:

To go from a ___ to a ___ I will:

I need:

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