The purpose of this check-list is to support staff in implementing trauma-informed, positive behavior support practices. This is a guide to think about ways you can improve the school-wide and classroom setting and practices to help students be more engaged in their learning and thus, reduce behavior challenges. Mark “yes” for each item you implement fully; mark “partially” if you are almost there; mark “no” if you are not implementing this item, and mark “?” If you need further information. For each item marked “no” or “?,” consult with someone who can support you in better understanding the components, provide consultation about barriers and help access resources that will facilitate implementation of the practices outlined below.

|  |  |
| --- | --- |
| Staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Date\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (if appropriate) |
| Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Time Start\_\_\_\_\_\_\_\_\_Time End \_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
|  **Trauma-Informed Classroom Management Practices** | **Extent of Implementation** |
| Yes | Partially | No | ? |
| **Maximize Structure and Physical Classroom Space** |
| 1. I refer to the daily posted schedule/routine when supporting students individually or in groups.
 |  |  |  |  |
| 1. I am aware of the physical arrangement of the classroom and support students to access different spaces/seating in order to be regulated.
 |  |  |  |  |
| 1. My space in the classroom is organized and free of clutter.
 |  |  |  |  |
| 1. I am aware of the designated area in the classroom that has minimal or no stimuli and prompt students to use it when they are overstimulated.
 |  |  |  |  |
| **Establish, Prompt, and Monitor Positively Stated Expectations** |
| 1. I refer to the agreed upon positively stated school-wide expectations(three to five) in my interactions and will direct students attention to the signage when necessary.
 |  |  |  |  |
| 1. I predictably pre-teach and prompt the school-wide expectations for students before transitions.
 |  |  |  |  |
| 1. I effectively prompt students to follow positively stated expectations and/or demonstrate other appropriate social behaviors (e.g., prompts are provided at appropriate times, delivered in age-appropriate and positively stated language).
 |  |  |  |  |
| 1. I actively supervise the classroom (e.g., moving, scanning) during instruction and/or activities.
 |  |  |  |  |
| **Actively Engage Students in Instruction (this section is applicable if a classroom counselor is actively teaching a lesson (social skills, electives, etc.)** |
| 1. I teach the school-wide expectations regularly (lesson plan, boosters after weekends or school breaks, etc.).
 |  |  |  |  |
| 1. I provide all students with appropriately high rates of

opportunities to respond and participation during instruction. |  |  |  |  |
| 1. I effectively and actively engage all students in various observable ways (e.g., writing, verbalizing, gesturing).
 |  |  |  |  |
| **Implement a Continuum of Strategies to Acknowledge Appropriate Behavior**  |
| 1. I use specific praise (and possibly additional strategies/systems) effectively (i.e., specific praise is contingent, genuine, and socially appropriate) and at a sufficient **rate** (4-5 positives to 1 constructive) to acknowledge appropriate student academic and social behavior.
 |  |  |  |  |
| 1. I use a tangible acknowledgement system intermittently to reinforce when students are engaging in expected behaviors.
 |  |  |  |  |
| 1. I use specific language that consists of the school-wide expectations when positively acknowledging students.
 |  |  |  |  |
| **Implement a Continuum of Strategies to Respond to Inappropriate Behavior** |
| 1. I provide quick, calm, direct, explicit corrections/redirections in response to inappropriate behavior (or ignore the behavior, if appropriate).
 |  |  |  |  |
| 1. I use specific language that consists of the school-wide expectations when correcting students around behavior.
 |  |  |  |  |
| 1. I provide more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (+ to – ratio).
 |  |  |  |  |
| **Additional trauma-informed practices to be utilized in the classroom (starred elements are for when classroom counselors are teaching)** |  |  |  |  |
| 1. Movement breaks are regularly scheduled and provided.\*
 |  |  |  |  |
| 1. When I notice the energy during an activity needs to change, I suggest and offer a non-contingent movement break.
 |  |  |  |  |
| 1. If I use music, I ensure it is trauma-informed (rhythmic {i.e., reggae}).\*
 |  |  |  |  |
| 1. I understand that behind every behavior, there is a feeling.
 |  |  |  |  |
| 1. If a student is dysregulated, I validate the feeling they are expressing behaviorally.
 |  |  |  |  |
| 1. I am attuned to my students and avoid a mismatch of need and provision.
 |  |  |  |  |
| 1. I am aware of visual noise in my classroom
 |  |  |  |  |
| 1. I consistently manage my affect when a student is dysregulated (modulate tone of voice, use a predictable and regulated response, etc.)
 |  |  |  |  |
| 1. I use multi-modal instructional techniques.\*
 |  |  |  |  |
| 1. I understand students’ sensory needs (safety plan) and provide and/or suggest appropriate sensory items for students to use when dysregulated.
 |  |  |  |  |
| 1. I use a restorative approach when a student is not meeting the expectations.
 |  |  |  |  |
| 1. I use restorative practices to reintegrate a student back into the community an absence related to behavior.
 |  |  |  |  |

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Adapted from Brandi Simonsen and Diane Myers (2015). Copyright by The Guilford Press. Additional sources include: Bruce Perry, ChildTrauma Academy; Blaustein and Kinniburgh, Attachment, Regulation and Competency; Sandra Bloom, The Sanctuary Model; Restorative Practices