The purpose of this check-list is to support educators in implementing trauma-informed, positive behavior support practices. This is a guide to think about ways you can improve your 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.

|  |  |
| --- | --- |
| Educator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Date\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (if appropriate) |
| Instructional Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Time Start\_\_\_\_\_\_\_\_\_Time End \_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
|  **Trauma-Informed Classroom Management Practices** | **Extent of Implementation** |
| Yes | Partially | No | ? |
| **Maximize Structure and Physical Classroom Space** |
| 1. I post the schedule/routine for the day and/or class activity (both written and pictorial).
 |  |  |  |  |
| 1. I physically arrange the room (seating assignments, furniture arrangement) appropriately for all activities.
 |  |  |  |  |
| 1. My classroom is organized and free of clutter.
 |  |  |  |  |
| 1. I have different learning stations for students.
 |  |  |  |  |
| 1. I have a designated area in my classroom that has minimal or no stimuli.
 |  |  |  |  |
| 1. The walls of my classroom are minimally decorated.
 |  |  |  |  |
| 1. The walls of my classroom are a soothing color.
 |  |  |  |  |
| 1. I am aware of the lighting in my classroom.
 |  |  |  |  |
| **Establish, Prompt, and Monitor Positively Stated Expectations** |
| 1. I post the agreed upon positively stated school-wide expectations(three to five) in a visible spot in my classroom.
 |  |  |  |  |
| 1. I predictably pre-teach and prompt the school-wide expectations before, during each class and before any 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 my classroom (e.g., moving, scanning) during instruction.
 |  |  |  |  |
| **Actively Engage Students in Instruction**  |
| 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** |  |  |  |  |
| 1. Movement breaks are regularly scheduled and provided.
 |  |  |  |  |
| 1. Non-contingent movement breaks are provided.
 |  |  |  |  |
| 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 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 have sensory items for students to use in my classroom.
 |  |  |  |  |
| 1. I use a restorative approach when a student is not meeting the expectations.
 |  |  |  |  |
| 1. I use restorative practices to reintegrate a student in my classroom or back to school after an absence related to behavior.
 |  |  |  |  |

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