CLASS-WIDE TIER 1 LOOK-FORS

The following are evidence-based strategies to implement Tier 1 Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP) class-wide. Use this tool to determine strengths of your current Tier 1 supports and practices. Then reflect on specific focus areas for strengthening implementation. Choose one or two focus areas at a time to gradually improve class-wide PBIS/RP Tier 1 practices.

CHECK-INS
Check-ins are used daily.
YES  NO

RESTORATIVE LANGUAGE
AFFECTIVE STATEMENTS
RESTORATIVE QUESTIONS
Affective statements are posted.
YES  NO
Affective statements are used.
YES  NO
Restorative Questions are posted.
YES  NO
Restorative Questions are used.
YES  NO

SOCIAL EMOTIONAL LEARNING
INCORPORATED INTO LESSONS
Second Step, Harmony, Inner Explorer, or another Social Emotional curriculum is used
YES  NO
How often? ____________________________
By whom? ____________________________

FOSTER AND PROMOTE HEALTHY AFFIRMING RELATIONSHIPS
Student work is posted.
YES  NO
The environment reflects students’ diverse cultures and identities.
YES  NO

COMMUNITY BUILDING
Thematic activities are used daily
(Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday)
YES  NO
Community building activities are used weekly.
YES  NO

POSITIVE BEHAVIORAL EXPECTATIONS EXPLICITLY TAUGHT, REINFORCED, MONITORED & CORRECTED
Behavioral expectations are posted in the classroom.
YES  NO (list the expectations)
___________________________________________________________
___________________________________________________________
Behavioral expectations are positively stated.
YES  NO
Behavioral expectations are explicitly taught in the classrooms on a regular basis.
YES  NO
Describe procedures for:
Transitions: ____________________________
Accessing materials: ____________________
Turning in work: ________________________
Enter/exit classroom: ____________________
Physical setup:
Furniture allows ease of movement.  YES  NO
Cool-down area is provided.  YES  NO

4:1
4 POSITIVES TO 1 CORRECTION
A class-wide reinforcement system is in place.
YES  NO
Students are recognized for appropriate behavior using a 4:1 ratio.
YES  NO
Describe what recognition looks like (verbal, gestural, tangible - point, token, ticket, etc.).
__________________________________________________________
__________________________________________________________
Strategies used to respond to inappropriate behavior with an emphasis on getting the student reengaged in learning.
YES  NO
Describe what these look like (verbal/visual reminders of expectations, wait time, providing choice, redirection, start versus stop requests, etc.).
__________________________________________________________
__________________________________________________________
For additional resources, please visit the Positive Behavior Intervention and Supports/Restorative Practices Webpage https://achieve.lausd.net/Page/11924
**SCHOOL-WIDE TIER 1 LOOK-FORS**

The following are evidence-based strategies to implement Tier 1 Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP) school-wide. Use this tool to determine strengths of your school’s current Tier 1 supports and practices. Then reflect on specific focus areas for strengthening implementation. Choose one or two focus areas at a time to further your implementation of PBIS/RP Tier 1 practices.

### CHECK-INS
- **Check-ins are used daily.**
  - YES
  - NO

### SOCIAL EMOTIONAL LEARNING INTEGRATED INTO LESSONS
- **Second Step, Harmony, Inner Explorer, or another Social Emotional curriculum is used**
  - YES
  - NO
- How often? _____________
- By whom? _______________

### FOSTER AND PROMOTE HEALTHY AFFIRMING RELATIONSHIPS
- **Student work is posted throughout the school.**
  - YES
  - NO
- **The school environment reflects students’ diverse cultures and identities.**
  - YES
  - NO

### POSITIVE BEHAVIORAL EXPECTATIONS EXPLICITLY TAUGHT, REINFORCED, MONITORED & CORRECTED
- **Behavioral expectations are posted in all common areas of the school.**
  - YES
  - NO
  - (list the expectations)
- **Behavioral expectations are positively stated.**
  - YES
  - NO
- **Behavioral expectations are explicitly taught in all common areas on a regular basis.**
  - YES
  - NO
- **Describe procedures for:**
  - Arrival/Dismissal:________________________
  - Hallways/Walkways (ex: which direction to walk, noise level, etc.) ________________________
  - Recess/Nutrition/Lunch/Restroom _______________________

### RESTORATIVE LANGUAGE
- **AFFECTIVE STATEMENTS**
  - Affective statements are posted.
    - YES
    - NO
  - Affective statements are used.
    - YES
    - NO
- **RESTORATIVE QUESTIONS**
  - Restorative Questions are posted.
    - YES
    - NO
  - Restorative Questions are used.
    - YES
    - NO

### COMMUNITY BUILDING
- **Thematic activities are used daily** (Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday)
  - YES
  - NO
- **Community building activities are used weekly.**
  - YES
  - NO

### 4:1 RATIO
- **4 POSITIVES TO 1 CORRECTION**
- A school-wide reinforcement system is in place.
  - YES
  - NO
- Students are recognized for appropriate behavior using a 4:1 ratio.
  - YES
  - NO
- **Describe what recognition looks like (verbal, gestural, tangible - point, token, ticket, etc.).**
  - ___________________________
- Strategies used to respond to inappropriate behavior with an emphasis on getting the student reengaged in learning.
  - YES
  - NO
- **Describe what these look like (verbal/visual reminders of expectations, wait time, providing choice, redirection, start versus stop requests, etc.).**
  - ___________________________

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For additional resources, please visit the Positive Behavior Intervention and Supports/Restorative Practices Webpage [https://achieve.lausd.net/Page/11924](https://achieve.lausd.net/Page/11924)
ADDITIONAL resources

WANT TO HAVE FUN ENGAGING STUDENTS?
USE RANDOM NAME PICKERS AND ADDITIONAL STRATEGIES FROM THE BOOSTING MOTIVATION AND ENGAGEMENT RESOURCE

LOOKING FOR MORE WAYS TO MOTIVATE STUDENTS?
CHECK OUT STRATEGIES FROM THE CLASSROOM MOTIVATION FLIPBOOK

WANT TO STRENGTHEN RELATIONSHIPS ESSENTIAL TO SAFE, HEALTHY, WELCOMING AND AFFIRMING ENVIRONMENTS WHILE SUPERVISING STUDENTS?
LEVEL UP YOUR SUPERVISION AND RELATIONSHIP SKILLS WITH ACTIVE SUPERVISION

WANT TO EXPLORE RESOURCES TO ENHANCE YOUR UNDERSTANDING OF RESTORATIVE QUESTIONING?
SEE RESOURCES IN PBIS/RP WEBSITE FOR RESTORATIVE QUESTIONS THINK SLIPS AND OTHER HELPFUL, READY-TO-USE IDEAS