

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

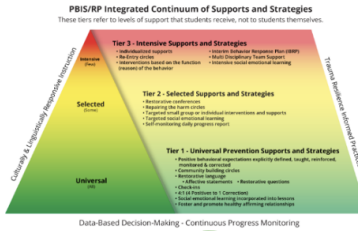
SOCIAL EMOTIONAL LEARNING INCORPORATED INTO LESSONS

Second Step, Harmony, Inner Explorer, or another Social Emotional curriculum is used

YES NO

How often? _____

By whom? _____



Tier 1 - Universal Prevention Supports and Strategies

- Positive behavioral expectations explicitly defined, taught, reinforced, monitored & corrected
- Community building circles
- Restorative language
 - Affective statements
 - Restorative questions
- Check-ins
- 4:1 (4 Positives to 1 Correction)
- Social emotional learning incorporated into lessons
- Foster and promote healthy affirming relationships

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

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.).

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.

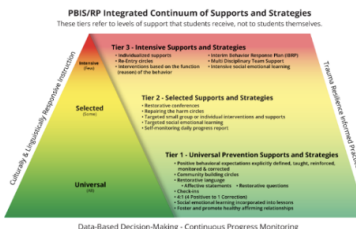
YES NO

SOCIAL EMOTIONAL LEARNING INCORPORATED INTO LESSONS

Second Step, Harmony, Inner Explorer, or another Social Emotional curriculum is used

YES NO

How often? _____
By whom? _____



Tier 1 - Universal Prevention Supports and Strategies

- Positive behavioral expectations explicitly defined, taught, reinforced, monitored & corrected
- Community building circles
- Restorative language
 - Affective statements
 - Restorative questions
- Check-ins
- 4:1 (4 Positives to 1 Correction)
- Social emotional learning incorporated into lessons
- Foster and promote healthy affirming relationships

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

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

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 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 _____

4:1

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.).



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