**Culturally Relevant, Trauma-Informed, Positive Behavioral Supports Classroom Best Practices Inventory**

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| # | Practices |  |
| 1 | Classroom rules | * align with school-wide expectations and cultural values (integrate with themes of safety and respect)
* are observable, measurable, and positively stated
* are prominently displayed
* are 5 or fewer for each school-wide expectation
* are communicated with other school staff and caregivers
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| 2 | Teaching classroom rules | * classroom rules and responsibility lessons have been developed with input from community/culture/students/caregivers
* a schedule of teaching classroom rules and responsibilities is developed
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| 3 | Classroom schedules  | * are posted and current
* are consistently followed by staff
* class begins promptly
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| 4 | Classroom procedures and routines (e.g. hallway pass systems) | * are defined with input from students, caregivers, community (culturally aligned)
* are actively taught
* are consistently followed by staff
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| 5 | Changes in schedules, people, and activities | * are forewarned to students ahead of time
* are communicated with caregivers as necessary
* are communicated with other staff as necessary
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| 6 | Classroom design and organization | * physical spaces are free of clutter
* physical spaces facilitate ease of movement and flow
* materials are organized and accessible
* physical space has culturally and contextually relevant pictures and materials displayed
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| 7 | Student engagement | * students are actively engaged in activities throughout class periods (minimal downtime)
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| 8 | Pre-corrects (reminders) | * of rules, procedures, & routines are provided
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| 9 | Active supervision | Staff:* move throughout room
* visually scan environment
* frequently interact with students
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| 10 | Positive, respectful interactions | * staff speak positively and respectfully to students
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| 11 | Positive feedback - Ideal ratio of positive feedback statements versus correction statements = 4:1 | * staff provide high rates of positive, specific, genuine feedback to students about their behavior

 Number of positive, specific feedback  statements: \_\_\_\_\_ Number of corrections: ­­­­­­\_\_\_\_\_ Ratio of positives to correctives: \_\_\_\_ to \_\_\_\_Note: If the practice of providing verbal positive feedback is not culturally appropriate, there may be other ways of positively reinforcing or acknowledging children that is more in alignment with the local culture or is adopted/adapted from the local culture where appropriate and with input from cultural experts/community/students/caregivers. |
| 12 | Students strengths, interests, and voice | * Staff recognize and acknowledge students’ strengths and interests
* Staff actively and consistently seek out student perspectives and opinions (community circles, one-on-one conversations, etc.) and share decision-making where appropriate
* Staff provide leadership opportunities to students
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| 13 | Continuum of consistent consequences | * A continuum of corrective feedback (consequences) is clearly defined and utilized (e.g. prompt, redirect, reteach, provide choice, and student conference) (in alignment with cultural practices/family/community input)
* Staff maintain a calm demeanor when providing corrective consequences
* Consequences are delivered consistently by staff with consideration of the function of behavior
* Processing thoughts, feelings, and actions after a behavioral incident that led to a student being sent out of the classroom occurs to support self-awareness, skill development and problem solving (e.g. Refocus and Processing procedure)
* Use of Restorative Practices after processing and delivery of consequence
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| 14 | Provide choices | * Students are provided with choices throughout the day (e.g. where, when, how work is done); consider function of behavior and include input from students where possible
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| 15 | Multiple opportunities to respond | * Multiple opportunities to respond and participate during instruction and activities are provided (e.g. group choral responses, students volunteer, pair and share, write responses, hold up cards, etc.) with consideration of function of behavior
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| 16 | Adults model emotional control and appropriate interpersonal skills | * Staff model emotional control for students (narrating or demonstrating emotional regulation strategies)
* Adults refrain from power struggles with students
* Staff refrain from power struggles with other adults
* Adults model appropriate interactions with peers
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| 17 | Reflective listening and problem solving | * Staff engage in reflective listening with students (e.g. listening carefully, restating the problem, empathizing with feelings and needs)
* After listening and validating, staff support students in solving their own problems (facilitate: identifying the problem, generating solutions, identifying what has and hasn’t worked before, selecting solutions, making a plan, etc.)
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| 18 | Support de-escalation | * Staff support students in de-escalation by remaining calm, prompting coping strategies, providing space, few words, & encouraging efforts
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| 19 | Multiple modalities | * Information is presented in a variety of ways to students (auditorily, written, demonstrated) in alignment with local culture and with input from community/cultural experts/care givers/students where possible/appropriate
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| 20 | Social skills | * Positive interactions between students are encouraged and acknowledged by staff members
* Social skills are intentionally taught and modeled in the classroom (e.g. self-regulation, self-awareness, communication, healthy coping strategies, problem-solving, etc.)
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Top 3-5 Areas of Strength: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Top 1-2 Areas Wishing to Improve: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Areas Wanting Support With: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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