

# ECLC Essential 8's Classroom Checklist

Teacher: \_\_\_\_\_

Date	Date	Date	Date	
				<b>Classroom Expectations</b>
				<b>Reteach skills</b> – Show/Model to the student what you want them to do
				<b>Practice skills-</b> allow student to demonstrate skill
				<b>Reinforce skills frequently-</b> provide positive feedback after completing task correctly
				<b>Classroom Procedures &amp; Routines</b>
				Teach classroom procedure
				Provide a visual schedule as needed
				<b>Encouraging Expected Behavior</b>
				At least 4 positives to 1 negative (more effective change happens using 16:1 ratio)
				Specific verbal positive feedback is given (e.g., I like your safe walking feet)
				Feedback is immediate
				a) Non-contingent: attention provided regardless of student performance (Greetings, proximity, smiles, conversations, jobs, etc.)
				b) Contingent: provided based upon student performance of an identified expectation or behavior (Praise, positive feedback, reinforcement, tangible item, tokens).
				c) When increasing adult attention, keep the following in mind: <i>Proximity</i> —communicate privately at 20" with individual students; communication across the room reserved for information intended for entire group only <i>Listening</i> —pause, attend thoughtfully to the student <i>Eye Contact</i> —communicate at eye level; look student in the eye when instructing or directing; hold eye contact briefly for compliance <i>Pleasant Voice</i> —use calm pleasant voice when talking with, praising, and correcting students <i>Smiles</i> —pleasant facial expression and frequent smiles <i>Touch</i> —appropriate brief nurturing touch; make it age appropriate <i>Use of Student's Name</i> —begin interactions with student name and use frequently during interactions
				<b>Discouraging Inappropriate Behavior</b>
				<b>Consistency</b> - Misbehavior occurs in all school settings and therefore, all staff need to respond reliably. When we consistently uphold our expectations, limit-testing behavior is diminished and fewer incidents of correction need to occur. It is less important what the response is, than that something is consistently done when student behavior does not reflect the standard. Consistency is the key to changing behavior.
				<b>A Calm Immediate Response</b> - The disruptive influence of the teacher's response should be no greater than the disruption of the student. Angry responses by staff create tension and increase the likelihood of disobedience and disruptive behavior. A calm immediate response has a positive effect. Use a professional and a composed voice tone and volume.
				<b>Specific, Yet Brief</b> - Specific descriptions of the behavior and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behavior as an incidental teaching opportunity. While specificity is essential to change behavior, brevity is also important. Lectures often turn into scolding and do not hold the child's attention. Be short and concise, and then disengage quickly. (Use wording from PBS matrix)

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				<p><b>Quiet, Respectful Contact with Student</b> - Make quiet contact with the student, securing their attention and at their level. Talk with them in close proximity (near the student) to ensure privacy and respect. Use their name, pleasant voice tone, and eye contact to convey your interest in them personally and your desire to help them be successful with their behavior at school. A private, quiet, personal contact will help with compliance as well as relationships.</p>
				<p><b>Refocus Class If Needed</b> - If the inappropriate behavior will require a bit of time, refocus the attention of the class to allow you to deal privately with the student. Most correction strategies can be handled within the classroom or setting, just as you would correct academic behavior. Your intent, demeanor, and voice tone do not differ from academic correction and the interaction should be able to occur within the classroom while maintaining respect for the student and the learning of the entire class.</p>
				<p><b>Non-punitive Consequences:</b> Paired with teaching of the alternative or desirable behavior can heighten behavior change. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate a skill, and making amends for behavior that impacted others are all wonderful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution. Consistency of consequence, not size of consequence, is important. Logical consequences are more effective.</p>
				<p><b>Active Supervision</b></p>
				<p>a) <b>Moving:</b> When supervising work or activities, circulate among students with continuous random movement, close proximity with students. Include moving close to noncompliant students and possible targeted problem areas. Demonstrate interest in students, assist with learning tasks, provide feedback—both positive and corrective. Periodically move and supervise when providing individual or small group instruction.</p>
				<p>b) <b>Scanning:</b> Frequently and intentionally look around at students, Looking students in the eye. Visually sweep all areas of the room as well as look directly at students nearest you. If working with individual, position self so as to scan the entire room or get up and scan occasionally.</p>
				<p>c) <b>Interacting:</b> While moving and scanning you should also frequently interact with students as it communicates care, trust, and respect, and helps build relationships. Creates positive climate and increases likelihood of accepting correction if needed. Teacher behavior remains the same when teaching, encouraging or addressing problem behavior. Include: proximity, listening, eye contact, smiles, pleasant voice tone, touch, and use of student's name.</p>
				<p><b>Opportunities to Respond</b></p>
				<p>Increased opportunities for student responding- Choral (group) responding, Response Cards (pre-printed cards that have choice words on each side such as “Yes” and “No”), Thumbs up/thumbs down, stand up/sit down, move to four corners, etc.</p>
				<p><b>Activity Sequencing and Choice</b></p>
				<p>Provide choices-- Provide student choice of activities, materials used in activity, and choice of sequence of activities</p>
				<p>Mix mastered tasks with non-mastered tasks</p>
				<p><b>Task Difficulty</b></p>
				<p>Adjust the length of task or mode of response</p>

√ = Skill is present

D = Skill is developing