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| **Steps to Support and Respond to Students’ SEB Needs** | **Self-Assess Implementation** | **Priority for Action Planning** |
| **Fully** | **Partially** | **Not at All** | **Low** | **Med** | **High** |
| **Create positive teaching and learning environments (Table 1)** |  |
| **1.1** The classroom environment (layout, furniture, materials, visuals) is safe and accessible.  |  |  |  |  |  |  |
| **1.2** I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families.  |  |  |  |  |  |  |
| **1.3** I post, teach, practice, and review predictable routines collaboratively with students. |  |  |  |  |  |  |
| **1.4** I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students. |  |  |  |  |  |  |
| **1.5** I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.  |  |  |  |  |  |  |
| **Actively promote social, emotional, and behavioral growth (Table 2)** |  |
| **2.1** I use explicit instruction with high rates of varied opportunities to respond, to engage students in relevant learning. |  |  |  |  |  |  |
| **2.2** I foster positive relationships and among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner.  |  |  |  |  |  |  |
| **2.3** I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/supervising, and individualizing prompts when helpful. |  |  |  |  |  |  |
| **2.4** I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective feedback (≥5:1 ratio).  |  |  |  |  |  |  |
| **2.5** I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/respond to SEB and academic errors. |  |  |  |  |  |  |
| **Monitor fidelity & use data to guide implementation (Table 3)** |  |
| **3.1** In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.  |  |  |  |  |  |  |
| **3.2** Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices.  |  |  |  |  |  |  |
| **Monitor student outcomes & use data to guide response (Table 4)** |  |
| **4.1** I collect, disaggregate, and review data to monitor student outcome and guide support. |  |  |  |  |  |  |
| **4.2** If many students demonstrate on-going risk/need, I enhance Tier 1. |  |  |  |  |  |  |
| **4.3** If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.  |  |  |  |  |  |  |