CEBM **Elementary Checklist** – Tier 1 Universal Practices for the whole group

Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
Physical and social set-up of the learning environment: *Being intentional with the setup of the space to benefit the students' focus, engagement, and sensory experience*				
Being mindful about lighting and visual decor	✓	?	+	☐
Setting up a clutter-free environment	✓	?	+	☐
Storing away nonessential items, limiting access to some materials	✓	?	+	☐
Setting up a well-organized space (using colour codes and labels to help student find information)	✓	?	+	☐
Having clear sections in the room	✓	?	+	☐
Finding ways to minimize distractions and noise in the room	✓	?	+	☐
Having a thought-out furniture/desk configuration	✓	?	+	☐
Creating clear passageways between furniture to move around in the classroom	✓	?	+	☐
Having a thought-out seating chart that meet the students' needs	✓	?	+	☐
Making community work tools and academic tools easily accessible	✓	?	+	☐
Embodying a strong adult posture: *To help students develop a sense of safety and belonging*				
Conveying a strong/confident, yet warm/caring, stance and leadership	✓	?	+	☐
Being careful about befriending students	✓	?	+	☐
Establishing clear limits/boundaries	✓	?	+	☐
Managing the circumstances rather than trying to directly control student behaviour	✓	?	+	☐
Having a community basket of materials primes attachment to the adult who is providing	✓	?	+	☐
Ensuring that the adult is calm and grounded before responding to an upset student	✓	?	+	☐
Acting with kindness when intervening and keeping the students' wellbeing in mind	✓	?	+	☐

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Easily adjusting when things don't go as planned	✓	?	+	☐
Actively greeting and engaging students: *By favouring proximity, building relationships, and creating a positive classroom climate*				
If applicable, putting a welcome sign on the door	✓	?	+	☐
Greeting students individually and/or as a group (e.g. special greeting at the door, group rituals, etc.)	✓	?	+	☐
Using students' names	✓	?	+	☐
Taking interest in students' lives	✓	?	+	☐
Highlighting points in common	✓	?	+	☐
Circulating in the room to monitor student progress and provide proximity	✓	?	+	☐
Using a variety of ways to capture students' attention (rhythmic sounds, chants, clapping, calling out, etc.)	✓	?	+	☐
Making sure to have students' attention prior to giving instructions	✓	?	+	☐
Having students repeat instructions back to teacher	✓	?	+	☐
Reconnecting consciously with students after each separation (following a transition, next day)	✓	?	+	☐
Entrusting students with specific responsibilities	✓	?	+	☐
Acknowledging the day's successes	✓	?	+	☐
Planning some time for fun outside of the classroom context	✓	?	+	☐
Organizing activities that foster a sense of safety, belonging and inclusion (e.g. class meetings, group projects)	✓	?	+	☐
Contact and inform parents regularly (including positive aspects)	✓	?	+	☐
Well established classroom structures and routines: *To create consistency and predictability*				
Introducing and explaining the classroom structures and routines at the beginning of the school year	✓	?	+	☐

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Well established classroom structures and routines: *To create consistency and predictability*				
Using a daily visual schedule, which is easily accessible to students (large font, centrally situated)	✓	?	+	❑
Modeling and reminding the structures and routines on a continued basis until they are well integrated by the group	✓	?	+	❑
Having a clear and explicit morning arrival or transition routine	✓	?	+	❑
Offering homework/assignment turn-in trays with labels	✓	?	+	❑
Offering a shared agenda for the day	✓	?	+	❑
Sharing learning goals for the period	✓	?	+	❑
Setting up structure around independent work time & asking for help	✓	?	+	❑
Having a clear and explicit clean-up routine	✓	?	+	❑
Having clear and explicit hallway routines	✓	?	+	❑
Having a clear and explicit routine around end-of-day/period departure	✓	?	+	❑
Notifying students, when possible, of any changes in routine (special activities, teacher absences, guests)	✓	?	+	❑
Clear and explicit classroom expectations: *To help clarify with students what a positive learning environment looks like*				
Having students, at the beginning of the school year, be involved in developing the classroom expectations	✓	?	+	❑
Regularly modeling the classroom expectations throughout the school year	✓	?	+	❑
Providing clear expectations around taking turns to speak	✓	?	+	❑
Providing clear expectations around transitions and moving in the classroom	✓	?	+	❑
Providing clear expectations around what students can do when their work is finished	✓	?	+	❑
Having a community basket of supplies from which students borrow, rather than borrowing from classmates and disturbing them	✓	?	+	❑
Providing a variety of engaging and playful ways to prompt students about classroom expectations (through stories, chants, role-playing, games)	✓	?	+	❑
Offering a variety of visuals to help prompt students about classroom expectations (poster of classroom expectations, hand signals for common requests)	✓	?	+	❑
Pedagogical flexibility, inclusive practices, and support measures: *To adjust teaching to the diverse abilities, needs and interests of students with different maturity levels, backgrounds, aptitudes and skills, to help them be more successful.*				
Introducing and explaining, at the beginning of the school year, the various learning options and support measures provided by the adult	✓	?	+	❑
Reviewing the support measures on a regular basis, as students lose sight of what is available to them and their needs change over time	✓	?	+	❑
Offering a variety of technological aids	✓	?	+	❑
Offering a variety of pedagogical resources and tools	✓	?	+	❑
Offering of a variety of instructional delivery methods	✓	?	+	❑
Offering a variety of visual supports for learning	✓	?	+	❑
Supporting students to organize self and materials	✓	?	+	❑
Offering a variety of support measures for working memory	✓	?	+	❑
Offering a variety of task management checklists	✓	?	+	❑

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Pedagogical flexibility, inclusive practices, and support measures: *To adjust teaching to the diverse abilities, needs and interests of students with different maturity levels, backgrounds, aptitudes and skills, to help them be more successful.*				
Offering a variety of time management tools	✔	?	+	❑
Offering privacy panels	✔	?	+	❑
Offering noise cancelling headsets	✔	?	+	❑
Offering a variety of sensory tools and supports in class (balls, weighted tools, noise cancelling headset, etc.)	✔	?	+	❑
Offering a variety of seating options and workstations (e.g. ergonomic stools, standing stations, etc.)	✔	?	+	❑
Having a community basket of supplies from which students borrow, rather than borrowing from classmates and disturbing them	✔	?	+	❑
Establishing a quick follow-up with students to get their feedback to see whether these pedagogical tools, inclusive practices, and support measures are beneficial for them	✔	?	+	❑
Opportunities for cross-curricular development and emotional literacy: *To help students develop the abilities necessary to navigate various life situations*				
Introducing and explaining cross-curricular development and emotional literacy at the beginning of the school year	✔	?	+	❑
Regularly modeling what healthy cross-curricular development and emotional literacy looks like throughout the school year	✔	?	+	❑
Building cross-curricular development and emotional literacy implicitly into everyday classroom situations	✔	?	+	❑
Using a variety of activities to explore and better understand stress	✔	?	+	❑
Using a variety of activities to practice and adopt effective work methods	✔	?	+	❑
Using a variety of activities to practice communication	✔	?	+	❑

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Using a variety of activities to practice cooperation with others (group projects)	✔	?	+	❑
Using a variety of problem-solving exercises	✔	?	+	❑
Using a variety of activities to explore and better understand how to manage conflict	✔	?	+	❑
Having students write down what they want to say (to practice patience, to remember for later on)	✔	?	+	❑
Offering emotional literacy opportunities that are beyond self-regulation (e.g. emotional awareness, co-regulation, etc.)	✔	?	+	❑
Reading together a variety of books on emotions	✔	?	+	❑
Offering a variety of games that explore emotions	✔	?	+	❑
Offering a variety of ways to play out emotions (role playing, masks, puppets, etc.)	✔	?	+	❑
Offering a variety of emotional creative art activities	✔	?	+	❑
Offering a variety of tools to illustrate emotions (mirror, emotion cards)	✔	?	+	❑
Establishing a quick follow-up with students to get their feedback to see whether these emotion-based activities, tools, or games were beneficial for them	✔	?	+	❑
Flexible classroom options – Alternate seating and workstations: *To help students optimize their focus and engagement in learning tasks*				
Have you considered setting up a flexible classroom to accommodate your students' needs to move?	✔	?	+	❑
Introducing and explaining the flexible options at the beginning of the school year – clearly name their purpose	✔	?	+	❑
Regularly modeling the proper use of the flexible options throughout the school year – emphasize safety	✔	?	+	❑
Offering a variety of alternate seating options (yoga ball, wobble stool, desk cycle, stretchy band for feet, disc-o-sit, bean bag, etc.)	✔	?	+	❑

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Flexible classroom options – Alternate seating and workstations: *To help students optimize their focus and engagement in learning tasks*				
Offering a variety of alternate workstation options (standing table, working on the floor with a clipboard, low table with cushion, etc.)	✓	?	+	❐
Allowing students to work in different locations, with different tools, based on their need with a specific subject or time of day	✓	?	+	❐
Establishing a quick follow-up with students to get their feedback to see whether the use of these tools is beneficial for them	✓	?	+	❐
Individual quiet-time activities: *To offer options to students during transition times, when they have finished work, or when they need a break*				
Have you considered including individual quiet-time activities in your classroom for students to access during transition times, when they have finished work, when they need a break or a reset?	✓	?	+	❐
Introducing and explaining the expectations (when, where, how) around the use of individual quiet-time activities at the beginning of the school year	✓	?	+	❐
Offering a variety of paper-crayon activities (doodling, sketching, mandalas, coloring pages, etc.)	✓	?	+	❐
Offering a variety of fine-motor activities (knitting, origami, etc.)	✓	?	+	❐
Offering a variety of quiet 1-person games (cards, puzzle, Rush Hour, etc.)	✓	?	+	❐
Changing the variety of activities offered on a regular basis (e.g. monthly) to maintain engagement. Most favoured can return periodically throughout the year	✓	?	+	❐
Establishing a quick follow-up with students to get their feedback to see whether this Individual Quiet Time activity was beneficial for them	✓	?	+	❐

Classroom designated area: *To offer options to students when they need to retreat or to manage emotions*				
Have you considered including a designated area in your classroom for students to retreat to when a break is needed or to manage emotions?	✓	?	+	❐
Introducing and explaining the expectations (when, where, how, for how long) around the use of the designated area at the beginning of the school year	✓	?	+	❐
Regularly modeling the proper use of the designated area throughout the school year	✓	?	+	❐
Offering a variety of support materials in the designated area (noise cancelling headset, breathing aids, sensory tools, calming nature scenes, books, emotion cards, etc.)	✓	?	+	❐
Establishing a quick follow-up with students who make use of the Designated Area to know what may need adjusting to better meet their needs when they use it	✓	?	+	❐
Brain-break activities: *To help students level-up or level-down energy*				
Have you considered setting up brain breaks in your classroom to accommodate your students' needs to move?	✓	?	+	❐
Introducing and explaining the expectations (when, where, how) around brain breaks at the beginning of the school year	✓	?	+	❐
Regularly modeling, throughout the school year, what needs to happen during brain-break activities	✓	?	+	❐
Offering a variety of high-level energy brain breaks (desk drumming, fitness drills, Boks Fitness program, etc.)	✓	?	+	❐
Offering a variety of low-level energy brain breaks (yoga, stretching & breathing exercises, telling jokes, riddle challenge, charades, mazes, etc.)	✓	?	+	❐

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Brain-break activities: *To help students level-up or level-down energy*				
Establishing a quick follow-up with students to get their feedback to see whether this Brain Break activity was beneficial for them	✔	?	+	☐
Emotional release activities: *To help students release, express, identify, and name emotions*				
Have you considered setting up emotional release activities in your classroom to accommodate your students' needs to release and express emotions?	✔	?	+	☐
Introducing and explaining the expectations (when, where, how) around emotional release activities at the beginning of the school year	✔	?	+	☐
Regularly modeling, throughout the school year, what needs to happen during emotional release activities	✔	?	+	☐
Offering a variety of high-level energy emotional release activities (e.g. Draw the Music)	✔	?	+	☐
Offering a variety of low-level energy emotional release activities (e.g. Emotion Silhouette)	✔	?	+	☐
Establishing a quick follow-up with students to get their feedback to see whether this Emotional Release activity was beneficial for them	✔	?	+	☐
Community projects and activities: *To help increase students' sense of community and belonging*				
Have you considered organizing community projects in your classroom?	✔	?	+	☐
Introducing and explaining the expectations (when, where, how) around community projects at the beginning of the school year	✔	?	+	☐
Regularly modeling, throughout the school year, what needs to happen during community project activities	✔	?	+	☐
Offering a variety of community projects (community puzzle, quilt, weaving project, mural, etc.)	✔	?	+	☐

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Promoting and organizing a variety of community engagements (interest/social clubs, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.)	✔	?	+	☐
Outdoor opportunities: *To allow students to release and reset in order to increase focus and productivity*				
Have you considered organizing outdoor activities/challenges on a monthly or seasonal basis?	✔	?	+	☐
Introducing and explaining the expectations (when, where, how) around outdoor opportunities at the beginning of the school year	✔	?	+	☐
Regularly modeling, throughout the school year, what needs to happen during outdoor opportunities	✔	?	+	☐
Providing additional outdoor opportunities when the energy level in the classroom is not productive	✔	?	+	☐
Offering a variety of outdoor learning opportunities	✔	?	+	☐
Offering a variety of outdoor structured games	✔	?	+	☐
Offering a variety of props and materials for outdoor unstructured activities	✔	?	+	☐
Tier 1 overall considerations: *Additional steps when the selected practices don't seem to be enough to support the whole class group*				
Has the composition of the class group and how the student dynamics and needs interact with each other been considered?	✔	?	+	☐
Has at least two Tier 1 universal practices suggested in the CEBM Pyramid of Interventions been implemented?	✔	?	+	☐
Has the implementation of a couple new and/or adjusted practices been attempted at least 2-3 times throughout this trial period?	✔	?	+	☐
Have these selected practices been applied systematically (intentional, pre-planned, consistent)?	✔	?	+	☐

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Tier 1 overall considerations: *Additional steps when the selected practices don't seem to be enough to support the whole class group*				
Has the overall focus and priority of the implemented practices been based on fostering a sense of safety and belonging for the student(s), rather than attempting to control their behaviour(s)?	✔	?	+	❑
Have the selected practices been implemented on a preventive and proactive basis, rather than waiting for the problems to arise to address them?	✔	?	+	❑
For those in the group who require additional support, has the need/purpose of the selected practices been explained to the students and their parents?	✔	?	+	❑
Is there buy-in from the students to try out these selected practices? Are the parents on-board as well to help encourage and support?	✔	?	+	❑
For those in the group who require additional support, has their confidential file been looked at to see whether there are reports with recommendations (any student(s) who are coded)?	✔	?	+	❑
Have other staff members, who have worked with the student(s), been consulted? What has been successful in the past? Possible triggers?	✔	?	+	❑
Have the selected practices been tried in different frequency and intensity?	✔	?	+	❑
Have the selected practices been tried at different times of the day or different days of the week?	✔	?	+	❑
Have the selected practices been tried in a variety of ways (e.g. varying the types of brain breaks from high to low intensity, type of flexible seating options, type of tools in the designated area, etc.)?	✔	?	+	❑
When a practice is not working, have the adults involved taken a step back to see the bigger picture and assess the potential reasons behind the roadblocks?	✔	?	+	❑
Have the selected practices been tried out with the support/collaboration of another adult?	✔	?	+	❑
For those students in the group who require additional support, has there been further communication with the student and parents to figure out the roadblocks?	✔	?	+	❑
Has data been collected in order to analyse patterns, triggers, what doesn't work, etc.?	✔	?	+	❑
Have other staff members in the school been consulted for guidance or ideas/inspiration?	✔	?	+	❑
Has the CEBM Intervention Planning document at Tier 1 been reviewed by a board consultant and/or professional?	✔	?	+	❑
For those students in the group who require additional support, has it been considered to increase the support measures to Tier 2 targeted practices?	✔	?	+	❑