CEBM 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 space between furniture to move around	✔	?	+	❑
Having a thought-out seating chart	✔	?	+	❑
Making community work 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 control directly student behaviour	✔	?	+	❑
Giving access to materials when needed	✔	?	+	❑
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	✔	?	+	❑
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	✔	?	+	❑
Using a daily visual schedule, which is easily accessible to students (large font, centrally situated)	✔	?	+	❑

Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
Having a clear and explicit morning arrival or transition routine	✔	?	+	❑
Offering homework/assignment turn-in trays with labels	✔	?	+	❑
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	✔	?	+	❑
Offering a shared agenda for the day	✔	?	+	❑
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	✔	?	+	❑
Providing clear expectations around borrowing materials	✔	?	+	❑
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	✔	?	+	❑

	Already in place	To Consider	To Adopt	I'll Need Support
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 of 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	✔	?	+	❑
Ensuring consistent use of IEP and action plan support measures and adaptations by students	✔	?	+	❑
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 memory aids	✔	?	+	❑
Offering a variety of task management checklists	✔	?	+	❑
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.)	✔	?	+	❑
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	✔	?	+	❑

Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
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	✔	?	+	❑
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 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)	✔	?	+	❑
Flexible classroom options: _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	✔	?	+	❑
Regularly modeling the proper use of the flexible options throughout the school year	✔	?	+	❑
Offering a variety of alternate seating options (yoga ball, wobble stool, desk cycle, stretchy band for feet, disc-o-sit)	✔	?	+	❑
Offering a variety of alternate workstation options (standing table, working on the floor with a clipboard)	✔	?	+	❑
Being somewhat flexible with respect to the students' workspace choices	✔	?	+	❑
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.)	✔	?	+	❑
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 when a break is needed or to manage emotions?	✔	?	+	❑
Introducing and explaining the expectations (when, where, how) around the use of the designated area at the beginning of the school year	✔	?	+	❑

CEBM CHECKLIST – Tier 1 Universal Practices for the whole group

Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
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.)	✓	?	+	☐
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)	✓	?	+	☐
Offering a variety of low-level energy brain breaks (yoga, stretching & breathing exercises, telling jokes, riddle challenge, charades, mazes, etc.)	✓	?	+	☐
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 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)	✓	?	+	☐
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.)	✓	?	+	☐
Promoting organizing a variety of community engagements (interest/social clubs, sports teams, 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 opportunities?	✓	?	+	☐
Introducing and explaining the expectations (when, where, how) around outdoor opportunities at the beginning of the school year	✓	?	+	☐

Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
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	✔	?	+	❑