



## Implementation of Classroom Practices Best Practices Checklist (Tier I Behavior Supports)



|                           |  |
|---------------------------|--|
| <b>Pre-K Program:</b>     | <b>Classroom:</b>                                      |
| <b>Person Completing:</b> | <b>Key Code:</b>                                       |
| <b>Date:</b>              | “X” = Not Yet      “●” = Sometimes      “✓” = In Place |

| Classroom Learning Environment |       |           |   |
|--------------------------------|-------|-----------|---|
| LT/AT                          | Admin | TM or ECS | Indicators  |
|                                |       |           | Free of safety and/or health concerns   |
|                                |       |           | Well defined interest areas, clearly labeled                                      |
|                                |       |           | Interest areas with compatible activities are adjacent                            |
|                                |       |           | Learning areas allow room for multiple children                                   |
|                                |       |           | Long or wide-open spaces are eliminated   |
|                                |       |           | Homelike touches are evident in the classroom                                     |
|                                |       |           | Materials are stored on low, open shelves and easily reached by children          |
|                                |       |           | Labels are available to identify where materials belong                           |
|                                |       |           | Materials are age-appropriate, safe, attractive, and in adequate supply           |
|                                |       |           | Majority of materials are open ended  |
|                                |       |           | Children’s interests are considered when deciding what to put in learning centers |
|                                |       |           | Materials are changed to maintain interest  |
|                                |       |           | Many “real items” are available in place of replicas                              |
|                                |       |           | Materials provided are culturally relevant, providing both “mirrors and windows”  |
|                                |       |           | Classroom clutter, including commercial/adult-made displays, is minimal           |
|                                |       |           | Children’s names and photos are displayed in a variety of locations               |
|                                |       |           | Children’s work is on display in many interest areas at children’s eye level      |

| Daily Routine |       |           |   |
|---------------|-------|-----------|---|
| LT/AT         | Admin | TM or ECS | Indicators  |
|               |       |           | Schedule is designed to include a balance of teacher and child led activities |

| Daily Routine (Continued) |  |  |  |
|---------------------------|--|--|--|
|                           |  |  | The schedule alternates between active and quiet times                                       |
|                           |  |  | A schedule is posted for adult use   |
|                           |  |  | Visual, interactive schedule is posted at children’s level                                   |
|                           |  |  | Children are taught the schedule; teachers and children refer to schedule throughout the day |
|                           |  |  | Implements schedule consistently   |

| Large and Small Group Times |       |           |  |
|-----------------------------|-------|-----------|--|
| LT/AT                       | Admin | TM or ECS | Indicators   |
|                             |       |           | Has needed materials readily available   |
|                             |       |           | Has a planned beginning, middle, and end to each group experience                            |
|                             |       |           | Provides opportunities for children to be actively involved                                  |
|                             |       |           | Observes children’s engagement and adjusts accordingly                                       |
|                             |       |           | Provides alternate arrangements for children who choose not to participate                   |
|                             |       |           | Individualizes instruction and scaffolds learning with specific goals in mind for each child |
|                             |       |           | Extends learning into other areas of the classroom to incorporate children’s interests       |

| Transitions |       |           |  |
|-------------|-------|-----------|--|
| LT/AT       | Admin | TM or ECS | Indicators   |
|             |       |           | Plans activities for daily transitions; uses as learning opportunities       |
|             |       |           | Minimize wait time during transitions  |
|             |       |           | Teaches children the expectations associated with transitions                |
|             |       |           | Gives notice prior to transitions; individualizes notifications when helpful |
|             |       |           | Transition children in small groups as much as possible                      |

These materials were partially developed under a grant awarded by the Department of Education



Implementation of **Classroom Practices**  
Best Practices Checklist (Tier I Behavior Supports)



|                           |   |
|---------------------------|---|
| <b>Pre-K Program:</b>     | <b>Classroom:</b>   |
| <b>Person Completing:</b> | <b>Key Code:</b>  |
| <b>Date:</b>              | <b>"X" = Not Yet      "●" = Sometimes      "✓" = In Place</b> |

**Notes:**