

Classroom Practices to Promote Student *Belonging,* *Well-being,* AND *Engagement*



Purpose: This resource was designed to help educators identify areas of strength and improvement with regard to practices that support students' behavioral success and engagement in school. This tool includes (a) Teaching Practices that aim to set up and prepare students for how to navigate class, (b) Relational Practices that aim to promote belonging and connection, (c) Proactive Practices that aim to promote a supportive and predictable environment, and (d) Responsive Practices that aim to respond progressively, with empathy, and effectively to student behavior.

Instructions: First, rate each of the practices that fall under the three categories. Next, identify areas of strength that could provide mentoring or modeling opportunities for other educators in your building. Last, identify specific practices that represent opportunities for improvement to increase the support students access daily and consistently to promote their behavioral success and engagement in school.

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Teaching Practices			
Teaching behavioral agreements / expectations	To what extent do you teach behavioral agreements and expectations to students that everyone owns responsibility to exhibit to co-create a positive and supportive classroom environment?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Teaching classroom routines	To what extent do you teach classroom routines to increase students' predictability	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Teaching to communicate needs	To what extent do you teach students how to communicate their needs if they have a need for help or class for some reason is not working for them?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Relational Practices			
Banking Time	To what extent do you intentionally connect with each student to deposit into the relationship to cultivate a sense of trust, understanding, & belonging?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Positive greetings at the door	To what extent do you authentically and positively greet, welcome, and provide encouragement to students each day when transitioning into the classroom?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
5-to-1 ratio of positive to negative interactions	To what extent do you maintain a ratio of 5 positive interactions to every 1 negative interaction with students, especially those who need it the most?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Indirect compliments through other adults	To what extent do you identify something to compliment about what the student said, did, or achieved in class and relay that compliment through another important adult in the student's life?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



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Relational Practices			
Restoring relationship	To what extent do you engage in restorative conversations with students after a negative interaction to repair any harm done to the relationship?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Classroom meetings & community building	To what extent do you hold classroom meetings with the purpose of building classroom community and a sense of ownership over the learning environment?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Positive peer reporting	To what extent do you facilitate students recognizing and acknowledging the positive things that each other are saying, doing, and achieving to create a supportive classroom community?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Proactive Practices			
Precorrection	To what extent are students reminded and encouraged to exhibit the behaviors that will result in success before they begin class or transition from one activity to the next?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Behavioral agreements (expectations): established, taught, and posted	To what extent have 3-5 positively stated behavioral expectations been established, taught to the students, and posted to prompt and cue them?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Choice making	To what extent are students provided with opportunities to make choices in the classroom based on their preferences?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Opportunities for voice and input	To what extent are students provided with opportunities to make positive contributions to the class by helping others, taking the lead on an activity, or being able to share their thoughts or perspectives on class?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



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Proactive Practices			
Opportunities to actively respond and interact with the learning	To what extent do students have multiple opportunities to respond by answering questions, engaging in choral responding, or sharing with a peer (pair-share) or in groups?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Group motivation system	To what extent do you provide access to reinforcing activities, experiences, and items as ways to recognize and motivate students to work collaboratively and stay engaged in their learning?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Infusing student cultural identities	To what extent do you infuse students' cultural identities into curriculum and instruction and make it visible in the classroom setting?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Visual schedule to enhance predictability	To what extent do you have a visual schedule that outlines the activities, time length, and expectations for the class or day?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



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Proactive Practices			
First-Then Scheduling	To what extent are classroom activities sequenced such that more challenging work or tasks are followed by access to more preferred activities?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Neutralizing routines	To what extent do you dedicate time for students to engage in routines that neutralize any stress and enable them to get emotionally regulated so they are ready to learn?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Safe Space	To what extent do you have an identified safe space for students to access if they are upset and need time to calm down to be able to focus on their learning?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Responsive Practices			
Praising specific behavior and effort	To what extent do students receive recognition/praise for the energy and effort they put into exhibiting specific behaviors that lead to a more positive and supportive environment for all? (praise is genuine, specific, and timely)	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Proximity	To what extent do you use proximity (getting close to the student) as an initial attempt to correct behavior?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Redirections	To what extent do you use redirection tactics (making a request that there is a high probability that the student will comply with) when students exhibit behavior that is inconsistent with expectations?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Effective prompts	To what extent do you use effective verbal prompts that are positively stated, delivered privately and as a statement and not a question, and involves one direction at a time?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	



Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Responsive Practices			
Teaching to behavior with empathy	<p>To what extent do you engage in brief teaching-focused interaction with students in response to behavior?</p> <ul style="list-style-type: none"> • Start with an empathy statement. • Label the behavior of concern. • Label the desired behavior. • Provide a rationale. • Outline the choices for the student to make and consequences of each choice. • Provides the student with time to think about the choice they want to make. • Reinforces the student for choosing desired behavior or follow through with consequence if behavior of concern continues. 	<p>0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent</p>	
Restorative Conferences and Circles	<p>To what extent do you have a restorative conference with students after a behavioral incident or organize restorative circles for the classroom to process and address something after it has happened?</p>	<p>0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent</p>	



Planning Template to Continuously Improve Classroom Practices to Promote Student

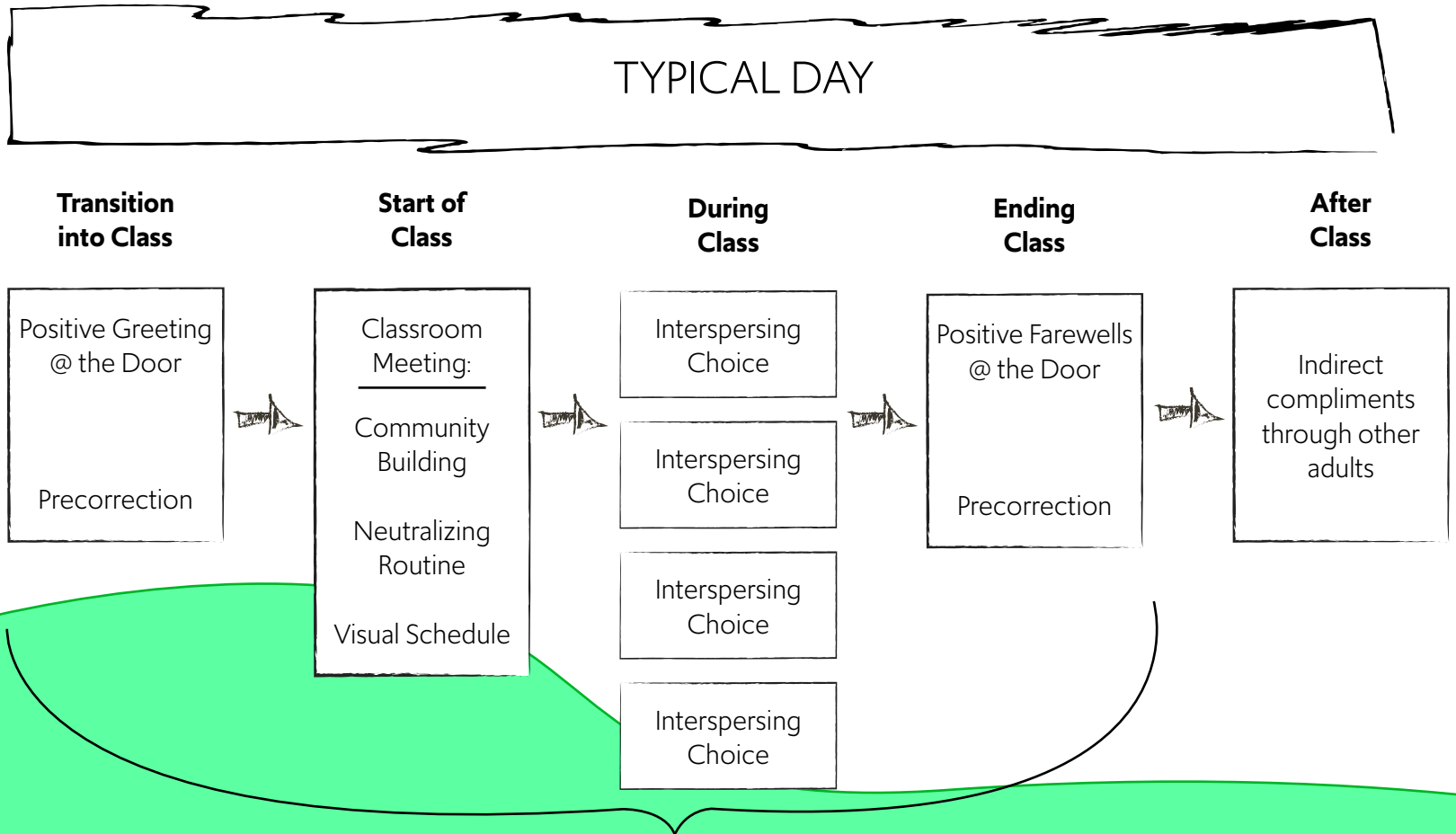
Belonging, Well-being, and Engagement

WHICH PRACTICE(S) am I going to focus on implementing to improve student sense of belonging / well-being / engagement?	HOW will I implement these practices?	WHEN will you implement these practices?	WHAT will help me be ACCOUNTABLE to do it?	WHAT BARRIERS will come up and how will YOU RESPOND?

Fitting the Practices into a Typical Day

Setting Up Class (Teaching)

- Routines
- Behavioral Agreement/Expectations
- Communicating Needs & How to Access Support



Responding to Behavior: Behavior-Specific Praise; Proximity; Redirections; Effective Prompts; Teaching to Behavior with Empathy; Restorative Practices

