Fidelity Checklist for Tier 1 Universal Classroom Practices for Providing Positive Social/Emotional and Behavioral Support

This checklist is intended to help programs and classrooms reflect on their Tier 1 is being implemented with fidelity, in an effort to better support those students demonstrating a possible need for Tier 2 interventions. These items should be carefully considered and in place prior to moving to a Tier 3 intervention for an individual student demonstrating need for more intensive intervention.

Universal Practice	Yes	Evidence	No	Next Steps	Additional Comments
Social emotional curriculum is:					
- adopted and materials are available.					
- allotted a specific time in the daily schedule.					
- being taught with fidelity.					
Behavior specific praise is being used more frequently than corrections (which include directions and requests). The ratio in the classroom is:					
5:1					
3:1					
3:<3					
Ratio of behavior specific praise for students needing Tier 2 support is:					
5:1					
3:1					
3:<3					
The expectation matrix is:					
- stated positively.					
- posted at child's eye level.					
- explicitly taught.					
- reviewed regularly.					
The daily schedule is:					
- Predictable.					
- well balanced.					
- referred to throughout the day.					
- posted at child's eye level.					

Universal Practice	Yes	Evidence	No	Next Steps	Additional Comments
Transitions are well planned as demonstrated by:					
- whole class warnings provided prior to majority of transitions.					
- strategies are in place to ensure children are actively engaged in the transition and wait time is limited.					
Caring, non-contingent relationships are fostered between adults and children by:					
- greeting children at the door.					
- adults who listen with interest to children's conversations, and extend those conversations.					
- adults who validate the emotions of children and provide them with labels for those emotions when needed.					
Classroom environment is inviting and organized with:					
- clearly defined activity areas.					
- unobstructed site lines.					
- easily accessible materials.					
Additional Considerations:					
- Peer Interactions					
- Routines are developed within routines					