



Domain 1: Relationships and Family Culture

1 Family Culture	3 —●— 2 —●— 1	0	N/A		
<input type="checkbox"/> Establishes and teaches hierarchy. Roles are defined and posted. <input type="checkbox"/> Incorporates family values / traditions / pictures / meals / jobs / meetings <input type="checkbox"/> Shows overall warmth and genuine concern Evidence:	<i>Several indicators of family culture are evident. The teacher is genuine and clearly in charge of the students' well-being.</i>	<i>Some indicators of a family culture.</i>	<i>No indicators of family culture are observed or felt.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
2 Teacher-Student Relationships	3 —●— 2 —●— 1	0	N/A		
<input type="checkbox"/> Welcomes students into the classroom <input type="checkbox"/> Creates dedicated connection times <input type="checkbox"/> Relates to students outside of academics <input type="checkbox"/> Addresses students with respect Evidence:	<i>Many strategies are used to make personal connections with all students. Teacher-student relationships are genuine and a priority.</i>	<i>Some strategies are used to make personal connections.</i>	<i>The teacher does not make personal connections. The teacher-student relationship is mainly business.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
3 Student-Student Relationships	3 —●— 2 —●— 1	0	N/A		
<input type="checkbox"/> Promotes inclusive and judgement free environment <input type="checkbox"/> Creates Intentional relationship building activities <input type="checkbox"/> Ensures students work cooperatively and positively with each other Evidence:	<i>Students connect with one another in a positive manner. Many effective strategies are used to build and promote student-student relationships.</i>	<i>Some strategies are used to build student-student relationships.</i>	<i>No strategies are used to build student relationships.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
4 Teacher-Parent Relationships	3 —●— 2 —●— 1	0	N/A		
<input type="checkbox"/> Puts school-to-home strategies in place Evidence:	<i>Many strategies are used to create a positive school-to-home connection and engage with parents.</i>	<i>Some strategies are used to communicate with parents.</i>	<i>No strategies are used to connect or engage with parents.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>



Domain 2: Regulation

5 Physical Environment	3 — ● — 2 — ● — 1			0	N/A
<p>See Room Scan for evidence</p>	<p><i>Overall sense of calm and balance. Clearly defined work areas.</i></p>	<p><i>Some adjustments made to create a more regulating environment.</i></p>	<p><i>Limited regulating elements are present. Classroom layout does not promote connection.</i></p>	<p><i>Unacceptable, damaging and/or inappropriate.</i></p>	<p><i>Not observed or not applicable.</i></p>
6 Universal Proactive Supports	3 — ● — 2 — ● — 1			0	N/A
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains sense of order with predictable routines and schedules <input type="checkbox"/> Uses visuals <input type="checkbox"/> Incorporates regulatory strategies that focus on the body <input type="checkbox"/> Incorporates regulatory strategies that focus on the mind <input type="checkbox"/> Manages sensory surprises <input type="checkbox"/> Varies communication styles and learning activities <input type="checkbox"/> Chunks content and manages workload <input type="checkbox"/> Gives students their voice/encourages questions <input type="checkbox"/> Teacher circulates among all students <input type="checkbox"/> Conveys teacher readiness <p>Evidence:</p>	<p><i>Whole classroom regulation strategies are used effectively. The teacher is organized, proactive and attuned to students' needs.</i></p>	<p><i>Whole classroom regulation strategies are used with some success and are starting to become an integral part of the classroom.</i></p>	<p><i>Some regulation strategies are used but are not a part of the culture of the classroom.</i></p>	<p><i>Unacceptable, damaging and/or inappropriate.</i></p>	<p><i>Not observed or not applicable.</i></p>
7 Transitional Support	3 — ● — 2 — ● — 1			0	N/A
<ul style="list-style-type: none"> <input type="checkbox"/> Provides support before the transition <input type="checkbox"/> Provides support during the transition <input type="checkbox"/> Provides support after the transition <p>Evidence:</p>	<p><i>Transition support is provided before, during, and after a transition. Teacher is attuned to students who need extra assistance with transitions. Support is effective.</i></p>	<p><i>Some transitional support is provided. It is mostly effective.</i></p>	<p><i>Transition support is limited or inconsistent.</i></p>	<p><i>Unacceptable, damaging and/or inappropriate.</i></p>	<p><i>Not observed or not applicable.</i></p>



Domain 2: Regulation, *continued*

8	Individual Interventions	3 —●— 2 —●— 1			0	N/A
<input type="checkbox"/> Provides nourishment, water <input type="checkbox"/> Encourages using the calm corner <input type="checkbox"/> Offers weighted options <input type="checkbox"/> Offers movement options <input type="checkbox"/> Offers multisensory options <input type="checkbox"/> Chunks individual assignments <input type="checkbox"/> Offers breaks <input type="checkbox"/> Provides students with 1:1 support Evidence:	<i>Attuned to individual students' needs. Individual regulation strategies are appropriate, available and/or offered.</i>	<i>Some individual regulation strategies are available and/or offered.</i>	<i>Not attuned to students. Opportunities to support individual students are missed.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	
9	Awareness	3 —●— 2 —●— 1			0	N/A
<input type="checkbox"/> Monitors students' well-being with emotional check-ins <input type="checkbox"/> Notices students who begin to get dysregulated <input type="checkbox"/> Validates students and uses open responses Evidence:	<i>Genuine concern and awareness of students' emotional well-being. Uses empathetic and validating responses.</i>	<i>Some awareness of students' emotional well-being. Inconsistently gives empathy and validation.</i>	<i>Limited empathy and/or conversations about how students are feeling. Invalidating responses.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	
10	Window of Stress Tolerance	3 —●— 2 —●— 1			0	N/A
<input type="checkbox"/> Proactively sets bar of excellence within each student's window of stress tolerance <input type="checkbox"/> Modifies expectations/workload before students hit breaking point Evidence:	<i>Exhibits awareness of each student's window of stress tolerance. Differentiates expectations effectively.</i>	<i>Exhibits some awareness of each student's window of stress tolerance.</i>	<i>No awareness of varying windows of stress tolerance.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	
11	Teacher Self-Regulation	3 —●— 2 —●— 1			0	N/A
<input type="checkbox"/> Models self-regulation and confidence <input type="checkbox"/> Uses "I" statements and labels to describe own feelings Evidence:	<i>Consistently regulated and self-confident.</i>	<i>Mostly regulated. Self-confidence emerging.</i>	<i>Dysregulated, stressed and/or easily triggered. Self-confidence is lacking.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	



Domain 3: Language of Trauma

		3 —●— 2 —●— 1	0	N/A	
12	Communication Shift				
<input type="checkbox"/> Understands student's negative behavior (what's driving the behavior?) <input type="checkbox"/> Understands student's negative language (what are they really saying?) <input type="checkbox"/> Takes mindful steps before responding Evidence:	<i>Before responding to dysregulated student, teacher pauses, interprets negative behavior/language, and seeks to understand.</i>	<i>When students are starting to escalate, some connection is offered.</i>	<i>When students are escalating, teacher is reactive and focuses on stopping or changing the negative behavior.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
13	Right-Brain to Right-Brain De-Escalation				
<input type="checkbox"/> Offers connection (listens, validates, accepts, tolerates, relates, etc.) <input type="checkbox"/> Uses "We" and "I" statements <input type="checkbox"/> Refrains from giving solutions, reminders of the rules, rational thinking, and/or consequences Evidence:	<i>De-escalates students effectively. Is able to "join" the student.</i>	<i>Attempts to de-escalate students are not always effective. Somewhat focused on solutions and logic.</i>	<i>Attempts to de-escalate are ineffective. Focused solely on solutions and unable to "join" the student.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
14	Affect Tolerance				
<input type="checkbox"/> Stays open to students' full range of emotions <input type="checkbox"/> Stays in discovery mode, learns more about what is going on Evidence:	<i>Absorbs negative language/behavior. Is able to tolerate intense emotions.</i>	<i>Somewhat able to handle students' negative attitude, language, behavior, and intense emotions.</i>	<i>Shuts down dysregulated students. No connection offered. Is unable to handle intense emotions.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
15	Nonverbal Communication				
<input type="checkbox"/> Uses body language that is congruent with spoken words <input type="checkbox"/> Uses accepting, positive, and safe body language <input type="checkbox"/> Is attuned to the student's body language (receptive vs. resistant), hand gestures, volume, and touch Evidence:	<i>Verbal and nonverbal communication match. Appropriately reads students' nonverbal communication.</i>	<i>Verbal and nonverbal cues do not always match. Somewhat able to read students' nonverbal cues.</i>	<i>Verbal and nonverbal communication are misaligned and confusing. Unable to read students' nonverbal cues.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
16	Positive Language				
<input type="checkbox"/> Uses positive language in conversations about students' behavior <input type="checkbox"/> Reframes negative behavior when writing incident reports, IEPs, 504s, and BIPs <input type="checkbox"/> Uses positive language in report cards Evidence:	<i>Describes negative behaviors with respect, dignity, and understanding.</i>	<i>Describes students in traditional language with some trauma-informed variations.</i>	<i>Describes students based solely off of their behaviors with traditional or negative language.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>



Domain 4: Safety

17 Universal Safety Practices	3 — ● — 2 — ● — 1			0	N/A
<input type="checkbox"/> Discusses explicit safety rules and proactive safety plans <input type="checkbox"/> Establishes safe spaces, exit strategies, mantras, and room clears Evidence:	<i>Safety is the number one rule. Several appropriate proactive safety measures in place.</i>	<i>Some proactive safety measures in place.</i>	<i>No whole-class proactive safety measures in place.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
18 Identification of Individual Safety Issues	3 — ● — 2 — ● — 1			0	N/A
<input type="checkbox"/> Identifies safety issues, triggers, and patterns of specific students <input type="checkbox"/> Empowers students with safe place plans Evidence:	<i>Attuned to students with known safety issues. Safety plans in place for specific students.</i>	<i>Some safety measures in place for individual students.</i>	<i>No proactive individualized safety plans.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
19 Responding in a Moment of Crisis	3 — ● — 2 — ● — 1			0	N/A
<input type="checkbox"/> Shifts from being empathetic to businesslike <input type="checkbox"/> Establishes and practices an exit strategy <input type="checkbox"/> Uses mantras <input type="checkbox"/> Implements a last resort physical intervention plan Evidence:	<i>Intervenes effectively in a moment of crisis. Able to remain calm and businesslike.</i>	<i>Moment-of-crisis plans are in place. Somewhat effective when intervening in a moment of crisis. Some fear-based dialogue evident.</i>	<i>Does not intervene appropriately in a moment of crisis. Ineffective in remaining calm and businesslike.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>



Domain 5: Discipline and Empowerment

20	Regulatory-Based Discipline	3 — ● — 2 — ● — 1	0	N/A		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Refrains from using fear-based punishment / threats to call home / time-out Makes time to debrief with students regarding regulation throughout the day (use regulatory tracking system if available) Ensures teaching moments happen after the “in the moment” incident Uses a modified behavioral system that focuses on regulation and relationship Evidence:	<i>Free of fear-based behavior tracking systems. Uses effective strategies to develop students’ self-regulation skills and internal controls.</i>	<i>Some modifications made to behavioral system to incorporate regulation.</i>	<i>Uses a traditional behavioral system focused on points, rewards, and consequences.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
21	Consequences with Relational Support	3 — ● — 2 — ● — 1	0	N/A		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses consequences that teach (debriefs, gives time to process, coaches) Offers relational support with the consequence (time-in, walk-talk-regulate, etc.) Maintains student understanding, support, and dignity Uses “you and me” language (not “you vs. me” language) Debriefs incident with sequential behavior reflection form Evidence:	<i>Consequences regulate students and teach a better way forward. Connection is provided.</i>	<i>Some use of consequences to regulate and teach.</i>	<i>Consequences are mainly used to punish rather than to regulate or teach. Little connection is offered.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
22	Repair and Healing	3 — ● — 2 — ● — 1	0	N/A		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gives students a voice through conversations Uses restorative practices for classroom and small group conflicts Uses mediation for one-on-one conflicts Evidence:	<i>Effective use of restorative practices to repair relationships after an offensive action.</i>	<i>Some use of restorative practices.</i>	<i>Little to no focus on repair, healing, or damage to relationships.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
23	Developmental Deficits	3 — ● — 2 — ● — 1	0	N/A		
<input type="checkbox"/> <input type="checkbox"/>	Identifies behavioral issues that stem from skill deficits Addresses deficits (cognitive, language, lagging organizational skills, listening, strategic thinking skills) Evidence:	<i>Accurately identifies and addresses underlying skill deficits that can lead to behavioral issues.</i>	<i>Some identification of underlying developmental deficits.</i>	<i>Limited to no connection made between behavioral issues and developmental deficits.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>
24	Grades	3 — ● — 2 — ● — 1	0	N/A		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses grades to encourage instead of deflate Scales back focus on grades; focuses on effort Focuses on students’ happiness Provides a short-term and task-oriented plan for improving grades Evidence:	<i>Grading system is positively structured and communicated with encouragement and supports.</i>	<i>Some modifications are made to communicate grades positively and focus on learning.</i>	<i>Traditional grading system with little to no positive communication.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>



Domain 5: Discipline and Empowerment, *continued*

25	Social and Emotional Learning	3	2	1	0	N/A
<input type="checkbox"/> Teaches and models basic feeling words <input type="checkbox"/> Incorporates SEL and brain science into the curriculum <input type="checkbox"/> Applies trauma lens to modify SEL programs <input type="checkbox"/> Prepares for resistance and dysregulation when teaching SEL <input type="checkbox"/> Incorporates pro-social skills (turn taking, group work skills, eye contact, applause, manners) Evidence:	<i>SEL skills are embedded and taught explicitly from a trauma lens. Safe, open, and caring environment invites social and emotional expression.</i>	<i>Limited discussion of trauma-related responses and disclosures. Some modifications made to SEL from a trauma lens.</i>	<i>Limited social and emotional expression in the classroom. SEL lessons are either non-existent, generic or not modified from a trauma lens.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	
26	Self-Image and Identity Development	3	2	1	0	N/A
<input type="checkbox"/> Uses affirmations <input type="checkbox"/> Offers a sense of purpose (jobs, mentors, buddies) <input type="checkbox"/> Cultivates hope (concrete steps, goals, future plans, dreams) Evidence:	<i>Many effective strategies used to address students' underlying negative belief systems.</i>	<i>Some strategies used to address students' underlying negative belief systems.</i>	<i>Limited to no strategies used to address students' negative belief systems.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	
27	Reflection and Ongoing Growth	3	2	1	0	N/A
<input type="checkbox"/> Is reflective (daily, weekly, monthly, yearly) <input type="checkbox"/> Seeks out professional development opportunities <input type="checkbox"/> Inspires others (takes a leadership role, mentors others, etc.) <input type="checkbox"/> Finds the joy, celebrates small successes Evidence:	<i>Continual efforts made to stay positive, reflect, and grow.</i>	<i>Some efforts made to stay positive, reflect, and grow.</i>	<i>Little to no efforts made to stay positive, reflect, and grow.</i>	<i>Unacceptable, damaging and/or inappropriate.</i>	<i>Not observed or not applicable.</i>	