

Staff: _____		Certification Earned:		
Date: _____	Time: _____	Evaluator: _____	<input type="checkbox"/> Yes (2020-2021 SY) <input type="checkbox"/> Not today	
Pick-up	IF the student was picked up... Yes No Did the educator Lead the interaction? _____ <i>far</i> _____ <i>Side</i> _____ <i>Eyes on the work</i> _____ <i>non-verbal (quiet/brief)</i> _____ <i>calm breathing</i> Yes No IF proximity was used- did the staff approach slowly and avoid eye contact? Yes No Did the educator stop at “just enough” to get attention Yes No Did the educator use a non-verbal signal without eye contact when removing the child from the room? Yes No IF the educator had to add a verbal direction did they keep it brief while maintaining calm breathing and a private voice?			
	Arrival	Yes No Were there visuals in place to support the procedure for student arrival? Yes No Did the educator utilize non-verbal signals or visuals to direct the student where to sit? Yes No IF the educator had to add a verbal direction did they keep it brief while maintaining low breathing and a private voice?		
		Cool Down	Private Voice Yes No Did the educator maintain a voice level that could only be heard by the student only? Go Visual Yes No Were the expectations for “Cooling Down” visually posted? Yes No IF the “cooling down” was done independently, was the procedure for notifying staff when the student was ready to process posted visually?	
			Processing	Location Yes No Did the educator pause, sit side by side or at 90 degrees to process? Go Visual Yes No Did the educator utilize a visual to support processing? Pause Yes No Did the educator pause consistently for understanding? Yes No Did the educator pause after key information? Yes No Did the educator pause before and after questions were posed? Voice Pattern Yes No Did the educator use an approachable voice when posing questions? People Follow Your Eyes Yes No Did the educator look at the visual when the student should be problem solving and preserve eye contact for positive interaction? Private Voice Yes No Did the educator maintain a voice level that could only be heard by their student?

Transition	IF the student had a transition period before returning back to class... Support Success (Influence*, Off/Neutral/ON*, Look Back) Yes No Did the teacher Lead the interaction to Empower the student? Yes No Did the teacher Linger near the student to confirm they understood? Yes No Did the teacher Look Back while exiting to ensure the student stayed on track as they moved on to support other students?			
	Student:	Approach & Support	Confirm	Exit (Look Back)
	Type of Support: Academic Behavior Check in	<input type="checkbox"/> Move Slowly <input type="checkbox"/> Low Breathing <input type="checkbox"/> Just enough <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Nonverbal or quiet/brief 	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.
	Student:	Approach & Support	Confirm	Exit (Look Back)
	Type of Support: Academic Behavior Check in	<input type="checkbox"/> Move Slowly <input type="checkbox"/> Low Breathing <input type="checkbox"/> Just enough <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Nonverbal or quiet/brief 	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.
Student:	Approach & Support	Confirm	Exit (Look Back)	
Type of Support: Academic Behavior Check in	<input type="checkbox"/> Move Slowly <input type="checkbox"/> Low Breathing <input type="checkbox"/> Just enough <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Nonverbal or quiet/brief 	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.	
Student:	Approach & Support	Confirm	Exit (Look Back)	
Type of Support: Academic Behavior Check in	<input type="checkbox"/> Move Slowly <input type="checkbox"/> Low Breathing <input type="checkbox"/> Just enough <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Nonverbal or quiet/brief 	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.	

Return	Preparing for Success Yes No Did the educator review expectations (curriculum & behavior) for returning to class? SLIME Yes No Did the educator Scan the room to predict & support success? Yes No Did the educator Look for the teacher and non-verbally exchange? Yes No Did the educator Initiate student entry non-verbally? Yes No Did the educator Monitor student by Lingering & Looking Back ? Yes No Did the educator Look back, a minimum of 2 times and leave the room slowly and quietly to ensure momentum?	
	Communication Loop Yes No Did the educator leave a visual note for the teacher summarizing action taken?	