

Structure in _____

How we start the day

How we end the lesson

How we begin the lesson

Rules for phone / computer

How we support content and processes visually
What, where, with whom, for how long...afterwards

How we take breaks
Inside, outside, individual, shared

How we calm down
Common messages/attention

How we organize
Learning partners, groups, seating

How pupils get help

How we eat and rules for toilet visits

Checklist

Start up

- Routine for pupils to arrive and get ready
- Teachers' reception
- Daily schedule
- Lesson plan
- All the teachers in the class do the same

Clear information

- Degradation of information
- Repetitions
- Clear nonverbal language
- Processing time
- Feed forward
- Feedback

Transitions

- Routines
- Clear instructions
- Class transitions
- Individual transitions
- Movement / relaxation
- To and from recess

Organization

- Brain book buddy boss
- Sign for calming down
- Show of hands
- Voice scale
- Time Timer
- Fixed groups

Visual support

- Academic visual support
- Special efforts
- Well-being and social instructions
- Cleaning
- Organization of visuals
- Interior of class

Roles

- Co-teaching
- Clear adult roles
- Different student roles
- The adult's location in the room

Well-being

- Verbal reinforcement for desired behavior
- Praise the neighbor
- Non-violent language
- The student's perspective
- Scolding free environment
- Strategic behavior
- Tune ins

Teaching

- Templates
- Introducing new content in several ways
- Introduction - max 15 min.
- Lateral reflection
- Individual messages
- Variety of working methods

