

# Classroom Strengths

# Classroom Profile 2016-17

Teacher:  
School:

Grade:

# of students:

<p><b>Generosity</b> is shown through opportunities to show concern in acts of kindness and altruism. "I am considerate to others"</p>	<p><b>Belonging</b> is developing through opportunities to build trusting bonds of human attachment. "I am loved"</p>	<p><b>Tier</b></p>	<p><b>Health/Wellbeing</b></p>	<p><b>Social Emotional Learning</b></p>	<p><b>Sensory, Self-regulation Learning</b></p>	<p><b>Academic</b></p>	<p><b>Language/Communication</b></p>
<p><b>Mastery</b> requires opportunities to creatively solve problems and meet goals for achievement. "I can succeed"</p>	<p><b>Independence</b> is fostered by opportunities to grow in responsibility and autonomy. "I have the power to make decisions"</p>	<p><b>Tier 1</b> Systems of prevention &amp; promotion - All Students</p>					
		<p><b>Tier 2</b> Systems of early intervention - Student At-Risk</p>					
		<p><b>Tier 3</b> Systems of intervention &amp; treatment</p>					

# Classroom Goals

# Classroom Profile Intervention 2016-17

Teacher:

Grade:

# of students:

Classroom Learning Goals | Academics | Language/Communication | Social Emotional Learning | Sensory, Self-regulation Learning | Health/Wellbeing

Classroom Goals	Classroom Learning Goals	Tier	Strategies/Support	Roles and Responsibilities	Timeline	Resources	Tier I Systems of prevention & promotion–All Students   Tier 2 System of early intervention–Student At-Risk   Tier 3 Systems of Intervention & Treatment
<b>Generosity</b> is shown through opportunities to show concern in acts of kindness and <u>altruism</u> . “I am considerate to others”	<b>Belonging</b> is developing through opportunities to build trusting bonds of human <u>attachment</u> . “I am loved”	<b>1</b>					
		<b>2</b>					
		<b>3</b>					
		<b>1</b>					
		<b>2</b>					
		<b>3</b>					
<b>Mastery</b> requires opportunities to creatively solve problems and meet goals for <u>achievement</u> . “I can succeed”	<b>Independence</b> is fostered by opportunities to grow in responsibility and <u>autonomy</u> . “I have the power to make decisions”	<b>1</b>					
		<b>2</b>					
		<b>3</b>					
		<b>1</b>					
		<b>2</b>					
		<b>3</b>					