

FACILITATIVE CLASSROOM

Support-Challenge Checklist: High Support - High Challenge

INDICATORS OF APPROPRIATE CHALLENGE

- ☐ Expectations are clear and aligned with the group's developmental level
- ☐ Tasks promote progression rather than repetition
- ☐ Precision, quality, and refinement are encouraged without promoting perfectionism
- ☐ Feedback provide developmental guidance on how to improve
- ☐ Students are held accountable for effort and engagement
- ☐ The level of challenge is purposeful and connected to learning goals

INDICATORS OF EFFECTIVE SUPPORT

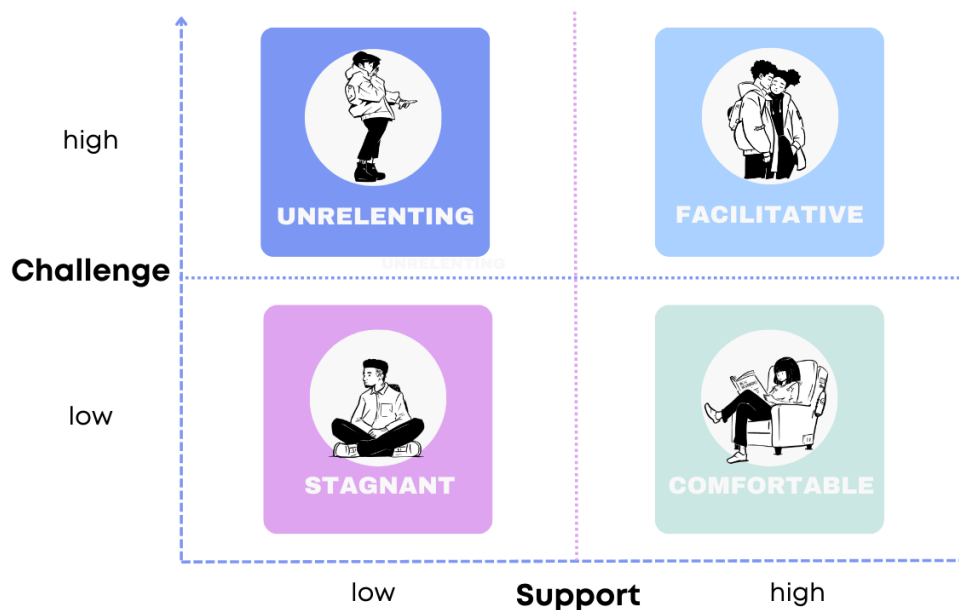
- ☐ Teacher's tone communicates belief in students' capacity to improve
- ☐ Strengths, progress, and effective strategies are acknowledged
- ☐ Students feel able to ask questions, seek clarification, or try again
- ☐ Emotional cues (e.g., frustration, withdrawal, overwhelm) are noticed and responded to with empathy
- ☐ Options, scaffolds, or pacing adjustments are offered when appropriate
- ☐ Effort, persistence, and personal qualities are reinforced



ENVIRONMENT SCAN

IDENTIFY THE CURRENT BALANCE OF CHALLENGE AND SUPPORT

Environment	Challenge	Support	Typical class indicators
Stagnant	Low	Low	• Low energy • Disengagement • Minimal progression
Unrelenting	High	Low	• Tension • Fear of making mistakes • Withdrawal or shutdown
Comfortable	Low	High	• Warm atmosphere • Limited progress or development
Facilitative	High	High	• Focused engagement • Psychological safety



REFLECTIONS FOR YOUR CLASS

IF THE ENVIRONMENT IS **TOO COMFORTABLE**

- ☐ How can you introduce a clear goal or additional layer of complexity?
- ☐ Can you provide a developmental feedback?
- ☐ Have you increased expectations for detail, quality, or artistry?

IF THE ENVIRONMENT IS **TOO UNRELENTING**

- ☐ Can you reduce the complexity or pace in a section during your class?
- ☐ How can you validate effort and acknowledge progress?
- ☐ When is it more effective to provide one clear, actionable piece of feedback rather than addressing multiple points?

IF THE ENVIRONMENT IS **STAGNANT**

- ☐ When and how can you reconnect relationally (e.g., warmth, curiosity, presence)?
- ☐ When and how could you introduce a purposeful challenge?
- ☐ How can you clarify the immediate focus or success criteria?



How this reduces the stressor: It replaces harsh or stagnant learning environments with a facilitative environment that supports both performance and well-being.