



CENTER ON

PBIS

Positive Behavioral
Interventions & Supports

**SUPPORTING AND
RESPONDING TO
STUDENTS' SOCIAL,
EMOTIONAL, AND
BEHAVIORAL NEEDS:**
Evidence-Based Practices
for Educators

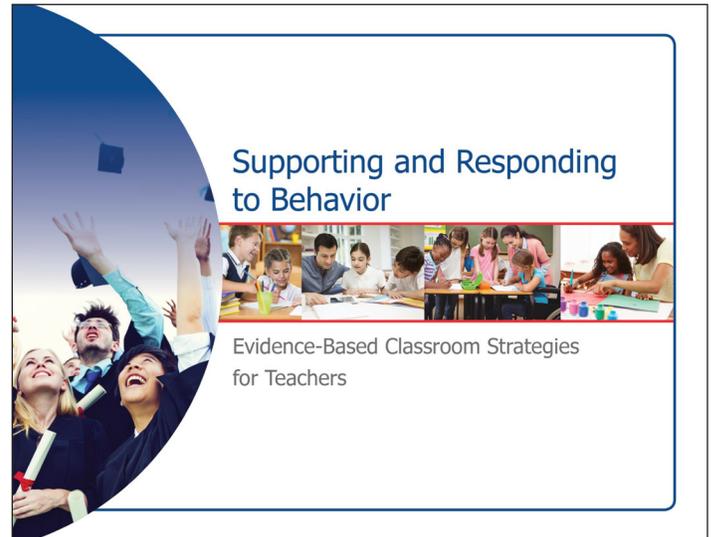
CENTER ON PBIS

revised **May 2024**



Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators

This practice guide is an updated version of *Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers* (Office of Special Education Programs, 2015) that replaces, rather than supplements, the first version. Research continues to demonstrate the link between positive and proactive classroom practices and desired student outcomes. Further, in the absence of positive and proactive practices, students are more likely to experience exclusionary discipline (e.g., suspensions, expulsions), lost instruction, and poor outcomes associated with a negative overall trajectory. In short, supporting and responding to students' social, emotional, behavioral, and academic needs is critical to student success.



The updated *Supporting and Responding (Version 2)* guide includes:

- an expanded focus on support for students' social, emotional, and behavioral (SEB) growth; mental health; and wellbeing;
- additional practice areas (e.g., establishing positive connections, planning relevant instruction, fostering positive relationships);
- updated recommendations and resources that explicitly consider all student groups, including historically underserved groups (e.g., students from culturally and linguistically diverse backgrounds, students with disabilities);
- a stronger link to targeted and individualized SEB supports;
- an enhanced focus on staff implementation (e.g., an action planning tool, resources to monitor fidelity and access training, coaching, and feedback); and
- updated resource links and references to empirical support throughout.



This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Brandi Simonsen, Jennifer Freeman, Maria Reina Santiago-Rosario, Karen Robbie, Heather George, Steve Goodman, Laura Kern, Barbara Mitchell, Robert Putnam, & Kim Yanek lead the development of Version 2.

First published January 2022.

Suggested Citation for this Publication

Center on PBIS. (May 2024). Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators (Version 2). Center on PBIS, University of Oregon. www.pbis.org.



Table of Contents

Purpose and Description	6
What is the Purpose of This Guide?	6
What Needs to be in Place Before I Can Expect These Practices to Work?	6
What are the Principles that Guide the Use of These Practices in the Classroom?	7
User Guide	8
What Does This Guide Include?	8
How is This Guide Organized?	8
What Does This Guide <i>Not</i> Include?	8
What Terms Should I Know?	9
Where Do I Start?	9
Steps to Support and Respond to Students’ SEB Needs	10
Table 1. Matrix of Practices to Create a Positive Classroom Environment	11
1.1 Design a Safe Environment	11
1.2 Establish Positive Connections.	12
1.3 Develop Predictable Routines.	13
1.4 Define & Teach Positive Expectations.	14
1.5 Plan Relevant Instruction	15
Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth	16
2.1 Engage Students in Relevant Learning	16
2.2 Foster Positive Relationships	17
2.3 Prompt and Supervise SEB and Academic Skills	18
2.4 Provide Specific Feedback ($\geq 5:1$ RATIO)	19
2.5 Consider Other Response Strategies	20
Table 3. Strategies to Monitor Fidelity & Use Data to Guide Implementation	21
3.1 Monitor Educator Implementation	21
3.2 Access Training, Coaching, And Feedback	22



Table 4. Strategies to Monitor Student Outcomes &
Use Data to Guide Response to Students' SEB Needs 23

 4.1 Monitor Student Outcomes 23

 4.2 Enhance Tier 1 24

 4.3 Enhance Tier 1 And Consider Tier 2 And 3. 25

Self-Assessment & Action Plan 26

 Self Assessment 26

 Action Plan. 27

References. 28



Purpose and Description

What is the Purpose of This Guide?

This guide summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral (SEB) needs in classrooms and similar teaching and learning environments (e.g., small-group activity). Within a multi-tiered system of support (MTSS) framework, educators can (a) implement these practices for all students to provide universal support (Tier 1), (b) target practices to support small groups of students with similar needs (Tier 2), and (c) intensify and individualize practices further to meet specific needs of individual students (Tier 3). These practices help educators prioritize instruction; promote meaningful and equitable outcomes; and support students' SEB and academic growth.

What Needs to be in Place Before I Can Expect These Practices to Work?

The effectiveness of these practices are maximized when: (a) the practices are implemented within a schoolwide MTSS framework, such as positive behavioral interventions and supports (PBIS; see www.pbis.org); (b) classroom and schoolwide expectations and systems are directly linked; (c) classroom practices are merged with effective instructional design, curriculum, and delivery; and (d) classroom data are used to guide decision making. The following school and classroom supports (Table A) should be in place to optimize the fidelity and benefits of implementation.

Table A. Supports to Optimize Fidelity and Implementation

School supports	Classroom supports
<ul style="list-style-type: none"> A PBIS/MTSS framework that includes practices for identifying and teaching positive expectations and SEB skills, acknowledging SEB skills and contextually appropriate behavior, and responding instructionally to contextually inappropriate behavior. Within the MTSS framework, educators align and integrate SEB practices to maximize efficiency and effectiveness. Schoolwide data guide decisions related to screening, progress monitoring, promoting fidelity, and maximizing student outcomes. Appropriate systems of support for staff are provided, including leadership teaming, supporting policy, training, coaching, implementation monitoring, and positive and supportive feedback. 	<ul style="list-style-type: none"> Classroom practices are linked to schoolwide framework. Educators integrate instructional and SEB practices to maximize efficiency and effectiveness. Classroom support decisions are guided by classroom data. Effective instructional practices (e.g., high-leverage practices) are implemented equitably; and curriculum is culturally relevant, evidence-based, preventative, and matched to student need. Positive and proactive systems (e.g., access to training, coaching, implementation monitoring, and positive and supportive feedback) support educators in each classroom.



What are the Principles that Guide the Use of These Practices in the Classroom?

The five essential elements (Figure 1) are foundational values that drive the success of these classroom practices. When using this document, use these elements to guide practice selection, implementation, and enhancement to maximize contextual and cultural relevance and ultimately student benefit.

- Prioritize **equity**. MTSS is for *all* students, families, and educators. All means *all*; in other words, MTSS supports individuals from all disability, race/ethnicity, gender, language, and LGBTQIA+, backgrounds. Use the MTSS framework to differentiate supports for students, and monitor to promote equitable access, engagement, and benefit among all student groups.
- Make student growth and benefit central to all decisions. Student **outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decisions, including those related to practice selection, implementation, and enhancement.
- Prioritize the most efficient and effective **practices**. Emphasize practices that address identified needs, have supporting evidence, and match the local culture and context. Promote high-quality and culturally responsive implementation across time. Integrate, align, and connect practices within domains: (a) effective environments, instruction, and intervention to support SEB and academic growth and (b) high leverage academic instruction to support student learning. Most importantly, do a few important and relevant practices well, that is, with the high degree of accuracy, fluency, durability, and adaptability.
- Use aggregated and disaggregated **data** to inform decisions to (a) determine which students need which supports (screening); (b) promote effective implementation (fidelity); (c) continue, adjust, or fade supports (progress monitoring); and (d) ensure all students experience benefit (equitable outcomes).
- Invest in **systems** to support high-fidelity implementation across time. Leverage existing leadership teams to guide planning and implementation, and consider efficient and effective means to support educators' professional learning and wellness within current resources, experience, and expertise.

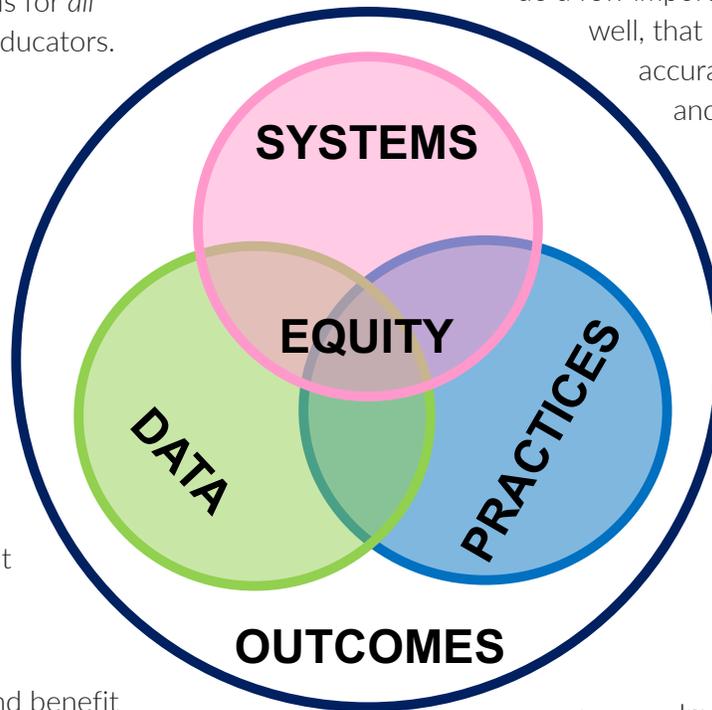


Figure 1. Essential Elements



User Guide

What Does This Guide Include?

This guide prioritizes practices that are (a) designed to promote students' SEB growth, (b) consistent with positive and proactive values, (c) free to implement (not packaged programs), and (d) supported by empirical evidence across contexts (e.g., elementary, middle, high, and alternative schools; students from diverse backgrounds and with diverse needs). Footnotes provide research citations that support each practice. Research demonstrates that each practice is associated with positive outcomes (Long et al., 2019; Oliver et al., 2011; Simonsen et al., 2008. Sutherland et al., 2019), including:

- Improved SEB and academic outcomes,
- Decreased SEB challenges and contextually inappropriate behavior, and/or
- Reduced use of reactive and exclusionary discipline.

How is This Guide Organized?

There are three main parts to this guide.

- 1. [Steps to Support and Respond to Students' SEB Needs](#).** The Steps to Support and Respond to Students' SEB Needs (Figure 2) is a graphic organizer to guide the implementation of the practices and provides hyperlinks to tables that describe each practice.
- 2. [Practice Tables](#).** For each practice, the corresponding table describes critical features,

provides examples and non-examples, and shares links to free resources to support implementation.

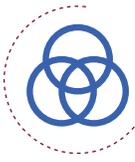
- 3. [Self-Assessment and Action Plan](#).** The self-assessment provides an opportunity to consider implementation of each practice and guides the user back to the tables that will be most useful. The corresponding action plan provides a template for educators to identify priority practices and document action steps to support implementation.

The guide concludes with [references](#) and a complete list of included [hyperlinks](#).

What Does This Guide Not Include?

This guide is not a replacement for more comprehensive training and does not provide the depth of knowledge/research needed to implement practices within each topic.

This guide is not a complete resource on targeted (Tier 2) or intensive (Tier 3) support or culturally responsive implementation (see [Cultural Responsiveness Field Guide](#)).¹ This guide (a) describes practices that provide an important foundation of universal (Tier 1) classroom support for all students and (b) suggests approaches to further differentiate (Tier 1), target (Tier 2), and intensify (Tier 3) these practices; however, additional training and coaching likely will be necessary to support students with targeted or intensive SEB needs and to adjust implementation for unique (e.g., [juvenile justice](#))² settings..



What Terms Should I Know?

This guide describes and defines key practices in detail, but there are a few basic terms that will make it easier to follow:

- **Social, emotional, and behavioral (SEB)** describes three inter-related concepts: how students interact (social), feel (emotional), and act (behavioral) that are critical components of overall well-being (Chafouleas, 2020) and mental health (CDC, 2020).
- **Context** refers to the physical, instructional, social, situational, or other circumstances that are present when (a) students use SEB or academic skills and/or (b) contextually (in)appropriate behaviors occur.
- **Contextually (in)appropriate behavior** recognizes that (a) all behavior occurs in a context (see above) and (b) behavior is appropriate or inappropriate based on context. For example, “talking without raising a hand” (behavior) may be contextually inappropriate during teacher lecture (when hand raising is expected), but contextually appropriate during small group discussion (when active participation is expected). Contextually appropriate behaviors are consistent with situational expectations, learning, and safety and considerate of students’ culture and individual needs; and contextually inappropriate behaviors are inconsistent with situational expectations, learning, and safety. This guide describes contextually inappropriate behaviors as SEB “errors” (in the same way that applying an academic skill in the incorrect context is an academic error). Thus, instructional, rather than reactive or exclusionary, responses are appropriate to (a) support the student in learning and practicing contextually appropriate behavior and (b) “correct” the SEB error.

- **Evidence-based practice** refers to practices supported by empirical evidence and local data. (Learn more about evidence-based practices at the [What Works Clearinghouse](#).³)
- **Fidelity** of implementation describes the extent to which practices are implemented as intended.

Where Do I Start?

The Steps to Support and Respond to Students’ SEB Needs ([Figure 2](#)) provides an organizational layout of the document, and the corresponding tables provide details about each recommended practice:

1. Create positive classroom environment ([Table 1](#))
2. Actively promote SEB growth ([Table 2](#))
3. Monitor fidelity and use data to guide implementation ([Table 3](#))
4. Monitor outcomes and use data to guide response ([Table 4](#))

After reviewing the guide, educators may complete the [self-assessment](#) to consider current implementation of classroom practices. The self-assessment helps educators focus implementation efforts and includes hyperlinks to content that will be most useful to respond to each item. After completing the self-assessment, educators identify practices to prioritize and develop an action plan to support implementation.



Figure 2. Steps to Support and Respond to Students' SEB Needs

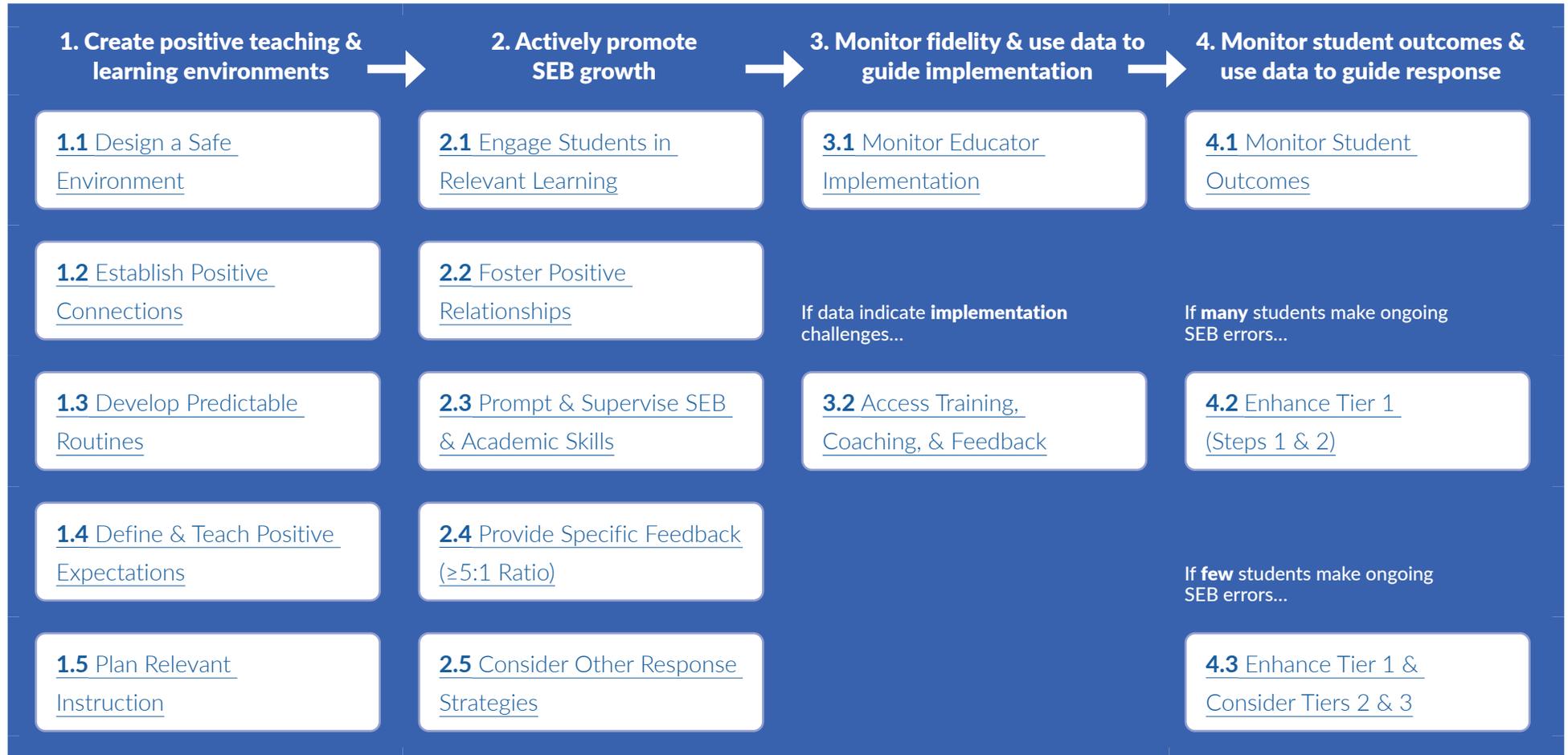




Table 1. Matrix of Practices to Create a Positive Classroom Environment

1.1 DESIGN A SAFE ENVIRONMENT				
Effectively design the physical environment of the classroom to promote SEB and academic growth*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Design classroom layout to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers) Arrange furniture to allow for proximity and smooth teacher and student movement Assure instructional materials are neat, orderly, and ready for use by all students Consider primary language(s) and unique student needs, ensure accessibility, and promote inclusion Post visuals that support critical content and learning practices (e.g., word walls, steps for the writing process, mathematical formulas), and reflect diversity of the classroom community 	<ul style="list-style-type: none"> Create a classroom layout that matches the type of activity taking place, for example: <ul style="list-style-type: none"> Tables for centers Separate space for independent work Circle area for group instruction Ensure all students, including students in wheelchairs or with a range of mobility needs, can move around the space and access materials Create a calm space where students can take a break and practice self-management strategies Consider teacher and student access to materials and use images and/or students' primary language(s) to label materials Ensure all student spaces are visible 	<ul style="list-style-type: none"> Create a classroom layout that matches the type of activity taking place, for example: <ul style="list-style-type: none"> Circle for discussion Forward facing for group instruction Consider students' unique needs (e.g., mobility, access to calm space, primary language(s)), and use universal design to create an environment that works for all Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes) Ensure posted content celebrates diversity (e.g., racial/ethnic backgrounds, nationalities, spoken languages, diverse abilities, family composition) of students in the classroom Ensure all student spaces are visible 	<p>Do not...</p> <ul style="list-style-type: none"> Store equipment and materials in a manner that is unorganized, unsafe, and/or not accessible to all students Allow classroom to stay disorderly, messy, unclean, and/or visually unappealing Design a space where some students and/or parts of the room are not visible to teacher Create congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk) Post bulletin boards, displays, and other visuals in the classroom that reflect only the teacher or some members of the class community, missing the opportunity to celebrate all students' racial, ethnic, and cultural backgrounds 	<p>Publications</p> <ul style="list-style-type: none"> Room arrangement⁴ Physical environment snapshot⁵ PBIS Cultural Responsiveness Field Guide⁶ (Imaging, Appendix E) <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Structure examples⁷ Classroom design video⁸ <p>Other</p> <ul style="list-style-type: none"> Maximize structure tips sheet and observation tool⁹ Classroom practices and trauma support crosswalk¹⁰

* Imms & Byers, 2017; Guardino & Fullerton, 2014; McLeskey et al., 2019

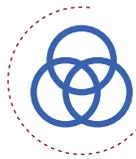


Table 1. Matrix of Practices to Create a Positive Classroom Environment *continued*

1.2 ESTABLISH POSITIVE CONNECTIONS				
Learn about your students and establish positive connections among students, families, and educators*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Establish positive connections with students, families, and other members of the classroom community through purposeful communication Build in regular opportunities for positive connection throughout the year (e.g., positive family postcards, email, brief check-ins, scheduled meetings) and adjust based on families' language and communication preferences Use formal and informal approaches to learn about students and understand their learning history, cultural identity, and preferences for learning, receiving feedback, etc. Authentically engage families as partners in learning Validate and affirm† students' and families' personal and cultural learning histories 	<ul style="list-style-type: none"> Introduce yourself and the classroom to students and families at the start of the year (e.g., brief video, letter, opportunity to visit, open house) Survey families before the start of school to learn more about students Engage students in activities to continue to learn about each member of the classroom community, and ask questions about preferences (e.g., praise preference assessment) Maintain regular communication with families, and ensure that families have opportunities to share information and feedback, receive positive news, and proactively problem solve challenges consistent with their language/communication preferences 	<ul style="list-style-type: none"> Introduce yourself to students and families at the start of the year (e.g., brief video, email, letter) Survey students and families before the start of school to learn more about preferences (e.g., praise preference assessment) and what supports they need to be successful Engage students in activities to help them learn more about themselves and each other Maintain open lines of communication with students and families outside of class (e.g., email, learning management system) to share information and feedback, positive news, and communicate challenges consistent with their language and communication preferences 	<p>Do not...</p> <ul style="list-style-type: none"> Miss an opportunity to create a positive experience welcoming students and families Assume students and families will contact you with questions Use a one-size-fits all approach to interacting with students and families Contact families only when there are concerns (or have these types of contact be the most frequent communication families experience) Engage exclusively in 1-directional communication (e.g., only sharing information via newsletters) based solely on teacher's language and communication preferences 	<p>Publications</p> <ul style="list-style-type: none"> Enhancing family-school collaborations with diverse families¹¹ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Establishing Relationships in the Classroom¹² Validating, affirming, building, and bridging¹³ Praise preference assessment part 1¹⁴ and part 2¹⁵ <p>Other</p> <ul style="list-style-type: none"> Supportive Environments Create Classroom Community¹⁶

* Barger et al., 2013; Garbacz et al., 2020; Lee et al., 2015; McLeskey et al., 2019; Smith et al., 2020

† Hollie et al., 2011

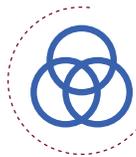


Table 1. Matrix of Practices to Create a Positive Classroom Environment *continued*

1.3 DEVELOP PREDICTABLE ROUTINES				
Develop and teach predictable classroom routines to promote SEB and academic skill growth*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Establish a predictable schedule and co-develop clear procedures for each teaching and learning activity and transitions between activities with students Post steps for specific routines to promote independence Teach routines and procedures explicitly (in combination with expectations, using classroom matrix see 1.4) Practice regularly and re-teach throughout the year Provide specific feedback for students' use of routines and procedures Promote self-managed or student-guided schedules and routines 	<ul style="list-style-type: none"> Consider routines for: <ul style="list-style-type: none"> Arrival and dismissal (see example below) Transitions between activities Accessing help What to do after work is completed Technology use Example arrival routine (posted with words & pictures): <ul style="list-style-type: none"> Hang up coat and backpack Put notes and homework in the "In" basket Sharpen two pencils Go to desk and begin the warm-up activities listed on the board If you finish early, read a book 	<ul style="list-style-type: none"> Consider routines for: <ul style="list-style-type: none"> Turning in work Transitions between activities Handing out materials Making up missed work What to do after work is completed Technology use Example class period routine (posted on smartboard and/or in students' planners): <ul style="list-style-type: none"> Warm-up activity for students Review of previous content Instruction for new material Guided or independent practice opportunities Wrap-up activities 	<p>Do not...</p> <ul style="list-style-type: none"> Assume students will automatically know routines and procedures without instruction and feedback Omit defining and teaching routines for typical activities, transitions, or new events (e.g., field trip, assembly) Miss opportunity to provide visual and/or auditory reminders about routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) feedback about student performance 	<p>Publications</p> <ul style="list-style-type: none"> Procedures and routines teacher tool¹⁷ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Classroom routines¹⁸ <p>Other</p> <ul style="list-style-type: none"> Example of developing classroom routines¹⁹

* Collier-Meek et al., 2019; Curby et al., 2013; Kern & Clemens, 2007; Sutherland et al., 2019



Table 1. Matrix of Practices to Create a Positive Classroom Environment *continued*

1.4 DEFINE & TEACH POSITIVE EXPECTATIONS				
Co-develop, define, post, and explicitly teach a few (3-5) positive classroom expectations or norms to enhance engagement*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> If school implements a multi-tiered behavioral framework, such as PBIS, adopt the 3-5 positive school expectations as classroom expectations If school expectations do not exist, co-develop positive classroom expectations with students and post Collaborate with students and families to define expectations in ways that are observable, measurable, positively stated, understandable, and culturally relevant Teach expectations using examples and non-examples and with opportunities to practice and receive feedback, and reteach during the year Validate, Affirm, Build, and Bridge (VABB)[†] to honor students' personal and cultural learning histories when teaching expectations 	<ul style="list-style-type: none"> Co-develop classroom matrix with students to define contextually appropriate behaviors and SEB skills for each expectation in each classroom setting or routine (e.g., being safe means hands, feet, and objects to self during transitions) in a manner that celebrates shared values and student voice Have students create posters to illustrate expectations (e.g., be kind to others, environment, and self) Teach the expectations at the beginning of the year as each routine occurs, actively engage students in practice with feedback, and review throughout the year Regularly refer to expectations when prompting or providing specific feedback 	<ul style="list-style-type: none"> Co-develop classroom matrix with students to define contextually appropriate behaviors and SEB skills for each expectation in each setting or routine (e.g., being respectful means using inclusive language) in a manner that celebrates shared values and student voice Have students design posters, brief videos, and website content to illustrate expectations (e.g., be a good citizen, and be ready to learn) Engage students in developing relevant lessons for peers and explicitly teach SEB skills Regularly refer to expectations when interacting with students, teaching content, developing skills for college and career readiness 	<p>Do not...</p> <ul style="list-style-type: none"> Assume students will already know how to engage in SEB skills consistent with expectations and miss opportunity to teach Have more than five expectations Only list behaviors that do not meet expectations (e.g., no cell phones, no talking, no gum, no hitting) Create expectations that you are not willing to consistently prompt and monitor Select expectations that are not culturally relevant Select expectations that do not match students' developmental level Choose expectations that do not sufficiently cover all situations Ignore school expectations and create your own list 	<p>Publications</p> <ul style="list-style-type: none"> Creating a Classroom Teaching Matrix²⁰ Classroom expectations and rules teacher tool²¹ PBIS cultural responsiveness field guide²² (Bridging Expectations, pp. 54-56) Lesson Plan: Co-Creating Classroom Matrix with Students²³ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Establish consistent learning environment²⁴ Expectations examples²⁵ Expectations podcast²⁶ <p>Other</p> <ul style="list-style-type: none"> Establishing classroom expectations and norms (case study)²⁷ Creating effective classroom environments template²⁸

* Alter & Haydon, 2017; Brophy, 2004; Muldrew & Miller, 2021; Simonsen et al., 2012; Sutherland et al., 2019

† Hollie et al., 2011

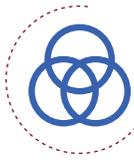


Table 1. Matrix of Practices to Create a Positive Classroom Environment *continued*

1.5 PLAN RELEVANT INSTRUCTION				
Consider your students' learning history when selecting relevant curriculum, [‡] planning effective instruction, [†] and considering differentiation [‡]				
Critical Features <i>What does this practice look like in a classroom?</i>	Elementary Examples <i>How can I use this practice in my elementary classroom?</i>	Secondary Examples <i>How can I use this practice in my secondary classroom?</i>	Non-Examples <i>What should I avoid when implementing this practice?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Ensure the instructional materials and activities celebrate diversity of students and families, (e.g., race/ethnicity, family composition, languages, cultural traditions, genders, physical strengths and needs, disabilities, SES, local history) Select curricula (or adapt existing curricula) and activities (e.g., jigsaw) that are relevant for your students' learning history and needs Consider various dimensions of each activity (e.g., difficulty, duration of task, choice, communication needs) and relevant accommodations to meet student needs Plan to differentiate to meet the needs of all learners (e.g., pre-teach prerequisite skills, provide alternative ways to access and respond to materials, flexible grouping) 	<ul style="list-style-type: none"> Consider students' interests and backgrounds when selecting attention signals (e.g., call and response, a range of song lyrics) and other classroom activities Ensure classroom materials (e.g., books in classroom library, posters, activities, games), content, and activities teach and celebrate diversity in the classroom and community Consider task dimensions when planning instruction (e.g., incorporate choice, alternate between difficult and easier tasks), and adjust task dimensions (e.g., response mode, pre-teaching) to accommodate unique needs and differentiate supports to maximize benefit for all 	<ul style="list-style-type: none"> Ensure classroom materials (e.g., literature, posters, activities), content, and activities validate and affirm diversity in the classroom and community Teach contributions of individuals from all subgroups (e.g., race/ethnicity, language status, gender, disability status) in content classes Consider task dimensions when planning instruction (e.g., intersperse discussion during longer periods of teacher instruction, provide a menu of choices to demonstrate proficiency), and adjust task dimensions (e.g., reduce required number of problems, offer guided notes) to accommodate unique needs and differentiate supports to maximize benefit for all 	<p>Do not...</p> <ul style="list-style-type: none"> Use classroom materials, content, or activities that only reflect the values and experiences of one group Emphasize "color blind" approaches that ignore (and miss the opportunity to learn about and celebrate) diversity Use a one-size-fits all approach to instruction that limits participation or benefit of some members of the classroom community 	<p>Publications</p> <ul style="list-style-type: none"> PBIS cultural responsiveness field guide²⁹ Discussing race, racism, and important current events³⁰ High leverage practices in instruction³¹ Activity sequencing and choice teacher tool³² Task difficulty teacher tool³³ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Flexible grouping³⁴ <p>Other</p> <ul style="list-style-type: none"> Universal design for learning module³⁵ Instructional choice checklist³⁶ Jigsaw classroom³⁷

* Bennet et al., 2017; Lane et al., 2015

† Sutherland et al., 2019

‡ McLeskey et al., 2019

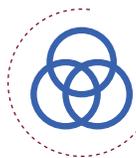


Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth

2.1 ENGAGE STUDENTS IN RELEVANT LEARNING				
Actively engage students (provide high rates of varied opportunities to respond) in relevant learning,* and differentiate instruction to support all learners†				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Use explicit instruction to teach SEB and academic skills Provide high rates of opportunities for students to respond (e.g., asking a question, requesting worked problem, providing writing opportunity) Vary response opportunities to include: <ul style="list-style-type: none"> Individual, small-group, or whole group (choral or unison) opportunities Variety of response types (e.g., vocal, written, electronic student response system, response cards, white boards, guided notes, gestures) Differentiate to ensure equitable benefit 	<ul style="list-style-type: none"> Use model-lead-test (i.e., explicit “I do-we do-you do”) format to engage students in instruction Plan individual or small-group questioning (e.g., randomly select a student to answer after asking a question) Use choral responding to increase opportunities for all (e.g., all students read a morning message, say letter sounds together) Also include nonverbal response opportunities (e.g., thumbs up if you agree, hold up certain fingers, show a response card, use response apps) Differentiate by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options 	<ul style="list-style-type: none"> Use model-lead-test (explicit “I do-we do-you do”) format to engage students in instruction Plan individual or small-group questioning (e.g., calling on randomly selected student to explain example problem) Use unison or peer-to-peer responding to increase opportunities for all (e.g., share your thinking with your peer partner and be ready to report back) Also include nonverbal response opportunities (e.g., hands up if you got 25 for the answer, find a definition for “saturation point” online) Differentiate by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options 	<p>Do not...</p> <ul style="list-style-type: none"> Use an instructional approach that assumes (rather than assesses and/or teaches) prior learning and requires students to figure out critical SEB or academic skills on their own Provide long duration lecture without interspersing opportunities to respond Only ask for volunteers to respond to questions (instead of distributing equitably and/or involving additional students in each opportunity) Rely exclusively on a single approach (e.g., ask a question and wait for a verbal response from one student) that limits opportunities for more students to engage 	<p>Publications</p> <ul style="list-style-type: none"> Examples of engaging instruction to increase equity in education³⁸ Effective instruction as a protective factor³⁹ Strategies for active engagement⁴⁰ Instructional strategies to increase student engagement⁴¹ Peer tutoring tip sheet⁴² <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Opportunities to respond examples⁴³ Explicit instruction⁴⁴ Practice videos⁴⁵ <p>Other</p> <ul style="list-style-type: none"> Student engagement tip sheet and observation tool⁴⁶

* Adamson & Lewis, 2017; Archer & Hughes, 2011; Cohen, 2018; Common et al., 2020; Doabler et al., 2015; Heward, 2006; Partin et al., 2010; Powell et al., 2016; Scott & Gage, 2020; Skinner et al., 2003; Sutherland et al., 2019

† McLeskey et al., 2019



Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth *continued*

2.2 FOSTER POSITIVE RELATIONSHIPS				
Greet and connect with each student* and create opportunities to foster positive relationships among students, educators, and families†				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> • Positively greet each student as they enter the learning environment (e.g., greet at classroom door, login) • Provide structured and unstructured opportunities for all students to engage with each other—create specific opportunities for students to practice SEB skills, communicate, and develop positive relationships with peers • Incorporate students' preferences into learning opportunities to increase connections during instruction • Consider both verbal and non-verbal interactions to foster positive relationships • Monitor to ensure all students are included in positive interactions 	<ul style="list-style-type: none"> • Offer students a choice among fun greetings and greet each student into the classroom—say their name, connect briefly on a shared interest, and provide a brief prompt for expected SEB or academic skill during/after transition • Include peer-to-peer opportunities to engage in cooperative learning activities and/or practice key SEB and academic skills (e.g., peer tutoring, morning meeting) • Include students' ideas and preferences when designing classroom décor, instructional activities, and other fun experiences that foster connections among all students and educators 	<ul style="list-style-type: none"> • Welcome each student into learning environment by name, brief connection, and reminder of next steps as they enter class • While actively supervising (2.3), briefly interact with students (e.g., ask how they are doing, comment, or inquire about their interests; show genuine interest in their responses) • Include opportunities for peer-to-peer connection during academic routines (e.g., cooperative problem-based learning, simulation activities, debates, restorative circles) • Co-design classroom environment, instructional activities, and fun learning experiences 	<p>Do not...</p> <ul style="list-style-type: none"> • Get stuck preparing materials, responding to email, or engaging in other tasks when students arrive in the learning environment (instead of greeting each student) • Forget to facilitate peer-to-peer connections • Design a classroom environment, instructional activities, and other fun experiences based solely on educator interests or preferences • Leave some students out by not fully addressing students preferences and communication/SEB needs • Miss opportunities to foster joy in learning and relationships with and among students 	<p>Publications</p> <ul style="list-style-type: none"> • Positive greetings at the door⁴⁷ • Cultivating positive student teacher relationships⁴⁸ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> • Positive greetings at the door⁴⁹ • Morning meetings⁵⁰ • Microaffirmations⁵¹ <p>Other</p> <ul style="list-style-type: none"> • Using circle practice in the classroom⁵²

* Allday & Pakurar, 2007; Allday et al., 2011; Cook et al., 2018; Katic et al., 2020; Rimm-Kauffman et al., 2007

† Farmer et al., 2019; Sutherland et al., 2019



Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth *continued*

2.3 PROMPT AND SUPERVISE SEB AND ACADEMIC SKILLS				
Provide reminders or prompts to encourage skill use* and actively monitor and supervise (move, scan, and interact) students' use of SEB and academic skills†				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> • Prompt or remind students of key SEB skills before skills are expected (e.g., start of activity) to increase the likelihood that students use skills in the appropriate context • Teach and emphasize self-managed prompts • Actively monitor (check for understanding) and supervise (move, scan, interact, proximity) during all routines to (a) prompt SEB and academic skills, (b) provide timely specific feedback, and (c) quickly redirect contextually inappropriate behaviors (or incorrect academic responses) to behaviors/skills that are appropriate for current context (or correct) • Provide individualized prompts to support students with intensive needs 	<ul style="list-style-type: none"> • Use a range of approaches to prompt, including visual (e.g., poster), gestural (e.g., point), and verbal (e.g., "be kind by..."); and briefly re-teach or "pre-correct" to encourage key SEB and academic skills • Teach students to use individualized picture schedule to self-manage daily routines (e.g., move pictures as they finish each activity) • Actively monitor students' academic responses to adjust instruction • Move around the classroom, scan for appropriate use of SEB skills/behaviors, use proximity (e.g., move closer to student's desk), and brief interactions (prompt, provide specific feedback) to encourage contextually appropriate SEB skills/behavior 	<ul style="list-style-type: none"> • Model, practice, and provide feedback on students' self-managed prompts to facilitate key routines (e.g., record a voice memo of key steps to locate classroom website) or instructional activities (e.g., write assignments in planner or electronic task management system) • Review assignment guidelines and criteria (e.g., rubric) before students begin work and monitor students' work to adjust support • Actively supervise physical and virtual learning environments to encourage (prompt and provide specific feedback) contextually appropriate SEB skills/behavior 	<p>Do not...</p> <ul style="list-style-type: none"> • Wait until after a student makes a SEB error to remind other students of SEB skill • Only remind students of what not to do (e.g., no running) without also reminding student what to do (e.g., please walk) • Use supervision or proximity to intimidate or escalate situations and/or to "patrol" students • Interact only with some students (and not others) • When monitoring, only provide corrections/redirections and miss opportunities to provide specific praise 	<p>Publications</p> <ul style="list-style-type: none"> • Active Supervision Teacher Tool⁵³ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> • Prompting examples⁵⁴ • Modeling examples⁵⁵ • Supervision examples⁵⁶ • Using proximity⁵⁷ <p>Other</p> <ul style="list-style-type: none"> • Pre-correcting and prompting module⁵⁸ • Check for understanding⁵⁹ • Check for understanding strategies⁶⁰

* Ennis et al., 2017; Faul et al., 2012; Flood et al., 2002; Loman et al., 2018; Moore et al., 2019; Sutherland et al., 2019

† Conroy et al., 2005; DePry & Sugai, 2002; Lewis et al., 2000; Sutherland et al., 2019



Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth *continued*

2.4 PROVIDE SPECIFIC FEEDBACK (≥5:1 RATIO)				
Provide specific feedback contingent on students' SEB and academic skills;† give at least five positive praise statements for each 1 corrective statement (≥5:1 ratio)†				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Provide specific feedback to encourage SEB and academic skills (specific praise) and decrease errors (specific correction) Effective specific praise names the skill/behavior, provides sincere positive feedback, and matches students' preferences Effective specific corrections briefly signal the error, quickly redirect to the contextually appropriate skill, and may provide an opportunity to practice with feedback; corrections are delivered privately in a calm and supportive manner Provide at least 5 praise statements for every error correction (≥5:1 ratio); increase this ratio for students demonstrating SEB risk (e.g., ≥9:1) Engage students in providing specific praise to each other and themselves 	<ul style="list-style-type: none"> Give specific praise to recognize SEB skills (e.g., "Kind greeting!"), academic skills (e.g., "Yes, great response!"), and contextually appropriate behavior (e.g., "Nice walking.") Provide a brief specific correction when a student makes an academic error (e.g., "This sound is /a/, what sound?" ...later... "Right, /a/!") or SEB error (e.g., "Please raise your hand before calling out your answer" ...later... "Respectful hand raise!") For students who may receive more frequent corrections, intentionally increase praise to ensure each student experiences ≥5:1 ratio of positive to corrective feedback Use a "praise around" for students to practice providing praise to each other 	<ul style="list-style-type: none"> Give specific praise to recognize SEB skills (e.g., "Thanks for checking in!"), academic skills (e.g., "Well-argued point."), and contextually appropriate behavior (e.g., "Thanks for holding the door!") Provide a brief specific correction when a student makes an error (e.g., "Please revise your response to provide more detail.") or SEB error (e.g., "Please stop playing with lab equipment and keep it on the table" ...later.... "Thanks for being safe with the equipment") Provide "wise" feedback‡ to support all students in meeting high expectations After teaching how to give specific feedback, engage students in providing specific feedback to each other and track their own positive to corrective feedback ratio 	<p>Do not...</p> <ul style="list-style-type: none"> Rely on general praise statements (e.g., "Great job! Super! Wow!") that miss the opportunity to tag the appropriate skill/response Praise some, but not all, students on a regular basis Provide more error corrections than praise statements Use harsh or escalating error correction (i.e., power struggle) Use sarcasm or insincere feedback (e.g., "Thank you for trying to act like a human.") Assume all students like public praise—review praise preferences (Table 1.2) and consider private feedback when appropriate 	<p>Publications</p> <ul style="list-style-type: none"> Behavior specific praise⁶¹ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Behavior specific praise⁶² Specific praise examples⁶³ Specific correction examples⁶⁴ <p>Other</p> <ul style="list-style-type: none"> Positive and constructive feedback⁶⁵ Praise overview⁶⁶ Avoid power struggles⁶⁷ WISE feedback overview⁶⁸ Specific praise examples⁶⁹

* Caldarella et al., 2019; O'Handley et al., 2020; Partin et al., 2010; Royer et al., 2019; Scott & Gage, 2018; Sutherland et al., 2000; Sutherland et al., 2019

† Cook et al., 2017; Caldarella et al., 2019

‡ Yeager et al., 2013



Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth *continued*

2.5 CONSIDER OTHER RESPONSE STRATEGIES				
Consider implementing a continuum of strategies to acknowledge/encourage SEB skills* and respond to SEB errors†				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Adopt procedures that celebrate, acknowledge, and reinforce (increase) use of SEB skills, academic skills, and contextually appropriate behavior; for example, consider: <ul style="list-style-type: none"> Teacher-student game or good behavior game Group contingency Token economy Adopt procedures that prevent or respond instructionally, respectfully, and supportively to SEB errors, academic errors, and contextually inappropriate behavior; for example, consider: <ul style="list-style-type: none"> Non-contingent reinforcement (NCR: e.g., attention or breaks) Differential reinforcement (DR) of alternative or low rates of behavior Self-management (SM) 	<ul style="list-style-type: none"> Consider a group contingency: If all students hand in homework #2 by the due date, next Friday we will play State Bingo instead of having a formal test review." Consider a token economy: "Thanks for working quietly on math for 10 minutes—very responsible! You earned a point!" Consider NCR: Schedule breaks during challenging routines (NCR: breaks) Consider DR: During a whole-group activity, James calls out (without raising hand). The teacher ignores the call out, models a hand raise, and immediately gives attention (calls on and praises) when James raises his hand (DR of alternative behavior) Consider SM: Teach students to set goals, self-monitor SEB skills, and celebrate when they meet goals 	<ul style="list-style-type: none"> Consider a group contingency: "If we generate five examples of "Synthesis" in 5 min, you can sit where you like for the last 20 min of class." Consider a token economy: "Each student who participated earned a penny toward our service learning project goal." Consider NCR: During active supervision, briefly chat with students on a regular schedule (NCR: attention) Consider DR: During a private conversation, educator says, "I value your ideas, but we need your peers to also have a turn. If you can share 3 ideas and save the rest, I'd love to meet with you to talk about the rest of your ideas." (DR of low rates of behavior) Consider SM: Teach students to set goals, self-monitor SEB skills, and celebrate when they meet goals 	<p>Do not...</p> <ul style="list-style-type: none"> Use systems that make corrections public (e.g., clip charts) Make the goal (criterion for reinforcement) unattainable (e.g., all students will display perfect behavior all year), use a reward you cannot deliver (e.g., day off on Friday), or publicly address a student making an error Use rewards to encourage students to engage in behaviors that are not in their best interest Forget to teach students how the system (e.g., token economy, group contingency) works 	<p>Publications</p> <ul style="list-style-type: none"> Student Teacher Game⁷⁰ Ditch the clip⁷¹ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Managing challenging behaviors⁷² Discouraging inappropriate behavior part 1⁷³ and part 2⁷⁴ School-wide Strategies for Preventing Escalated Behavior⁷⁵ How to De-escalate Student Behavior⁷⁶ <p>Other</p> <ul style="list-style-type: none"> Becoming independent learner module⁷⁷ Reward systems overview⁷⁸ Comprehensive management plan part 1⁷⁹ and part 2⁸⁰ Strategies for De-escalating Student Behavior in the Classroom⁸¹ Differential reinforcement⁸² Encouraging appropriate behavior case study⁸³ De-escalation⁸⁴

* Bowman-Perrot et al., 2016; Conklin et al., 2017; Maggin et al., 2013; Soares et al., 2016; Yarborough et al., 2004; Sutherland et al., 2019

† Briesch & Chafouleas, 2009; Busacca et al., 2015; Conklin et al., 2017; Owen et al., 2018; Kamps et al., 2011; Richman et al. 2015

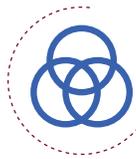


Table 3. Strategies to Monitor Fidelity & Use Data to Guide Implementation

3.1 MONITOR EDUCATOR IMPLEMENTATION			
Monitor educators' fidelity of implementation for key practices (tables 1 and 2)*			
Critical Features <i>What are the key considerations for monitoring my implementation?</i>	Conditions and Examples <i>How can I efficiently monitor my implementation of key practices?</i>	Non-Examples <i>What should I avoid when monitoring implementation?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Measure fidelity, or the extent to which key practices (Table 1 and Table 2) are implemented as recommended Use measures of implementation quantity (e.g., direct count of practices) and quality (e.g., ratings of implementation effectiveness) Monitor equitable use of practices among all subgroups of students (race/ethnicity, gender, language status, disability status) Obtain multiple perspectives (e.g., self, peer, mentor/coach, administrator, student) when assessing implementation Monitor across time to continue to enhance implementation Gather feedback on social validity, including the cultural and contextual relevance, of implementation 	<ul style="list-style-type: none"> Use a brief assessment or observation tool to efficiently monitor implementation of skills Collect direct counts to monitor implementation fidelity and equitable use of specific and discrete skills (e.g., specific praise) Monitor implementation of an evidence-based program (e.g., packaged social skills or academic curriculum) using intervention-specific fidelity checklists Develop a responsive data collection schedule that prioritizes monitoring implementation fidelity and equitable use (a) at regular intervals (e.g., beginning, middle, end of semester), (b) when experiencing implementation challenges, and/or (c) when trying to establish habits of new or difficult practices 	<p>Do not...</p> <ul style="list-style-type: none"> Rely exclusively on perception data rather than direct measures of implementation Only collect aggregate data (e.g., total counts, without considering student subgroup) and assume implementation is equitable Use data in purely evaluative approach, rather than using data in supportive approach to train, coach, and celebrate educators' implementation Measure fidelity only at one point in time (e.g., annual evaluation), rather than monitoring implementation across time Miss opportunities to reflect on social validity, including cultural and contextual relevance, of implementation 	<p>Publications</p> <ul style="list-style-type: none"> Technical guide on classroom data⁸⁵ <p>Tools</p> <ul style="list-style-type: none"> Classroom management observation tool⁸⁶ Classroom assistance tools⁸⁷ Be+ App⁸⁸ Self-management of practices⁸⁹

* Gion et al., 2020; Reinke et al., 2016; Simonsen et al., 2013; Simonsen et al., 2020a

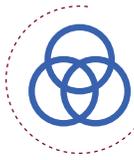


Table 3. Strategies to Monitor Fidelity & Use Data to Guide Implementation *continued*

3.2 ACCESS TRAINING, COACHING, AND FEEDBACK			
If fidelity data indicate implementation challenges,* access implementation support (training, on-going coaching, and supportive data-based feedback)†			
Critical Features <i>What does implementation support look like?</i>	Implementation Support Examples <i>How can I access additional implementation support?</i>	Non-Examples <i>What should I avoid when supporting implementation?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Use fidelity data (3.1) to guide decisions about implementation support Access resources that provide information on key practices and explicit training that includes opportunities to practice with feedback Arrange coaching from self, peer, or mentor/coach that provides prompts for key practices and opportunities for in-vivo modeling if needed to enhance implementation Prioritize wellness and access supports as needed Arrange supportive data-based feedback from self, peer, or mentor/coach that provides specific data about implementation and suggestions for maintaining or achieving effective implementation of practices Celebrate implementation successes 	<ul style="list-style-type: none"> Use self-management: Set goal for implementation rates of key skill (e.g., praise), review graph (e.g., Be+, spreadsheet) to self-evaluate implementation (determine if goal was met), and celebrate implementation successes Ask peer to observe implementation of key practices (e.g., take data on ratio of specific positive to corrective feedback), praise strengths, and suggest strategies to enhance implementation Request support from mentor or coach to (a) facilitate training, prompting, and/or supportive databased feedback; (b) identify resources to support wellness, (c) problem solve implementation challenges, and/or (d) celebrate implementation successes Provide high rates of positive specific feedback to staff regarding implementation efforts 	<p>Do not...</p> <ul style="list-style-type: none"> Only focus on deficits in implementation, without also highlighting and celebrating strengths Set unrealistic expectations for self or others (e.g., “perfect” implementation) Recommend necessary improvement in the context of evaluative feedback (e.g., annual evaluation) without providing support Use implementation performance to embarrass or reprimand educators Design a training, coaching, and feedback plan that is not (a) feasible within existing resources or (b) culturally and contextually relevant 	<p>Publications</p> <ul style="list-style-type: none"> Technical guide on systems to support implementation of positive classroom behavior support⁹⁰ Habits of effective practice⁹¹ Building a Culture of Staff Wellness Though MTSS⁹² <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Building habits of effective practice⁹³ Using PBIS to Build a Culture of Wellness for All⁹⁴ <p>Other</p> <ul style="list-style-type: none"> Be+ App⁹⁵ NEPBIS positive classroom behavior support training materials⁹⁶ Classroom check-up⁹⁷ VT classroom coaching example⁹⁸ FL Classroom resources⁹⁹ Midwest Classroom resources¹⁰⁰ MO classroom resources¹⁰¹

* Simonsen et al., 2014; Simonsen et al., 2019

† Oshroff et al., 2019; Oshroff et al., 2019; Simonsen et al., 2015; Simonsen et al., 2020b; Sutherland & Wehby, 2001



Table 4. Strategies to Monitor Student Outcomes & Use Data to Guide Response to Students' SEB Needs

4.1 MONITOR STUDENT OUTCOMES*			
Monitor students' SEB growth, disaggregate data by subgroup, and use data to guide response to students' SEB needs & promote skill growth			
Critical Features	Conditions and Examples	Non-Examples	Resources
<i>What are the key considerations for monitoring student outcomes?</i>	<i>How can I monitor student outcomes in my classroom?</i>	<i>What should I avoid when monitoring student outcomes?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms Select the appropriate data collection strategy, given features of the behavior/skill and context: <ul style="list-style-type: none"> Counting (frequency or rate) Timing (duration, latency, inter-response time) Sampling (time-based estimates) Other descriptive methods (e.g., ABC recording, rating scales, extant data, student self-report) Disaggregate data by subgroup (race/ethnicity, gender, language status, disability status) to monitor equitable outcomes Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior, (b) showing on-going SEB needs and contextually inappropriate behaviors, and/or (c) experiencing disproportionate levels of exclusionary discipline 	<ul style="list-style-type: none"> Use counting for behaviors that are discrete, countable, and consistent (e.g., raising hand, talking out) Use timing for behaviors that are discrete (clear beginning and end) and directly observed; for example, how long (a) a student spends walking around the classroom (duration of out of seat), (b) it takes a student to begin working after work is assigned (latency to on task), and (c) it takes a student start the next problem after finishing the last one (inter-response time) Use sampling for skills/behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., variable duration); for example, estimate of how often a student is off task (percentage of observed intervals off task) Use other descriptive methods to capture additional features of the context (e.g., antecedents, consequences) or students' experiences (e.g., climate ratings, self-reported data) 	<p>Do not...</p> <ul style="list-style-type: none"> Collect outcome data without first operationally defining the outcome to be measured Choose a data collection strategy that is not matched to relevant aspects of the skill/behavior or context Rely solely on perception data to make decisions about student outcomes Assume that an overall average is representative of all students' performance without disaggregating data by subgroup Use performance data to blame or punish students and/or families 	<p>Publications</p> <ul style="list-style-type: none"> Technical guide on classroom data¹⁰² Using outcome data to implement multi-tiered behavior support in high schools¹⁰³ 5-point intervention approach for enhancing equity in school discipline¹⁰⁴ Data guide for enhancing PBIS framework to address students' mental health¹⁰⁵ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Using data and data systems to address discipline disproportionality¹⁰⁶ <p>Tools</p> <ul style="list-style-type: none"> Be+ App¹⁰⁷ School-Wide Information System¹⁰⁸ <p>Other</p> <ul style="list-style-type: none"> Measuring behavior case study¹⁰⁹

* McLeskey et al., 2019

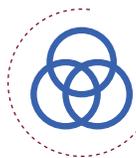


Table 4. Strategies to Monitor Student Outcomes & Use Data to Guide Response to Students' SEB Needs *continued*

4.2 ENHANCE TIER 1				
If many students continue to demonstrate on-going SEB needs, further enhance and differentiate implementation of Tier 1 (practices in tables 1 and 2)*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> If review of student outcome data indicate that many students are continuing to demonstrate risk or need, enhance implementation of Tier 1 (i.e., practices in Table 1 and Table 2) Enhance cultural responsiveness of implementation Implement neutralizing routines to respond instructionally and equitably to SEB errors Further differentiate implementation to meet the needs of all learners, including students with disabilities Enhance Tier 1 to support common needs of students who experienced crisis (e.g., natural disaster, school violence, pandemic) 	<ul style="list-style-type: none"> Revisit each practice example in Tier 1 (Table 1 and Table 2) and enhance or double down on prevention (e.g., enhance communication routines with students and families, reteach expectations) and support (e.g., consider additional strategies to acknowledge students' SEB or academic skills and contextually appropriate behavior) If one or more student groups are not benefiting, enhance cultural responsiveness of implementation (e.g., engage families in improving relevance of reading materials, expectations, and classroom activities) Consider how to further differentiate (e.g., increase dosage, improve specificity; modify modality, plan praise) to maximize benefit for all students 	<ul style="list-style-type: none"> Revisit each practice example in Tier 1 (Table 1 and Table 2) and enhance or double down on prevention (e.g., enhance communication routines with students and families, reteach expectations) and support (e.g., consider additional strategies to acknowledge students' SEB or academic skills and contextually appropriate behavior) If key student groups are not benefiting, revisit cultural responsiveness of implementation (e.g., engage students in revisiting what is, and what is not, working in the classroom; co-develop an enhanced approach to instruction and support) Consider how to further differentiate (e.g., increase dosage, improve specificity, modify modality, plan praise) to maximize benefit for all students 	<p>Do not...</p> <ul style="list-style-type: none"> Assume a one-size-fits-all approach to Tier 1 will be effective Make decisions about how to enhance practices in isolation, without engaging students, families, and other members of classroom community Assume students need targeted (Tier 2) or intensive (Tier 3) support if many students continue to demonstrate need and/or if educator implementation fidelity has not been monitored (Table 3) Withhold or delay referral for special education evaluation for a student demonstrating significant need 	<p>Publications</p> <ul style="list-style-type: none"> Supporting students with disabilities with PBIS¹¹⁰ PBIS cultural responsiveness field guide¹¹¹ Discussing race, racism, and important current events¹¹² 5-point intervention approach for enhancing equity in school discipline¹¹³ Centering student voice in school change¹¹⁴ Returning to school during and after crisis¹¹⁵ Integrating trauma-informed practices¹¹⁶ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Planned praise¹¹⁷ How PBIS practices helped through the pandemic¹¹⁸ Using PBIS to ensure racial equity in discipline¹¹⁹

* Conklin et al., 2017; Ganz, 2007; Hawkins et al., 2020; Kamps et al., 2011; Machaliecek et al., 2007; McLeskey et al., 2019; Meyer et al., 2021; Witt et al., 2004

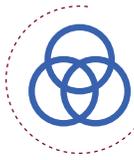


Table 4. Strategies to Monitor Student Outcomes & Use Data to Guide Response to Students' SEB Needs *continued*

4.3 ENHANCE TIER 1 AND CONSIDER TIER 2 AND 3				
If few students continue to demonstrate on-going SEB needs, enhance Tier 1 (Table 4.2) And consider targeted (Tier 2) and intensive (Tier 3) support*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Implement strategies to (a) enhance Tier 1 (4.2) and (b) develop student skills so they can better access and benefit from Tier 1 support Use data to guide further adjustments to student support For students with on-going SEB or academic risk/need, (a) consider targeted (Tier 2) approaches to prevent, teach, reinforce, and respond to students' needs and (b) request support to implement For students with complex, chronic, or significant needs, (a) consider intensive intervention (Tier 3) and (b) request support to complete a comprehensive assessment (e.g., functional behavioral assessment) and develop an individualized support plan (e.g., behavior intervention plan) 	<ul style="list-style-type: none"> Review implementation and outcome data with members of the grade-level team, and make a plan to enhance Tier 1 Engage families in problem-solving to further enhance Tier 1, consider additional supports (Tiers 2 and/or 3), and obtain consent (if appropriate) Request support from the relevant school leadership team to consider: <ul style="list-style-type: none"> targeted support for students who continue to demonstrate risk/need (Tier 2), intensive support for students with chronic, complex, or significant needs (Tier 3), and/or special education for students who meet eligibility criteria 	<ul style="list-style-type: none"> Review implementation and outcome data with members of the relevant team (e.g., department), and make a plan to enhance Tier 1 Engage families and student in problem-solving to further enhance Tier 1, consider additional supports (Tiers 2 and/or 3), and obtain consent (if appropriate) Request support from the relevant school leadership team to consider: <ul style="list-style-type: none"> targeted support for students who continue to demonstrate risk/need (Tier 2), intensive support for students with chronic, complex, or significant needs (Tier 3), and/or special education for students who meet eligibility criteria 	<p>Do not...</p> <ul style="list-style-type: none"> Refer the student for additional support, but then just continue with "business as usual," and miss the opportunity to enhance Tier 1 Try to design and implement targeted (Tier 2) and/or intensive (Tier 3) interventions in isolation, without support from the school leadership team, educators with relevant expertise, family members, and the student Delay referral for or access to special education for students demonstrating significant need 	<p>Publications</p> <ul style="list-style-type: none"> Classroom problem solving and tier 2¹²⁰ Supporting students with disabilities at school and home¹²¹ MTSS in the classroom¹²² <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Do students need Tier 2 before going to Tier 3?¹²³ Challenging behavior: Expect success¹²⁴ <p>Other</p> <ul style="list-style-type: none"> Motive, motivate, and motivation: Why are my students doing that?!¹²⁵ 4 steps every team should take for students with support plans¹²⁶ Functional assessment checklist for teachers and staff (FACTS)¹²⁷

* Fairbanks et al., 2007; McLeskey et al., 2019



Self-Assessment & Action Plan

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) **self-assess** whether practice is fully, partially, or not at all implemented; (c) **rate** priority (low, medium, high) for action planning; (d) **celebrate** fully implemented high-priority practices; and (e) **action plan** to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

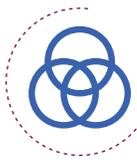
Self Assessment

Steps to Support and Respond to Students' SEB Needs	Self-assess implementation			Priority for action planning		
	Fully	Partially	Not at all	Low	Med	High
Create positive teaching and learning environments (Table 1)						
1.1 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.						
1.2 I have established positive connections among students and families, through purposeful and regular communication that incorporates families' language and communication preferences, to learn about my students and actively engage families.						
1.3 I post, teach, practice, and review predictable routines collaboratively with students.						
1.4 I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.						
1.5 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.						
Actively promote social, emotional, and behavioral growth (Table 2)						
2.1 I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning						
2.2 I foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner						
2.3 I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/supervising, and individualizing prompts when helpful.						
2.4 I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective statement (≥5:1 ratio).						
2.5 I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/respond to SEB and academic errors						
Monitor fidelity & use data to guide implementation (Table 3)						
3.1 In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.						
3.2 Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices						
Monitor student outcomes & use data to guide response (Table 4)						
4.1 I collect, disaggregate, and review data to monitor student outcome and guide support.						
4.2 If many students demonstrate on-going risk/need, I enhance Tier 1.						
4.3 If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.						



Action Plan

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
<p>Sample</p> <p>My self-assessment of my feedback ratio (item 2.4) and fidelity (item 3.1) data indicate my positive to corrective feedback ratio is 1:1, and I do not have a plan (item 3.2), but improving specific praise is high priority (item 2.4)</p>	<ul style="list-style-type: none"> • Set goal for improving praise ratio to 5:1 (5 positives for each corrective) during at least one instructional routine • Use Be+ App to track positive and corrective feedback during that routine • On days where my ratio is >5:1, celebrate by stopping by my favorite coffee shop on the way home • On days where my ratio is <5:1, practice praise statements to use the next day 	<ul style="list-style-type: none"> • Me 	<ul style="list-style-type: none"> • Monitor daily (enter data by end of each day) • In 2 weeks, review data with mentor 	<ul style="list-style-type: none"> • Continue daily monitoring until I've met my goals for 10 days in a row • Then, continue to spot-check my ratio 1-2 times a week (and resume daily monitoring if it dips below 5:1) • If my ratio does not improve, ask mentor for help
	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •



References

- Adamson, R. M., & Lewis, T. J. (2017). A comparison of three opportunity-to-respond strategies on the academic engaged time among high school students who present challenging behavior. *Behavioral Disorders, 42*(2), 41–51.
- Allday R. A., Bush M., Ticknor N., & Walker L. (2011). Using teacher greetings to increase speed to task engagement. *Journal of Applied Behavior Analysis, 44*(2), 393-396. <https://doi.org/10.1901/jaba.2011.44-393>
- Allday, R. A. & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis, 40*, 317-320. <https://doi.org/10.1901/jaba.2007.86-06>
- Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education, 40*, 114–127. <https://doi.org/10.1177/0888406417700962>
- Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press.
- Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin, 145*(9), 855–890. <https://doi.org/10.1037/bul0000201.supp>
- Bennett, J. G., Gardner, R., III, Cartledge, G., Ramnath, R., & Council, M. R., III. (2017). Second-grade urban learners: Preliminary findings for a computer-assisted, culturally relevant, repeated reading intervention. *Education & Treatment of Children, 40*(2), 145–186. <https://doi.org/10.1353/etc.2017.0008>
- Briere, D. E., Simonsen, B., Sugai, G., & Myers, D. (2015). Increasing new teachers' specific praise rates using a within-school consultation intervention. *Journal of Positive Behavior Interventions, 17*, 50-60. <https://doi.org/10.1177/1098300713497098>
- Briesch, A. M., & Chafouleas, S. M. (2009). Review and analysis of literature on self-management interventions to promote appropriate classroom behaviors (1988–2008). *School Psychology Quarterly, 24*(2), 106–118. <https://doi.org/10.1037/a0016159>
- Brophy, J. (2004). *Motivating students to learn*, 2nd ed. Lawrence Erlbaum Associates Publishers.
- Busacca, M. L., Anderson, A., & Moore, D. W. (2015). Self-management for primary school students demonstrating problem behavior in regular classrooms: Evidence review of single-case design research. *Journal of Behavioral Education, 24*(4), 373–401. <https://doi.org/10.1007/s10864-015-9230-3>
- Caldarella, P., Wills, H.P., Anderson, D.H., & Williams, L. (2019) Managing Student Behavior in the Middle Grades Using Class-wide Function-Related Intervention Teams. *Research in Middle Level Education, 42*. 1-15. <https://doi.org/10.1080/19404476.2019.1654799>
- Cavanaugh, B. (2013). Performance feedback and teachers' use of praise and opportunities to respond: A review of the literature. *Education & Treatment of Children, 36*(1), 111–137. <https://doi.org/10.1353/etc.2013.0001>
- Centers for Disease Control and Prevention. (2020). Mental Health [webpage]. <https://www.cdc.gov/mentalhealth/>
- Center on PBIS (2021). Positive Behavioral Interventions & Supports [Website]. www.pbis.org
- Chafouleas, S. (August 2020). Four questions to ask now in preparing your child for school. *Psychology Today*. <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202008/4-questions-ask-now-in-preparing-your-child-school>



Cohen, J. (2018). Practices that cross disciplines?: Revisiting explicit instruction in elementary mathematics and English language arts. *Teaching and Teacher Education*, *69*, 324–335. <https://doi.org/10.1016/j.tate.2017.10.021>

Collier-Meek, M. A., Johnson, A. H., Sanetti, L. H., & Minami, T. (2019). Identifying critical components of classroom management implementation. *School Psychology Review*, *48*(4), 348–361. <https://doi.org/10.17105/SPR-2018-0026.V48-4>

Common, E. A., Lane, K. L., Cantwell, E. D., Brunsting, N. C., Oakes, W. P., Germer, K. A., & Bross, L. A. (2020). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*, *45*(2), 67–84. <https://doi.org/10.1177/0198742919828310>

Conklin, C. G., Kamps, D., & Wills, H. (2017). The effects of Class-Wide Function-related Intervention Teams (CW-FIT) on students' prosocial classroom behaviors. *Journal of Behavioral Education*, *26*(1), 75–100. <https://doi.org/10.1007/s10864-016-9252-5>

Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The Use of an Antecedent-Based Intervention to Decrease Stereotypic Behavior in a General Education Classroom: A Case Study. *Focus on Autism and Other Developmental Disabilities*, *20*(4), 223–230. <https://doi.org/10.1177/10883576050200040401>

Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E. A., Thayer, A. J., & Renshaw, T. (2018). Positive greetings at the door: Evaluation of a low-cost, high-yield proactive classroom management strategy. *Journal of Positive Behavior Interventions*, *20*, 149–159. <https://doi.org/10.1177/1098300717753831>

Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Coddling, R. S., Fiat, A., & Larson, M. (2017). Evaluating the impact of increasing general education teachers' ratio of positive to negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions*, *19*, 67–77. <https://doi.org/10.1177/1098300716679137>

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson.

Curby, T. W., Rimm-Kaufman, S. E., & Abry, T. (2013). Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction? *Journal of School Psychology*, *51*(5), 557–569. <https://doi.org/10.1016/j.jsp.2013.06.001>

DePry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, *11*(4), 255–267.

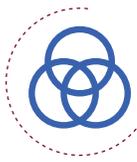
Doabler, C. T., Baker, S. K., Kosty, D. B., Smolkowski, K., Clarke, B., Miller, S. J., & Fien, H. (2015). Examining the association between explicit mathematics instruction and student mathematics achievement. *The Elementary School Journal*, *115*(3), 303–333. <https://doi.org/10.1086/679969>

Ennis, R. P., Royer, D. J., Lane, K. L., & Griffith, C. E. (2017). A systematic review of precorrection in PK-12 settings. *Education & Treatment of Children*, *40*(4), 465–495. <https://doi.org/10.1353/etc.2017.0021>

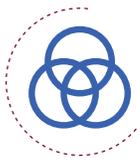
Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to Intervention: Examining Classroom Behavior Support in Second Grade. *Exceptional Children*, *73*(3), 288–310. <https://doi.org/10.1177/001440290707300302>

Farmer, T. W., Hamm, J. V., Dawes, M., Barko-Alva, K., & Cross, J. R. (2019). Promoting inclusive communities in diverse classrooms: Teacher attunement and social dynamics management. *Educational Psychologist*, *54*(4), 286–305. <https://doi.org/10.1080/00461520.2019.1635020>

Faul, A., Stepensky, K., & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. *Journal of Positive Behavior Interventions*, *14*(1), 47–55. <https://doi.org/10.1177/1098300711410702>



- Flood, W. A., Wilder, D. A., Flood, A. L., & Masuda, A. (2002). Peer-mediated reinforcement plus prompting as treatment for off-task behavior in children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis*, 35(2), 199–204. <https://doi.org/10.1901/jaba.2002.35-199>
- Garbacz, S. A., Minch, D. R., Jordan, P., Young, K., & Weist, M. D. (2020). Moving towards meaningful and significant family partnerships in education. *Adolescent Psychiatry*, 10(2), 110–122. <https://doi.org/10.2174/2210676610666200324113209>
- Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms*. New York, NY: Longman.
- Ganz, J. B. (2007). Classroom structuring methods and strategies for children and youth with autism spectrum disorders. *Exceptionality*, 15(4), 249–260. <https://doi.org/10.1080/09362830701655816>
- Gion, C., McIntosh, K., & Falcon, S. (2020) Effects of a multifaceted classroom intervention on racial disproportionality. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2020.1788906>
- Guardino, C., & Fullerton, E. K. (2014). Taking the time out of transitions. *Education & Treatment of Children*, 37(2), 211–228. <https://doi.org/10.1353/etc.2014.0014>
- Hawkins, R. O., Collins, T. A., Haas Ramirez, L., Murphy, J. M., & Ritter, C. (2020). Examining the generalization of a combined independent and interdependent group contingency for students with emotional and behavioral disorders. *Behavioral Disorders*, 45(4), 238–251. <https://doi.org/10.1177/0198742919888758>
- Heward, W. L. (2006). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Pearson Education/Merrill/Prentice Hall.
- Imms, W., & Byers, T. (2017). Impact of classroom design on teacher pedagogy and student engagement and performance in mathematics. *Learning Environments Research*, 20(1), 139–152. <https://doi.org/10.1007/s10984-016-9210-0>
- Kamps, D., Wills, H. P., Heitzman-Powell, L., Laylin, J., Szoke, C., Petrillo, T., & Culey, A. (2011). Class-wide function-related intervention teams: Effects of group contingency programs in urban classrooms. *Journal of Positive Behavior Interventions*, 13(3), 154–167. <https://doi.org/10.1177/1098300711398935>
- Katic, B., Alba, L. A., & Johnson, A. H. (2020). A systematic evaluation of restorative justice practices: School violence prevention and response. *Journal of School Violence*. <https://doi.org/10.1080/15388220.2020.1783670>
- Kern, L., & Clemens, N. H. (2007). Antecedent Strategies to Promote Appropriate Classroom Behavior. *Psychology in the Schools*, 44(1), 65–75. <https://doi.org/10.1002/pits.20206>
- Lane, K. L., Royer, D. J., Messenger, M. L., Common, E. A., Ennis, R. P., & Swogger, E. D. (2015). Empowering teachers with low-intensity strategies to support academic engagement: Implementation and effects of instructional choice for elementary students in inclusive settings. *Education & Treatment of Children*, 38(4), 473–504. <https://doi.org/10.1353/etc.2015.0013>
- Lee, P., & Bierman, K. L. (2015). Classroom and teacher support in kindergarten: Associations with the behavioral and academic adjustment of low-income students. *Merrill-Palmer Quarterly*, 61(3), 383–411. <https://doi.org/10.13110/merrpalmquar1982.61.3.0383>
- Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary students. *Education and Treatment of Children*, 23, 109–121.
- Loman, S. L., Strickland-Cohen, M. K., & Walker, V. L. (2018). Promoting the Accessibility of SWPBIS for Students with Severe Disabilities. *Journal of Positive Behavior Interventions*, 20, 113–123. <https://doi.org/10.1177/1098300717733976>



- Long, A. C. J., Miller, F. G., & Upright, J. J. (2019). Classroom management for ethnic-racial minority students: A meta-analysis of single-case design studies. *School Psychology, 34*(1), 1–13. <https://doi.org/10.1037/spq0000305>
- Machalicek, W., O'Reilly, M. F., Beretvas, N., Sigafoos, J., & Lancioni, G. E. (2007). A review of interventions to reduce challenging behavior in school settings for students with autism spectrum disorders. *Research in Autism Spectrum Disorders, 1*(3), 229–246. <https://doi.org/10.1016/j.rasd.2006.10.005>
- Maggin, D. M., Johnson, A. H., Chafouleas, S. M., Ruberto, L. M., & Berggren, M. (2012). A systematic evidence review of school-based group contingency interventions for students with challenging behavior. *Journal of School Psychology, 50*(5), 625–654. <https://doi.org/10.1016/j.jsp.2012.06.001>
- McLeskey, J., Billingsley, B. S., Brownell, M. T., Maheady, L. J., & McLeskey, J. (2019). What are high-leverage practices for special education teachers and why are they important? *Remedial and Special Education, 40*(6), 331–337. <https://doi.org/10.1177/0741932518773477>
- Meyer, K., Sears, S., Putnam, R., Phelan, C., Burnett, A., Warden, S., & Simonsen, B. (2021). Supporting students with disabilities with universal positive behavioral interventions and supports (PBIS): Lessons learned from research and practice. *Beyond Behavior*. <https://doi.org/10.1177/10742956211021801>
- Moore, T. C., Alpers, A. J., Rhyne, R., Coleman, M. B., Gordon, J. R., Daniels, S., Skinner, C. H., & Park, Y. (2019). Brief prompting to improve classroom behavior: A first-pass intervention option. *Journal of Positive Behavior Interventions, 21*(1), 30–41. <https://doi.org/10.1177/1098300718774881>
- Muldrew, A. C., & Miller, F. G. (2021). Examining the effects of the personal matrix activity with diverse students. *Psychology in the Schools, 58*(3), 515–533. <https://doi.org/10.1002/pits.22461>
- O'Handley, R. D., Olmi, D. J., Dufrene, B. A., Tingstrom, D. H., & Whipple, H. (2020). The effects of behavior-specific praise and public posting in secondary classrooms. *Psychology in the Schools, 57*(7), 1097–1115. <https://doi.org/10.1002/pits.22375>
- Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. *Campbell Systematic Reviews, 4*, 1–55. <https://doi.org/10.4073/csr.2011.4>
- Owen, K. B., Parker, P. D., Astell-Burt, T., & Lonsdale, C. (2018). Effects of physical activity and breaks on mathematics engagement in adolescents. *Journal of Science and Medicine in Sport, 21*(1), 63–68. <https://doi.org/10.1016/j.jsams.2017.07.002>
- Partin, T. C. M., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure: Alternative Education for Children and Youth, 54*, 172–178.
- Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P. (2016). Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research. *Teachers College Record, 118*(1), 1–46.
- Reinke, W. M., Herman, K. C., & Newcomer, L. (2016). The Brief Student-Teacher Classroom Interaction Observation: Using dynamic indicators of behaviors in the classroom to predict outcomes and inform practice. *Assessment for Effective Intervention, 42*(1), 32–42. <https://doi.org/10.1177/1534508416641605>
- Richman, D. M., Barnard, B. L., Grubb, L., Bosch, A., & Abby, L. (2015). Meta-analysis of noncontingent reinforcement effects on problem behavior. *Journal of Applied Behavior Analysis, 48*(1), 131–152. <https://doi.org/10.1002/jaba.189>



Rimm-Kaufman, S. E., Fan, X., Chiu, Y.-J., & You, W. (2007). The contribution of the Responsive Classroom Approach on children's academic achievement: Results from a three year longitudinal study. *Journal of School Psychology, 45*(4), 401–421. <https://doi.org/j.jsp.2006.10.003>

Royer, D. J., Lane, K. L., Dunlap, K. D., & Ennis, R. P. (2019). A systematic review of teacher-delivered behavior-specific praise on K–12 student performance. *Remedial and Special Education, 40*(2), 112–128. <https://doi.org/10.1177/0741932517751054>

Scott, T.M., Gage, N. An Examination of the Association Between Teacher's Instructional Practices and School-Wide Disciplinary and Academic Outcomes. *Educ. Treat. Child. 43*, 223–235 (2020). <https://doi.org/10.1007/s43494-020-00024-0>

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education & Treatment of Children, 31*(3), 351–380. <https://doi.org/10.1353/etc.0.0007>

Simonsen, B., Freeman, J., Dooley, K., Maddock, E., Kern, L., & Myers, D. (2017). Effects of targeted professional development on teachers' specific praise rates. *Journal of Positive Behavior Interventions, 19*, 37-47. <https://doi.org/10.1177/1098300716637192>

Simonsen, B., Freeman, J., Kooken, J., Dooley, K., Gambino, A. J., Wilkinson, S., VanLone, J., Walters, S., Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020a). Initial validation of the Classroom Management Observation Tool (CMOT). *School Psychology, 35*, 179-192. <https://doi.org/10.1037/spq0000357>

Simonsen, B., Freeman, J., Myers, D., Dooley, K., Maddock, E., Kern, L., & Byun, S. (2020b). Effects of targeted professional development on teachers' implementation of key classroom management skills. *Journal of Positive Behavior Interventions, 22*, 3-14. <https://doi.org/10.1177/1098300719859615>

Simonsen, B., Myers, D., Everett, S., Sugai, G., Spencer, R., & LaBreck, C. (2012). Explicitly Teaching Social Skills Schoolwide: Using a Matrix to Guide Instruction. *Intervention in School and Clinic, 47*(5), 259–266. <https://doi.org/10.1177/1053451211430121>

Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T., & Sugai, G. (2014). Multi-tiered support framework for teachers' classroom management practices: Overview and case study of building the triangle for teachers. *Journal of Positive Behavior Interventions, 16*, 179-190. <https://doi.org/10.1177/1098300713484062>

Simonsen, B., MacSuga, A. S., Fallon, L. M., & Sugai, G. (2013). Teacher self-monitoring to increase specific praise rates. *Journal of Positive Behavior Interventions, 15*, 3-13. <https://doi.org/10.1177/1098300712440453>

Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing Academic Engagement: Providing Opportunities for Responding and Influencing Students to Choose to Respond. *Psychology in the Schools, 42*(4), 389–403. <https://doi.org/10.1002/pits.20065>

Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. *Educational Psychology Review, 32*(2), 511–544. <https://doi.org/10.1007/s10648-019-09509-w>

Soares, D. A., Harrison, J. R., Vannest, K. J., & McClelland, S. S. (2016). Effect size for token economy use in contemporary classroom settings: A meta-analysis of single-case research. *School Psychology Review, 45*(4), 379–399. <https://doi.org/10.17105/SPR45-4.379-399>

Sutherland, K. S., Alder, N., & Gunter, P. L. (2003). The effect of varying rates of opportunities to respond to academic requests on the classroom behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 11*(4), 239–248. <https://doi.org/10.1177/10634266030110040501>



Sutherland, K. S., Conroy, M. A., McLeod, B. D., Kunemund, R., & McKnight, K. (2019). Common practice elements for improving social, emotional, and behavioral outcomes of young elementary school students. *Journal of Emotional and Behavioral Disorders, 27*(2), 76–85. <https://doi.org/10.1177/1063426618784009>

Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 8*(1), 2–8. <https://doi.org/10.1177/106342660000800101>

Sutherland, K. S. & Wehby, J. H. (2001). The effect of self-evaluation on teaching behavior in classrooms for students with emotional and behavioral disorders. *Journal of Special Education, 35*, 161-171. <https://doi.org/10.1177/002246690103500306>

Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2002). Examination of the relationship between teacher praise and opportunities for students with EBD to respond to academic requests. *Journal of Emotional and Behavioral Disorders, 10*(1), 5–13. <https://doi.org/10.1177/106342660201000102>

Werts, M., Zigmond, N., & Leeper, D. (2001). Paraprofessional proximity and academic engagement: Students with disabilities in primary aged classrooms. *Education and Training in Mental Retardation and Developmental Disabilities, 36*(4), 424-440.

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting Behavioral Interventions: A Systematic Process for Finding and Eliminating Problems. *School Psychology Review, 33*(3), 363–383.

Yarbrough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C. (2004). Decreasing Transition Times in a Second Grade Classroom: Scientific Support for the Timely Transitions Game. *Journal of Applied School Psychology, 20*(2), 85–107. https://doi.org/10.1300/J370v20n02_06

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W.T., Williams, M. E., & Cohen, G. L. (2013, August 12). Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide. *Journal of Experimental Psychology: General, 143*(2), 804-824. <http://doi.org/10.1037/a0033906>



Embedded Hyperlinks

1. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
2. <https://www.pbis.org/topics/juvenile-justice>
3. <https://ies.ed.gov/ncee/wwc/>
4. https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_effmarr_elementary.pdf
5. https://drive.google.com/file/d/1DQ_XBm5xkn8Fu4ul2VnM6ZipPTfALhxf/view
6. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
7. <http://louisville.edu/education/abri/primarylevel/structure/group>
8. <https://youtu.be/LzNYWvTITwM?list=PLLi08AejqezrnWxo2USazvTnf6PwhRoiW>
9. <https://www.livebinders.com/play/play?id=2115332>
10. https://docs.google.com/document/d/1x591Dj5gU_ElhcHoC9I2OSVS9G3gkkEM/edit#heading=h.gjdgxs
11. <https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>
12. <https://cptv.pbslearningmedia.org/resource/83f0beff-a14a-434d-b551-4b53e3dee640/ted-talks-education-build-relationships-with-your-students/>
13. <https://www.youtube.com/watch?v=eAx7-9TPatQ>
14. <https://www.youtube.com/watch?v=mVTWtDJR7Ik>
15. <https://www.youtube.com/watch?v=SGvCnoFBVtE>
16. <https://www.pbisapps.org/articles/supportive-environments-create-classroom-community>
17. <https://pbissmissouri.org/wp-content/uploads/2017/06/ECP2.3-Teacher-Tool-ClassroomProcedures-and-Routines-1.pdf>
18. <https://pbissmissouri.org/classroom-procedures-and-routines-content-acquisition-video/>
19. [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/2016-17/PBIS in the Classroom/Revised Act 1.2 routines.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/2016-17/PBIS%20in%20the%20Classroom/Revised%20Act%201.2%20routines.pdf)
20. <https://www.pbis.org/resource/creating-a-classroom-teaching-matrix>
21. <https://pbissmissouri.org/wp-content/uploads/2017/06/ECP1.3-Teacher-Tool-Classroom-Expectations-and-Rules9-28-2017.pdf>
22. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
23. <https://www.pbis.org/resource/lesson-plan-co-creating-classroom-expectations-with-students-elementary-schools>
24. <https://highleveragepractices.org/hlp-7-establish-consistent-organized-and-respectful-learning-environment>
25. <http://louisville.edu/education/abri/primarylevel/expectations>
26. <https://pbissmissouri.org/content-acquisition-podcast-classroom-rules-and-expectations/>
27. https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf
28. <https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>



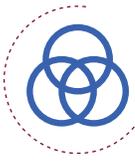
29. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
30. <https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>
31. <https://highleveragepractices.org/sites/default/files/2020-10/Instructionfinal.pdf>
32. <https://pbissmissouri.org/wp-content/uploads/2017/06/ECP7.1-Teacher-Tool-Classroom-Activity-Sequencing-1.pdf>
33. https://pbissmissouri.org/wp-content/uploads/2017/06/1.8_Teacher_Tool_Task_Difficulty_120114-2.pdf
34. <https://highleveragepractices.org/hlp-17-use-flexible-grouping>
35. <https://iris.peabody.vanderbilt.edu/module/udl/>
36. https://ci3t.org/tier_library/ic/01_Instructional_Choice_Implementation_Checklist.pdf
37. <https://www.jigsaw.org/>
38. <https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>
39. <https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>
40. <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/2016-17/PBIS in the Classroom 4/Module 4 Resource Page.pdf>
41. <https://www.livebinders.com/media/get/MTY5NDAwNTM=>
42. <http://ceed.umn.edu/wp-content/uploads/2017/05/Peer-Tutoring.pdf>
43. <http://louisville.edu/education/abri/primarylevel/otr>
44. <https://highleveragepractices.org/hlp-16-use-explicit-instruction>
45. <http://louisville.edu/education/abri/primarylevel/practice>
46. <https://www.livebinders.com/play/play?id=2115332#anchor>
47. <https://www.pbis.org/resource/positive-greetings-at-the-door>
48. <https://www.pbis.org/resource/cultivating-positive-student-teacher-relationships>
49. <https://www.youtube.com/watch?v=HgUcHU4eMD8>
50. <https://www.edutopia.org/practice/morning-meetings-creating-safe-space-learning>
51. <https://www.youtube.com/watch?v=W0Z0LJHHBqo>
52. <https://www.edutopia.org/article/using-circle-practice-classroom>
53. <https://pbissmissouri.org/wp-content/uploads/2017/06/ECP5.1-Teacher-Tool-Classroom-Active-Supervision-1.pdf?x30198>
54. <http://louisville.edu/education/abri/primarylevel/prompting>
55. <http://louisville.edu/education/abri/primarylevel/modeling>
56. <http://louisville.edu/education/abri/primarylevel/supervision>
57. <https://www.youtube.com/watch?v=9KPihoCVnvE>
58. <https://www.understood.org/articles/en/evidence-based-behavior-strategy-pre-correcting-and-prompting>
59. <https://www.edutopia.org/article/8-quick-checks-understanding>
60. <https://www.gadoe.org/>



[Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/2016-17/PBIS in the Classroom 4/Resource Checking for Understanding Strategies.pdf](#)

61. <https://iris.peabody.vanderbilt.edu/module/bi2-elem/cresource/q1/p02/>
62. <https://www.youtube.com/watch?v=42ZJIWMOFE>
63. <http://louisville.edu/education/abri/primarylevel/praise>
64. <http://louisville.edu/education/abri/primarylevel/correction>
65. <https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior>
66. <https://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students>
67. <https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers>
68. <https://sparq.stanford.edu/solutions/wise-critiques-help-students-succeed>
69. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/2016-17/PBIS in the Classroom 2/Act 2.1b Positive Feedback_Sample Responses.pdf
70. <https://www.pbis.org/resource/the-student-teacher-game>
71. <https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>
72. <https://cptv.pbslearningmedia.org/collection/managing-challenging-student-behaviors/#.WqPlfxMbPOT>
73. <https://vimeo.com/86149984>
74. <https://vimeo.com/86155208>

75. <https://www.pbisapps.org/articles/ep-22-school-wide-strategies-for-preventing-escalated-behavior>
76. <https://www.pbisapps.org/articles/ep-23-how-to-de-escalate-student-behavior>
77. <https://iris.peabody.vanderbilt.edu/module/sr/#content>
78. <https://www.livebinders.com/play/play?id=2288806#anchor>
79. <https://iris.peabody.vanderbilt.edu/module/beh1/#content>
80. <https://iris.peabody.vanderbilt.edu/module/beh2/>
81. <https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom>
82. <https://iris.peabody.vanderbilt.edu/module/bi2/cresource/q4/p05/#content>
83. http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf
84. <https://www.livebinders.com/media/get/MjA3MMDMOMzQ=>
85. <https://www.pbis.org/resource/pbis-technical-guide-on-classroom-data>
86. <https://nepbis.org/wp-content/uploads/2020/06/CMOT-5.1.20.pdf>
87. <https://www.livebinders.com/play/play?id=2285263>
88. <https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>
89. <https://nepbis.org/classrooms/pCBS-skill-specific-training/>
90. <https://www.pbis.org/resource/pbis-technical-brief-on-systems-to-support-teachers-implementation-of-positive-classroom-behavior-support>
91. <https://www.pbis.org/resource/>



[habits-of-effective-classroom-practice](#)

92. <https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports>

93. <https://www.pbis.org/video/building-habits-of-effective-practice-webinar>

94. <https://www.pbis.org/video/using-pbis-to-build-a-culture-of-wellness-for-all>

95. <https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>

96. <https://nepbis.org/classrooms/pCBS-skill-specific-training/>

97. <https://www.classroomcheckup.org/teachers/>

98. <https://nepbis.org/vermont/vermont-cohort-3-2019-pbis-classroom-behavior-practice-coaches-materials/>

99. <https://flpbis.cbcs.usf.edu/tiers/classroom.html>

100. <http://www.midwestpbis.org/materials/classroom-practices>

101. <https://pbissmissouri.org/tier-1-effective-classroom-practices/>

102. <https://www.pbis.org/resource/pbis-technical-guide-on-classroom-data>

103. <https://www.pbis.org/resource/using-outcome-data-in-high-schools>

104. <https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline>

105. <https://www.pbis.org/resource/data-guide-for-enhancing-your-pbis-framework-to-address-student-mental-health>

106. <https://www.pbis.org/video/using-data-and-data-systems-to-address-discipline-disproportionality>

107. <https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>

108. <https://www.pbisapps.org/products/swis>

109. http://www.iriscenter.com/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf

110. <https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework>

111. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

112. <https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>

113. <https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline>

114. <https://greatlakesequity.org/resource/equity-toolkit-inclusive-schools-centering-youth-voice-school-change>

115. <https://www.pbis.org/resource/a-school-guide-for-returning-to-school-during-and-after-crisis>

116. <https://www.pbis.org/resource/integrating-trauma-informed-practices-within-your-school-wide-pbis-framework>

117. https://www.youtube.com/watch?v=fl56liq_2rE

118. <https://www.pbisapps.org/articles/ep-8-how-pbis-practices-helped-us-through-the-pandemic>

119. <https://www.pbis.org/video/using-pbis-to-ensure-racial-equity-in-school-discipline>

120. <https://pbissmissouri.org/wp-content/uploads/2019/09/MU-Classroom-Problem-Solving-Manual.pdf>

121. <https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers->



[to-support-families-and-students](#)

122. <https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>

123. <https://intensiveintervention.org/resource/do-all-students-need-tier-ii-behavior-intervention-going-tier-iii>

124. <https://www.ocali.org/project/Challenging-Behavior-Expect-Success>

125. <https://www.pbisapps.org/articles/motive-motivate-motivation-why-are-my-students-doing-that>

126. <https://www.pbisapps.org/articles/4-steps-every-team-should-take-for-students-with-support-plans>

127. <https://www.pbis.org/resource/efficient-functional-behavior-assessment-the-functional-assessment-checklist-for-teachers-and-staff-facts>