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

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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;
- additional practice areas (e.g., establishing positive connections, planning relevant instruction, fostering positive relationships);
- 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.

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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

<table>
<thead>
<tr>
<th>School supports</th>
<th>Classroom supports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A MTSS framework</strong> that includes practices for identifying and teaching positive expectations and SEB skills, acknowledging SEB skills and contextually appropriate behavior, and responding to contextually inappropriate behavior.</td>
<td>Classroom practices are <strong>linked</strong> to schoolwide framework.</td>
</tr>
<tr>
<td><strong>Within the MTSS framework, educators align and integrate</strong> SEB practices to maximize efficiency and effectiveness.</td>
<td>Educators <strong>integrate</strong> instructional and SEB practices to maximize efficiency and effectiveness.</td>
</tr>
<tr>
<td><strong>Schoolwide data</strong> guide decisions related to screening, progress monitoring, promoting fidelity, and maximizing student outcomes.</td>
<td>Classroom support decisions are guided by <strong>classroom data</strong>.</td>
</tr>
<tr>
<td><strong>Appropriate systems of support for staff</strong> are provided, including leadership teaming, supporting policy, training, coaching, implementation monitoring, and positive and supportive feedback.</td>
<td>Effective <strong>instructional practices</strong> (e.g., high-leverage practices) are implemented equitably; and <strong>curriculum</strong> is culturally relevant, evidence-based, preventative, and matched to student need.</td>
</tr>
<tr>
<td></td>
<td><strong>Positive and proactive systems</strong> (e.g., access to training, coaching, implementation monitoring, and positive and supportive feedback) support educators in each classroom.</td>
</tr>
</tbody>
</table>
What are the Principles that Guide the Use of These Practices in the Classroom?

The five guiding principles (Figure 1) are foundational values that drive the success of these classroom practices. When using this document, use these principles 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 ability, race/ethnicity, gender, and LGBTQIA+ backgrounds. Use the MTSS framework to differentiate supports for students, and monitor to promote equitable access and outcomes 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 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 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. Guiding Principles
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 (e.g., not packaged programs), and (d) supported by empirical evidence across contexts (e.g., elementary, middle, and high 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 trainings and does not provide the depth of knowledge/research about each topic.

This guide is not a comprehensive resource on targeted (Tier 2) or intensive (Tier 3) support. 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.
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 wellbeing (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 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.)

- **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 & use data to guide implementation (Table 3)
4. Monitor outcomes & 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, identify practices with low implementation and high priority and develop an action plan to support implementation.
### Figure 2. Steps to Support and Respond to Students’ SEB Needs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Design a Safe Environment</td>
<td><strong>2.1</strong> Engage Students in Relevant Learning</td>
<td><strong>3.1</strong> Monitor Educator Implementation</td>
<td><strong>4.1</strong> Monitor Student Outcomes</td>
</tr>
<tr>
<td><strong>1.2</strong> Establish Positive Connections</td>
<td><strong>2.2</strong> Foster Positive Relationships</td>
<td><strong>3.2</strong> Access Training, Coaching, &amp; Feedback</td>
<td><strong>4.2</strong> Enhance Tier 1 (Steps 1 &amp; 2)</td>
</tr>
<tr>
<td><strong>1.3</strong> Develop Predictable Routines</td>
<td><strong>2.3</strong> Prompt &amp; Supervise SEB &amp; Academic Skills</td>
<td><strong>3.3</strong> Access Training, Coaching, &amp; Feedback</td>
<td><strong>4.3</strong> Enhance Tier 1 &amp; Consider Tiers 2 &amp; 3</td>
</tr>
<tr>
<td><strong>1.4</strong> Define &amp; Teach Positive Expectations</td>
<td><strong>2.4</strong> Provide Specific Feedback (≥5:1 Ratio)</td>
<td><strong>3.4</strong> Access Training, Coaching, &amp; Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>1.5</strong> Plan Relevant Instruction</td>
<td><strong>2.5</strong> Consider Other Response Strategies</td>
<td><strong>3.5</strong> Access Training, Coaching, &amp; Feedback</td>
<td></td>
</tr>
</tbody>
</table>

If data indicate implementation challenges...

If many students make ongoing SEB errors...

If few students make ongoing SEB errors...
### 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

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a classroom layout that matches the type of activity taking place, for example:</td>
<td>Tables for centers</td>
<td>Circle for discussion</td>
<td>Store equipment and materials in a manner that is unorganized, unsafe, and/or not accessible to all students</td>
<td>Publications</td>
</tr>
<tr>
<td></td>
<td>Separate space for independent work</td>
<td>Forward facing for group instruction</td>
<td>Allow classroom to stay disorderly, messy, unclean, and/or visually unappealing environment</td>
<td>Videos/Podcasts</td>
</tr>
<tr>
<td></td>
<td>Circle area for group instruction</td>
<td>Consider students’ unique needs (e.g., mobility, access to calm space), and use universal design to create an environment that works for all</td>
<td>Design a space where some students and/or parts of the room not visible to teacher</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Ensure all students, including students in wheelchairs or with a range of mobility needs, can move around the space and access materials</td>
<td>Create a calm space where students can take a break and practice self-management strategies</td>
<td>Create congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a calm space where students can take a break and practice self-management strategies</td>
<td>Consider options for storage of students’ personal items (e.g., backpacks, notebooks for other classes)</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consider teacher &amp; student access to materials</td>
<td>Ensure all student spaces are visible</td>
<td>Do not...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure all student spaces are visible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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*

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this practice look like in a classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
<tr>
<td>• Establish positive connections with students, families, and other members of the classroom community through <strong>purposeful communication</strong></td>
<td>• Introduce yourself and the classroom to students and families at the start of the year (e.g., brief video, letter, opportunity to visit)</td>
<td>• Introduce yourself to students and families at the start of the year (e.g., brief video, email, letter)</td>
<td>• Miss an opportunity to create a positive experience welcoming students and families</td>
<td></td>
</tr>
<tr>
<td>• Build in regular opportunities for positive connection throughout the year (e.g., positive family postcards, email, brief check-ins, scheduled meetings)</td>
<td>• Survey families before the start of school to learn more about students</td>
<td>• 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</td>
<td>• Assume students and families will contact you with questions</td>
<td></td>
</tr>
<tr>
<td>• Use formal and informal approaches to <strong>learn about students</strong> and understand their learning history, cultural identity, and preferences for learning, receiving feedback, etc.</td>
<td>• Engage students in activities to continue to <strong>learn about each member of the classroom community</strong>, and ask questions about preferences (e.g., praise preference assessment)</td>
<td>• Engage students in activities to help them learn more about themselves and each other</td>
<td>• Use a one-size-fits all approach to interacting with students and families</td>
<td></td>
</tr>
<tr>
<td>• Authentically engage families as partners in learning</td>
<td>• Maintain <strong>regular communication</strong> with families, and ensure that families have opportunities to share information and feedback, receive positive news, and proactively problem solve challenges</td>
<td>• Maintain open lines of <strong>communication</strong> with students and families outside of class (e.g., email, learning management system) to share information and feedback, positive news, and communicate challenges</td>
<td>• Contact families only when there are concerns (or have these types of contact be the most frequent communication families experience)</td>
<td></td>
</tr>
<tr>
<td>• Validate and affirm† students’ and families’ personal and cultural learning histories</td>
<td></td>
<td></td>
<td>• Engage exclusively in 1-directional communication (e.g., only sharing information via newsletters)</td>
<td></td>
</tr>
</tbody>
</table>

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* 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  

**1.3 Develop Predictable Routines**  
Develop and teach predictable classroom routines to promote self and academic skill growth*

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this practice look like in a classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
</tbody>
</table>

- Establish a predictable schedule and clear procedures for each teaching and learning activity and transitions between activities
- 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

- Consider routines for:
  - 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):
  - 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

- Consider routines for:
  - Turning in work
  - 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):
  - Warm-up activity for students
  - Review of previous content
  - Instruction for new material
  - Guided or independent practice opportunities
  - Wrap-up activities

- Do not:
  - 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: (a) visual and/or auditory reminders about routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance

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

---

**Publications**
- Expectations and procedures
- Procedures and routines teacher tool

**Videos/Podcasts**
- Safe classroom
- Classroom routines

**Other**
- Example of developing classroom routines
# Table 1. Matrix of Practices to Create a Positive Classroom Environment  continued

## 1.4 Define & Teach Positive Expectations
Co-develop, define, posit, and explicitly teach a few (3-5) positive classroom expectations or norms to enhance engagement

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
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<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this practice look like in a classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
</tbody>
</table>

- 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 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
- 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 design 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
- 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
- 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
- Validate, Affirm, Build, and Bridge (VABB)† to honor students' personal and cultural learning histories when teaching expectations
- 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
- 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

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* Alter & Haydon, 2017; Brophy, 2004; Muldrew & Miller, 2021; Simonsen et al., 2012; Sutherland et al., 2019
† Hollie et al., 2011

**Publications**
- Expectations and procedures
- Creating PBIS behavior teaching matrix
- Classroom expectations and rules teacher tool
- Behavioral expectations tips sheet
- PBIS cultural responsiveness field guide (Bridging Expectations, pp. 54-56)

**Videos/Podcasts**
- Establish consistent learning environment
- Expectations examples
- Expectations podcast

**Other**
- Establishing classroom expectations and norms (case study)
- Creating effective classroom environments template
### 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.

<table>
<thead>
<tr>
<th>Critical Features</th>
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<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
<tr>
<td>• 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, abilities, SES, local history)</td>
<td>Consider students interests and backgrounds when selecting attention signals (e.g., call and response, a range of song lyrics) and other classroom activities</td>
<td>• Ensure classroom materials (e.g., literature, posters, activities), content, and activities validate and affirm diversity in the classroom and community</td>
<td>Do not...</td>
<td>Publications</td>
</tr>
<tr>
<td>• Select curricula (or adapt existing curricula) and activities (e.g., jigsaw) that are relevant for your students’ learning history and needs</td>
<td>• Consider students interests and backgrounds when selecting attention signals (e.g., call and response, a range of song lyrics) and other classroom activities</td>
<td>• Teach contributions of individuals from all subgroups (e.g., race/ethnicity, language status, gender, disability status) in content classes</td>
<td>• Use classroom materials, content, or activities that only reflect the values and experiences of one group</td>
<td>• PBIS cultural responsiveness field guide</td>
</tr>
<tr>
<td>• Consider various dimensions of each activity (e.g., difficulty, duration of task, choice, communication needs)</td>
<td>• Ensure classroom materials (e.g., books in classroom library, posters, activities, games), content, and activities teach and celebrate diversity in the classroom and community</td>
<td>• Consider task dimensions when planning instruction (e.g., incorporation choice, alternate between difficult and easier tasks), and adjust task dimensions (e.g., response mode, pre-teaching) to differentiate supports to maximize benefit for all</td>
<td>• Emphasize “color blind” approaches that ignore (and miss the opportunity to learn about and celebrate) diversity</td>
<td></td>
</tr>
<tr>
<td>• 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)</td>
<td>• 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 differentiate supports to maximize benefit for all</td>
<td>• Use a one-size-fits all approach to instruction that limits participation or benefit of some members of the classroom community</td>
<td><strong>Videos/Podcasts</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Bennet et al., 2017; Lane et al., 2015  
† Sutherland et al., 2019  
‡ McLeskey et al., 2019  

**Publications**  
• PBIS cultural responsiveness field guide  
• Discussing race, racism, and important current events  
• High leverage practices in instruction  
• Activity sequencing and choice teacher tool  
• Task difficulty teacher tool  

**Videos/Podcasts**  
• Flexible grouping  
• Activity sequencing  
• Provide choice  

**Other**  
• Universal design for learning module  
• Instructional choice checklist  
• Jigsaw classroom
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†

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this practice look like in a classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
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<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
<tr>
<td>• Use explicit instruction to teach SEB and academic skills</td>
<td>Use model-lead-test (i.e., explicit “I do-we do-you do”) format to engage students in instruction</td>
<td>Use model-lead-test (explicit) format to engage students in instruction</td>
<td>Do not...</td>
<td>Publications</td>
</tr>
<tr>
<td>• Provide high rates of opportunities for students to respond (e.g., asking a question, requesting worked problem, providing writing opportunity)</td>
<td>Plan individual or small-group questioning (e.g., randomly select a student to answer after asking a question)</td>
<td>Plan individual or small-group questioning (e.g., calling on randomly selected student to explain example problem)</td>
<td>• 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</td>
<td>• Examples of engaging instruction to increase equity in education</td>
</tr>
<tr>
<td>• Vary response opportunities to include:</td>
<td>Use choral responding to increase opportunities for all (e.g., all students read a morning message, say letter sounds together)</td>
<td>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)</td>
<td>• Provide long duration lecture without interspersing opportunities to respond</td>
<td>• Effective instruction as a protective factor</td>
</tr>
<tr>
<td>• Variety of response types (e.g., vocal, written, electronic student response system, response cards, white boards, guided notes, gestures)</td>
<td>Also include nonverbal response opportunities (e.g., thumbs up if you agree, hold up certain fingers, show a response card, use response apps)</td>
<td>Also include nonverbal response opportunities (e.g., hands up if you got 25 for the answer, find a definition for “saturation point” online)</td>
<td>• Only ask for volunteers to respond to questions (instead of distributing equitably and/or involving additional students in each opportunity)</td>
<td>• Strategies for active engagement</td>
</tr>
<tr>
<td>• Differentiate to ensure equitable benefit</td>
<td>Differentiate by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options</td>
<td>Differentiate by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options</td>
<td>• Rely exclusively on a single approach (e.g., ask a question and wait for a verbal response) that limits opportunities for more students to engage</td>
<td>• Instructional strategies to increase student engagement</td>
</tr>
</tbody>
</table>

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* 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†

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
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<td>What does this practice look like in a classroom?</td>
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<td>Where can I find additional resources?</td>
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</tbody>
</table>

- **Positively greet** each student as they enter the learning environment (e.g., greet at classroom door, login)
- Provide structured and unstructured opportunities for 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
- 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
- **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
- Do not...
  - 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
  - Miss opportunities to foster joy in learning and relationships with and among students

* Allday & Pakurar, 2007; Allday et al., 2011; Cook et al., 2018; Katic et al., 2020; Rimm-Kaufman et al., 2007
† Farmer et al., 2019; Sutherland et al., 2019
### 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.

<table>
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</tbody>
</table>
| • 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 | • 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 | • 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) | • Wait until after a student makes a SEB error to remind other students of contextually appropriate SEB skill/behavior | **Publications**
| • Teach and emphasize self-managed prompts | • Teach student to use individualized picture schedule to self-manage daily routines (e.g., move pictures as they finish each activity) | • Review assignment guidelines and criteria (e.g., rubric) before students begin work and monitor students’ work to adjust support | • Only remind students of what not to do (e.g., no running) without also reminding student what to do (e.g., please walk) | **Videos/Podcasts**
| • 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), | • Actively monitor students’ academic responses to adjust instruction | • Actively supervise physical and virtual learning environments to encourage (prompt and provide specific feedback) contextually appropriate SEB skills/behavior | • Use supervision or proximity to intimidate or escalate situations and/or to “patrol” students | **Other**
| • Provide individualized prompts to support students with intensive needs | • 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 | • Interact only with some students (and not others) | **• Pre-correcting and prompting module** | **• Check for understanding**

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* 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

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</tr>
<tr>
<td>• Provide <strong>specific feedback</strong> to encourage SEB and academic skills; provide sincere positive feedback and matches students’ preferences.</td>
<td>• Give <strong>specific praise</strong> to recognize SEB skills (e.g., “Kind greeting!”), academic skills (e.g., “Yes, great response!”), and contextually appropriate behavior (e.g., “Nice walking!”).</td>
<td>• Give <strong>specific praise</strong> 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!”).</td>
<td>• Do not...</td>
<td>• Publications</td>
</tr>
<tr>
<td>• Effective <strong>specific praise</strong> names the skill/behavior; provide feedback contingent on students’ SEB and academic skills; give at least five positive praise statements for each 1 corrective statement (≥5:1 ratio)†.</td>
<td>• Provide a brief <strong>specific correction</strong> 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!”).</td>
<td>• Provide a brief <strong>specific correction</strong> 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”).</td>
<td>• Rely on general praise statements (e.g., “Great job! Super! Wow!”) that miss the opportunity to tag the appropriate skill/response.</td>
<td>• Behavior specific praise tip sheet64</td>
</tr>
<tr>
<td>• Effective <strong>specific corrections</strong> 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.</td>
<td>For students who may receive more frequent corrections, intentionally increase praise to ensure each student experiences a ≥5:1 ratio of positive to corrective feedback.</td>
<td>• Provide more error corrections than praise statements.</td>
<td>• Praise some, but not all, students on a regular basis.</td>
<td>• Behavior specific praise65</td>
</tr>
<tr>
<td>• 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).</td>
<td>Use a <strong>praise around</strong> for students to practice providing praise to each other and themselves.</td>
<td>• Provide wise feedback to support all students in meeting high expectations.</td>
<td>• Provide students with feedback to consider private feedback when appropriate.</td>
<td>• Specific praise examples66</td>
</tr>
<tr>
<td>• Engage students in providing specific praise to each other and themselves.</td>
<td>• Use a <strong>praise around</strong> for students to practice providing praise to each other and <strong>engage students</strong> in providing specific feedback to each other and track their own positive to corrective feedback ratio.</td>
<td>• After teaching how to give specific feedback, <strong>engage students</strong> in providing specific feedback to each other and track their own positive to corrective feedback ratio.</td>
<td>• Assume all student like public praise—review praise preferences (Table 1.2) and consider private feedback when appropriate.</td>
<td>• Specific correction examples67</td>
</tr>
</tbody>
</table>

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* Caldarella et al., 2019; O’Handley et al., 2020; Partin et al., 2010; Royer et al., 2019; Scott & Gage, 2018; Sutherland et al., 2000; Yeager et al., 2013; Sutherland et al., 2019
† Cook et al., 2017; Caldarella et al., 2019
### 2.5 Consider Other Response Strategies
Consider implementing a continuum of strategies to acknowledge/encourage SEB skills’ and respond to SEB errors†

<table>
<thead>
<tr>
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<td>Where can I find additional resources?</td>
</tr>
</tbody>
</table>

- **Adopt procedures that**
  - Celebrate, acknowledge, and reinforce (increase) use of SEB skills, academic skills, and contextually appropriate behavior; for example, consider:
  - 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:**
  - Non-contingent reinforcement (NCR: e.g., attention or breaks)
  - Differential reinforcement (DR) of alternative or low rates of behavior
  - Self-management (SM)

- 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) to James when he raises his hand (DR of alternative behavior)

- **Consider SM**: Teach students to set goals, self-monitor SEB skills, and celebrate when goals met

- **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 goals met

- **Do not...**

  - 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

- **Publications**
  - Acknowledgement systems and continuum of responses to behavioral error
  - Student Teacher Game
  - Non-contingent attention
  - Response strategies
  - Ditch the clip

- **Videos/Podcasts**
  - Managing challenging behaviors
  - Discouraging inappropriate behavior part 1 and part 2

- **Other**
  - Becoming independent learner module
  - Reward systems overview
  - Comprehensive management plan part 1 and part 2
  - Differential reinforcement
  - Encouraging appropriate behavior case study
  - De-escalation

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* 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; Busaca et al., 2015; Conklin et al., 2017; Owen et al., 2018; Kamps et al., 2011; Richman et al. 2015

Positive Behavioral Interventions & Supports (PBIS)
### 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)*

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Conditions and Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the key considerations for monitoring my implementation?</td>
<td>How can I efficiently monitor my implementation of key practices?</td>
<td>What should I avoid when monitoring implementation?</td>
<td>Where can I find additional resources?</td>
</tr>
<tr>
<td>• Measure <strong>fidelity</strong>, or the extent to which key practices (Table 1 and Table 2) are implemented as recommended</td>
<td>• Use a brief <strong>assessment</strong> or <strong>observation</strong> tool to efficiently monitor implementation of skills</td>
<td>Do not...</td>
<td><strong>Publications</strong></td>
</tr>
<tr>
<td>• Use measures of implementation <strong>quantity</strong> (e.g., direct count of practices) and <strong>quality</strong> (e.g., ratings of implementation effectiveness)</td>
<td>• Collect <strong>direct counts</strong> to monitor implementation fidelity and equitable use of specific and discrete skills (e.g., specific praise)</td>
<td>• Rely exclusively on perception data rather than direct measures of implementation</td>
<td>• Technical guide on classroom data<strong>88</strong></td>
</tr>
<tr>
<td>• Monitor <strong>equitable use</strong> of practices among all subgroups of students (race/ethnicity, gender, language status, disability status)</td>
<td>• Monitor implementation of an evidence-based program (e.g., packaged social skills or academic curriculum) using intervention-specific <strong>fidelity checklists</strong></td>
<td>• Only collect aggregate data (e.g., total counts, without considering student subgroup) and assume implementation is equitable</td>
<td><strong>Tools</strong></td>
</tr>
<tr>
<td>• Obtain <strong>multiple perspectives</strong> (e.g., self, peer, mentor/coach, administrator, student) when assessing implementation</td>
<td>• Develop a responsive <strong>data collection schedule</strong> 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</td>
<td>• Use data in purely evaluative approach, rather than using data in supportive approach to train, coach, and celebrate educators’ implementation</td>
<td>• Classroom management observation tool<strong>89</strong></td>
</tr>
<tr>
<td>• Monitor <strong>across time</strong> to continue to enhance implementation</td>
<td></td>
<td>• Measure fidelity only at one point in time (e.g., annual evaluation), rather than monitoring implementation across time</td>
<td>• Classroom assistance tools<strong>90</strong></td>
</tr>
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<td>• Be+ App<strong>91</strong></td>
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<td></td>
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<td></td>
<td>• Self-management of practices<strong>92</strong></td>
</tr>
</tbody>
</table>

* 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)\(^*\)

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Implementation Support Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does implementation support look like?</strong></td>
<td><strong>How can I access additional implementation support?</strong></td>
<td><strong>What should I avoid when supporting implementation?</strong></td>
<td><strong>Where can I find additional resources?</strong></td>
</tr>
<tr>
<td>Use fidelity data (3.1) to <em>guide decisions</em> about implementation support</td>
<td>• Use <strong>self-management</strong>: 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</td>
<td>• Do not...</td>
<td><strong>Publications</strong></td>
</tr>
<tr>
<td>Access <strong>resources</strong> that provide information on key practices and <strong>explicit training</strong> that includes opportunities to practice with feedback</td>
<td>• Ask <strong>peer</strong> 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</td>
<td>• Only focus on deficits in implementation, without also highlighting and celebrating strengths</td>
<td>• Technical guide on systems to support implementation of positive classroom behavior support 93</td>
</tr>
<tr>
<td>Arrange <strong>coaching</strong> from self, peer, or mentor/coach that provides prompts for key practices and opportunities for in-vivo modeling if needed to enhance implementation</td>
<td>• Request support from <strong>mentor</strong> or <strong>coach</strong> 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</td>
<td>• Set unrealistic expectations for self or others (e.g., “perfect” implementation)</td>
<td>• Habits of effective practice 94</td>
</tr>
<tr>
<td>Prioritize <strong>wellness</strong>, and access supports as needed</td>
<td>• Provide high rates of <strong>positive specific feedback</strong> to staff regarding implementation efforts</td>
<td>• Recommend necessary improvement in the context of evaluative feedback (e.g., annual evaluation) without providing support</td>
<td>• Building a Culture of Staff Wellness Though MTSS 95</td>
</tr>
<tr>
<td>Arrange <strong>supportive data-based feedback</strong> from self, peer, or mentor/coach that provides specific data about implementation and suggestions for maintaining or achieving effective implementation of practices</td>
<td></td>
<td>• Use implementation performance to embarrass or reprimand educators</td>
<td><strong>Videos/Podcasts</strong></td>
</tr>
<tr>
<td><strong>Celebrate</strong> implementation successes</td>
<td></td>
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<td>• Building habits of effective practice 96</td>
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<td>• Using PBIS to Build a Culture of Wellness for All 97</td>
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<td><strong>Other</strong></td>
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<td>• Be+ App 98</td>
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<td>• NEPBIS positive classroom behavior support training materials 99</td>
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<td>• Classroom check-up 100</td>
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<td>• VT classroom coaching example 101</td>
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<td>• Midwest Classroom resources 103</td>
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<td>• MO classroom resources 104</td>
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<td></td>
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<td>• WI culturally responsive classroom management resources 105</td>
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</tbody>
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\(^*\) Simonsen et al., 2014; Simonsen et al., 2019

\(^†\) Briere et al., 2015; Cavanaugh, 2013; Simonsen et al., 2017; 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

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Conditions and Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the key considerations for monitoring student outcomes?</td>
<td>How can I monitor student outcomes in my classroom?</td>
<td>What should I avoid when monitoring student outcomes?</td>
<td>Where can I find additional resources?</td>
</tr>
<tr>
<td>• Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms</td>
<td>• Use counting for behaviors that are discrete, countable, and consistent (e.g., raising hand, talking out)</td>
<td>Do not...</td>
<td>Publications</td>
</tr>
<tr>
<td>• Select the appropriate data collection strategy, given features of the behavior/skill and context:</td>
<td>• 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)</td>
<td>• Collect outcome data without first operationally defining the outcome to be measured</td>
<td>• Technical guide on classroom data[^106]</td>
</tr>
<tr>
<td>• Counting (frequency or rate)</td>
<td>• 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)</td>
<td>• Choose a data collection strategy that is not matched to relevant aspects of the skill/behavior or context</td>
<td>• Using outcome data to implement multi-tiered behavior support in high schools[^107]</td>
</tr>
<tr>
<td>• Timing (duration, latency, inter-response time)</td>
<td>• Use other descriptive methods to capture additional features of the context (e.g., antecedents, consequences)</td>
<td>• Rely solely on perception data to make decisions about student outcomes</td>
<td>• 5-point intervention approach for enhancing equity in school discipline[^108]</td>
</tr>
<tr>
<td>• Sampling (time-based estimates)</td>
<td></td>
<td>• Assume that an overall average is representative of all students’ performance without disaggregating data by subgroup</td>
<td>• Data guide for enhancing PBIS framework to address students’ mental health[^109]</td>
</tr>
<tr>
<td>• Other descriptive methods (e.g., ABC recording, rating scales, extant data)</td>
<td></td>
<td>• Use performance data to blame or punish students and/or families</td>
<td>Videos/Podcasts</td>
</tr>
<tr>
<td>• Disaggregate data by subgroup (race/ethnicity, gender, language status, disability status) to monitor equitable outcomes</td>
<td></td>
<td></td>
<td>• Using data and data systems to address discipline disproportionality[^110]</td>
</tr>
<tr>
<td>• Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/or (b) showing on-going SEB needs and contextually inappropriate behaviors</td>
<td></td>
<td></td>
<td>Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Be+ App[^111]</td>
</tr>
</tbody>
</table>

[^106]: McLeskey et al., 2019

[^107]: Technical guide on classroom data
[^108]: Using outcome data to implement multi-tiered behavior support in high schools
[^109]: 5-point intervention approach for enhancing equity in school discipline
[^110]: Data guide for enhancing PBIS framework to address students’ mental health
[^111]: Be+ App
[^112]: School-Wide Information System
[^113]: Measuring behavior case study
Table 4. Strategies to Monitor Student Outcomes & Use Data to Guide Response to Students’ SEB Needs  
continued

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this practice look like in a classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when implementing this practice?</td>
<td>Where can I find additional resources?</td>
</tr>
</tbody>
</table>

- 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)

- 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, 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

- 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

Do not...
- 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 because implementation is not perfect

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

Publications
- Supporting students with disabilities with PBIS
- PBIS cultural responsiveness field guide
- Discussing race, racism, and important current events
- 5-point intervention approach for enhancing equity in school discipline
- Centering student voice in school change
- Returning to school during and after crisis
- Integrating trauma-informed practices

Videos/Podcasts
- Planned praise
- How PBIS practices helped through the pandemic
- Using PBIS to ensure racial equity in discipline

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Positive Behavioral Interventions & Supports (PBIS)
Table 4. Strategies to Monitor Student Outcomes & Use Data to Guide Response to Students’ SEB Needs  

<table>
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<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.3 Enhance Tier 1 And Consider Tier 2 And 3</strong></td>
<td><strong>What does this practice look like in a classroom?</strong></td>
<td><strong>How can I use this practice in my elementary classroom?</strong></td>
<td><strong>How can I use this practice in my secondary classroom?</strong></td>
<td><strong>What should I avoid when implementing this practice?</strong></td>
</tr>
<tr>
<td>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</td>
<td>Implement strategies to (a) <strong>enhance Tier 1</strong> (4.2) and (b) develop student skills so they can better access and benefit from Tier 1 support</td>
<td>Use data to guide further adjustments to student support</td>
<td>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</td>
<td><strong>Do not:</strong></td>
</tr>
<tr>
<td>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)</td>
<td>Review implementation and outcome data with members of the grade-level team, and make a plan to <strong>enhance Tier 1</strong></td>
<td>Engage families in problem-solving to further enhance Tier 1, consider additional supports (Tiers 2 and/or 3), and obtain consent (if appropriate)</td>
<td>Request support from the relevant school leadership team to consider:</td>
<td><strong>Refer the student for additional support, but then just continue with “business as usual,” and miss the opportunity to enhance Tier 1</strong></td>
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<td></td>
<td>Request support from the relevant school leadership team to consider:</td>
<td>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)</td>
<td>targetted support for students who continue to demonstrate risk/need (Tier 2) and/or</td>
<td><strong>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</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>intensive support for students with chronic, complex, or significant needs (Tier 3)</td>
<td><strong>Do not:</strong></td>
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<td><strong>Refer the student for additional support, but then just continue with “business as usual,” and miss the opportunity to enhance Tier 1</strong></td>
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<td></td>
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<td></td>
<td></td>
<td><strong>Do not:</strong></td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Steps to Support and Respond to Students’ SEB Needs</th>
<th>Self-assess implementation</th>
<th>Priority for action planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create positive teaching and learning environments (Table 1)</td>
<td>Fully</td>
<td>Partially</td>
</tr>
<tr>
<td>1.1 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 I post, teach, practice, and review predictable routines collaboratively with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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

|-----------------|-----------------------------------------------|--------------------|-----------------|----------------------------------------|
| **Sample**      | My self-assessment of 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 feedback is high priority (item 2.4) | • 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 | • Me | • Monitor daily (enter data by end of each day)  
• In 2 weeks, review data with mentor | • 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 |
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Embedded Hyperlinks

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