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**PBIS**

Positive Behavioral  
Interventions & Supports

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

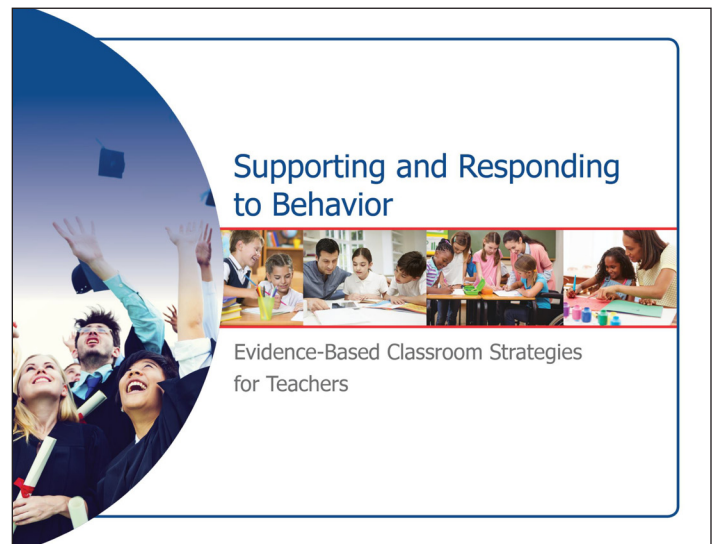
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**January 2022**



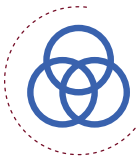
# Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators

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.

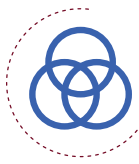


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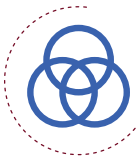
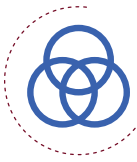


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## Purpose and Description

### What is the Purpose of This Guide?

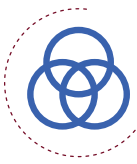
This guide summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral (SEB) needs in classrooms and similar teaching and learning environments (e.g., small-group activity). Within a multi-tiered system of support (MTSS) framework, 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](http://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"> <li>A <b>MTSS framework</b> 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.</li> <li>Within the MTSS framework, educators <b>align and integrate</b> SEB practices to maximize efficiency and effectiveness.</li> <li><b>Schoolwide data</b> guide decisions related to screening, progress monitoring, promoting fidelity, and maximizing student outcomes.</li> <li>Appropriate <b>systems of support for staff</b> are provided, including leadership teaming, supporting policy, training, coaching, implementation monitoring, and positive and supportive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom practices are <b>linked</b> to schoolwide framework.</li> <li>Educators <b>integrate</b> instructional and SEB practices to maximize efficiency and effectiveness.</li> <li>Classroom support decisions are guided by <b>classroom data</b>.</li> <li>Effective <b>instructional practices</b> (e.g., high-leverage practices) are implemented equitably; and <b>curriculum</b> is culturally relevant, evidence-based, preventative, and matched to student need.</li> <li>Positive and proactive <b>systems</b> (e.g., access to training, coaching, implementation monitoring, and positive and supportive feedback) support educators in each classroom.</li> </ul>



## 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.

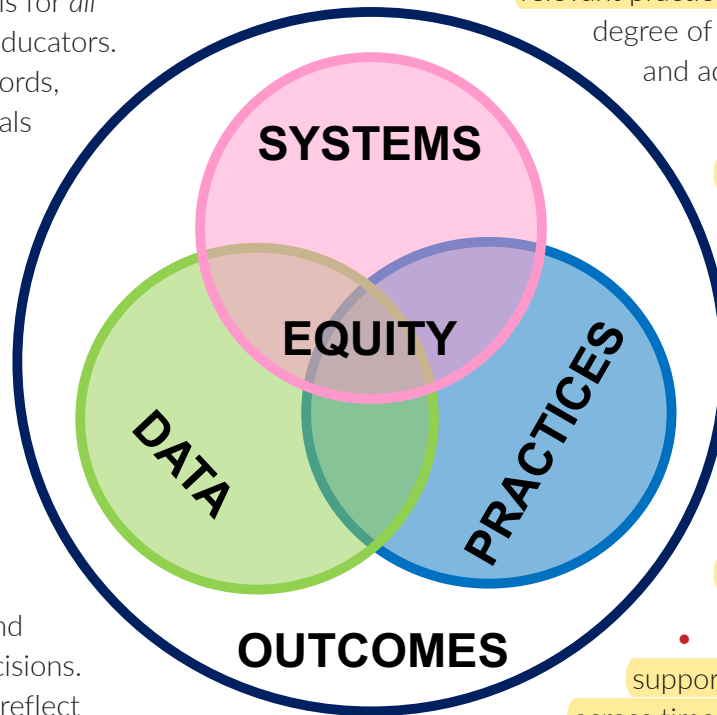


Figure 1. Guiding Principles

- 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.





## 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.

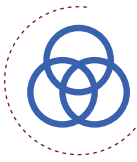
The guide concludes with [references](#) and a complete list of included [hyperlinks](#).

### 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.

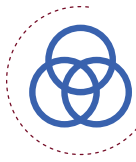
- **Evidence-based practice** refers to practices supported by empirical evidence and local data. (Learn more about evidence-based practices at the [What Works Clearinghouse](#).<sup>1</sup>)
- **Fidelity** of implementation describes the extent to which practices are implemented as intended.

## Where Do I Start?

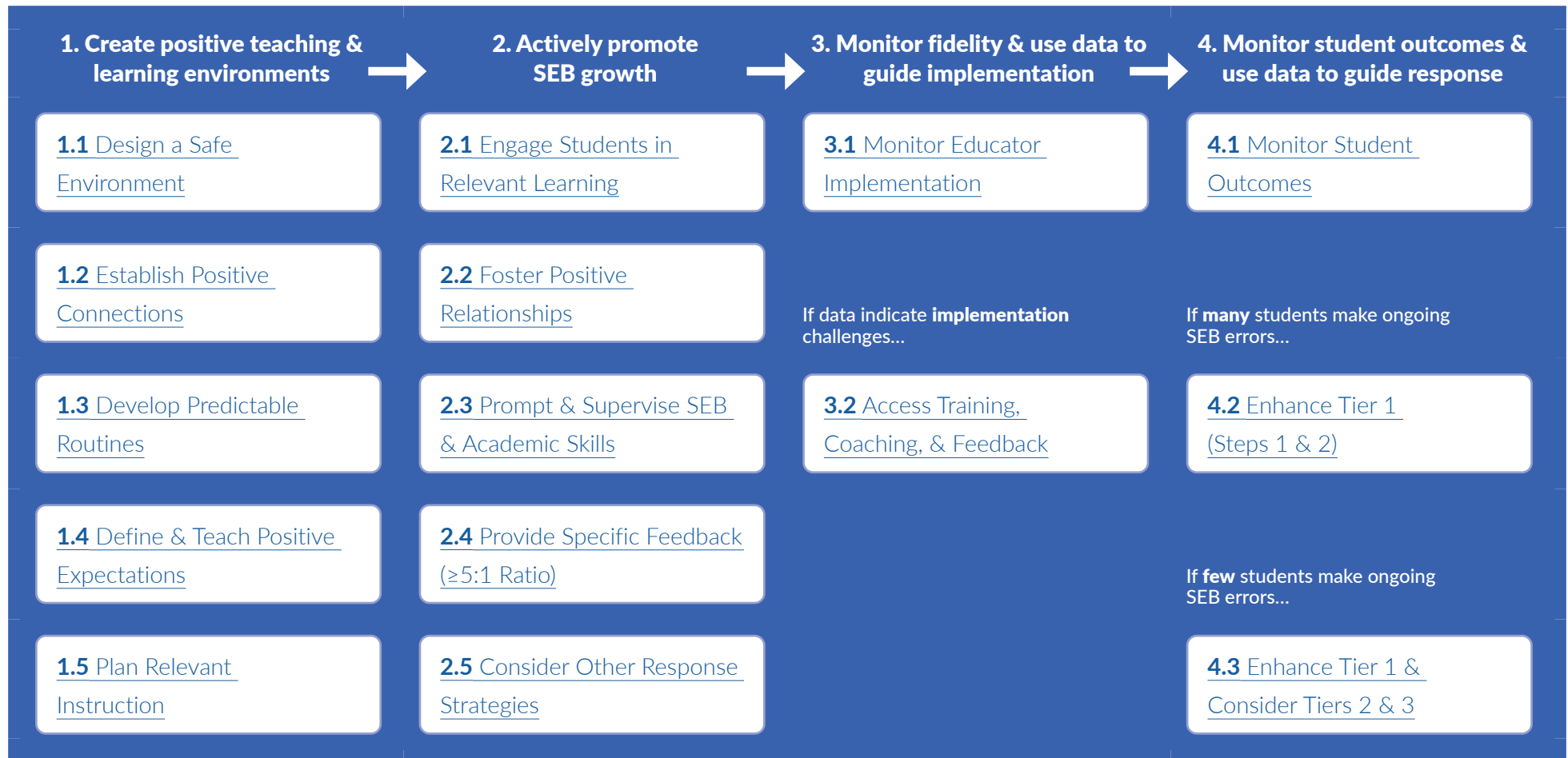
The Steps to Support and Respond to Students’ SEB Needs ([Figure 2](#)) provides an organizational layout of the document, and the corresponding tables provide details about each recommended practice:

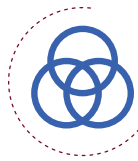
1. Create **positive classroom environment** ([Table 1](#))
2. Actively **promote SEB growth** ([Table 2](#))
3. **Monitor fidelity** & use data to guide implementation ([Table 3](#))
4. **Monitor outcomes** & use data to guide response ([Table 4](#))

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**

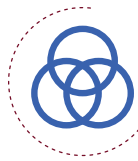




**Table 1. Matrix of Practices to Create a Positive Classroom Environment**

<b>1.1 DESIGN A SAFE ENVIRONMENT</b>				
<b>Effectively Design The Physical Environment Of The Classroom To Promote SEB And Academic Growth*</b>				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>Design classroom <b>layout</b> to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)</li> <li>Arrange <b>furniture</b> to allow for proximity and smooth teacher and student movement</li> <li>Assure instructional <b>materials</b> are neat, orderly, and ready for use by all students</li> <li>Consider unique student needs and ensure <b>accessibility</b></li> <li>Post <b>visuals</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>Create a classroom layout that matches the type of activity taking place, for example:               <ul style="list-style-type: none"> <li>Tables for centers</li> <li>Separate space for independent work</li> <li>Circle area for group instruction</li> </ul> </li> <li>Ensure all students, including students in wheelchairs or with a range of mobility needs, can move around the space and access materials</li> <li>Create a calm space where students can take a break and practice self-management strategies</li> <li>Consider teacher &amp; student access to materials</li> <li>Ensure all student spaces are visible</li> </ul>	<ul style="list-style-type: none"> <li>Create a classroom layout that matches the type of activity taking place, for example:               <ul style="list-style-type: none"> <li>Circle for discussion</li> <li>Forward facing for group instruction</li> </ul> </li> <li>Consider students' unique needs (e.g., mobility, access to calm space), and use universal design to create an environment that works for all</li> <li>Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)</li> <li>Ensure all student spaces are visible</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Store equipment and materials in a manner that is unorganized, unsafe, and/or not accessible to all students</li> <li>Allow classroom to stay disorderly, messy, unclean, and/or visually unappealing environment</li> <li>Design a space where some students and/or parts of the room not visible to teacher</li> <li>Create congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)</li> <li>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</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Room arrangement</a><sup>2</sup></li> <li><a href="#">Physical environment snapshot</a><sup>3</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Structure examples</a><sup>4</sup></li> <li><a href="#">Classroom design video</a><sup>5</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Maximize structure tips sheet and observation tool</a><sup>6</sup></li> <li><a href="#">Classroom practices and trauma support crosswalk</a><sup>7</sup></li> </ul>

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

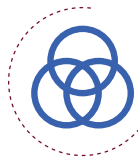


**Table 1. Matrix of Practices to Create a Positive Classroom Environment** *continued*

<b>1.2 ESTABLISH POSITIVE CONNECTIONS</b>				
<b>Learn about your students and establish positive connections among students, families, and educators*</b>				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>Establish positive connections with students, families, and other members of the classroom community through <b>purposeful communication</b></li> <li>Build in <b>regular opportunities</b> for positive connection throughout the year (e.g., positive family postcards, email, brief check-ins, scheduled meetings)</li> <li>Use formal and informal approaches to <b>learn about students</b> and understand their learning history, cultural identity, and preferences for learning, receiving feedback, etc.</li> <li>Authentically <b>engage families</b> as partners in learning</li> <li><b>Validate and affirm</b>† students' and families' personal and cultural learning histories</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduce</b> yourself and the classroom to students and families at the start of the year (e.g., brief video, letter, opportunity to visit)</li> <li><b>Survey</b> families before the start of school to learn more about students</li> <li>Engage students in activities to continue to <b>learn about each member of the classroom community</b>, and ask questions about preferences (e.g., praise preference assessment)</li> <li>Maintain <b>regular communication</b> with families, and ensure that families have opportunities to share information and feedback, receive positive news, and proactively problem solve challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduce</b> yourself to students and families at the start of the year (e.g., brief video, email, letter)</li> <li><b>Survey</b> 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</li> <li>Engage students in activities to <b>help them learn more about themselves and each other</b></li> <li>Maintain <b>open lines of communication</b> with students and families outside of class (e.g., email, learning management system) to share information and feedback, positive news, and communicate challenges</li> </ul>	<p><b>Do not...</b></p> <ul style="list-style-type: none"> <li>Miss an opportunity to create a positive experience welcoming students and families</li> <li>Assume students and families will contact you with questions</li> <li>Use a one-size-fits all approach to interacting with students and families</li> <li>Contact families only when there are concerns (or have these types of contact be the most frequent communication families experience)</li> <li>Engage exclusively in 1-directional communication (e.g., only sharing information via newsletters)</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Enhancing family-school collaborations with diverse families</a><sup>8</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Establishing Relationships in the Classroom</a><sup>9</sup></li> <li><a href="#">Validating, affirming, building, and bridging</a><sup>10</sup></li> <li><a href="#">Praise preference assessment part 1</a><sup>11</sup> and <a href="#">part 2</a><sup>12</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Supportive Environments Create Classroom Community</a><sup>13</sup></li> </ul>

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

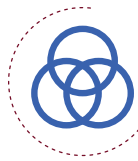
† Hollie et al., 2011



**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"> <li>Establish a predictable <b>schedule</b> and clear <b>procedures</b> for each teaching and learning activity and transitions between activities</li> <li><b>Post</b> steps for specific routines to promote independence</li> <li><b>Teach</b> routines and <b>procedures</b> explicitly (in combination with expectations, using classroom matrix see 1.4)</li> <li><b>Practice</b> regularly and re-teach throughout the year</li> <li>Provide specific <b>feedback</b> for students' use of routines and procedures</li> <li>Promote <b>self-managed</b> or student-guided schedules and routines</li> </ul>	<ul style="list-style-type: none"> <li>Consider routines for:               <ul style="list-style-type: none"> <li>Arrival and dismissal (see example below)</li> <li>Transitions between activities</li> <li>Accessing help</li> <li>What to do after work is completed</li> <li>Technology use</li> </ul> </li> <li>Example arrival routine (posted with words &amp; pictures):               <ul style="list-style-type: none"> <li>Hang up coat and backpack</li> <li>Put notes and homework in the "In" basket</li> <li>Sharpen two pencils</li> <li>Go to desk and begin the warm-up activities listed on the board</li> <li>If you finish early, read a book</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider routines for:               <ul style="list-style-type: none"> <li>Turning in work</li> <li>Handing out materials</li> <li>Making up missed work</li> <li>What to do after work is completed</li> <li>Technology use</li> </ul> </li> <li>Example class period routine (posted on smartboard and/or in students' planners):               <ul style="list-style-type: none"> <li>Warm-up activity for students</li> <li>Review of previous content</li> <li>Instruction for new material</li> <li>Guided or independent practice opportunities</li> <li>Wrap-up activities</li> </ul> </li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Assume students will automatically know routines and procedures without instruction and feedback</li> <li>Omit defining and teaching routines for typical activities, transitions, or new events (e.g., field trip, assembly)</li> <li>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</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Expectations and procedures</a><sup>14</sup></li> <li><a href="#">Procedures and routines teacher tool</a><sup>15</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Safe classroom</a><sup>16</sup></li> <li><a href="#">Classroom routines</a><sup>17</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Example of developing classroom routines</a><sup>18</sup></li> </ul>

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

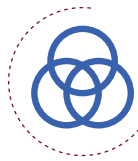


**Table 1. Matrix of Practices to Create a Positive Classroom Environment** *continued*

1.4 DEFINE & TEACH POSITIVE EXPECTATIONS				
Co-develop, define, posit, 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"> <li>If school implements a multi-tiered behavioral framework, such as PBIS, <b>adopt</b> the 3-5 positive <b>school expectations</b> as classroom expectations</li> <li>If school expectations do not exist, <b>co-develop</b> classroom expectations with students and <b>post</b></li> <li>Collaborate with students and families to <b>define</b> expectations in ways that are observable, measurable, positively stated, understandable, and culturally relevant</li> <li><b>Teach</b> expectations using examples and non-examples and with opportunities to <b>practice</b> and receive <b>feedback</b>, and <b>reteach</b> during the year</li> <li>Validate, Affirm, Build, and Bridge (<b>VABB</b>)<sup>†</sup> to honor students' personal and cultural learning histories when teaching expectations</li> </ul>	<ul style="list-style-type: none"> <li>Co-develop <b>classroom matrix</b> 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</li> <li>Have students design <b>posters</b> to illustrate expectations (e.g., be kind to others, environment, and self)</li> <li><b>Teach</b> the expectations at the beginning of the year as each routine occurs, actively engage students in practice with feedback, and <b>review</b> throughout the year</li> <li>Regularly <b>refer</b> to expectations when prompting or providing specific feedback</li> </ul>	<ul style="list-style-type: none"> <li>Co-develop <b>classroom matrix</b> 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</li> <li>Have students design <b>posters</b>, brief videos, and website content to illustrate expectations (e.g., be a good citizen, and be ready to learn)</li> <li>Engage students in developing relevant lessons for peers and explicitly <b>teach</b> SEB skills</li> <li>Regularly <b>refer</b> to expectations when interacting with students, teaching content, developing skills for college and career readiness</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Assume students will already know how to engage in SEB skills consistent with expectations, and miss opportunity to teach</li> <li>Have more than five expectations</li> <li>Only list behaviors that do not meet expectations (e.g., no cell phones, no talking, no gum, no hitting)</li> <li>Create expectations that you are not willing to consistently prompt and monitor</li> <li>Select expectations that are not culturally relevant</li> <li>Select expectations that do not match students' developmental level</li> <li>Choose expectations that do not sufficiently cover all situations</li> <li>Ignore school expectations and create your own list</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Expectations and procedures</a><sup>19</sup></li> <li><a href="#">Creating PBIS behavior teaching matrix</a><sup>20</sup></li> <li><a href="#">Classroom expectations and rules teacher tool</a><sup>21</sup></li> <li><a href="#">Behavioral expectations tips sheet</a><sup>22</sup></li> <li><a href="#">PBIS cultural responsiveness field guide</a><sup>23</sup> (Bridging Expectations, pp. 54-56)</li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Establish consistent learning environment</a><sup>24</sup></li> <li><a href="#">Expectations examples</a><sup>25</sup></li> <li><a href="#">Expectations podcast</a><sup>26</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Establishing classroom expectations and norms (case study)</a><sup>27</sup></li> <li><a href="#">Creating effective classroom environments template</a><sup>28</sup></li> </ul>

\* 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*

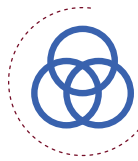
1.5 PLAN RELEVANT INSTRUCTION				
Consider your students' learning history when selecting relevant curriculum, <sup>†</sup> planning effective instruction, <sup>†</sup> and considering differentiation <sup>‡</sup>				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What 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"> <li>Ensure the instructional materials and activities <b>celebrate diversity</b> of students and families, (e.g., race/ethnicity, family composition, languages, cultural traditions, genders, physical strengths and needs, abilities, SES, local history)</li> <li>Select curricula (or adapt existing curricula) and activities (e.g., jigsaw) that are <b>relevant</b> for your students' learning history and needs</li> <li>Consider various <b>dimensions</b> of each activity (e.g., difficulty, duration of task, choice, communication needs)</li> <li>Plan to <b>differentiate</b> to meet the needs of all learners (e.g., pre-teach prerequisite skills, provide alternative ways to access and respond to materials, flexible grouping)</li> </ul>	<ul style="list-style-type: none"> <li>Consider <b>students interests and backgrounds</b> when selecting attention signals (e.g., call and response, a range of song lyrics) and other classroom activities</li> <li>Ensure classroom materials (e.g., books in classroom library, posters, activities, games), content, and activities <b>teach and celebrate diversity</b> in the classroom and community</li> <li>Consider <b>task dimensions</b> when planning instruction (e.g., incorporate choice, alternate between difficult and easier tasks), and adjust task dimensions (e.g., response mode, pre-teaching) to <b>differentiate</b> supports to maximize benefit for all</li> </ul>	<ul style="list-style-type: none"> <li>Ensure classroom materials (e.g., literature, posters, activities), content, and activities <b>validate and affirm diversity</b> in the classroom and community</li> <li><b>Teach contributions</b> of individuals from all subgroups (e.g., race/ethnicity, language status, gender, disability status) in content classes</li> <li>Consider <b>task dimensions</b> 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 <b>differentiate</b> supports to maximize benefit for all</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Use classroom materials, content, or activities that only reflect the values and experiences of one group</li> <li>Emphasize "color blind" approaches that ignore (and miss the opportunity to learn about and celebrate) diversity</li> <li>Use a one-size-fits all approach to instruction that limits participation or benefit of some members of the classroom community</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">PBIS cultural responsiveness field guide</a><sup>29</sup></li> <li><a href="#">Discussing race, racism, and important current events</a><sup>30</sup></li> <li><a href="#">High leverage practices in instruction</a><sup>31</sup></li> <li><a href="#">Activity sequencing and choice teacher tool</a><sup>32</sup></li> <li><a href="#">Task difficulty teacher tool</a><sup>33</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Flexible grouping</a><sup>34</sup></li> <li><a href="#">Activity sequencing</a><sup>35</sup></li> <li><a href="#">Provide choice</a><sup>36</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Universal design for learning module</a><sup>37</sup></li> <li><a href="#">Instructional choice checklist</a><sup>38</sup></li> <li><a href="#">Jigsaw classroom</a><sup>39</sup></li> </ul>

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

† Sutherland et al., 2019

‡ McLeskey et al., 2019



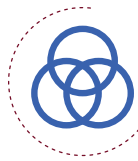


**Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth**

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"> <li>Use <b>explicit instruction</b> to teach SEB and academic skills</li> <li>Provide <b>high rates</b> of opportunities for students to respond (e.g., asking a question, requesting worked problem, providing writing opportunity)</li> <li><b>Vary</b> response opportunities to include:               <ul style="list-style-type: none"> <li>Individual, small-group, or whole group (choral or unison) opportunities</li> <li>Variety of response types (e.g., vocal, written, electronic student response system, response cards, white boards, guided notes, gestures)</li> </ul> </li> <li><b>Differentiate</b> to ensure equitable benefit</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>model-lead-test</b> (i.e., explicit “I do-we do-you do”) format to engage students in instruction</li> <li>Plan <b>individual</b> or small-group questioning (e.g., randomly select a student to answer after asking a question)</li> <li>Use <b>choral</b> responding to increase opportunities for all (e.g., all students read a morning message, say letter sounds together)</li> <li>Also include <b>nonverbal</b> response opportunities (e.g., thumbs up if you agree, hold up certain fingers, show a response card, use response apps)</li> <li><b>Differentiate</b> by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>model-lead-test</b> (explicit) format to engage students in instruction</li> <li>Plan <b>individual</b> or small-group questioning (e.g., calling on randomly selected student to explain example problem)</li> <li>Use <b>unison</b> 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)</li> <li>Also include <b>nonverbal</b> response opportunities (e.g., hands up if you got 25 for the answer, find a definition for “saturation point” online)</li> <li><b>Differentiate</b> by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>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</li> <li>Provide long duration lecture without interspersing opportunities to respond</li> <li>Only ask for volunteers to respond to questions (instead of distributing equitably and/or involving additional students in each opportunity)</li> <li>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</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Examples of engaging instruction to increase equity in education</a><sup>40</sup></li> <li><a href="#">Effective instruction as a protective factor</a><sup>41</sup></li> <li><a href="#">Strategies for active engagement</a><sup>42</sup></li> <li><a href="#">Instructional strategies to increase student engagement</a><sup>43</sup></li> <li><a href="#">Peer tutoring tip sheet</a><sup>44</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Opportunities to respond</a><sup>45</sup></li> <li><a href="#">Opportunities to respond examples</a><sup>46</sup></li> <li><a href="#">Explicit instruction</a><sup>47</sup></li> <li><a href="#">Practice videos</a><sup>48</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Student engagement tip sheet and observation tool</a><sup>49</sup></li> </ul>

\* 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

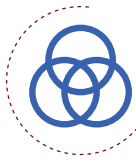


**Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth** *continued*

<b>2.2 FOSTER POSITIVE RELATIONSHIPS</b>				
Greet and connect with each student* and create opportunities to foster positive relationships among students, educators, and families†				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>• <b>Positively greet</b> each student as they enter the learning environment (e.g., greet at classroom door, login)</li> <li>• Provide structured and unstructured <b>opportunities</b> for students to engage with each other—create specific opportunities for students to practice SEB skills, communicate, and develop positive relationships with peers</li> <li>• Incorporate students' <b>preferences</b> into learning opportunities to increase connections during instruction</li> <li>• Consider both <b>verbal and non-verbal interactions</b> to foster positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Offer students a choice among fun greetings and <b>greet each student</b> 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</li> <li>• Include <b>peer-to-peer</b> opportunities to engage in cooperative learning activities and/or practice key SEB and academic skills (e.g., peer tutoring, morning meeting)</li> <li>• <b>Include students'</b> ideas and preferences when designing classroom décor, instructional activities, and other fun experiences that foster connections among all students and educators</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Welcome</b> each student into learning environment by name, brief connection, and reminder of next steps as they enter class</li> <li>• While actively supervising (2.3), briefly <b>interact</b> with students (e.g., ask how they are doing, comment, or inquire about their interests; show genuine interest in their responses)</li> <li>• Include opportunities for <b>peer-to-peer</b> connection during academic routines (e.g., cooperative problem-based learning, simulation activities, debates, restorative circles)</li> <li>• <b>Co-design</b> classroom environment, instructional activities, and fun learning experiences</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>• Get stuck preparing materials, responding to email, or engaging in other tasks when students arrive in the learning environment (instead of greeting each student)</li> <li>• Forget to facilitate peer-to-peer connections</li> <li>• Design a classroom environment, instructional activities, and other fun experiences based solely on educator interests or preferences</li> <li>• Miss opportunities to foster joy in learning and relationships with and among students</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Positive greetings at the door</a><sup>50</sup></li> <li>• <a href="#">Cultivating positive student teacher relationships</a><sup>51</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Positive greetings at the door</a><sup>52</sup></li> <li>• <a href="#">Morning meetings</a><sup>53</sup></li> <li>• <a href="#">Microaffirmations</a><sup>54</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Using circle practice in the classroom</a><sup>55</sup></li> </ul>

\* 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

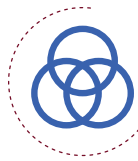


**Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth** *continued*

<b>2.3 PROMPT AND SUPERVISE SEB AND ACADEMIC SKILLS</b>				
Provide reminders or prompts to encourage skill use* and actively monitor and supervise (move, scan, and interact) students' use of seb and academic skills†				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>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</li> <li>Teach and emphasize self-managed prompts</li> <li>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)</li> <li>Provide individualized prompts to support students with intensive needs</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of approaches to prompt, including <b>visual</b> (e.g., poster), <b>gestural</b> (e.g., point), and <b>verbal</b> (e.g., "be kind by..."); and briefly re-teach or "<b>pre-correct</b>" to encourage key SEB and academic skills</li> <li>Teach student to use individualized picture schedule to <b>self-manage</b> daily routines (e.g., move pictures as they finish each activity)</li> <li>Actively <b>monitor</b> students' academic responses to adjust instruction</li> <li><b>Move</b> around the classroom, <b>scan</b> for appropriate use of SEB skills/behaviors, use <b>proximity</b> (e.g., move closer to student's desk), and brief interactions (prompt, provide specific feedback) to encourage contextually appropriate SEB skills/behavior</li> </ul>	<ul style="list-style-type: none"> <li>Model, practice, and provide feedback on students' <b>self-managed prompts</b> 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)</li> <li>Review assignment <b>guidelines and criteria</b> (e.g., rubric) before students begin work and monitor students' work to adjust support</li> <li>Actively supervise <b>physical</b> and <b>virtual</b> learning environments to encourage (prompt and provide specific feedback) contextually appropriate SEB skills/behavior</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Wait until after a student makes a SEB error to remind other students of contextually appropriate SEB skill/behavior</li> <li>Only remind students of what <b>not to do</b> (e.g., no running) without also reminding student what to do (e.g., please walk)</li> <li>Use supervision or proximity to intimidate or escalate situations and/or to "patrol" students</li> <li>Interact only with some students (and not others)</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Active Supervision Teacher Tool</a><sup>56</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Prompting examples</a><sup>57</sup></li> <li><a href="#">Modeling examples</a><sup>58</sup></li> <li><a href="#">Supervision examples</a><sup>59</sup></li> <li><a href="#">Using proximity</a><sup>60</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Pre-correcting and prompting module</a><sup>61</sup></li> <li><a href="#">Check for understanding</a><sup>62</sup></li> <li><a href="#">Check for understanding strategies</a><sup>63</sup></li> </ul>

\* 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

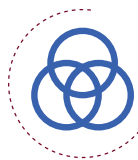


**Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth** *continued*

<b>2.4 PROVIDE SPECIFIC FEEDBACK (≥5:1 RATIO)</b>				
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)†				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>Provide <b>specific feedback</b> to encourage SEB and academic skills (specific praise) and decrease errors (specific correction)</li> <li>Effective <b>specific praise</b> names the skill/behavior, provides sincere positive feedback, and matches students' preferences</li> <li>Effective <b>specific corrections</b> briefly signal the error, quickly <b>redirect</b> to the contextually appropriate skill, and may provide an opportunity to practice with feedback; corrections are delivered privately in a calm and supportive manner</li> <li>Provide at least 5 praise statements for every error correction (<b>≥5:1 ratio</b>); increase this ratio for students demonstrating SEB risk (e.g., ≥9:1)</li> <li><b>Engage students</b> in providing specific praise to each other and themselves</li> </ul>	<ul style="list-style-type: none"> <li>Give <b>specific praise</b> to recognize SEB skills (e.g., "Kind greeting!"), academic skills (e.g., "Yes, great response!"), and contextually appropriate behavior (e.g., "Nice walking.")</li> <li>Provide a brief <b>specific correction</b> when a student makes an <b>academic error</b> (e.g., "This sound is /a/, what sound?" ...later... "Right, /a/!") or <b>SEB error</b> (e.g., "Please raise your hand before calling out your answer" ...later... "Respectful hand raise!")</li> <li>For students who may receive more frequent corrections, intentionally increase praise to ensure each student experiences <b>≥5:1 ratio</b> of positive to corrective feedback</li> <li>Use a "<b>praise around</b>" for students to practice providing praise to each other</li> </ul>	<ul style="list-style-type: none"> <li>Give <b>specific praise</b> 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!")</li> <li>Provide a brief <b>specific correction</b> 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")</li> <li>Provide <b>wise feedback</b> to support all students in meeting high expectations</li> <li>After teaching how to give specific feedback, <b>engage students</b> in providing specific feedback to each other and track their own positive to corrective feedback ratio</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Rely on general praise statements (e.g., "Great job! Super! Wow!") that miss the opportunity to tag the appropriate skill/response</li> <li>Praise some, but not all, students on a regular basis</li> <li>Provide more error corrections than praise statements</li> <li>Use harsh or escalating error correction (i.e., power struggle)</li> <li>Use sarcasm or insincere feedback (e.g., "Thank you for trying to act like a human.")</li> <li>Assume all student like public praise—review praise preferences (Table 1.2) and consider private feedback when appropriate</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Behavior specific praise tip sheet</a><sup>64</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Behavior specific praise</a><sup>65</sup></li> <li><a href="#">Specific praise examples</a><sup>66</sup></li> <li><a href="#">Specific correction examples</a><sup>67</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Positive and constructive feedback</a><sup>68</sup></li> <li><a href="#">Praise overview</a><sup>69</sup></li> <li><a href="#">Avoid power struggles</a><sup>70</sup></li> <li><a href="#">WISE feedback overview</a><sup>71</sup></li> <li><a href="#">Specific praise examples</a><sup>72</sup></li> </ul>

\* 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

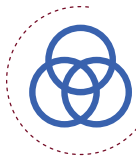


**Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth** *continued*

<b>2.5 CONSIDER OTHER RESPONSE STRATEGIES</b>				
Consider implementing a continuum of strategies to acknowledge/encourage SEB skills* and respond to SEB errors†				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>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"> <li>Teacher-student game or good behavior game</li> <li>Group contingency</li> <li>Token economy</li> </ul> </li> <li>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"> <li>Non-contingent reinforcement (NCR: e.g., attention or breaks)</li> <li>Differential reinforcement (DR) of alternative or low rates of behavior</li> <li>Self-management (SM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider a <b>group contingency</b>: 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.”</li> <li>Consider a <b>token economy</b>: “Thanks for working quietly on math for 10 minutes—very responsible! You earned a point!”</li> <li>Consider <b>NCR</b>: Schedule breaks during challenging routines (NCR: breaks)</li> <li>Consider <b>DR</b>: 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)</li> <li>Consider <b>SM</b>: Teach students to set goals, self-monitor SEB skills, and celebrate when goals met</li> </ul>	<ul style="list-style-type: none"> <li>Consider a <b>group contingency</b>: “If we generate five examples of “Synthesis” in 5 min, you can sit where you like for the last 20 min of class.”</li> <li>Consider a <b>token economy</b>: “Each student who participated earned a penny toward our service learning project goal.”</li> <li>Consider <b>NCR</b>: During active supervision, briefly chat with students on a regular schedule (NCR: attention)</li> <li>Consider <b>DR</b>: 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)</li> <li>Consider <b>SM</b>: Teach students to set goals, self-monitor SEB skills, and celebrate when goals met</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Use systems that make corrections public (e.g., clip charts)</li> <li>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</li> <li>Use rewards to encourage students to engage in behaviors that are not in their best interest</li> <li>Forget to teach students how the system (e.g., token economy, group contingency) works</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Acknowledgement systems and continuum of responses to behavioral error</a><sup>73</sup></li> <li><a href="#">Student Teacher Game</a><sup>74</sup></li> <li><a href="#">Non-contingent attention</a><sup>75</sup></li> <li><a href="#">Response strategies</a><sup>76</sup></li> <li><a href="#">Ditch the clip</a><sup>77</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Managing challenging behaviors</a><sup>78</sup></li> <li><a href="#">Discouraging inappropriate behavior part 1</a><sup>79</sup> and <a href="#">part 2</a><sup>80</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Becoming independent learner module</a><sup>81</sup></li> <li><a href="#">Reward systems overview</a><sup>82</sup></li> <li><a href="#">Comprehensive management plan part 1</a><sup>83</sup> and <a href="#">part 2</a><sup>84</sup></li> <li><a href="#">Differential reinforcement</a><sup>85</sup></li> <li><a href="#">Encouraging appropriate behavior case study</a><sup>86</sup></li> <li><a href="#">De-escalation</a><sup>87</sup></li> </ul>

\* 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

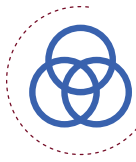


**Table 3. Strategies to Monitor Fidelity & Use Data to Guide Implementation**

<b>3.1 MONITOR EDUCATOR IMPLEMENTATION</b>			
<b>Monitor educators' fidelity of implementation for key practices (tables 1 and 2)*</b>			
<b>Critical Features</b> <i>What are the key considerations for monitoring my implementation?</i>	<b>Conditions and Examples</b> <i>How can I efficiently monitor my implementation of key practices?</i>	<b>Non-Examples</b> <i>What should I avoid when monitoring implementation?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>Measure <b>fidelity</b>, or the extent to which key practices (Table 1 and Table 2) are implemented as recommended</li> <li>Use measures of implementation <b>quantity</b> (e.g., direct count of practices) and <b>quality</b> (e.g., ratings of implementation effectiveness)</li> <li>Monitor <b>equitable use</b> of practices among all subgroups of students (race/ethnicity, gender, language status, disability status)</li> <li>Obtain <b>multiple perspectives</b> (e.g., self, peer, mentor/coach, administrator, student) when assessing implementation</li> <li>Monitor <b>across time</b> to continue to enhance implementation</li> </ul>	<ul style="list-style-type: none"> <li>Use a brief <b>assessment</b> or <b>observation</b> tool to efficiently monitor implementation of skills</li> <li>Collect <b>direct counts</b> to monitor implementation fidelity and equitable use of specific and discrete skills (e.g., specific praise)</li> <li>Monitor implementation of an evidence-based program (e.g., packaged social skills or academic curriculum) using intervention-specific <b>fidelity checklists</b></li> <li>Develop a responsive <b>data collection schedule</b> 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</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Rely exclusively on perception data rather than direct measures of implementation</li> <li>Only collect aggregate data (e.g., total counts, without considering student subgroup) and assume implementation is equitable</li> <li>Use data in purely evaluative approach, rather than using data in supportive approach to train, coach, and celebrate educators' implementation</li> <li>Measure fidelity only at one point in time (e.g., annual evaluation), rather than monitoring implementation across time</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Technical guide on classroom data</a><sup>88</sup></li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li><a href="#">Classroom management observation tool</a><sup>89</sup></li> <li><a href="#">Classroom assistance tools</a><sup>90</sup></li> <li><a href="#">Be+ App</a><sup>91</sup></li> <li><a href="#">Self-management of practices</a><sup>92</sup></li> </ul>

\* 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*

<b>3.2 ACCESS TRAINING, COACHING, AND FEEDBACK</b>			
If fidelity data indicate implementation challenges,* access implementation support (training, on-going coaching, and supportive data-based feedback)†			
<b>Critical Features</b> <i>What does implementation support look like?</i>	<b>Implementation Support Examples</b> <i>How can I access additional implementation support?</i>	<b>Non-Examples</b> <i>What should I avoid when supporting implementation?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>Use fidelity data (3.1) to <b>guide decisions</b> about implementation support</li> <li>Access <b>resources</b> that provide information on key practices and <b>explicit training</b> that includes opportunities to practice with feedback</li> <li>Arrange <b>coaching</b> from self, peer, or mentor/coach that provides prompts for key practices and opportunities for in-vivo modeling if needed to enhance implementation</li> <li>Prioritize <b>wellness</b>, and access supports as needed</li> <li>Arrange <b>supportive data-based feedback</b> from self, peer, or mentor/coach that provides specific data about implementation and suggestions for maintaining or achieving effective implementation of practices</li> <li><b>Celebrate</b> implementation successes</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>self-management</b>: 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</li> <li>Ask <b>peer</b> 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</li> <li>Request support from <b>mentor</b> or <b>coach</b> 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</li> <li>Provide high rates of <b>positive specific feedback</b> to staff regarding implementation efforts</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Only focus on deficits in implementation, without also highlighting and celebrating strengths</li> <li>Set unrealistic expectations for self or others (e.g., “perfect” implementation)</li> <li>Recommend necessary improvement in the context of evaluative feedback (e.g., annual evaluation) without providing support</li> <li>Use implementation performance to embarrass or reprimand educators</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Technical guide on systems to support implementation of positive classroom behavior support</a><sup>93</sup></li> <li><a href="#">Habits of effective practice</a><sup>94</sup></li> <li><a href="#">Building a Culture of Staff Wellness Though MTSS</a><sup>95</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Building habits of effective practice</a><sup>96</sup></li> <li><a href="#">Using PBIS to Build a Culture of Wellness for All</a><sup>97</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Be+ App</a><sup>98</sup></li> <li><a href="#">NEPBIS positive classroom behavior support training materials</a><sup>99</sup></li> <li><a href="#">Classroom check-up</a><sup>100</sup></li> <li><a href="#">VT classroom coaching example</a><sup>101</sup></li> <li><a href="#">FL Classroom resources</a><sup>102</sup></li> <li><a href="#">Midwest Classroom resources</a><sup>103</sup></li> <li><a href="#">MO classroom resources</a><sup>104</sup></li> <li><a href="#">WI culturally responsive classroom management resources</a><sup>105</sup></li> </ul>

\* Simonsen et al., 2014; Simonsen et al., 2019  
 † Simonsen et al., 2019; Crain, 2013; Simonsen et al., 2015; Simonsen et al., 2020b; Sutherland & Wehby, 2001

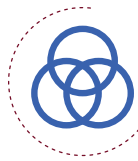




**Table 4. Strategies to Monitor Student Outcomes & Use Data to Guide Response to Students' SEB Needs**

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
<p><i>What are the key considerations for monitoring student outcomes?</i></p> <ul style="list-style-type: none"> <li>Operationally <b>define</b> student outcomes (behavior/skill) in observable, measurable, and specific terms</li> <li>Select the appropriate <b>data collection strategy</b>, given features of the behavior/skill and context:               <ul style="list-style-type: none"> <li><b>Counting</b> (frequency or rate)</li> <li><b>Timing</b> (duration, latency, inter-response time)</li> <li><b>Sampling</b> (time-based estimates)</li> <li><b>Other descriptive methods</b> (e.g., ABC recording, rating scales, extant data)</li> </ul> </li> <li><b>Disaggregate</b> data by subgroup (race/ethnicity, gender, language status, disability status) to monitor equitable outcomes</li> <li><b>Review</b> 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</li> </ul>	<p><i>How can I monitor student outcomes in my classroom?</i></p> <ul style="list-style-type: none"> <li>Use <b>counting</b> for behaviors that are discrete, countable, and consistent (e.g., raising hand, talking out)</li> <li>Use <b>timing</b> 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)</li> <li>Use <b>sampling</b> 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)</li> <li>Use <b>other descriptive methods</b> to capture additional features of the context (e.g., antecedents, consequences)</li> </ul>	<p><i>What should I avoid when monitoring student outcomes?</i></p> <p>Do not...</p> <ul style="list-style-type: none"> <li>Collect outcome data without first operationally defining the outcome to be measured</li> <li>Choose a data collection strategy that is not matched to relevant aspects of the skill/behavior or context</li> <li>Rely solely on perception data to make decisions about student outcomes</li> <li>Assume that an overall average is representative of all students' performance without disaggregating data by subgroup</li> <li>Use performance data to blame or punish students and/or families</li> </ul>	<p><i>Where can I find additional resources?</i></p> <p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Technical guide on classroom data</a><sup>106</sup></li> <li><a href="#">Using outcome data to implement multi-tiered behavior support in high schools</a><sup>107</sup></li> <li><a href="#">5-point intervention approach for enhancing equity in school discipline</a><sup>108</sup></li> <li><a href="#">Data guide for enhancing PBIS framework to address students' mental health</a><sup>109</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Using data and data systems to address discipline disproportionality</a><sup>110</sup></li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li><a href="#">Be+ App</a><sup>111</sup></li> <li><a href="#">School-Wide Information System</a><sup>112</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Measuring behavior case study</a><sup>113</sup></li> </ul>

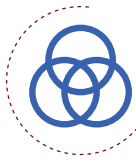
\* McLeskey et al., 2019



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

<b>4.2 ENHANCE TIER 1</b>				
<b>If many students continue to demonstrate on-going SEB needs, further enhance and differentiate implementation of tier 1 (practices in tables 1 and 2)*</b>				
<b>Critical Features</b> <i>What does this practice look like in a classroom?</i>	<b>Elementary Examples</b> <i>How can I use this practice in my elementary classroom?</i>	<b>Secondary Examples</b> <i>How can I use this practice in my secondary classroom?</i>	<b>Non-Examples</b> <i>What should I avoid when implementing this practice?</i>	<b>Resources</b> <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>• 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)</li> <li>• Enhance cultural responsiveness of implementation</li> <li>• Implement neutralizing routines to respond instructionally and equitably to SEB errors</li> <li>• Further differentiate implementation to meet the needs of all learners, including students with disabilities</li> <li>• Enhance Tier 1 to support common needs of students who experienced crisis (e.g., natural disaster, school violence, pandemic)</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• Consider how to further differentiate (e.g., increase dosage, improve specificity; modify modality, plan praise) to maximize benefit for all students</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• Consider how to further differentiate (e.g., increase dosage, improve specificity, modify modality, plan praise) to maximize benefit for all students</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>• Assume a one-size-fits-all approach to Tier 1 will be effective</li> <li>• Make decisions about how to enhance practices in isolation, without engaging students, families, and other members of classroom community</li> <li>• 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)</li> <li>• Withhold or delay referral for special education evaluation for a student demonstrating significant need because implementation is not perfect</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Supporting students with disabilities with PBIS</a><sup>114</sup></li> <li>• <a href="#">PBIS cultural responsiveness field guide</a><sup>115</sup></li> <li>• <a href="#">Discussing race, racism, and important current events</a><sup>116</sup></li> <li>• <a href="#">5-point intervention approach for enhancing equity in school discipline</a><sup>117</sup></li> <li>• <a href="#">Centering student voice in school change</a><sup>118</sup></li> <li>• <a href="#">Returning to school during and after crisis</a><sup>119</sup></li> <li>• <a href="#">Integrating trauma-informed practices</a><sup>120</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Planned praise</a><sup>121</sup></li> <li>• <a href="#">How PBIS practices helped through the pandemic</a><sup>122</sup></li> <li>• <a href="#">Using PBIS to ensure racial equity in discipline</a><sup>123</sup></li> </ul>

\* 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 <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"> <li>Implement strategies to (a) <b>enhance Tier 1</b> (4.2) and (b) develop student skills so they can better access and benefit from Tier 1 support</li> <li><b>Use data</b> to guide further adjustments to student support</li> <li>For students with on-going SEB or academic risk/need, (a) consider targeted (<b>Tier 2</b>) approaches to prevent, teach, reinforce, and respond to students' needs and (b) request support to implement</li> <li>For students with complex, chronic, or significant needs, (a) consider intensive intervention (<b>Tier 3</b>) 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)</li> </ul>	<ul style="list-style-type: none"> <li>Review implementation and outcome data with members of the grade-level team, and make a plan to <b>enhance Tier 1</b></li> <li><b>Engage families</b> in problem-solving to further enhance Tier 1, consider additional supports (Tiers 2 and/or 3), and obtain consent (if appropriate)</li> <li><b>Request support</b> from the relevant school leadership team to consider:               <ul style="list-style-type: none"> <li>targeted support for students who continue to demonstrate risk/need (<b>Tier 2</b>) and/or</li> <li>intensive support for students with chronic, complex, or significant needs (<b>Tier 3</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review implementation and outcome data with members of the relevant team (e.g., department), and make a plan to <b>enhance Tier 1</b></li> <li><b>Engage families and student</b> in problem-solving to further enhance Tier 1, consider additional supports (Tiers 2 and/or 3), and obtain consent (if appropriate)</li> <li><b>Request support</b> from the relevant school leadership team to consider:               <ul style="list-style-type: none"> <li>targeted support for students who continue to demonstrate risk/need (<b>Tier 2</b>) and/or</li> <li>intensive support for students with chronic, complex, or significant needs (<b>Tier 3</b>)</li> </ul> </li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Refer the student for additional support, but then just continue with "business as usual," and miss the opportunity to enhance Tier 1</li> <li>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</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Classroom problem solving and tier 2</a><sup>124</sup></li> <li><a href="#">Supporting students with disabilities at school and home</a><sup>125</sup></li> <li><a href="#">MTSS in the classroom</a><sup>126</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Do students need Tier 2 before going to Tier 3?</a><sup>127</sup></li> <li><a href="#">Challenging behavior: Expect success</a><sup>128</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Case study examples</a><sup>129</sup></li> <li><a href="#">Motive, motivate, and motivation: Why are my students doing that?!</a><sup>130</sup></li> <li><a href="#">4 steps every team should take for students with support plans</a><sup>131</sup></li> <li><a href="#">Functional assessment checklist for teachers and staff (FACTS)</a><sup>132</sup></li> </ul>

\* 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).

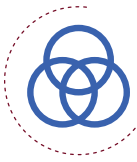
### Self Assessment

Steps to Support and Respond to Students' SEB Needs	Self-assess implementation			Priority for action planning		
	Fully	Partially	Not at all	Low	Med	High
<b>Create positive teaching and learning environments (Table 1)</b>						
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, 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.						
<b>Actively promote social, emotional, and behavioral growth (Table 2)</b>						
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						
<b>Monitor fidelity &amp; use data to guide implementation (Table 3)</b>						
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						
<b>Monitor student outcomes &amp; use data to guide response (Table 4)</b>						
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.						



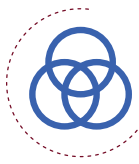
**Action Plan**

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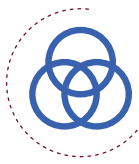
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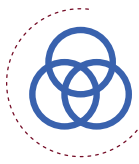




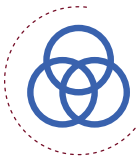
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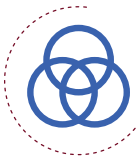
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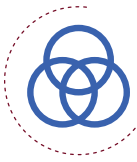
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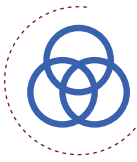


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