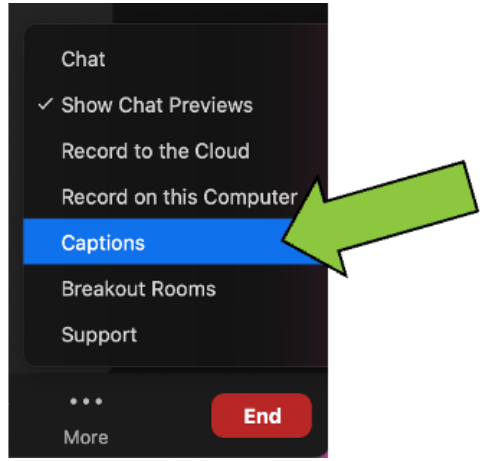
# Welcome!

# As you enter the space, please do the following:

01 Rename yourself to reflect the school or district you are representing (name, district)

02 Mute your microphone

03 If you would like closed captions, click on the three dots in the bottom right corner and select “captions”.




SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

# April 2025
# Year 1 Team Lead Meeting

**Created from content from the National Technical Assistance Center on Positive Behavioral Interventions and Supports**

**U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education**

**with support from NEPBIS Network, May Institute, Broad Reach Consulting, & EDC**

EDC Education Development Center

MayInstitute Shaping Futures. Changing Lives.

dese MASSACHUSETTS Department of Elementary and Secondary Education

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

**Please sign in with our attendance form**

# April Year 1 Team Lead Cohort Meeting

**Presenter: Emily Baton & Lilita Matison**

EDC Education Development Center

MayInstitute Shaping Futures. Changing Lives.

dese MASSACHUSETTS Department of Elementary and Secondary Education

# Agenda

1. **Share out**
2. **Strategies for a Positive Classroom Environment**
3. **Resource Spotlight**
4. **Preview of Response System**

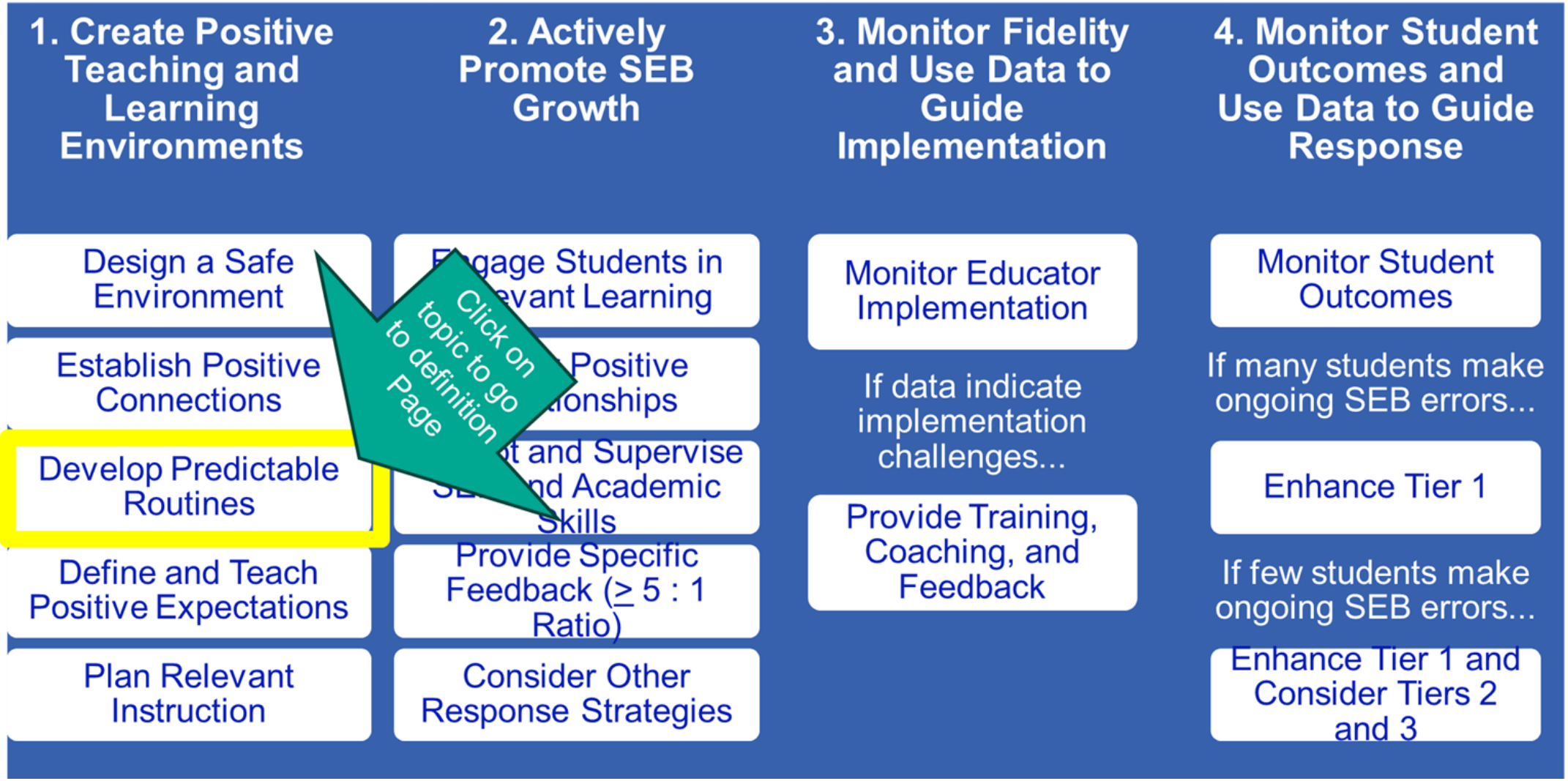
# Let’s Share Out!

What is one glow since the last Team lead meeting?

What are some strategies that educators within your school have shared with you about creating positive classrooms?

# Strategies for a Positive Classroom Environment

# Supporting and Responding to Students' SEB Needs



# Supporting and Responding to Students' SEB Needs

**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<br>*What does this practice look like in a classroom?* | Elementary Examples<br>*How can I use this practice in my elementary classroom?* | Secondary Examples<br>*How can I use this practice in my secondary classroom?* | Non-Examples<br>*What should I avoid when implementing this practice?* | Resources<br>*Where can I find additional resources?* |
|---|---|---|---|---|
| • Establish a predictable **schedule** and clear **procedures** for each teaching and learning activity and transitions between activities<br>• **Post** steps for specific routines to promote independence<br>• **Teach** routines and **procedures** explicitly (in combination with expectations, using classroom matrix see 1.4)<br>• **Practice** regularly and re-teach throughout the year<br>• Provide specific **feedback** for students' use of routines and procedures<br>• Promote **self-managed** or student-guided schedules and routines | • Consider routines for:<br>  • Arrival and dismissal (see example below)<br>  • Transitions between activities<br>  • Accessing help<br>  • What to do after work is completed<br>  • Technology use<br>• Example arrival routine (posted with words & pictures):<br>  • Hang up coat and backpack<br>  • Put notes and homework in the "In" basket<br>  • Sharpen two pencils<br>  • Go to desk and begin the warm-up activities listed on the board<br>  • If you finish early, read a book | • Consider routines for:<br>  • Turning in work<br>  • Handing out materials<br>  • Making up missed work<br>  • What to do after work is completed<br>  • Technology use<br>• Example class period routine (posted on smartboard and/or in students' planners):<br>  • Warm-up activity for students<br>  • Review of previous content<br>  • Instruction for new material<br>  • Guided or independent practice opportunities<br>  • Wrap-up activities | Do not...<br>• Assume students will automatically know routines and procedures without instruction and feedback<br>• Omit defining and teaching routines for typical activities, transitions, or new events (e.g., field trip, assembly)<br>• 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 | **Publications**<br>• Expectations and procedures[14]<br>• Procedures and routines teacher tool[15]<br>**Videos/Podcasts**<br>• Safe classroom[16]<br>• Classroom routines[17]<br>**Other**<br>• Example of developing classroom routines[18] |

# Group Discussion

After reviewing the resource, what is one thing you'll take back to your building?

Consider how you will support educators to create positive teaching and learning environments incorporating the evidence-based practices.

# 1. Create Positive Teaching and Learning Environments

- Design a Safe Environment
- Establish Positive Connections
- Develop Predictable Routines
- Define and Teach Positive Expectations
- Plan Relevant Instruction

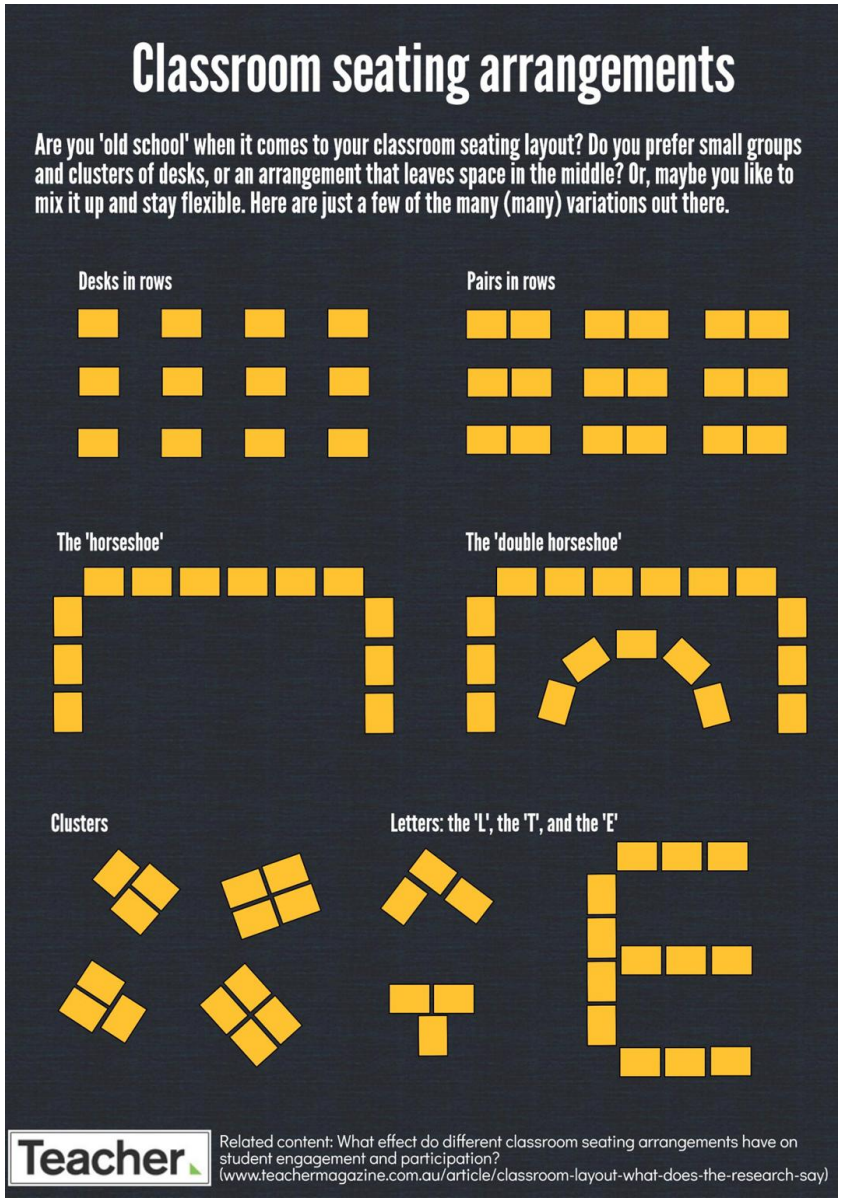
# Practices to Create Positive Teaching and Learning Environments

# Establishing Positive Connections

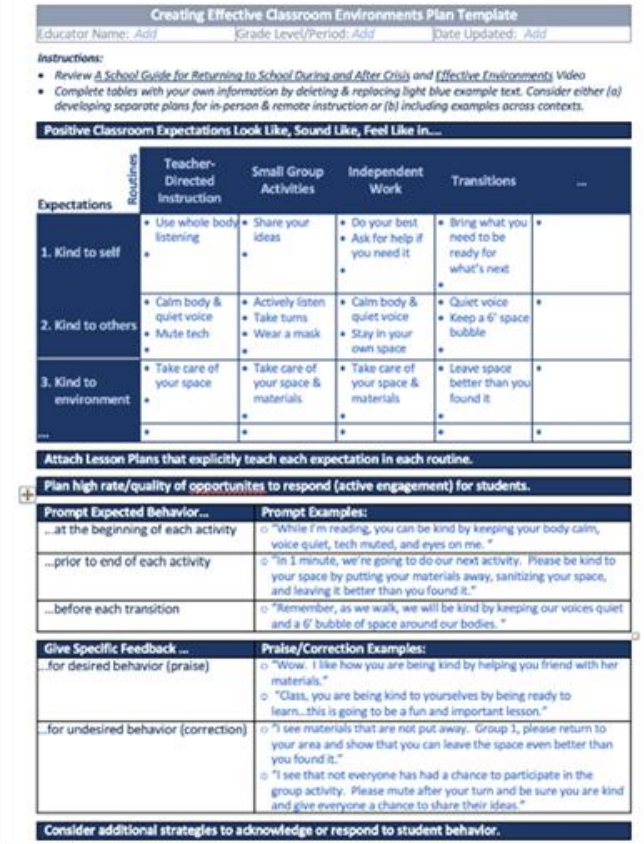
| | | | | |
|---|---|---|---|---|
| | | | | |
| Engage in purposeful communication with students and families | Build in regular opportunities for positive connection throughout the year | Use formal and informal approaches to learn about students and their learning histories, identities, and preferences | Authentically engage families as partners in learning | Validate and affirm personal and cultural learning histories |

# Building Relationships: Thresholding/ Greeting students at the Door

# **Classroom Environment:** We can’t change everything but how can we set ourselves up for success



# Helpful Resource



**Creating Effective Classroom Environments Plan Template**

| Educator Name: *Add* | Grade Level/Period: *Add* | Date Updated: *Add* |
|---|---|---|

***Instructions:***

- *Review A School Guide for Returning to School During and After Crisis and Effective Environments Video*
- *Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.*

**Positive Classroom Expectations Look Like, Sound Like, Feel Like in….**

| Expectations \ routines | Teacher-Directed Instruction | Small Group Activities | Independent Work | Transitions | … |
|---|---|---|---|---|---|
| 1. Kind to self | • Use whole body listening<br>• | • Share your ideas<br>• | • Do your best<br>• Ask for help if you need it<br>• | • Bring what you need to be ready for what's next<br>• | • |
| 2. Kind to others | • Calm body & quiet voice<br>• Mute tech<br>• | • Actively listen<br>• Take turns<br>• Wear a mask<br>• | • Calm body & quiet voice<br>• Stay in your own space | • Quiet voice<br>• Keep a 6' space bubble<br>• | • |
| 3. Kind to environment | • Take care of your space<br>• | • Take care of your space & materials<br>• | • Take care of your space & materials<br>• | • Leave space better than you found it<br>• | • |
| … | • | • | • | • | • |

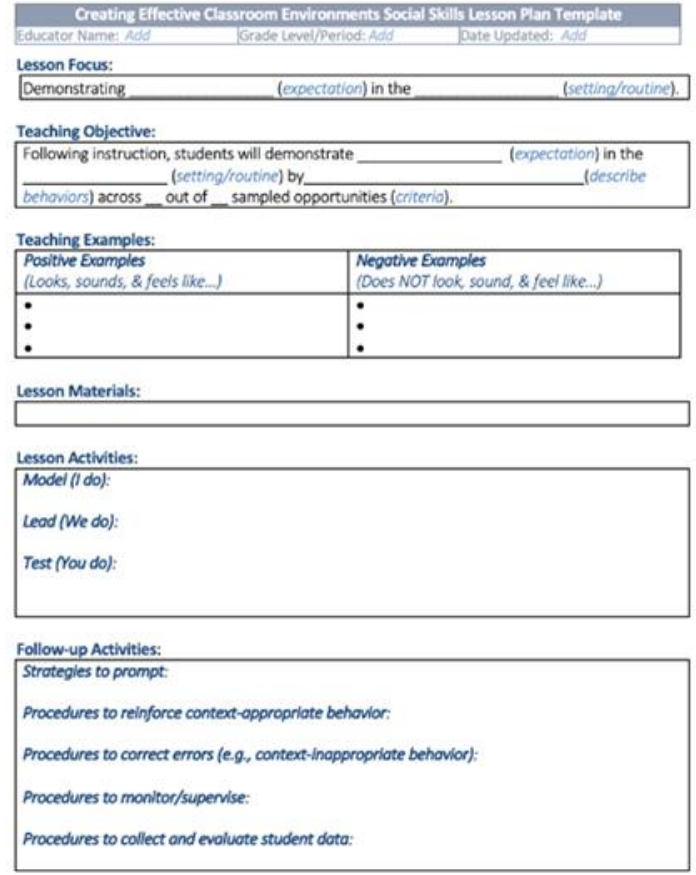
**Attach Lesson Plans that explicitly teach each expectation in each routine.**

**Plan high rate/quality of opportunites to respond (active engagement) for students.**

| Prompt Expected Behavior… | Prompt Examples: |
|---|---|
| …at the beginning of each activity | ○ "While I'm reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me. " |
| …prior to end of each activity | ○ "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it." |
| …before each transition | ○ "Remember, as we walk, we will be kind by keeping our voices quiet and a 6' bubble of space around our bodies. " |

| Give Specific Feedback … | Praise/Correction Examples: |
|---|---|
| …for desired behavior (praise) | ○ "Wow. I like how you are being kind by helping you friend with her materials."<br>○ "Class, you are being kind to yourselves by being ready to learn…this is going to be a fun and important lesson." |
| …for undesired behavior (correction) | ○ "I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it."<br>○ "I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas." |

**Consider additional strategies to acknowledge or respond to student behavior.**



**Creating Effective Classroom Environments Social Skills Lesson Plan Template**

| Educator Name: *Add* | Grade Level/Period: *Add* | Date Updated: *Add* |
|---|---|---|

**Lesson Focus:**

Demonstrating _____ (*expectation*) in the _____ (*setting/routine*).

**Teaching Objective:**

Following instruction, students will demonstrate _____ (*expectation*) in the _____ (*setting/routine*) by_____(*describe behaviors*) across __ out of __ sampled opportunities (*criteria*).

**Teaching Examples:**

| *Positive Examples* (*Looks, sounds, & feels like…*) | *Negative Examples* (*Does NOT look, sound, & feel like…*) |
|---|---|
| • | • |
| • | • |
| • | • |

**Lesson Materials:**

**Lesson Activities:**

***Model (I do):***

***Lead (We do):***

***Test (You do):***

**Follow-up Activities:**

***Strategies to prompt:***

***Procedures to reinforce context-appropriate behavior:***

***Procedures to correct errors (e.g., context-inappropriate behavior):***

***Procedures to monitor/supervise:***

***Procedures to collect and evaluate student data:***

Educators can download this template and create their own plan to implement PBIS in their classroom. The template includes opportunity to develop a classroom matrix, create lesson plans to teach expected behavior, script prompts or reminders for desired behavior, and plan praise and corrections.



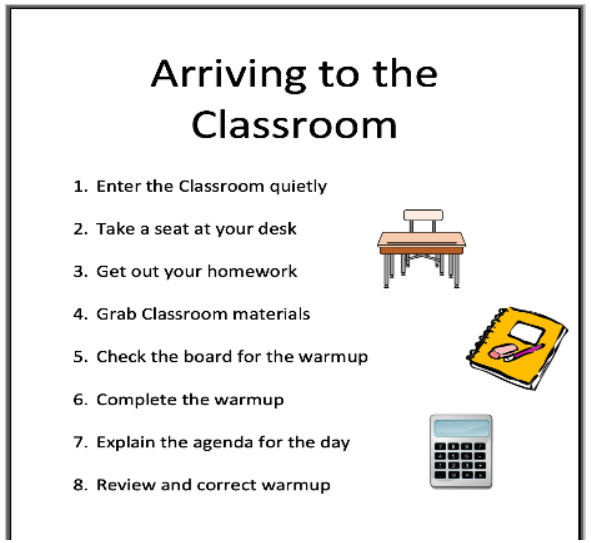
https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template

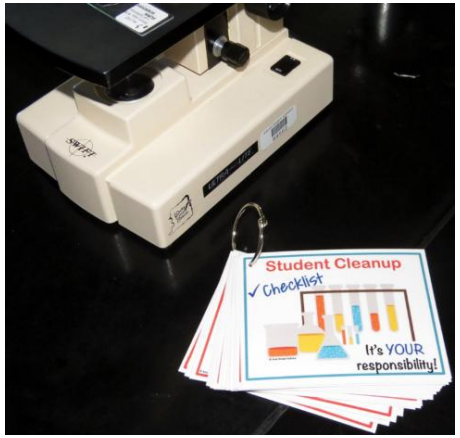
# Developing Predictable Routines

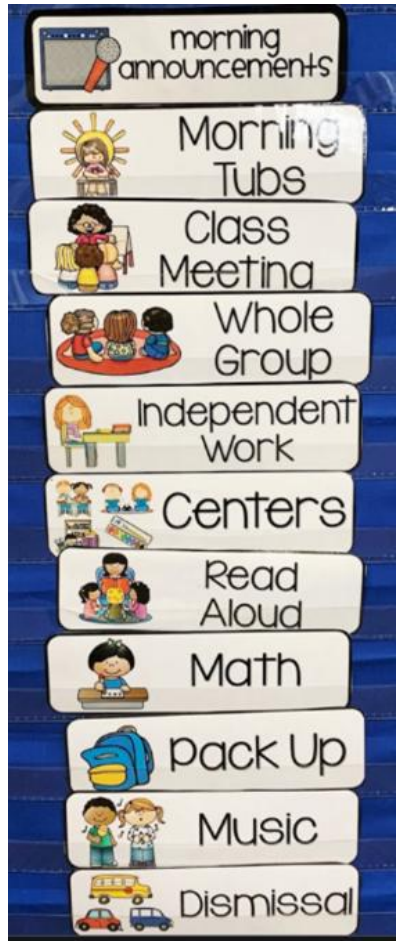
Establish a predictable schedule and clear procedures for each activity and transition

For each routine/procedure:

- Post steps to promote independence
- Teach explicitly
- Practice regularly and reteach frequently
- Provide specific feedback on student use

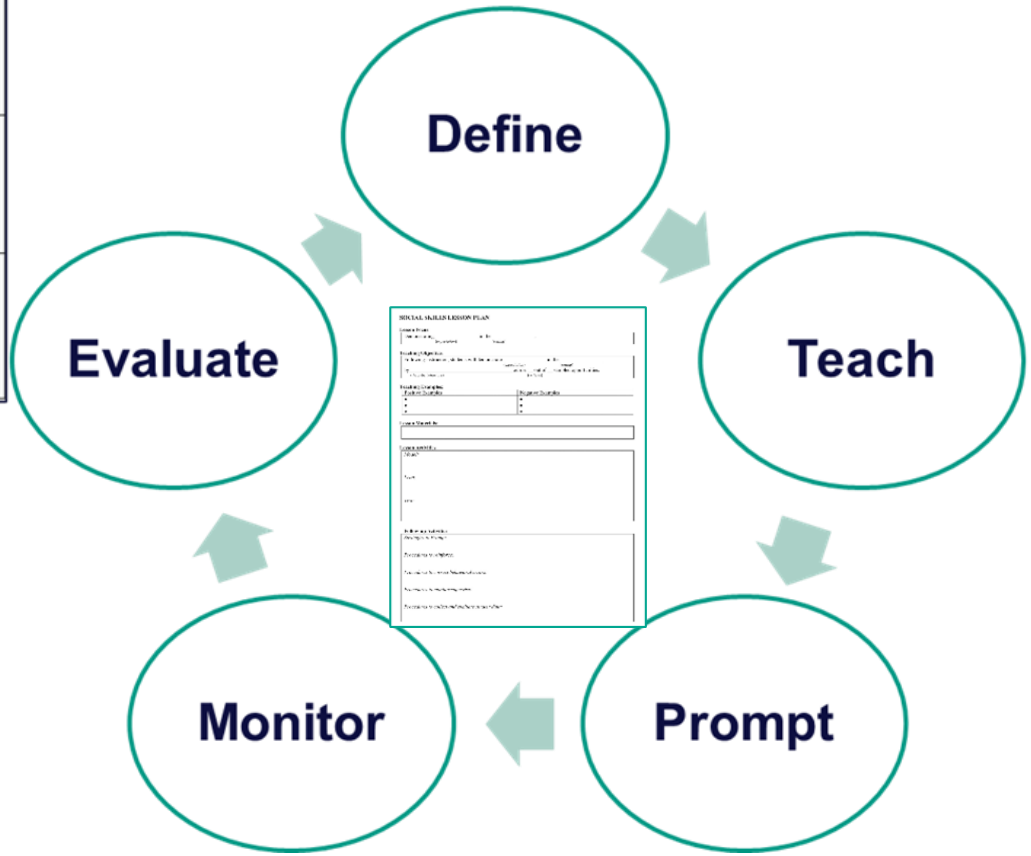


# Define and Teach Classroom Expectations

| CLASS-WIDE Teaching Matrix | | SETTING/ROUTINE | | | | |
|---|---|---|---|---|---|---|
| | | **All Routines** | **Entering/ Leaving the Classroom** | **Small Group Instruction** | **Whole Group Instruction** | **Independent Work Time** |
| SCHOOL-WIDE EXPECTATIONS | **Respect Ourselves** | Be on task. Give your best effort. Be prepared. | Walk. | Participate. | Engage with the lesson. | Have a plan. Study, read, compute. |
| | **Respect Others** | Be kind. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Include others. Share equipment. | Raise your hand if you have something to share. | Whisper. Return books. |
| | **Respect Property** | Recycle. Clean up after self. | Pick up litter. Maintain physical space. | Bring necessary materials to the table. | Have necessary materials handy. | Return materials where you found them. |



| EXPECTATIONS | Classroom Procedures/Routines | | | | |
|---|---|---|---|---|---|
| | ***Class-Wide*** | ***Arrival*** | ***Cooperative Learning Groups*** | ***Independent Seat Work*** | ***Whole Group*** |
| | ***Identify Attention Signal…….Teach, Practice, Reinforce*** | | | | |
| **Be Respectful** | • Listen to others<br>• Use inside voice<br>• Use kind words<br>• Ask permission | • Enter/exit classroom prepared<br>• Use inside voice | • Listen to others<br>• Accept differences<br>• Use kind words<br>• Encourage others | • Use quiet voice<br>• Follow directions<br>• Use the FOCUS strategy | • Eyes/ears on speaker<br>• Raise hand to speak<br>• Contribute to learning |
| **Be Responsible** | • Be prepared<br>• Follow directions<br>• Be a problem solver<br>• Make choices that support your goals | • Place materials in correct area<br>• Begin warm-up promptly | • Use time wisely<br>• Contribute<br>• Complete your part | • Use the FOCUS strategy<br>• Be a TASK master<br>• Use your neighbor | • Follow directions<br>• Take notes<br>• Use the FOCUS strategy<br>• Meet your goals |
| **Be Safe** | • Keep hands, feet, and objects to self<br>• Organize yourself<br>• Walk | • Walk<br>• Use your personal power to support self/others | • Use materials carefully<br>• Use your personal power to support self/others | • Notice your neighbor<br>• Keep hands, feet, and objects to self | • Stay at seat<br>• Keep hands, feet, and objects to self<br>• Notice your neighbor |

Plot Diagram

# Self-regulation & Mindfulness

- The ability to **manage one's emotions, behaviors, and thoughts** in the face of external demands.

- **Mindfulness enhances self-regulation** by helping students become more aware of their emotions and reactions, allowing them to make thoughtful, controlled responses.

# Benefits of Self-regulation skills

- Improved focus & attention
- Reduced stress & anxiety
- Enhanced emotional regulation
- Better academic performance
- Increased self-awareness
- Improved social skills
- Enhanced resilience
- Improved classroom climate
- Better sleep
- Increased empathy

# Brain Science

Self-regulation exercises:

- Activates the **Prefrontal cortex**, which helps students regulate their focus and stay on task
- Activates the **Parasympathetic nervous system**, which leads to a reduction in anxiety and emotional reactivity
- Improves impulse control and emotional resilience

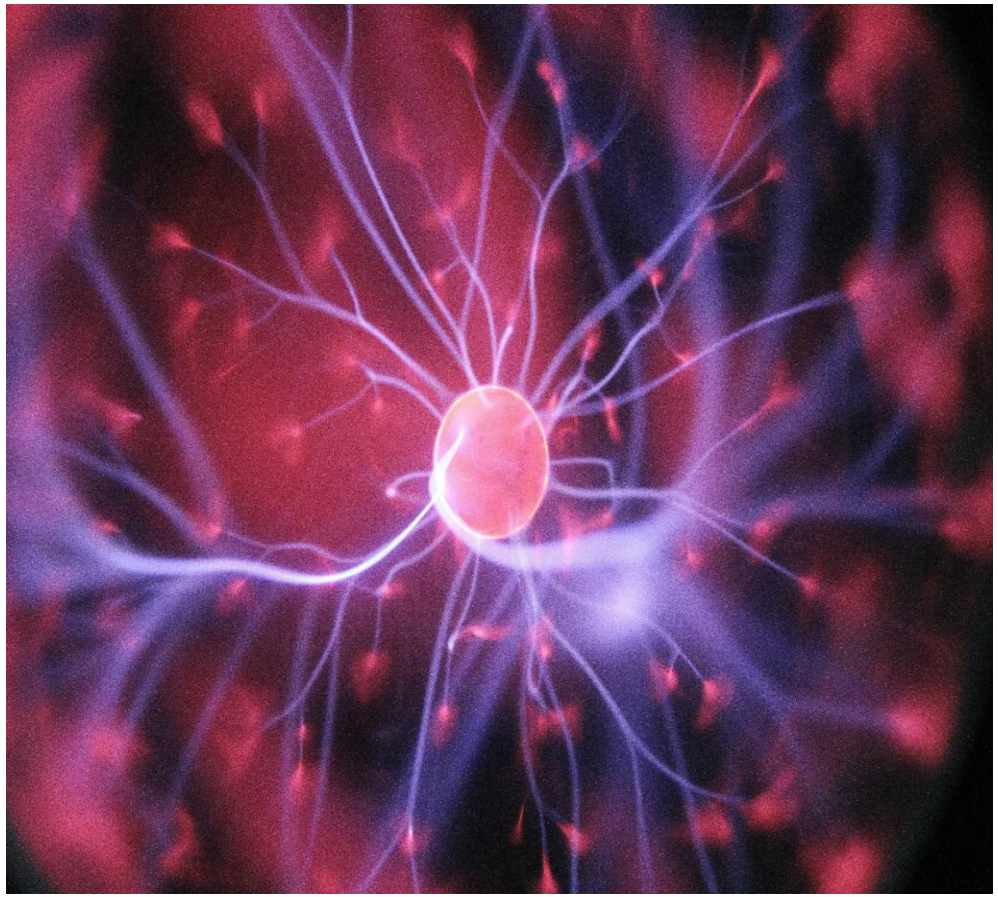


Image: Unsplash (Hal Gatewood)

# Breath & Movement Classroom skills Top 10

## Breathing

- Starfish breathing
- Butterfly breathing
- Color breathing
- Number breathing
- Word breathing

## Movement

- Animal movement
- Hula hoop movement
- Shaking
- Freeze dance
- Chair yoga

# Experiential practice

## Starfish breathing

- Place your thumb at the bottom of your thumb
- As you trace up, breathe in
- Trace down, breathe out
- Trace and breathe all the way to the base of the pinky and then back o the thumb

# PBIS - Day Three Team Training Reminder

- **Focus:** Developing a Continuum to Discourage Violations of Expectations & Input from Partners

- Please bring any behavioral definitions, flowcharts, or other helpful documents to the training.

# REFLECTION & CLOSING

What is one thing you will bring back to your team from today's meeting?

# Resources

- Anatomy of a Framework Part 5: Classroom Procedures: https://www.pbisapps.org/articles/anatomy-of-a-framework-part-5-classroom-procedures
- Creating a classroom Matrix: https://www.pbis.org/resource/creating-a-classroom-teaching-matrix
- Creating Effective Classroom Environments Plan Template: https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template
- NEPBIS Classroom - https://nepbis.org/classroom-pbis/
- Developing Trauma-Sensitive Classrooms to support Students and Educators - https://ies.ed.gov/rel-appalachia/2025/01/handout-strategies-developing-trauma-sensitive-classrooms-support-students-and-educators
- Developing Trauma-Informed Classrooms - https://nafme.org/blog/developing-trauma-informed-classrooms/
- Empowering Schools with Trauma-Informed Leadership - https://www.ticservicesltd.com/2024/06/24/empowering-schools-with-trauma-informed-leadership/
- Trauma-Informed Educators Contribute to Safe, Effective, School Culture - https://www.uncg.edu/news/trauma-informed-educators-contribute-to-safe-effective-school-culture/

# UPCOMING EVENTS

https://sebacademy.edc.org/upcoming-events

## Virtual Events

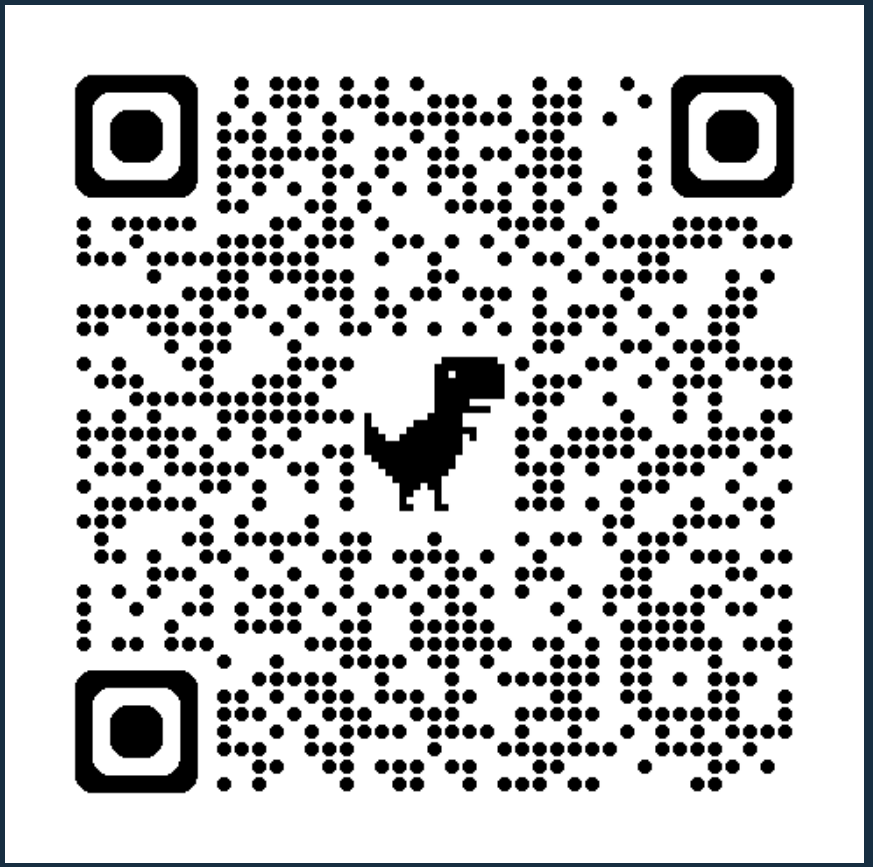
-Training Day 3: May 7th

-Team Lead Meeting: June 4th

-Peer Sharing Calls

SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

EVALUATION



# Thank You

EDC Education Development Center

MayInstitute Shaping Futures. Changing Lives.

dese MASSACHUSETTS Department of Elementary and Secondary Education