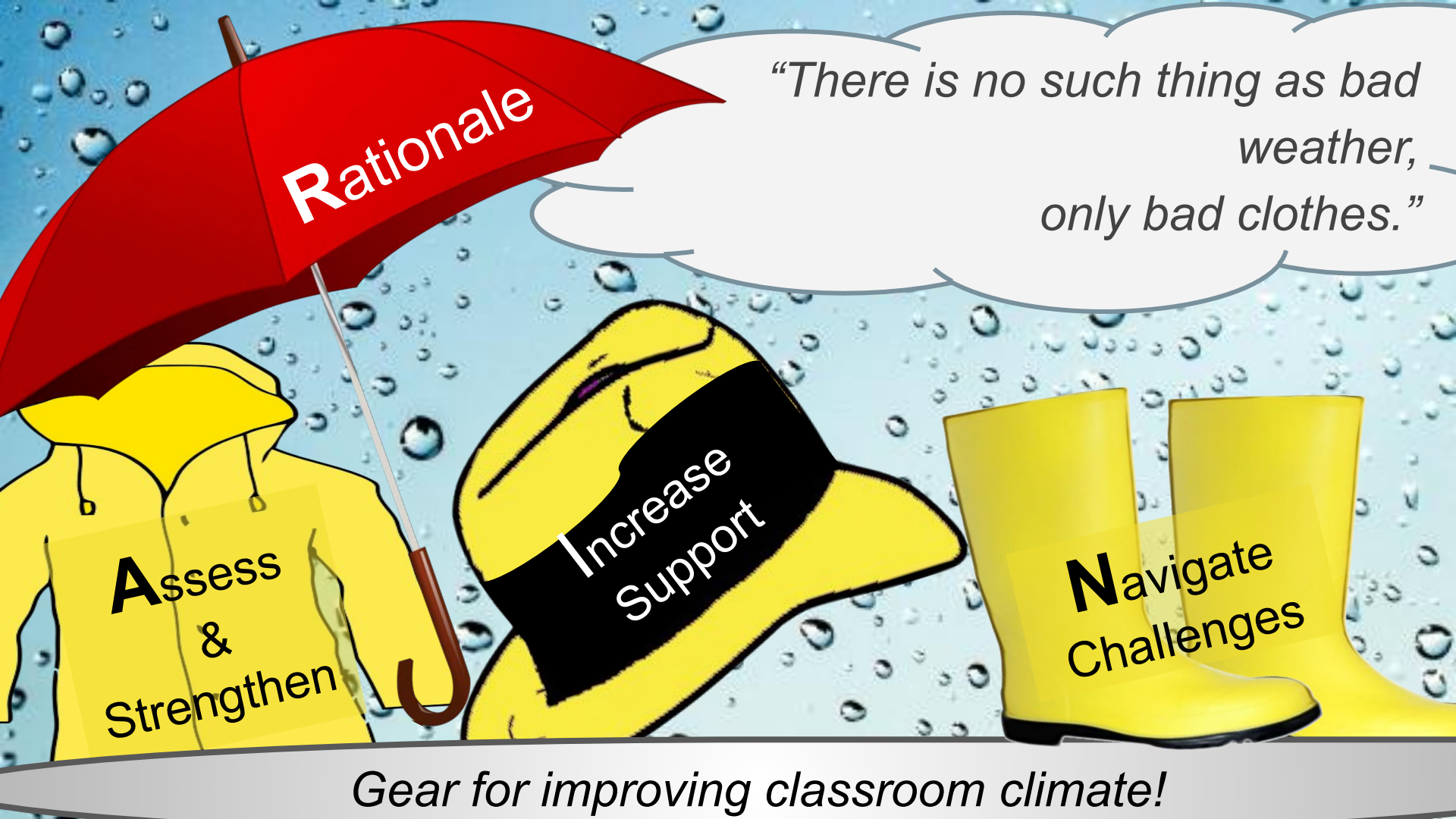
Key Practices to Support Social, Emotional, and Behavioral Development in the Classroom


Rationale
"There is no such thing as bad weather, only bad clothes."
Assess & Strengthen
Increase Support
Navigate Challenges
Gear for improving classroom climate!

Janet VanLone Ph.D
Bucknell University

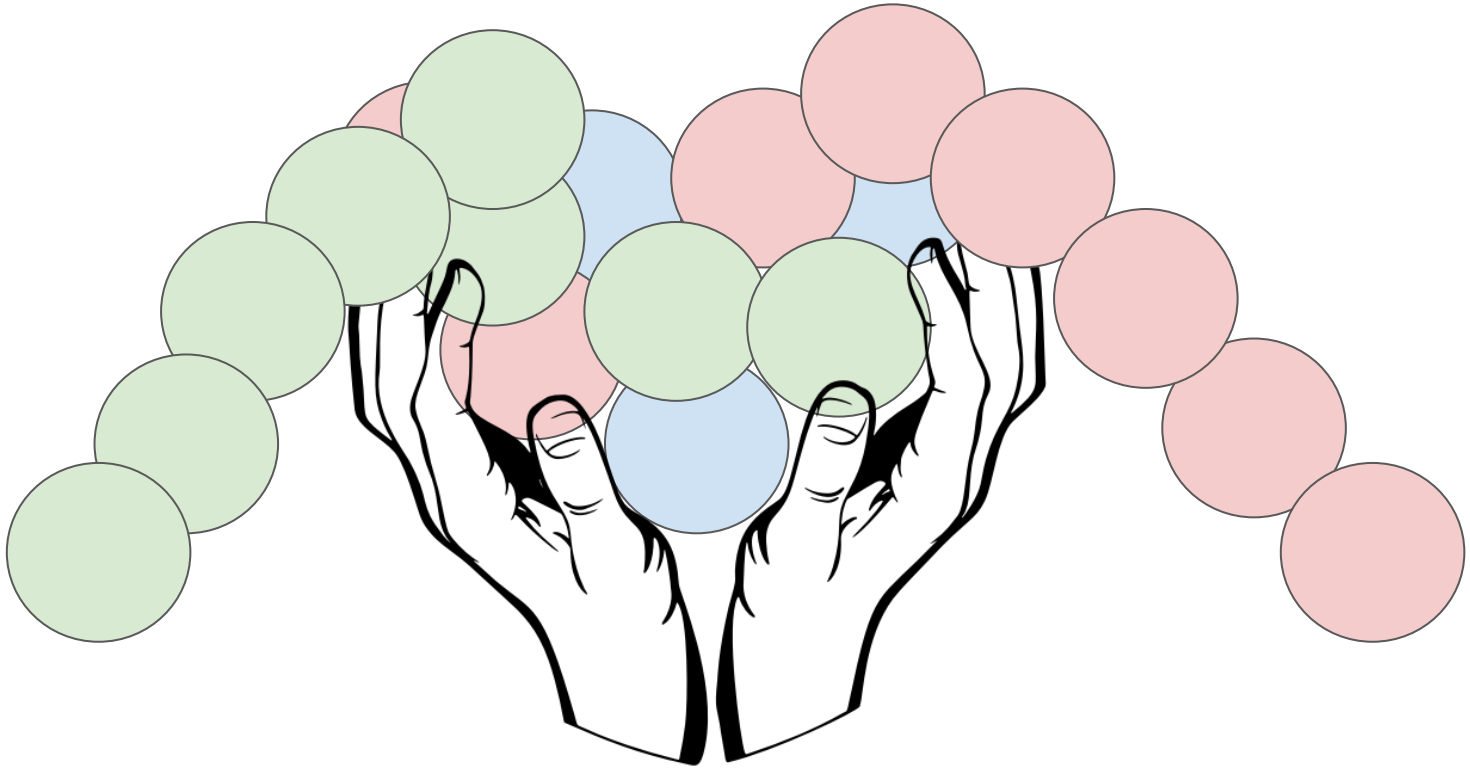
Sarah WIlkinson, Ph.D.
University of Southern Maine

Laura Kern, JD, Ph.D
University of South Florida

Karen Robbie, Ph.D.
University of Connecticut

Rationale

What do teachers and caregivers need to do/manage every day?



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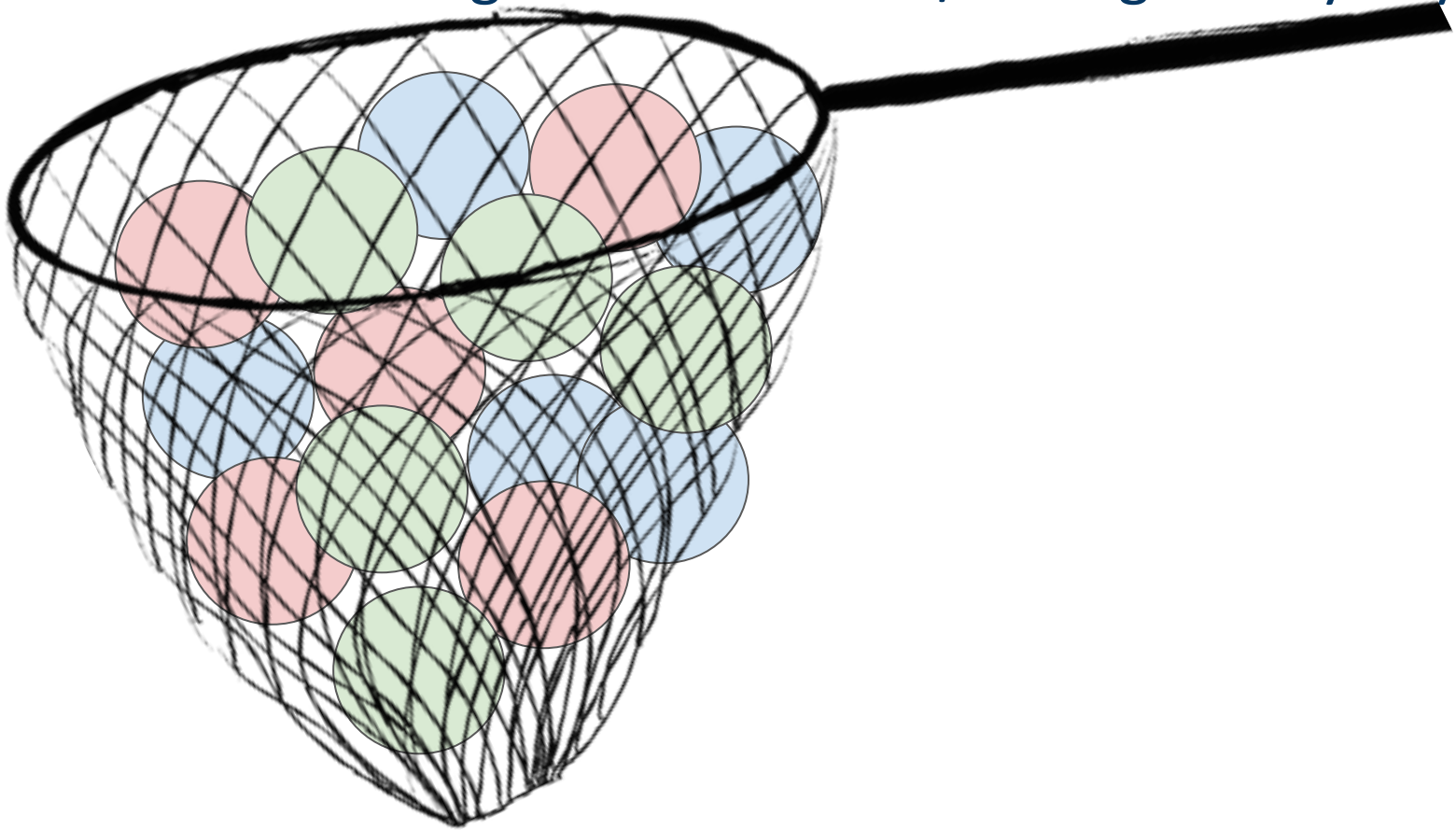
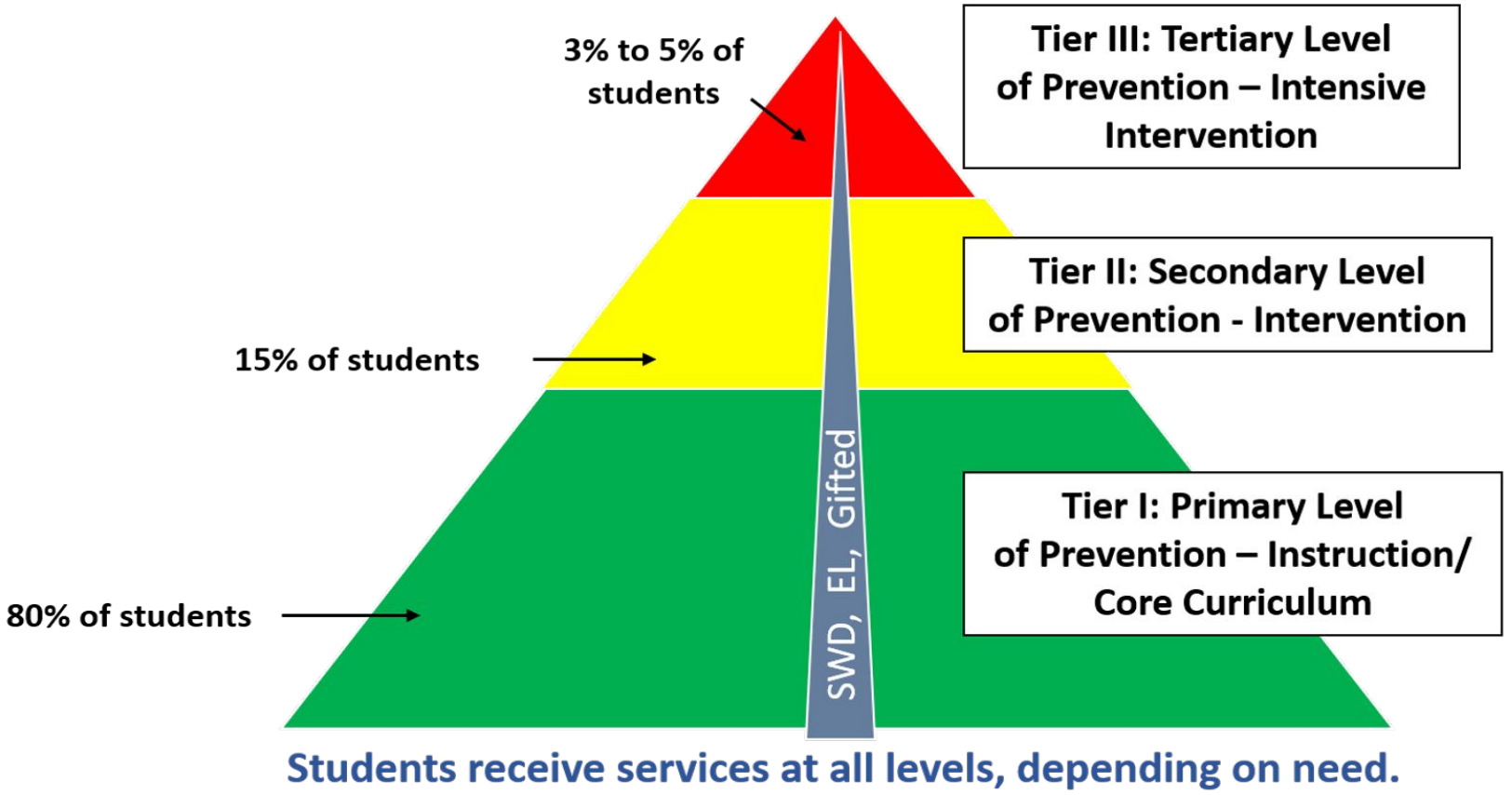


Introduction



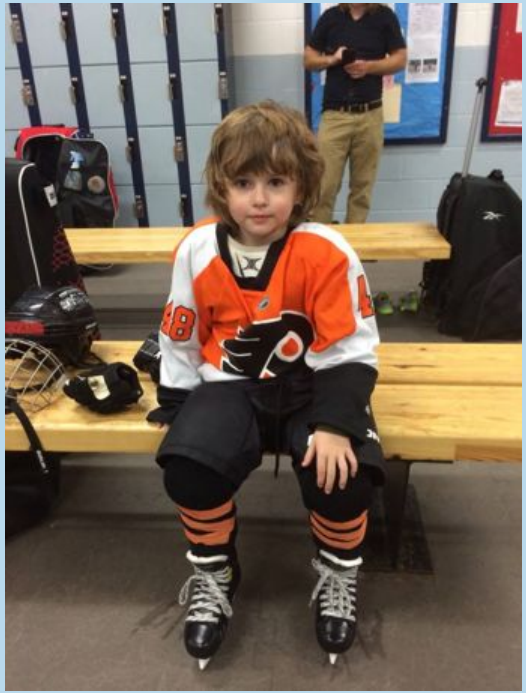
What does social-emotional-behavioral (SEB) mean?

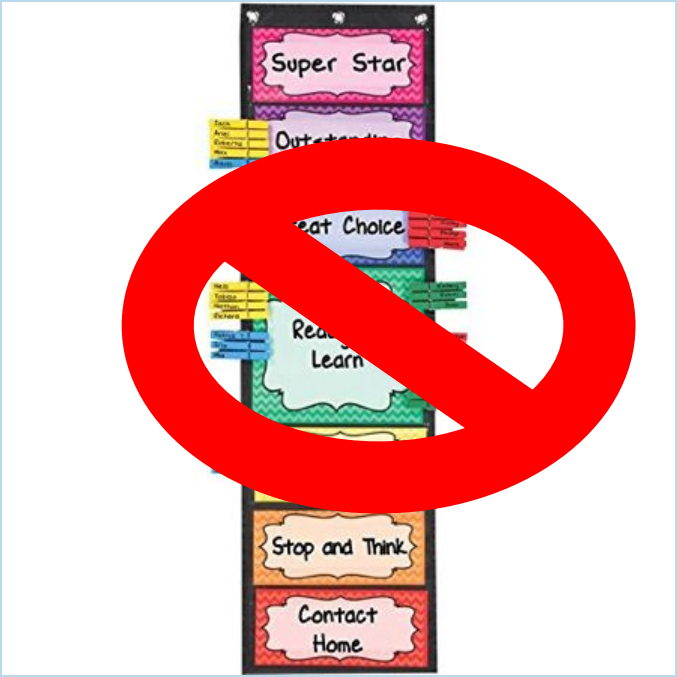
Social	How we ***connect***
Emotional	How we ***feel***
Behavioral	How we ***act***

SEB described by Dr. Sandy Chafouleas

https://www.psychologytoday.com/us/blog/promoting-student-well-being/202008/4-questions-ask-now-in-preparing-your-child-school

When good habits aren’t developed…





Assess & Strengthen

What are key practices to SEB development in the classroom?
How can I assess my use of these practices?
How can I strengthen my use of these practices?

What are the key practices?

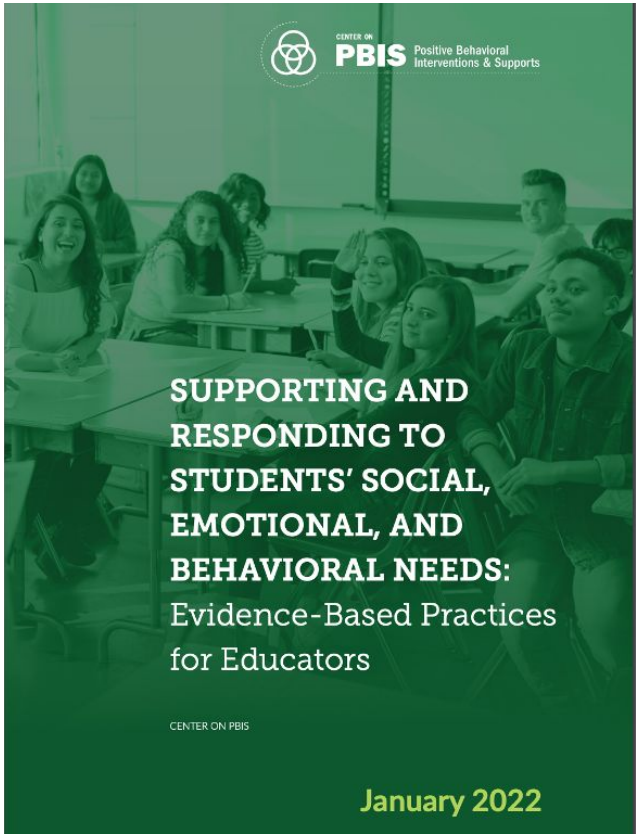
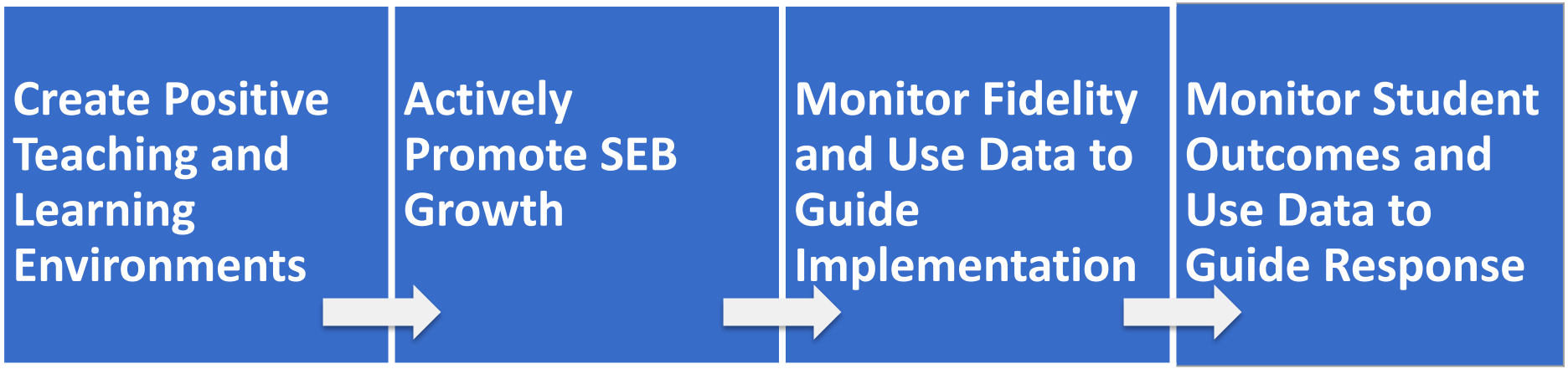


Figure 2. Steps to Support and Respond to Students' SEB Needs



Create Positive Teaching and Learning Environments

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

Create Positive Teaching and Learning Environments

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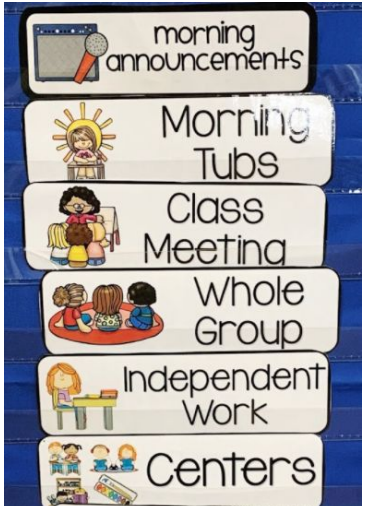
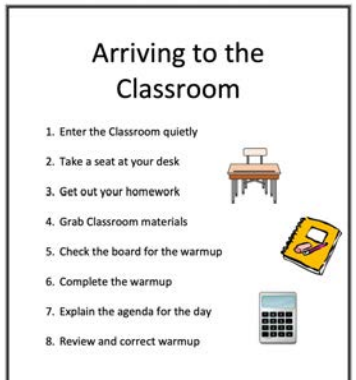
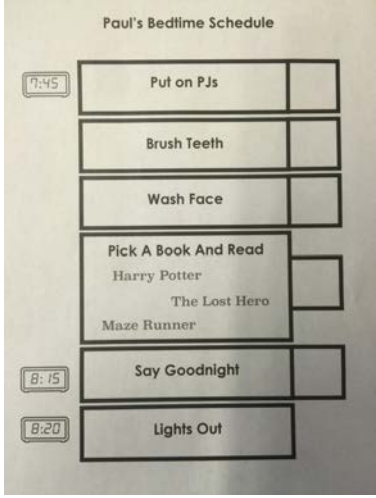




Establish a predictable schedule and clear procedures for **each activity and transition**



For **each routine/procedure**:

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

Create Positive Teaching and Learning Environments

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

Teach SEB skills as explicitly as you teach academic skills!

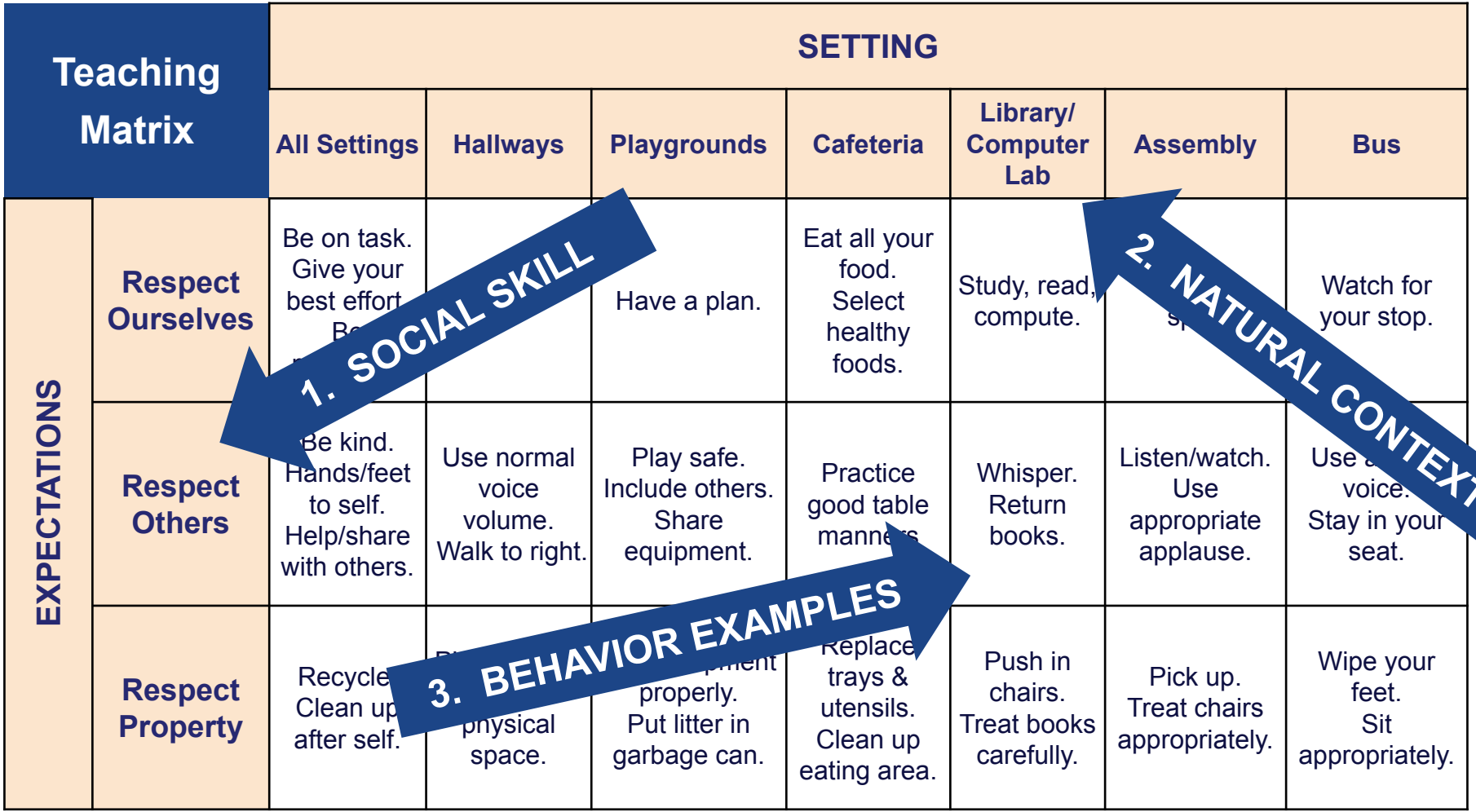
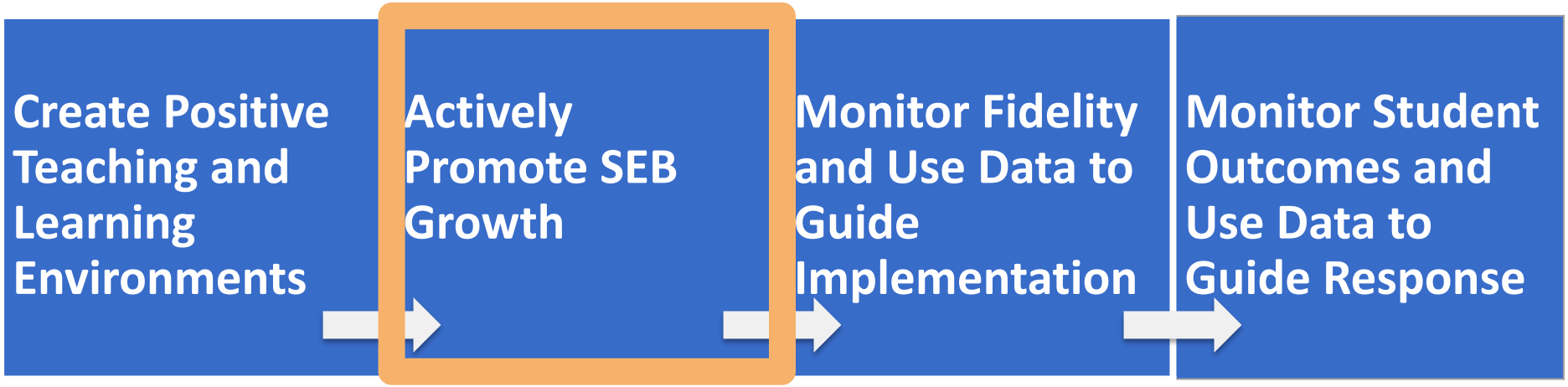

Teaching Matrix
SETTING
All Settings
Hallways
Playgrounds
Cafeteria
Library/ Computer Lab
Assembly
Bus
EXPECTATIONS
Respect Ourselves
Be on task. Give your best effort
Have a plan.
Eat all your food. Select healthy foods.
Study, read, compute.
Watch for your stop.
Respect Others
Be kind. Hands/feet to self. Help/share with others.
Use normal voice volume. Walk to right.
Play safe. Include others. Share equipment.
Practice good table manners
Whisper. Return books.
Listen/watch. Use appropriate applause.
Stay in your seat.
Respect Property
Recycle
Clean up after self.
physical space.
properly. Put litter in garbage can.
Replace trays & utensils. Clean up eating area.
Push in chairs. Treat books carefully.
Pick up. Treat chairs appropriately.
Wipe your feet. Sit appropriately.
1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

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



Actively Promote SEB Growth
Engage Students in Relevant Learning
Foster Positive Relationships
Prompt and Supervise SEB and Academic Skills
Provide Specific Feedback (≥ 5+ : 1- Ratio)
Consider Other Response Strategies

Actively Promote SEB Growth

- **Engage Students in Relevant Learning**
- Foster Positive Relationships
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- Provide Specific Feedback (≥ 5+ : 1- Ratio)
- Consider Other Response Strategies

Opportunity to Respond

- **Educator behavior** that **solicits** (i.e.., requests, occasions) an **academic response**
- OTRs may request verbal, gestural, written, or other response modalities
- OTRs may be delivered to an individual or a group of students (including a whole class)

Examples of OTRs

Explicit, Direct Instruction

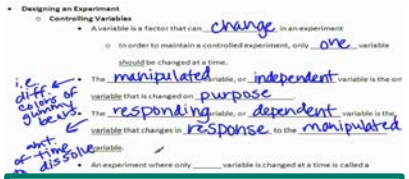
Choral Responding

Class-wide Peer Tutoring

Electronic Clickers

Response Cards

Computer Assisted Instruction

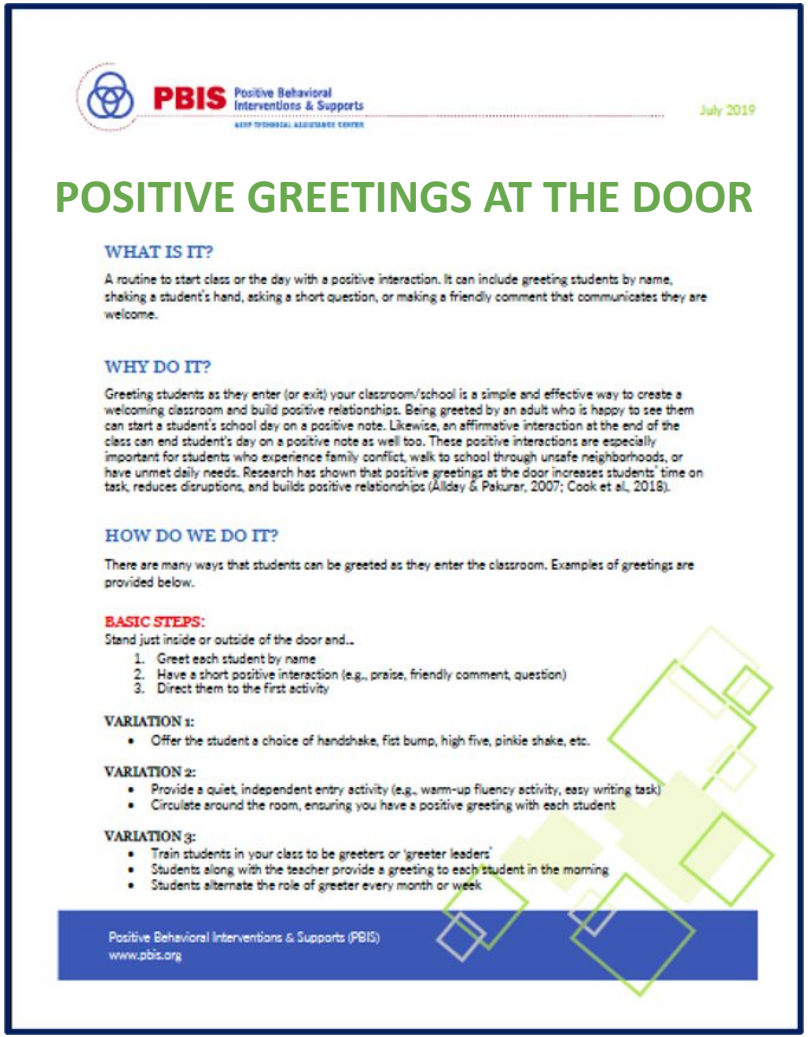


Guided Notes

Non-Verbal Responses

Actively Promote SEB Growth

- Engage Students in Relevant Learning
- **Foster Positive Relationships**
- Prompt and Supervise SEB and Academic Skills
- Provide Specific Feedback
  (≥ 5+ : 1- Ratio)
- Consider Other Response Strategies



PBIS Positive Behavioral Interventions & Supports

July 2019

POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?

A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?

Greeting students as they enter (or exit) your classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well too. These positive interactions are especially important for students who experience family conflict, walk to school through unsafe neighborhoods, or have unmet daily needs. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).

HOW DO WE DO IT?

There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:

Stand just inside or outside of the door and...

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

VARIATION 1:

- Offer the student a choice of handshake, fist bump, high five, pinkie shake, etc.

VARIATION 2:

- Provide a quiet, independent entry activity (e.g., warm-up fluency activity, easy writing task)
- Circulate around the room, ensuring you have a positive greeting with each student

VARIATION 3:

- Train students in your class to be greeters or 'greeter leaders'
- Students along with the teacher provide a greeting to each student in the morning
- Students alternate the role of greeter every month or week

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

Positive greetings:

- Increase student time on task
- Decrease disruptions
- Build positive relationships

(Allday & Pakurar, 2007; Cook et al., 2018)

Stand just inside or outside of the door and...

1. **Greet** each student by name
2. Have a short **positive interaction** (e.g., praise, friendly comment, question)
3. **Direct** them to the first activity
4. **Prompt** classroom norms

Actively Promote SEB Growth

- Engage Students in Relevant Learning
- Foster Positive Relationships
- **Prompt and Supervise SEB and Academic Skills**
- Provide Specific Feedback
  (≥ 5+ : 1- Ratio)
- Consider Other Response Strategies

Prompts happen BEFORE opportunities for errors begin!

If you need help during this work, raise your hand.

	Classroom Expectations	
Guidelines	**Large Group Work**	**Small Group Work**
Be Safe	• Follow teacher directions • Keep hands, feet, and materials to self • Walk in the classroom • Hand materials to others	• Follow teacher directions • Keep hands, feet, and materials to self • Walk in the classroom • Hand materials to others
Be Respectful	• Use positive language • Raise hand to ask questions • Respect each other's personal space and feelings • Listen to what others are saying • Give your best effort	• Use positive language • Raise hand to ask questions • Respect other's personal space and feelings • Listen to what others are saying • Give your best effort
Be Responsible	• Follow teacher directions • Sit in the learning position • Focus on the instruction • Use inside voice • Complete work neatly	• Follow teacher directions • Sit in the learning position • Focus on the instruction • Use inside voice • Complete work neatly

Before sending students off to work in small groups, provide a quick reminder about the expectations

Actively Promote SEB Growth

- Engage Students in Relevant Learning
- Foster Positive Relationships
- Prompt and Supervise SEB and Academic Skills
- **Provide Specific Feedback (≥ 5+ : 1- Ratio)**
- Consider Other Response Strategies

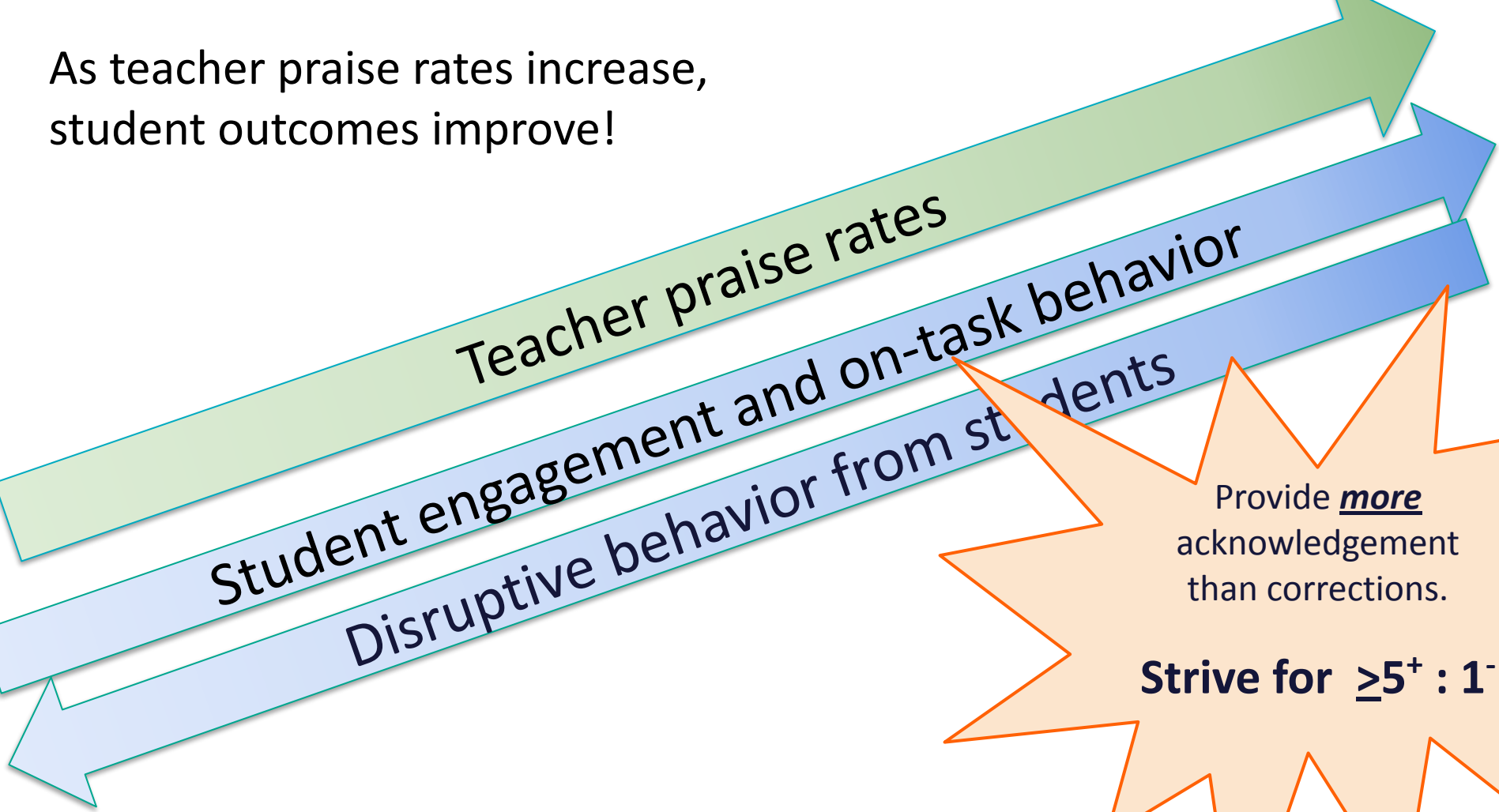
Behavior-specific praise (BSP) gives students specific, positive verbal feedback indicating approval of social or academic behavior

- A description of a desired **B**ehavior
- **S**pecific to the student or class
- A positive **P**raise statement

Brief specific corrections:

- briefly **signal** the error
- quickly **redirect** to the contextually appropriate skill
- provide an opportunity to **practice with feedback**
- are delivered **privately** in a **calm and supportive** manner

As teacher praise rates increase, student outcomes improve!



Provide ***more*** acknowledgement than corrections.

Strive for ≥5⁺ : 1⁻

(e.g. Caldarella et al., 2020; Cook et al., 2017; Reinke et al.,

Examples

Let's Play!

A student enters the class during educator-directed instruction; the student quietly walks to his seat.
The educator gives the student a **"thumbs up"** to recognize the quiet entry.

This is general and non-verbal.

Examples

Let's Play!

A child enters the kitchen after being called for dinner; the child sits down at the table.
The parent walks over to the child and whispers,
"Thank you for coming to dinner when I asked."

*It's a **positive verbal statement** that occurs **immediately after** and **specifically names** the expected behavior.*

Brief Specific Corrections

Homework needs to be done before watching TV.

Raise yo hand instead

Follow up with praise!

Positive Interactions =

- Behaviorally specific feedback as to what the someone did right (contingent)
- Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent/relationship building)

Negative Interactions =

- Non-specific behavioral corrections
- Ignoring
- Reprimands

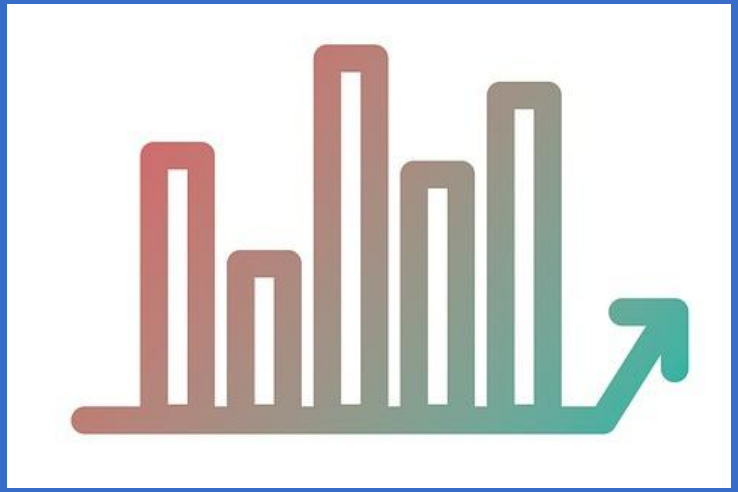
Provide ***more*** acknowledgement for contextually appropriate behaviors than corrections for contextually inappropriate behaviors

Strive to maintain at least

≥5+ : 1- ratio

POLL:

Which key practice would you like to use more frequently?



CENTER ON PBIS Positive Behavioral Interventions & Supports

JANUARY 2022

Self-Assessment & Action Plan

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

Self Assessment

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

Action Plan

Why? (Priority)	What? (Action steps to enhance implementation)	Who? (Implementer)	When? (Due date)	What else? (Notes or additional details)
Sample My self-assessment of item 2.4 and fidelity (item 3.1) data indicate my positive to corrective feedback ratio is 1:1, and I do not have a plan (item 3.2), but improving specific feedback is high priority (item 2.4)	• Set goal for improving praise ratio to 5:1 (5 positives for each corrective) during at least one instructional routine • Use Be+ App to track positive and corrective feedback during that routine • On days where my ratio is >5:1, celebrate by stopping by my favorite coffee shop on the way home • On days where my ratio is <5:1, practice praise statements to use the next day	• Me	• Monitor daily (enter data by end of each day) • In 2 weeks, review data with mentor	• Continue daily monitoring until I've met my goals for 10 days in a row • Then, continue to spot-check my ratio 1-2 times a week (and resume daily monitoring if it dips below 5:1) • If my ratio does not improve, ask mentor for help
	•	•	•	•
	•	•	•	•
	•	•	•	•

Monitor Fidelity and Use Data to Guide Implementation

Monitor Educator Implementation

If data indicate implementation challenges...

Provide Training, Coaching, and Feedback

Steps to Support and Respond to Students' SEB Needs	Self-Assess Implementation					Priority for Action Planning
Create positive teaching and learning environments (Table 1)						
1.1 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.						
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2.5 I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/ respond to SEB and academic errors						
Monitor fidelity & use data to guide implementation (Table 3)						
3.1 In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.						
3.2 Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices						
Monitor student outcomes & use data to guide response (Table 4)						
4.1 I collect, disaggregate, and review data to monitor student outcome and guide support.						
4.2 If many students demonstrate on-going risk/need, I enhance Tier 1.						
4.3 If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.						

Action Plan

Why?	What?	Who?	When?	What Else?
Sample My self-assessment of item 2.4 and fidelity (item 3.1) data indicate my positive to corrective feedback ratio is 1:1, and I do not have a plan (item 3.2), but improving specific feedback is high priority (item 2.4)	• Set goal for improving praise ratio to 5:1 (5 positives for each corrective) during at least one instructional routine • Use Be+ App to track positive and corrective feedback during that routine • On days where my ratio is >5:1, celebrate by stopping by my favorite coffee shop on the way home • On days where my ratio is <5:1, practice praise statements to use the next day	• Me	• Monitor daily (enter data by end of each day) • In 2 weeks, review data with mentor	• Continue daily monitoring until I've met my goals for 10 days in a row • Then, continue to spot-check my ratio 1-2 times a week (and resume daily monitoring if it dips below 5:1) • If my ratio does not improve, ask mentor for help
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•
	•	•	•	•

Increase
Support

Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/ or (b) showing on-going SEB needs and contextually inappropriate behaviors

Review your student outcome data

If **MANY** continue to demonstrate on-going SEB needs

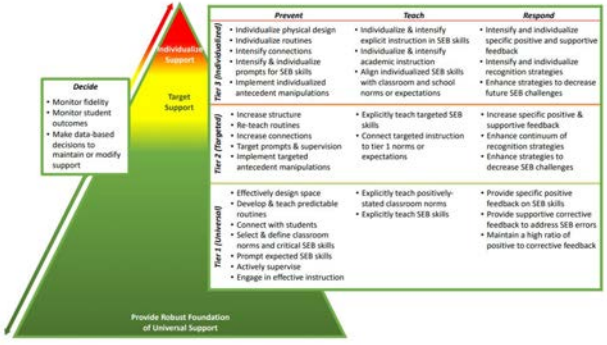
Enhance implementation of Tier 1

- Enhance cultural responsiveness of implementation
- Implement neutralizing routines to respond instructionally and equitably to SEB errors
- Further differentiate implementation to meet the needs of all learners, including students with disabilities

If **FEW** continue to demonstrate on-going SEB needs

- **Implement strategies to enhance Tier 1 and develop student skills so they can better access and benefit from Tier 1 support**
- Use data to guide further adjustments to student support
- Access Tier 2 and Tier 3 supports as needed

Figure 1. Prevent, Teach, Respond, and Decide within a MTSS Framework



This guide will help educators familiar with PBIS organize classroom supports for preventing, teaching, and responding to students' social, emotional, and behavioral (SEB) needs across the continuum.

Table 2. Tier 2 Classroom Practices

Critical Component	Tier 2 Practice	Considerations for Implementing Tier 2 Practices in the Classroom	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Social Skills Instruction
Prevent	Increase structure	• Consider strategies to increase structure within the classroom environment to further support students' SEB success (e.g., seating arrangement, designated space for calming routine, visual prompts for key SEB skills).	• Implement CICO to provide additional structure to student routines at the start (check-in) and end (check-out) of each activity and each day. • Design the physical space to accommodate CICO (e.g., basket or clipboard to collect paperwork, location for quick checks in/out).	• Select a space for targeted social skills instruction that maximizes structure and minimizes distractions (e.g., quiet space in a conference room or office, table in classroom when all students are engaged in small group activities).
	Re-teach routines	• Increase specificity and predictability in students' routines, including increased opportunities to practice SEB skills, take breaks, and other targeted adjustments to meet the needs of small groups of students.	• When introducing CICO, teach new CICO routines to students and communicate new routines to families. During this instruction, review or re-teach classroom routines and norms, as appropriate.	• Establish and teach predictable routines for targeted social skills instruction, which may occur in small groups in a pull-out context, including a re-entry routine for students to rejoin their classroom community after instruction.
	Increase connections	• Provide targeted opportunities for peer-to-peer connections (e.g.,	• Use CICO to enhance opportunities to connect with students (during check-ins at	• Intentionally create opportunities for students to practice and generalize SEB

Monitor Student Outcomes and Use Data to Guide Response

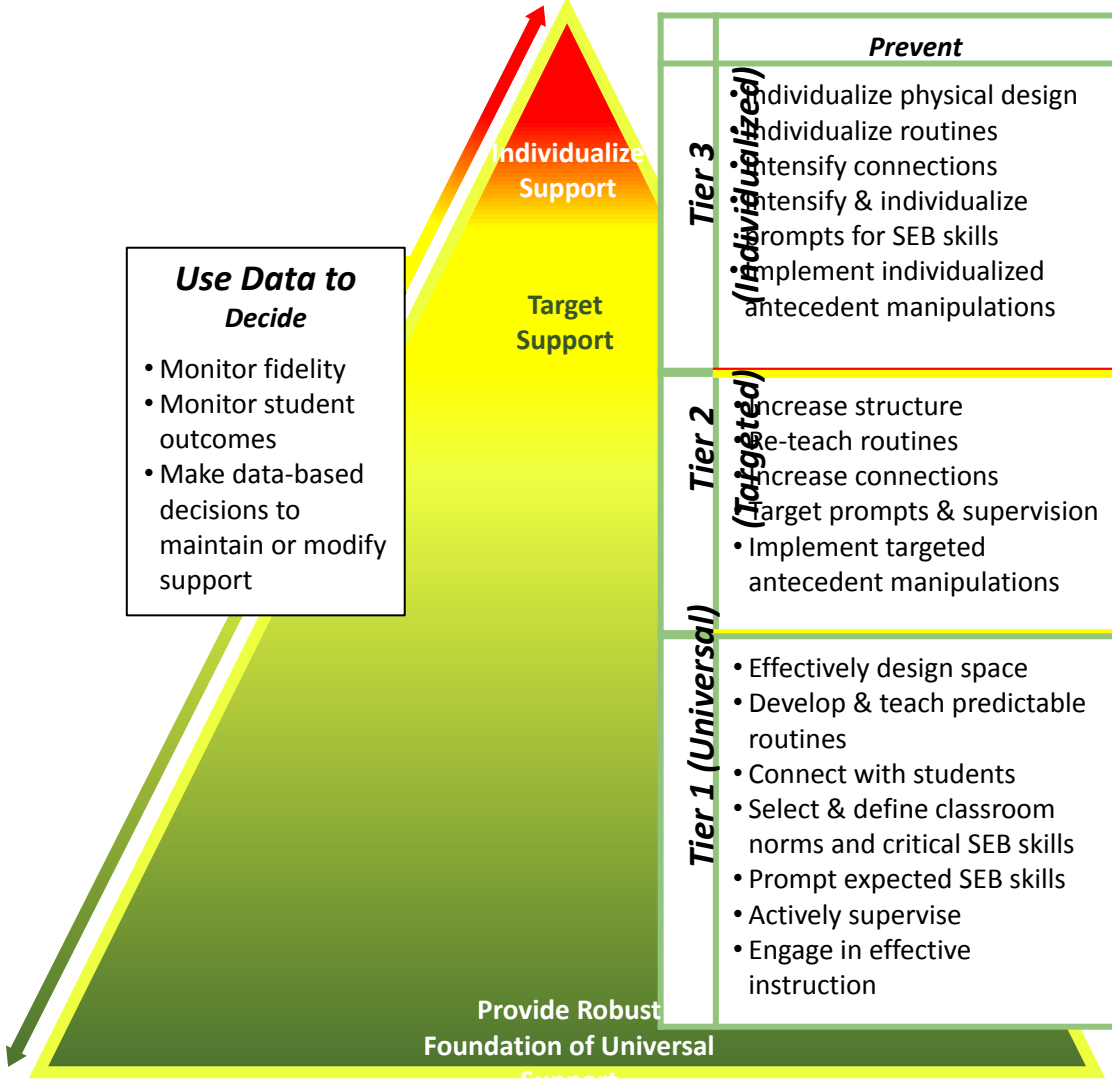
Monitor Student Outcomes

If many students make ongoing SEB errors...

Enhance Tier 1

If few students make ongoing SEB errors…

Enhance Tier 1 and Consider Tiers 2 and 3



Use Data to Decide

- Monitor fidelity
- Monitor student outcomes
- Make data-based decisions to maintain or modify support

	Prevent	Teach	Respond
Tier 3 (Individualized)	• Individualize physical design • Individualize routines • Intensify connections • Intensify & individualize prompts for SEB skills • Implement individualized antecedent manipulations	• Individualize & intensify explicit instruction in SEB skills • Individualize & intensify academic instruction • Align individualized SEB skills with classroom and school norms or expectations	• Intensify and individualize specific positive and supportive feedback • Intensify and individualize recognition strategies • Enhance strategies to decrease future SEB challenges
Tier 2 (Targeted)	• Increase structure • Re-teach routines • Increase connections • Target prompts & supervision • Implement targeted antecedent manipulations	• Explicitly teach targeted SEB skills • Connect targeted instruction to tier 1 norms or expectations	• Increase specific positive & supportive feedback • Enhance continuum of recognition strategies • Enhance strategies to decrease SEB challenges
Tier 1 (Universal)	• Effectively design space • Develop & teach predictable routines • Connect with students • Select & define classroom norms and critical SEB skills • Prompt expected SEB skills • Actively supervise • Engage in effective instruction	• Explicitly teach positively-stated classroom norms • Explicitly teach SEB skills	• Provide specific positive feedback on SEB skills • Provide supportive corrective feedback to address SEB errors • Maintain a high ratio of positive to corrective feedback

Critical Component	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiating Tier 1
Prevent	Actively supervise	• Regularly scan and circulate through entire classroom space (physical or virtual) during all classroom routines • While supervising, check in with individual students and use proximity, precorrections, and specific verbal praise to promote on-task behavior.	• Increase supervision and interactions for students who require additional prompts, praise, and redirection to stay engaged. • Adjust mode of supervision to meet the needs of students in diverse learning contexts (e.g., electronically monitor engagement in virtual environments) and/or with diverse needs (e.g., consider praise notes for students who do not benefit from adult attention)
	Engage in effective instruction	• Engage students in instruction through frequent and various opportunities to respond (OTRs) that include a mixture of individual and choral or unison responding. • Vary OTRs to match the activity and provide a range of ways for students to participate across OTRs. Consider response modalities (e.g., verbal, gestural, written, or electronic responses); individual, small-group, or whole class unison responses; or embed polls or chat during virtual instruction. • Select instructional materials that are evidence-based and culturally relevant, so students see their identities reflected in pictures, text, and	• Pre-teach OTRs to students who require additional support to respond so that each and every student is able to successfully engage in OTRs. • Ensure alternative augmentative communication devices are available and programmed to enable participation.

Critical Component	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiating Tier 1
Respond	Provide specific positive feedback on SEB skills	• Provide specific verbal praise that labels the specific SEB skill to acknowledge individuals and groups for engaging in SEB skills that are consistent with classroom norms. • Ask students to complete a survey for preferred praise or acknowledgement strategies to maximize the contextual and cultural relevance for all learners. • Match acknowledgement approaches to students' interest, developmental level, etc. and to ensure acknowledgement is reinforcing (i.e., enhances SEB skills).	• Provide even more specific verbal praise for students who experience frequent error corrections. • Praise effort, improvement, and progress toward key SEB skills. • Consider additional acknowledgement approaches (e.g., group contingency, token economy) to increase opportunities for reinforcement during challenging routines or times of year.

Navigate Challenges

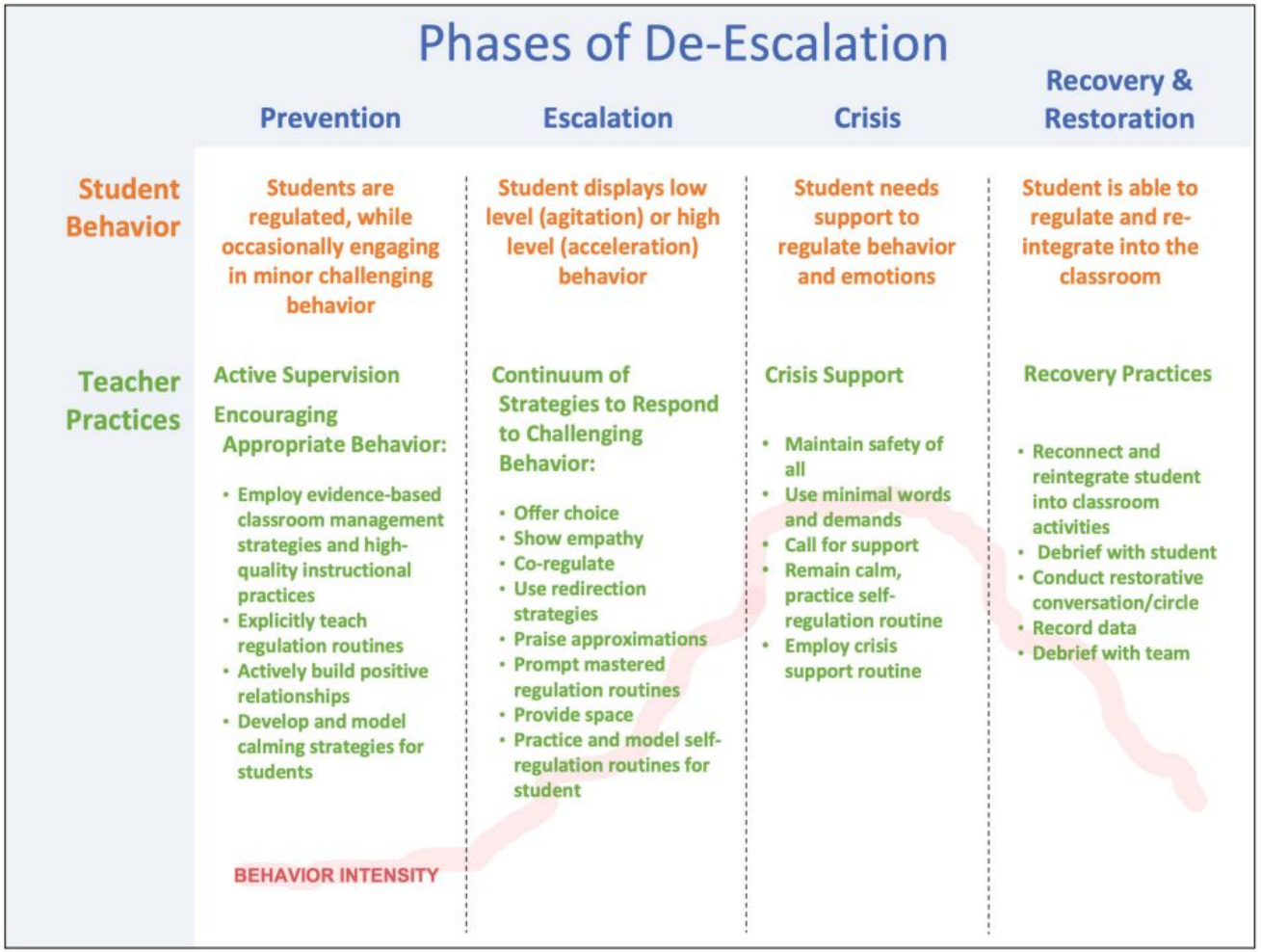


Figure 1. Phases of De-Escalation (adapted with permission from Midwest PBIS Network Phases of De-Escalation graphic)

Throughout de-escalation, the goal is to continue to build on the **prevention foundation** and prompt, model, and practice self-regulation strategies.

Strickland-Cohen, M. K., Newson, A., Meyer, K., Putnam, R., Kern, L., Meyer, B. C., & Flammini, A. (September, 2022). Strategies for De-escalating Student Behavior in the Classroom. Center on PBIS, University of Oregon. www.pbis.org

Prevention: Explicitly Teach (and model) Regulation Routines

Strategies for Students	Strategies for adults
• Explicitly teach and practice regulation strategies when students are calm	• Become aware of your own triggers for dysregulation and prompt/model use of regulation routines

Deep breathing Progressive muscle relaxation

Mindfulness Requesting/taking a break in the classroom

Emotional scales/feelings thermometers

Escalation: Responding to Challenging Behaviors

Strategy	Example
Co-regulation: assist students in regulating their emotions	"Karen, I want to make sure you are okay. I see that you are angry because your face is red, and your fists are clenched. When I feel angry, I like to take three deep breaths and count to 10. Watch me and we can do it together." With limited words: "Janet, you're crying. Let's grab some tissues and sit down together."
Prompt regulation routines	Visual or verbal prompts: "Remember your 4-square breathing" OR point to a visual of a progressive muscle relaxation routine
Provide space while continuing to monitor	Continue to actively supervise student while moving around the classroom to check in with other students. Teacher moves close to student: "Sarah, you seem frustrated. You are welcome to take time to cool down in the break space."

Crisis Support

Strategy	Example
Maintain safety and minimize risk of harm to the student and others following district-approved crisis protocols	Call/text for administrator assistance to support the student. Give the student space with supervision and/or escort other students in the classroom out of the space. Remove items close to the student that might pose harm (i.e., scissors, sharp objects, staplers, computers).
Use minimal words and demands	“Thank you for sitting down, Sarah.” “I am here when you are ready, Janet.”
Attend to your own arousal and practice self-regulation	Ask to leave the space if there are other adults in the room to supervise the student(s). Take 3 deep breaths before talking to student. Notice your heart rate and remind yourself to relax.

Recovery & Restoration Practices

Strategy	Example
RECOVERY	
Welcome the student back	This may be done discreetly or in front of the class, depending on student preferences and needs.
Reintegrate	Provide clear expectations and directions for the activity, acknowledge needs, and give positive praise for following expectations. “Karen, thank you for quietly going to your seat and getting your book.”
Focus on the present	Bringing up the crisis situation too early can re-escalate a student. Refrain from commenting on the incident or reviewing consequences.
RESTORATION	
Debrief with student	Reflect on the incident with the student to identify triggers, thoughts & feelings, and co-create a plan for how to avoid escalation in future. Create a debrief checklist to guide the conversation.
Staff debrief and self-reflection	Identify (a) strategies for remaining calm during escalation and (b) appropriate next steps for better supporting the student and preventing behavioral escalation.

Resources

https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom

Thank
you!