



# Developing a Classroom Matrix Leveraging MTSS in the Classroom

Summer 2024

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Amazing educators in Michigan Schools

# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

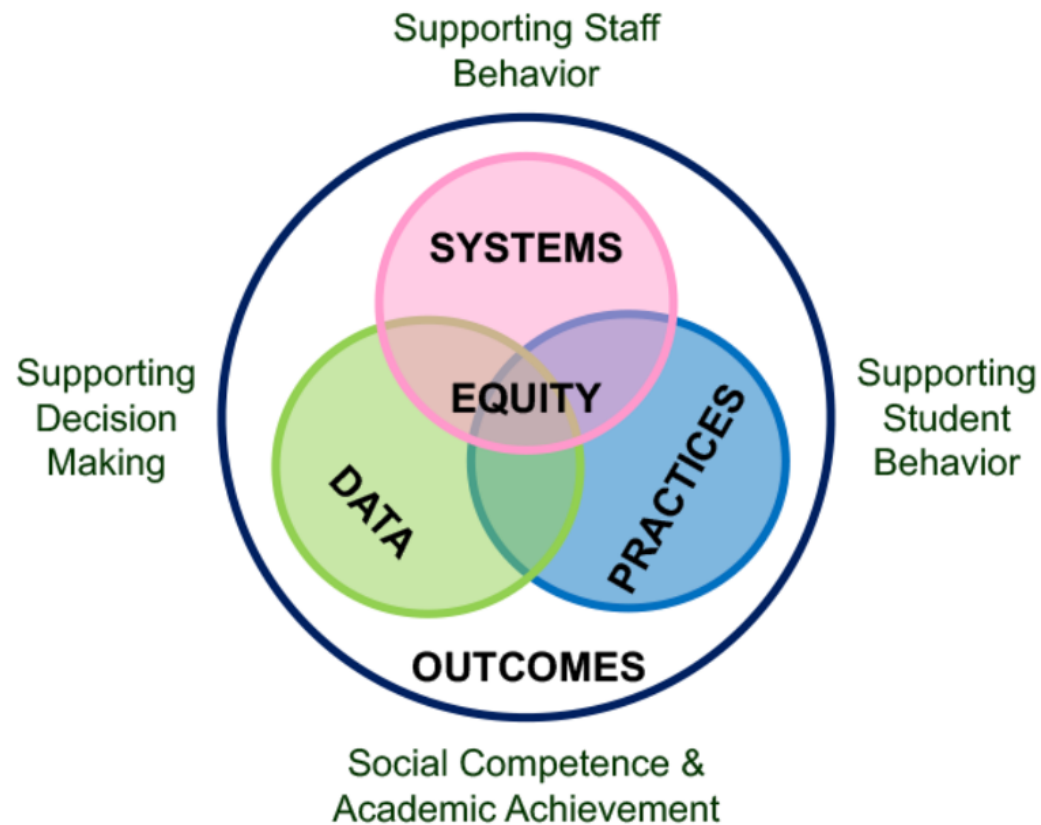
# Intended Outcomes

- Understand the purpose of a classroom expectations matrix
- Review features of a matrix that supports social, emotional, and behavioral expectations
- Begin developing components of a matrix that fits the context of your classroom and students

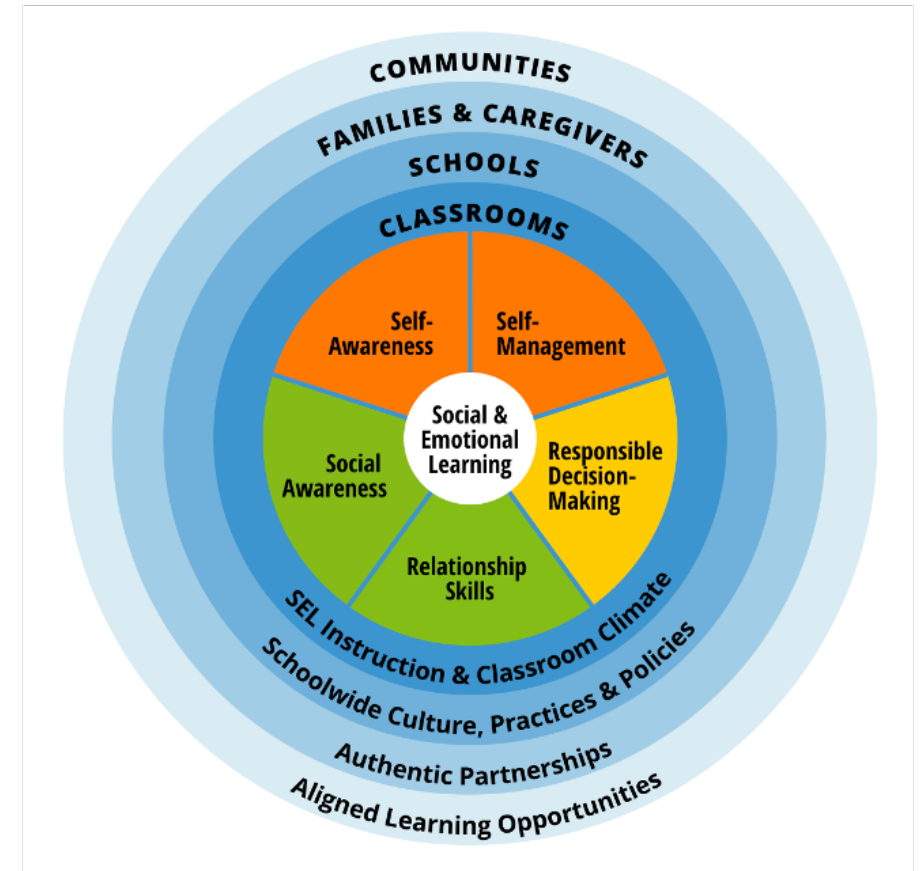
# Getting Ready

- Electronic Materials
  - Presentation Slides
  - Guided Workbook (pp. 8-9)
- Blank paper or Blank Matrix Template

# SEB Supports: Leveraging the PBIS and SEL Framework




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(National Center on PBIS; CASEL)

# Getting Organized

- *Resource Guide for Classroom SEB Supports*
  - Examples
  - Resources
- *Classroom SEB and Instructional Practices Checklist*
  - Details the practices
  - Space to document your personal plan




Michigan's Multi-Tiered System of Supports Technical Assistance Center  
April 2024 – Version 1.0

**Classroom SEB and Instructional Practices Checklist**


**Directions:** Document practices in place and notes for improvement and monitoring progress.

Practices	Notes (plan for improvement, plan for monitoring)
<b>Building Positive Relationships</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Greet students as they enter the classroom</li><li><input type="checkbox"/> "Getting to Know You" activities are incorporated throughout the school year</li><li><input type="checkbox"/> Positive tone and body language is used</li><li><input type="checkbox"/> Each student receives more positive statements than corrective (goal - 5:1)</li><li><input type="checkbox"/> Welcoming and inclusion activities are used frequently to build peer and adult relationships</li></ul>	
<b>Physical Arrangement</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Designated areas for specific activities</li><li><input type="checkbox"/> Seating charts with easy access to students needing additional support</li><li><input type="checkbox"/> Students can move easily to different activities</li><li><input type="checkbox"/> Teacher can move easily without physical barriers and can see students when engaged in different types of instruction (i.e., small group)</li><li><input type="checkbox"/> Instructional materials are easy to access</li><li><input type="checkbox"/> Visuals are displayed that support students and staff with daily schedule, routines, checklists</li><li><input type="checkbox"/> Student work is displayed to create a welcoming and inclusive environment</li></ul>	
<b>Engaging Instruction</b>	



**Resource Guide for Classroom SEB Supports**

Version 1.  
December 2023





# Classroom SEB Supports Components

- Supportive Relationships
- Supportive Environments
- Engaging Instruction
- **Clear Expectations**
- Teaching SEB Skills
- Supporting Regulation
- Response Strategies

Example HS Way	Welcome/Arrival	Group Work	Whole Class Work	When You Feel Upset
Respectful	<ul style="list-style-type: none"> <li>• Greet the teacher &amp; classmates</li> <li>• Walk directly to your designated seat</li> <li>• Talk softly</li> <li>• Keep hands, feet, &amp; belongings to myself</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to understand</li> <li>• Take turns speaking</li> <li>• Say, "I like that idea, AND..."</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to understand</li> <li>• Take turns speaking</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for a break when you feel upset</li> <li>• Express feelings making "I statements"</li> </ul>
Organized & Achieving	<ul style="list-style-type: none"> <li>• Walk directly to your designated seat</li> <li>• Bring your materials to class</li> <li>• Turn in homework</li> </ul>	<ul style="list-style-type: none"> <li>• Complete group activity/task in allotted time</li> <li>• Clean up the area when time is up</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Participate by responding to teacher prompts/questions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask my teacher to break down the assignment into smaller chunks</li> <li>• Ask to talk to someone if it will make you feel better</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>• Arrive to class before the tardy bell</li> <li>• Start bell ringer activity</li> <li>• Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• "Jump in" to help others</li> <li>• Manage time carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up the area when time is up</li> </ul>	<ul style="list-style-type: none"> <li>• Use cool off strategy (count to 25, deep breaths) as needed</li> </ul>
Teacher's Role (Conditions for Learning)	<ul style="list-style-type: none"> <li>• Supervise all areas of the classroom</li> <li>• Greet students warmly</li> <li>• Post bell ringer activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide relationship opener for groups</li> <li>• Actively supervise small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared for class with lesson plans and learning outcomes identified</li> </ul>	<ul style="list-style-type: none"> <li>• Model cool off strategies</li> <li>• Listen to understand</li> <li>• Show genuine interest in students</li> </ul>

# Classroom Expectations Matrix

**Why:** Provides a common language related to each expectation and helps build a positive classroom environment

**What:** Defines expectations for the main procedures in the classroom

**How:** Co-develop, define, and explicitly teach a few (3-5) positive classroom expectations or norms to enhance engagement

Center on PBIS (2022)

## Step 1: Identify Common Expectations

- Align language with any existing SEB initiatives or School-wide expectations (Ex: Safe, Respectful, Responsible)
- If none exist, engage students and families in selecting some common expectations (values)
- **Tip:** Include “Teacher’s Role” to promote classroom community and provide clarity





# Activity 1

Fill in common expectations down the left column of your matrix

Respectful			
Organized & Achieving			
Responsible			
Teacher's Role			

## Step 2: Identify Classroom Procedures

- Procedures form routines that help students meet classroom/school expectations – set students up for success!
- Increases instructional time and reduces the need for corrections
- Consider critical times throughout the school day
- Support social-emotional needs

# Example Activities or Procedures

## Elementary

- Whole Group Instruction
- Small-Group Instruction
- Seat Work
- Learning Centers
- Arrival
- Dismissal
- If I finish early
- When I get Upset

## Secondary

- Whole Group Instruction
- Turning in Assignments
- If I finish early
- Partner Work
- Returning from an Absence
- Lab or Learning Centers
- Arrival
- Dismissal
- When I need help



## Activity 2

Fill in activities or procedures in the top row

	Welcome/Arrival	Group Work	When You Feel Upset
Respectful			
Organized & Achieving			
Responsible			
Teacher's Role			



## Step 3: Identify Culturally and Contextually Relevant SEB Skills

- **Co-develop** with students, educators, families or caregivers
- Contextualize to the students unique and shared learning histories
- Positively stated, observable, measurable indicators or examples
- Consider the CASEL 5 competencies
  - Self-Awareness
  - Self-Management
  - Social Awareness
  - Relationship Skills
  - Responsible Decision-Making

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## Is it positive, observable, measurable?

- Be nice
- Use voice level 2
- Quietly go to Calm Corner
- Greet your classmates
- Don't touch others' materials
- Do your best work
- Take notes on content
- Listen to peers

## Activity 3

Fill in a few SEB skills that are relevant in your classroom

	Welcome/Arrival	Group Work	When You Feel Upset
Respectful	Greet teacher		Express feelings using “I statements”
Organized & Achieving		Clean up area	
Responsible		Help others	
Teacher’s Role	Greet at the door		Model “cool off” strategy

# Student Involvement

- Generate ideas of expected behavior during different activities (“What should it look like and sound like?”)
- Options:
  - Whole group discussion
  - Small group discussion
  - Anonymous survey
  - Free write

# Family and Caregiver Involvement

- Include questions on a current home survey to get feedback on what values and skills they want to see taught in the classroom
- Provide students and families the opportunity to share what expectations exist in the home (e.g., personal matrix)
- Provide information on when and how SEB skills will be directly taught to the class
- Seek out and provide examples of how parents encourage SEB skills at home

(PBIS Cultural Responsiveness Field Guide, 2021)

## Additional Considerations

- The matrix is a "living" document that is updated at least annually with the new students and families in your classroom
- Identify 3-4 skills in each cell to make it easy to reference— you can build out additional examples when teaching

## What's Next?

Step 4: Teach the expectations and procedures directly

Step 5: Post the matrix, prompt and reinforce expectations





# Activity 4

## Reflect and Plan:

- Teachers:
  - Consider your context (i.e., teaching style, student population, your current practices)
  - What actions do you want to take with developing the classroom matrix
- Coaches/Administrators:
  - What can you do to support teachers with developing, posting, and teaching a classroom matrix

# References

- Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
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- Levenson M., Smith K., Rose J., (2019). *Practice Brief Cultivating Positive Student-Teacher Relationships*. Retrieved from [www.pbis.org](http://www.pbis.org).
- Simonsen, B., Goodman, S., Robbie, K., Power, M., Rodriguez, C., & Burns, D. (January, 2021). *Effective Instruction as a Protective Factor*. Eugene, OR: Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
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