



Leveraging MTSS in the Classroom: *Elementary Strand Guided Notes*

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Leveraging MTSS in the Classroom: Elementary Strand

Guided Notes

This guided notes document is designed to support your learning during the virtual training sessions. It will help you capture key concepts, stay engaged, and organize important information for future reference.

Session 1: Classroom Environment and Structures

Intended Outcomes

- Consider different classroom arrangements to maximize structure and monitoring
- Understand best practices for developing and teaching expectations and routines
- Review types of visuals that can reinforce expectations and promote independence

1.0 Supportive Physical Environments

Fill in the blanks with key concepts from the presentation.

Research for Physical Arrangement

The physical arrangement to the classroom has the potential to _____ desirable behavior or _____ to students' interfering behaviors.

Activity 1.1

- Review the Checklist for [Classroom Physical Environment](#)
- Identify 1 or 2 priorities for improving the physical environment
 - What is currently working well?
 - What might be an opportunity for improvement?
 - Note any action items for the upcoming school year.

2.0 Expectations and Routines

Fill in the blanks with key concepts from the presentation.

Expectations, Routines, and Procedures

Expectations are the broad, _____ values and beliefs that guide adult and student _____.

Routines are the _____ patterns of how the classroom operates over time. They create _____ and consistency for how the day or class flows.

Procedures are the _____, step-by-step _____ for how to complete specific tasks or routines.

Activity 2.1

Expectations: What 3-5 expectations are most important for your students this school year?
Routines: Which routines will students need to understand to meet these expectations?
Procedures: How will you explicitly teach and practice these routines so students can succeed?

3.0 Classroom Visuals

Fill in the blanks with key concepts from the presentation.

Visuals

Visuals don't _____. They make _____ concepts _____ . They promote _____ and help the teacher ignore _____ behaviors without ignoring the _____ .

Activity 3.1

Environment: What visuals could structure your classroom and support predictability?
Student support: Which visuals might help students with difficult tasks or transitions?
Staff support: What visuals would help you guide routines and instruction?

4.0 Wrap Up and Next Steps

Fill in the blanks with key concepts from the presentation.

Key Takeaways

Thoughtful classroom arrangements maximize _____ and make it easier to monitor _____. Teaching expectations and routines using best practices set students up for _____. Classroom visuals _____ expectations and promote _____ .

Session 2: Building Relationships and Positive Interactions

Intended Outcomes

- Use positive greetings at the door to establish a positive tone and build student connections
- Differentiate between positive and corrective statements and apply strategies to increase positive interactions
- Deliver positive behavior-specific praise to reinforce desired academic and behavioral outcomes

1.0 Positive Greetings at the Door

Fill in the blanks with key concepts from the presentation.

Positive Greetings at the Door

They are a _____ classroom strategy. The teacher intentionally _____ each student. There is a _____, personalized, and _____ interaction that sets the _____ for learning.

Activity 1.1

How do you want students to feel when they enter your classroom?
How will you create that feeling? What will you say? What will you do? How will you ensure it feels authentic to you and your students?

2.0 Increasing Positive to Corrective Interactions

Fill in the blanks with key concepts from the presentation.

5 Positive: 1 Corrective

Positive interactions _____ encourages a specific _____ or _____ skill. They can also be _____ cues, like a smile or a thumbs-up. Corrective interactions state the _____ behavior or _____ error and tell the student what the desired behavior or academic skill should be in the _____. Never use it to publicly shame or belittle a student.

Activity 2.1

Identify if these interactions are positive or corrective:

P	C	Thank you for getting started right away.
P	C	A thumbs up to acknowledge behavior.

P	C	Please listen while I am talking.
P	C	Placing a finger to lips for “quiet”.
P	C	I like how this table is ready to learn.
P	C	Eyes on me.

Fill in the blanks with key concepts from the presentation.

How to Increase Positive Interactions

Scan and _____: name what you see going well.

Narrate the _____: describe the behavior you want others to follow.

Activity 2.2

Think about your daily classroom routines (arrival, transitions, independent/group work, etc.).

Where is one specific moment you could intentionally increase positive interactions this school year?

3.0 Positive Behavior-Specific Praise

Fill in the blanks with key concepts from the presentation.

Positive Behavior-Specific Praise (BSP)

BSP _____ desirable behaviors with _____ and precision. It is timely, _____, specific, and constructive and _____.

Activity 3.1

Read the scenarios below and develop a positive behavior-specific praise statement for each one.

Maya comes into class and starts her assignment right away.
Jordan helps Lee pick up the supplies he dropped.
Lily raises her hand instead of calling out.
Alex completes the math problems correctly and shows his work clearly.
The class lines up quickly and quietly for lunch.

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4.0 Wrap Up and Next Steps

Fill in the blanks with key concepts from the presentation.

Key Takeaways

A _____ classroom culture that _____ student success and reduces the need for behavioral _____ starts from the moment students enter your classroom. Positive _____ at the door set a _____ tone and make it easier to get and keep students on task. Focus on the academic and social, emotional, behavioral skills you want to see _____.

Session 3: Confidently Responding to Behavior

Intended Outcomes

- Apply brain science behavioral principles to common behaviors that occur in the classroom to determine function
- Identify regulation techniques that can be taught and reinforced with students
- Review and plan for consistent implementation of strategies for improving student behavior

1.0 Brain Science Basics

Activity 1.1

How familiar are you with Brain Science?

0	I know nothing about it.
1-2	I've heard a little about it.
3	I know some key ideas.
4	I'm pretty familiar with it.
5	I could teach it to others.

Fill in the blanks with key concepts from the presentation.

Regulation and the Brain

Brain science tells us that we have an upstairs brain and _____ brain. Regulated students are using the upstairs brain and are able to think, _____, and adapt their behavior when the situation demands it. When regulated, students are better able to control their _____, feelings, and _____. Dysregulated students

are using their _____ brain. They are reactive, unable to control their _____, feelings, and actions. When dysregulated, students are in _____ mode.

Activity 1.2

Review the list of common behaviors. Decide if each behavior is more likely coming from the upstairs brain or downstairs brain.

U	D	Raising a hand to ask a question.
U	D	Working quietly on an assignment.
U	D	Interrupting a lesson to get attention.
U	D	Throwing something when frustrated.
U	D	Using words to explain how they feel.

2.0 The Function of Behavior

Fill in the blanks with key concepts from the presentation.

Function of Behavior

Students are usually motivated by one of two motivations: to access or _____ something. They may try to access things like peer attention, adult _____, desired activities or objects, and sensory _____. They may try to avoid or escape from difficult or boring tasks, physical demands, non-preferred activities, peer or adult _____, or reprimands.

Stress Responses in the Classroom

Stress responses are automatic responses that happen when the downstairs brain is in control. Students may respond with the following stress responses: flight, _____, freeze, and _____.

Activity 2.1

What are the most common functions you notice in your students' behavior?
How do your students typically show stress responses in the classroom?
When you notice these behaviors, what is your usual first response?

3.0 Response Strategies

Fill in the blanks with key concepts from the presentation.

Talking to the Downstairs Brain

Connect with the student. It signals _____ and begins to calm the nervous system. Support regulation by _____ feelings and offer simple choices. Reflect and problem-solve once the student is regulated and the _____ brain is re-engaged.

Regulation Routines

They are strategies that help students take in different _____ and manage their _____ and _____ responses.

Teaching Regulation Skills

Regulation strategies should be _____ and practiced as part of your classroom _____. Once taught, they should become your first response for classroom _____ or when students become dysregulated.

Responding to Low-Intensity Behaviors

Low intensity behaviors warrant low-intensity _____. Examples of low intensity behaviors are: _____.
Examples of low intensity responses are: _____.

Activity 3.1

Review the [Strategies for Responding to Interfering Behaviors](#) and the [Precision Request Sequence](#) documents. Consider how you might use these strategies to respond to student behavior.

To help prevent behavior, I will
When a student is becoming dysregulated, I will
For low-intensity behaviors, I will

4.0 Wrap Up and Next Steps

Fill in the blanks with key concepts from the presentation.

Key Takeaways

Behavior is _____. Students show us what they need through their _____. Regulated students are ready to _____. Dysregulated students are in _____ mode. Stress responses are _____.
Prevention is _____. Low-intensity _____ warrant low-intensity _____. It is about _____, not punishing.

Thriving in Teaching: Wellness Practices for Educators

Intended Outcomes

- Understand why teacher wellness matters
- Reflect and identify personal wellness needs
- Consider daily routines to support emotional regulation and wellness over time

1.0 Why Teacher Wellness Matters

Fill in the blanks with key concepts from the presentation.

Teacher Burnout

Teachers are _____ as likely to report frequent job-related _____ and _____ times as likely to report difficulty coping with it as similar working adults. _____% of teachers report feeling burned out _____ or _____.

Burnout is Not Inevitable

With the right awareness, _____, support, and _____ practices, burnout can be prevented.

2.0 Wellness Practices

Fill in the blanks with key concepts from the presentation.

Teacher Wellness Practices

- Self-awareness: _____ signs of stress and burnout.
- Boundaries: Protect your _____ and _____.
- Personal wellness: _____ strategies to manage stress, prevent _____, and reduce _____ fatigue.
- Support networks: Colleagues, _____, and professional communities.

Activity 2.1

Think of a recent stressful moment that you faced. What your first early warning sign?
Which stress response do you tend to demonstrate most?
How can these reflections help you in the classroom?

Fill in the blanks with key concepts from the presentation.

Personal Wellness Examples

Personal wellness includes strategies that can be used in the _____, long term, and work-_____. Some examples of each are:

In the Moment	Long Term	Work Specific

Activity 2.3

Think about your future students. When you're at your best (energized, patient, and fully present), what do you want them to see, hear, and feel in your classroom?
What will your students experience because you're showing up that way?
In my classroom I will prioritize...so that my students will experience...

3.0 Regulation, Wellness, and the Classroom

Fill in the blanks with key concepts from the presentation.

Why Support Regulation for Staff

Regulated staff are better able to attend to the SEBH needs of students. It helps create a _____, consistent, and _____ learning environment for students and staff. It increases overall teacher _____.

Activity 3.1

What is one strategy you can use in the moment to stay grounded and regulated?
What is one habit you want to build over time to support your wellness?

4.0 Wrap Up and Next Steps

Fill in the blanks with key concepts from the presentation.

Key Takeaways

Teachers are _____ for burnout and report higher-than-average levels of job-related _____. Burnout is not inevitable. It is _____ and therefore

_____. With proactive _____, good boundaries, strong _____, and effective wellness practices, teachers can sustain their passion for teaching long-term. Regulation is an important aspect of teacher wellness. _____ educators are better able to _____ impact student outcomes.

Next Steps

Stay connected with the TA Center

- Join our [listserv](#)
- Follow our social media pages
 - [Facebook](#)
 - [YouTube](#)
 - [Instagram](#)
- Participate in additional professional learning
 - On Demand
 - [EduPaths](#)
 - [YouTube](#)
 - [Microlearning](#)
 - [Upcoming Professional Learning Sessions](#)
 - In-person and virtual

URLs Used in Document

[Checklist for Classroom Physical Environment](#)

(https://www.dropbox.com/scl/fi/5bqs205u8mtq7gmisic6n/Checklist_for_Classroom_Physical_Environment.docx?rlkey=9jt2psn8uoq5u2wb3890l67c5&st=fdne3szb&dl=0)

[Precision Request Sequence](#)

(https://www.dropbox.com/scl/fi/zeah5843ir5s5w7yljt64/11_Precision_Requests_Sequence.pdf?rlkey=pxg5dw2ctaiuwlbqtmjxm8h&st=xnvys88l&dl=0)

[Strategies for Responding to Interfering Behaviors](#)

(https://www.dropbox.com/scl/fi/8ng77sokvhf3in4iq4alp/Strategies_Responding_Interfering_Behavior.docx?rlkey=n5zdmingl5a69uf6sjvwf4l1q&st=fj9kyser&dl=0)

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