



Microlearning Facilitator Guide: *Tier 1 Classroom SEBH*

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Microlearning Facilitator Guide: Tier 1 Classroom SEBH

This guide is designed to support facilitators in effectively and efficiently using the Tier 1 Classroom Social, Emotional, Behavioral Health (SEBH) Supports microlearning modules. These modules support educators in developing classroom Social, Emotional, Behavioral Health (SEBH) supports with the goal of providing a supportive environment, enhancing instructional practices, and reinforcing student behavior to improve outcomes for all students.

Introduction and Overview

Purpose

This Facilitator Guide supports professional learning with educators to improve implementation of Tier 1 classroom Social, Emotional, Behavioral Health (SEBH) supports. SEBH supports can promote positive student well-being and mental health.

The microlearning courses address:

- Building positive learning environments
- Enhancing instructional practices
- Reinforcing desired classroom behaviors

Facilitators can also use this guide to retrain or extend learning for staff who have previously attended Tier 1 Classroom SEBH Supports training sessions. Select the modules and activities that best align with the training context, participants' experience levels, group sizes, and identified needs.

Microlearning Modules

This series includes 14 microlearning modules. The modules span the three pillars of Tier 1 Classroom SEBH Supports. The modules can be accessed on the [MiMTSS Microlearning](#) page located in the Social, Emotional Behavioral Health (SEBH) section.

- ABCs of Behavior
- Behavior-Specific Praise
- Classroom Acknowledgment Systems
- Classroom Visuals
- Developing a Classroom Matrix
- Engaging Learners in Instruction
- Regulation Routines
- Responding to Low-Intensity Behaviors
- SEBH and MH Components in a Matrix
- Student Stress Responses
- Supportive Physical Environments
- Supportive Relationships in the Classroom
- Teaching SEBH Skills
- The Function of Behavior

Guidelines for Use

Training Considerations

Facilitators should begin by identifying how the modules will be used. Will they be used for whole-group professional learning, small-group sessions, or individual coaching sessions focused on the entire series or specific practices? Consider the participants' familiarity with Tier 1 classroom practices, their prior training experiences, and any relevant data to support informed decision-making.

Once the intended audience is determined, consider the time available for training. This will help determine how many modules can be reasonably completed in each sitting. Each microlearning module was designed to take no more than 15 minutes to complete.

Suggested Training Scope and Sequence

Facilitators should determine whether to follow the suggested scope and sequence or select specific modules based on available data.

1. Supportive Relationships in the Classroom
2. Developing a Classroom Matrix
3. SEBH and MH Components in a Matrix
4. Supportive Physical Environments
5. Classroom Visuals
6. Engaging Learners in Instruction
7. Teaching SEBH Skills
8. Student Stress Responses
9. Regulation Routines
10. ABCs of Behavior
11. The Function of Behavior
12. Behavior-Specific Praise
13. Classroom Acknowledgment Systems
14. Responding to Low-Intensity Behaviors

Microlearning Modules Extension Suggestions/Guidance

Supportive Relationships in the Classroom

Overview

Supportive relationships with students are the cornerstone of Tier 1 Classroom SEBH Supports. Student-teacher relationships can influence student achievement. This module will review practices that educators can implement to cultivate positive relationships with students.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- Which strategies are currently being implemented?

- What intentions do staff want to set to better cultivate positive student-teacher relationships?
- What can coaches or administrators do to support staff implementing these practices?
- How will efficacy be monitored?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Video Reflection

1. Watch [Every Opportunity](#)
2. Debriefing questions:
 - a. What were participants' initial reactions to the two scenarios presented in the video?
 - b. What strikes participants most about the second scenario?

Give One, Get One

The Collaborative for Academic, Social, and Emotional Learning (CASEL) developed the *SEL 3 Signature Practices Playbook*. The playbook is a resource that includes welcoming and inclusion activities that can be helpful in building positive student-teacher relationships. Activities are designed to be brief and interactive.

1. Distribute the playbook
 - a. Provide a digital or printed copy of the [SEL 3 Signature Practices Playbook](#)
2. Welcoming and Inclusion Activities
 - a. Direct participants to the Welcoming and Inclusion Activities section
3. Individual Review
 - a. Ask each participant to choose one activity from the section to review
4. Partner Share
 - a. When prompted, ask participants to pair up. Each partner will take turns sharing
 - i. Give One: Share the strategy reviewed
 - ii. Get One: Listen to and learn about the partner's selected strategy
5. Repeat as time allows
 - a. Encourage participants to switch partners and repeat the process
6. Whole Group Debrief
 - a. Invite volunteers to share key takeaways or ideas for implementation

Possible Next Steps

Participants can use the *Supportive Relationships* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts.

Developing a Classroom Matrix

Overview

Every classroom has expectations, routines, and procedures. A classroom expectations matrix establishes a common language for these expectations and outlines what they look like during key activities and routines. This module will give participants the knowledge and tools needed to develop a classroom matrix.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- What are the classroom expectations?
 - If possible, align them with school-wide expectations
- What activities or routines take place in the classroom?
 - This will be contextual for each teacher.
- What social, emotional, or behavioral skills do students need to be successful in meeting the expectations?
- How might staff co-develop their classroom matrices with students, other staff, or families?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Create a Classroom Matrix

Assist classroom staff in developing individual classroom matrices. Provide staff with a blank table or designated template to use.

1. Identify common expectations
 - a. Located in the left column of the matrix, staff will identify the common expectations of their classroom. Encourage staff to align the expectations with school-wide expectations, if they exist.
 - b. Include a cell for the *Teacher's Role* (conditions for learning). This helps clearly define how the teacher will support expectations and promote consistency.
2. Identify classroom activities and routines
 - a. Located across the top row of the matrix, staff will identify the common activities/routines of the classroom. Encourage staff to consider critical times throughout the school day.
 - b. Provide staff with example activities/routines or encourage group discussion to collaborate and identify ideas.
3. Identify which culturally and contextually relevant SEBH skills should be included in the procedures
 - a. Consider reviewing the *SEBH and MH Components in a Matrix* microlearning module prior to completing this section of the matrix.
 - b. Provide detailed steps for how to meet the expectations of various activities/routines within the remaining cells of the matrix

- c. Encourage staff to leave some cells blank to encourage co-development with their students

Co-Develop the Classroom Matrix

Classroom teachers partner with their students to co-create the classroom matrix.

1. Introduce the expectations
2. Discuss the purpose of the expectations and invite students to share their thoughts
3. Introduce the classroom matrix
4. Involve students in generating examples of the expected behaviors for each expectation in each classroom activity
5. Collaboratively design a plan for support
 - a. Can students help design visuals that support the expectations?
 - b. Explore how students want to be acknowledged or reminded of the expectations
 - c. Collect data on performance feedback
 - i. Self-monitoring: the whole class can rate their behavior with a thumbs up, thumbs down, or thumbs sideways to rate group behavior related to meeting expectations

Possible Next Steps

Participants can use the *Expectations and Routines* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts.

SEBH and MH Components in a Matrix

Overview

Integrating Social, Emotional, Behavioral Health (SEBH) and mental health components in a classroom matrix can more effectively support students. This comprehensive, holistic approach to students' well-being promotes long-term mental health and resilience.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- What social, emotional, or behavioral skills do students need to meet classroom expectations?
 - Do students need to learn any specific social skills to follow classroom routines (e.g., taking turns, asking for help, sharing materials)?
 - Are there specific emotional regulation strategies (e.g., breathing strategies, taking a break, or using a calm-down corner) that students are expected to use?
 - What behaviors need to be directly taught and practiced so students can meet expectations (e.g., raising a hand to speak, managing materials, transitioning quietly).
- Are procedures in the matrix written in positive, observable, and measurable language?
 - Non-example: Don't speak loudly
 - Example: Use voice level 1

Suggested Activities

These are activities that the facilitator can use to enhance the module:

SEBH Skill Search

1. Display or provide staff with a copy of the *Example HS Way Matrix*
2. Ask staff to identify examples of SEBH and mental health components embedded within the matrix
 - a. Some examples within the matrix are:
 - i. Greet the teacher and classmates (social)
 - ii. Ask for a break when you feel upset (emotional)
 - iii. Stay on task (behavioral)
 - iv. Use cool-off strategy (mental health)

SEBH Spotlight

Assist classroom staff in enhancing their individual classroom matrices to include SEBH and MH components.

1. Classroom expectations are identified
 - a. Are the common expectations of the classroom identified in the left column of the matrix?
2. Classroom activities and routines are defined
 - a. Are the common activities and routines listed across the top row of the matrix?
3. Identify which culturally and contextually relevant SEBH skills should be included in the procedures
 - a. Review the *Developing a Classroom Matrix* microlearning module, if needed
 - b. Include a “When You Feel Upset” or “When You Need Help” column in the matrix
 - i. Identify what students should do to be able to meet the classroom expectations when feeling upset or requiring help (e.g., ask for a break, use a cool-off strategy, ask for a break)
4. Co-develop ideas with students, other staff, and families
 - a. Review the co-development activity identified in *Developing a Classroom Matrix*

Possible Next Steps

Participants can use the *Expectations and Routines* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts.

Supportive Physical Environments

Overview

Creating supportive physical environments in the classroom can promote positive social, emotional, and behavioral health for students. The module addresses how the physical layout of the classroom is a natural, non-intrusive way to support positive SEBH for students.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- Are classrooms arranged to minimize crowding and distractions?
- Can staff easily supervise all areas of the classroom?
 - Visual proximity
 - Physical proximity
- Have staff planned how students will transition or move about the classroom?
 - Entering and exiting the classroom
 - Movement between activities (e.g., seat work to circle time)
- Are seats arranged to match the typical instructional approach of the classroom?
 - Rows, clusters, long tables, etc.
- How might classrooms be designed to prevent predictable behavior?
 - What problems have been encountered in the past?
 - What environmental solutions might make a difference?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Checklist for the Classroom Physical Environment

1. Distribute the Checklist
 - a. Provide a printed or digital copy of the *Checklist for Classroom Physical Environment* to staff
2. Individual Reflection
 - a. Staff will review and respond to the prompts based on their own classrooms
3. Identify Priorities
 - a. After completing the checklist, staff will select 1-2 priorities for improving their physical environment
4. Optional Group Debrief
 - a. If time allows, bring the group together to share their insights, ideas, or questions

Classroom Tours

1. Identify Volunteers
 - a. Identify 1-4 teachers who are willing to allow staff to observe and reflect on their classroom environments
2. Small Group Tours
 - a. Small groups of staff will take turns walking through volunteer classrooms
 - b. Staff will constructively note *Glows and Grows*
 - i. What works well?
 - ii. What might be areas for improvement?
3. Group Debrief
 - a. Thank volunteers and share key takeaways, favorite ideas, or discuss any questions that arose

Possible Next Steps

Participants can use the *Physical Environments* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts. Note: visuals are addressed in the *Classroom Visuals* module.

Classroom Visuals

Overview

Visuals are more than just decorative elements in a classroom. They are a valuable Tier 1 environmental support for students and staff. As a key component of a supportive physical environment, classroom visuals can increase predictability, structure the environment, support routines, and help prevent behavior.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- How might visuals help teach, prompt, or support students?
 - Are some students having difficulty learning a particular skill or routine?
 - Are there students who are less independent than their peers?
 - Could certain interfering behaviors be prevented with a visual prompt?
 - Could a visual help support students who frequently ask the same questions?
- Are visuals effectively being used?
 - Have the visuals been explicitly taught to students?
 - Are they reviewed as reinforced as needed?
 - Is individualized support provided when necessary?
 - Do students receive positive feedback when they demonstrate the skills shown in the visual?
 - Are visuals referenced during reteaching opportunities?
 - Are visuals referenced to promote independence whenever possible?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Scenario Match

Instructions:

Staff will match each scenario to one or more visual supports that could be helpful. Responses may vary and should be based on interpretation. Contextualize the scenarios to fit the staff's specific setting or student population.

1. Present each scenario to the group
2. Ask staff to choose which type(s) of visuals could best support the student in that situation
3. Encourage discussion around why a particular visual might be effective
4. Emphasize that there can be multiple correct answers depending on the context

Example Scenarios:

- A student is having difficulty learning a new concept or routine.
- A student is less independent than their peers.
- A student is not as engaged in classroom activities.
- A student is displaying interfering behavior in the classroom.
- A student frequently asks the same question multiple times.

Visual Support Types

- Schedule: to provide structure and predictability
- Environmental Cue: to signal expectations within the space
- Task Breakdown: to support step-by-step learning
- Checklist: to guide completion of routines or assignments
- Transition Cue: to prepare or guide changes between activities
- Staff Reminder: to prompt adult behaviors that support student needs

Visual Show and Tell

1. Prepare
 - a. Ask staff to bring or create a visual that they currently use or plan to use in their classroom.
2. Share in Small Groups
 - a. In pairs or small groups, each participant will:
 - i. Show their visual
 - ii. Explain its purpose
 - iii. Describe how and when it is used with students
3. Provide Feedback
 - a. Group members can offer constructive feedback, such as:
 - i. Suggestions for improvement
 - ii. Ideas for adaptation
 - iii. Positive observations

Possible Next Steps

Participants can use the *Physical Environments* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts. Note: items focused on the physical arrangement of the classroom are addressed in the *Supportive Physical Environments* module.

Engaging Learners in Instruction

Overview

Effective and engaging instructional practices can improve academic and social, emotional, and behavioral health skill development for students. This module focuses on two key practices: opportunities to respond (OTR) and instructional choice.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- Which types of OTRs do staff already use in the classroom?
- Which OTRs would they like to incorporate more often?
- Is there a specific subject area or lesson type where it would be easiest to start increasing their use of OTRs?
- What types of instructional choices are staff already offering to students?
- What additional types of instructional choices would staff like to try?
- How might offering instructional choice to students support work completion?
- How could providing instructional choice help reduce interfering behaviors?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

OTR Count

1. Choose a Classroom Example
 - a. Select a brief classroom video or prepare a role-play scenario that shows a teacher actively engaging students with OTRs
 - b. Ensure that the example includes various OTR types
2. Observe and Count
 - a. Staff will watch the video or observe the role-play
 - b. Staff will keep a tally of every OTR that they observe
3. Group Debrief
 - a. How many OTRs did they count?
 - b. What types of OTRs were used?
 - c. How did the teacher's use of OTRs impact student engagement?

One Lesson, Four Choices

1. Reflect on a Lesson
 - a. Ask staff to reflect on a lesson or activity that they have recently taught or are planning to teach
2. Fold and Label
 - a. Give each participant a sheet of paper to fold into four squares
 - b. Label each square with one of the four categories of student choice:
 - i. Product (how students show their learning)
 - ii. Materials (what tools or resources the student uses)
 - iii. Order of Completion (the sequence in which tasks are completed)
 - iv. Work completion (amount of work or how it is completed)
3. Brainstorm Blitz
 - a. In each box, staff will write out one idea for how they could offer a choice related to their selected lesson
4. Group Debrief
 - a. Staff can share some key takeaways or questions with the larger group for discussion

Possible Next Steps

Participants can use the *Engaging Instruction* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts.

Teaching SEBH Skills

Overview

Students must be explicitly taught SEBH skills. This module emphasizes the importance of aligning SEBH instructional practices with classroom expectations and any identified student needs. It also explains how and when to teach these skills to students.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- What social, emotional, or behavioral skills align with the classroom expectations?
- What SEBH needs do students demonstrate in the classroom?
 - Procedural needs
 - Daily SEBH skills
- Are any SEBH-focused curricula currently being used in the classroom?
- How might you begin delivering SEBH skills lessons?
 - Designated curriculum
 - Embedded within an academic lesson
 - Standalone SEBH skills lesson
- Are there ways to leverage specialized support staff to assist with this work?
 - Counselors
 - Social workers
 - Mental Health Staff

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Video Reflection

After staff watch the *Integrating SEL* video (within the module), staff can reflect on the content by considering the following questions:

1. What aspects of the video did you find helpful?
2. What, if anything, would you do differently in your own practice?
3. Which SEBH skills were reinforced in the video?

Encourage staff to note their ideas individually before discussing in pairs to deepen their discussion.

SEBH Skill Lesson Planning

Help staff intentionally integrate SEBH skill instruction within an existing academic lesson.

1. Select a Lesson
 - a. Ask staff to choose an upcoming or recent lesson that they have taught
2. Identify a Relevant SEBH Skill
 - a. Staff will reflect on their classroom and select one SEBH skill that would support success in their chosen lesson
3. Plan for Integration
 - a. Using the Lesson Plan Components within the module, staff will embed the SEBH skill
 - i. What is the rationale?
 - ii. What are the steps?
 - iii. What are examples and non-examples that can be shared with students?
 - iv. How will students have opportunities to practice with feedback?
 - v. How will staff check for understanding and provide students with feedback?
4. Optional Group Debrief
 - a. Staff will share a plan with a partner or small group
 - b. Key takeaways can be discussed with the whole group

Possible Next Steps

Participants can use the *Teaching Social, Emotional, Behavioral Health Skills* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts.

Student Stress Responses

Overview

Stress can create feelings of emotional discomfort and may result in many different physical, emotional, and behavioral responses. This module will help participants understand the different types of stress responses that students may demonstrate in the classroom.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- What are some of the most common ways students demonstrate stress responses?
- How might staff categorize their own stress responses?
- How might awareness of stress responses help staff respond more effectively to students in the classroom?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Stress Response Scenarios

Create and present brief classroom scenarios where students exhibit behaviors that may depict stress responses.

1. Small groups will be provided with a classroom scenario to read and review
2. Each group will discuss and identify the type of stress response(s) the student may be demonstrating and a rationale for their choice(s)
3. The whole group will debrief to share their thoughts and compare interpretations of the scenarios

Behavior Skills Training: Explaining the Brain Using the Hand Model

To increase the staff's ability to explain the brain using the hand model, a behavior skills training activity can be used. Reference the *Explaining the Brain to Children and Adolescents* video within the module.

1. Instruction
 - a. The facilitator will give a brief explanation of the hand model, ensuring that the context fits the student population being served.
 - i. Differentiate between:
 1. The upstairs brain/wise owl (cerebral cortex)
 2. The downstairs brain/barking dog (the limbic system)
 - ii. Explain that stress responses originate in the downstairs brain (barking dog) and may take over when students are dysregulated
 1. Name the 4 stress responses
 - a. Fight
 - b. Flight
 - c. Freeze
 - d. Fawn
 - iii. The upstairs brain (wise owl) helps solve problems and engage in higher-order thinking
 - iv. When a person experiences stress, the downstairs brain can override the upstairs brain, making it difficult to think clearly or make good decisions
 - v. Self-regulation skills can help calm the downstairs brain, allowing the upstairs brain to regain control
2. Model
 - a. The facilitator will model how to explain the hand model to students.
 - i. Model the explanation as if speaking directly to a student
 - ii. Use age-appropriate language
3. Practice
 - a. Staff will pair up and take turns practicing the hand model explanation
4. Feedback
 - a. Partners will give brief, constructive feedback after each practice round
 - i. Were all key concepts included?
 - ii. Was the explanation clear, engaging, and age-appropriate?
5. Group Debrief
 - a. The facilitator will lead a brief group discussion
 - i. How might staff use this model with students?
 - ii. When would this explanation be helpful in the classroom?

Possible Next Steps

Complete the *Regulation Routines* module. Once that module is complete, participants can use the *Regulation Strategies for Students and Staff* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts.

ABCs of Behavior

Overview

The ABCs of Behavior give educators a framework for understanding and analyzing students' behavior. This module will introduce the core concepts of antecedents, behavior, and consequences when supporting students' SEBH.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- How can understanding the relationship between antecedents, behaviors, and consequences help in the classroom?
- Can you identify a recent situation where identifying the ABCs of a behavior might have been helpful?
- What behaviors are happening most often in the classroom? Are there patterns that can be identified related to the antecedents or consequences?
- How might staff behavior serve as an antecedent for students?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

ABC Identification Scenarios

1. Choose Scenarios
 - a. Select age-appropriate behavior scenarios for groups to review. They can be real-life or pre-written scenarios.
2. Review
 - a. Staff members can read or listen to each scenario
3. Identify the ABCs
 - a. For each scenario, ask participants to identify
 - i. A-antecedent: What happened right before the behavior?
 - ii. B-behavior: What behavior was observed?
 - iii. C-consequence: What happened immediately after the behavior?
4. Group Debrief
 - a. Facilitate a discussion to compare answers and respond to lingering questions

ABC Quick Write

1. Reflect
 - a. Ask staff to identify a recent behavior incident that occurred in their classroom

2. Write
 - a. Ask staff to quickly write down the following:
 - i. A-antecedent: What happened right before the behavior?
 - ii. B-behavior: What behavior was observed?
 - iii. C-consequence: What happened immediately after the behavior?
3. Share and
 - a. In pairs or small groups, invite staff to share their reflections

Possible Next Steps

Complete *the Function of Behavior* module. Encourage staff to use the ABC framework to document students' behavior in the classroom and share their experiences with a peer/mentor. Consider how coaches and administrators can support staff in understanding students' behaviors more fully by using the ABC framework.

The Function of Behavior

Overview

All behavior serves a function. The function is the reason or purpose behind why a behavior occurs. It can help explain what students are trying to achieve or communicate through their actions. Understanding the function of behavior can help staff better support the SEBH needs of students.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- How can understanding the function of behavior help in the classroom?
- Can you identify a recent situation where identifying the function of a behavior might have been helpful?
- What are some common classroom examples?
 - To obtain/avoid attention?
 - To obtain/avoid items, tasks, or activities?
 - To obtain/avoid sensory/stimulation?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Function of Behavior Scenarios

1. Choose Scenarios
 - a. Select age-appropriate behavior scenarios for groups to review. They can be real-life or pre-written scenarios. Consider leveraging any scenarios that were used in the *ABCs of Behavior Scenarios*.
2. Review
 - a. Staff members can read or listen to each scenario
3. Identify the ABCs
 - a. For each scenario, ask participants to identify what the possible function of the behavior might be

4. Group Debrief
 - a. Facilitate a discussion to compare answers and respond to lingering questions

Function Quick Write

1. Reflect
 - a. Ask staff to identify a recent behavior incident that occurred in their classroom
2. Write
 - a. Ask staff to quickly write down the following:
 - i. A-antecedent: What happened right before the behavior?
 - ii. B-behavior: What behavior was observed?
 - iii. C-consequence: What happened immediately after the behavior?
 - iv. Identify the possible function of the behavior
3. Share
 - a. In pairs or small groups, invite staff to share their reflections

Possible Next Steps

Ensure that *the ABCs of Behavior* module has been completed. Encourage staff to consider how understanding the function of students' behavior can enhance their classroom interactions. They can share their insights or experiences with a peer or mentor. Consider how coaches and administrators can help staff deepen their understanding of behavior. Complete the *Behavior-Specific Praise* and *Classroom Acknowledgment Systems* modules to learn more about reinforcing desirable classroom behaviors.

Behavior-Specific Praise

Overview

Behavior-specific praise is an evidence-based practice that helps reinforce desirable behaviors and SEBH skills. It elevates general praise by identifying exactly what was done well to help students understand which behaviors are beneficial in the classroom and should be repeated more often.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- How might behavior-specific praise be effective for students' learning and motivation in the classroom?
- What classroom behaviors might you want to reinforce with behavior-specific praise?
- How can you ensure that all students, including those who often exhibit interfering behaviors, receive equitable and meaningful praise?
- What barriers to implementing this strategy can you identify, and what might help you overcome them?
- What strategies might be used to identify students' praise preferences?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

BSP Gallery Walk

1. Post General Praise Statements
 - a. Display several general praise statements around the room on chart paper (e.g., nice job!)
2. Form Small Groups
 - a. Divide participants into small groups and assign each group one general praise statement
3. Rewrite the Statement
 - a. Groups will work together to rewrite their assigned praise statement as a behavior-specific praise statement (e.g., Tim, nice job raising your hand!)
4. Gallery Walk
 - a. Once groups have completed their statement, groups will rotate around the room and read the other groups' statements
 - i. Participants can offer comments, suggestions, or additional examples on each chart paper
5. Group Debrief
 - a. Have a whole group discussion
 - i. What are the key takeaways or any lingering questions?

Praise Rewrite

1. Prepare General Praise Statements
 - a. Compile a list of general praise statements
2. Rewrite Individually
 - a. Give each participant time to review and rewrite each statement as behavior-specific praise
 - b. Encourage customization to reflect their own classroom setting and student population
3. Group Review and Discussion
 - a. As a group, discuss
 - i. The rewritten statements
 - ii. Highlight what was done well
 - iii. Discuss opportunities for improvement

Possible Next Steps

Participants can use the *Reinforcing Behavior* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts. Note: rewards are addressed in the *Classroom Acknowledgment Systems* module.

Classroom Acknowledgment Systems

Overview

Classroom acknowledgment systems provide teachers with a structured and consistent approach to recognizing and reinforcing when students meet classroom expectations or

demonstrate key SEBH skills. This module explores the different types of acknowledgments used to reinforce desirable behaviors in the classroom.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- Are acknowledgments provided to students consistently and equitably?
- Are reinforcers provided when students demonstrate positive academic and SEBH skills?
- What types of acknowledgments would work well in the classroom?
 - Immediate
 - Intermittent
 - Long-term
- What can help support the 5:1 ratio of interactions?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Acknowledgment Match

1. Prepare a list of acknowledgments
 - a. Immediate
 - b. Intermittent
 - c. Long-term
 - d. Consider gamifying the activity using [Mentimeter](#)
2. Identify the type
 - a. Participants will identify what type of acknowledgment it is
3. Group Debrief
 - a. Have a whole group discussion
 - i. What are the key takeaways or any lingering questions?

SMART Goal Setting

1. Reflect
 - a. Staff will identify how often they currently provide positive acknowledgments to students
 - b. Staff will identify the types of acknowledgments they provide to students
2. Plan
 - a. Staff will choose 2-3 realistic and measurable SMART goals tied to acknowledgments in their classrooms
 - i. SMART
 1. Specific
 2. Measurable
 3. Achievable
 4. Relevant
 5. Time-bound
 - ii. Example goals
 1. Give 5 specific acknowledgments per class period.

2. Ensure each student receives at least one positive acknowledgment daily.
3. Progress Monitoring
 - a. Staff will identify their plan for monitoring the progress of their goals
 - i. Example ideas:
 1. Tally marks
 2. Reflection Log
 3. Peer accountability partner

Possible Next Steps

Participants can use the *Reinforcing Behavior* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts. Note: behavior-specific praise is addressed in the *Behavior-Specific Praise* module.

Responding to Low-Intensity Behaviors

Overview

This course explores effective strategies for addressing low-intensity classroom behaviors while maintaining a positive learning environment and supporting students. Low-intensity classroom behaviors are mild, often subtle actions or disruptions that are not necessarily harmful but can interfere with the learning environment.

Reflection Questions

These are questions that the facilitator can use to process the module with participants:

- What are some common low-intensity behaviors that occur in the classroom?
- What low-intensity responses do staff use and when?
- How might the ABCs and/or function of behavior help staff respond to interfering behaviors in the classroom?
- How might staff use response strategies with intentionality?

Suggested Activities

These are activities that the facilitator can use to enhance the module:

Responding to Behavior Scenarios

1. Choose Scenarios
 - a. Select age-appropriate behavior scenarios for groups to review, related to students who demonstrate low-intensity classroom behaviors. They can be real-life or pre-written scenarios.
2. Review
 - a. Staff members can read or listen to each scenario
3. Identify the Low-Intensity Response

- a. For each scenario, ask participants to identify which low-intensity response they might use and why they would select it
4. Group Debrief
 - a. Facilitate a discussion to compare answers and respond to lingering questions

Response Rating

1. Pre-identify several scenarios that represent low-intensity classroom behaviors
 - a. For example, talking during instruction or blurting out answers
2. Provide a list of possible responses
 - a. Select a few low-intensity responses for each scenario
 - b. For example:
 - i. Proximity
 - ii. Redirection
 - iii. Reteaching
 - iv. Student Conference
3. Rate each response
 - a. Individually or in small groups, staff will arrange the responses for each scenario in order from the most subtle, preventative, to the most intrusive, corrective
 - b. For example, if a student was talking during instruction:
 - i. Make eye contact with the student: Visual proximity
 - ii. Move closer to the student: Physical proximity
 - iii. Give a verbal reminder: Redirection
 - iv. Meet with the student to discuss behavior: Student conference
4. Group Debrief
 - a. Facilitate a discussion to compare answers and respond to lingering questions

Possible Next Steps

Participants can use the *Responding to Interfering Behavior* section of the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. Consider how coaches and administrators will support implementation and monitor efforts. Note: To learn more about responding to interfering behaviors, consider reviewing the *Strategies for De-Escalating Student Behavior in the Classroom* brief (located within the [Responding to Interfering Behavior Trainer](#) Folder's Electronic Materials found on the Session Materials Page).

Suggestions for Assessment

Overview

Assessing the implementation of Tier 1 Classroom Social, Emotional, Behavioral Health (SEBH) practices is important. Identifying whether practices are being implemented correctly and consistently can help inform decision-making and provide feedback for improvement. Reflect on the assessments you currently use and identify if there are tools that can be leveraged.

Additional Considerations

Additional resources are available to help you assess the implementation efforts of the classroom practices.

The Classroom SEBH and Instructional Practices Checklist

Staff can use the [Classroom SEBH and Instructional Practices Checklist](#) (found on the Session Materials Page) to assess current implementation efforts and to determine intentions for improvement. The checklist can serve as both a self-assessment tool and a way to monitor progress over time.

Coach Developed Observation Tool

Coaches and administrators may decide to develop an observation tool to analyze and improve implementation efforts. Coach-developed observation tools should include key components, such as structured observations of classroom practices, post-observation feedback provided to staff, and ongoing support for strengthening implementation efforts.

Classroom Management Observation Tool

The Classroom Management Observation Tool (CMOT; Simonsen et al., 2020) is a brief tool that outlines the evidence-based classroom management practices we hope to see in all classrooms. Teachers can use this tool to self-reflect on their current practices. Coaches can use the CMOT to observe in classrooms and then provide individual and group feedback. Learn more by visiting the MiMTSS TA Center's [Social, Emotional, Behavioral Health \(SEBH\) Supports](#) web page.

Resources

Classroom SEBH and Instructional Practices Checklist

The [Classroom SEBH and Instructional Practices Checklist](#) can be found on the [Session Materials Page for Classroom SEBH](#) (<https://mimtsstac.org/training/tier-1-classroom-social-emotional-and-behavioral-supports>).

Microlearning Courses

All Tier 1 Classroom Social, Emotional, Behavioral Health (SEBH) Supports microlearning courses can be found on the [MiMTSS TA Center's Microlearning](#) web page (mimtsstac.org/professional-learning/demand/microlearning).

Session materials for all universal Tier 1 Classroom Social, Emotional, Behavioral Health (SEBH) Supports training sessions can be found on the [Session Materials Page for Classroom SEBH](#) (<https://mimtsstac.org/training/tier-1-classroom-social-emotional-and-behavioral-supports>). Sign in to access all materials.

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