



Resource Guide for Classroom Plan

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Resource Guide for Classroom Plan

This document provides guidance for classroom teachers in providing Social, Emotional, Behavioral and instructional supports. The resources in this document assist participants in customizing their *Classroom Plan*.

Building Positive Relationships

Relationships are the foundation of creating a safe, predictable, and engaging classroom. We know that teacher expectations can and do influence student achievement. We also know that relationships can influence how students respond to corrections. Building a trusting relationship with students is critical for successful classroom environments. Just like academics, teachers facilitate students' learning of social, emotional, and behavioral skills. So, instead of taking an authoritative role, educators should collaborate with students and help them with the skills they need to acquire to set students up for success and create an environment where students experience some control and influence.

As humans, we tend to develop relationships with those with similar identities. Educators need to cultivate relationships intentionally with ALL students. Centering equity in cultivating relationships sets the stage for more successful classroom support for ALL students.

On the following pages there are two strategies to support the intentional building of relationships: 1) Getting to Know You, and 2) Positive Greetings at the Door

Strategy 1: Getting to Know You

Image 1: PBIS Getting to Know You Activities



CENTER OF
PBIS Positive Behavioral
Interventions & Supports

April 2021

GETTING TO KNOW YOU ACTIVITIES

WHAT ARE THEY?

A range of brief activities used to learn about students' strengths, interests, backgrounds, preferences, and goals. Commonly used at the start of the year, they are best completed throughout the year.

WHY DO IT

Getting to Know You activities are easy and useful exercises to understand student perspectives and foster connections that are critical to learning (Cornelius-White, 2007; Wubbels & Breckelmans, 2005). Knowing and referring to students' personal lives may help them feel acknowledged and can improve their academic learning, especially when relevant examples are incorporated into academic instruction. Learning about students' backgrounds at the beginning of the year is commonplace, but it is important to think intentionally about the information you seek, how it can support relationship-building, and ways it can be incorporated into curriculum and instruction throughout the year (Fisette, 2010).

HOW DO WE DO IT?

BASIC STEPS:

1. Select Getting to Know You activities. Examples:

- Use a questionnaire for students to share their strengths and interests (see this [list of sample questions](#)).
- Give students a [Praise Preference Assessment](#) to learn how students would like to be acknowledged.
- Ask students to share [Positive Family Sayings](#) that their families teach them.
- Assign students a personal research project (e.g., [Where did your name come from?](#) or [Identity Charts](#)).
- Have students share personal or cultural artifacts (e.g., [My Family Heritage Lesson](#) or [Culture Case](#)).

2. Implement the activities. Examples:

- Have students, parents, or both complete a [Getting to Know You worksheet](#).
- Have students interview each other and staff members.
- Ask a question each day or each week when students arrive or during morning meetings or circle time.
- Let students present about themselves to the class.
- Include ongoing Getting to Know You activities throughout the year.

3. Use information in daily interactions with students

- When greeting students, ask about a favorite activity (e.g., [How was the game last night?](#)).
- Acknowledge students in ways they prefer (e.g., quiet praise, public praise, secret signal).
- Call students by their preferred name and learn the correct pronunciation of names.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org
(acknowledgment: www.pbis.org/about/funding)

Image 2: Sample Questions for Getting to Know You Student Survey

Sample Questions for Getting to Know You Student Surveys or Interview Questions

Purpose: get to learn about students, their interests, and their preferences (to use in instruction)

GETTING TO KNOW ME

My name/nickname: _____

Who do I live with? _____

Who knows me best? _____

Something I am good at is: _____

Something I want to learn more about is: _____

Something I am proud of about myself, my family, or my culture is: _____

My favorite music, song, or music group is: _____

My favorite book or movie is: _____

My hero is: _____

My favorite type of classwork is (other than when the teacher is teaching): Circle one:

Partner activities	Group activities	I teach the class (with a partner or group)
Work on my own	Chromebook lessons	Something else: _____

What I want to do when I grow up: _____

What makes me laugh? _____

What languages are spoken in my home: _____

What makes me really angry (or really scared) is: _____

My favorite game or sport: _____

If I could eat one meal for the rest of my life, it would it be: _____

I like to collect: _____

I would rather travel to (a) the beach (b) the mountains or (c) the city

Here is how I'd like you let me know when I'm doing a good job (circle what you like and cross out what you don't like):

Tell me quietly	Tell the whole class	Give me a school-wide ticket
High-five/fist bump	Secret signal between you & me	Whisper it to me
Something else: _____		

To do my best at school, you can help me by: _____

Strategy 2: Positive Greetings at the Door

Image 3: MiMTSS Positive Greetings at the Door

Positive Greetings at the Door



Positive Greetings at the Door is a high-yield, low-cost strategy that can be implemented by educators, K-12, to support students in schools.



Why Positive Greetings at the Door?

- Creates a welcoming classroom and school environment
- Builds and maintains relationships
- Starts the class period or school day out on a positive note



How is it done?

- Stand just inside or outside of the door
- Greet each student by name
- Have a short, positive interaction (e.g., praise, friendly, comment, ask a question)
- Direct the student to the first activity



What impact does it have?

- Increase time on task
- Reduce disruptions
- Reduce the time it takes for students to engage in the expected work

Online resources for Positive Greetings at the Door:

[Edutopia Making Connections with Greetings at the Door Video](#)

[Positive Greetings at the Door Video](#)

Image 4: MiMTSS Opportunities to Respond

Opportunities to Respond



Opportunities to Respond (OTR) is a proactive academic strategy that can be implemented by educators, PreK-12, to support students in schools.



Why Opportunities to Respond (OTR)?

- Proactive classroom management strategy
- High yield, low-cost preventative strategy
- Students receive immediate feedback from the teacher regarding responses



How is it done?

- Identify the lesson to be taught and prepare questions, prompts, or cues for opportunities to respond
- Determine how students will respond (e.g., verbal, written, or action)
- Strive for a minimum of three OTRs per minute with at least 80% accuracy in responses
- Provide brief, specific, immediate feedback
- Maintain a brisk instructional pace



What impact does it have?

- High rates of OTR are associated with increases in on-task behavior and decreases in disruptive behavior
- Benefits all students (pre-K to 12th grade), especially students with disabilities

Opportunities to Respond



References

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- Martin, B., Saregent, K. Van Camp, A., & Wright, J. (2018). Practice Guide: Increasing Opportunities to Respond as an Intensive Intervention. Washington DC: US Department of Education, Office of Special Education Programs.
- Scott, T. M., Hirn, R.G., & Cooper, J. T. (2017). *Teacher and Student Behaviors: Keys to Success in Classroom Instruction*. Lanham, Maryland: Rowman & Litchfield.
- States, J., Detrich, R. & Keyworth, R. (2019). Active Student Responding (ASR) Overview. Oakland, CA: The Wing Institute.
- Van Camp, A. Wehby, J.H., Martin, B., Wright, J., & Sutherland, K. S. (2020). Increasing opportunities to respond to intensifying academic and behavioral interventions: A meta-analysis. *School Psychology Review*, 49 (1), 31-46.

Examples

- Archer, A. (2012). *Vocabulary Review: 8th Grade Geometry*. <https://explicitinstruction.org/video-secondary-main/secondary-vid>
- Ci3T (2015, June). *Increasing Opportunities to Respond (OTR)*. <https://www.youtube.com/watch?v=WnEg2HN7j3g>
- Project STAIR (2020, April). *Opportunities to Respond: Classroom Management*. <https://www.youtube.com/watch?v=aiHa5arszLg>
- SprucewoodES (2013, February). *Opportunities to Respond Part 1* <https://www.youtube.com/watch?v=GJrAkrronr8>

Online resources for Opportunities to Respond:


[First Grade ECRI Morning Routines Video](#)

[Opportunities to Respond: MiMTSS TA Center](#)

Visuals


The use of visuals promotes a predictable and safe classroom environment by serving as a quick resource for staff and students for routines, expectations, and strategies. The visuals displayed should reinforce what has been taught and modeled explicitly by the classroom teacher. Below are some examples of visuals to support the classroom environment.

Image 6: Examples of Visuals to Support the Classroom Environment

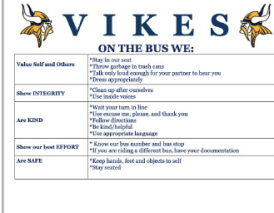


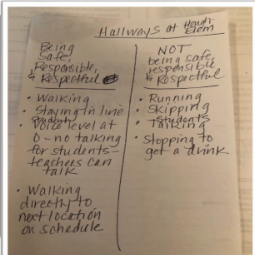
Visuals

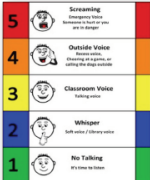
mimtsstac.org



Prevent Behavior By Prompting Behavioral Expectations











2


Image 7: Examples of Breaking Down Difficult Tasks




Breaking Down Difficult Tasks/Activities

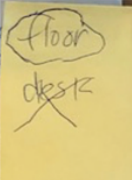
use mini schedules for social skills steps

3



Prevent Behavior By Assisting with Choice Making

Lunch Choice A	Lunch Choice B	Lunch Choice C
		



4











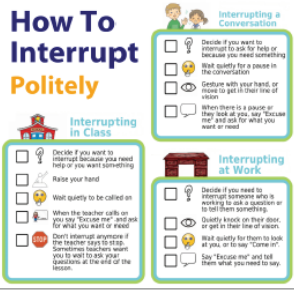
Image 8: Examples of how to Prevent Behavior by Supporting Social Understanding

Prevent Behavior By Supporting Social Understanding

OK to sing jingles at school	NOT OK to sing jingles at school		
Lunch Getting dressed for PE When adding jingle to board After Check Out When meeting next LINK	When asked a question During class (after marking 2) When teacher is talking to you	 Following directions, doing work, using calm voice, working with classmates, feeling calm	Options to get me back to Mattie: <ul style="list-style-type: none"> • Ask my friend/HELP • Use HELP card for teacher • Take White Bird break • Have snack
		 Jay, Jake, and Jim: Fidgeting, giggling, starting to talk a lot	Take White Bird break: <ul style="list-style-type: none"> • Have snack • Ask Friend for help • Use HELP card for teacher
		 When I am at Chuck, I am pacing the room, talking a lot, getting very restless and annoyed at everything. Starting to yell	Teacher or adult will ask me to: <ul style="list-style-type: none"> • Take White Bird break • Have snack
		 At Recess, I am getting angry, taking off my shoes and socks, throwing materials off my desk or around the room	Teacher or adult will ask me to: <ul style="list-style-type: none"> • Take Bomb break (Cool Down) • Have everyone leave room
		 Pushing, hitting, crying, yelling, kicking, leaving school I am in crisis!	Wait it out: <ul style="list-style-type: none"> • Stay in the building
		 After Recess, I am slowing my breathing, doing a word find, sleeping, going back to schedule when I am completely at Mattie	Adding M.I.T. to my list: <ul style="list-style-type: none"> • Doing my word find • Finding shoes & socks and putting back on • Deep breathe




5



Social Understanding: Script for Recognizing Someone Needs Help

- If you see someone who seems extra sad, is crying, or seems upset or mad, say, "Can I help you?"
- If person says, "Yes," help them if you can
- If person says, "No" or doesn't answer, say, "I am going to let teacher know that you seem upset."
- During class, hold up HELP card so teacher can see it – he will quietly ask who needs help & take care of it
- When outside, find NAME and say, "X is crying and I think she needs help." – NAME will take care of it



Regulation Strategies

Breathing Exercises

Breathing exercises are a self-regulation technique that helps individuals increase their awareness and slow their breathing. There are many variations and ways to practice Breathing Exercises.

Example 1: Belly Breathing

1. Sit or lie in a comfortable position.
2. Place hands on knees or belly, shoulders relaxed.
3. Inhale through your nose slowly to the count of five.
4. Feel your belly expand as you breathe in.
5. Breathe out slowly through your mouth to the count of five.
6. Repeat as necessary.

Example 2: Figure 8 Breathing

1. Print out a figure 8 or trace one on a surface (e.g., desktop, person's arm).
2. Individual places their finger in the center of the 8.
3. Individual traces their finger down the left side of the figure 8 and inhales.
4. Individual crosses their finger to the right side of the figure 8 and exhales.
5. Repeat as necessary.

Grounding Activities

Grounding activities are mindfulness strategies that encourage individuals to focus on the present while helping to regulate heightened emotions.

Example 1: Five Things

Look around you and identify and name:

1. 5 things you see
2. 4 things you feel
3. 3 things you hear
4. 2 things you smell
5. 1 thing you taste

Example 2: Stretching

1. Individual stands up.
2. Individual bends down and touches their toes.
3. Individual stands up and stretches up in the air.

Positive Self-Talk Strategies

Self-talk refers to the talk or thoughts one directs at oneself. Positive self-talk uses compassionate, affirming, and supportive talk and thoughts directed at oneself.

Example 1: Positive Reflection

Individuals are given a hand mirror and a list of positive thoughts and affirmations. Individuals then cut out and decorate their mirrors with positive thoughts and affirmations they have for themselves. Individuals are encouraged to practice reading the thoughts and affirmations aloud while looking at themselves in the mirror.

Example 2: Scripting

Individuals create and practice a script to recite to themselves that contains compassionate, affirming, and supportive talk and thoughts.

Building Your Classroom's Matrix

Daily Activities and Procedures

Elementary Examples:

- Whole Group Instruction
- Small-Group Instruction
- Seat Work
- Learning Centers
- Arrival
- Dismissal

Secondary Examples:

- Whole Group Instruction
- Turning in Assignments
- Partner Work
- Returning from an Absence
- Lab or Learning Centers
- Arrival
- Dismissal

Identify no more than 5 to 7 "big" daily activities and procedures in your classroom.

School-wide Expectations

If your school is installing or implementing School-wide PBIS, you will use the established school-wide expectations that, hopefully, have been developed with staff, student, and family input. If your school is not implementing School-wide PBIS and you do not have other expectations already in mind, please use Respect, Responsible, and Safe as we continue throughout the session. List your expectations in the first column of the blank matrix.

Filling in the Cells of Your Classroom Behavior Matrix

Consider the steps of each procedure or how each activity should run in your classroom as you start to define your expectations relative to each of the established behavioral expectations in the first column of your behavior matrix. Ask yourself, how will students know what to do to be successful at this time or during this procedure? Also, consider common things you find yourself repeating or correcting during the procedure or activity. Make sure you address these in your matrix. For example, if you have to remind your students to use an indoor voice when arriving in your classroom, be sure your matrix explicitly includes something related to the voice level for that procedure. Another example would be if your expectation for arrival is that the student is in your classroom and seated before the bell rings, include that in your matrix, so it is clear to students what "on time" means in your classroom.

Be sure to consider what you know about the 5 CASEL Core Competencies as you define things within your behavior matrix and include explicit examples of these core competencies in your classroom. For instance, if one of your school-wide expectations is "Be Responsible," you can consider what you know about Self-Management skills and explicitly include managing time to complete assignments during seat work as part of your matrix for Independent Seatwork.

Another example could be if one of your school-wide expectations is "Be Respectful," you can consider what you know about Self-Awareness skills and explicitly include "listen to group members" and "when disagreements happen with partners or small groups, name the disagreement and ask for help." If your school has a Social-Emotional Learning curriculum, consider leveraging the language from the program within your matrix. Another source that may further enhance the development of your classroom matrix is the Michigan Model for Health Curriculum lessons. Again, these provide an opportunity to align and incorporate existing instruction in the area of SEL with your classroom matrix, making it easier for students (and you) to connect the information and generalize the skills across settings, context, and subject areas.

To further model the 5 CASEL Core Competence and your relationship with your students, add a row to your matrix that identifies what students can expect from you across each specified daily procedure and activity.

Student and Family Input

Commit to getting student and family input (voice) in your classroom matrix. The matrix is a "living" document that is updated at least annually with the new students and families in your classroom. You will begin building your matrix and lesson plans during today's session, but work will also take place outside this session. Include student and family voices as you develop and finalize your classroom plan for defining and teaching expectations.

"Co-develop classroom matrix with students to define contextually appropriate behaviors and social, emotional, behavioral (SEB) skills for each expectation... (e.g., being respectful means using inclusive language) in a manner that celebrates shared values and student voice" (Center on PBIS, 2022; p. 14).

Example Classroom Matrix

Example HS Way	Welcome/Arrival	Group Work	Whole Class Work	When You Feel Upset
Respectful	Greet the teacher and classmates Walk directly to your designated seat Talk softly Keep hands, feet, and belongings to self	Listen to understand Take turns speaking Say "I like that idea, AND . . ."	Listen to understand Take turns speaking Follow directions	Ask for a break Express feelings making "I statements"

Example HS Way	Welcome/Arrival	Group Work	Whole Class Work	When You Feel Upset
Organized & Achieving	Walk directly to your designated seat Bring your materials to class Turn in your homework	Complete group activity/task in allotted time Clean up the area when time is up	Stay on task Participate by responding to teacher prompts/questions	Ask my teacher to break down the assignment into chunks Ask to talk to someone if it will make you feel better
Responsible	Arrive to Class before the tardy bell Start bell ringer activity Ask for help	“Jump in” to help others Manage time carefully	Clean up the area when time is up	Use calming strategy (count to 25, deep breaths as needed)
Teacher’s Role (Conditions for Learning)	Supervise all areas of the classroom Greet students warmly Post bell ringer activity	Provide relationship opener for groups Actively supervise group activities	Be prepared for class with lesson plans and learning outcomes identified	Model calming strategies Listen to understand Show genuine interest in students

Developing Lesson Plans

Dr. Terry Scott likes to say that our job as educators is to "set students up for success and then give them the credit for that success." Once you have your final classroom matrix, with input from students and families, the next step is to explicitly teach the expectations using examples and non-examples, along with opportunities to practice and receive feedback. There will be opportunities for reteaching during the school year.

The components of lesson plans for teaching your classroom expectations are:

- A rationale for why the expectations exist for the procedure or activity.
- If it is a procedure, such as exiting the classroom at the end of a period, make sure the lesson plan includes all the steps.
- Examples of what to do and non-examples of what should not happen; make sure your non-examples are realistic based on the errors, mistakes, or concerns you've experienced in the past. Do not make the non-examples outrageous for entertainment purposes.
- Opportunities for students to practice with feedback from the teacher.
- Reinforcement in the form of specific verbal feedback to students.

Example Lesson Plan

- Rationale: Being safe, respectful, and responsible when exiting the classroom allows for a smooth transition from one class to the next and will enable students to maximize their time between classes to get from one classroom to the next.
- Steps: Introduce the procedure for exiting the classroom by putting the steps of the procedure on the Smart Board:
 - Students pack up materials only after the teacher indicates the end of class – the teacher dismisses the class, not the bell
 - The teacher moves to the door and dismisses students in rows
 - Students wait quietly for a row to be called
 - When a row is called, the students take all materials and walk quietly to the door
 - The teacher may require an exit task on the way out the door
- Introduce the behavior expectations for exiting the classroom by putting the part of the classroom behavior matrix for exiting the classroom on the Smart Board:

School-wide Expectation	Exiting the Classroom Procedure
Safe	Wait for your row to be called Listen for the exit task Walk quietly to the door when your row is called
Respectful	Pack up after the teacher indicates the end of the class Pick up any trash near your seat and place it in the trash can by the door as you exit
Responsible	Take all of your materials with you when leaving Turn in exit task if one is assigned
As your teacher, I will:	Follow the steps of the procedure Provide sufficient time so you are not late for your next class or lunch Address any questions or concerns you have on an individual basis

- **Examples and Non-Examples:**
 - Model each step of the procedure as an example.
 - Model some of the identified non-example behaviors. Be sure to identify these behaviors as non-examples.
- **Practice:** Have students practice with behavior-specific feedback.
- **Check for Understanding:** Ask students questions about the procedure. For example:
 - "What is the signal that indicates the end of class and time for you to begin packing up your materials, the bell ringing, or when I tell you class has ended?" I indicate the end of the class, not the bell.
 - "Can you move to the door to exit when all our materials have been picked up?" No. You need to wait for me to call your row.
 - "Will there always be an exit task to show me on your way out the door, yes or no?" No.

Responding to Behavior

There are several strategies that can be used in response to minor behaviors inappropriate for the school setting. These strategies always work best when the teacher is regulated.

Table 1. Each technique for addressing minor behavior includes an explanation of the technique and an example of when it might be used.

Technique	Explanation	Example
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity	When Alan is off task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help to maintain the desired behavior, "Thanks, Alan, for showing respect with your attention."
Signal/Non-Verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.	When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention. The group of students is getting restless. The teacher uses her hand signal to regain their attention, then praises the group and reminds them of the expectations for independent work time.
Ignore/Attend Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the student who is behaving inappropriately. The praise serves as an indirect prompt for the student who is misbehaving and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.	James is off-task during independent work time. The teacher briefly ignores James, and specifically praises a student nearby who is on task, "Good work, Keegan. You are working away on your assignment." When James begins to get back to work, the teacher then, immediately, praises him, "Thanks, James, for being on task; you'll be sure to get your work done."

Technique	Explanation	Example
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific restatement of the school-wide or classroom rule/procedure. A redirect emphasizes the “what” of the behavior instead of the “why.”	“Jason, please begin your writing assignment.” (Later) “Nice job being responsible, Jason, you have begun your assignment.”
Re-Teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly, yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, specific positive feedback should follow.	“Jason, you need to be responsible by being on-task. That means your desk is clear of everything but your book and notebook, you begin working right away, continue working until done, and if you need help you raise your hand. (Pause) Nice job being responsible, Jason. It looks like you are ready to work. Let me know if you need help.”
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives—the preferred or desired behavior and a less preferred choice. When options are paired in this way, student will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.	“McKenzie, you are asked to get on-task and begin your work or you can finish this task later today during our special activity. I will watch to see if you would rather begin now.” OR “Lynn, you can get organized and work here at you seat, or you can work in the quiet area. Which would you prefer?”
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. A student conference might include practice.	“Will, several times today I have reminded you about being on task. When you are given an assignment, you need to... When you do that, you can get done more quickly and move on to things you enjoy more. Tell me what you will do when given an assignment. Let’s practice...How can I help you to do that if you get stuck?” (Then) “Can I get a commitment from you to do that?”

Classroom Management Observation Tool (CMOT)

Classroom Management Observation Tool (CMOT)

Overview. The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to “look for” periodically.

Instructions. Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____	Observer _____	Date _____
Grade Level _____	Content Area: _____	Time Start _____ Time End _____
Instructional Activity:		Setting notes:
Group size: <input type="checkbox"/> whole class <input type="checkbox"/> small group		

CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in active supervision of students in the classroom (i.e., moving, scanning, interacting). ^a	1	2	3	4
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction. ^b	1	2	3	4
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior. ^c	1	2	3	4
4. The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

^a Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

^b Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)

^c Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations		
1. The educator posted schedule for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The educator posted 3-5 positively stated behavioral expectations in the classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The physical arrangement of the room was appropriate for the activity. ^d	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. The educator developed routines for the day and/or class activity. ^e	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. The educator taught ^f and prompted ^g 3-5 positively stated behavioral expectations .	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. The educator selected and implemented additional consequence strategies , if appropriate, to support student behavior. ^h	<input type="checkbox"/> Yes	<input type="checkbox"/> No

^d **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.

^e Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.

^f Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

^g Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.

^h **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kooker, J., Dooley, K., Gambino, A. J....Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.

URLs Used in Document

[National Implementation Research Network AI HUB](https://nirn.fpg.unc.edu/ai-lessons-and-short-courses)

(<https://nirn.fpg.unc.edu/ai-lessons-and-short-courses>)

[Edutopia Making Connections with Greetings at the Door Video](https://www.youtube.com/watch?v=GVAKBnXIGxA)

(<https://www.youtube.com/watch?v=GVAKBnXIGxA>)

[Positive Greetings at the Door Video](https://www.youtube.com/watch?v=HgUcHU4eMD8&scrybrkr=42d0b4d5&themeRefresh=1)

(<https://www.youtube.com/watch?v=HgUcHU4eMD8&scrybrkr=42d0b4d5&themeRefresh=1>)

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