



# Leveraging MTSS in the Classroom: *Secondary Strand Guided Notes*

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# Table of Contents

- Session 1: Designing a Secondary Classroom that Runs Itself ..... 3
  - Intended Outcomes..... 3
  - 1.0 Supportive Physical Environments ..... 3
  - 2.0 Expectations and Routines..... 3
  - 3.0 Classroom Visuals ..... 4
  - 4.0 Wrap Up and Next Steps..... 4
- Session 2: Strengthening Student Relationships and Engagement ..... 5
  - Intended Outcomes..... 5
  - 1.0 Positive Greetings at the Door..... 5
  - 2.0 Increasing Positive to Corrective Interactions..... 5
  - 3.0 Positive Behavior-Specific Praise..... 6
  - 4.0 Wrap Up and Next Steps..... 7
- Session 3: Responding to Behavior Without Power Struggles..... 7
  - Intended Outcomes..... 7
  - 1.0 Brain Science Basics..... 7
  - 2.0 The Function of Behavior ..... 8
  - 3.0 Response Strategies ..... 9
  - 4.0 Wrap Up and Next Steps..... 9
- Thriving in Teaching: Wellness Practices for Educators .....10
  - Intended Outcomes.....10
  - 1.0 Why Teacher Wellness Matters.....10
  - 2.0 Wellness Practices .....10
  - 3.0 Regulation, Wellness, and the Classroom .....11
  - 4.0 Wrap Up and Next Steps.....11
- Next Steps .....12
  - Stay connected with the TA Center .....12

# Leveraging MTSS in the Classroom: Secondary 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: Designing a Secondary Classroom that Runs Itself

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### 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: Strengthening Student Relationships and Engagement

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### 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	I'll wait until we are ready to continue.
P	C	This group is prepared and on task.
P	C	Let's bring our attention back to the front.

*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.

Active Engagement Strategies

Active engagement strategies are another great way to increase positive interactions with students.

Four Corners increases student \_\_\_\_\_ and \_\_\_\_\_ for increased opportunities to \_\_\_\_\_ students.

Whiteboards diversify how students \_\_\_\_\_ in class and increases opportunities to easily scan and \_\_\_\_\_ academic and behavioral \_\_\_\_\_.

Guided notes structures \_\_\_\_\_ while helping to reduce \_\_\_\_\_ behaviors. Remember \_\_\_\_\_ is best.

**Activity 2.2**

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

What are some ways to intentionally increase positive interactions with students 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.
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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 transitions from group work to independent work quickly.

#### 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: Responding to Behavior Without Power Struggles

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#### 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

*Fill in the blanks with key concepts from the presentation.*

##### Behavior and the Adolescent Brain

Neurons (brain cells in the \_\_\_\_\_ lobes of the brain are not fully \_\_\_\_\_ . Sensation seeking is a “neural buzz”, not necessarily \_\_\_\_\_ behavior. Teens weigh \_\_\_\_\_ vs. \_\_\_\_\_ differently than adults. The adolescent brain is wired for \_\_\_\_\_ interactions.

## 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

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## 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

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

#### [Listserv](#)

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#### [Facebook](#)

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#### [YouTube](#)

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#### [EduPaths](#)

(<https://mimtsstac.org/professional-learning/demand/edupaths>)

[Microlearning](#)

(<https://mimtsstac.org/professional-learning/demand/microlearning>)

[Upcoming Professional Learning Sessions](#)

(<https://reg.learningstream.com/view/cal10a.aspx?ek=&ref=&aa=&sid1=&sid2=&as=44&wp=215&tz=&ms=&nav=&cc=&cat1=&cat2=&cat3=&aid=MIMTSS&rf=&pn=>)

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