



Positive Physical Environments

Tier 1 Classroom SEBH

Universal 2025-26

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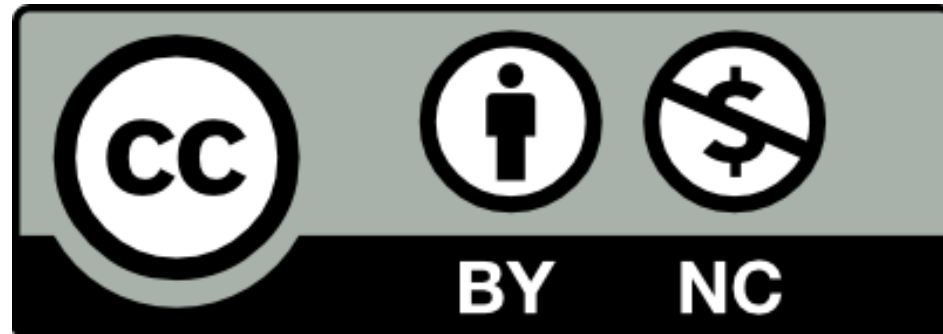


Acknowledgments

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

- National Center on PBIS
- Midwest PBIS
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Group Agreements

We are Responsible

- Keep our goals in mind
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner share, team discussion
 - Ask questions

Training Effectiveness

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

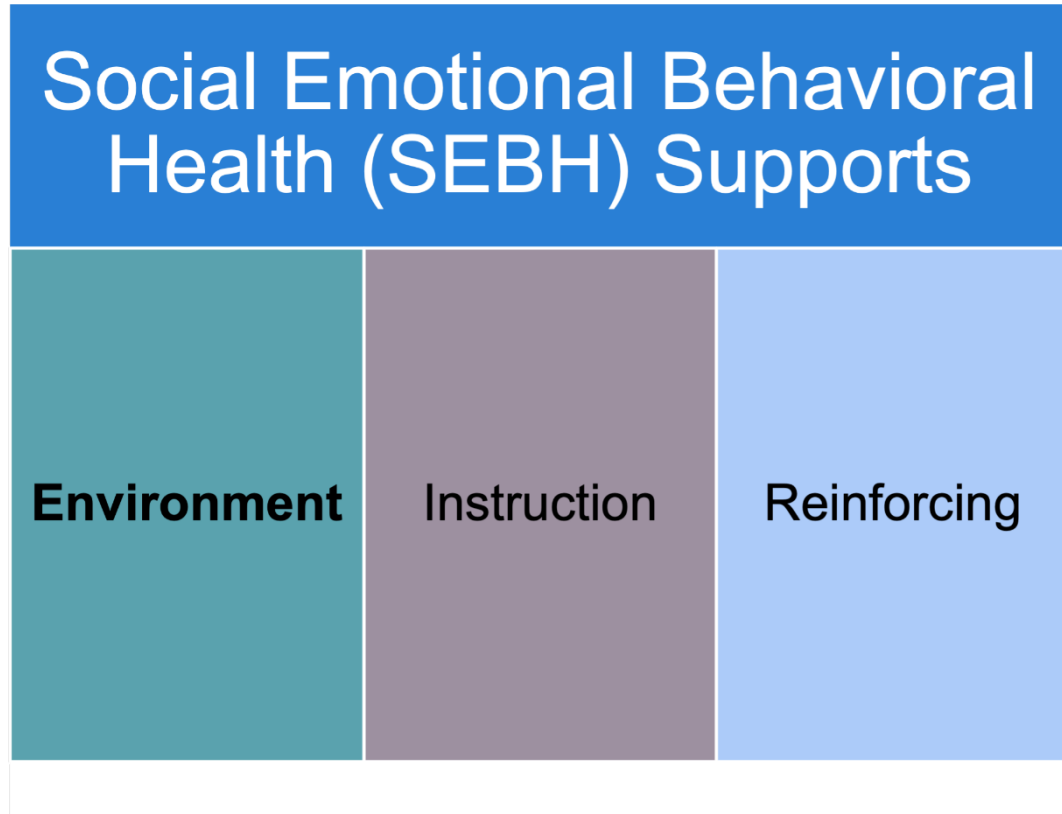
Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral Health (SEBH) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Explore options for physical arrangement to improve safety and increase engagement
- Review types of visuals and how they can support social, emotional, and behavioral skill development
- Assess the needs of your classroom and what strategies would improve the overall physical environment

Classroom SEBH Supports Components



- Supportive Relationships
- Expectations and Routines
- **Physical Environments**
- Engaging Instruction
- Teaching SEBH Skills
- Regulation for Students and Staff
- Understanding Behavior
- Reinforcing Behavior
- Responding to Interfering Behavior

Getting Organized

- Resource Guide Walkthrough (Tabbed by module)
- Classroom SEBH and Instructional Practices Checklist

Research for Physical Arrangement

- Provides structural antecedents
- Natural, unobtrusive way to alter behavior
- **Encourages desirable behavior** or contributes to students' interfering behaviors



Physical Arrangement Considerations

- Minimize crowding & distractions
- Easy to maintain proximity
- Transitions/movement
- Seating
- Design to prevent predictable behavior

Safe and Predictable Environments

Trauma-informed considerations

- Location of student desk (e.g., near the teacher's desk, visibility to the classroom or the door)
- Safe space to relax and regulate
- Predictable ways to move throughout the classroom

(Scott, 2018; The National Childhood Traumatic Stress Network, 2017)

Checklist for the Classroom Physical Environment

This checklist can be used to evaluate the physical organization of the classroom. Adapted from *Explicit Instruction*, Archer & Hughes (2011).

Directions: Review the items to evaluate the organization of your classroom.

1. Have you designated areas for specific activities (e.g., whole-group instruction, small-group instruction, rug time, free-choice, quiet reading, computer lab)?	Yes	No
2. In instructional areas, are students in close proximity to you?	Yes	No
3. In instructional areas, are students facing you and are you able to monitor responses of all students?	Yes	No
4. Are students seated in rows in order to maximize on-task behavior?	Yes	No
5. Have you created seating charts and assigned seats?	Yes	No
6. Have students been taught how to transition their desks from rows to clusters or groups for partner or group activities?	Yes	No
7. During instruction, can students easily share answers with partners or group?	Yes	No
8. Have you arranged your instructional materials for easy retrieval?	Yes	No
9. Are the student materials needed during instruction or independent work easily retrievable?	Yes	No
10. Have students been taught organizational skills (e.g. binders, folders, assignment calendar)?	Yes	No
11. Can you move quickly and easily around the room, monitoring students without interference of physical barriers?	Yes	No
12. Can you see all parts of the room and all students?	Yes	No
13. Have you displayed material on the classroom walls that supports instruction (e.g. class calendar, vocabulary words, strategy posters, rubrics, reference materials, rule/expectations poster, notices)?	Yes	No
14. Have you displayed student work that demonstrates effort and achievement?	Yes	No
15. Is your classroom orderly?	Yes	No

Checklist for Classroom Physical Environment

(Archer & Hughes, 2011)



Activity 1

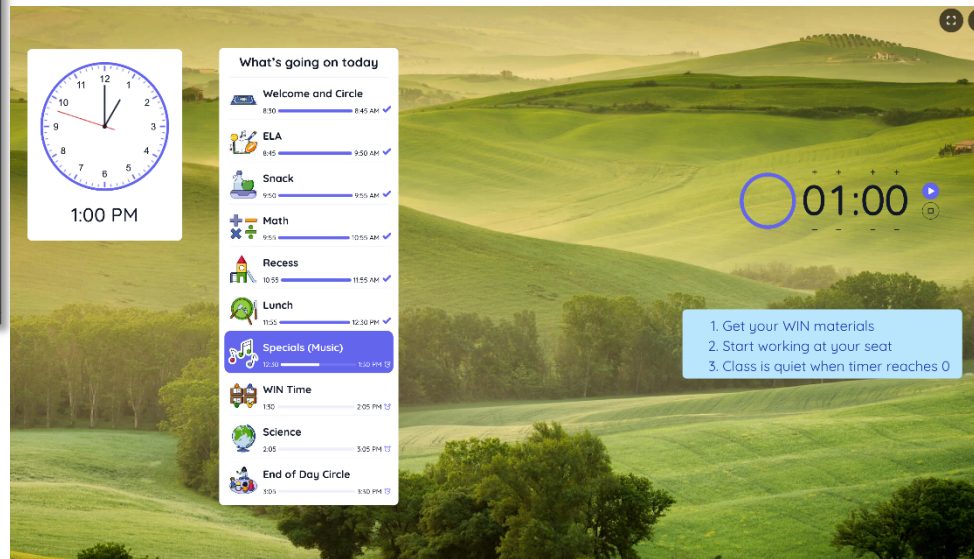
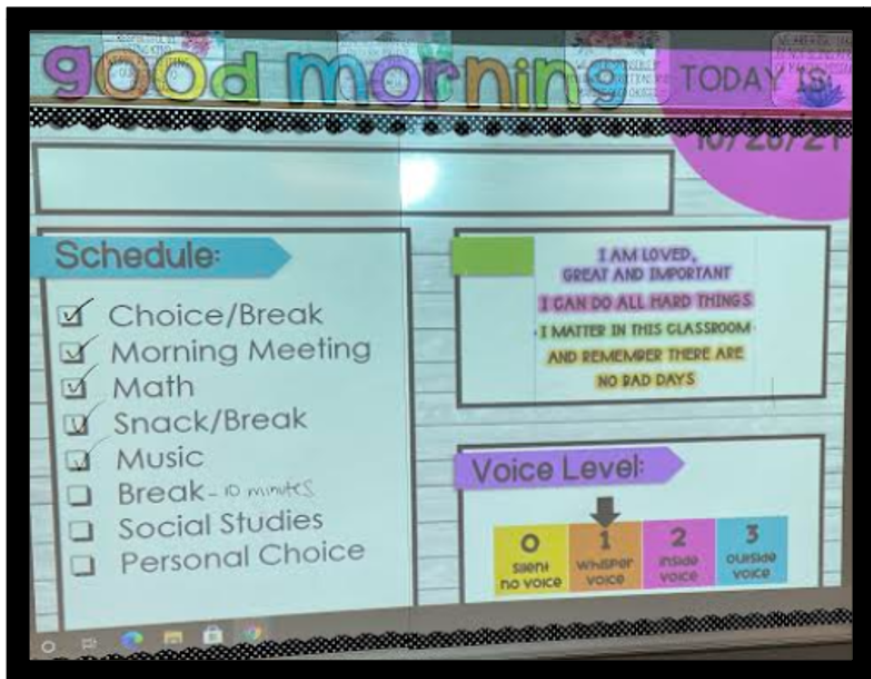
- Review the *Checklist for Evaluating the Physical Organization of the Classroom* in the *Resource Guide*
- Answer Yes or No based on your own classroom
- Select 1 or 2 priorities for improving the physical environment

Visuals

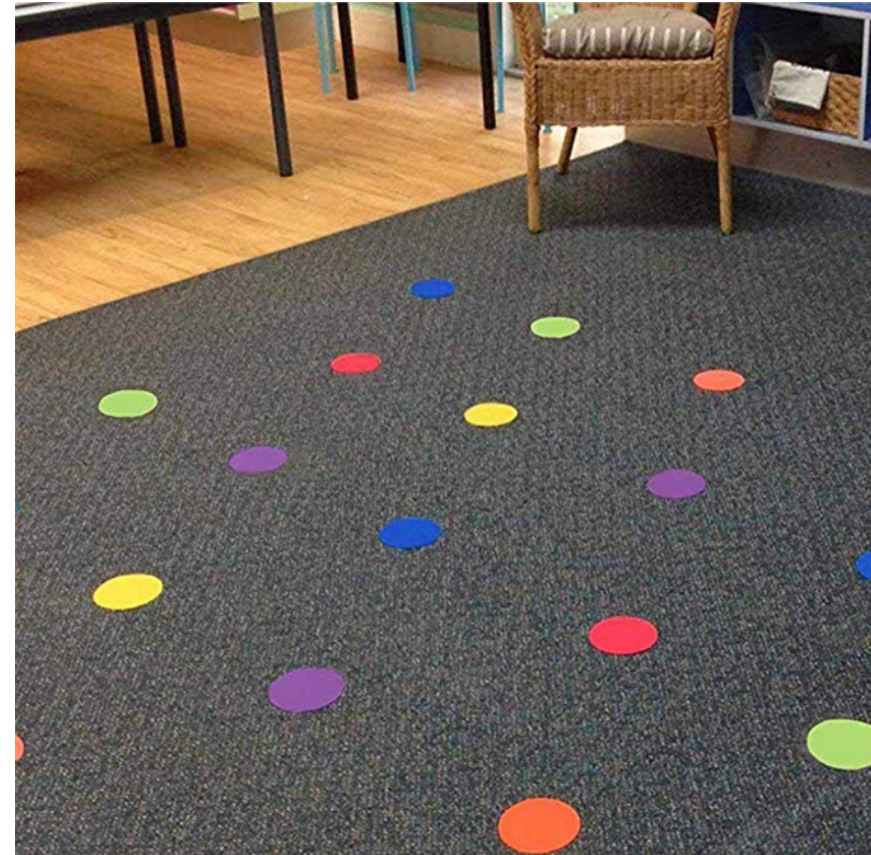
- They don't disappear
- They make abstract concepts concrete
- They promote independence
- Ignore interfering behaviors without ignoring the child

Cohen & Demchak, Council for Exceptional Children (2018).

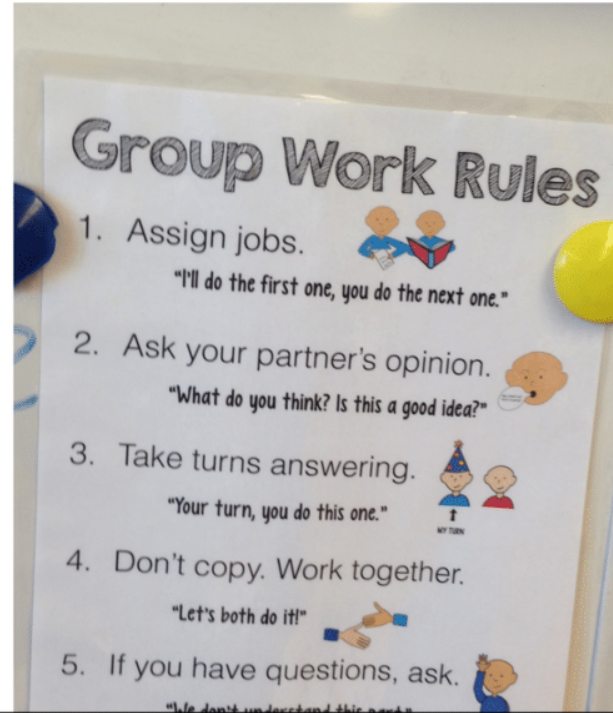
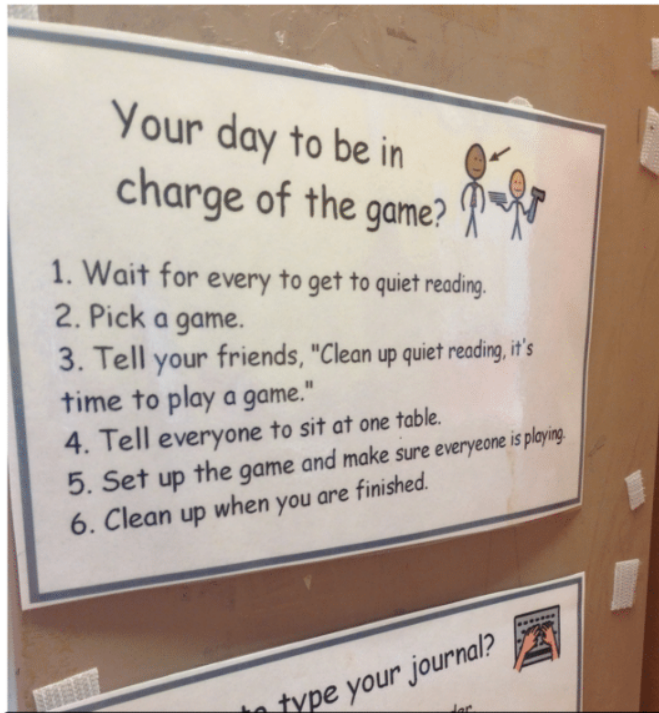
Daily Schedules Increase Predictability



Increasing Structure in the Environment



Prevent Behavior by Breaking Down Difficult Tasks/Activities




use mini schedules for social skills steps



Routines Increase Predictability

Mrs. Jones' Math Class



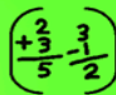
I Need:







- ☐ green textbook
- ☐ green notebook
- ☐ green pencil case
- ☐ calculator

Routine:

- ☐ go to seat
- ☐ put homework in green basket
- ☐ get assignment
- ☐ copy notes
- ☐ listen to teacher
- ☐ raise hand to answer question

math




-  pencil ☐
-  textbook ☐
-  paper ☐
-  calculator ☐
-  ruler ☐
-  markers ☐







geography



-  pencil ☐
-  textbook ☐
-  atlas ☐
-  binder ☐
-  ruler ☐
-  markers ☐

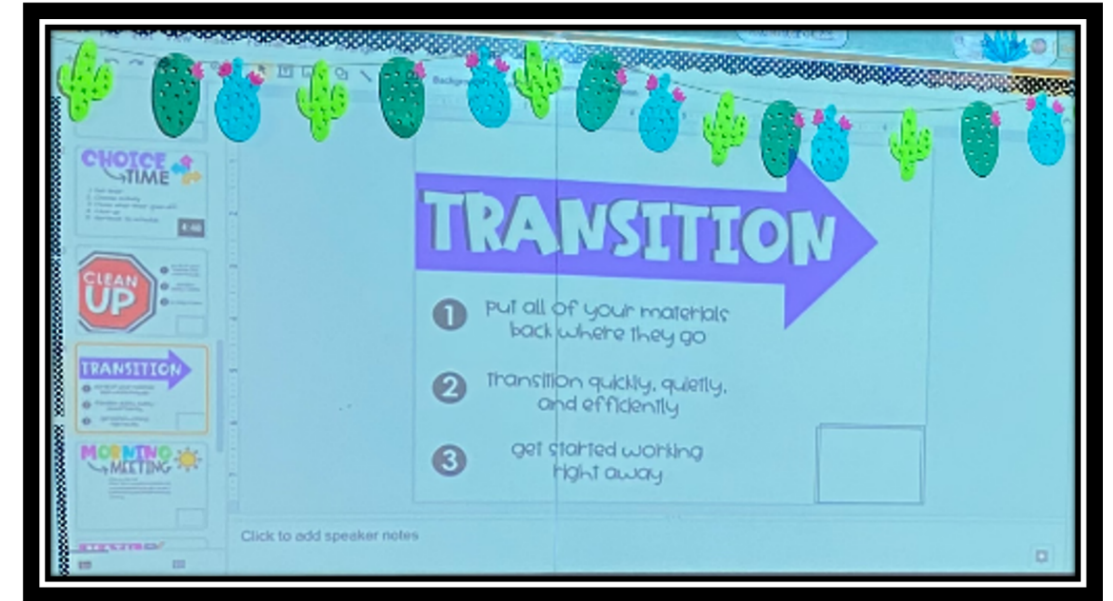
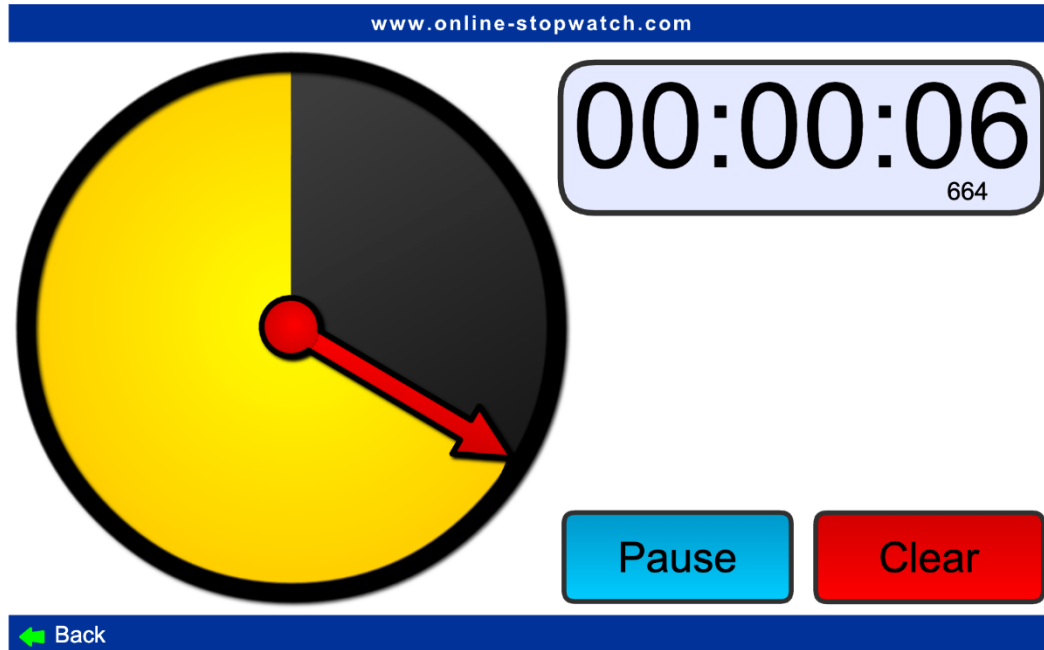
science



-  pen ☐
-  textbook ☐
-  paper ☐
-  folders ☐
-  laptop ☐
-  headphones ☐

If	Then
→	

Prevent Behavior By Assisting with Transitions



Visuals to Support Staff

MY OTR Goal:
3 Per Minute

Say Something
Write Something
Do Something

Choral Response


White Board

Turn and Talk

Quick Write

Thumbs Up/Down

Online Survey



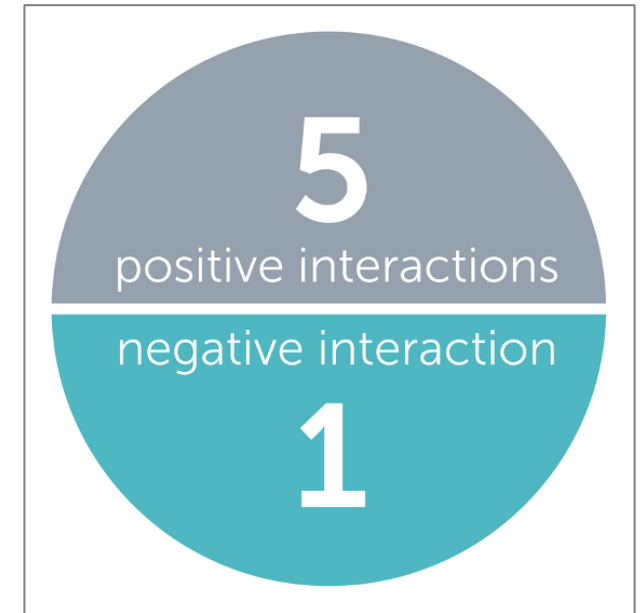
Correction Card

How to give help to the Reader

When the Reader makes a mistake or is stuck on a word for 4 seconds:
Coach: "Check it!"

<p>Reader: "I need some help."</p> <p>Coach: "That word is _____ What word?"</p> <p>Reader: Says the word correctly.</p> <p>Coach: "Good. Read the sentence again."</p> <p>Reader: Re-reads the sentence.</p>	<p>Reader: Says the word correctly.</p> <p>Coach: "Good. Read the sentence again."</p> <p>Reader: Re-reads the sentence.</p>
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(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 179.)



Beyond Just Posting The Visual

- **Teach** and model what is on the visual
- **Review** to keep it “visible”
- **Provide** individualized support when needed
- **Positive Feedback** when they display appropriate behaviors
- **Reteaching** consistently
- **Reference** to support independence



Activity 2

Match the Scenario . . .

- Difficulty learning something
- Not as independent as peers
- Not engaged or not as engaged as peers
- Displaying unwanted behavior
- Asking multiple and repeated questions

to the visual(s) that might help

- Schedule
- Environment
- Task break-down
- Checklist
- Transition
- Staff Reminder

Active Supervision

- An efficient and effective strategy to reduce challenging behaviors and increase positive ones:
 - In classroom and non-classroom settings
 - During transitions to different activities or settings
 - Across age groups
- Encourages 5:1 positive to corrective interactions

(Allen, Common, Germer, Lane, Buckman, Oakes, & Menzies, 2020; Gage, Haydon, MacSuga-Gage, Flowers, & Erdy, 2020; Haydon, DeGreg, Maheady, & Hunter, 2012; van der Mars, Volger, Darst, & Cusimano, 1994)

Active Supervision: Key Points

- Prompt
- Scan and move
- 5:1 Positive to corrective interactions

Elementary Example

(https://www.youtube.com/watch?v=QgYIZzBI_Hg)

Secondary Example

(<https://www.youtube.com/watch?v=yeeEcQuDpU4>)

Determining Need for Visuals or Active Supervision

If your class, some students, or individual students are:

- Having difficulty learning something (academic, social, behavioral, routines)
- Not as independent as peers
- Not as engaged as peers
- Displaying interfering behavior
- Asking multiple and repeated questions

Ask yourself: How could I use a visual strategy to teach, prompt, and support students?



Activity 3

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for Physical Environment in your classroom:

Physical Arrangement

- Minimize crowding & distractions
- Proximity with ease
- Transitions/movement
- Seating
- Design to prevent predictable behavior

Active Supervision

- Prompt
- Scan and move
- 5:1 Positive to corrective interactions

Visuals

- **Teach** and model
- **Review** to keep it “visible”
- **Provide** individualized support
- **Positive Feedback** when they display appropriate behaviors
- **Reteaching** consistently
- **Reference** to support independence

Coaches/Administrators: What can you do to support teachers with improving physical arrangement or visuals in the classroom?

References

- Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org.
- Council for Exceptional Children & CEEDAR Center. (2015). *High-Leverage Practices in Special Education*. Council for Exceptional Children, Arlington, VA.
- Levenson M., Smith K., Rose J., (2019). *Practice Brief Cultivating Positive Student-Teacher Relationships*. Retrieved from www.pbis.org.
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- Simonsen, B., & Meyers, D. (2015). *Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management*. The Guilford Press.