



# Creating Positive, Productive, Safe Learning Environments

February 17, 2025  
Islamic School of Louisville

David James Royer, PhD, BCBA

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## Agenda

- Academic, behavioral, and social domains
- **Creating positive, productive, safe learning environments**
- Low-intensity strategies
  - Opportunities to respond
  - Behavior-specific praise
- **A six-step instructional approach for responding to challenging behavior**
- Additional resources
  - Universal systematic behavior screening
  - Managing acting-out behavior
  - Supporting students with internalizing concerns



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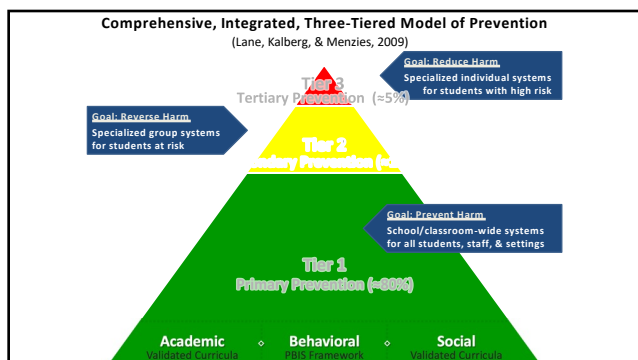
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**Classroom Expectations**

Expectations	Behavioral	Academic	Social
1. I will do my best work.	2. I will listen.	3. I will follow directions.	4. I will be kind.
5. I will be safe.	6. I will be respectful.	7. I will be responsible.	8. I will be a team player.
9. I will be honest.	10. I will be helpful.	11. I will be a good listener.	12. I will be a good friend.
13. I will be a good citizen.	14. I will be a good student.	15. I will be a good worker.	16. I will be a good leader.
17. I will be a good follower.	18. I will be a good team member.	19. I will be a good problem solver.	20. I will be a good decision maker.
21. I will be a good communicator.	22. I will be a good negotiator.	23. I will be a good mediator.	24. I will be a good conflict resolver.
25. I will be a good collaborator.	26. I will be a good partner.	27. I will be a good teammate.	28. I will be a good classmate.
29. I will be a good neighbor.	30. I will be a good citizen.	31. I will be a good community member.	32. I will be a good global citizen.

**Academic** Validated Curricula    ◊    **Behavioral** PBIS Framework    ◊    **Social** Validated Curricula

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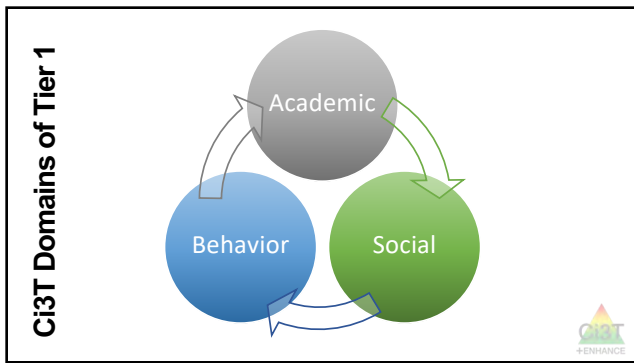
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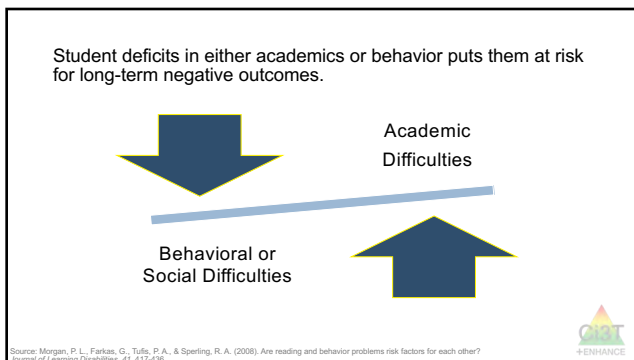
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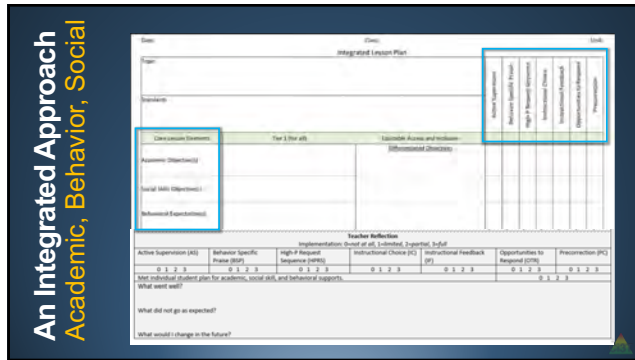
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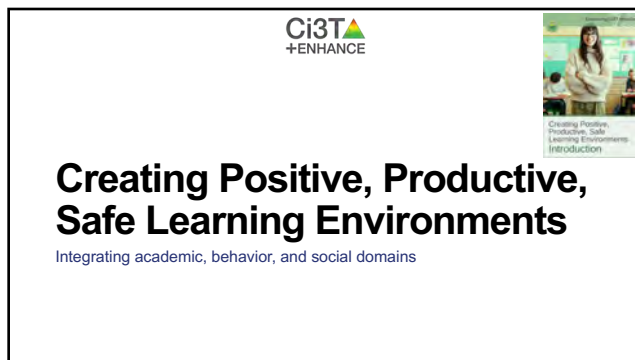
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### Creating Positive, Productive, Safe Learning Environments

ci3t.org/enhance

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### Lincoln Lion PRIDE! Lincoln Elementary Expectation Matrix

Classroom	hallway	Criteria	Playground	Recess	Bus & Arrival/Dismissal	
<b>Be RESPECTFUL</b>	• Follow directions • Use kind words and actions • Control your temper • Cooperate with others • Use an inside voice	• Use a quiet voice • Walk on the right side of the hallway • Face forward • No running • Lines to and follow walk respectfully	• Follow safety and general rules • Follow the rules of the game • Line up when the bell rings	• Follow safety and general rules • Follow the rules of the game • Line up when the bell rings	• Use the entrance and exit respectfully • Follow the rules of the game • Line up when the bell rings • Line up in your personal space	• Use kind words • Follow the bus driver and follow directions • Listen to and follow the driver's instructions • Stay in your personal space
<b>Be RESPONSIBLE</b>	• Be in assigned area on time • Remain in school for the whole day • Bring your required materials • Turn in finished work • Exercise self-control	• Keep hands to yourself • Walk on the hallway • Stay in the work area • Turn in finished work • Exercise self-control	• Make your choices quickly • Tell your teacher if you need help • Turn in finished work • Exercise self-control	• Play equipment safely • Use equipment appropriately • Return equipment when you are done • Report any problems to your teacher	• Pack books • Walk hands to self • Have any health problems reported to your teacher	• Bring home all required materials • Talk quietly with others • Return to seat after you enter the bus
<b>Give Best EFFORT</b>	• Participate in class activities • Complete work with best effort • Ask for help politely	• Walk quietly • Move quickly to report factors • Follow directions • Use an inside voice	• Use your ruler accurately • Ask your neighbor if necessary • Follow directions • Use an inside voice	• Include others in your game • Be active • Follow the rules of the game • Use time wisely	• Take care of your belongings • Keep belongings safe • Use time wisely	• Get ready to enter the classroom • Keep hands and feet to self • Use walk signal

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### Lincoln Lion PRIDE! Classroom Expectations

- Be Respectful**
  - Follow directions
  - Use kind words and actions
  - Control your temper
  - Cooperate with others
  - Use an inside voice
- Be Responsible**
  - Be in assigned area on time
  - Bring your required materials
  - Turn in finished work
  - Exercise self-control
- Give Best Effort**
  - Participate in class activities
  - Complete work with best effort
  - Ask for help politely

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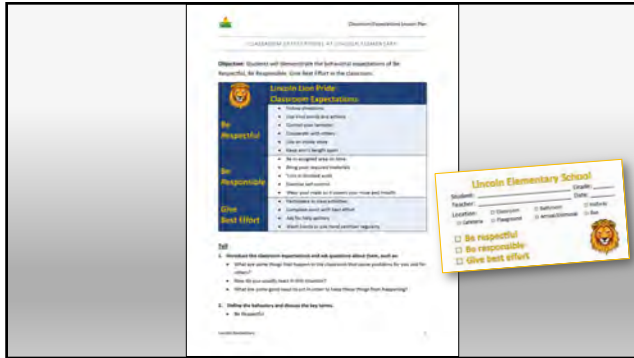
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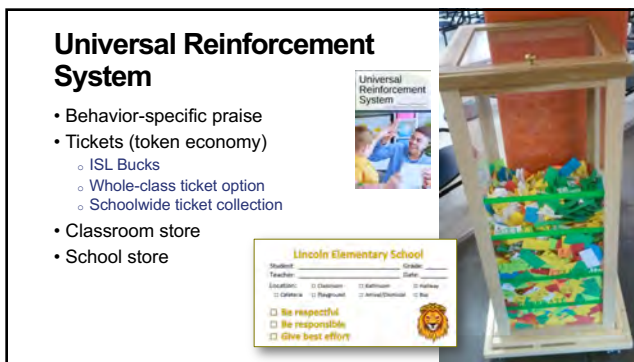
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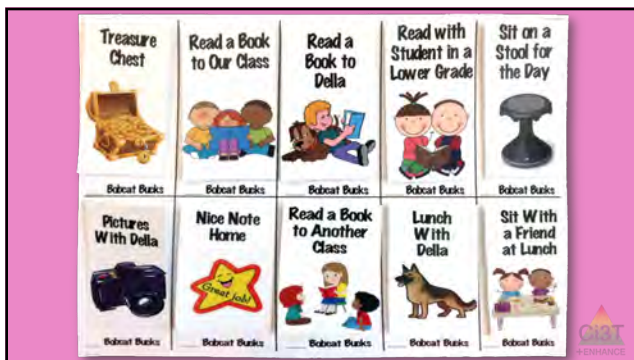
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HOW TO CREATE A **POSITIVE CLASSROOM ENVIRONMENT**

- Use behavior-specific praise to reinforce expected behaviors
- Use simple, precise redirects with students who are off-task; walk away and give them time to meet expectations
- Remind students of expectations in a positive, supportive manner
- Use a neutral tone when redirecting students to expectations; walk away to avoid engaging further
- Always phrase everything positively, pointing out what students should do instead of what not to do
- Reinforce behaviors meeting expectations before redirecting students who are off task

**KEY CONCEPTS**  
Safe Welcoming Warm

How should I remind my students to do something?  
 "Remember to..." "Don't forget to..."

How should I respond to students who ask to do something other than the assigned task they haven't finished?  
 "Sure thing, as soon as you've finished your assignment!" "No way! You've haven't even finished your assignment, of course you can't do that!"

For more information, please visit: [c3t.org](http://c3t.org)

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**Think-Pair-Share**  
 Ask your neighbor,  
**What's one thing you do to keep your classroom positive?**  
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**Ci3T  
+ENHANCE**

**Low-Intensity Strategies**  
 Opportunities to Respond  
 Behavior-Specific Praise

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**Low-Intensity Strategies**

- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-p Requests
- Precorrection
- Incorporating Choice
- Proximity
- Overlappingness
- With-it-ness
- Pacing
- Self-Monitoring
- Behavior Contracts

Supporting Behavior for School Success  
 Managing Challenging Behaviors in Schools

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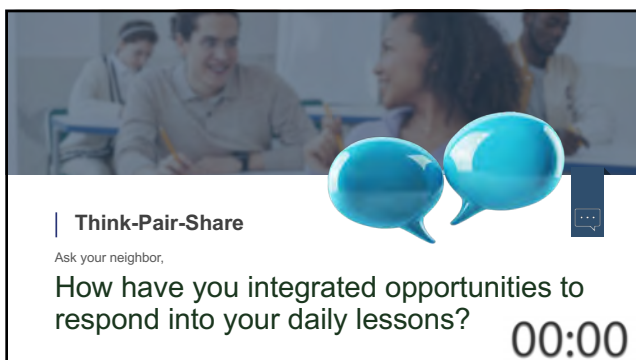
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## Let's Get Started!

Use This Time For:

Module Exploration	Draft Steps 1-4	
	Completed?	Completed Date
<b>Steps</b> 1. Identify the lesson content to be taught and the instructional objective. 2. Prepare a list of questions, prompts or cues related to the content. 3. Determine the modality by which content will be delivered. 4. Determine the modality by which students will respond.		

00:00

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# Behavior-Specific Praise

Review the module at [ci3t.org/enhance](http://ci3t.org/enhance) as needed

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### Low-Intensity Strategies Behavior-Specific Praise

**What is Behavior-Specific Praise?**

Behavior-specific praise are statements that p engage in a specific, desired behavior. For all and paper on immediately after being performed to give your student feedback during the lesson.

**Why should I use Behav**

Behavior specific praise is simple, effective an after desired behavior, no cost, and requires change to increase engagement and prevent interventions. (3) embedded with other Tier 2 & 3 of a Tier 3 intervention for students in need of

**How do I use Behav**

Behavior-specific praise can be used to acro worksheet, reading aloud) and non-academ (e.g. the Buddy Bench to play behaviors that include:

1. Evaluate current rates of general and both
2. Identify behavior to reinforce
3. Practice delivery of BSP
4. Observe student behavior
5. Provide BSP
6. Monitor BSP delivery
7. Seek student input

**Guiding Questions**

**Incorporating Behavior-Specific Praise into the Classroom**

The following set of questions can be used to help you decide why and how you should incorporate behavior-specific praise into your classroom.

**Why is behavior-specific praise effective?**

- Behavior-specific praise lets the student know what they did well when learning a new desired behavior.
- Because some students seek teacher attention, using behavior-specific praise can support those students in meeting expectations.

**How should I deliver behavior-specific praise?**

- Publicly (loud tone, in front of class) for the students that like attention.
- Privately (softened tone, individually) for students that do not like attention.

**What if a student does not respond to behavior-specific praise?**

- Teach students how to provide their classmates with behavior-specific praise.
- Pair providing (often with giving behavior-specific praise to those students that are largely motivated).

### Examples of Behavior Specific Praise

Behavior-specific praise can be used to encourage, reinforce, and encourage. For example, a worksheet, reading aloud and non-academic (e.g. using materials, using shared play) behaviors that are considered, effective and effective.

Example Behavior Specific Praise	Non-academic
<b>Academic</b> • "Great job, you're being prepared to give your math paper out during the lesson." • "You have your reading portfolio with her hand raised to be able to read!"	<b>Non-academic</b> • "Great job, you're being a 'light' player by taking the shot!" • "Nice! You have responded perfectly when you asked to use the ball!"

For more information, please visit [ci3t.org](http://ci3t.org)

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**Ci3T + ENHANCE**

**A Six-Step Instructional Approach for Responding to Challenging Behavior**

Download infographics from [ci3t.org/enhance](http://ci3t.org/enhance)

**A Six-Step Instructional Approach for Responding to Challenging Behavior**

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**AREA I: ACADEMICS**  
Expectations and Professional Learning

**Instructional Delivery (Left Column)**

1. Integrated Lesson Plan
2. Varying Instructional Delivery Models
3. Incorporating Instructional Strategies
  - a. Start with the basics
  - b. Avoid strategies that slow pacing
  - c. Use low-intensity strategies
  - d. Include elements of instruction that promote intrinsic motivation: control, challenge, curiosity, and contextualization

**AREA II: BEHAVIOR**  
Essential Components of Classroom Management (Center Column)

**Building the Base:** What I need to know about changing behavior? (e.g., function, reinforcement, shaping)

**Proactive**

1. Build positive classroom climate
2. Design effective physical room arrangement
3. Teach expectations in the expectation matrix
4. Teach routines and procedures (e.g., managing transitions)
5. Use low-intensity strategies during instruction
6. Managing paperwork

**Reactive**

1. Dealing with bad behavior
2. Dealing with defiance that meeting expectations
3. Dealing with disrespectful behavior
4. Logical options
5. Dealing with non-compliance and limit testing

**\*\*Building Resiliency in response to challenging behavior: great stress, healthy stress, grade feedback**

What if students need more than Tier 1? Refer to the Crisis Manual and 2e

For more information, please visit [ci3t.org](http://ci3t.org)

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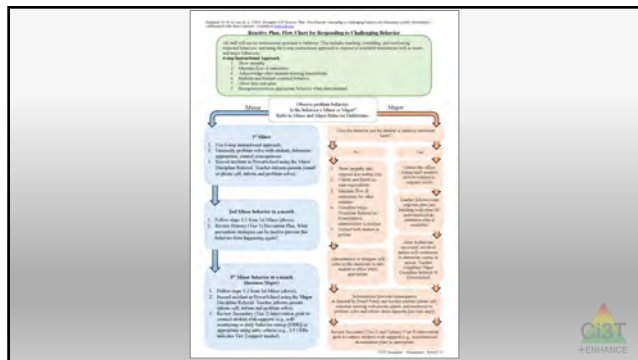
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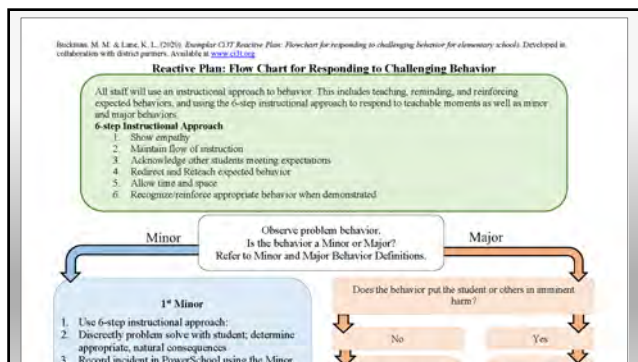
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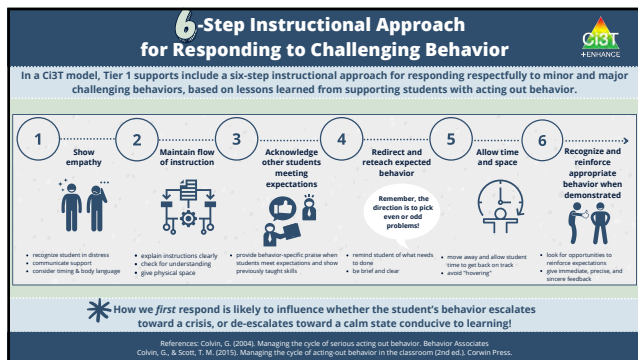
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**1 Show empathy**

- recognize student in distress
- communicate support
- consider timing & body language

**2 Maintain flow of instruction**

- explain instructions clearly
- check for understanding
- give physical space

**3 Acknowledge other students meeting expectations**

- provide behavior-specific praise when students meet expectations and do previously taught skills

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**6-Step Instructional Approach: Effectively Showing Empathy**

When showing empathy, the first step in our 6-step approach for responding to challenging behavior, we want to be short, to-the-point, and calm. Here are some examples of how and how not to respond with empathy.

**AVOID: Being Long-Winded**

It looks like you're having a hard day because your head is down, your eyes are closed, and you're not following the direction. Is there anything I can do to help?

Jeremiah, you're normally so good at following directions! What's going on? What's wrong? You seem really down

**INSTEAD: Be Brief**

It looks like you're having a hard time getting started. I'll come back in a few minutes.

Jeremiah, how can I help you get started on your worksheet?

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Jeremiah, you're normally so good at following directions! What's going on? What's wrong? You seem really down today. What can I do to help you?

Hey friend, I hope you know you're a valued member of this classroom! I really want to help you get started with your independent work. What can I do? I'm here for you!

Jeremiah, how can I help you get started on your worksheet?

I'm sorry that it seems like you're having a tough day. I'm going to take a lap and come back to check in.

**\* Remember, how we first respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!**

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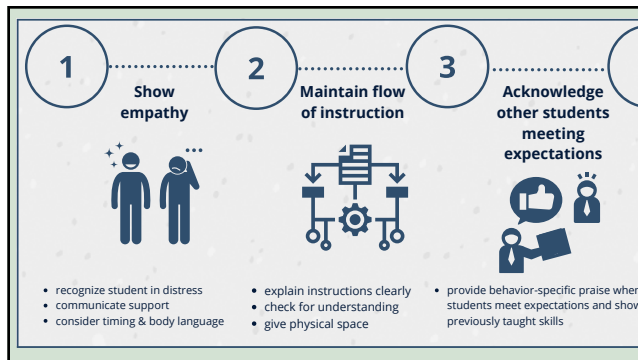
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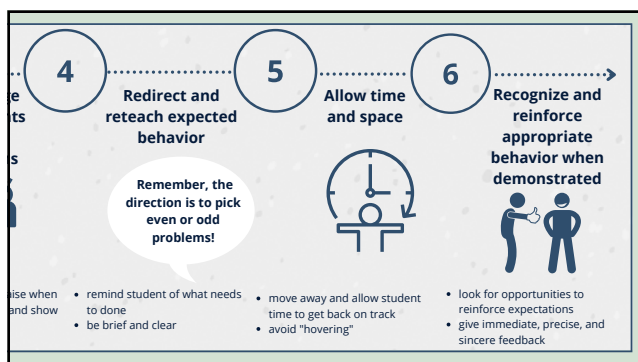
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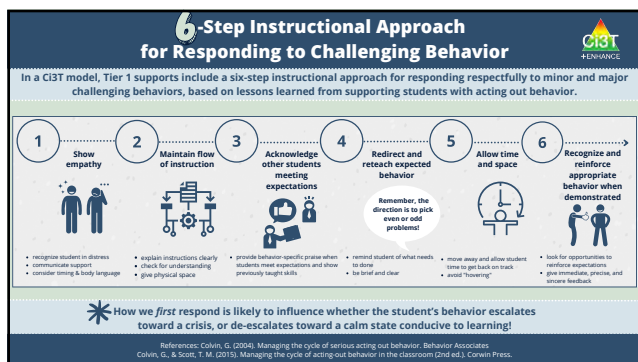
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**Think-Pair-Share**  
Ask your neighbor.  
00:00  
How can we work together to incorporate the six-step instructional approach for responding to challenging behavior?

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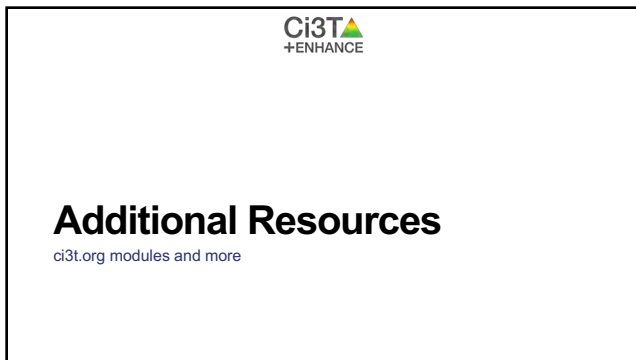
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**Ci3T**  
+ENHANCE  
**Additional Resources**  
ci3t.org modules and more

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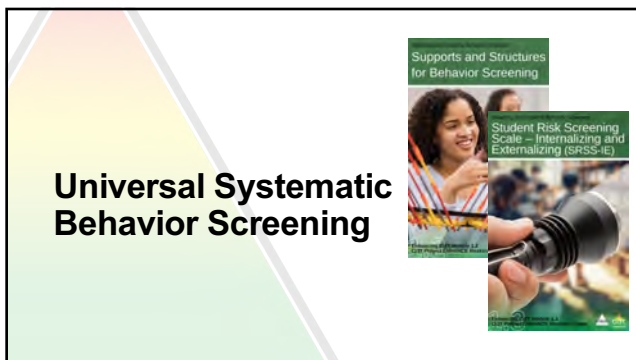
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**Universal Systematic Behavior Screening**  
Supports and Structures for Behavior Screening  
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-E)

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**Additional Resources**

- [ci3t.org](http://ci3t.org)
  - Modules on low-intensity strategies, positive classrooms, and more
- [iris.peabody.vanderbilt.edu/module/bi1-elem/](http://iris.peabody.vanderbilt.edu/module/bi1-elem/)
  - Addressing challenging behaviors: Understanding the acting-out cycle
  - [Secondary](#) version
- [pbmissouri.org/tier-1-effective-classroom-practices](http://pbmissouri.org/tier-1-effective-classroom-practices)
  - Eight effective teaching and learning practices at Tier 1
- [kansasmts.org](http://kansasmts.org)
  - Behavior, social, and emotional learning resources, and more
- [cibrs.com](http://cibrs.com)
  - Center for Instructional and Behavioral Research in Schools: Video modules
- [ket.pbslearningmedia.org](http://ket.pbslearningmedia.org)
  - Collection of videos on managing challenging student behaviors

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## Project EMPOWER ci3t.org/pl

**Location:** Zoom  
**Time:** 5:30-7:30 PM Eastern  
**Date**

1. Ci3T FIT: Start the year strong	Sep. 24, 2024 (Tues)
2. Data-informed instruction: This is how we do it!	Oct. 09, 2024 (Wed)
3. Practical, low-intensity strategies to maximize engagement and limit disruption Part 1: Precorrection and active supervision	Nov. 19, 2024 (Tues)
4. Practical, low-intensity strategies to maximize engagement and limit disruption Part 2: Instructional choice and increased opportunities to respond	Jan. 22, 2025 (Wed)
5. Tier 2: Behavior contracts	Feb. 11, 2025 (Tues)
6. Tier 2: Direct behavior ratings (DBR)	Mar. 26, 2025 (Wed)
7. Tier 3: Functional assessment-based interventions (FABI)	Apr. 29, 2025 (Tues)



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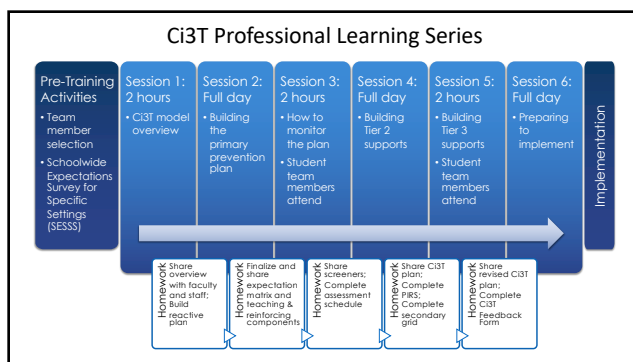
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### Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

**Thank you!**  
david.royer@louisville.edu

**ci3t.org/enhance**

Academic ◊ Behavioral ◊ Social

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