



**Creating a Positive, Productive,  
Safe Learning Environment**

March 12, 2025  
Kentucky Valley Educational Cooperative Behavior Cadre


David James Royer, PhD, BCBA



Comprehensive, Integrated,  
Three-Tiered Model of Prevention



**UNIVERSITY OF LOUISVILLE**  
COLLEGE OF EDUCATION  
& HUMAN DEVELOPMENT



Creating Positive,  
Productive, Safe  
Learning Environments  
Introduction

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**Agenda**

- Comprehensive, integrated, three-tiered (Ci3T) model of prevention
- Creating a positive, productive, safe learning environment
  - Low-intensity strategies
- A six-step instructional approach for responding to challenging behavior
- Additional resources



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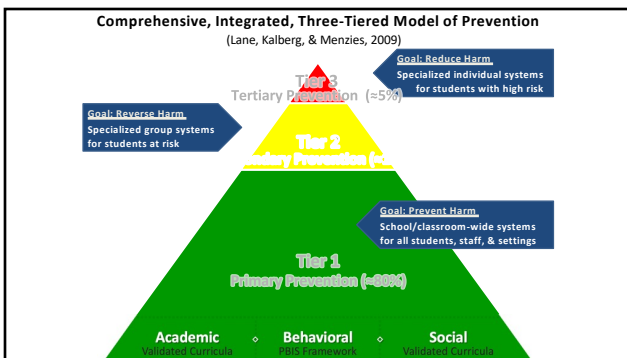
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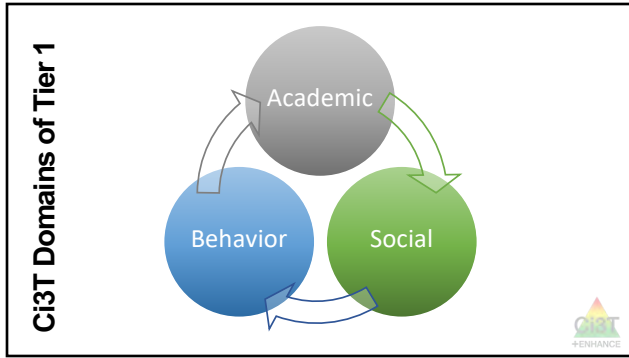
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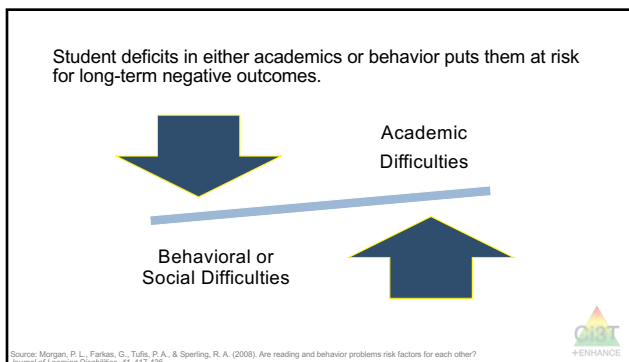
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**An Integrated Approach  
Academic, Behavior, Social**

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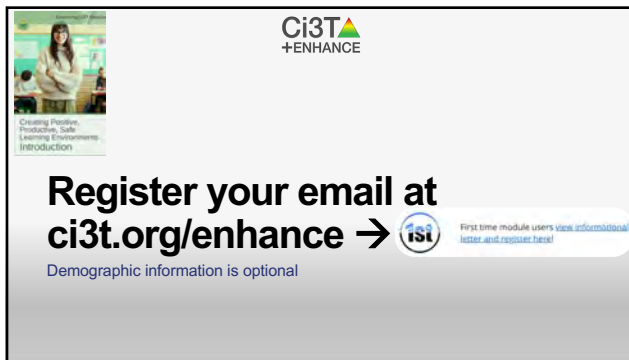
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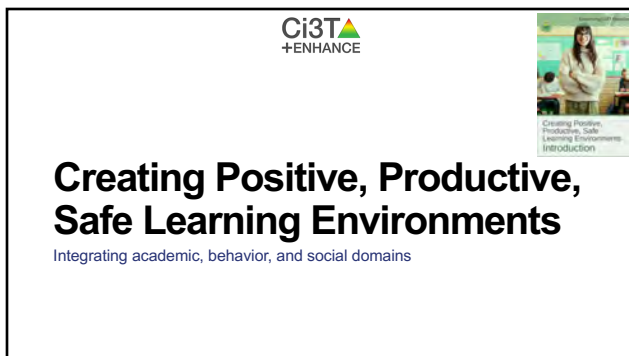
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### Creating Positive, Productive, Safe Learning Environments

Help! I'm a new teacher at my school where we implement CIST. Choose a scenario below to explore ways I can be more positive in my classroom.

- Time to remove
- Can't play games
- Needs upset
- Chatty habits
- Doubts negatives
- A sticky situation
- Challenge gone wrong
- It's so messy
- It wasn't me!
- Repeat Post
- Unsuccessful transition

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### Lincoln Lion PRIDE!

#### Lincoln Elementary Expectation Matrix

Classroom	hallway	Criteria	Playground	Bathroom	Post-8 Annual Assessment
<b>Be RESPECTFUL</b> <ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Cooperate with others</li> <li>Use an inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Walk on the right side of the hallway</li> <li>Use a hallway</li> </ul>	<ul style="list-style-type: none"> <li>Enter and leave to correctly</li> <li>Use restrooms</li> <li>Listen to and follow adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Follow all safety rules of the game</li> <li>Use equipment properly</li> <li>Use proper cleanup</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom and flush toilet</li> <li>Use proper cleanup</li> <li>Use proper cleanup</li> <li>Use proper cleanup</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words, actions, and when appropriate</li> <li>Listen to and follow the directions</li> <li>Share your personal space</li> </ul>
<b>Be RESPONSIBLE</b> <ul style="list-style-type: none"> <li>Be in assigned area on time</li> <li>Bring your required materials</li> <li>Turn in finished work</li> <li>Exercise self-control</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Walk in the hallway</li> <li>Keep your area clean</li> <li>Use a hallway</li> </ul>	<ul style="list-style-type: none"> <li>Make your choices quickly</li> <li>Follow your own rules</li> <li>Use a hallway</li> <li>Use a hallway</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Use equipment properly</li> <li>Use equipment properly</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Use kind words</li> <li>Use kind words</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Bring home all needed materials</li> <li>Use kind words with others</li> <li>Listen to and follow the directions</li> </ul>
<b>Give Best Effort</b> <ul style="list-style-type: none"> <li>Participate in class activities</li> <li>Complete work with best effort</li> <li>Ask for help politely</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Use a hallway</li> <li>Use a hallway</li> </ul>	<ul style="list-style-type: none"> <li>Use your own equipment</li> <li>Use your own equipment</li> <li>Use your own equipment</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Use equipment properly</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Use kind words</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Use kind words</li> <li>Use kind words</li> </ul>

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### Lincoln Lion PRIDE!

#### Classroom Expectations

<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Follow directions</li> <li>Use kind words and actions</li> <li>Control your temper</li> <li>Cooperate with others</li> <li>Use an inside voice</li> </ul>
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<b>Give Best Effort</b> <ul style="list-style-type: none"> <li>Participate in class activities</li> <li>Complete work with best effort</li> <li>Ask for help politely</li> </ul>

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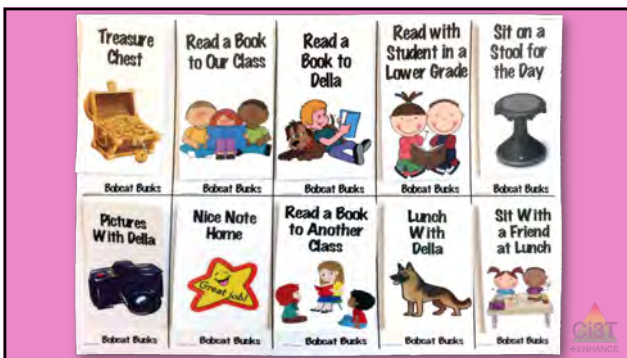
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HOW TO CREATE A **POSITIVE CLASSROOM ENVIRONMENT**


- 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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instead of what not to do 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?  
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**Your turn!**  
Type in the chat box:  
**What's one thing you do to keep your classroom positive?**

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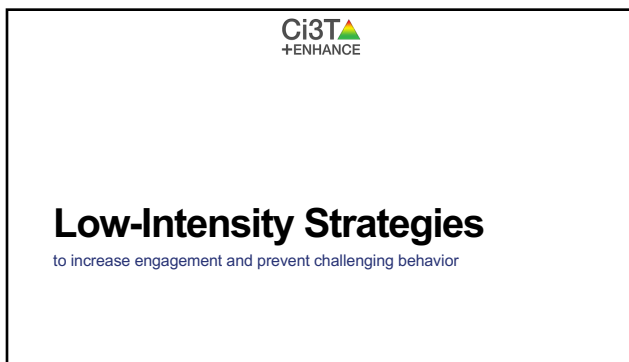
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**Ci3T + ENHANCE**

## Low-Intensity Strategies

to increase engagement and prevent challenging behavior

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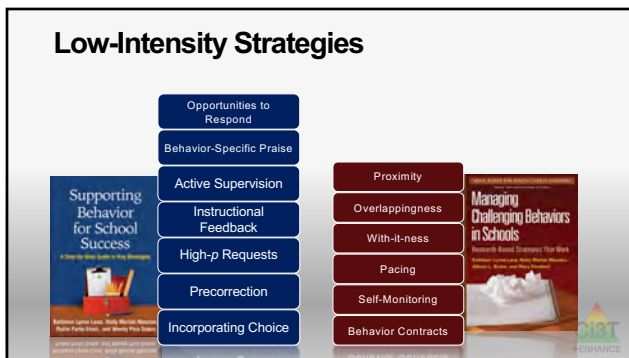
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### Low-Intensity Strategies

- 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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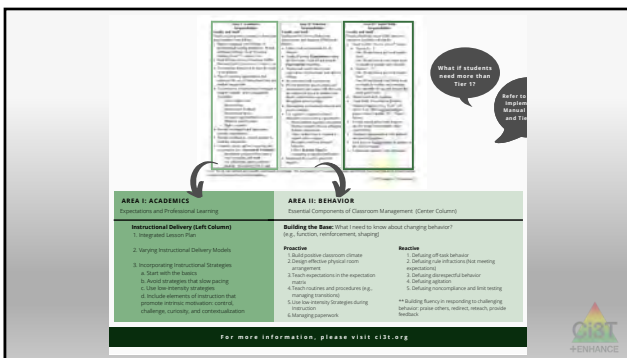
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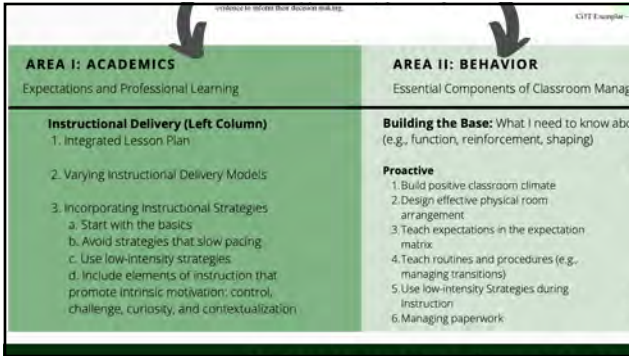
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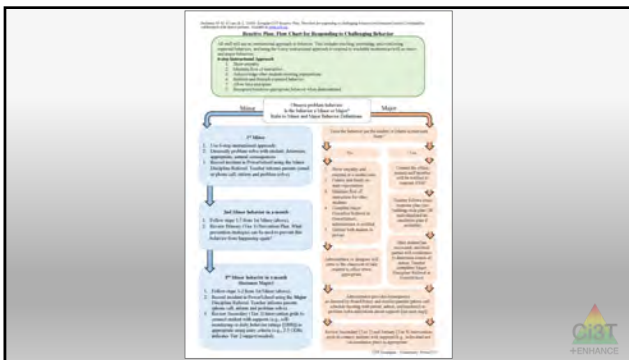
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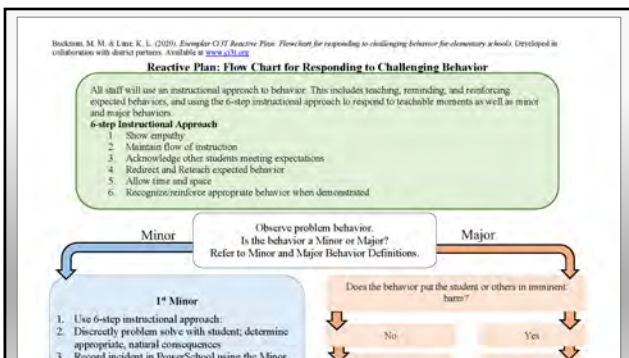
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### 6-Step Instructional Approach for Responding to Challenging Behavior

In a CIST model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.

**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 show previously taught skills

**4**

**Redirect and reteach expected behavior**

Remember, the direction is to pick even or odd problems!

- remind student of what needs to done
- be brief and clear

**5**

**Allow time and space**

- move away and allow student time to get back on track
- avoid "hovering"

**6**

**Recognize and reinforce appropriate behavior when demonstrated**

- look for opportunities to reinforce expectations
- give immediate, genuine, and sincere feedback

\* 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!

References: Colvin, G. (2004). Managing the cycle of serious acting out behavior. Behavior Associates. Colvin, G., & Scott, T. M. (2015). Managing the cycle of acting out behavior in the classroom (2nd ed.). Corwin Press.

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### 1 Show empathy

**1**

**Show empathy**

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

**2**

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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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**1 Show empathy**

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- 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 show previously taught skills

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**4 Redirect and reteach expected behavior**

Remember, the direction is to pick even or odd problems!

- remind student of what needs to be done
- be brief and clear

**5 Allow time and space**

- move away and allow student time to get back on track
- avoid "hovering"

**6 Recognize and reinforce appropriate behavior when demonstrated**

- look for opportunities to reinforce expectations
- give immediate, precise, and sincere feedback

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**6-Step Instructional Approach for Responding to Challenging Behavior**

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**Your turn!**

Type in the chat box:

What was an "Aha!" moment today? or  
How might you share the six-step instructional approach for responding to challenging behavior with colleagues?

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**Ci3T +ENHANCE**

**Additional Resources**

ci3t.org modules and more

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**Build Leadership**

**Build Base Knowledge**

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**Universal Systematic Behavior Screening**

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**Tier 1**

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**Tier 2**

The slide features a grid of seven intervention cards for Tier 2. The cards include: 'The Tier 2 Process', 'Self & Peer Support Strategy', 'Social Skills Training to Support Attention, Self-regulation, and Engagement', 'Behavioral Support Strategies', 'Social Skills Training to Support Attention, Self-regulation, and Engagement', 'Social Skills Training to Support Attention, Self-regulation, and Engagement', 'Social Skills Training to Support Attention, Self-regulation, and Engagement', and 'Check-in/Check-out'. Each card includes a small image of students and a brief description of the intervention.

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**Tier 3**

The slide features a grid of ten intervention cards for Tier 3. The top row includes: 'The Tier 3 Process', 'Managing Acting-out Behavior at Tier 3', 'Supporting Students with Internalizing Concerns at Tier 3', 'Strengthening Reading Skills with Tier 3 Interventions', and 'Functional Assessment Based Intervention (FABI) Introduction'. The bottom row includes five 'FABI Step' cards: 'FABI Step 1: Identifying Students Who Need a FABI', 'FABI Step 2: Conducting the Functional Assessment', 'FABI Step 3: Collecting Baseline Data', 'FABI Step 4: Designing the Intervention', and 'FABI Step 5: Testing the Intervention'. Each card includes a small image of students and a brief description of the intervention.

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**Project EMPOWER** [ci3t.org/pl](https://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: Procorrection 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)

+ENHANCE

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

Tier 3  
Targeted Prevention (~5%)

Tier 2  
Universal Prevention (~15%)

Tier 1  
Universal Prevention (~80%)

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

ci3t.org/enhance

Home ◊ Behavioral ◊ Social

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