

Resources for Teaching and Promoting Classroom Procedures and Norms

Supporting and responding to Students' Social, emotional, and behavioral Needs

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Creating a Classroom Teaching Matrix

<https://www.pbis.org/resource/creating-a-classroom-teaching-matrix>

PaTTAN Creating a Classroom Behavior Matrix | Popup Practices

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.youtube.com/watch%3Fv%3D4T7KFnNZvJo&ved=2ahUKEwilxMzj-92PAxUW1vACHe-nEQAQtwJ6BAqLEAI&usg=AOvVaw2IKZXdB_VKgqY0m00WQkXF

Track Positive Reinforcement with Our Be+ App

<https://docs.google.com/document/d/1RsFAFgr5ODkLeGJfU9E-4P0sZZRUhqlbDpLfslLwKfE/edit?tab=t.0>

Lesson Plan: Co-creating Classroom Expectations with Students (elementary schools)

https://cdn.prod.website-files.com/5d3725188825e071f1670246/651c4936c0eacea4b45150ce_Classroom_Defining_Expectations_with_Students_Lesson_Plan_Elementary.pdf

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches |

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

MO SW-PBS Teacher Tool Classroom Procedures And Routines

<https://pbissmissouri.org/wp-content/uploads/2017/06/ECP2.3-Teacher-Tool-ClassroomProcedures-and-Routines-1.pdf>

Helping Families Prepare for an IEP Meeting | <https://www.pbis.org/resource/helping-families-prepare-for-an-iep-meeting>

The IEP document is a legal plan for special education which is created by a team of educators and the child's family. This team meets yearly to create an IEP that provides

information about the specifically designed instruction, related services, and other supports for the child. This tip sheet shares some ideas in how families can prepare for the IEP meeting to promote full participation in their child's

Intentionally Intensify Classroom Practices to Support Students with Disabilities |

<https://www.pbis.org/resource/intentionally-intensify-classroom-practices-to-support-students-with-disabilities>

This brief addresses two evaluation questions: 1. What are the effects of supporting educators to intentionally intensify their practice on their overall implementation of targeted classroom practices (i.e., prompting, engaging, and praising)? 2. What are the effects of educators intentionally intensifying their classroom practices on the behaviors of students with disabilities?

PBIS Supports Students with Disabilities | <https://www.pbis.org/resource/pbis-supports-students-with-disabilities>

One-page brief describing the effectiveness and reach of the PBIS framework, particularly with students with disabilities.

Strengthening Family Participation in Addressing Behavior in an IEP |

<https://www.pbis.org/resource/strengthening-family-participation-in-addressing-behavior-in-an-iep>

The Individualized Education Plan (IEP) document is a legal plan for special education created by a team that includes educators and family members. The IEP contains goals that promote student success, and, if needed, might include goals on ways to improve behavior. As families might find it helpful to plan ahead for IEP meetings, this brief is designed to help families prepare for an IEP meeting with tips to help strengthen the IEP team planning for any needed behavioral goals and supports.

Multi-Tiered System of Supports (MTSS) in the Classroom |

<https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>

This guide provides guidance to educators implementing positive behavioral interventions and supports (PBIS) in the classroom across the continuum of student need. Educators regularly provide a range of supports for students in the classroom—from universal supports for all students to intensive and individualized supports for a few students. This guide will help educators familiar with PBIS organize classroom supports for preventing, teaching, and responding to students' social, emotional, and behavioral (SEB) needs across the continuum.

HLP #7: Establish a Consistent, Organized, and Respectful Learning Environment

Leadership Guide: https://exceptionalchildren.org/sites/default/files/2021-01/HLP%20%20Admin%20Guide.pdf?_gl=1*1596kjm*_gcl_au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.*_ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.*_ga_L4ZFTNESGT*czE3

[NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw* ga Y45Y2NwG3S*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw](https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%207.pdf)

Faculty Guide: <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%207.pdf>

Video: https://hlp.exceptionalchildren.org/hlp-7-establish-consistent-organized-and-respectful-learning-environment? gl=1*ytxs1* gcl au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.* ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.* ga L4ZFTNESGT*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkbDAkaDA.* ga Y45Y2NwG3S*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkbDAkaDA.

HLP #8 & 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

Leadership Guide https://exceptionalchildren.org/sites/default/files/2021-01/HLP%208%20Admin%20Guide.pdf? gl=1*npaz05* gcl au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.* ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.* ga L4ZFTNESGT*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw* ga Y45Y2NwG3S*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw

Faculty Guide: <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%208.pdf>

Video: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior | <https://highleveragepractices.org/2017-first-edition-materials/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior>

HLP #16: Use Explicit Instruction |

Leadership Guide: https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2017%20Admin%20Guide.pdf? gl=1*npaz05* gcl au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.* ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.* ga L4ZFTNESGT*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw* ga Y45Y2NwG3S*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw

Faculty Guide: <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%2016.pdf>

Video: <https://highleveragepractices.org/hlp-16-use-explicit-instruction>