



Promoting Positive Practice *in the Classroom*



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



Council for
Exceptional
Children

**Focus Practice #2: Positively Greet Students and
Proactively Prompt**

Tuesday, October 28, 2025

Meet the Presenter(s)



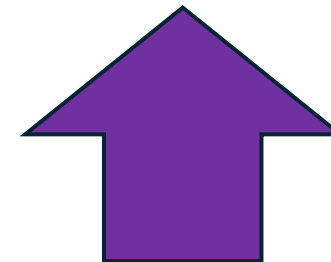
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen,
Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



Purpose of Professional Development (PD) Series



Increase **ADMINISTRATORS'** capacity to provide relevant PD supportive of...

...enhancing classroom **EDUCATORS'** ability to support...

...**STUDENTS'** social, emotional, & behavioral growth in a manner that celebrates their individual & intersecting identities & cultural histories.



Intention



Key Practices



Outcomes

During this skill-building webinar, we focus on how to **positively greet** and **proactively prompt** students as they come into the classroom in a way that builds intentional connection and sets the stage for a positive and productive learning environment for all students.




Positively Greet & Proactively Prompt





Culturally Responsive Practice

TRY


Neutralizing Routines & De-Escalation



Positive, Valued, & Specific Praise

+ to - Ratio & Active Supervision



Use Data to Check Yourself & Class



Positive & Valued Relationships



Learning & Growth

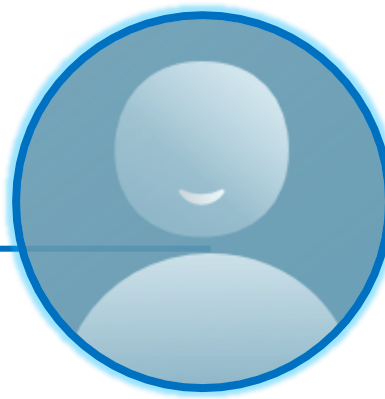


Wellbeing

Inclusive & Safe Spaces

Vulnerable/Equitable Decision Points

Agenda



What

Definition



Why

Rationale



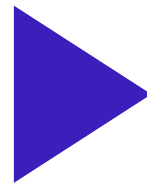
How

Implementation Tips



Try

Guided Practice



Plan & Do

Implement In Real Life

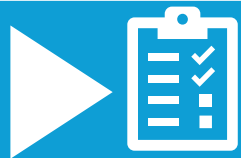


Check

Monitor & Adjust



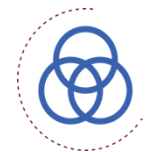
At the end, we will invite you to work on your implementation plan





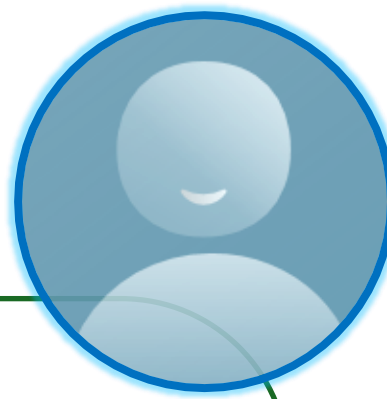
What?

Definition





Defining Positive Greetings



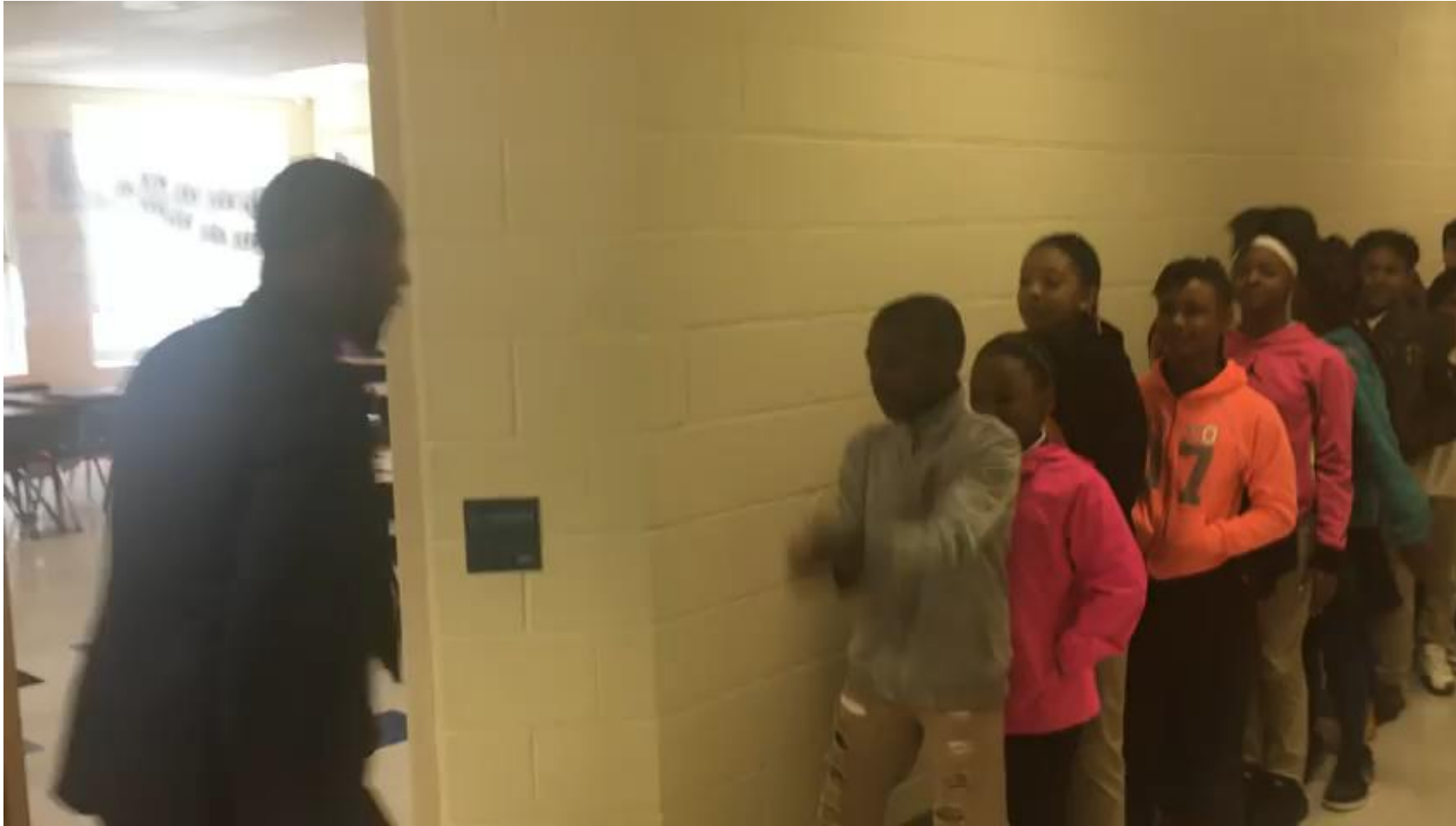
- A positive greeting is:
 - A teacher's **daily routine** to **warmly welcome students** as they enter the classroom or school
 - Sets a positive tone
 - Often includes **proactive reminders** and behavior specific positive feedback to help students transition smoothly into the learning environment

(Cook, Fiat et al., 2018)

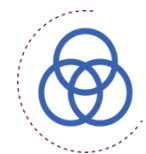




What It Can Look and Sound Like in Practice



Barry White, Jr. North Carolina, <http://youtu.be/6f45Fzv1Mws>





What It Can Look or Sound Like in Practice



Crouching to greet student at eye level

Incorporating “Question of the Day” on a whiteboard for students to answer as they enter

Asking genuine and specific relationship-based questions (e.g., “How did your game go?”)

Using visual greeting poster with choices (e.g., wave, high five, fist bump)

Greeting with humor (e.g., Welcome to class. Don’t worry, today’s quiz only has 47 questions... just kidding!)

Offer a quick check-in (e.g., thumbs up/down, mood meter)





Non-Examples for Implementing Positive Greetings



Ignoring students as they enter the classroom.

Rushing through disconnected (e.g., monotone, no eye contact).

Standing at the desk grading papers instead of engaging with students.

Greeting students negatively, or sarcastically

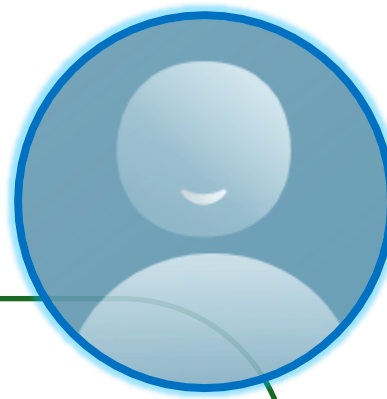
Noticing students only when an incident happens.

Starting class with punitive reminders (e.g., “Don’t talk or you’ll lose points”).





Defining Proactive Prompting



- A proactive prompt is:
 - A **clear cue** that tells students exactly **what behavior is expected** in a given context
 - Given **before** the behavior is expected
 - Describes **what the behavior looks and sounds like**
 - Can be spoken, shown through gestures, or a mix of both

(Simonsen et al., 2010)





What It Can Look and Sound Like in Practice



This video is a section of “Entering the classroom: Classroom management practice” by Australian Education Research Organization. The original video is licensed under the CC BY 4.0 license.





Non-Examples for Implementing Proactive Prompts



Waiting until the behavior incident occurs to give directions.

Phrasing what not to do (e.g., “Don’t do that”) instead of describing what to do.

Inconsistent or unclear (e.g., mixed signals).

Starting the activity without stating behavioral expectations

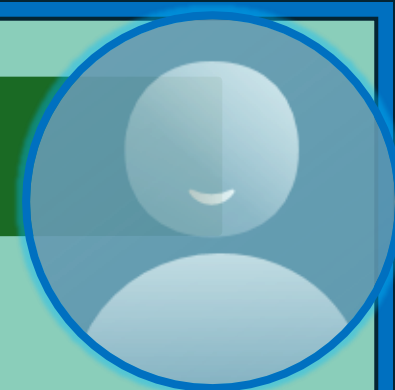
Assuming students know the expectations without stating them

Giving vague instructions (e.g., “Behave yourselves”)





We Anchor to Key Resources



PBIS Positive Behavioral Interventions & Supports

July 2019

POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?
A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?
Greeting students as they enter (or exit) your classroom school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well too. These positive interactions are especially important for students who experience family conflicts, walk to school through unsafe neighborhoods, or have unmet daily needs. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Jolley & Patran, 2007; Cook et al., 2018).

HOW DO WE DO IT?
There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:
Stand just inside or outside of the door and:
1. Greet each student by name.
2. Have a short positive interaction (e.g., praise, friendly comment, question).
3. Direct them to the first activity.

VARIATION 1:
Offer the student a choice of handshake, fist bump, high five, puke shake, etc.

VARIATION 2:
Provide a quiet, independent entry activity (e.g., warm-up fluency activity, easy writing task).
Circulate around the room, ensuring you have a positive greeting with each student.

VARIATION 3:
Train students in your class to be greeters or "greeter leaders".
Students along with the teacher provide a greeting to each student in the morning.
Students alternate the role of greeter every month or year.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

PBIS Positive Behavioral Interventions & Supports

Habits of Effective Classroom Practice

Habits are predictable and regular responses to occur in our environments. In "The Power of Habit" Charles Duhigg (2012) described how we develop habits through our repetitive reward loops. For example, we say "Thank You" because when someone holds the door open and we say "thank you" someone else will do it again in return. We walk to the store weekly (rewards) based on our usual combination of habit or reward loop, and we receive information rewards. In other words, we develop habits by experiencing predictable behaviors and consequences (the ABC's of behavior). Consider the following examples:

Behavior	Consequence	Outcome
Example 1: Stand in line at grocery store	Stand in line at grocery store	Stand in line at grocery store
Example 2: Stand in line at grocery store	Stand in line at grocery store	Stand in line at grocery store

How can we develop habits of effective classroom practice?
Although we can develop habits automatically, they give little control to our own actions; we can also use knowledge to develop effective habits intentionally. For example, consider the parent in the story. Instead of responding to give their child a ride to school, the parent may change the reward loop and respond to a different behavior of an appropriate consequence (see example below).

Behavior	Consequence	Outcome
Example 1: Respond to parent calling their child outside at door	Respond to parent calling their child outside at door	Respond to parent calling their child outside at door
Example 2: Respond to parent calling their child outside at door	Respond to parent calling their child outside at door	Respond to parent calling their child outside at door

With the parent in the second example, we can modify the reward loop to develop habits of effective practice in our classrooms. We do that by replacing with appropriate, setting ourselves up to receive effective habits, including encouragement, and giving our advice.



Behavior Management 1

Preventive Classroom Behavior Management Practices¹

George Sugai, Brand Simonsen, Jen Freeman, and Susannah Everett
Centers for Behavioral Education and Research and on Positive Behavioral Interventions and Supports
University of Connecticut
Version 9 August 2015
DRAFT

PURPOSE

This guide was developed to provide an overview of recommended practices for student behavior within effective school-wide and classroom systems. To be most useful, the implementation of these practices and supports should be led by a team and integrated within a multi-tiered positive support framework in which all students have maximum opportunities and direct access to effective academic and behavior instruction curricula school and classroom wide.

¹Adapted from "PBIS Technical Brief on Classroom PBIS Strategies" (Simonsen et al., January 2013), OSEP Technical Assistance Center on PBIS. For additional resources, go to www.pbis.org. For specific assistance, contact Brand Simonsen (Brand.Simonsen@uconn.edu).

High-Leverage Practices for Students with Disabilities



Supporting CEC Resources

HLP 4: High-Leverage Practices

HLP 7: High-Leverage Practices for Students with Disabilities

HLP 8: High-Leverage Practices

HLP 16: Use Explicit Instruction

An initial for HLP #122. Provide effective feedback, certain HLPs are so essential they are critical, repetitive components across many other HLPs. HLP #16, Use explicit instruction, is one of these practices. Explicit instruction is used to support student learning across academic, social, and behavioral tasks in all grade levels and content areas. In other words, one or more principles of explicit instruction are used in some capacity to implement every HLP from the social/behavioral and instruction domains. It is therefore a terrific starting place for the new professional seeking to learn about the HLPs and their role in supporting the needs of students with disabilities.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Charles A. Hughes, Paul J. Riccomini, and Jared R. Morris in High-Leverage Practices in the Inclusive Classroom: the book High-Leverage Practices in Special Education: The Final Report of the HLP Working Team, and content on www.highleveragepractices.org.

Teachers Who Organized an Learning Environment

- Present ongoing environments in stated, evident
- Establish and believe of linguistic being
- Establish and to be in respect environments, it appropriate.
- Establish and to be in respect environments, it appropriate.

Teachers Who Effectively Use Explicit Instruction

- Design carefully sequenced and organized lessons focused on critical content.
- Begin lessons with a clear statement of the lesson goals and their expectations of students.
- Review prior skills and knowledge before providing instruction in new content.
- Break down complex skills and strategies into smaller instructional units.
- Provide step-by-step demonstrations, as applicable, to explain a concept.
- Use clear and concise language throughout all lesson components and communicative interactions with students.
- Provide an adequate range of examples and non-examples, as applicable.
- Provide guided practice with scaffolded supports, incorporating distributed and cumulative practice opportunities as well.
- Provide frequent and varied opportunities for student response, monitor student performance closely, and provide immediate affirmative and corrective feedback.
- Maintain a brisk pace during lesson delivery and are attune to students' shifting needs regarding pace throughout the lesson.
- Help students organize new knowledge with a range of scaffolded supports.

Teachers Who Effectively Use Feedback

- Provide positive and specific feedback to maximize observed and desired behaviors.
- Use a variety of feedback to students.
- Understand and consider

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Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/or coaching in effectively planning for and delivering lessons that incorporate the key elements of explicit instruction.
- Observe educators to document the extent to which they are using the elements of explicit instruction and provide coaching and/or feedback on areas that require improvement.
- Provide support to teachers/trainees around changing complex skills/concepts and designing those lessons in a logical sequence.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How does the language used impact students' understanding of concepts? How can a teacher be mindful of that?
- Why is it important to provide students with a clear goal and statement of expectations for each lesson?
- How can examples and non-examples support student understanding? Are there any barriers or special considerations that you can think of regarding use of examples/non-examples?
- Why is keeping a brisk pace considered a key element of explicit instruction?
- Why are frequent opportunities for student response so critical to an explicit lesson? What strategies can be used to elicit student responses?

DOMAIN TWO:

Data Driven Planning, Embedded HLP

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs

Analyze Data to Describe Student

- Possess knowledge of a variety of assessment tools, including formal and informal assessment tools, and administering assessments and data analysis.
- Demonstrate ability to collect, analyze, and interpret data from multiple sources.
- Demonstrate ability to collect, analyze, and interpret behavioral data from multiple sources.

Analyze Data to Describe Student

Introduce - Explicitly introduce and inform assessment tools, and administering assessments and data analysis.

Prepare - Provide opportunities for their peers and score and interpret assessment data to look for evidence of

Enact - Work with P-12 partners to administer assessments with child record teacher candidate and provide comprehensive data and analysis.

Analyze - Share transcripts or video of candidates to look for evidence of

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is developing a comprehensive understanding of a student's strengths and needs important?
- What are the strengths or limitations of the assessment tools you are using?
- What are the added benefits to using multiple sources of information?
- What other ways beyond formal assessments can you use to understand a student's strengths and needs?



HLP 7: Establish a consistent, organized, and respectful learning environment.

Present expectations that are measurable, positive, and safe across all students.

- Establish and explain (and be safe) across all students.
- Establish and explain school environment.
- Establish and explain (e.g., lining up, staying on task, etc.)
- Revisit/reteach expectations through various means.
- Provide students with opportunities to understand and adhere to expectations.
- Limiting instructions.
- Posting expectations.
- Laying out the expectations and meets the needs of all students.
- Using precorrection.
- Providing frequent feedback.

HLP 8: Provide positive and constructive feedback to guide students' learning and behavior

Provide positive and specific feedback to demonstrate approval of student behaviors.

Example: "Great job (positive) raising your hand (specific) and waiting to be called on."

Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.

Example: A student responds to the question "What sounds should we hear when we line up for recess?" with "I answer, 'None.'" The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hall to be respectful of other classrooms."

Provide feedback only when the target behavior is observed (i.e. is contingent) - feedback is not delivered in the absence of a behavior.

Example: While monitoring student working in cooperative groups, the teacher notices that they are working together effectively and says, "I am impressed with everyone's participation in this activity! You all are doing an excellent job following our classroom expectations for working in small groups."

Introduce - Model explicit positively stated, and use procedures. Provide candidate complete during the model.

Prepare - Provide candidate with students and precorrection.

Enact - Provide candidate with students and precorrection.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why should we try to provide positive and specific feedback?
- In what ways are you providing positive and specific feedback?
- Should data inform not?
- What will respect, responses?
- Do the classroom's students and staff?
- Why should school procedures?

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What are some critical components of this HLP?
- How does this HLP connect to the other HLPs?
- How can feedback support the development of a student's strengths and needs?
- What are some benefits of providing feedback to students?

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How does the language used impact students' understanding of concepts? How can a teacher be mindful of that?
- Why is providing students with a clear goal and statement of expectations for each lesson important?
- How can examples and non-examples support student understanding? Are there any barriers or special considerations that you can think of regarding use of examples/non-examples?
- Why is keeping a brisk pace considered a key element of explicit instruction?
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Leadership Guides

Faculty Guides



Why?

Rationale



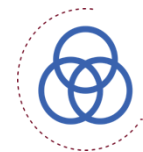


— ” —

When a child walks
in the room, your
child or anybody
else's child, do your
eyes light up?
That's what they're
looking for.

— ” —

TONI MORRISON
AUTHOR





Rationale for Using Positive Greetings and Proactive Prompting



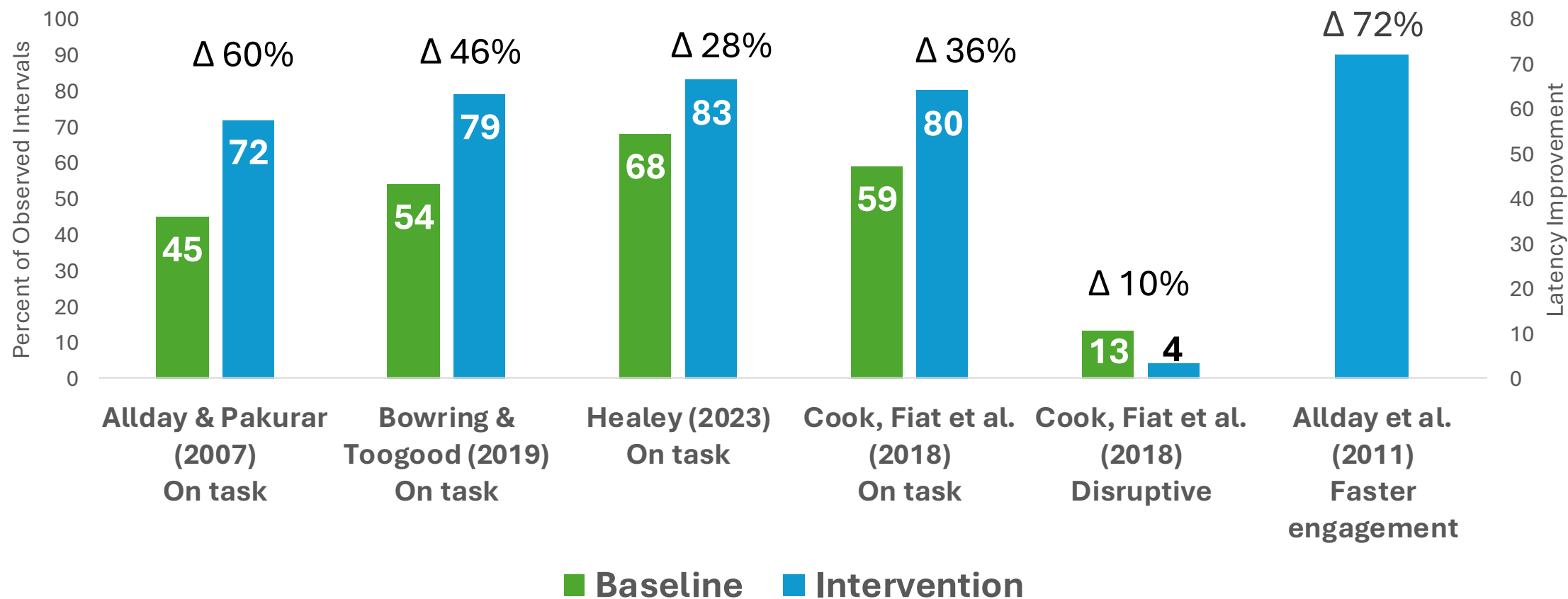
- Greeting students as they enter:
 - Creates a welcoming classroom
 - Builds connection
 - Reduces behavioral incidents
- Proactively prompting students as they come in:
 - Reinforces expectations
 - Smooths transitions
 - Boost engagement with the planned learning activity more quickly





Why Starting Strong Matters

Impact of Positive Greetings and Proactive Prompts



Outcomes



- Fostered stronger relationships between teachers and students (Cook, Fiat et al., 2018; Sandstrom, 2023)



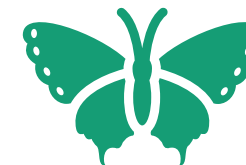
Positive & Valued Relationships

- Promoted quicker task initiation, increased sustained focus, reduced disruptions, and dropped referrals and risk ratios for Black students (Allday & Pakurar, 2007; Allday et al., 2011; Bowring & Toogood, 2019; Cook, Duong et al., 2018; Cook, Fiat, et al. 2018)



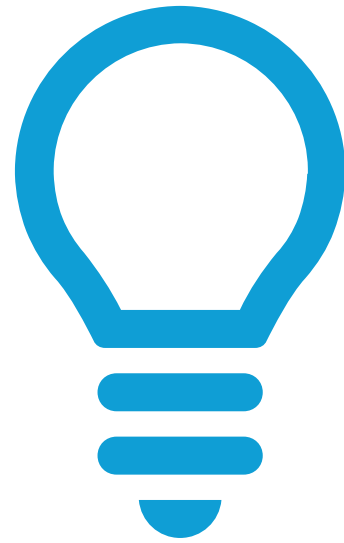
Learning & Growth

- Nurtured motivation, feelings of belonging, and school connectedness (Cook, Duong et al., 2018; Sandstrom, 2023)



Wellbeing





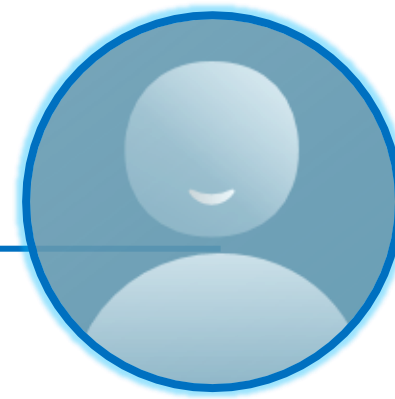
How

Implementation Tips





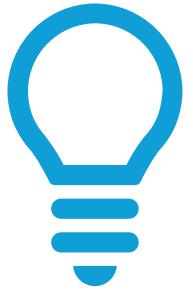
Connecting Back: Your Classroom Entry Routine



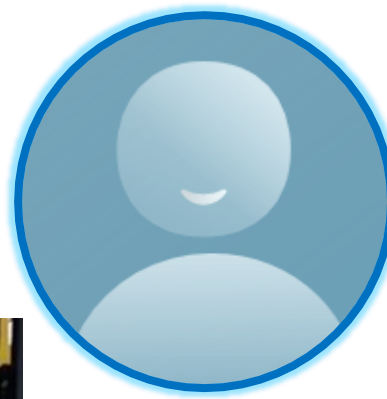
“Before greeting and prompting, have you taught your entry routine?”

- 1 Identify & Define**
Set clear, culturally relevant expectations & routines
- 2 Teach Explicitly**
Model with examples & non-examples
- 3 Practice & Prompt**
Guide practice & prompt proactively
- 4 Acknowledge & Empower**
Reinforce, encourage self-monitoring & student leadership
- 5 Monitor & Reteach**
Observe, reflect, reteach, maintain consistency





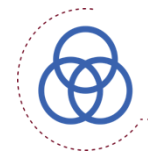
Implementing Positive Greetings and Proactive Prompting



1. Stand at or near the door
2. Greet students by name
3. Positively interact with them
 - Verbal (e.g., behavior specific praise)
 - Nonverbal (e.g., smile, fist bump)
4. Prompt toward entry routine, first activity, or a behavior needing practice



Jamie Judy, Lastinger Primary School, Tifton, GA

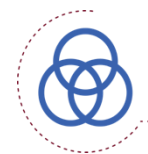




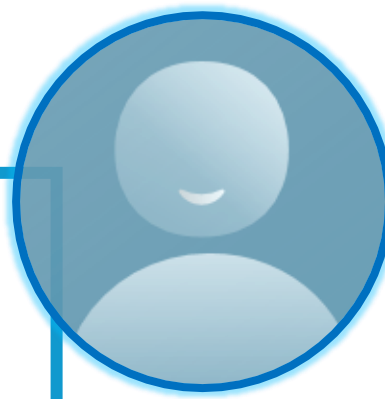
Variations of Positive Greetings and Proactive Prompting



- Question of the day/week
 - Ask each student a question about their future (goal, dream) or a common theme
- Provide a quiet, independent entry activity
 - Circulate around the room ensuring you have a positive greeting with each student
- Train students to be greeters or “greeter leaders”
 - Students (w/ teacher) provide a greeting to each student in the morning
 - Can alternate the role of greeter

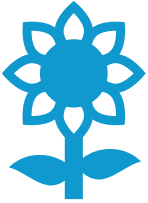


Intention



Collaborative Partnership

- Invite student input on greetings
- Collaborate with families and specialist to support accessible, affirming, and individualized arrivals and greetings
- Connect with colleagues to share idea



Culturally Sustaining

- Incorporate student strengths and interests
- Learn and use each student's preferred name and pronouns
- Honor cultural norms (e.g., eye contact, personal space) and incorporate culturally meaningful gestures (e.g., respectful nods, hand over heart)



Inclusive & Safe Spaces

- Support autonomy and inclusivity by offering greeting choices
- Establish a predictable routine and use calm tones
- Use multiple modes of communication





Try

Guided Practice



Watch and Spot

Let's Play!

Quick activity to view variations of this practice.

Read the scenario and spot the active ingredients.

Consider: In what ways do your current practices align or differ from what you observed?





Watch and Spot



Checklist

- Near or at door
- Greet by name
- Positive interaction
- Prompt for behaviors or direct to activity



Mrs. Judy from Len Lastinger Elementary School in Tifton, GA.





Watch and Spot



Checklist

- Near or at door
- Greet by name
- Positive interaction
- Prompt for behaviors or direct to activity



This video is a section of “Entering the classroom: Classroom management practice” by Australian Education Research Organization. The original video is licensed under the CC BY 4.0 license.





Watch and Spot



Checklist

- Near or at door
- Greet by name
- Positive interaction
- Prompt for behaviors or direct to activity





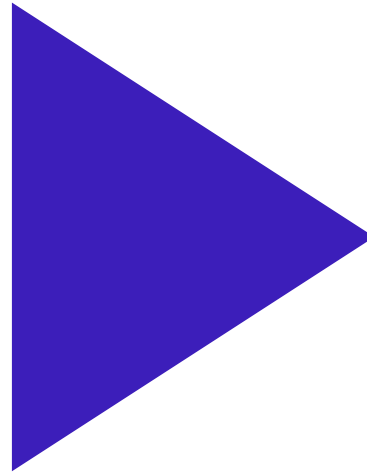
Watch and Spot



Checklist

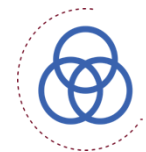
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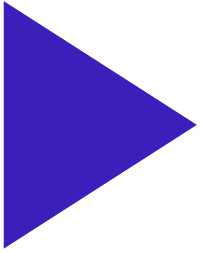




Plan & Do

Implement in Real Life





Always Start with Intentional Inputs







Collaborative Partnership



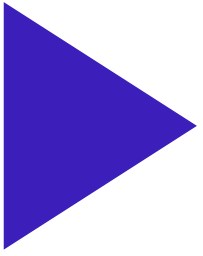
Culturally Sustaining



Inclusive & Safe Spaces

INTENTIONAL INPUTS	
Considerations	Action Steps
<p>Collaboratively Partner with Families and Students</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will students and families co-design or inform implementation plans? What strengths, needs, and preferences will you gather from students and families? How will you maintain ongoing, two-way communication about implementation? How will you ensure family and student voices are equitably represented in decisions? 	 <ul style="list-style-type: none">
<p>Ensure Implementation is Culturally Sustaining</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you affirm students' cultural and linguistic identities in this practice? What community knowledge or values can be reflected in the implementation? How does the content or structure sustain, rather than replace, cultural ways of knowing? How will you reflect on and address any biases or assumptions within the practice? 	 <ul style="list-style-type: none">
<p>Ensure Implementation is Inclusive and Safe for All</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will the environment support physical, emotional, and intellectual safety for every student? What adaptations or differentiation will ensure full access and participation? How will you monitor for equity in who is benefiting from the practice? What structures will support belonging and respect for all identities? 	 <ul style="list-style-type: none">

You will build your intentional inputs as part of your implementation plan



Plan to Implement Positive Greetings and Proactive Prompts



Leverage your *Plan and Do, Check and Reflect, and Intentional Inputs* planning documents and other needed resources.

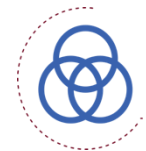
- **Reflect on students' entry routine after greeting:** Define what students should do as they enter your classroom. Break it into clear teachable steps.
- **Teach the routine explicitly:** Model and practice the entry routine with students so they know what to expect.
- **Estimate current practice:** Reflect on how often you currently greet and prompt students.
- **Set a realistic goal:** Choose a target (e.g., greet every student daily, use whole-class proactive prompts)
- **Plan your strategy:** Greet warmly and prompt students toward a clearly taught entry activity using visual, verbal, or nonverbal cues.
- **Support sustainability:** Create a reminder (poster, stick note, phone alarm). Add a welcoming sign to your door, change it monthly. Collaborate with families and colleagues to support inclusive greetings. Offer greeting choices that honor students.





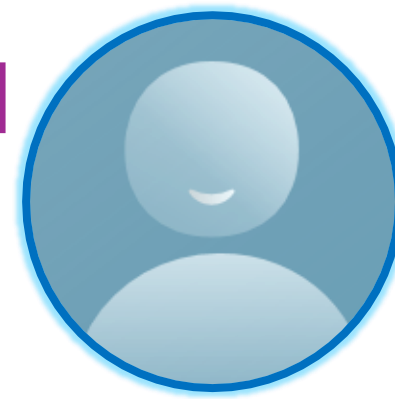
Check

Monitor & Adjust





Monitor and Adjust Positive Greetings and Proactive Prompts



Monitor your effort:

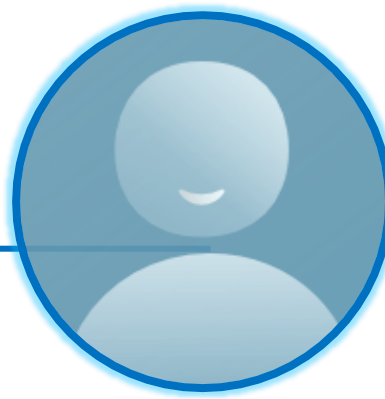
- Use a simple checklist or weekly log
- **Ask:** Did I greet every student today? Did I proactively prompt students toward the entry routine, first activity, or behaviors needing practice?

Reflect with colleagues and students:

- What's working well?
- What blocking progress?
- What adjustments help?
- Are we aligned with our goals?



Recap



What

Definition



Why

Rationale



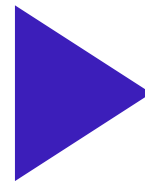
How

Implementation Tips



Try

Guided Practice



Do

Implementation IRL



Check

Monitor & Adjust





THANK YOU for
Promoting Positive Practice
in the Classroom



CENTER ON
PBIS Positive Behavioral
Interventions & Supports






Council for
Exceptional
Children

**Focus Practice 2: Positively Greet
Students and Proactively Prompt**

Your Turn!



INTENTIONAL INPUTS	
Considerations	Action Steps
<p>Collaboratively Partner with Families and Students</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will students and families co-design or inform implementation plans? What strengths, needs, and preferences will you gather from students and families? How will you maintain ongoing, two-way communication about implementation? How will you ensure family and student voices are equitably represented in decisions? 	 <ul style="list-style-type: none">
<p>Ensure Implementation is Culturally Sustaining</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you affirm students' cultural and linguistic identities in this practice? What community knowledge or values can be reflected in the implementation? How does the content or structure sustain, rather than replace, cultural ways of knowing? How will you reflect on and address any biases or assumptions within the practice? 	 <ul style="list-style-type: none">
<p>Ensure Implementation is Inclusive and Safe for All</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will the environment support physical, emotional, and intellectual safety for every student? What adaptations or differentiation will ensure full access and participation? How will you monitor for equity in who is benefiting from the practice? What structures will support belonging and respect for all identities? 	 <ul style="list-style-type: none">

PLAN PRACTICE IMPLEMENTATION	
Considerations	Action Steps
<p>Estimate Your Current Practice Rate</p> <p>How often do you think you use this practice per minute?</p> <ul style="list-style-type: none"> Once every 1 min = 1.0 Once every 2 min = 0.5 Once every 5 min = 0.2 	<p>I currently implement ____ practice (s) per min</p>
<p>Set Initial Practice Rate Goal</p> <p>Set an initial goal for how often you plan to use this practice per minute?</p> <ul style="list-style-type: none"> Make your goal ambitious but doable You can adjust after you have data If this is already a habit, focus on equitable implementation 	<p>I aim to implement ____ practice(s) per min</p>
<p>Plan for Increasing Practice</p> <p>Identify how you will</p> <ul style="list-style-type: none"> Prompt/remind yourself to use the practice Use other strategies (e.g., script practice into your lesson, practice to fluency) Prompt/remind yourself to self-monitor 	<ul style="list-style-type: none">
<p>Plan for Monitoring Practice</p> <p>Identify how you will</p> <ul style="list-style-type: none"> Self-monitor (e.g., tally, use golf counter, Be+ app) Review data over time to examine trends Adjust your goal based on the data to ensure equitable implementation 	<ul style="list-style-type: none">
<p>Plan Self-Reinforcement (Small Celebration)</p> <p>Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will</p> <ul style="list-style-type: none"> Review your practice data, Determine if you met your goal, and Reinforce yourself (i.e., how you celebrate). 	<ul style="list-style-type: none">

CHECK & REFLECT	
Considerations	Action Steps
<p>Think Back</p> <p>Review your data and consider:</p> <ul style="list-style-type: none"> What went well with implementation? What challenges are you experiencing? 	<ul style="list-style-type: none">
<p>Think Forward</p> <p>Review your data and consider:</p> <ul style="list-style-type: none"> How can you overcome those challenges? How can you continue to elevate your practice to promote inclusive and safe spaces? 	<ul style="list-style-type: none">
<p>Think Inward</p> <p>Reflect on your experiences:</p> <ul style="list-style-type: none"> What are conditions or experiences that may inhibit equitable and inclusive implementation? What are conditions or experiences that may support equitable and inclusive implementation? 	<ul style="list-style-type: none">
<p>Think Outward</p> <p>Plan to enhance your practice:</p> <ul style="list-style-type: none"> What specific adjustments can you make to enhance your implementation for all students? How will you promote equitable and inclusive implementation to support each student? 	<ul style="list-style-type: none">

Note: Four Dimensions of Reflective Learning (Adapted from [Barnstable, 2009](https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/), <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)



We invite you to work on your implementation plan

