

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>

Supporting and Responding to Educators' Classroom PBIS Implementation

Needs: Guide to Classroom Systems and Data | This guide is intended to be used in conjunction with the practices guide: Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators (Center on PBIS, 2022). It provides updated guidance on how to (a) develop systems to support educators' implementation of evidence-based classroom practices and (b) use data to guide the development of implementation supports.

<https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>

Positive Greetings at the Door | Positive greetings at the door is an effective strategy for increasing academic engagement, decreasing unwanted behavior, and improving student-teacher relationships. This strategy brief breaks it down into easy steps for daily implementation.

<https://www.pbis.org/resource/positive-greetings-at-the-door>

Track Positive Reinforcement with Our Be+ App

<https://docs.google.com/document/d/1RsFAFgr5ODkLeGJfU9E-4P0sZZRUhgIbDpLfslLwKfE/edit?tab=t.0>

Habits of Effective Classroom Practices | This practice brief describes how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states. Be sure to watch the [related webinar](#).

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>

Preventive Classroom Behavior Management Practices | 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.

<https://www.pbis.org/resource/preventive-classroom-behavior-management-practices>

MO SW-PBS Use Preferred Adult Behavior Lesson 2: Teacher and staff attention have a powerful influence on the behavior of individuals, and small and whole groups of students. Adult attention helps create a positive and safe learning environment. This lesson focuses on how staff's use both, non-contingent and contingent attention to recognize students' efforts to meet academic and behavioral goals that will set the tone or mood of the school through relationships with students and families. By the end of this lesson, participants will...

https://pbissmissouri.org/wp-content/uploads/2025/01/T1C5L2-Facilitators-Version-Encouraging-12_13_24.pptx

The Classroom Check-Up Menu, Strategy to Build Classroom Climate, Use of Noncontingent Attention: Greeting Students at the Door | The Classroom Check-up: Support and Training in Effective Classroom Management is funded by the U.S. Department of Education, Institute of Education Sciences (R305A130375) and provides free resources for teachers and classroom coaches, one of them being a thorough overview of Greetings at the Door inclusive of how to steps, strategy tool, reflection sheet, and goal setting.

<https://classroomcheckup.org/greeting-students-at-the-door/#reflection>

Classroom Family Engagement Rubric | This tool provides specific guidance on steps teachers can take to improve family engagement at the classroom level.

<https://www.pbis.org/resource/classroom-family-engagement-rubric>

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.

HLP #4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs

Leadership Guide: https://exceptionalchildren.org/sites/default/files/2020-12/HLP%204%20Admin%20Guide.pdf?_gl=1*1xwe5rx*_gcl_au*MTYxODYwMjAwNS4xNzYwMzcwMzlw*_ga*OTgwOTEzMDkzLjE3NjAzNzEzMjE.*_ga_L4ZFTNESGT*czE3NjAzODUxNzgzkbzlkZzEkdDE3NjAzODY5ODQkajUkbDAkaDA.*_ga_Y45Y2NwG3S*czE3NjAzODUxNzgzkbzlkZzEkdDE3NjAzODY5ODQkajUkbDAkaDA.

Faculty Guide: <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%204.pdf>

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

Leadership Guide: https://exceptionalchildren.org/sites/default/files/2021-01/HLP%207%20Admin%20Guide.pdf?_gl=1*1596kjm*_gcl_au*MTk4NDQxMDUxLjE3

[NTc1OTgyMDM.* ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.* ga L4ZFTNESGT*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw* ga Y45Y2NwG3S*c zE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw](#)

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*ytfxs1* gcl au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.* ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.* ga L4ZFTNESGT*czE3NTc1OTgyMDIkbzEkZzEkdE3NTc1OTg0NTckajlkbDAkaDA.* ga Y45Y2NwG3S*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkbDAkaDA.

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*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw* ga Y45Y2NwG3S*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw

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*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw* 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>

HLP #18: Use strategies to promote active student engagement |

Leadership Guide: https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2018%20Admin%20Guide.pdf?_gl=1*17eevsl*_gcl_au*MTYxODYwMjAwNS4xNzYwMzcwMzlw*_ga*OTgwOTEzMDkzLjE3NjAzNzEzMjE.*_ga_L4ZFTNESGT*czE3NjAzODUxNzgkbzlkZzEkdDE3NjAzODY1NzUkajQxJGwwJGgw*_ga_Y45Y2NwG3S*czE3NjAzODUxNzgkbzlkZzEkdDE3NjAzODY1NzUkajQxJGwwJGgw

Faculty Guide: <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%2018.pdf>

Video: <https://highleveragepractices.org/2017-first-edition-materials/hlp-18-use-strategies-promote-active-student-engagement>