




## Welcome and Attendance

**Introduce yourself** in the chat box by sharing your:

- name,
- district, and
- position (e.g., school specialist, principal, Special Education Director).

**Complete the attendance survey** using the QR Code.



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## Strengthening Preventative Classroom Management Practices to Increase Student Engagement

Part 2 | August 28, 2025  
Tennessee Tiered Supports Center





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## DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.



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### Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

#### Intensive Behavior

TRIAS at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

#### Autism

TRIAS at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

#### RTI<sup>2</sup>-A+RTI<sup>2</sup>-B

Tennessee Triad Support Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for social academic and behavioral supports.

#### Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include shared technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

#### Assistive Technology

The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment/lending libraries for assessment/evaluation.

#### Family Engagement

The AIE Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly educator resources in order to ensure a successful school experience.

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## About Us



Vanderbilt University - West TN Team

Vanderbilt University - Middle TN Team

University of Tennessee, Knoxville - East TN Team

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## RTI<sup>2</sup>-A + RTI<sup>2</sup>-B

### RTI<sup>2</sup>-A + RTI<sup>2</sup>-B

#### ESSENTIAL COMPONENTS FOR ALL TIERS

1 Leadership

2 Assessment

3 Data-Based Decision Making

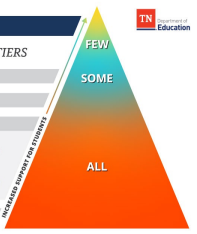
4 Instruction & Intervention

Define A

Analyze B

Evaluate D

Implement C



FEW  
SOME  
ALL

INCREASED ACCESS FOR ALL STUDENTS

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## Learning Objectives

1. Understand and identify critical features of four research-based preventative classroom management practices: pre-correct and prompt behavior, provide opportunities to respond, use flexible learning groups, and provide specific feedback.
2. Examine tools that can be used to evaluate your use of classroom management practices.
3. Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.



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## Tell us about yourself.



Respond to the poll questions to share about your role and classroom management experience.



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## What is classroom management?

**Classroom management** consists of skills and practices necessary to establish and maintain an effective learning environment.



(Evertson et al., 2021)  
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## What does effective classroom management look like?



In the meeting chat, describe what you **see** and **hear** in a well-managed classroom.



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## Core Features



### Preventative Practices

Implemented before challenging behavior occurs.



### Reactive Practices

Implemented in response to challenging behavior.



### Data Analysis

Informs classroom management.

(US Department of Education, 2015)



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## Event Focus



### Preventative Practices

- Design the physical setting
- Develop routines
- Actively Supervising Students
- Teach Expectations
- Pre-correct and Prompt Behavior
- Provide Opportunities to Respond
- Use Flexible Learning Groups
- Provide Specific Feedback



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## Pre-correct and Prompt Behavior



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## Precorrection

Precorrection is the proactive use of strategies to teach, remind, prompt, and reinforce desired behaviors before challenging behavior occurs.



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## Rationale

-  Focuses on what "to do"
-  Supports acquisition of new skills
-  Increases time on task and decreases levels of challenging behavior

Archer & Hughes, 2011; Ennis et al., 2018



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## Steps to Follow

- 1 Identify when and where challenging behaviors are likely to occur and what factors may contribute to them.
- 2 Determine appropriate replacement behaviors.
- 3 Modify the context to support the replacement behaviors.
- 4 Teach the replacement behaviors and provide opportunities to practice them in the natural context.

(based on Colvin et al., 1993; Evancovich & Kern, 2018; Harlacher, 2015, p. 88)



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## Steps to Follow

- 5 Provide a reminder of the replacement behaviors before transitioning to the challenging context.
- 6 Prompt the replacement behaviors while in the challenging context.
- 7 Reinforce occurrences of the replacement behaviors.

(based on Colvin et al., 1993; Evancovich & Kern, 2018; Harlacher, 2015, p. 88)



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## Example

Mr. Rito notices a pattern of trash on the floor at the end of the day. To address the problem, he:

- posts a sign that reads "Keep Your Area Clean,"
- reminds his students each morning on where to place trash,
- moves trash receptacles near each door, and
- provides behavior-specific praise to students who meet his expectations.



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## Non-example

Upon seeing trash on the floor, Mr. Rito:

- shakes his head,
- complains to his students, and
- makes them pick up the trash.



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## Video Example



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## Implementation Tips

- Explain, model, practice, and provide feedback on expected behaviors at the beginning and throughout the year, as needed.
- Modify the environment in conjunction with using precorrections.
- Think about what students are accessing or avoiding by demonstrating challenging behavior.
- Monitor progress by collecting data on challenging behaviors and replacement behaviors.



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# Strategy Checkup



**Precorrection Checklist**

Directions: Use this tool to monitor your use of precorrection. For each step of the strategy, circle "Y" if the step was completed or "N" if the step was not completed. For steps 1-5, use the space provided to describe what you did.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Precorrection Step	Date	Rating
1. I identified when and where challenging behaviors are likely to occur and what makes them likely to occur.	Y N	Y N
2. I determined appropriate replacement behaviors.	Y N	Y N
3. I modified the context to support the replacement behaviors.	Y N	Y N
4. I taught the replacement behaviors and provided students opportunities to practice in the natural context.	Y N	Y N
5. I provided a reminder of the replacement behavior just before the challenging context.	Y N	Y N
6. I prompted the replacement behavior while in the challenging context.	Y N	Y N
7. I provided reinforcement for demonstrating the replacement behavior in the challenging context.	Y N	Y N
Steps Completed		Y N %

This tool is based on precorrection steps described in:  
 Cohen, G., Rapp, G., & Patsy, B. (1985). Precorrection: an instructional approach for managing disruptive student behaviors. *Exceptional Children*, 52(3), 165-170.  
 Edwards, L. L., & Kern, L. (2015). Precorrection: Preventing Problematic Problem Behaviors in School Settings. *Exceptional Children*, 52(3), 165-170.  
 Hatcher, J. E. (2015). Designing effective classroom management. *Exceptional Children*, 52(3), 165-170.

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# Strategy Checkup



**Precorrection Self-Monitoring Checklist**

Directions: Use this tool to monitor your use of precorrection across consecutive opportunities. For each step of the strategy, circle "Y" if the step was completed or "N" if the step was not completed.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Precorrection Step	Date	Date	Date	Date	Date
1. I identified when and where challenging behaviors are likely to occur and what makes them likely to occur.	Y N	Y N	Y N	Y N	Y N
2. I determined an appropriate replacement behavior.	Y N	Y N	Y N	Y N	Y N
3. I modified the context to support the replacement behavior.	Y N	Y N	Y N	Y N	Y N
4. I taught the replacement behaviors and provided students opportunities to practice in the natural context.	Y N	Y N	Y N	Y N	Y N
5. I provided a reminder of the replacement behavior just before the challenging context.	Y N	Y N	Y N	Y N	Y N
6. I prompted the replacement behavior while in the challenging context.	Y N	Y N	Y N	Y N	Y N
7. I provided reinforcement for demonstrating the replacement behavior.	Y N	Y N	Y N	Y N	Y N
Steps Completed		Y N %	Y N %	Y N %	Y N %

This tool is based on precorrection steps described in:  
 Cohen, G., Rapp, G., & Patsy, B. (1985). Precorrection: an instructional approach for managing disruptive student behaviors. *Exceptional Children*, 52(3), 165-170.  
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 Hatcher, J. E. (2015). Designing effective classroom management. *Exceptional Children*, 52(3), 165-170.

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# Strategy Checkup Activity



1. Listen to each scenario read by the training facilitator.
2. Determine how you might implement the steps of precorrection to prevent future occurrences of challenging behavior.
3. Unmute and share your solution.



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## Provide Opportunities to Respond



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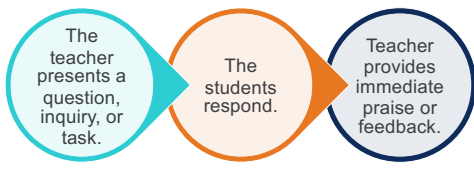
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## Opportunities to Respond

An instructional **question**, **statement**, or **gesture** made by the teacher, peer, or technology that elicits an academic response from the student and is followed by **feedback**.



(Haydon et al., 2012; Harlacher, 2015; MacSuga-Gage & Simonsen, 2015)



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## Opportunities to Respond



Effective use of opportunities to respond creates **high rates** and **varied opportunities** for all students to respond correctly and successfully.



(Greenwood et al., 1984; Harlacher, 2015; US Department of Education, 2015)

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## Rationale

Increased academic engagement

Decreased challenging behavior

High rates and varied opportunities to respond are associated with **increased student achievement.**

(Harlacher, 2015; Heward, 2022)

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## Rationale

Opportunities to respond:

- increase opportunities for students to practice skills,
- allow for high rates of positive specific feedback about academic and non-academic behaviors,
- allow the teacher to receive feedback about student understanding and student engagement, and
- limit the amount of time students can engage in problem behavior.

(Harlacher, 2015; Heward, 2022)

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## Considerations

- Use explicit prompts for desired responses.
- Provide a high rate of response opportunities.
- Elicit a variety of response types.
- Offer immediate praise and corrective feedback.

(Harlacher, 2015; Heward, 2022)

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### Response Types

<b>Spoken Responses</b>		<ul style="list-style-type: none"> <li>• Individual Responses</li> <li>• Choral Responses</li> <li>• Peer-to-Peer and Small Group</li> </ul>
<b>Written Responses</b>		<ul style="list-style-type: none"> <li>• Whiteboard Responses</li> <li>• Guided Notes</li> <li>• Exit Tickets</li> </ul>
<b>Action Responses</b>		<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Response Cards</li> <li>• Technology Tools and Aids</li> </ul>

(Harlacher, 2015)

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### Examples and Non-examples: *Spoken Responses*

<b>Elementary</b>	Students recite vocabulary terms together as teacher points to them in the reading.
<b>Secondary</b>	Shoulder partners take turns using new vocabulary terms correctly.
<b>Non-example</b>	Students have the option to talk to their seat partner about questions on a worksheet.

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### Examples and Non-examples: *Written Responses*

<b>Elementary</b>	Students chose the best word from a group of options to write in guided notes.
<b>Secondary</b>	Students complete an exit slip, share with a peer, and get feedback about accuracy before leaving.
<b>Non-example</b>	Students are asked to record what they learned today on a Post-it note and leave on desks as they exit.

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## Examples and Non-examples: *Action Responses*

<b>Elementary</b>	Teacher prompts small groups to respond by giving a thumbs up or thumbs down, then scans group responses, and gives feedback.
<b>Secondary</b>	Partners circle the best answer on a response card and show responses; teacher gives praise and additional feedback.
<b>Non-example</b>	Students are directed to raise their hand if they misunderstand an answer.



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## Opportunity to Respond Rates

Simple Questions	Complex Questions and Inquiries	Extensive Inquiries and Tasks
3 to 5 per minute	As few as 1 per minute	1 per 10-30 minutes



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(Simonsen & Meyers, 2015)

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## Implementation Tips

When providing opportunities to respond **verbally**:

- Make sure response opportunities are accessible and given equitably.
- Balance opportunities for individual, peer-to-peer, and small-group responses.
- Incorporate opportunities for students to summarize or rephrase what was just shared.
- Use a method of student selection (e.g., use popsicle sticks with student names) that encourages student participation.



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## Implementation Tips

When providing opportunities to respond using **actions**, try these strategies:

- Provide response cards to students.
- Incorporate gestures (e.g., thumbs up/thumbs down).
- Give each student a colored cup to indicate the level of assistance they need.
- Provide students with pre-printed answers they can choose from (e.g., "yes" or "no").



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## Implementation Tips

When providing opportunities to respond using **written responses**, try these strategies:

- Have students write their answers on a whiteboard and hold them up when asked to respond.
- Provide a word bank with guided notes.
- Encourage students to use completed guided notes when participating in other response opportunities.
- Provide time for students to reflect on their exit tickets and receive corrective feedback when appropriate.



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## Strategy Checkup



As you reflect on your instruction, ask "**Did I provide...**"

- explicit prompts that specified the question and type of response desired,
- variety in the ways students were asked to respond,
- a high rate of response opportunities,
- frequent and immediate praise for correct responses, and
- corrective feedback following incorrect responses?



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### Strategy Checkup Activity

1. When the poll is launched, select which OTR you typically use.
2. Then, select which OTR you will challenge yourself to use in the next week.


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### Use Flexible Learning Groups

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### Flexible Grouping

Flexible grouping is the practice of **regularly adjusting grouping patterns** based on instructional goals and student needs.

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## Flexible Grouping

<b>Group Format</b>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> <li>• Pairs</li> <li>• Individual</li> </ul>
<b>Student Characteristics</b>	<ul style="list-style-type: none"> <li>• Academic</li> <li>• Social</li> <li>• Interpersonal</li> </ul>
<b>Group Membership</b>	<ul style="list-style-type: none"> <li>• Homogeneous (same)</li> <li>• Heterogeneous (different)</li> </ul>



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## Rationale



Mixed-ability small groups can improve classroom management by:

- increasing opportunities to respond,
- reducing discipline problems, and
- creating a collaborative learning environment.

(Colón et al., 2022)



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## Critical Features of Mixed-Ability Small Groups



- Positive Interdependence
- Individual Accountability
- Equal Participation
- Simultaneous Interaction

(Kagan, 1994)



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## Secondary Example: Numbered Heads Together



FEATURING CLASSROOM DEMONSTRATIONS



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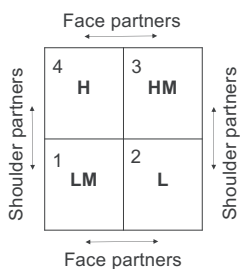
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## Implementation Tips



- Divide the class into small, mixed-ability groups.
- Use learning structures that promote and enhance collaboration.
- Reward collaboration and acknowledge effective group functioning.

(Image adapted from McLeskey et al. 2022; Hunter et al. 2015)



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## Strategy Checkup

When preparing to implement mixed-ability small groups, ask, **“Did I structure the task so that...”**

- Group members' success is dependent upon each other?
- Group members' individual contributions are clear?
- Group members are equally engaged with the work?
- Nearly 100% of my classroom is engaging with the material at once?



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## Flexible Grouping Activity

- Create mixed-ability small groups using a class roster and academic and behavioral data.
- Select a learning structure from *Techniques to Use with Mixed Ability Groups* to use in your classroom.

(Image adapted from McLeskey et al. 2022; Hunter et al. 2015)

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## Provide Specific Feedback

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## Behavior-Specific Praise

Behavior-specific praise is a positive statement that acknowledges **what** an individual or group of individuals has done well.

(Ennis et al., 2019)

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## Rationale

"Feedback is a high-leverage practice. It is often cited as one of the **most powerful** influencers of students' academic, social, and behavioral learning."

-McLeskey, 2022



(McLeskey et al., 2022, p. 120)



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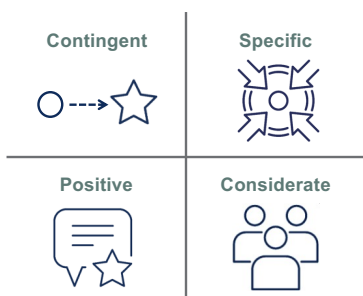
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## Critical Features



(McLeskey et al., 2022)



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## Examples

**Elementary**

"You did a great job sitting quietly and listening for what to do next."

**Secondary**

"Nice organization. You're using the strategies we discussed to improve your writing!"



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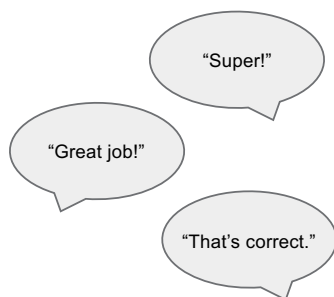
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## Non-examples



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## Implementation Tips

- Align praise with school-wide and classroom expectations.
- Use strategies to cue praise delivery.
- Develop a method to track and analyze praise rates to ensure that all students are recognized.
- Aim for a 4:1 praise-to-reprimand ratio.



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## Strategy Checkup



- Teachers can use the tool to:
  - monitor their use of behavior-specific praise,
  - set goals, and
  - observe and provide feedback to colleagues.
- Administrators can use the tool while conducting observations.

**Behavior-Specific Praise Data Collection Tool**

**Directions:** Use this tool to collect data on the frequency of behavior-specific praise delivered to a specific student or student group. Record the date, time, and the behavior-specific praise delivered during the designated time.

**Behavior-Specific Praise:** A positive statement that acknowledges what an individual or group of individuals has done well.

**Behavior-Specific Praise**

Target	Start Date	End Date	Observer	Frequency	Notes
1st	8/12/25	8/12/25			
2nd	8/12/25	8/12/25			
3rd	8/12/25	8/12/25			
4th	8/12/25	8/12/25			
5th	8/12/25	8/12/25			
6th	8/12/25	8/12/25			
7th	8/12/25	8/12/25			
8th	8/12/25	8/12/25			
9th	8/12/25	8/12/25			
10th	8/12/25	8/12/25			
11th	8/12/25	8/12/25			
12th	8/12/25	8/12/25			
13th	8/12/25	8/12/25			
14th	8/12/25	8/12/25			
15th	8/12/25	8/12/25			
16th	8/12/25	8/12/25			
17th	8/12/25	8/12/25			
18th	8/12/25	8/12/25			
19th	8/12/25	8/12/25			
20th	8/12/25	8/12/25			
21st	8/12/25	8/12/25			
22nd	8/12/25	8/12/25			
23rd	8/12/25	8/12/25			
24th	8/12/25	8/12/25			
25th	8/12/25	8/12/25			
26th	8/12/25	8/12/25			
27th	8/12/25	8/12/25			
28th	8/12/25	8/12/25			
29th	8/12/25	8/12/25			
30th	8/12/25	8/12/25			
31st	8/12/25	8/12/25			

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## Strategy Checkup Activity

- In the meeting chat, re-write these phrases to make them behavior-specific:
  - "Nice essay, Claudia!"
  - "Yes, you are correct."
  - "Good decision, class."
  - "Thanks for your help!"
- When cued, press "enter" to your revised statements.

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To learn more about our services, connect with us on our website, through our newsletter, or on social media.

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## Wrap-up

- Complete the TN-TAN survey on the next slide.
- Visit [tn-tan.tnedu.gov](https://tn-tan.tnedu.gov) to see our upcoming events!

Dia Davis  
[dia.davis@vanderbilt.edu](mailto:dia.davis@vanderbilt.edu)

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## TN-TAN End-of-Session Survey

Please complete the evaluation survey using the following link or scanning the QR code:

[https://kusurvey.ca1.qualtrics.com/jfe/form/SV\\_085eZrS8l4i\\_ZlIC](https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4i_ZlIC)

Project Provider: *Tennessee TSC*

Event Title: *Classroom Management Session 2*

Learning Objectives:

1. *Understand and identify critical features of four research-based preventative classroom management practices: pre-correct and prompt behavior, provide opportunities to respond, use flexible learning groups, and provide specific feedback.*
2. *Examine tools that can be used to evaluate your use of classroom management practices.*
3. *Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.*



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## Resources

- Iris Center Elementary Video: <https://www.youtube.com/watch?v=ijV6FkDWLAs>
- Iris Center High School Video: <https://www.youtube.com/watch?v=oCnZu8sqWhA>

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