TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK

Strengthening Preventative Classroom Management Practices to Increase Student Engagement

Part 1 | August 21, 2025
Tennessee Tiered Supports Center

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DISCLAIMER – Generative AI Tools

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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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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

TRIAD 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

TRIAD 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).

RTI²-A+RTI²-B

Tennessee Tiered Supports 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 tiered 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 tiered 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 trials.

Family Engagement

The Arc 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 special education resources in order to ensure a successful school experience.

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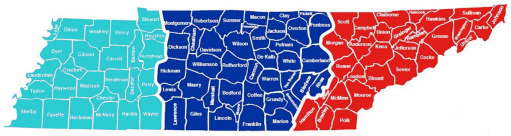
Tennessee Tiered Supports Center



- Vanderbilt University - West TN Team
- Vanderbilt University - Middle TN Team
- University of Tennessee, Knoxville - East TN Team

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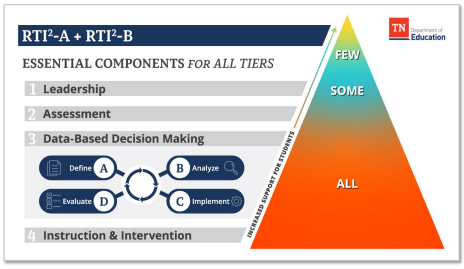
RTI²-A + RTI²-B



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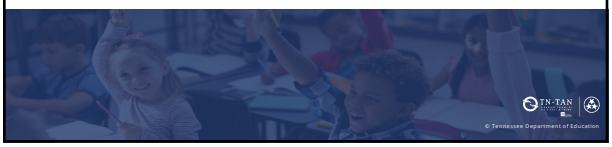
Learning Objectives

1. Understand and identify critical features of four research-based, preventative classroom management practices: design the physical setting, develop routines, actively supervise students, and teach expectations,
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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What is classroom management?

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

(Evertson et al., 2022)

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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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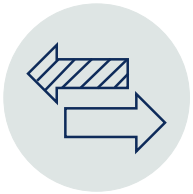
Event Focus



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

(US Department of Education, 2015)

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Design the Physical Setting

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Physical Space

An effective learning environment involves organizing space, individuals, and materials to promote student engagement and learning.

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Rationale

A thoughtfully designed physical setting:

- enhances academic engagement;
- improves accessibility;
- facilitates appropriate collaboration;
- fosters a sense of community, safety, and belonging; and
- decreases the likelihood of challenging behavior.

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Critical Features

Visibility

Accessibility

Distractibility

(Evertson, 2021)

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Examples and Non-examples

Examples	Non-examples
The classroom facilitates the most typical instructional activities.	The classroom layout is inflexible and facilitates one type of instructional activity.
There is space between work and areas where supplies are stored.	Students have opportunities to interact near class supplies that are out of teacher view.
Posted materials support critical content and learning strategies.	The classroom is disorderly, unclean, or visually unappealing.
Materials are orderly and ready for use.	Equipment and materials are damaged or unsafe.

(Archer & Hughes, 2011, Harlacher, 2015; Hunter et al., 2015)

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Desk Arrangements

Rows	Teacher-led instruction with occasional cooperative learning.
Clusters	Frequent cooperative learning and some teacher-led instruction.
U-Shape	Class discussions and teacher-led instruction with minimal cooperative learning.

(Sprick, 2009)

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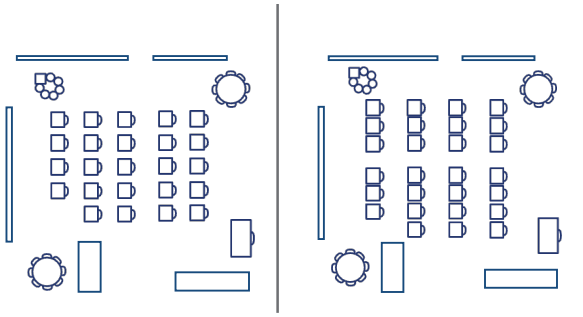
Desk Arrangement: Rows



(Sprick, 2009)

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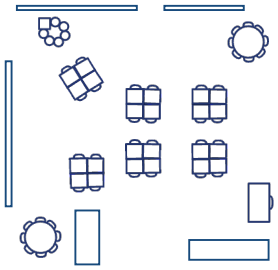
Desk Arrangement: Clusters



(Sprick, 2009)

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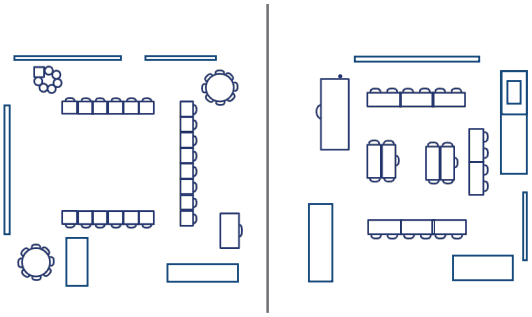
Desk Arrangement: U-Shapes



(Sprick, 2009)

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High-Traffic Areas

- High-traffic areas should be open and clear from barriers.
- Arrange the room so that students who are moving around the classroom can't distract others.
- Common, high-traffic areas include those places where students:
  - get supplies,
  - sharpen pencils,
  - turn in their homework, and
  - have small group instruction.

(Sprick, 2009, 2013)

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Classroom Visuals

- Posted materials should reflect:
  - current instructional goals,
  - rules and expectations, and
  - student progress and achievements.
- Avoid posting unnecessary materials, which may be distracting.

(Sprick, 2009, 2013)

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Materials and Organization

- Make sure that materials necessary for a lesson are readily available for teachers and students.
- Keep materials that are not necessary for the lesson organized and stored away.
- Remove unnecessary items that hinder accessibility, distract students, or pose a safety concern.

(Sprick, 2009, 2013)

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Implementation Tips

When designing your physical space, think about:

- unique characteristics of the space;
- your most common routines, activities, and tasks;
- desired instructional interactions between students;
- desired social interactions between students;
- how the space might support challenging behavior; and
- how the space can encourage desired behaviors.

(Evertson et al., 2008)

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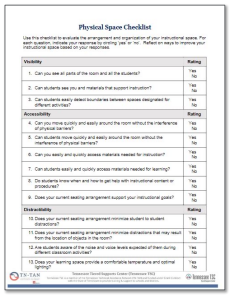
Strategy Checkup



Physical Space Checklist

Use this checklist to evaluate the arrangement and organization of your instructional space. For each question, indicate your response by circling "yes" or "no". Reflect on ways to improve your instructional space based on your responses.

Visibility	Rating
1. Can you see all parts of the room and all the students?	Yes No
2. Can students see you and materials that support instruction?	Yes No
3. Can students easily detect boundaries between spaces designated for different activities?	Yes No
Accessibility	**Rating**
4. Can you move quickly and easily around the room without the interference of physical barriers?	Yes No
5. Can students move quickly and easily around the room without the interference of physical barriers?	Yes No
6. Can you easily and quickly assess materials needed for instruction?	Yes No
7. Can students easily and quickly access materials needed for learning?	Yes No
8. Do students know when and how to get help with instructional content or procedures?	Yes No
9. Does your current seating arrangement support your instructional goals?	Yes No
Distractibility	**Rating**
10. Does your current seating arrangement minimize student to student distractions?	Yes No
11. Does your current seating arrangement minimize distractions that may result from the location of objects in the room?	Yes No
12. Are students aware of the noise and voice levels expected of them during different classroom activities?	Yes No
13. Does your learning space provide a comfortable temperature and optimal lighting?	Yes No

(Archer & Hughes, 2011; Evertson et al., 2021)

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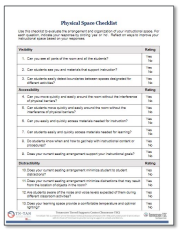
Strategy Checkup Activity

1. Complete the *Physical Space* checklist.
2. Based on your responses, think of 1-2 aspects or areas of your instructional space that you would like to improve.
3. When prompted, share it in the chat.



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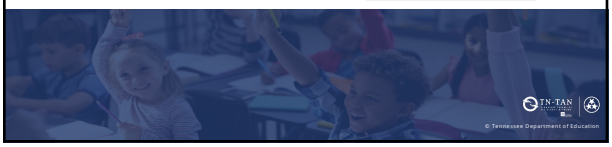

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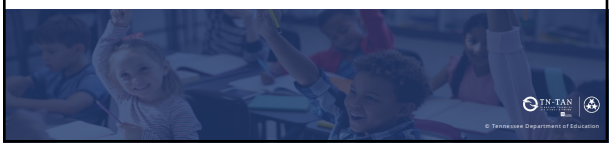
Resources

- IRIS Module on Structured Classroom
- Classroom Layout Generator Tool



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Develop Routines

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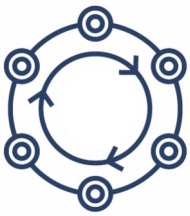
Routines



A routine is a sequence of activities or procedures that occurs frequently in a classroom.

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Routines

Common routines that need well-defined procedures include:

- arrival,
- completing opening activities,
- handling forgotten or lost materials,
- returning after an absence,
- transitioning to other classrooms or spaces,
- ending the day or a class period, and
- dismissal.

(Sprick, 2009)

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Rationale

- Well-designed classroom routines facilitate:
  - engagement,
  - participation, and
  - positive teacher-student interactions.

(Archer, 2011; Kern & Clemens, 2007)

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Critical Features

Intentional and Empowering

Explicit

Taught and Reinforced

(United States Department of Education, Office of Special Education Programs, 2015)

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Example and Non-example

Entering Class

Example

1. Quietly sit in your assigned seat.
2. Take out your pencil and notebook.
3. Begin the bell work.
4. When you finish, read a book.

Non-example

"Okay everyone, let's get started."

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Example and Non-example
Getting a Laptop

Example

1. Quietly wait at your desk for your teacher to call your number.
2. Walk to the computer cart.
3. When it's your turn in line, find your laptop.
4. Gently unplug your laptop and return to your desk.

Non-example

"Go get your laptop."

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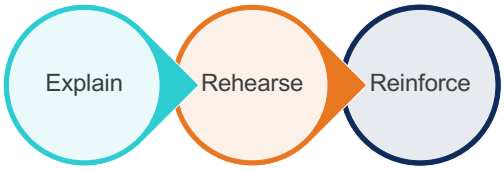
Implementation Tips



(Wong & Wong, 2018)

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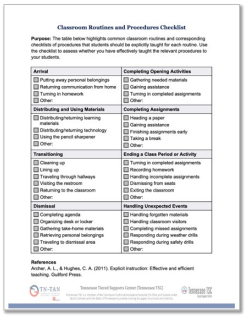
Strategy Checkup



Classroom Routines and Procedures Checklist

Purpose: The table below highlights common classroom routines and corresponding checklists of procedures that students should be explicitly taught for each routine. Use the checklist to assess whether you have effectively taught the relevant procedures to your students.

Arrival	**Completing Opening Activities**
☐ Putting away personal belongings	☐ Gathering needed materials
☐ Returning communication from home	☐ Gaining assistance
☐ Turning in homework	☐ Turning in completed assignments
☐ Other:	☐ Other:
Distributing and Using Materials	**Completing Assignments**
☐ Distributing/returning learning materials	☐ Heading a paper
☐ Distributing/returning technology	☐ Gaining assistance
☐ Using the pencil sharpener	☐ Finishing assignments early
☐ Other:	☐ Taking a break
	☐ Other:
Transitioning	**Ending a Class Period or Activity**
☐ Cleaning up	☐ Turning in completed assignments
☐ Lining up	☐ Recording homework
☐ Traveling through hallways	☐ Handling incomplete assignments
☐ Visiting the restroom	☐ Dismissing from seats
☐ Returning to the classroom	☐ Exiting the classroom
☐ Other:	☐ Other:
Dismissal	**Handling Unexpected Events**
☐ Completing agenda	☐ Handling forgotten materials
☐ Organizing desk or locker	☐ Handling classroom visitors
☐ Gathering take-home materials	☐ Completing missed assignments
☐ Retrieving personal belongings	☐ Responding during weather drills
☐ Traveling to dismissal area	☐ Responding during safety drills
☐ Other:	☐ Other:

References

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press.

Use this tool to assess whether you have effectively taught procedures for routine classroom activities.

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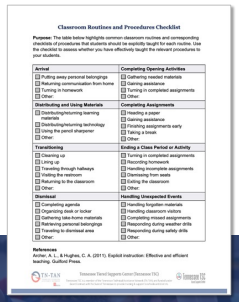
Strategy Checkup Activity

1. Review the classroom routines listed in this checklist.
2. During the group discussion, share one classroom routine that you would like to improve and explain how you will achieve this.



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References
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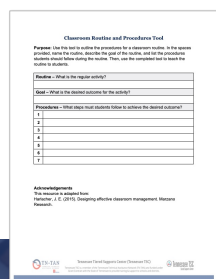
Follow-Up Activity

1. Identify a routine in your classroom that may not be clear or efficient.
2. Use the Classroom Routine and Procedures Tool to outline procedures for the routine.



Classroom Routine and Procedures Tool

Purpose: Use this tool to outline the procedures for a classroom routine. In the spaces provided, name the routine, describe the goal of the routine, and list the procedures students should follow during the routine. Then, use the completed tool to teach the routine to students.

Routine – What is the regular activity?
Goal – What is the desired outcome for the activity?
Procedures – What steps must students follow to achieve the desired outcome?
1
2
3
4
5
6
7

Acknowledgements
This resource is adapted from:
Hatcher, J. E. (2015). Designing effective classroom management. Marzano Research.

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Active Supervision

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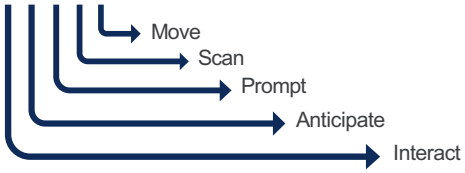
Active Supervision

Active supervision involves **circulating**, **scanning**, and **interacting** with students to promote expected behaviors and prevent challenging behaviors.



(Gage et al., 2020; Menzies et al., 2018)

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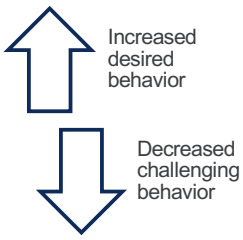
Rationale

Active supervision is an **effective** and **easy-to-implement** strategy that can be used in a variety of settings.



(Austin et al., 2023; Menzies et al., 2018)

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Examples and Non-examples

Examples	Non-examples
Walk around while students work independently.	Walk a predictable route.
Scan the classroom while working with small groups.	Only focus on the group you are working with.
Visit all four quadrants of the classroom.	Sit or stand where you cannot see the entire classroom.
Engage with all students equitably.	Have long talks with a student or group of students.

(Archer & Hughes, 2011, Austin et al., 2023, Hunter et al., 2017)

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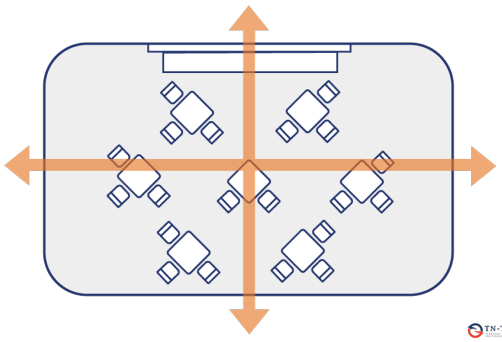
Four Quadrants



(Hunter & Todd, 2018)

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Implementation Tips

- Be proactive!
- Use data to identify and target locations and times that need improvement.
- Assess students' understanding of classroom expectations.
- Set reminders, using timers, notifications or visuals, to engage in active supervision.
- Use accountability systems to ensure effective supervision.
- Use the “Four Quadrants” supervision method.

(Archer & Hughes, Austin et al., 2023, Menzies et al., 2018)

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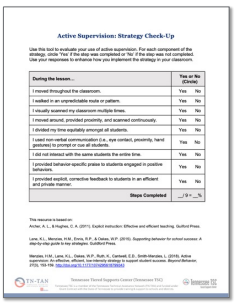
Strategy Checkup

- Teachers can use the checklist to:
  - set goals,
  - self-reflect on their teaching practices, and
  - observe and provide feedback to colleagues.
- Administrators can use the checklist while conducting observations.



Active Supervision: Strategy Check-Up

Use this tool to evaluate your use of active supervision. For each component of the strategy, circle 'Yes' if the step was completed or 'No' if the step was not completed. Use your responses to enhance how you implement the strategy in your classroom.

During the lesson...	Yes or No (Circle)	
I moved throughout the classroom.	Yes	No
I walked in an unpredictable route or pattern.	Yes	No
I visually scanned my classroom multiple times.	Yes	No
I moved around, provided proximity, and scanned continuously.	Yes	No
I divided my time equitably amongst all students.	Yes	No
I used non-verbal communication (i.e., eye contact, proximity, hand gestures) to prompt or cue all students.	Yes	No
I did not interact with the same students the entire time.	Yes	No
I provided behavior-specific praise to students engaged in positive behaviors.	Yes	No
I provided explicit, corrective feedback to students in an efficient and private manner.	Yes	No
Steps Completed	__/9 = __%	

This resource is based on:

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press.

Lane, K.L., Menzies, H.M., Ennis, R.P., & Oakes, W.P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. Guilford Press.

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Tennessee Tiered Supports Center (Tennessee TSC)

(Archer & Hughes, 2011)

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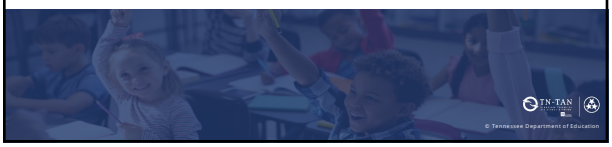
Strategy Checkup Activity

1. Watch the video demonstrating active supervision.
2. Use the checklist from the *Strategy Checkup* to determine if the teacher engaged in all critical components of active supervision.
3. After the video, share your observations with the group.



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Resources

- Vanderbilt IRIS Center: Active Supervision Fundamental Skill Sheet
- Vanderbilt IRIS Center: Proximity Control Fundamental Skill Sheet

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Teaching Expectations

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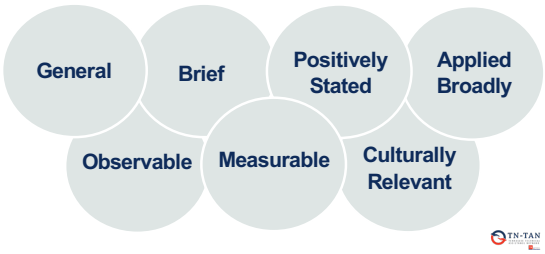
Classroom Expectations

Expectations are **general guidelines** for behavior that apply to all students and many contexts.



(Harlacher, 2015, p. 15)

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Rationale

- Consistently enforcing well-defined classroom expectations improves student behavior.
- Outcomes include increased:
  - academic engagement,
  - leadership skills,
  - conflict resolution, and
  - structure.

(see Tennessee Behavior Supports Project, 2016; US Department of Education, 2015)

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Examples and Non-examples

Examples	Non-examples
Be safe.	Have fun.
Be responsible.	Don't fight.
Be respectful.	Make friends.
Be prepared.	Take care of your things.

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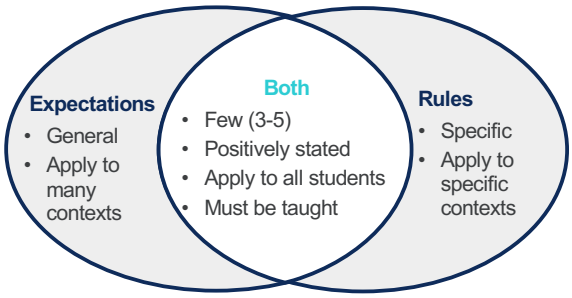
Expectations vs. Rules



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Connecting Expectations and Rules

- Rules are incorporated into a behavior matrix to indicate the criteria for achieving behavior expectations.
- Rules incorporate positive and observable behaviors.
- Rules may vary by setting. Expectations are consistent across settings.

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Teaching Expectations and Rules

Expectation:

Real Life:

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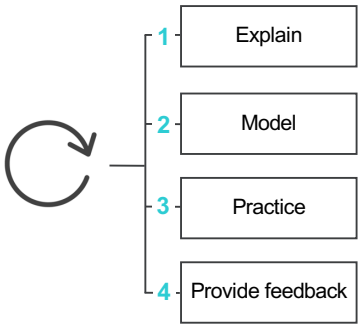
Teaching Expectations and Rules



(adapted from Miltenberger, 2004)

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Falcon Expectations

	Safety	Organization	Achieving Goals	Respect
Hallways	• Walk to class quickly	• Walk to the right	• Arrive on time every day	• Listen for directions
Bathrooms	• Use a bathroom pass • Wash your hands	• Clean up trash and water spills	• Use restrooms during passing period or lunch	• Clean up all trash • Be polite and patient
Cafeteria / Quad	• Walk • Form single-file lines	• Throw away all trash • Have ID card ready	• Get food quickly • Get back to class on time	• Listen for directions
Front of Campus	• Use crosswalks • Look for traffic	• Wait quietly in line • Move to assigned waiting areas	• Leave on time	• Listen for directions
Classroom	• Keep hands, feet, and objects to yourself.	• Come on time, prepared, and ready to work.	• Listen, follow directions, and participate.	• Be truthful, polite, and work cooperatively with others.
Gym	• Walk in single file • Wear appropriate clothing	• Sit with your class	• Be on task	• Follow gym rules • Listen for directions
Library	• Walk in single file • Check out books with Librarian	• Use shelf markers • Bring your ID • Leave the library clean	• Stay quiet • Stay on task • Return books on time	• Follow library rules • Listen for directions

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PURPLE REIGN

	Classroom	Campus	School Events	Community	Technology
R Respect	• Be kind to your teachers and peers • Allow others the best opportunity to learn • Use appropriate language and volume	• Respect school property • Be polite to staff, students, and visitors • Maintain the appropriate noise level	• Treat other opponents, staff, and spectators politely and respectfully • Exhibit a positive attitude and representation of the school	• Show respect and common courtesy to community members • Be open-minded and practice empathy	• Respect school property and equipment • Respect opinions and cultures of others • Live responsibly in a digital world
E Excel	• Do you best work and give 100% • Go above and beyond expectations • Be a confident and creative thinker	• Participate in extracurricular activities • Take on a leadership role • Be a positive role model • Have positive interactions with new people	• Actively participate and show school spirit • Support your fellow Hawks no matter the outcome • Give 100% during practice, events, and performances	• Be informed on events locally and globally • Empower yourself • Be a life-long learner	• Recognize reliable sources and content to promote learning • Be productive and efficient • Use multiple sources to support your understanding
I Integrity	• Be accountable for your actions • Be honest and do your own work • Be a good classroom citizen	• Be accountable to yourself and others • Do what is right and encourage others to do the same • Be safe	• Have good sportsmanship • Present yourself in an appropriate and respectful manner	• Be grateful • Take ownership of everything you do • Represent yourself and your school honorably	• Create a positive and professional online presence • Protect your identity and passwords • Avoid plagiarism by citing your sources
G Give Back	• Help others • Participate • Contribute to academic discussions • Be a positive role model	• Pick up after yourself and do not be ashamed to pick up after others • Take pride in maintaining and protecting the school environment	• Support school organizations with your time and/or talents • Encourage others to participate	• Volunteer in the community • Help others in need	• Ensure your contributions and comments are positive • Help prevent cyber bullying
N Network	• Develop relationships • Collaborate positively • Be accountable for your role	• Strive for positive interactions with others • Build relationships with staff and students • Stand up for others and help prevent bullying	• Continually seeks to improve for the benefit of others • Support your peers positively and appropriately	• Build and maintain quality connections within the community • Seek relationships with purpose	• Utilize social media appropriately • Communicate and collaborate appropriately • Be safe, smart, and aware

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	Whole-Class Activities	Small-Group Activities	Independent Work	Transitions
Be Respectful	• Raise your hand to share and wait to be called on. • Give others space. • Allow others to focus on learning.	• Give others space. • Share materials. • Take turns. • Allow others to focus on learning.	• Keep materials in your area. • Focus on your work. • Allow others to focus on learning.	• Give others space. • Allow others to focus on learning. • Allow the person in front of you to go first.
Be Responsible	• Participate in instruction. • Stay focused on the activity.	• Stay with your group. • Contribute to assignments. • Clean up your area. • Use time wisely.	• Stay in your seat or area. • Complete assignments on your own. • Clean up your area. • Use time wisely.	• Ask permission to leave the class. • Go straight to your destination.
Be Safe	• Keep your hands to yourself. • Use materials carefully. • Keep chairs on the floor.	• Keep your hands to yourself. • Use materials carefully. • Keep chairs on the floor.	• Keep your hands to yourself. • Use materials carefully. • Keep chairs on the floor.	• Push in your chair. • Walk to your destination.

(Adapted from Fairbanks et al., 2008)

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	Arrival	Independent Seat Work	Group Work	Dismissal
Be Respectful	• Give others space. • Silence personal devices. • Use kind and appropriate language.	• Give others space. • Allow others to focus on learning. • Keep materials in your area.	• Give others space. • Use kind and appropriate language. • Allow others to focus on learning. • Allow others to share ideas.	• Dismiss when the teacher signals. • Give others space. • Use kind and appropriate language.
Be Responsible	• Arrive on time. • Turn in your homework before the bell rings.	• Stay on task. • Complete assignments on your own.	• Stay on task. • Contribute to assignments.	• Clean up your area. • Turn in assignments before leaving class.
Be Safe	• Bring learning materials to class. • Keep your backpack and personal belongings in your locker. • Arrive with your student lanyard and ID visible.	• Keep your backpack and personal belonging in your locker. • Use furniture and equipment appropriately. • Ask permission to leave the classroom.	• Keep your backpack and personal belonging in your locker. • Use furniture and equipment appropriately. • Ask permission to leave the classroom.	• Push in your chair. • Walk when exiting the classroom. • Allow the person in front of you to exit first.

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Implementation Tips

- Align classroom expectations with school-wide expectations when possible.
- Collaborate with students and families to develop a classroom expectation matrix that defines expected behaviors in observable and measurable ways.
- Include expectations for regular classroom activities and transitions.
- Create visual reminders, such as posters and charts, that both students and teachers can reference.
- Explicitly teach and model expected behaviors.

(Sprick, 2009; US Department of Education, 2015)

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Strategy Checkup

Evaluate your classroom expectations:

- Are there three to five?
- Are they positively stated?
- Do they apply to all students?
- Do they apply to multiple settings?
- Are they connected to observable behaviors?
- Do they consider students' cultural identities?

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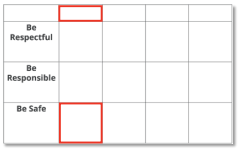
Strategy Checkup Activity

1. Think about activities that occur regularly in your classroom.
2. In the chat, share an **activity** that you might include in a classroom expectation matrix and a **rule** that would apply to all students so they can "Be Safe."



Example:

"Arrival: Place your backpack and personal belongings in your locker."

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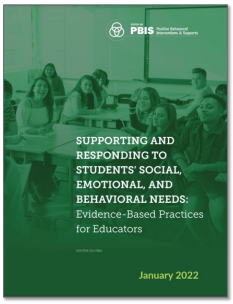
Resource Spotlight



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(Center on PBIS, 2022)

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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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Wrap-up

- Complete the TN-TAN survey on the next slide.
- Visit tn-tan.tnedu.gov to see our upcoming events!

TN-TSC Technical Assistance Regional Directors

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Middle: Dia Davis dia.davis@vanderbilt.edu
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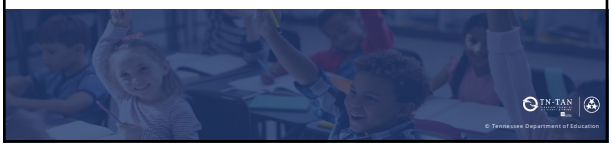

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TN-TAN End-of-Session Survey

TESS-Full

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

https://kusurvey.ca1.qualtrics.com/ife/form/SV_085eZrS8I4jZIIC

Project Provider: *Tennessee TSC*

Event Title: *Classroom Management Session 1*

Learning Objectives:

1. *Understand and identify critical features of four research-based, preventative classroom management practices: design the physical setting, develop routines, actively supervise students, and teach expectations.*
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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TN-TAN End of Session Survey

TESS-Full

Please complete the evaluation survey by using the following link or scanning the QR code:
https://kusurvey.ca1.qualtrics.com/ife/form/SV_085eZrS8I4jZIIC

Required Information:

Event Title: CM 1

Learning Objectives:

Learning Objective 1: Understand and identify critical features of four research-based, preventative classroom management practices: design the physical setting, develop routines, actively supervise students, and teach expectations.

Learning Objective 2: Examine tools that can be used to evaluate your use of classroom management practices.

Learning Objective 3: Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.

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