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**P3 & E**

**Predictable – Positive – Present - Engaging**

The universal tier mindset is one that emphasizes relationship building, data-driven decision making, and the use of evidence-based prevention practices. The literature describing how we do these things is vast and making sense of the empirical demonstrations and recommendations can be overwhelming. To help bridge this extensive literature base with daily application, NJ PBSIS has conceptually organized practices into 4 domains we refer to as P3 & E: being predictable, being positive, being present, and being engaging. P3 & E provides us with a way to think about our interactions with students and how we are setting up the environment for social, emotional, and behavioral success. This document provides examples of practices that are aligned with each of the domains. Admittedly, some practices may fit more than one domain. What is most important is that we are present in our daily routines and interactions with students and that we are using practices that create predictable and positive, and engaging learning environments. A partial reference list is included at the end of this document.

**Predictable: Predictable: Transparent & Consistent Routines & Expectations**

Consistently implement the expectations and pivotal classroom routines that guide what you want students to do, so that students know what is expected of them at all times:

* Use action-oriented; positively stated language
* Involve students in developing expectations and routines
* Ensure expectations and routines reflect the traditions, customs, values, and practices of students

Teach and review expectations / routines / procedures:

* Use teacher-directed instruction to teach expectation, routines, and procedures
* Use precorrection ahead of routines
* Routinely infuse discussion, reflection and application of the school-wide expectations within the curriculum
* Use teachable moments to reframe behavior errors

Establish prompts and cues within routines to make the expectation explicit:

* Model expectations and routines you want students to follow
* Use visual anchors to prompt expectations and routines
* Use consistent attention getting signals
* Use advanced organizers, reminders and scaffolds

**Positive: Supportive & Strengths-Driven Environments**

Use positively framed messaging:

* Frame prompts in terms of what you want students to do
* Point out the optimistic side of a situation
* Model positive self-talk
* Deliver 4 positive messages to every 1 negative/neutral messages (4:1 ratio)

Reinforce positive behaviors frequently:

* Use behavior specific praise to reinforce positive behaviors
* Distribute school-wide tickets frequently to reinforce positive behaviors
* Celebrate student accomplishments

**Present: Safe & Culturally Responsive Learning Environments**

Make personal connections with students through greetings, affirmations and expressions of interest:

* Be mindfully present in moment when interacting with students
* Use positive greetings at the door to welcome students
* Use an active listening posture (e.g., orientation, attention)
* Engage in discussions and inquiry that reflect student interest

Create a welcoming and inclusive environment:

* Have displays and instructional materials that reflect students’ racial, cultural and ethnic backgrounds
* Use verbal and nonverbal messaging that conveys all students’ questions and opinions are important
* Use proximity with high and low achieving students equitably

Use active supervision to monitor the learning environment:

* Continuously move around the area
* Interact with students as you move around
* Continuously scan what is happening
* Attend to signs that a student is having difficulty

**Engaging: Empowering Learning Environments with Opportunities for**

**Choice & Collaboration**

Use a variety of response options to ensure all students have opportunities to respond:

* Verbal choral responding
* Gestural choral responding (e.g., response cards, response manipulatives, thumbs up/down)
* Use think-pair-share
* Whirl-around (everyone gets a chance to say 1 thing)

Plan for developmentally appropriate pacing:

* Anticipate the lesson timeline
* Use the 10:2 rule - for every 10 minutes of direct instruction allow for 2 minutes of processing
* Conduct frequent checks for understanding (e.g., thumbs up / thumbs down or choral responding)
* Have materials ready for smooth transitions
* Present instructions visually

Offer opportunities for student-led decision making and choices in instructional design:

* Solicit and incorporate input about student interests
* Solicit and incorporate input about the learning environment
* Offer assignment choices
* Create opportunities to class discussions

Encourage peer to peer supports and collaboration:

* Encourage peer to peer praise
* Ask 3 before me (asking a peer for help before asking the teacher)
* Use team building assignments and exercises
* Create opportunities for collaborations, team building and group-oriented goals

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