



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach

HLP 9: Teach social behaviors.

HLP 8: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to maintain and generalize new learning across time and settings.

How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.

HLP 22: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.

HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

HLP 7: Establish a Consistent, Organized, and Responsive Learning Environment

HLP 7 is a pillar practice and one of the most essential HLPs for educators to master and implement. To build and foster positive relationships with students, educators should establish age-appropriate and culturally aware expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced throughout the school year. When students demonstrate mastery and follow established rules and routines, educators should provide age-appropriate, positive, specific feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations for all students within the classroom, educators will reduce the potential for challenging behavior and increase student engagement. When establishing responsive learning environments, educators should build mutually respectful relationships with students by demonstrating respect, cultural awareness, and accepting and valuing diverse learners. 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.

Teachers Who Effectively Establish a Consistent, Organized, and Responsive Learning Environment

- Present expectations, rules, and procedures used across school environments in terms that are **observable, measurable, positively stated, understandable, and always applicable**.
- Ensure expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from the varied backgrounds represented in the school.
- Establish and explicitly teach three to five positively stated expectations (e.g., be respectful, be responsible, and be safe) across school environments, incorporating student and stakeholder input as appropriate.
- Establish and explicitly teach specific behaviors (i.e., set classroom rules) for meeting each expectation across school environments, incorporating student input as appropriate.
- Establish and explicitly teach consistent classroom procedures to support students' ability to accomplish tasks (e.g., lining up, sharpening pencils, accessing missing work, etc.), incorporating student input as appropriate.
- Revisit/reteach expectations, rules, and procedures that have been established across various school environments throughout the school year as needed, maintaining consistent language when doing so.
- Provide students a rationale for the importance of expectations, rules, and procedures.
 - Encourage adherence to expectations, rules, and procedures across all school environments by:
 - Limiting unstructured time;
 - Posting expectations, rules, and procedures in high-visibility areas;
 - Laying out the classroom and other high-traffic areas in a way that maximizes space, has a logical flow, and meets the needs of all students;
 - Using precorrection procedures; and
 - Providing frequent, consistent, positive, and specific feedback to students on their behavior.

Tips for School Leaders to Support Teachers

- Ensure educators have mastered key classroom management practices and can implement such with fidelity across a range of settings.
- Provide feedback on educators' implementation of this HLP across various settings and with specific students.
- Create and maintain a school environment where proactive, positive responses to classroom management are the norm.
- Collectively develop a continuum/hierarchy of response strategies for acknowledging appropriate student behaviors and discouraging problem behaviors to ensure consistency in response across environments.

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

- Why should we treat behavioral problems the same way we treat academic problems?
- In what ways are addressing behavioral problems and academic deficits similar?
- Why should desired (and, in some instances, undesired behaviors) be explicitly taught and modeled?
- Should data inform teachers' work in the behavioral domain as much as in the academic domain? Why or why not?
- Do the classroom's and school's expectations, rules, and procedures reflect the cultures, values, and beliefs of the students and families we serve?
- How can school leaders ensure behavioral expectations are consistent across the school?
- Why should school staff provide students with a rationale for the importance of expectations, rules, and procedures?

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