# Additional File 1

## The Evidence-Based Proactive Classroom Behavioral Management (PCBM) Practices

Based on a consensus-driven approach facilitated by school administrators, staff at the school selected four evidence-based proactive classroom behavioral management (PCBM) practices as non-negotiables to implement across every classroom including (1) greeting students at the door, (2) behavior specific praise, (3) providing numerous opportunities to respond, and (4) post, teach, review, and provide feedback about positively stated behavioral expectations (PTRP).

The first strategy, *greeting students at the door*, is designed to interact positively with students as they transition into the classroom, as well as prompt desired behavior prior to outset of class activities. Research has shown this to be an effective proactive classroom management strategy (Cook et al., 2018). Second, *behavior specific praise* involves contingently and specifically acknowledging and recognizing students for exhibiting specific desired behaviors in the context of the class. This classroom management strategy has extensive empirical support (Briere et al., 2015). Third, *providing numerous opportunities to respond* is among the most widely researched classroom management strategies (Simonsen et al., 2010), and it involves actively engaging students by prompting or soliciting responses from students. Students may respond verbally, or with gestures or actions, and may do so either chorally or individually. The last strategy is post, teach, review, and provide feedback about positively stated behavioral expectations (Reinke et al., 2013). It involves creating a common language among students regarding specific behavioral expectations by teaching, cuing, and prompting students to engage in these behavioral expectations to maintain an orderly, productive, and safe learning environment.

Reference

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