

Moving from the Physical Classroom to the Virtual Classroom: PBIS Prevention Practices (Acknowledgement and Engagement)

Outcomes:

- ▲ “New Normal” Guiding Principles
- ▲ Overview: PBIS Evidence-based Prevention Practices
- ▲ Specific Behavior Praise
 - ▲ WHY-HOW-Trauma Lens
 - ▲ Breakout Rooms
- ▲ Engagement
 - ▲ WHY-HOW-Trauma Lens
 - ▲ Breakout Rooms

PBIS Virtual Classroom Mantra:

Try to use what you’ve already been using.
Keep it clear and simple.

Do the best you can right now, while planning to meet the needs of every student.
Relationships and well-being can take priority over assignment and behavioral compliance.

PBIS Virtual Classroom New Normal: Guiding Principles

Predictability-using a PBIS Framework to make remote learning *Safe, Predictable, and Positive*
COVID-19 has upended normal life for kids and adults alike creating “intense feelings of unpredictability,” The loss of our usual habits can cause shock and grief. One way educators and parents can prioritize predictability is by creating routines. In addition to creating new routines, “notice what’s normal” and apply familiar practices to your virtual classroom. Most importantly, creating an opportunity to connect before jumping into instruction students will be better able to engage in learning.

Flexibility-during this time of uncertainty and change

Because some students (and adults) may feel a loss of control, inflexible teaching methods can trigger some students into survival mode. While physical schools provide some level of uniformity, at home the learning environment for each student looks different. Teachers could notice what students need and collaborate with them to find routines, resources and strategies to best support their needs. Take time to ask yourself what’s really important in education at this time.

Connection-relationship are key to resilience

Anything teachers can do to help foster relationships should be a priority. Be crystal clear with students that you miss them and let them know you care. The coronavirus pandemic has disrupted many types of relationships. Consider how to help students connect with each other, with family and with the community.

Empowerment-this crisis is a traumatic event

Trauma takes power from people, so trauma-informed educators need to think critically about not reproducing that dynamic. Drop the power struggles. Rigid expectations can create barriers to learning. Empower students through shared decision-making and authentic choice. Empowerment applies to assignments, as well. Students need now more than ever to do more problem solving and assignments they are interested in rather than worksheets.

PBIS CLASSROOM PREVENTION PRACTICE

ACKNOWLEDGEMENT: : *Use behavior specific praise*

DESCRIPTION AND CRITICAL FEATURES OF ACKNOWLEDGEMENT *"What key strategies can I use to support behavior in my classroom?"*

- ▲ **Behavior specific praise is a verbal statement that names the behavior explicitly and includes a statement showing approval.**
- ▲ **Behavior specific praise may be directed toward an individual or group.**
- ▲ **Behavior specific praise should be provided soon after behavior, understandable, meaningful, and sincere.**
- ▲ **Deliver approximately five praise statements for every one corrective statement.**
- ▲ **Consider student characteristic when delivering behavior-specific praise and adjust accordingly.**

WHY?

- ▲ Once classroom expectations and routines are directly taught, the established expectations need to be reinforced to increase the likelihood students will consistently demonstrate the expected behaviors.
- ▲ General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining desired behavior.
- ▲ Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors that are extended reflections of your expectations.
- ▲ Students need to know explicitly what behavior they did earning the acknowledgement.

HOW?

- ▲ Acknowledgement of student behavior should be contingent, specific, and age appropriate. For example, when a student uses the agreed upon participation strategy, the teacher can acknowledge the student by saying "Thank you for raising your hand." Simply describe exactly what you saw and want the student to continue doing in the future.
- ▲ Acknowledging student behavior may also incorporate a school-wide reinforcement system or an established classroom-level reinforcement system (e.g., tally sheets on desks or white board or group points; Simonsen et al., 2015).
- ▲ It is recommended classroom teachers acknowledge positive student behavior at least three to six more often than they acknowledge student problem. (Hirn & Scott, 2016)
- ▲ Teachers can use self-management strategies to set goals, monitor, evaluate, and reinforce their own behavior to increase specific praise. (i.e., golf counter/tally marks on a white board or sticky note to record positive behavior acknowledgement frequency (Freeman & Simonsen, 2016).
- ▲ Be cautious in adding "I'm proud of you." We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.
- ▲ Explain the reason why the behavior is important. Rationales or reasons teach students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation) and pointing out what the student might expect could happen if they use the appropriate behavior. "Getting started right away shows cooperation and will help you avoid having homework."
- ▲ When a behavior requires a great deal of effort, pairing the verbal feedback with tangible or activity reinforcement may be helpful for some students.

TRAUMA LENS

- ▲ Specific praise and precorrection practices teach and increase use of desired social-emotional competencies often underdeveloped in students impacted by trauma.
- ▲ Relationships are key to resilience, anything teachers can do to help foster relationships should be a priority. Acknowledging student positive behaviors strengthens relationships and send the message that you care.
- ▲ Communicate, regardless of challenges, that students' efforts are appreciated. Students will fare best if they know their teachers care about their well-being just as much as their behavior and assignment compliance.
- ▲ Share a positive affirmation or a strength of a student—it can go a long way right now.
- ▲ Have students complete a virtual or long-distance appreciation or gratitude circle. Encourage students to write one thing they appreciate about classmates. Add your own, and then give each student the appreciations written about them.

Adapted from:
PBIS Forum 15 Practice Brief: PBIS in the Classroom, December 2015

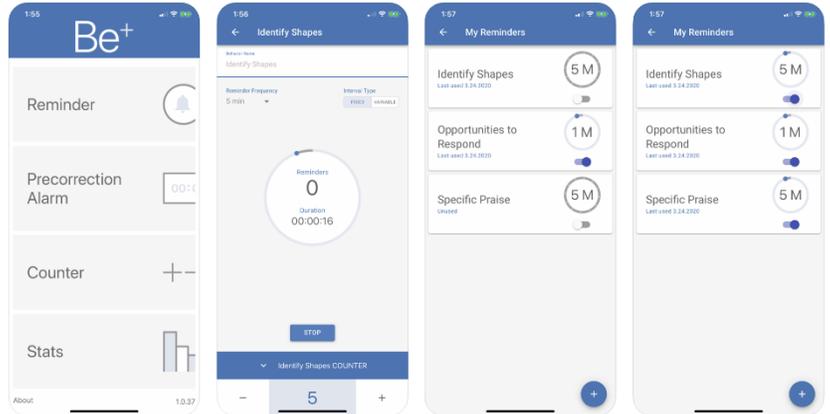
PBIS Technical Brief on Classroom PBIS Strategies: Supporting and Responding to Behavior, Evidence-based Classroom Strategies, written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

Trauma Aligned Schoolwide Practices, Midwest PBIS Network, www.midwestpbis.org, July 2017.

PBIS VIRTUAL CLASSROOM – ACKNOWLEDGEMENT & PRECORRECTIONS



Be+ (Be Positive) 
University of Oregon Digital Press
Free



The Technical Assistance Center on PBIS, in partnership with [PBISApps](http://PBISApps.com), is excited to announce Be+: A free, mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day. It is available to Android users right now in the [Google Play store](https://play.google.com/store/apps/details?id=com.pbis.BePlus) and iPhone users in the [Apple App store](https://apps.apple.com/us/app/be-plus/id1444444444). Here's how Be+ works.

Set Up Reminders for Specific Behaviors

When you're focused on delivering your lesson plan, or working closely with small groups, it's hard to remember to look for certain behaviors in your classroom. Be+ gives you a way to set up those reminders inside your mobile device. Each reminder you create operates on a timer and takes advantage of the notification system built into your device. The reminders you set are entirely up to you. For example, set a reminder to go off about every 6 minutes to look for students who are on-task. Every six minutes, your device vibrates or otherwise notifies you to look for that behavior.

Create Alarms on Scheduled Days and Times

There are times of the day or certain class periods when you know you're likely to see some problem behaviors. One way to avoid incidents is to remind students about expectations. These are called pre-corrections and Be+ lets you schedule times that remind you to deliver them. Set up one-time alarms to go off today or create a recurring alarm to go off at the same time on the days you choose. Some good times to set up with a pre-correction alarm would be when students line up for lunch, or the time right after a recess or break, or even just before PE.

Count the Number of Times Something Happens

Maybe you want to track the number of positive acknowledgements you give during the day. Be+ can do that, too. Once you know what you'd like to count, start the timer and get counting! At the end of the day, you'll know exactly how many times you acknowledged students or gave them an opportunity to respond. What else might you want to count?

Track Your Progress

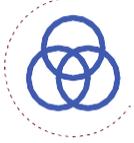
Be+ comes with graphs built across three timeframes.

Session: This graph displays the number of times you completed an action during each session you started.

Progress: Set a start and end date and check how your actions have progressed during that time.

The relationships you build with students make a big difference in the way your whole school feels. An important way to create a positive impact is to acknowledge when you see students doing the right thing. We created Be+ to give you an easy, accessible way to remind, count, and track all the times you offer positive acknowledgements to your students every day. The possibilities are endless with this app. We can't wait to see how you take advantage of it in your school.

www.pbis.org



THE STUDENT / TEACHER GAME

WHAT IS IT?

The Student/Teacher Game is a quick and easy strategy to prompt and acknowledge students for following expectations in the classroom.

WHY DO IT?

The Game encourages appropriate behaviors by “catching” students engaged in expected behaviors and has been shown in research and practice to improve behavior.

HOW DO WE DO IT? STEPS

- 1) Pick a class, routine, or time of day when you want to improve behavior. Within that time, choose whether you want to improve behavior...
 - 1) across all school-wide expectations.
 - OR
 - 2) for one positive behavior you want to see more often.
- 2) Teach (or reteach) and practice expectations for selected setting or routine.
 - 1) provide a brief rationale
 - 2) demonstrate examples and non-examples.
 - 3) provide practice and performance feedback
- 3) Introduce and teach the rules of the Game.
 - 1) explain how students (and the teacher) will earn points (i.e., for positive behavior)
 - 2) share a point goal (e.g., 5 points, double the teacher points)
 - 3) define the time period (e.g., 30 minutes)
 - 4) share the rewards for winning (e.g., class dance party, extra recess time)
- 4) Start the Game. Tell students (a) the Game is starting, (b) when it will end, (c) the point goal, and (d) the reward. *Note: Provide pre-correction (reminders) before challenging transitions or routines*
- 5) Run the Game. Tally student and teacher points on the board throughout the game.
 - 1) When students follow expectations...
 - a. give the students a point and state the behavior that earned it (e.g., “I love the way everyone is sitting quietly waiting for my instructions. You just earned the class a student point”).
 - 2) When students show unwanted behaviors...
 - a. do not remove points.
 - b. consider giving a teacher point instead (e.g., “Almost everyone is quiet and waiting for my instructions, but I am, so I earn a teacher point.”)
 - c. give reminders and reteach the expected behavior.
 - 3) Try to provide at least 4 student points for each teacher point.
- 6) End the Game. At the end of the time period, announce the end of the Game and final score. If the students win, provide the reward! If the students do not win, reteach and provide encouragement.
- 7) Play regularly and monitor progress. As students experience regular success, increase the point goal and/or time period. If students are not regularly winning the game, try to figure out what skills are needed.

FIDELITY CHECKLIST

Observe and monitor the Student/Teacher Game during a 10-minute period, esp. during challenging times:

Date:

Time: __

Teacher:

Steps	Yes	No	Notes
1. Teaches/reteaches the expected behavior or routine	<input type="checkbox"/>	<input type="checkbox"/>	
2. Announces the time period, points goal, and reward to the class at the start of the Game	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provides pre-corrections prior to difficult transitions or routines	<input type="checkbox"/>	<input type="checkbox"/>	
4. Gives student points for engaging in the identified behavior	<input type="checkbox"/>	<input type="checkbox"/>	
5. Consistently pairs student points with behavior specific praise	<input type="checkbox"/>	<input type="checkbox"/>	
6. Tallies the points on the board	<input type="checkbox"/>	<input type="checkbox"/>	
7. Reteaches expected behavior when corrections are needed	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments

TIPS FOR SUCCESS

- ▲ Keep it positive!
- ▲ Make the first game easy enough that it is a guaranteed win for students.
- ▲ It should be rare for students to lose. If so, make sure to reteach expectations.
- ▲ Keep the game fun and rewards interesting.
- ▲ Encourage students to support each other.
- ▲ Look out for students sabotaging the game for attention.
- ▲ Once students have been successful and are ready for a new challenge, increase the point goal and consider making some elements of the game secret (e.g., secret point goal, or even secret start or end time).

PBIS CLASSROOM PREVENTION PRACTICE

ENGAGEMENT: *provide high rates and varied opportunities to respond*

DESCRIPTION AND CRITICAL FEATURES OF OPPORTUNITES TO RESPOND (OTR)

"What key strategies can I use to support behavior in my classroom?"

- ▲ OTR is a teacher behavior that requests or solicits a student response.
- ▲ Opportunities to respond include:
 - △ INDIVIDUAL OR SMALL-GROUP QUESTIONING (use a response pattern to make sure all students are called on)
 - △ CHORAL RESPONDING (all students in a class respond in unison to a teacher question)
 - △ NONVERBAL RESPONSES (i.e., response cards, student response systems, guided notes)

WHY?

- ▲ Engaging students during academic instruction reduces problem behaviors and improve academic instruction.
- ▲ Giving students frequent opportunities to respond is linked to higher rates of student engagement
- ▲ OTR allows for differentiated responses and varied types of engagement for students who do not want group attention.
- ▲ OTR makes learning visible and increases the likelihood of a higher praise to correction ratio.

HOW?

- ▲ Strategies to engage students include providing high quality direct and explicit academic instruction with content matched to student needs, providing frequent feedback to students, using instruction time productively, connecting teaching to students lives, and giving students frequent opportunities to respond.
- ▲ To increase students' opportunities to respond to instruction, classroom teachers can vary the way in which students respond (e.g., group responses, individual responses, raise hand or use signal to indicate agreement, demonstrations, draw student names from jar)
- ▲ Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as; use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response and think-pair-share.

TRAUMA LENS

- ▲ Facilitating frequent opportunities for students to respond provided time to process or apply what students are learning, allowing neural networks to be strengthened.
- ▲ Trauma takes power from people, so trauma-informed educators need to think critically about not reproducing that dynamic. Drop the power struggles. Rigid expectations can create barriers to learning.
- ▲ Consider putting students together in small groups to work on projects or activities and encouraging students to work together online or by phone. These activities may include virtual puzzles or scavenger hunts. The key is to help the student feel connected to others in the class by sharing an important part of themselves that helps the class get to know them better. Foster a sense of community by highlighting each student's contribution to the group activity.
- ▲ Empower students through shared decision-making and authentic choice.
- ▲ Encourage students to lead the way in sharing what they understand and do not understand about their current situation. You can do this by asking open-ended questions, such as, "How are you feeling about not being in school?" which can provide insight without letting assumptions guide the conversation. Approach students' experiences with curiosity. Aim to clarify misinformation and connect students with other important adults (such as family & friends) who help them feel safe.

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<https://www.edutopia.org/video/keeping-students-engaged-digital-learning>

TIP 1: Keep it Simple and Engaging

- ▲ Try making your own video content, like slide decks and videos
- ▲ Stay laser focused on keeping content clear and simple
- ▲ Be natural, your own authentic self
- ▲ Don't be afraid to make mistakes and let your personality shine through

TIP 2: Make Your Space Clean and Comfy

- ▲ Navigating virtual space can be confusing and you don't want students to miss critical information
- ▲ Be sure to have one central hub where updates go
- ▲ You can create other spaces like chat rooms for group conversations or side conversations

TIP 3: Set Norms

- ▲ Virtual learning does not need to be chaotic
- ▲ Share clear expectations for participation, respectful interactions, dress code, etc.
- ▲ Design a classroom teaching matrix with students to ensure their voice is heard
- ▲ It will help them stay focused, empathic and kind

TIP 4: Foster Belonging

- ▲ You may not all be in the same room, but students should feel a sense of community
- ▲ Make time for small group and relationship-building activities
- ▲ Keep the human behind the text or video screen connected

TIP 5: Be Present (but not intrusive)

- ▲ Give your students the space to learn independently but still provide the support they need
- ▲ Set on-line office hours so students know when to reach you
- ▲ Participate in discussion threads
- ▲ Offer guidance and encouragement regularly

TIP 6: Plan for Interactivity

- ▲ Students retain more knowledge when actively engaged with materials
- ▲ Keep learners from becoming passive observers
- ▲ Find ways to build in polls, break for brainstorming, or drop guided questions into the instruction

PBIS Virtual Classroom: Student Success Formula Reflection Guide		✓
✓ Define, teach, and practice the virtual behavior you want to see.		
✓ Add a routine to your classroom expectation matrix called "Telelearning" or "Virtual School".		
✓ Provide pre-correction during instruction by going through the expectations.		
✓ After refining your expectation matrix for this new setting, remember to explicitly teach students these expectations and give them opportunities to practice and receive acknowledgements for meeting expectations.		
✓ Take the time needed for teaching students' new skills and expectations for a virtual learning space.		
✓ Teach students specifically how to use features on the virtual platform to assist in their learning such as, hand-raising, chat feature, reactions, muting their microphone.		
✓ Teach students what reinforcement will look like in the virtual learning environment.		
✓ Continue to use behavior-specific praise and instructional feedback to let students know how they are doing. Keep in mind this is new for them too and they will want your feedback.		
✓ Assign virtual class jobs like hand and raising monitor, technology wrangler, technology advisor (with only one person sharing 'your mute is on' or 'we cannot see the shared screen or white board'), chat monitor (who might call the teachers attention to a question in the chat box), tele-teacher notetaker (take notes on items the teacher needs to follow up with). <ul style="list-style-type: none"> ○ Note: By utilizing the virtual class jobs and remembering to use behavior-specific praise and instructional feedback, students can receive reinforcement and guidance even from a distance. 		
✓ Use the chat function to provide behavior-specific praise. Specially, acknowledge students who meet expectations by writing praise statements for the exact behaviors you would like to see more of in the future. Examples include, "Thank you for remembering to use your mute feature so each person can hear." "I noticed you offered new ideas during the last conversation!"		
✓ When returning work or engaging in virtual collaborations, add behavior-specific praise when students put forth their best effort.		
✓ Have a "morning meeting" or start activity as well as a close-out meeting activity at the end of each session where you review the day's activities, provide whole-group praise, specific student praise, and preview for the class for the following session.		
✓ At the end of each day or week, consider sending positive emails or communications using your family communication tool to parents and other care givers.		
✓ Students with higher levels of internalizing behaviors may benefit from additional online mindfulness activities, clear and kind instructional feedback, and higher rates of behavior-specific praise.		
✓ Students with externalizing behaviors may benefit from self-monitoring strategies to support work completion and engagement.		
✓ Students struggling with organizational skills may benefit from additional precorrections as to what behaviors are expected for the virtual classroom and assignment completion (use your matrix)		
✓ Connect personally with students and families to provide additional or personalized learning resources. Keep in mind these might be academic, behavioral, and/or social emotional learning.		

Adapted from: Austin, K. S., Reichenberger, S., Oakes, W. P., Lane, K. L., & Buckman, M. M. (2020, March). Teleteaching tips for educators: Implementing with success!

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