Moving from the Physical Classroom to the Virtual Classroom: PBIS Foundations (Settings, Expectations, Routines)

Outcomes:

Provide guidance on how to adapt and use PBIS classroom foundations for virtual teaching:

- ▲ "New Normal" 4 Core Principles
- ▲ Student Success Formula
- ▲ PCBS Virtual Settings, Expectations, Routines
- ▲ Self-Reflection

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 <u>Safe</u>, <u>Predictable,</u> and <u>Positive</u>
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/Relationships
Relationships 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.

7 Ways to Maintain Relationships During Your School Closure
Adapted from Eutopia, Sarah Gonser, March 25, 2020

Greeting Routines
Try to make sure your kids know you are thinking of them, care for them, and miss them. For kids with access to technology, simple daily hellos via video might be the only time the student sees the teacher on some days—and that sense of connection is important to sustain. First and second grade teacher John Thomas' masterful, fun hello video to his students is a great example. For students without internet connectivity, try calling by phone—consider rotating through small groups of students each day to make this a more manageable task. "Taking the time to reach out and call each kid takes forever," says sixth and eighth grade English teacher Cathleen Beachboard, but she's seeing a big impact: "The first few days, I had only a few kids logging on, but now I have almost 98 percent attendance."

Morning Meeting Routines
Routines fostering connection are a core part of classroom life and finding ways for students to experience these at home will go a long way toward easing students' transition to home-based learning. "If you do morning meeting, reflect on the elements you have in your meeting and what could be completed virtually at home," writes Thomas. "If technology allows, record and share daily video announcements and read-alouds."
Margaret Shafer, a third grade teacher, has kids respond to daily prompts during her morning meetings. Kids can see each other's responses and react if they want to. "My relationships with my students are part of my instruction and their relationships with each other are critical to their enjoyment of school," she says, underscoring that maintaining relationships is not an afterthought. "So when I planned (very quickly!) to start distance learning, the first thing I wanted to start daily was a way to comfort the kids and let them know that I still care about them and their friends are still out there."

Check-in Routines
Routine, everyday check-ins—roses and thorns or selecting an emoji to match your mood, for example—shouldn't fall by the wayside. Keep it quick and simple: "I posted on Schoology to give me a thumbs up, thumbs sideways (meh), or

thumbs down to describe their day.… I encourage them to take selfies of their thumbs," says high school teacher Javier Rivera via Twitter: Along with checking in with her students herself, Imad is making connecting with peers part of her students' homework: each student is assigned the task of connecting with one classmate. "Then, I'm asking them to write to me and tell me how, say, Jackie is doing today. They can decide how they want to check in—email, text, Skype," she says, adding that she'll set up guidelines and model the practice for her students first. "This exercise might work even better with K-12—'my homework is to check on Allie'."

Communication Routines
We learn better in social contexts. For many students, transitioning to learning from home is complicated by the impact of being cut off from peers—even though many older students might communicate with friends via social media and texting. If technology doesn't allow, create pen pals or other paper-and-pen activities by sending home envelopes, paper, and stamps if your school is able," says Thomas. "Or mimic 'turn and talk' by setting up phone pals where students call each other on the phone several times a week to discuss specific topics or prompts."

Third grade teacher Michael Dunlea follows his whole-group instruction via Zoom with 'breakout rooms' so peers can reflect on the learned material together. Then he seeks deeper connections with students individually: "I keep one student on for a one-on-one conference and ask them to read out loud for a few minutes. This time also provides an opportunity to check on their emotional well-being and see if they need clarification on assignments."

Virtual Table Routines
For older kids, says Kasey Short, an eighth grade English teacher at Charlotte Country Day School in Charlotte, N.C., teachers can set up virtual table groups. Short uses Google Classroom for this because her students are already familiar with the platform. "I will set up discussion threads with four to five students so they can discuss assignments, ask each other questions, and stay connected," she says. Though many kids will stay in touch with their circle of friends, she says it's important to think about pairing kids with peers who aren't in their immediate social circle—and then mix up the groups weekly. "There will also be spaces for whole class discussions, but I know many students will feel more comfortable sharing ideas in a smaller group setting."

Parent Involvement Routines
Dunlea, the third grade teacher, asks students to invite a parent online too, giving the adults an opportunity to ask questions, express concerns, or request advice. Beachboard, the sixth and eighth grade English teacher, connects with parents each day—she uses the messaging platform Remind, or a dedicated Google Voice phone line for parents who don't have text messaging. She also connects with families by email. "I check in with them once a day with a 'how are you?' and 'do you need anything?'," she says. "It's important at this time, more than any other, that we are looking out for the mental health of our families and students."

Emotions Matter Routines
Writing assignments, says Short, the English teacher, offer valuable opportunities for students to process the complex mix of emotions they may be experiencing as a result of their upended routines and schedules, social isolation, and the challenges of being cooped up at home. "I am going to use some writing opportunities for students to get their thoughts, feelings, fears, and questions down in a creative format of their choice," she says. "I will give them an option to share with the class, or only share with me. This will not only allow them to share out their feelings but also give me a place to check on them and follow up if I see any of them expressing sadness, fear, etc., that their parents may need to know about." Most importantly, says Short, "I am going to be honest and as understanding as possible to let students know we are all in this together and will likely all need a little grace."

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. Educators should focus instead on empowering students through shared decision-making and authentic choice. They also need to model consent by not taking pictures on Zoom calls or sharing students' work without permission. 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.

Adapted from: Mindshift, Four Core Priorities for Trauma-Informed Distance Learning, Kara Newhouse, April 6, 2020

PBIS Virtual Classroom: Student Success Formula

- ▲ 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).
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!

Positive Classroom Behavior Supports (PCBS)

It reduces one's anxiety to know the same practices used in physical classrooms can be used to create safe, predictable, and positive online learning environments.

FOUNDATIONS

Δ **Design physical environment of the classroom.**
Implementing foundational practices of PBIS in the classroom begins with effectively designing the physical environment of the classroom (Hirn & Scott, 2016; Simonsen et al., 2008). Creating a structured physical environment includes organizing desks and tables according to the activity students will be participating in. For example, tables may be used for centers and group work, separated desks may be used for independent work, and a circle or U-shaped area may be used for whole class discussion. The physical layout of the classroom should also minimize crowding and distractions, and students should know where, when, and how to store personal possessions, get supplies, and turn in work. Additionally, teachers should designate student and staff areas of the classroom (Simonsen et al., 2008). The physical environment must allow for teacher/staff supervision of all areas (Hirn & Scott, 2016; Simonsen et al., 2008).

Δ **Establish classroom routines**.
In addition to considering the physical layout, teachers should develop predictable classroom routines for the classroom teacher and all students. This process starts with the teacher developing and posting a common schedule to guide activities during their period (e.g., warm up, teacher directed instruction, small group work, independent practice, wrap up) or day (e.g., warm up, whole group reading, and so on). In addition, teachers should develop a predictable pattern for how they would like students to move through common classroom routines, including transitions between activities, accessing help, what to do after work completion, lining up, and taking care of personal needs. Lastly, teachers should develop teacher routines for activities such as, planning and grading, communication with families and caretakers, as well as taking care of personal needs.

Δ **Establish a small number of positively stated expectations.**
Select a small number (3-5) of positively- stated expectations. A classroom matrix is used to define positively stated expectations within classroom routines. For example, the column titles of the matrix can list common routines (e.g., asking for assistance, group work, or literacy circles) and the row titles can list

the classroom expectations (e.g., Be Respectful, Be Responsible, Be Safe). Three to five positively stated expected behaviors for specific routines and classroom expectations are filled in for each box of the matrix (Simonsen, Myers, Everett, Sugai, Spencer, & LaBreck, 2012). Engaging lessons and with multiple opportunities to respond and activities should be used to explicitly teach what the expectations look like and sound like (Hirn & Scott, 2016).

Δ **Teach classroom expectations within classroom routines**.

After classroom routines and expectations are defined, teachers explicitly teach each expectation within the natural context of the routine (e.g., a lesson on respectful independent seat work takes place during that routine). Each lesson follows the model-lead-test approach and provides students with clear examples and non-examples of expected behaviors (Simonsen et al., 2012). Then, they should provide on-going support for expected behavior within classroom routines by providing teacher prompts (e.g., pre-corrections and visual prompts) to remind students of expected behaviors before routines. Posters of the expectations can be visibly displayed in multiple areas of the classroom (Simonsen et al., 2008). Once direct instruction is provided, teachers will monitor students' behavior within all routines through active supervision by moving, scanning, and interacting with students (Colvin, Sugai, Good, & Lee, 1997). Teachers will collect and use data on student behavior to evaluate the effectiveness of their instruction, look for patterns, determine if students are following the rules, and where further instruction is needed (Simonsen et al., 2008).

Adapted from: Critical Elements of PBIS in the Classroom PBIS Practice Brief, PBIS Leadership Forum, December 20

FOUNDATIONS			
SETTINGS: *Effectively design the physical environment of the classroom*			
DESCRIPTION &CRITICAL FEATURES *"What key strategies can I use to support behavior in my classroom?"*	EXAMPLES *"How can I use this practice in my classroom?"*	NONEXAMPLES *"What should I avoid when I'm implementing this practice?*	EMPIRICAL SUPPORT & RESOURCES *What evidence supports this practice and where can I find additional resources?"*
Design classroom to facilitate the most typical instructional activities. **Arrange furniture to allow for smooth teacher and student movement.** **Assure instructional materials are neat, orderly, and ready to use.** **Post materials that support critical content and learning strategies.**	Design classroom layout according to the type of activity taking place • Tables for centers • Separate desk for independent work • Circle area for group instruction Consider teacher versus student access to materials Use assigned seats & areas Be sure all students can be seen	Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students Disorderly, messy, unclean, and/or visually unappealing environment Some students and/or parts of the room not visible to teacher Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk) Inappropriately sized furniture	Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical space Arranging classroom environment to deliver instruction in a way that promotes learning Video: http://louisville.edu/education/abri/primarylevel/structure/group (2) Book: *Structuring Your Classroom for Academic Success (3)* (2) Archer & Hughes, 2011 (3) Paine, et all, 1983

Adapted from: 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.

Reflection Log:
How am I designing my **virtual classroom** to establish the following?
Δ   facilitate the most typical instructional activities
Δ   allow for smooth teacher and student movement
Δ   assure instructional materials are organized and accessible
Δ   post critical support materials

FOUNDATIONS	
ROUTINES *Develop and teach predictable classroom routines*	▲ Establish predictable patterns and activities. ▲ Promote smooth operation of classroom. ▲ Outline the steps for completing specific activities. ▲ Teach routines and procedures directly. ▲ Practice regularly. ▲ Recognize students when they successfully follow classroom routines and procedures. ▲ Create routines and procedures for the most problematic areas or times. ▲ Promote self-managed or student-guided schedules and routines.
Expectations *Post, define, and teach three to five positive classroom expectations*	▲ If in a school implementing a multi-tiered behavioral framework, such as school-wide PBIS, adopt the three to five positive school-wide expectations as classroom expectations. ▲ Expectations should be observable, measurable, positively stated, understandable, and always applicable. ▲ Teach expectations using examples and non-examples and with opportunities to practice and receive feedback. ▲ Involve students in defining expectations within classroom routines. ▲ Obtain student commitment to support expectations

Adapted from: Adapted from: 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.

Key Features of a Successful Classroom Teaching Matrix

∆ **FRAMING**/ Create a context for the "WHY"
∆ **DOING IT TOGETHER** / Observable, Measureable, Positively Stated, Understandable and applicable
∆ **APPLYING** / Explicitly teach, provide opportunity to build fluency and generalize in similar settings and adapt to new environments
∆ **ACKNOWLEDGEMENT**/ "*Whatever you feed will grow.*"
∆ **PROMPTING** / Reminders" to set students up for success.
∆ **RESPONDING**/ Empower students, teach resiliency skills, replace learned responses with appropriate behavior, helps students regulate their emotions
∆ **SELF-MONITORING** / Increase focus and self-awareness for social emotional learning

Steps for Developing a Remote Instruction Teaching Matrix

1. Keep the same school-wide behavior expectations.
2. Use online activities as your settings.
3. Consider online-specific behaviors that need to be taught: Teach Technology explicitly like a lesson
   ∆ Use of Video
   ∆ Use of Audio
   ∆ Use of Chat
   ∆ Use of Break-out Rooms
4. Teach directly-avoid temptation to simply post or share your virtual matrix

Additional TIPS for Remote Instruction:
▲ Focus on evidence-based practices
▲ Attend to equity in access
▲ Differentiate supports
▲ Communicate with families
▲ Model kindness

Adapted from: Creating a PBIS Behavior Teaching Matrix for Remote Instruction. Center on PBIS, www.pbis.org March 2020

Example Remote Learning Matrix - Elementary

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	• Choose a distraction-free space • Use equipment as intended • Use kind words and faces	• Ask in chat if you need help • Use kind words and faces	• Use kind words and faces	• Use "stop-leave-talk" when you hear disrespect • Encourage others to participate • Use kind words and faces
Respectful	• Video on at all times • Audio off • Use chat with classmates for first 5 minutes	• Video on at all times • Audio off • Answer questions in chat box on cue • Answer polls promptly	• Video on at all times • Audio on • Listen attentively • Answer questions out loud on cue	• Video on at all times • Audio on • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Responsible	• Be on time and ready to learn • Start class charged or plugged in • Have materials ready	• Ask questions (voice or chat) when you have them • Be present – avoid multitasking	• Ask questions out loud when you have them • Try your best • Be present – avoid multitasking	• Encourage each other to stay on topic • Complete the work together • Use "Ask for Help" button if you have questions • Be present – avoid multitasking

Example Remote Learning Matrix – Secondary
(Courtesy of Grandview Middle School, Westonka Public Schools ISD 277, Minnesota)

Distance Learning Behavior Matrix	**P**reparation How ready are you?	**R**espect How do you treat others?	**I**ntegrity Who are you when no one is looking?	**D**iscipline Are you following the rules?	**E**ffort Are you being your best you?
Distance Learning	I am: • Have all the materials I need • Attend Zoom/online Meetings on time. • Completing and turning in assignments on time.	I am: • Taking turns to comment during on-line/zoom lessons. • Honoring one voice. • Making respectful comments on-line/zoom • Respectful facial expressions online/zoom. • Valuing school property. • Wash hands and maintain social distances.	I am: • Turning in my own work. • Helping younger siblings if needed. • Using Zoom for school use only. • Always THINKing before posting. (is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?) • Supportive of my classmates and opinions.	I am: • Attending all my classes, every day. • Following class procedures. • Checking my calendar. • Completing my homework each day. • Spending time helping my family.	I am: • Always persevering and trying my best. • Asking for help when I need it. • Actively participating. • Creating thoughtful and neat work. • Checking over my work. • Helping others who might need assistance.
Technology	I am: • Coming to class with Chromebook charged. • Using technology appropriately. • Taking good care of my Chromebook.	I am: • Respectful of myself and others online. • Keeping login, passwords, and private information private. • Avoiding eating or drinking while using Chromebook.	I am: • Always citing sources of pictures & information used. • Always THINKing before posting (is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)	I am: • Staying on task when using technology. • Avoiding and reporting inappropriate sites and unsafe use.	I am: • Using Chromebooks for school use only. • Taking PRIDE in completing my best work.

Report students and staff who are showing PRIDE during our Distance Learning!
Click this link to the online form to report PRIDE!

Managing the Virtual Classroom Reflection Guide	Y or N
Do I provide supports for students and families to access the virtual space?	
Do I provide supports for students and families to access the virtual space?	
Do I use my procedures for teaching?	
Do I use behavior-specific praise to acknowledge students meeting expectations?	
Do I use precorrection to support student success in the lesson and any virtual skills they would need?	
Do I allow enough wait-time for students to ask questions and share comments?	
Do I reinforce students throughout the virtual lesson?	
Do I remind students of opportunities to use skills taught as part of our social component (e.g., self-regulation or calming strategies, decision making skills)?	
Do I consider my students' academic, behavioral, and social emotional needs in today's lessons or activities?	
Do I check for understanding using features of the chat?	

Guiding Questions

How will we ensure every student has access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations?

What early indicators can we gather about what is working and not working, for students, families, caretakers, and school-based staff?

How are you destressing and supporting healthy regulation strategies for your students?

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Zoom Ground Rules

No chat while teacher is talking	Be on time	Zoom from kitchen or living room
Mute yourself	Turn on video	Be prepared
Adult needs to be present	Raise your hand to talk	Be respectful

Make a bulletin board to display your student's artwork to make your virtual classroom feel just like at school!

HEY Bobcats ALL the Teachers here at BIG SPRINGS ELEMENTARY LOVE all OUR AWESOME Students VERY much AND want You to Know HOW MUCH You ARE missed STAY SAFE AND STAY HEALTHY BSE