CalTAC-PBIS Webinar Series
May 13, 2020 1:00 pm-2:00 pm (PDT)
PBIS Response Practices for the Virtual Classroom
OBJECTIVES

▲ **Provide PBIS principles for responding to minor misbehaviors in a virtual classroom**
▲ **Explore the cycles of escalation for acting out behaviors and keys to success**

RESOURCE LINKS
PBIS Tiered Fidelity Inventory
https://www.pbis.org/resource/tfi
Trauma Aligned Classroom Practices Crosswalk, Midwest PBIS Network
https://drive.google.com/file/d/13D7JfILa-LCzilNCxF9qLIyDCkS2xeEu/view
Supporting and Responding to Behavior
https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers
Video: Introduction to Cycles of Escalation
https://vimeo.com/196772655
How Can We Help Kids With Self-Regulation?
https://childmind.org/article/can-help-kids-self-regulation/
4 Step Process to Build Resiliency
https://www.edutopia.org/article/4-step-process-building-student-resilience
Compassion Resilience Toolkit
https://compassionresiliencetoolkit.org
The Role of Emotion Co-Regulation in Discipline
https://www.edutopia.org/article/role-emotion-co-regulation-discipline?fbclid=IwAR1yC-iwlQxgRk84IE4ytHjm4W7wzWhUWr1EtF-CFMq3RxVRoM1jYvfDWPw

PBIS Tiered Fidelity Inventory https://www.pbis.org/resource/tfi
1.8 Classroom Procedures
Tier I features which includes:
- school-wide expectations,
- routines,
- acknowledgements,
- in-class continuum of consequences
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Example of in-class continuum of consequences:
▲ Planned Ignoring
▲ Physical Proximity
▲ Direct Eye Contact
▲ Signal/Non-Verbal Cue
▲ Praise Appropriate Behavior in Others
▲ Redirect
▲ Reteach
▲ Praise Approximation
▲ **Specific** Error Correction
▲ Provide Choice
▲ Restorative Conversation

Supporting and Responding to Behavior

ERROR CORRECTION Description	ERROR CORRECTION Examples	ERROR CORRECTION Nonexamples	ERROR CORRECTION Resources
• An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future • Delivered in a brief, concise, calm, and respectful manner, typically in private • Pair with specific contingent praise after the student engages in appropriate behavior • Disengage at end of error correction and redirection—avoid "power struggles"	After a student calls out in class the teacher responds "Please raise your hand before calling out your answer" After students are talking too loudly during group work, the teacher responds, "Please use a quieter whisper voice while working with your partner" After a student is out of his or her seat inappropriately, the teacher responds, "please stop walking around the room and return to your seat to finish your work" When a student has not started working within one minute, "Jason, please begin your writing assignment" (Later) "Nice job being responsible, Jason, you have begun your assignment" After student is playing with lab equipment inappropriately, the teacher responds, "Please stop playing with lab equipment, and keep it on the table" (Later) "Thank you for being safe with the lab equipment"	• Shouting "No!" (This is not calm, neutral, or specific) • A five-minute conversation about what the student was thinking (This is not brief) • A teacher loudly tells a student that he is not being responsible (This is not calm or private) • After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues (This is a power struggle)	Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates (21) Error correction article: http://link.springer.com/article/10.1007/BF02110516 Strategies to interrupt/avoid power struggles: http://www.interventioncentral.org/behavioral-interventions/challenging--students/dodging--power--struggle--trap--ideas--teacher Video: http://louisville.edu/education/abi/primarylevel/correction/group (21) Abramowitz, O'Leary, & Futtersak, 1988; Acker & O'Leary, 1988; Baker, 1992; Barbetta, Heward, Bradley, & Miller, 1994; Brush & Camp, 1998; Kalla, Downes, & vann de Broek,2001; McAllister, Stachowiak, Baer, & Conderman, 1969; Singh, 1990; Singh & Singh, 1986; Winett & Vachon, 1974

Responding to Minor Misbehaviors

Procedures and Guidelines

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To effectively correct a social learning error staff should respond in a way that is: **Calm** Using professional and composed voice tone and volume **Consistent** Respond each time a social learning error takes place **Brief** Short and concise response and disengage quickly Immediate Respond within a short time after the social learning error takes place **Respectful** Polite response free of sarcasm, given in private **Specific** Identify the observable behavior violation from your school-wide matrix	An effective school-wide continuum of response strategies to problem behaviors should include: **Prompt** a visual or verbal cue to signal the occurrence of the desired behavior **Redirect** Restate the desired behavior from the behavioral matrix **Re-teach** Tell, show, practice and acknowledge the desired behavior **Provide choice** Give the student options of desired behaviors **Conference with the student** Have a private conversation and problem solve together how the student can meet the expectations

Trauma Aligned Classroom Practices Crosswalk, Midwest PBIS Network 2019

https://drive.google.com/file/d/13D7JfILa-LCzilNCxF9qLIyDCkS2xeEu/view

Continuum of response strategies for inappropriate behavior	▲ Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. ▲ It is contingent (occurs immediately after the undesired behavior), specific, and brief. ▲ Continuum of response includes: redirection, reteach, contingent instructions, provide choice and conference.	Strategies need to empower the student and teach resiliency skills. Re-teaching skills will help youth replace learned responses that may not be appropriate. A continuum of responses provides the student help regulating their emotions, provides staff the opportunity to relate to the students emotions before reasoning.

Seven Phases of Escalation Managing the Cycle of Acting-Out Behavior In the Classroom , 2nd Edition(Colvin & Scott)
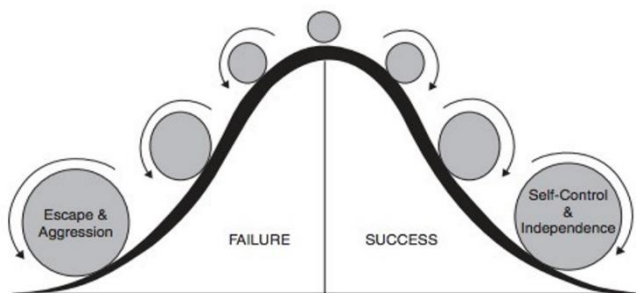
"THE SNOWBALL ROLLING FAST TO THE RIGHT CANNOT BE SLOWED BY THE OCCASIONAL FAILURE. LIKEWISE, THE SNOWBALL ROLLING FAST TO THE LEFT WILL NOT BE SLOWED BY THE OCCASIONAL SUCCESS."

- **TAKE ADVANTAGE OF CALM TIME** - Take advantage of these calm times to pre/re-teach those behaviors that students need to navigate successfully through their learning environment. Identify triggers and how you can teach them ways to get through those circumstances
  Considerations
  - o SAFETY – Creating physical, emotional and psychological safe environments
  - o PREDICTABILILTY – Establishing and maintaining structures, routines and transitions
  - o REGULATION – Teaching and modeling the ability to calm self
  - o RESILIENCY – Support students (and yourself) in the learning and use self-regulation strategies
- **ESTABLIHS POSITIVE RELATIONSHIPS -** A way to work with those students whose emotions are quick to escalate is to establish a positive relationship as part of your routine. This includes nonverbal/verbal behaviors that let them know you care this will work in your favor when trying to redirect It will improve chances of when redirection and distracting them away from escalation
  Considerations
  - o Every member feels respected, validated, and heard
  - o 3-5 positively stated clear expectations (safe, respectful, responsible) *Taught, modeled, reinforced and corrected*
  - o Set the environment for success and structure the space
  - o Follow through with your promises
  - o Be transparent especially when you cannot avoid changes in a situation
  - o Build and maintain positive, healthy relationships. Be that healthy adult in the life of a student
  - o Learn about the student's interests
  - o Respond to requests in a timely manner; follow through
  - o Validate concerns, even if you don't agree
  - o Acknowledge positive efforts made by student
  - o Suspend judgement
- **THINK AHEAD ABOUT TRIGGERS -** Think ahead of where and when those triggers occur and try to develop an environment that avoids those conditions. Its not full proof, we can't control everything that's why we teach how to deal with it. Avoiding triggers maximizes the probability of success.
  Considerations
  - o *Active Supervision required **focused attention** and **intentional observation**. Educators position themselves so that they can observe all students; **watching, counting and listening** at all times. They also use their knowledge of each student's development and abilities to **anticipate what he/she will do**, then get involved and **redirect** them when necessary. This **contant vigilance** helps students learn safely.*
- **BE CONSISTENT -** Inconsistency is confusing and raises the potential for errors
  Considerations
  - o *Be transparent with your response practices: establish and teach what your error corrections procedure and consequences continuum will be in your classroom*
  - o *Design a choice of assignment completion chart for all assignments*
- **STAY IN CONTROL** - It is critical you remain in control of your own emotions. When teachers escalate in their behavior it is a giant predictor that the student will follow suit. Take a deep breath, go back to your instruction, and don't take anything personally. Calmly follow your procedure. You are communicating a genuine concern for the student. Sometimes you have to take bigger steps and provide larger consequences, but it will most effective if done in a calm and unemotional manner
  Considerations
  - o *Discipline ideally is not something we do to students—it should be a quality we want to develop within them. Explore the necessity role of co-regulation in discipline*
  - o *Explore self-care strategies and the compassion resiliency which supports your role in alleviating student, colleague and other's distress while maintaining our well-being, in other words.*

Step 1:

Teach students to identify their stressors.

It's important that students learn to identify how they feel and why they feel that way. I have each student identify the things that make them stressed, upset, and sad. Afterward, students verbally share stressors with each other to start building a community of trust where they feel safe and heard. I often share my own stressors with students to set the tone of the activity as one that is inclusive and judgment free.

Step 2:

Identify what students normally do when presented with stressors.

During this step, I tell students to write down their instinctive and initial reaction to each stressor without stopping to think about whether it's good or bad, or breaks some sort of school or societal rule. Students rate their reactions on a Likert scale, where 1 = Worst Reaction and 5 = Best Reaction. I define and discuss each Likert point with my students so they have a clear picture of how to rate their reactions. Each student shares one of their Likert ratings with peers, along with an explanation for their rating. Using the Likert scale teaches students to objectively look at and evaluate their actions.

Step 3: Brainstorm alternative ways to respond to stressors.

During this step, I introduce the idea of coping skills—conscious efforts to minimize stress or conflict in a positive and constructive way. Once students identify their feelings and stressors, it's important that they learn how to channel their emotions. It's important to make sure every student understands what coping skills are, as well as the idea that strategies are unique and individualized. Students then compile a list of five coping strategies that could work for them, and I have the class make a coping skills poster that I put on the wall. Having a huge list of various coping strategies is a great visual reminder of positive reactions to stressors and gives students ideas they might not have thought of on their own.

Students next revisit their original reaction to a stressor. This step is very powerful because it shows students how to take charge of their reactions instead of being controlled by situations and their emotions. They're empowered to take responsibility for their actions and practice self-regulation skills instead of blaming outside factors. Students discuss

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SEL Worksheet 1

Identifying How I Feel

Name: _____ Date: _____

Instructions: Finish the following statements with specific examples of things in your life that make you feel stressed, upset/mad, or sad.

I feel stressed when _____

_____

_____

I feel upset/mad when _____

_____

_____

I feel sad when _____

_____

_____

SEL Worksheet 2

Reacting to How I Feel

Name: _____ Date: _____

Instructions: Fill in the following statements with your *first* and *automatic* reaction to feeling stressed, upset, or sad. Don't worry that your reaction is good or bad, or what others will think of your reaction.

Statement 1 - Feeling Stressed

When _____ stressed me out,

I usually _____

Statement 2 - Feeling Upset/Mad

When _____ makes me mad,

I usually _____

Statement 2 - Feeling Sad

When _____ makes me sad,

I usually _____

why this new way of coping is more beneficial than their old response and how it could change the outcome of a situation.

Step 4: Practical application and maintenance of coping skills.

I build time into each class period for an exercise I call the 5 Minute Fix. For five minutes, students can share how they've used their coping skills in real-life situations. They can ask for feedback and advice from peers or provide suggestions to those who are struggling. Most importantly, the community is strengthened by these daily check-ins. Allocating five minutes doesn't interfere with my academic lessons, and the benefit to students is significant and impactful. I'll also check in with students informally and keep an eye on those I think need more support. The most important idea I convey during this maintenance period is that coping skills are fluid and flexible. If one skill doesn't work or a student wants to try something new, I always encourage them to do so. It's important they don't get caught up in thinking they can only use certain skills since that can become a new source of stress. Coping skills are a powerful way for all students to build resilience, self-awareness, and self-regulatory skills as they face the stressors of life. Learning how to positively cope empowers them to be self-reflective and take responsibility for their actions. Most importantly, these skills are ones that will benefit them long after they leave my classroom.

SEL Worksheet 3

Self Evaluation of My Reactions

Name: _____ Date: _____

Instructions: FIll in and rate your reactions to your feelings in terms of how helpful they were to you in the situation. *Did they make you feel better? Did they positively affect the outcome of the situation? Were they an appropriate reaction to the situation?* **Objectively and critically think about your reactions.** *If someone else reacted the way you did, how would you rate them?*

My reaction to feeling stressed: _____

5 Best Reaction	4 Good Reaction	3 Okay Reaction	2 Bad Reaction	1 Worst Reaction

My reaction to feeling upset/mad: _____

5 Best Reaction	4 Good Reaction	3 Okay Reaction	2 Bad Reaction	1 Worst Reaction

My reaction to feeling sad: _____

5 Best Reaction	4 Good Reaction	3 Okay Reaction	2 Bad Reaction	1 Worst Reaction

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SEL Worksheet 4

My New Coping Skills

Name: _____ Date: _____

Instructions: Fill out the following statements with 1) the things that make you stressed, upset/mad, and sad, 2) your usual way of reacting, and 3) your new way of coping with the situation.

When _____stresses me out,

instead of _____,

I'll _____.

When _____ makes me mad,

instead of _____,

I'll _____.

When _____ makes me sad,

instead of _____,

I'll _____.

Seven Categories of Choice Making

"within-activities"—student chooses materials to be used in activity
Example: Student can choose which pencil to use or what color paper to use for writing assignment

"between activities"—student selects among different activities
Example: Student can choose to do a math assignment or a language arts assignment

"refusal"—student can elect not to participate in activity
Example: Student can choose to not eat a snack.

"who"—student determines who is included in or excluded from an activity
Example: Student can choose to do an activity with John or with Mary.

"where"—student chooses location for activity
Example: Student can choose to do the activity on the floor or at the desk.

"when"—student determines what time activity should occur
Example: Student can decide to do math first and then do language arts or the student can choose to do part of math in the morning and the rest in the afternoon.

"terminate"—student decides when to end activity
(Best used for activities that do not have a discrete or definite ending point—such as working on a project that will take several days or working on a large puzzle)
Example: Student can decide when he or she is finished with working on the puzzle.

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