Learning Objectives

As a result of attending this webinar, educators will be able to:

- Develop an action plan to create a positive, predictable, and safe classroom environment
- Go "back to basics" with critical practice features
- Identify critical empirically-supported practices to support all learners
- Focus on implementation—monitor and adjust based on data

DEVELOP AN ACTION PLAN

https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template

BACK TO BASICS

RETURNING TO SCHOOL DURING AND AFTER CRISIS: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

June 2020


Guiding Principles

OUTCOMES

SYSTEMS

DATA

EQUITY

PRACTICES

“Back to Basics”

“Back to Basics”

Teach

Support

Screen

Connect

Monitor

Positive, Predictable, & Safe Learning Environments

Students’ Social, Emotional, Behavioral, & Academic Growth

3 Simple Practices that Do It All!

3 Simple Practices that Do It All!

Teach

Support

Screen

Connect

Monitor

Active Engagement

Students’ Social, Emotional, Behavioral, & Academic Growth

Resources to Support Positive Greetings at the Door/Login

Resources to Support Positive Greetings at the Door/Login

https://www.pbis.org/resource/positive-greetings-at-the-door


Resources to Support Active Engagement


https://www.youtube.com/watch?v=L0I020_YLnM&feature=youtu.be

Support All Learners

3 Simple Practices that Do It All!

Specific feedback (5:1 Positive to Corrective Ratio)

We’ll revisit this in the context of Supporting All Learners

“Back to Basics”

Safe Environment

Establish a safe environment (in class and/or online). Teach, prompt, and acknowledge predictable routines, positive expectations and SEB skills. Bridge expectations (teach connections) across settings (e.g., home, school).

Minimize crowding & distraction

Maximize structure & predictability

- Arrange furniture to allow easy traffic flow
- Ensure adequate supervision of all areas
- Designate staff & student areas
- Seating arrangements (groups, carpet, etc.)
- Arrange furniture to maximize safety
- Ensure adequate distance between all areas
- Designate individual staff & student areas
- Seating arrangements to maintain required distance
Safe Environment Examples

- Minimize crowding & distraction
- Maximize structure & predictability

Please share your own examples or questions

Predictable Routines: Critical Features

- Develop Predictable Routines & Schedule
  - Teacher routines
    - Administration time
    - Personal time
  - Student routines
    - Student directed activities
    - Whole group activities
    - Independent activities
- Make smooth, rapid transitions
- Teach/practice routines & transition behaviors

Predictable Routines Examples

ALWAYS

Predictable Routines Examples

School at Home


Predictable Routines Examples

Remote

2020-2021

In Person

Remote

2020-2021

Hybrid

In the chat

Please share your own examples or questions
Positive Expectations: Critical Features

A small number of positively stated expectations
2-3 examples of expected behavior within each routine

Teaching matrix (expectations within routines)

Remote Instruction Matrix Example 2020

https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

School Matrix Example 2020-2021

Ellsworth Elementary School, MI

https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

School Matrix Example 2020

Ellsworth Elementary School, MI

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Positive Expectations: Critical Features

A small number of positively stated expectations
2-3 examples of expected behavior within each routine

Teaching matrix (expectations within routines)

Teach expectations directly using explicit social skills instruction
Actively involve students & provide practice in context
Remote Learning Plan
Lesson Plan Example 2020-2021

Ellsworth Elementary School, MI

Social Skills Lesson Plan Example

Objective

Examples

Materials

Activities

Follow up

Model, Lead, Test (I do, We do, You do)

Prompt, Reinforce, Correct, Monitor, & Evaluate

As part of a Plan to Create Effective Classroom Environments at:

Teaching Expectations Examples

Proctor Elementary School, VT
Remote Learning, CT

Please share your own examples or questions

Prompts & Active Supervision: Critical Features

Prompts
• Delivered before behavior
• State expected behavior
• Reminder of previously taught behaviors

Active Supervision
• Move
• Scan
• Interact

Example Classroom Prompts

Visual, verbal, gestural reminders

“Remember to mute unless it’s your turn”

Please share your own examples or questions

Specific Feedback: Why Praise?

• It works!
  Decades of research support the relationship between positive and specific feedback and student outcomes

• Positive climate & relationships
  Providing positive feedback helps to create a positive classroom climate & develop positive relationships

• It’s all about the ratio!
  Maintain a favorable ratio of positive to corrective feedback

(Cook et al., 2020; Flores et al., 2017; Simonsen et al. 2008)
Specific Feedback: Critical Features

• **Specific Praise**
  "A positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well."

• **Specific Error Corrections or Redirections**
  "An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs (contingent), states the observed behavior, and tells the student exactly what they should do in the future in a brief, concise manner."
  Error corrections should also be calm, private, and instructional.

(Simonsen et al. 2008, pp. 362, 364, emphasis added)

Specific Feedback: Examples

• **Specific Praise**
  – "Nice hand raise."
  – "Clear pronunciation."
  – "Helping your friend was kind."

• **Specific Error Corrections or Redirections**
  – "Instead of talking out, please raise your hand."
  – "That sound is /ā/. What sound? Yes, /ā/."
  – "Rather than laughing, please help your friend clean up the mess."

“An Ounce of Prevention”

• Rather than repeatedly correcting a behavior remember....

“If you can predict, you can prevent” Example

- Challenging behaviors: Students disrupting instruction by annotating and sharing their screen during lesson.
  - What would you do?
  - “Real life doesn’t come with a mute button.”
  - Modify the environment (settings)
  - “If you can predict it, you can prevent it”

Therefore, make this a temporary solution, while you teach & practice respectful behavior.

Additional Strategies to Consider

**Strategies to Acknowledge Appropriate Behavior**
- Behavior Contract
- Token economy
- Group Contingency
- Token economy

**Strategies to Respond to Inappropriate Behavior**
- Planned Ignoring
- Differential Reinforcement
- Brief Time Out from Reinforcement

Also consider...

https://www.pbis.org/resource/the-student-teacher-game
Remote Recognition Examples

FOCUS ON IMPLEMENTATION

Developing Habits of Effective Practice
Building Blocks of Behavior

A Antecedent  B Behavior  C Consequence

Train & Coach  Prompt & Remind  Performance Feedback

Monitor Fidelity & Outcomes  Provide Resources to Support  Celebrate Progress & Successes!

WRAP UP

Function over form

Also see additional action plan templates (family, district/state) at https://www.pbis.org/current/returning-to-school-during-and-after-crisis
“Back to Basics”

**Teach**  
Monitor  
Support  
Screen  
Connect

Positive, Predictable, & Safe Learning Environments

Students’ Social, Emotional, Behavioral, & Academic Growth

**Support All Learners**

- Safe environment  
- Predictable routines  
- Positive expectations  
- Specific feedback (5:1)

**Focus on Implementation**

- Safe environment  
- Predictable routines  
- Positive expectations  
- Specific feedback (5:1)

**Thank You**

for Creating Positive, Predictable, & Safe Learning Environments for All!

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Please let us know what other resources would be helpful now & throughout the year!

[Link to PBIS resources]

Guiding Principles:

- Outcomes
- Utility
- Pratice

Please let us know what other resources would be helpful now & throughout the year!

[Link to PBIS resources]

1. Provide structured & predictable learning
2. Support Academic Learning
3. Support Social-Emotional Learning