REMOTE CONSULTATION FOR THE IMPLEMENTATION OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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Center for Effective Schools

Building the capacity of schools and other child-serving institutions to better serve children and adolescents with, and at risk for developing, emotional and behavioral disorders (EBD).

➢ Apply behavioral principles to systems within preventative framework
  • School-wide Positive Behavioral Interventions and Supports in urban schools
  • Alternative Education settings Positive Behavioral Interventions and Supports
➢ Consultation, Training, and Technical Assistance Services
  • Student-focused, Class-wide, & System-wide Level
  • Professional Development Trainings & Workshops
➢ Product Development
  • Building Essential Skills for Teachers – Effective Instruction (BEST-EI); Remote Instruction (BEST-RI); Classwide Management (BEST-CM); students with and at risk for Emotional and Behavioral Disorders (BEST-EBD)
  • Essential Skills for Behavioral Health Professionals
  • Devereux Classroom Observation Tool (DCOT) and Supportive Behavioral Coaching Model
  • Lunchroom Behavior Game (LBD)
  • Calm Cat Curriculum: Relaxation Skills Training
  • Toolbox of Parenting Skills (TOPS)

Expectations for Today’s Presentation

Be Safe
- Keep Speaker Volume at a Reasonable Level
- Set Computer Screen to a Comfortable Brightness
- Maintain Confidentiality

Be Responsible
- Stay on-task
- Submit any Questions you have in the Chat Box
- Return from break-out rooms on time, if needed, take a quick personal break

Be Respectful
- Listen while others are speaking
- Use positive comments and supportive language
- Minimize other Windows
- Please refrain from using your Cell Phone

OBJECTIVES

By the end of this session, participants will be able to:

▪ Define core elements of remote classroom management for PBIS implementation in remote instruction
▪ Apply remote classroom management strategies to address common remote instruction challenges
▪ Identify steps for implementing a coaching model for remotely observing and sharing feedback with classroom teachers
▪ Describe the role of school psychologists as remote consultant

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SESSION HANDOUTS

Resource Packet

https://bit.ly/3kRIDQ0

AGENDA

- Session Introduction
- PBIS Strategies for Remote Classroom Management
- Activity Scenarios
- Coaching Teachers Remotely
- Considerations for Returning to In-Person Settings
- Summary and Wrap-Up

HOW ARE YOUR STUDENTS CURRENTLY LEARNING?

- Remote Instruction
  - Fully remote, with synchronous and/or asynchronous learning
- Hybrid Instruction
  - Some days in school; some days at home
- In School
  - Socially distant protocols in place

...or a combination of the above?

IT IS NOT ENOUGH TO ALLOCATE TIME FOR INSTRUCTION; WE MUST ALSO ENGAGE STUDENTS IN INSTRUCTION.

The Big Idea:

Maximize learning by maximizing the amount of time students are engaged in learning activities.
The Question:
How can you engage students when instructing remotely?

The good news is...
Good instruction is good instruction.

SWPBIS: CONTINUUM of SUPPORTS

TIER 1 PBIS IN REMOTE INSTRUCTION SETTINGS

Factors Beyond Your Control

- When schools will reopen
- Students’ home environments
- Students’ access to technology and Wi-Fi at a given time
- The functioning of online sites, technological tools, and software

Factors Within Your Control

- The quality of your interactions with students, families, and colleagues
- Whether you report concerning student or adult behavior to the appropriate authorities
- Your self-care
- The type of classroom management supports that you provide to teachers

*These lists are non-exhaustive!
**ABCs of Behavior**

- **Antecedents**: What happens BEFORE the behavior
- **Behavior**: Action we can SEE and COUNT
- **Consequences**: What happens AFTER the behavior

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**Example: Group of Students**

- **Antecedents**: Students are told to get into breakout rooms to have a discussion, but are not given a specific task to complete.
- **Behavior**: Students spend most of the time during the breakout room socializing.
- **Consequences**: Students get to talk to their peers, the teacher ends the breakout room early, and the students get out of doing work.

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**There Are Lots of Things that Lead to Remote Instruction Misbehavior... What Variables Can We Impact?**

- Individual Variables
- Access to Resources
- Lack of Structure
- Skill Deficits
- Performance Deficits
- Not Knowing or Understanding Expectations
- Need for Attention and Recognition of Prosocial Behavior
- Accidentally Reinforcing Undesired Behavior

- **Good News**: Changing these variables, even remotely, has a huge impact on student behavior!

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**Prevent, Teach, Respond Framework**

- **Antecedents**: Prevent
- **Behavior**: Teach
- **Consequences**: Respond

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**How Can We Impact Behavior in the Remote Classroom?**

- **Prevent**: Undesired Behavior
  - Teach behavioral expectations and rules
  - Provide pre-corrections
  - Use lesson agenda
  - Structure transitions
  - Provide increased opportunities to respond

- **Teach**: Expected Behavior
  - Increased: Task Engagement, Prosocial Behavior, Academic Achievement

- **Respond**: Observed Behavior
  - Encourage rule-following by...
  - Acknowledging behaviors we want to see continue
  - Effectively correcting behaviors we don’t want to see continue

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**Remote Classroom Management Planning**

- [Resource Packet p.6](https://bit.ly/3kRIDQ0)

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The Big Idea:
Teaching behavioral expectations is necessary to help students understand how to engage in new learning environments.

Steps to Developing a Remote Learning Teaching Matrix
1. Examine your existing classroom expectations and rules.
2. Create a teaching matrix template.
3. List your existing expectations in your matrix.
4. Identify remote learning activities in which your students may engage.
5. List these activities as "settings" in your matrix.
6. Consider what it will look for students to follow the expectations during each of these activities.
7. List these rules in your matrix.

How can you share this with parents?

Providing Pre-Corrections
Providing prompts or reminders of the expected behavior for any given situation

Pre-Correct Review Expectations
Providing informal refreshers on expectations
Prompting students to define the expectations

The Big Idea:
Regularly review and reference your expectations for remote learning.

Simonsen et al., 2015

Prevent
Increase/Improves
Decreases
Rule-Following
Social Skills
Prosocial Behavior
Disruptions

How to adapt this strategy for remote instruction?
Be creative in how rules are displayed and taught remotely. Adjust settings and rules to meet needs of remote instruction. Consider including parents to help them develop rules for home.

Simonsen et al., 2015

Prevent
Increase/Improves
Decreases
Rule-Following
Social Skills
Prosocial Behavior
Disruptions

How to adapt this strategy for remote instruction?
Provide precorrections more frequently due to new rules and lack of in-person use of physical prompting or proximity.

Simonsen et al., 2015
Delivering Requests and Redirections

Xavian, take a deep breath and use respectful, school-appropriate language, please.

Delivering Praise

Thank you for emailing me, Jenesis. It was very responsible of you to follow up and ask for help with that assignment.

The Big Idea:
Routines and structure are just as important for remote instruction as they are for face-to-face instruction.

Steps for Using a Lesson Agenda
1. Agenda is posted and visible to student(s)
2. Agenda includes a list of assignments/activities
   - Optional – includes time limits
   - Optional – includes expectations for communication
3. Review agenda at the beginning of class, and refer to agenda during within-class transitions.
4. During the lesson, follow the content of the agenda
   - Optional – monitor time using a timer

Structure Transitions
Defining and communicating procedures for between- or within-class transitions

How to adapt this strategy for remote instruction?
- Be explicit in expectations for transitions
- Provide visual and verbal cues to lesson agenda
- Be mindful of the Premack principle and order of activities

LESSON AGENDA EXAMPLES FOR DIGITAL INSTRUCTION:
1. Group: Review states and capitals (AL, AK, AZ, AR, CA, CO)
2. Group: Introductory video of CT
3. Group: Read/answer questions about CT
4. Independent: Practice states and capitals
5. Social Time/Group Game
The Big Idea:
Lesson agendas and the order of activities can also contribute to effective transitions during remote instruction.

Remote Learning: Transition Tips and Tricks

1. Begin instruction with a moderately-preferred activity
2. Save social time for the end of instruction
3. Use the lesson agenda to aid transitions from one activity to another
4. Include precorrections at the start of each new activity
5. Plan a highly preferred activity for the end of the instructional session

Steps for Conducting Effective Transitions

1. Provide a transition reminder
   - 1-5 min in advance
2. At time of transition, state new activity/location and specific directions for transition
3. Monitor the transition
   - Observe for demonstration of behavioral expectations
4. Give feedback during the transition
   - Deliver praise
   - If needed, deliver correction and opportunities for practice

Prevent

Offer Opportunities to Respond

<table>
<thead>
<tr>
<th></th>
<th>Increases/Improves</th>
<th>Decreases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Engagement</td>
<td></td>
<td>Disruptions</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How to adapt this strategy for remote instruction?
Be creative in using technology for saying, doing, writing, and reading opportunities to respond
Use activity packets for asynchronous instruction

Learning is not a spectator sport
Many responses
Many responders

The Big Idea:
Provide many OTRs, involve all students, and provide adequate thinking time.
HOW MANY OTRs SHOULD I PROVIDE?

Simple Responses
• Examples: Unison choral responses, gestures, response cards
• 3-5 OTRs per minute

More Complex Responses
• Examples: Written answers, math problems
• At least 1 per minute

REMOTE LEARNING OTRS

Saying
Choral Responses
• “Say it after me!”
• Gesture cue
Individual Responses
• Give enough wait time
• Don’t rely just on volunteers
Class discussions

Doing
Point or Touch
• Response card
Hand Signals
• Thumbs up
Facial Expressions
• Show emotion reaction to story

Writing
White boards
• White board or paper/pencil
• “Just Two”
• Write down just two things you... 
• Learned about
• Want to remember about
• Are wondering about

Silent/Whisper
• “I’m going to read, and when I stop, you say the next word.”

Individual Responses
• Give enough wait time
• Don’t rely just on volunteers

Class discussions

How Many OTRs Should I Provide?

Simple Responses
• Examples: Unison choral responses, gestures, response cards
• 3-5 OTRs per minute

More Complex Responses
• Examples: Written answers, math problems
• At least 1 per minute

Reflect: Prevention Strategies

1. Define and Teach Rules and Expectations
2. Provide Pre-Corrections
3. Structure Transitions
4. Use Lesson Agenda
5. Offer Opportunities to Respond

Think about the remote instruction in your setting...
• Which of these strategies do you see used most commonly?
• Which of these strategies do you see used least commonly?
• How could better implementation of these strategies lead to improved outcomes for students and teachers?

How Can We Impact Behavior in the Remote Classroom?

Prevent Undesired Behavior
• Teach behavioral expectations and rules
• Provide pre-corrections
• Use lesson agenda
• Structure transitions
• Provide increased opportunities to respond

Teach Expected Behavior
Increased:
• Task Engagement
• Prosocial Behavior
• Academic Achievement

Respond Observed Behavior
Encourage rule-following by…
• Acknowledging behaviors we want to see continue
• Effectively correcting behaviors we don’t want to see continue

The Big Idea:
Being creative with acknowledgments provided remotely can improve behavior.

Acknowledgments

Recognition provided to students for following expectations

Increases/Improves
Decreases
Rule-Following Behavior
Disruptions

How to adapt this strategy for remote instruction?
Consider virtual privileges and activities in which students can engage
Continue to provide behavior specific praise

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ACKNOWLEDGEMENTS IN REMOTE CONTEXTS

- Praise
  - Verbal praise
  - Recognition (e.g., newsletter, padlet, etc.)
- Privileges
  - Skip a section of an assignment
  - Virtual lunch with the teacher
  - Extra credit
- Preferred Activities
  - Play a class game
  - Choose partner for an assignment
- Tangibles
  - School swag (sent to home)

PADLET

CERTIFICATES

# You've been T.A.Gged

The Big Idea:
Specific redirections are the most effective types of corrective behavioral feedback, even in remote learning.

CONTINUUM OF STRATEGIES FOR RESPONDING TO INAPPROPRIATE BEHAVIOR

- Error correction provided by an adult following the occurrence of an undesired behavior

- Increases/Improves
- Decreases
- Rule-Following Behavior
- Disruptions

- How to adapt this strategy for remote instruction?
  - Label and operationally define the problem behaviors in a remote setting
  - Determine procedure for privately addressing the behavior with a student

Problem Behavior Considerations for Remote Learning

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
<th>Corrective Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audible disruption</td>
<td>Minor disruptive talk (e.g., noises, off-topic talk) that is distracting to teacher and/or peers</td>
<td>1. Effective request</td>
</tr>
<tr>
<td>Visual disruption</td>
<td>Gestures or video display that is distracting to teacher and/or peers</td>
<td>2. Effective redirection</td>
</tr>
<tr>
<td>Inappropriate chat messages</td>
<td>Sending chat messages that are disruptive (e.g., off-topic) or include profanity</td>
<td>3. Follow through with consequence (muted, turn off video, disable chat) or praise</td>
</tr>
<tr>
<td>Leaving class without permission</td>
<td>Walks away from the video screen</td>
<td>4. Follow-Up individually with child to problem solve</td>
</tr>
</tbody>
</table>
**DELLIVERING EFFECTIVE CORRECTIONS**

**Effective Request**
- Brief statement directing student(s) to do expected behavior
- Allow time for compliance

**Redirect**
- State that expectations are not being met
- Re-state expected behavior and identify positive consequence

**Follow-Up**
- Praise for compliance or follow through with negative consequence

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**CONSIDERATIONS FOR CORRECTIONS**

Avoid redirecting publicly

Do not state as “I need/want…”

Present as statement, not question

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**REFLECT: RESPOND STRATEGIES**

1. Acknowledgments
2. Use a Continuum of Strategies for Responding to Inappropriate Behavior

Think about the remote instruction in your setting…
- Which of these strategies do you see used most commonly?
- Which of these strategies do you see used least commonly?
- How could better implementation of these strategies lead to improved outcomes for students and teachers?

---

**AGENDA**

- Session Introduction
- PBIS Strategies for Remote Classroom Management
- Activity Scenarios
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- Considerations for Returning to In-Person Settings
- Summary and Wrap-Up

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**ACTIVITY SCENARIOS**

<table>
<thead>
<tr>
<th>Scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your last name begins with:</td>
</tr>
<tr>
<td>- A-F: Student Engagement</td>
</tr>
<tr>
<td>- G-L: Parent Engagement</td>
</tr>
<tr>
<td>- M-R: Student Behavior Management</td>
</tr>
<tr>
<td>- S-Z: Teacher Stress and Burnout</td>
</tr>
</tbody>
</table>

1. Locate the column for your assigned scenario on the Padlet and read the scenario

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**ACTIVITY SCENARIOS**

*Student Engagement*
Ms. Greene has been working hard to adapt her teaching materials for remote learning, but she is finding that over time, her students are misbehaving more and not participating in class discussions. Ms. Greene reaches out to you for strategies to improve student engagement in her lessons.

What prevention strategy could you try?  What responding strategy could you try?

*Parent Engagement*
Mr. Jones is an elementary school teacher who sent home a letter to parents in the beginning of the year explaining how they can support their child with remote learning. Recently, he has noticed that parents are either too involved (e.g., participating in group chats in the class Google Meet) or not present (e.g., not responding to check-in emails; not picking up weekly student learning materials from school). Mr. Jones reaches out to you to help build parent engagement.

What prevention strategy could you try?  What responding strategy could you try?

*Teacher Stress and Burnout*
Ms. Robinson is struggling to effectively implement all of the remote learning technology and student behavior management. She is always pulling together classroom materials last minute because she feels behind, and she needs help managing the multiple Teams student sessions that she has with students throughout the day. Ms. Robinson reaches out to you to help her manage her stress during remote learning.

What prevention strategy could you try?  What responding strategy could you try?
AGENDA

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WHY SUPPORT CLASSROOM STAFF?

- Many educators do not receive enough, if any, pre-service training in evidence-based classroom management practices
- Training on classroom management alone is insufficient
- Positive effects found when training is supplemented with some combination of ongoing:
  - Self-management
  - Coaching
  - Consultation
  - Performance feedback

The Question:

How can we coach teachers to engage in effective practices remotely?

The good news is...

Good consultation is good consultation.

- Video conferencing is emerging as an acceptable consultation practice, specifically for classroom management
- Core principles of consultation remain:
  - Build rapport
  - Identify problem
  - Analyze problem
  - Implement the plan
  - Evaluate the plan

REMOTE CONSULTATION CHALLENGES

- Individual teacher variables
- Technology access to the virtual classroom
- Limited opportunities for behavioral consultation
- Disruption to the virtual classroom when coach
- Fewer “face-to-face” opportunities for feedback
- Groups of teachers have different needs
- Heightened staff stress levels
- Cannot observe non-digital remote instruction
- Observation tools would need modifications
- Limited opportunities for behavioral consultation

A MULTI-TIERED SUPPORT FRAMEWORK FOR TEACHERS

- Tier I: Intensive PD: Data-driven Consultation
- Tier II: Targeted PD: Self-management or Performance feedback
- Tier III: Universal PD: Training and Self-monitoring

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**TIER 1 SYSTEMS LEVEL CONSULTATION**

**Universal Professional Development**

- Training
- Self-Monitoring
- Collaboration

**Brief trainings for staff on core remote instruction management skills**

**Pre-recorded training options for flexible viewing**

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**TIER 1 SYSTEMS LEVEL CONSULTATION**

**Universal Professional Development**

- Self-Monitoring

- Generate checklists based on the skills trained
- Encourage staff to self-monitor using the checklists

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**TIER 1 SYSTEMS LEVEL CONSULTATION**

**Universal Professional Development**

- Collaboration

- Technology to facilitate collaboration
  - Slack
  - Teams
  - Padlet
- Peer mentors to observe each other

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**The Big Idea:**

Brief trainings, self-monitoring strategies, and collaboration opportunities can help all staff.

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**A MULTI-TIERED SUPPORT FRAMEWORK FOR TEACHERS**

Tier I: Intensive PD: Data-driven Consultation

Tier II: Targeted PD: Self-Management or Performance Feedback

Tier III: Universal PD: Training and Self-Monitoring

Progress Monitoring: Walk through, Data Screen, & Teacher-collected Data

Simonsen et al., 2014

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The Question:
How can we create a “standard protocol intervention” for teachers at Tier 2 for remote learning?

SCHOOL PSYCHOLOGIST AS “COACH”

- Knowledge of evidence-based practices
- Assessment experience
- Consultation skills
- Data-based decision making expertise

**Unique Expertise**
- Key classroom management skills
- Identifying skill areas that are lacking among classrooms
- Developing coaching model
- Summarizing coaching data
- Importance of integrity of classroom management skill use
- Determining classrooms that need the greatest support
- Performance feedback procedures
- Making decisions based on data

**TIER 2 CONSULTATION: COACHING CLASSROOMS**

- Standardized set of skills to support multiple classrooms
- Provide feedback to the individual classroom

**COACHING MODEL CORE ELEMENTS**

- Why?
- Who?
- What?
- When?
- Where?
- How Often?

**BUILDING REMOTE CLASSROOM COACHING SYSTEMS PLANNING FORM**

- What is the purpose of coaching in your building?
  - Develop a “mission” for coaching
  - Communicate mission/purpose to staff to increase buy-in

  **Consider:**
  - Does your school experience:
    - High reports of problem behavior?
    - Low staff implementation of trained procedures?
    - Poor maintenance of initially implemented classroom management strategies?
    - Challenges with teachers managing remote learning environments?
WHY COACH CLASSROOM STAFF?

- **Remote**: Keeping students engaged when technology is not available; using technology effectively when it is available
- **Hybrid**: Managing behavior in multiple settings
- **In Person**: Managing behavior in socially distant classrooms

Building Classroom Coaching Systems:

Planning Form

https://bit.ly/3kRIDQ0

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WHO WILL SERVE AS COACHES?

**ADMINISTRATOR SUPPORT**

- **Identifying the Need for “Tier II” Staff Coaching**
  - Help staff before individual consultation required
  - Improve student engagement

- **Involving the Administrator**
  - Coaching meetings
  - Discuss staff data, progress, and next steps

- **Keeping the Process Non-Evaluative**
  - Share group level progress
  - Remove individual teacher names from graphs

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WHAT DATA WILL YOU COLLECT?

**Types of Tools**

- Frequency counts (e.g., praise, OTR)
- Checklists with task-analyzed steps (e.g., teaching expectations, pre-corrections, routines, corrections)

**Screening**

- Student discipline referrals
- Teacher requests for support
- Self-monitoring ratings
- Direct observations

**Progress Monitoring**

- Self-monitoring ratings
- Direct observations

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Why?

Who?

What?

When?

Where?

How Often?

Who will serve as coaches?

**Consider**:

- You (School Psychologist)
- Peer coaches vs. other coaches
- Time needed for coaching duties
- Coach “lead”

What role will administrators play?

- When and how will administrators and coaches meet to discuss process and progress? (i.e., “coaching” meetings)

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Why?

Who?

What?

When?

Where?

How Often?

What skills will you coach?

What data will you collect?

What data will you need to collect to determine which classrooms need the most help?

What data will tell you how classrooms are improving?

What decisions will you make based on the data?

Think: supports for non-responders, acknowledgements for implementation with high fidelity, etc.

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**SAMPLE AGGREGATE COACHING DATA**

<table>
<thead>
<tr>
<th>Week</th>
<th>Praise Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>7.29</td>
</tr>
<tr>
<td>Week 1</td>
<td>3.33</td>
</tr>
<tr>
<td>Week 2</td>
<td>5.15</td>
</tr>
<tr>
<td>Week 3</td>
<td>4.30</td>
</tr>
<tr>
<td>Week 4</td>
<td>3.60</td>
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<td>Week 5</td>
<td>4.40</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Week 9</td>
<td>4.30</td>
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<td>Week 10</td>
<td>2.88</td>
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<td>Week 11</td>
<td>2.90</td>
</tr>
<tr>
<td>Week 12</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**WHO AND WHAT WILL YOU COACH?**

- **Remote:** What types of remote classroom management skills do teachers need support with the most?
- **Hybrid:** Which teachers are struggling with managing the hybrid context?
- **In Person:** What skills are most salient in managing socially distant classrooms?

**Why?**

**Who?**

**What?**

**When?**

**Where?**

**How Often?**

**WHERE WILL YOU COACH?**

<table>
<thead>
<tr>
<th>Remote Settings</th>
<th>In-Person Settings (Socially Distant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Join video conference classrooms</td>
<td></td>
</tr>
<tr>
<td>• May need to plan time with teacher in advance</td>
<td></td>
</tr>
<tr>
<td>• Video recordings</td>
<td></td>
</tr>
<tr>
<td>• Video conference sessions during live instruction</td>
<td></td>
</tr>
</tbody>
</table>

Consider the utility of self-monitoring tools in your setting for progress monitoring.

**Where will you coach?**

- Classrooms...but how will you observe remotely?
- Non-classroom settings (e.g., lunchroom, playground, etc.)

**Where will you share the data/feedback?**

- In mailbox? Via email? Public posting?

**Where will you store the data?**

- Easy place to access the data; track progress over time (e.g., locked file, excel document)
WHEN, WHERE, AND HOW OFTEN WILL YOU TRAIN AND COACH?

- Remote: Can you join virtual classrooms?
- Hybrid: Will pre-recorded trainings give you more flexibility?
- In Person: Can you use videoconferencing platforms to observe?

The Big Idea:
By identifying common remote instruction needs, you can coach groups of teachers to implement PBIS classroom strategies.

The Question:
What consultation considerations do we need to consider upon returning to school?
HOW CAN WE IMPACT BEHAVIOR UPON RETURN TO SCHOOL SETTING?

Prevent Undesired Behavior
- Teach behavioral expectations and rules
- Provide pre-corrections
- Structure transitions
- Use lesson agenda
- Provide increased opportunities to respond

Teach Expected Behavior
- Increased:
  - Task Engagement
  - Prosocial Behavior
  - Academic Achievement

Respond Observed Behavior
- Encourage rule-following by...
  - Acknowledging behaviors we want to see continue
  - Effectively correcting behaviors we don't want to see continue

Address Hygiene & Social Distancing

Simonsen et al., 2015

PREVENTION:
ADDRESS HYGIENE & SOCIAL DISTANCING

- Modify the teaching expectations matrix to include new rules
  - Hand washing, social distancing, managing materials, etc.
  - Teach these new rules
- Provide more frequent pre-corrections for students to practice the new hygiene and social distancing practices
- Allow for more time with transitions to allow for hygiene practices and social distancing

RESPONDING:
ENCOURAGE HYGIENE AND SOCIAL DISTANCING

- Adjust your school-wide acknowledgment system to provide reinforcement for following new protocols
  - For staff
  - For students
- Plan for corrective consequences for not following the expectations and rules
  - Refusing to wear masks
  - Congregating in large groups
  - Visiting locations in the school that are off-limits

The Big Idea:
Teach and encourage the hygiene and socially distant behaviors you want to see.

How will you provide consultation upon return to in-person instruction?

Consider...
- Social distancing protocols
- Continued use of technology for observations
  - Live stream video
  - Video recordings
- Staff self-monitoring options
- Written feedback (i.e., paper form, email)

AGENDA

Session Introduction
PBIS Strategies for Remote Classroom Management
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THE “BIG IDEAS”

▪ Maximize learning by maximizing the amount of time students are engaged in activities.

▪ Good instruction is good instruction, even remotely.

▪ Prevent, teach, and respond effectively to encourage expected remote learning behavior.

▪ Good consultation is good consultation, even remotely.

▪ By identifying common remote instruction needs, you can coach groups of teachers to implement PBIS classroom strategies.

REFERENCES


