

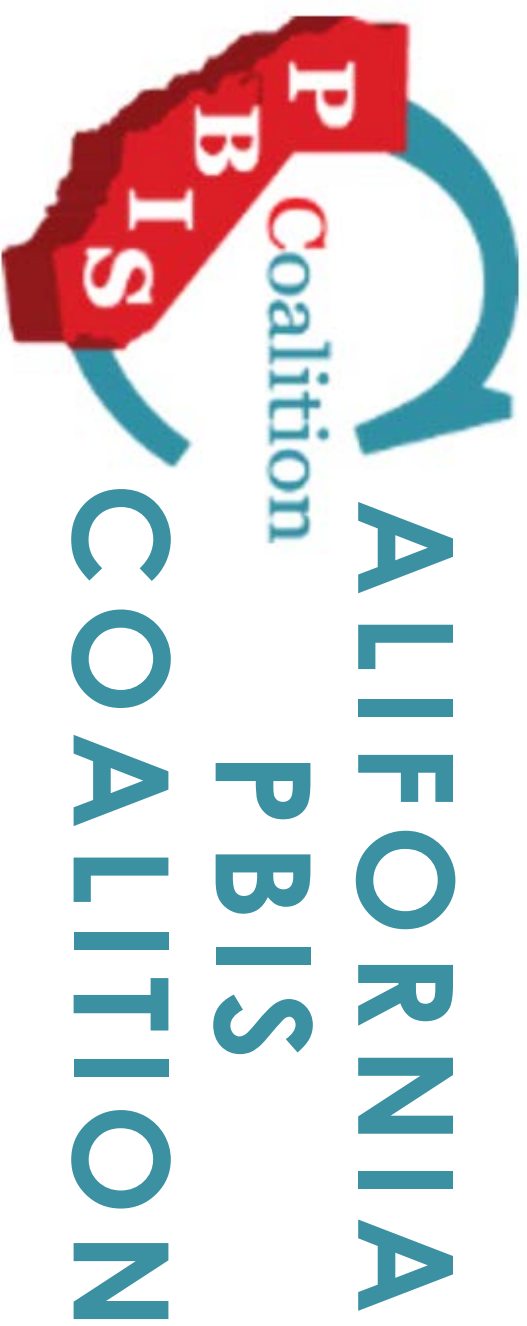
PBIS Response Practices for the Virtual Classroom

We will begin at 1:00 p.m.

The materials for this webinar can be found at:

<https://tinyurl.com/may-webinars>





A COLLABORATIVE ORGANIZATION USING EVIDENCE-BASED, CULTURALLY RELEVANT PRACTICES TO BUILD THE CAPACITY FOR ALL STAKEHOLDERS IN THE IMPLEMENTATION OF PBIS AS A MULTI-TIERED SYSTEM FOLLOWING THE NATIONAL PBIS BLUEPRINTS FOR PROFESSIONAL DEVELOPMENT, IMPLEMENTATION, AND EVALUATION.

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Barbara Kelley

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Caltac PBIS

promoting safe and equitable learning environments

Welcome to **zoom**:

Guide to Collaboration

Microphone



Please make sure your microphone is muted

To mute or unmute, you can click the icons next to your name on the left, or on the bottom of your zoom screen on the left

Chat



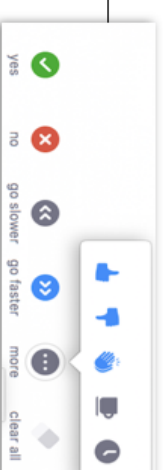
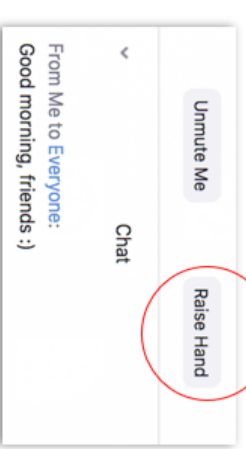
Please use the chat box to communicate with the presenter and each other, it's a great way to interact!

If you don't see the chat box on the right of your screen, you can click on the Chat icon on the bottom and it will appear

Questions

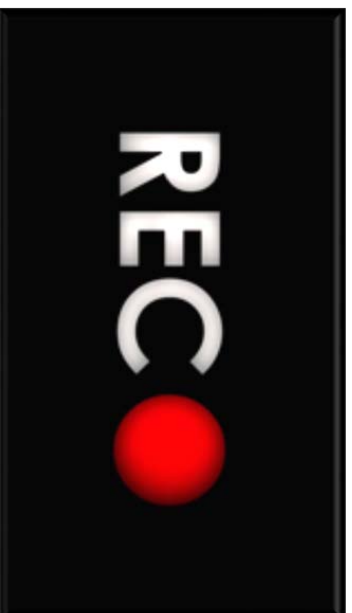
If you have a question, please raise your hand

Click Raise Hand in the Chat Box to the right of the screen



To interact with the presenter, please use the guidance buttons provided on the right side of the zoom screen within the participant/chat box.

THIS SESSION IS BEING RECORDED



To continue to provide resources with our communities at large, this webinar will be recorded and available at

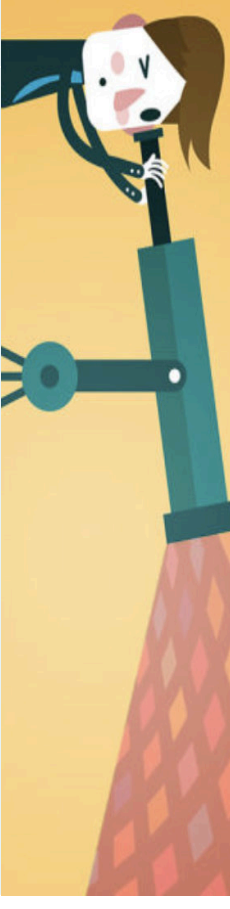
www.pbisca.org

OBJECTIVES



- ▲ Provide PBIS principles for responding to minor misbehaviors in a virtual classroom
- ▲ Examine the keys to success for responding to challenges in the virtual classroom

EXPECTATIONS



Be Respectful

Place yourself on mute.
Use the CHAT box to ask questions and answer prompts.

Be Safe

Continue the “Safe at Home” protocol.
Use physical distancing.

Be Responsible

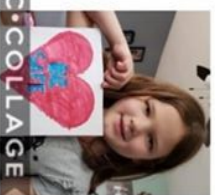
Increase your social-emotional connections more than ever!
BREAK OUT ROOM Routine

What do YOU miss the most from Your classroom and life at school?

- ▶ hugs, giggles & smiles
- ▶ Senior graduation
- ▶ Interaction with kids
- ▶ Day to day drama
- ▶ The routine
- ▶ Being a role model
- ▶ The random funny things kids say
- ▶ “aha” moments
- ▶ My amazing co-workers
- ▶ Working with never-ending inquisitive minds
- ▶ high energy and joy
- ▶ Excitement on the kids' faces when they enter my classroom
- ▶ End-of-the-year festivities
- ▶ The high energy and joy



- 



TIERED FIDELITY INVENTORY (TFI)

“Don’t correct something if you haven’t taught it.”

“Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.”

~ **Rob Horner**

1.5 Discipline Policies:

Consistently implemented approaches that are:

 **Proactive & Preventative,**

 **Positive**

 **Instructive**

 **Restorative**



TIERED FIDELITY INVENTORY (TFI)

"...the key to successful classroom management is prevention of problems before they start, not knowing how to deal with problems after they have begun."

—George Sugai and Brandi Simonson

1.8 Classroom Procedures:

Tier I features which includes:

🦋 **school-wide expectations,**




🦋 **routines,**

🦋 **acknowledgements,**

🦋 **in-class continuum of consequences**

are implemented within classrooms and consistent with school-wide systems.

- 
- ✿ Follows a continuum that is **proactive, instructive** and **restorative**; Minors misbehaviors are addressed with an instructional focus
 - ✿ Empowers students and **teach resiliency** skills
 - ✿ Replace learned responses with **taught appropriate behavior**
 - ✿ Helps students with **self-regulation**

Minors misbehaviors are addressed
with an instructional focus



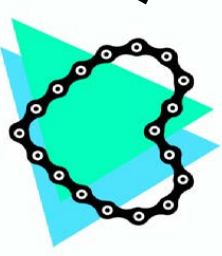
WHAT ARE SOME MINOR
MISBEHAVIORS HAPPENING
DURING REMOTE
LEARNING?

MANTRA:

*How am I going to prevent this
behavior from happening again?*

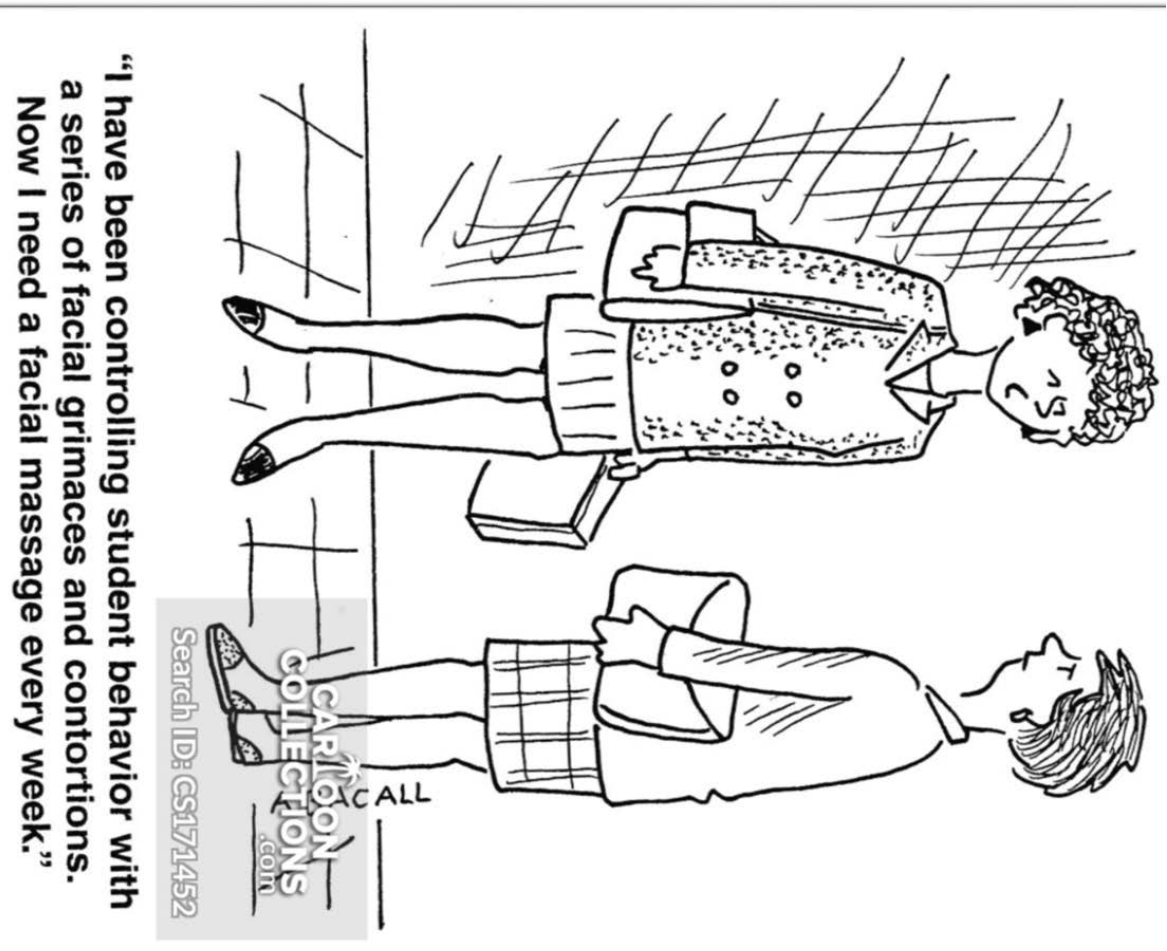
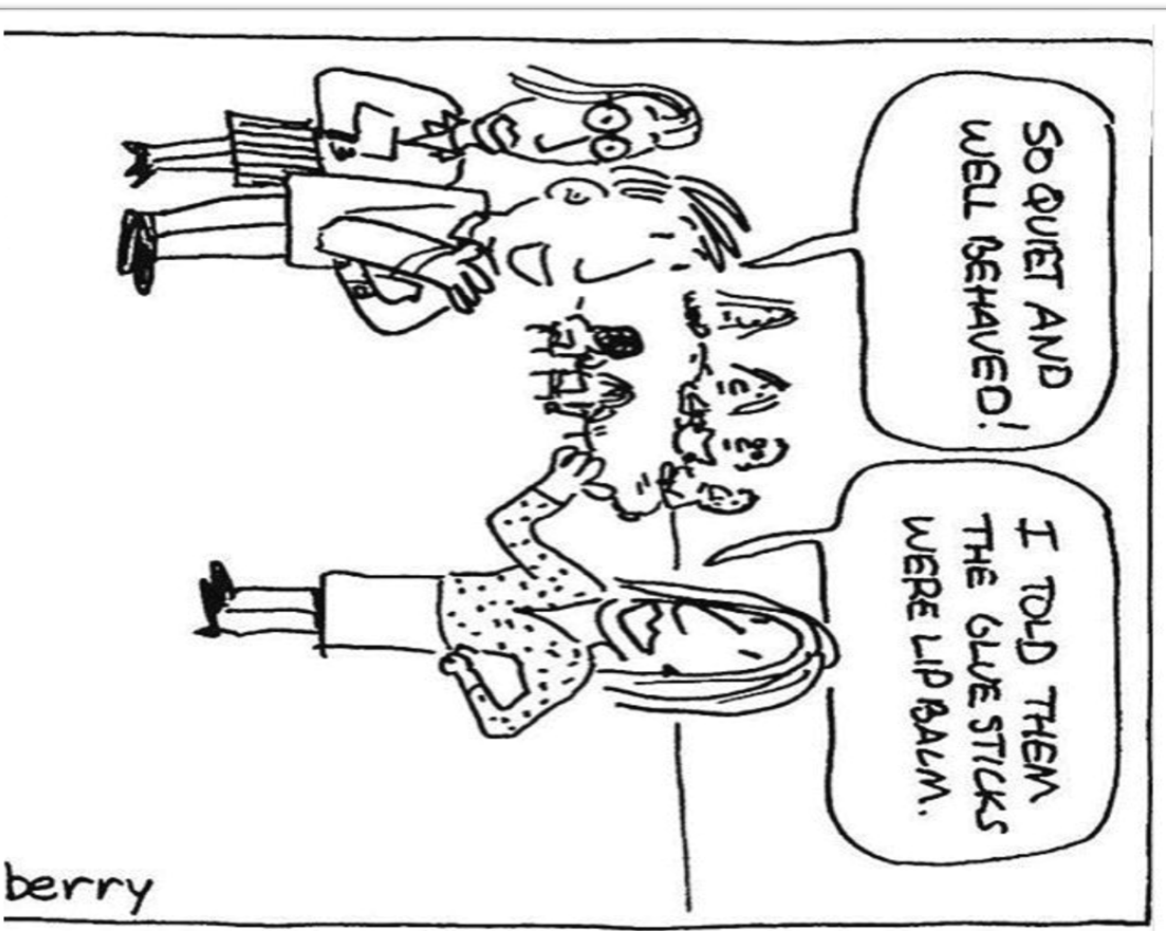
CONTINUUM OF STRATEGIES TO RESPOND TO INAPPROPRIATE BEHAVIOR

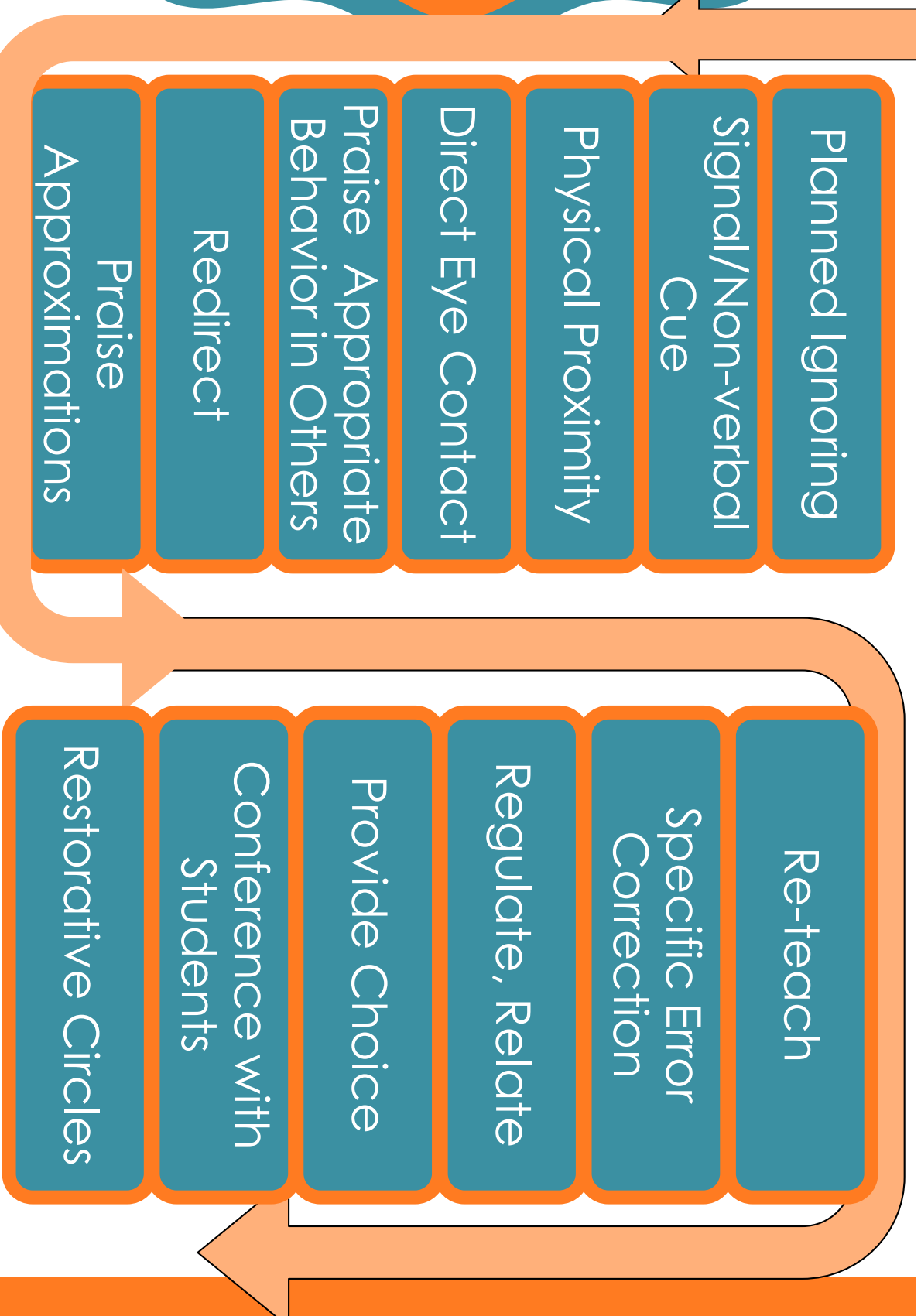
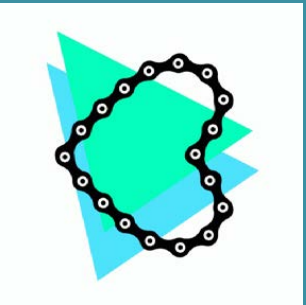
▲ Highly effective teachers have a toolkit of respectful strategies that diminish the frequency, intensity, and/or duration of inappropriate behaviors.



▲ A continuum is necessary because no single strategy is effective for all students or all behaviors.

▲ Strategies should recognize the function of the behavior and be applied with a growth mindset toward student development.



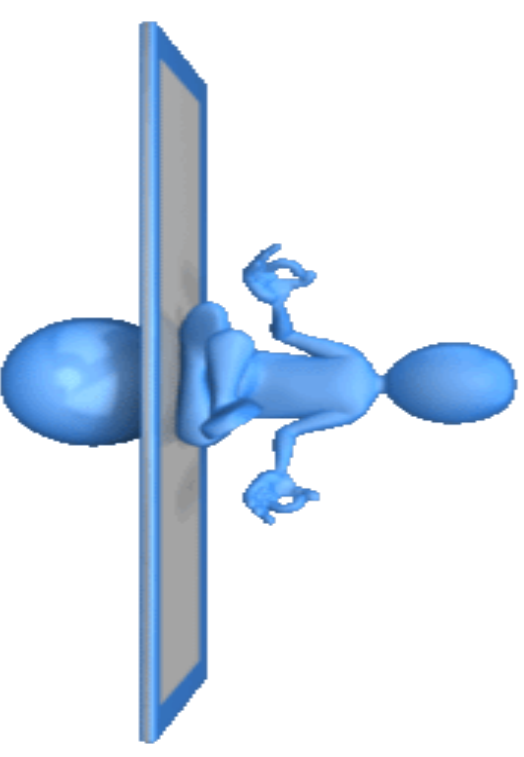


What
does that
look like
in a virtual
classroom?

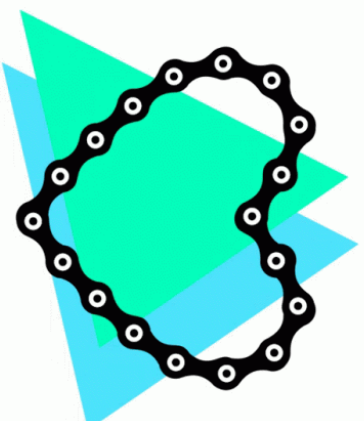
ERROR CORRECTION
Use brief,
contingent, and
specific error
corrections

Calm
Consistent
Brief
Immediate
Respectful
Specific

Prompt
Redirect
Re-teach
Provide choice
Conference with the
student

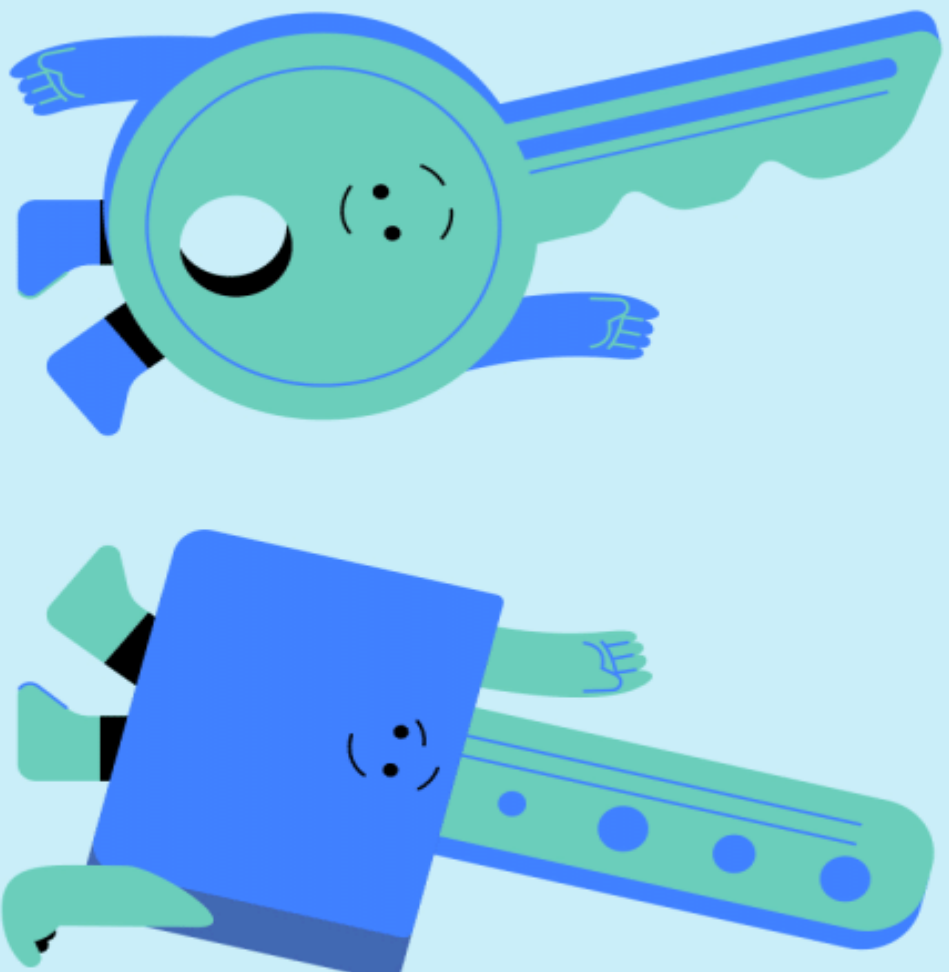


Teachers have a toolkit of respectful strategies that diminish the frequency, intensity and /or duration of inappropriate behaviors.



What is in your virtual classroom toolkit?

KEYS TO SUCCESS





SAFETY – Creating physical, emotional and psychological safe environments

PREDICTABILITY – Establishing and maintaining structures, routines and transitions

REGULATION – Teaching and modeling the ability to calm self

RESILIENCY – Support students (and yourself) in the learning and use self-regulation strategies

**TAKE ADVANTAGE
of
CALM TIMES**

Take advantage of these calm times to pre/reteach those behaviors that students need to navigate successfully through their learning environment.

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 _____

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 _____

Step 1: Teach students to identify their stressors.**Step 2: Identify what students normally do when presented with stressors.****Step 3: Brainstorm alternative ways to respond to stressors.****Step 4: Practical application and maintenance of coping skills.**

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

My reaction to feeling upset/mad: _____

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

My reaction to feeling sad: _____

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

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 _____

<https://www.edutopia.org/article/4-step-process-building-student-resilience>



ESTABLISH POSITIVE RELATIONSHIPS



**They don't care how
much you know
until they **know**
how much you **care**.**

- Theodore Roosevelt



TeacherTreasures.com

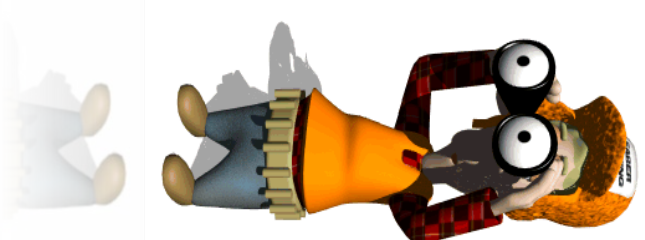
A young boy with short dark hair and glasses is sticking his tongue out playfully. He is wearing a dark blue long-sleeved shirt. The background is a yellow wall with some artwork. The image is framed by a teal border at the top and bottom, and a blue diagonal graphic element on the right side.

THINK AHEAD ABOUT TRIGGERS

WHAT ARE SOME TRIGGERS THAT YOU HAVE OBSERVED IN SOME OF YOUR STUDENTS DURING REMOTE LEARNING?



Active Supervision requires **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 **constant vigilance** helps students learn safely.





BE CONSISTENT

Inconsistency is confusing and raises the potential for errors.

Be transparent by teaching your error correction process and use of choice.

ERROR CORRECTION

Use brief, contingent, and specific error corrections

Calm
Consistent
Brief
Immediate
Respectful
Specific

Prompt
Redirect
Re-teach
Provide choice
Conference with the student

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.

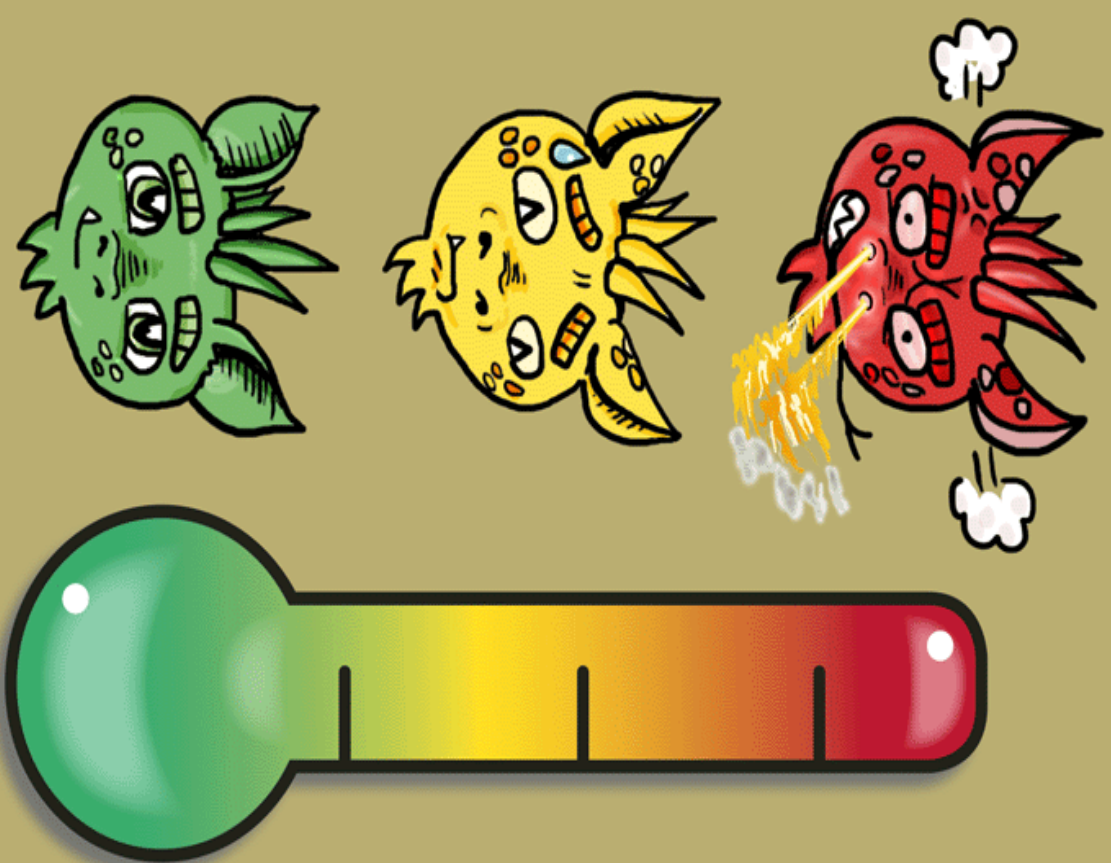
“when”—student determines what time activity should occur
Example: Student can decide to do math first and then do language arts or the student can choose to do part of math in the morning and the rest in the afternoon.

“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.



REMAIN
IN
CONTROL

A TEACHER'S
BRAIN SHOULD
RESEMBLE A
THERMOSTAT
RATHER THAN
A
THERMOMETER
WHEN IT
COMES TO
DISCIPLINING
A STUDENT

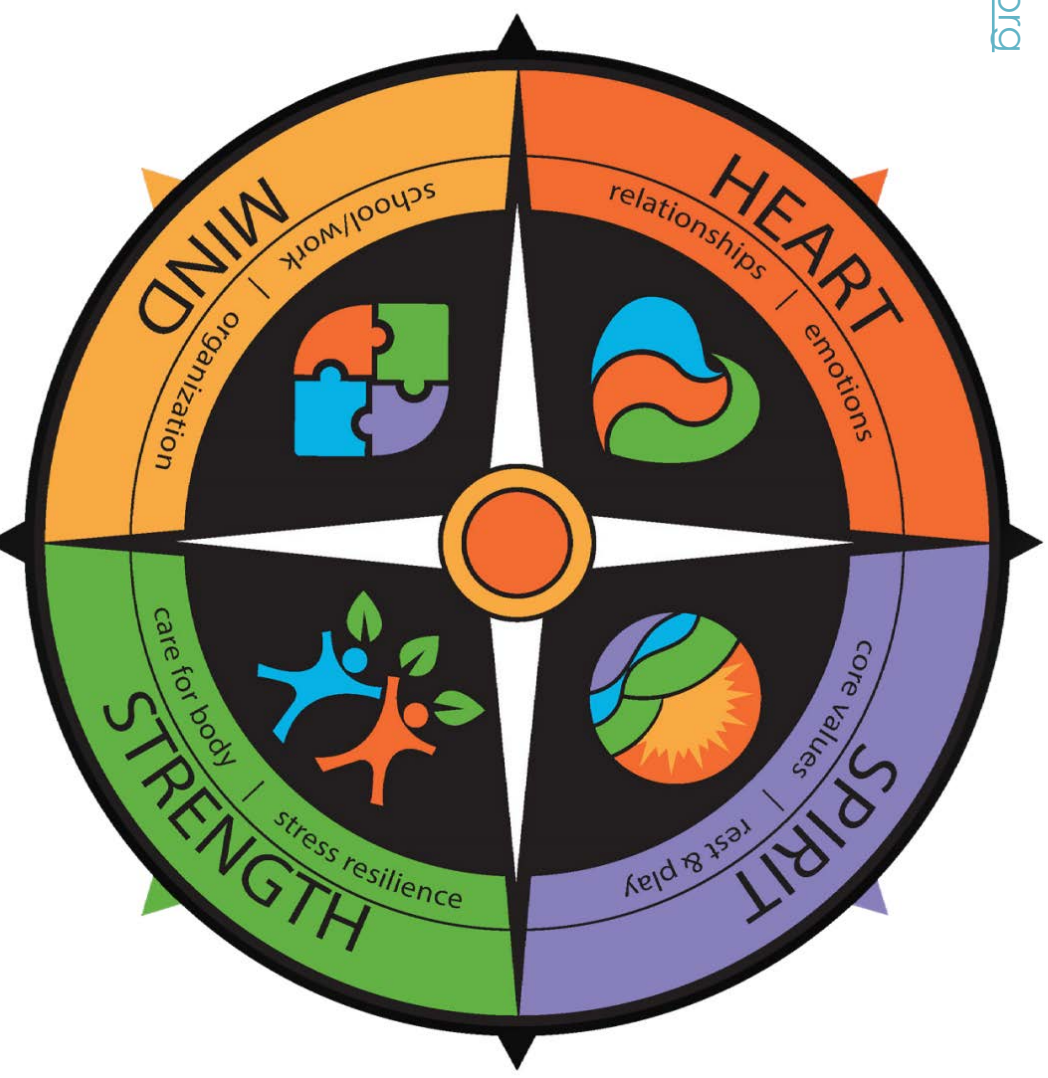


Compassion Resilience

<https://compassionresilience toolkit.org>

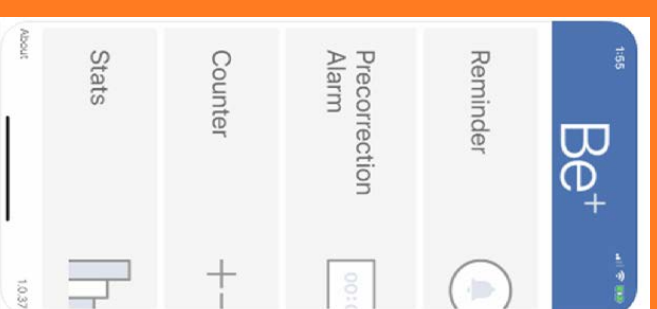
Compassion is concern for the wellbeing of others. It includes both the awareness of others' distress coupled with a desire to alleviate it. At the same time that we desire to alleviate another's distress, we also are confronted with the reality that we cannot "fix" another person's pain.

Explore our professional role in alleviating student, colleague and other's distress while maintaining our well-being, in other words.



**Please share your thoughts
on our evaluation:**

<https://tinyurl.com/CPCwebinareVAL>



IN CLOSING: PRESENT AT THE CA PBIS CONFERENCE

Submit Proposal
Here

The California PBIS Coalition 2020 Conference



**2020 California Conference on
Positive Behavioral
Interventions & Supports**
Leading the Way for Positive and Equitable Schools

September 21-22, 2020 General Conference*
September 23, 2020 Post-Conference
at the Hyatt Regency in Sacramento, CA

Proposals Due 5/29/2020



IN CLOSING: CA PBIS RECOGNITION SYSTEM UPDATE



<http://www.pbisca.org/departments/educationalservices/prevention/cpc/pbis/Pages/srscomingsoon.aspx>

UPCOMING EVENTS

<http://www.pbisca.org/departments/educationalservices/prevention/cpc/pbis/Pages/events.aspx#>



CPC

May

Webinars

NEW "RENEW: A Tier 3 Intervention for High School aged Students"
Placer County Office of Education
May 1, 2020 3:30pm-4:30pm (PDT)

REPEAT "How to be a Trauma-Informed Behavior Jedi"
Humboldt County Office of Education
May 4, 2020 9:00am - 10:30am (PDT)

NEW "Evidence-Based HS PBIS Practices"
CalTAC-PBIS
May 6, 2020 1:00pm - 2:00pm (PDT)

NEW "Calm Down Kits: Tools for Supporting Young Children in Managing Strong Emotions"
Orange County Department of Education
May 7, 2020 1:00pm - 2:00pm (PDT)

NEW "Caring for the Caregivers - Relationships and Learning in the Age of COVID-19"
San Juan Unified School District
May 11, 2020 3:00pm - 4:00pm (PDT)

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

REPEAT "Cultivating Your Emotional Health and Well-being"
Orange County Department of Education
May 14, 2020 1:00pm - 2:15pm (PDT)

NEW "PBIS in the Home for Providers: Supporting Environments for Positive Behavior" -
Placer County Office of Education
May 18, 2020 10:00am - 11:30am (PDT)

NEW "Interconnecting Systems with School Based Mental Health Supports and Positive Behavioral Interventions and Supports Overview"
May 19, 2020 1:00pm - 2:00pm (PDT)

NEW "The Power of the High School Classroom Matrix"
CalTAC PBIS
May 20, 2020 1:00pm - 2:00pm (PDT)

NEW "Regaining School Muscle Memory: The Fundamentals of Behavior Overview" -
Desert Mountain SELPA
May 21, 2020 11:00am - 12:00pm (PDT)

REPEAT "Supporting Social-Emotional Behavioral Skills in the Virtual Classroom"
CalTAC PBIS - Barbara Kelley and Cristy Clouse
May 27, 2020



FOR MORE INFORMATION AND YOUR
CLOSEST TECHNICAL ASSISTANCE VISIT

WWW.PBISCA.ORG

HOLD THE DATE: CALIFORNIA PBIS
CONFERENCE IN SACRAMENTO

SEPTEMBER 21ST - 23RD

A SPECIAL THANKS TO STEPHANIE TAGUE
AT SANTA CLARA COUNTY OFFICE OF
EDUCATION FOR THE VISION TO LAUNCH
THIS SERIES OF WEBINARS



THANK
YOU!



you are
awesome



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Barbara Kelley



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