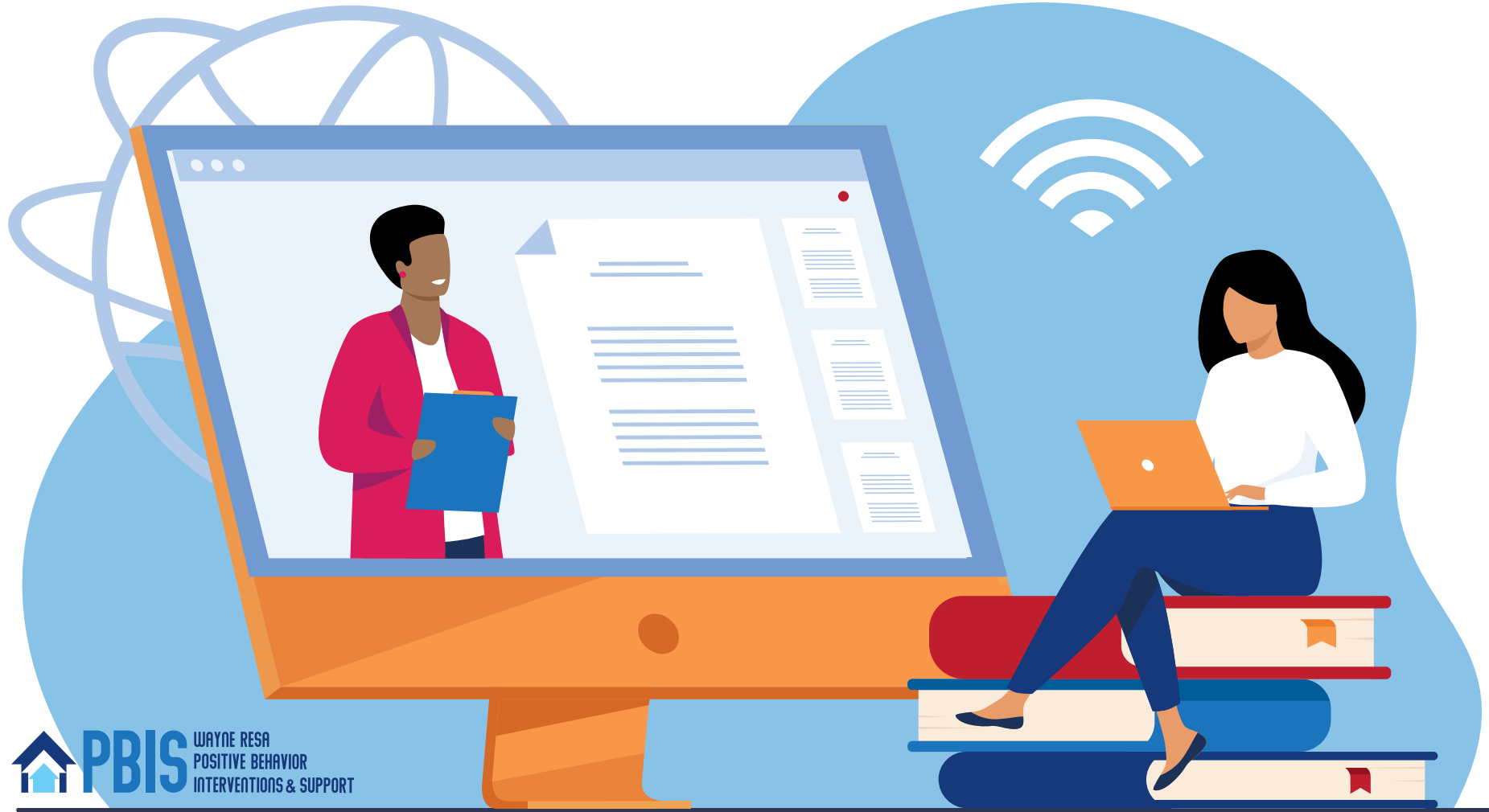


Tips for Using PBIS to Support Remote Instruction



Tips for Using PBIS to Support Remote Instruction

- 1. Develop an expectations matrix** for your online/distance classroom using the school-wide PBIS core values (Respect, Responsibility, Safety). See examples on pages 2 and 3.
- 2. Spend time explicitly teaching the expectations matrix to students.** Allow for adequate time for students to learn and practice the new expectations.
 - Use of video
 - Use of audio/mute
 - Use of chat feature
 - Expectations regarding participation, submission of assignments, independent work time
- 3. Create and communicate routines for each learning activity** and the overall period of online instruction. Remember, all students thrive in predictable environments where expectations and routines are clear and positively reinforced.
- 4. Use PBIS strategies to engage students in learning and positively reinforce students** when they demonstrate the expectations.
 - Personal greetings
 - Pre-corrections
 - 4 to 1: Behavior specific praise, positive acknowledgments, individual emails of encouragement, etc.
 - Opportunities to respond. Ex.: Response cards, white boards, thumbs up, thumbs down, chat responses, Google surveys.
 - Positive postcards
 - Group contingencies
 - Individual/small group instruction for struggling students
- 5. Develop a continuum of consequences for minor infractions** in the online classroom environment. Example:
 - Corrective feedback
 - Private chat/private meeting
 - Time-Out/Reset (Time away from the online classroom followed by a restorative chat)
 - Parent contact
 - Administrative referral
- 6. Determine what behavior infractions are considered major** (automatic referrals to administration) and ensure students and parents are aware of what these are.
- 7. Communicate the online/distance classroom expectations as well as the response to minor and major infractions to parents** and ask parents to discuss the expectations with their student.
- 8. Equity Considerations:**
 - Student access to technology and internet
 - Availability of home support
 - District resources for struggling students (learning labs, face-to-face options)
 - Parent training



Sample Secondary Online Classroom PBIS Expectations

We Are...	Entering Online Classroom	Whole Group Instruction	Small Group/ Individual Instruction	Independent Work Time
RESPECTFUL	<ul style="list-style-type: none"> • Always use equipment as intended • Mute your microphone 	<ul style="list-style-type: none"> • Mute your microphone when appropriate • Use active listening skills • Use the signal to ask a question • Respect others' viewpoints and cultures 	<ul style="list-style-type: none"> • Use appropriate words and actions • Use active listening skills 	<ul style="list-style-type: none"> • Complete work on time
RESPONSIBLE	<ul style="list-style-type: none"> • Choose a distraction-free work space • Be on time to class • Be prepared with your materials 	<ul style="list-style-type: none"> • Participate with lessons • Respond when appropriate • Ask for help when needed • Try your best 	<ul style="list-style-type: none"> • Participate with lesson • Ask for help when needed • Stay focused on the instruction • Try your best 	<ul style="list-style-type: none"> • Submit work on time and in the appropriate place • Communicate with your teacher when you need help • Try your best
SAFE	<ul style="list-style-type: none"> • Always act in an appropriate manner 	<ul style="list-style-type: none"> • Use appropriate language • Always act in an appropriate manner 	<ul style="list-style-type: none"> • Use appropriate language • Always act in an appropriate manner 	<ul style="list-style-type: none"> • Choose a distraction-free work space

Sample Elementary Online Classroom PBIS Expectations

We Are...	Entering Online Classroom	Whole Group Instruction	Small Group/ Individual Instruction	Independent Work Time
RESPECTFUL	<ul style="list-style-type: none"> Choose a distraction-free work space Mute your microphone Always use equipment as intended 	<ul style="list-style-type: none"> Mute your microphone when appropriate Use active listening skills Use the signal to ask a question Respect others' viewpoints and cultures 	<ul style="list-style-type: none"> Use appropriate words and actions Use active listening skills 	<ul style="list-style-type: none"> Complete work on time
RESPONSIBLE	<ul style="list-style-type: none"> Be on time to class Be prepared with your materials 	<ul style="list-style-type: none"> Participate with lessons Respond when appropriate Ask for help when needed Try your best 	<ul style="list-style-type: none"> Participate with lesson Ask for help when needed Stay focused on the lesson Try your best 	<ul style="list-style-type: none"> Submit work on time and in the appropriate place Communicate with your teacher when you need help Try your best
SAFE	<ul style="list-style-type: none"> Use kind words Always act in an appropriate manner 	<ul style="list-style-type: none"> Use appropriate language Always act in an appropriate manner 	<ul style="list-style-type: none"> Use appropriate language Always act in an appropriate manner 	<ul style="list-style-type: none"> Choose a distraction-free work space

References: Center on PBIS: [Creating a PBIS Behavior Matrix for Remote Instruction](#)

Michigan's Multi-Tiered System of Supports Technical Assistance Center: [Classroom PBIS for Online Learning](#)