



PBIS and RP in Distance Learning

[Folder with Resources](#)

[Free Webinars](#) from International Institute of Restorative Practices.

Have examples or strategies to share? Email Grace (chengg@sfusd.edu)!

In Physical Classroom	In the Digital Classroom
<p>Intentional Fostering of Relationship</p> <p><i>Research has shown that positive greetings at the door increase students' time on task, reduce disruptions, and build positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).</i></p>	<ul style="list-style-type: none"> • Greeting at the Door: Zoom can admit students one at a time which would allow the teacher to greet students by name • Community Building Circles (SFUSD RP) are a great way to give kids a chance to share something about their routine at home and they build acceptance of various ways of approaching distance learning. See below for various Community Building Resources: <ul style="list-style-type: none"> ◦ Circle Planning Resources, Circle Planning Guide, Responding to COVID-19 Circle Plan, Sample Prompts, Community Building Ideas • Synchronous or Asynchronous? (The Edublogger)
<p>Social-Emotional Learning (SEL)</p> <p><i>Intentionally teaching children empathy, problem-solving, emotion management, and skills for learning to help them thrive.</i></p>	<ul style="list-style-type: none"> • Guidance on Remote Teaching of SEL for ES • K-5 SEL Resources and Tips (SFUSD) • Guidance on Remote Teaching of SEL for MS • Secondary SEL Resources and Tips (SFUSD) • Guidance on Middle School Advisory Starter Pack • COVID Social Story (Pre-K-1)
<p>Establishing Consistent and Positive Space</p> <p><i>A well-organized classroom can support positive behavior use and decrease unwanted behavior. The set up of the classroom influences student behavior.</i></p>	<ul style="list-style-type: none"> • Virtual Classroom Background & Virtual Classroom Setting Items like calendars or books that are familiar. Specific expectations around do's/don'ts for students' virtual background (see Teaching Matrix) <ul style="list-style-type: none"> ◦ New! Ms. J's Class at Carver ES • New as of 9/24! Virtual Temperature Checks Video • Moving from the Physical to the Virtual Classroom Handout (CPC) • How to Make Classroom Practices Trauma Informed (CPC) • PBIS in Virtual Classroom (CPC Presentation)
<p>Teaching Expectations/Routines</p>	<ul style="list-style-type: none"> • Creating the Matrix (CPC)



<p><i>Creating, teaching, practicing, and acknowledging rules for an effective learning environment increases academic achievement and task engagement. It saves time from being taken by discipline issues.</i></p>	<ul style="list-style-type: none"> • Teaching the Matrix (CPC) <ul style="list-style-type: none"> ◦ New! Using Flipgrid to Engage Students in Making Meaning of Norms! (Harding, 3rd Grade, Lafayette ES) • NEW as of 9/24! Google Meet Breakout Rooms (Video) • Example Remote Learning Matrix(Pre-K)(Pre-K Home)/ (ES) / (MS/HS) • Creating a PBIS Behavior Teaching Matrix for Remote Instruction (PBIS.org) • Creating the Expectation Matrix for Online Learning Materials (SCCOE) • Expectations & acknowledgment Materials (SCCOE) • Circle Guide on Classroom Agreements (RP Circle Forward)
<p>Acknowledging Appropriate Behavior/Routines</p> <p><i>Using group reinforcement such as contracts, contingencies & token economies increases student productivity, on-task behavior, and work completion.</i></p> <p><i>Is there something you already were using the physical classroom that can be carried into distance learning?</i></p>	<ul style="list-style-type: none"> • New as of 9/21! The Student/Teacher Game (use a shared PPT or DOC as a visual in DL!) • New as of 9/21! Socially Connected While Physically Distant (UVM) • New as of 9/24! Fun Friday Game /(Video) • Why Should You Teach, Prompt and Monitor in Online Learning? (SCCOE) • Setting Fair Expectations (SCCOE) • Be+ app : digital behavior tracker • Giving Online Behavior Specific Praise (SCCOE) → Template for Behavior Specific Praise (Midwest PBIS) → Virtual Acknowledgement Tickets for Families! → Group Contingency Non-Tangible (Reinforcers!): <ul style="list-style-type: none"> → Positive contact with parents (phone call /email / text w praise for their children) → Teacher/Student/Family Dance Video → PowerPoint Party: student presents a PowerPoint on non-academic (e.g. how to make a meme, best snacks at Trader Joes, tv shows that should be



	<p>rebooted)</p> <ul style="list-style-type: none"> → Choose a youtube video to show to the whole zoom (e.g. movie trailer, short) → Goose Chase (Online Scavenger Hunt)
<p>Error Correction & Continuum of Consequences</p> <p><i>Using brief error correction right after an academic or behavioral error decreases those behaviors in the future.</i></p>	<ul style="list-style-type: none"> • 2.5 Error Correction: correcting errors will be similar. the key is to determine how and when • Continuum of Consequences (CPC) • NEW! De-escalation Tips and Steps towards Building Resiliency with Prompts (CPC) • NEW! A 4-Step Plan for Handling Problem Behavior Remotely (PBISapps) • The continuum should include the range from quick 1:1 check-in with the student (not whole group) to repeat/reteach expectations to using individual/group contingency acknowledgment systems to connecting with Virtual Coordinated Care Team • The use of Affective Statements and Impromptu Conversations can be helpful ways of working with error correction. Hint: review the slides in Presentation Mode and an audio voiceover should play automatically for each slide.
<p>Opportunities to Respond/Checks for Understanding</p> <p><i>Providing high rates of opportunities to respond has a positive impact on academic engagement and number of correct responses. It increases on-task behavior while decreasing disruptive behavior.</i></p>	<ul style="list-style-type: none"> • 2.2 Opportunities to Respond: would be similar, the key is to determine how and when • Some examples could be: Silent Signals (e.g. thumbs up, color paper), Quiz apps (Poll Everywhere), Tasks to complete in the chatbox, Breakout groups/rooms (facilitator would need to jump from room to room be able to monitor all breakout groups) • New! Using Hand Signals for More Equitable Discussion in Distance Learning (Edutopia)
<p>Office Discipline Referrals</p>	<ul style="list-style-type: none"> • SFUSD Guidance on Discipline
<p>Bully Prevention</p>	<ul style="list-style-type: none"> • NEW! SFUSD Guidance on Cyberbullying • Bully Prevention Modules • Know Bullying App (SAMSHA): prompts for 15 mins conversation starters for children and teens to build a relationship and prevent bullying • Cyberbullying Warning Signs (cyberbullying.org) • Digital Citizenship Activities for Educators (cyberbullying.org)



	<ul style="list-style-type: none">• Livestreaming Tips for Teens (cyberbullying.org)
Requesting Assistance (Virtual Coordinated Care Team)	<ul style="list-style-type: none">• Guidance on Virtual SAP (School Health Programs) : Connect with your school site social worker or SAP coordinator to make a referral to the SAP team for further consultation and support.
PBIS in the home <i>We are working to continue to collect resources on how to support families in creating predictable, consistent, positive and safe learning spaces at home.</i>	<ul style="list-style-type: none">• 6 Tips for Managing At Home Learning (SFUSD)<ul style="list-style-type: none">○ Translated Versions