

**WE ARE... MARSHALL**

## CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION



**PBIS** Positive Behavioral Interventions & Supports



West Virginia Behavior/Mental Health Technical Assistance Center



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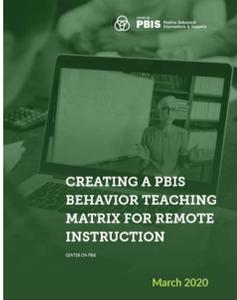
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CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION  
MARCH 2020

Please download this brief at : <https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>

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## WHY A MATRIX?

- The learning environment becomes SAFE, PREDICTABLE, and POSITIVE.
- It should be familiar.
- PBIS can STILL make learning, even virtually, more EFFECTIVE.



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“It’s important to stress that online instructions, are just like REAL – LIFE interactions, with the same positive and negative social consequences for behaviors.”

Center on PBIS – “Creating a PBIS Behavior Teaching Matrix for Remote Instruction”

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**WHY A MATRIX?**

- If you want it, you must teach it.
- Relearning misrules about how to interact online.

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**HOW TO BUILD A MATRIX**

(You’ve been here before...)



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## STICK WITH YOU SCHOOL-WIDE EXPECTATIONS

- Consistent Language
- Familiarity
- Teaches that your expectations “apply regardless of location”.



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## USE ONLINE ACTIVITIES AS YOUR SETTINGS

- Instead of the physical locations of your building; use the most common virtual settings for you situation
- Consider if specific apps or software might need separate expectations

- Examples:
  - Online
  - Teacher-Led Independent Work
  - 1:1
  - Small Group
  - Social Emotional Content



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## WHAT ROUTINES DO THEY NEED TO FOLLOW?

- Just like in our classroom, you may have to teach specific routines.

- Examples:
  - How to enter a chat
    - Are you going to give them some unstructured time to chat?
    - Can you find a way to greet each student?
  - How to turn in work
  - How to answer a question
  - How to organize their week



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## ADDITIONAL CONSIDERATIONS

- Some considerations exist only in the online world:
  - Use of video
  - Use of audio
  - What is appropriate?

No Shirt!  
No Food!  
No Lesson!




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## WHAT ABOUT YOUR KIDS WHO AREN'T ONLINE

- Can you make a matrix for how weekly phone calls will go?
- Can you make agreements for what the parents will do, what the teacher will do, what the student will do?
- What additional supports might they need?

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**DHHS Red Devils Virtual Learning Expectations**

**Students should...**

- Check all classes daily for assignments and teacher updates
- Be on time with needed materials and engaged for the entirety of all live class sessions. Refrain from using any technology during live online classes that would not be allowed during a school day on campus—for example, cell phones and gaming devices.
- Actively participate in sessions—make comments, ask questions.
- If possible, be in a quiet workspace that is conducive to learning.
- Complete assignments with integrity (no cheating) and submit them on time.
- Participation in live class sessions is highly encouraged, but not required, and will not be counted as a grade.
- Students are *not* required to activate the "video" aspect of the conference

**Teachers will...**

- Be on time for online class sessions.
- Be working and responsive during office hours.
- Post instructions and resources on their Verge and other electronic platforms.
- Grade assignments in a timely manner.
- Consistently utilize Verge and other resources to facilitate ease of use for students and parents.

**Parents may help by...**

- Supporting your student's teachers in their online instruction.
- Establishing routines and expectations for your student's day to help provide structure for virtual learning.
- Defining the physical space where your student will study and attend class.
- Monitoring student grades and incomplete assignments in Infinite Campus
- Monitoring communications from your student's teacher and the school.
- Encouraging your student to do his/her own work so that teachers can evaluate their

Credit: High School Network for Association for Positive Behavior Support Facebook Pages

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## SUPPORT FOR PARENTS

- A sample schedule for the week
- A checklist for the work due in a week
- Access to a printable blank planner page for them to organize

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### My Weekly Schoolwork Checklist

I can pick when I do these.	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Art</b> (This is Ms. Day) <input type="checkbox"/> Draw with Mrs. Coffman video	<b>ENG-LA 2</b> <input type="checkbox"/> Spelling <input type="checkbox"/> Spelling City "Teach Me"	<b>ENG-LA 2</b> <input type="checkbox"/> Spelling <input type="checkbox"/> Play Spelling City game.	<b>ENG-LA 2</b> <input type="checkbox"/> Spelling <input type="checkbox"/> Play Spelling City game.	<b>ENG-LA 2</b> <input type="checkbox"/> Spelling <input type="checkbox"/> Take my test <input type="checkbox"/> Submit my test grade	<b>No School Today!</b> 😊
<b>Gen Music</b> (This is Mr. Setz) <input type="checkbox"/> Musical Spring <input type="checkbox"/> Nature Walk <input type="checkbox"/> Week Two Submission	<input type="checkbox"/> Reading <input type="checkbox"/> Kids A-Z (Listen, Read, Write)	<input type="checkbox"/> Reading <input type="checkbox"/> Kids A-Z (Listen, Read, Write)	<input type="checkbox"/> Reading <input type="checkbox"/> Kids A-Z (Listen, Read, Write)	<input type="checkbox"/> Reading <input type="checkbox"/> Kids A-Z (Listen, Read, Write)	<b>Enjoy your long weekend and have a HAPPY EASTER!</b> 🐣
<b>Lib Skills</b> (This is Mr. Setz) <input type="checkbox"/> Activity Two	<input type="checkbox"/> Writing <input type="checkbox"/> Watch video <input type="checkbox"/> Post my ideas <input type="checkbox"/> Watch story <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	<input type="checkbox"/> Writing <input type="checkbox"/> Watch video <input type="checkbox"/> Watch video <input type="checkbox"/> Start letter <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	<input type="checkbox"/> Writing <input type="checkbox"/> Work on letter <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	<input type="checkbox"/> Writing <input type="checkbox"/> Finish and submit letter <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	
<b>Phys Ed</b> (This is Mrs. Cain) <input type="checkbox"/> Week of April 6	<b>MATH 2</b> <input type="checkbox"/> Khan Lesson <input type="checkbox"/> Watch videos & do activities (Check on Schoology) <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	<b>MATH 2</b> <input type="checkbox"/> Khan Lesson <input type="checkbox"/> Quiz 1 <input type="checkbox"/> Watch videos & do activities (Check on Schoology) <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	<b>MATH 2</b> <input type="checkbox"/> Khan Lesson <input type="checkbox"/> Watch videos & do activities (Check on Schoology) <input type="checkbox"/> Quiz 2 <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	<b>MATH 2</b> <input type="checkbox"/> Khan Lesson <input type="checkbox"/> Take Unit Test <input type="checkbox"/> i-Ready <input type="checkbox"/> Do 10 minutes	

Created by: Erin Day @ Lost Creek

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## TEACH DIRECTLY

- Posting the matrix isn't enough...
- Explicit teaching and practice are still needed!
- How can you make it active? Can students help?

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Lakelawn Elementary is a community of learners where every child matters and every moment counts.  
We show **WIDeot PRIDE** by being **Peaceful, Respectful, Inclusive, Determined, and Engaged.**

### Distance Learning Expectations

	Learning Zone	Playing Zone	Using Technology	Family Support
Peaceful	Use appropriate voice level and language.	Control voices and bodies for the setting.	Keep volume low.	Be attentive to those around you. Keep your level of excitement upon level.
Respectful	Be aware of other's learning honor input of all.	Be respectful of toys and supplies.	Be safe online. Share devices like they are your own.	Allow parents to be able to view screen during their time.
Inclusive	Share resources and supplies. Help each other learn.	Be accepting of different ways to play and learn differently.	Share devices so all can learn.	Encourage each other. Show support & care.
Determined	Complete work during the time frame given.	Ask questions.	Be open to learning new skills. Take breaks.	Develop positive new routines.
Engaged	Stay focused on your lessons. Keep relationships with classmates.	Participate fully.	Stay focused on educational work.	Acknowledge the smallest successes.

"Using the PBIS Framework for Distance Learning, with Families, & for Re-Integration" – Minnesota Coaches Meeting – March 2020

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### Example Remote Learning Matrix - Elementary

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
<b>Safe</b>	<ul style="list-style-type: none"> <li>Choose a distraction-free space</li> <li>Use equipment as intended</li> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Ask in chat if you need help</li> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Use "top-leave-talk" when you hear disrespect</li> <li>Encourage others to participate</li> <li>Use kind words and faces</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Use chat with classmates for first 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Answer questions in chat box on cue</li> <li>Answer polls promptly</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio on</li> <li>Listen attentively</li> <li>Answer questions out loud on cue</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio on</li> <li>One speaker at a time. Wait on use chat to respond when others are talking</li> <li>Respect others' cultures, opinions, and viewpoints</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Be on time and ready to learn</li> <li>Start class charged or plugged in</li> <li>Have materials ready</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions (voice or chat) when you have them</li> <li>Be present – avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions out loud when you have them</li> <li>Try your best</li> <li>Be present – avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Encourage each other to stay on topic</li> <li>Complete the work together</li> <li>Use "Ask for Help" button if you have questions</li> <li>Be present – avoid multitasking</li> </ul>

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## THINGS TO THINK ABOUT

- Use visual precorrections
- Use polls for increased engagement
- Use Behavior Specific Praise
- Communicate with families

Welcome to Class Today!

Remember:  
Audio on MUTE until we begin!  
Have your VIDEO ON at all times!  
Answer the poll questions!

MEMBER OF PBIS Positive Behavioral Interventions & Supports

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## Problem Behaviors

- It might be tempting to just exclude them but they might not return.
- Consider:
  - Correcting behavior by private chat
  - Use praise/acknowledgements
  - Student/Teacher Game for a class contingency



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## ACKNOWLEDGING

- Make a digital version of the coupons you already use.
- Teacher Pay Teachers – Digital Learning Coupons (\$4.00)
- Snail Mail, Skip Pass, Show & Tell, Meet My Family Video, etc



(CHOOSE BETWEEN WHOLE CLASS REWARDS OR INDIVIDUAL REWARDS. (BOTH EDITABLE))

Teaching with Briana Beverly  
The Simple Classroom

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## PLAN OF ACTION

- How will you share this with your staff?
- How can you ensure that it's being used across teachers?
- What are your next steps?
- Share on Social Media!

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### Questions?

- Let's talk. Write in the chat any questions you might have.
- How else can we help you?

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### Contact Me:

Alicia Ziman  
PBIS Coordinator  
holt64@marshall.edu

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