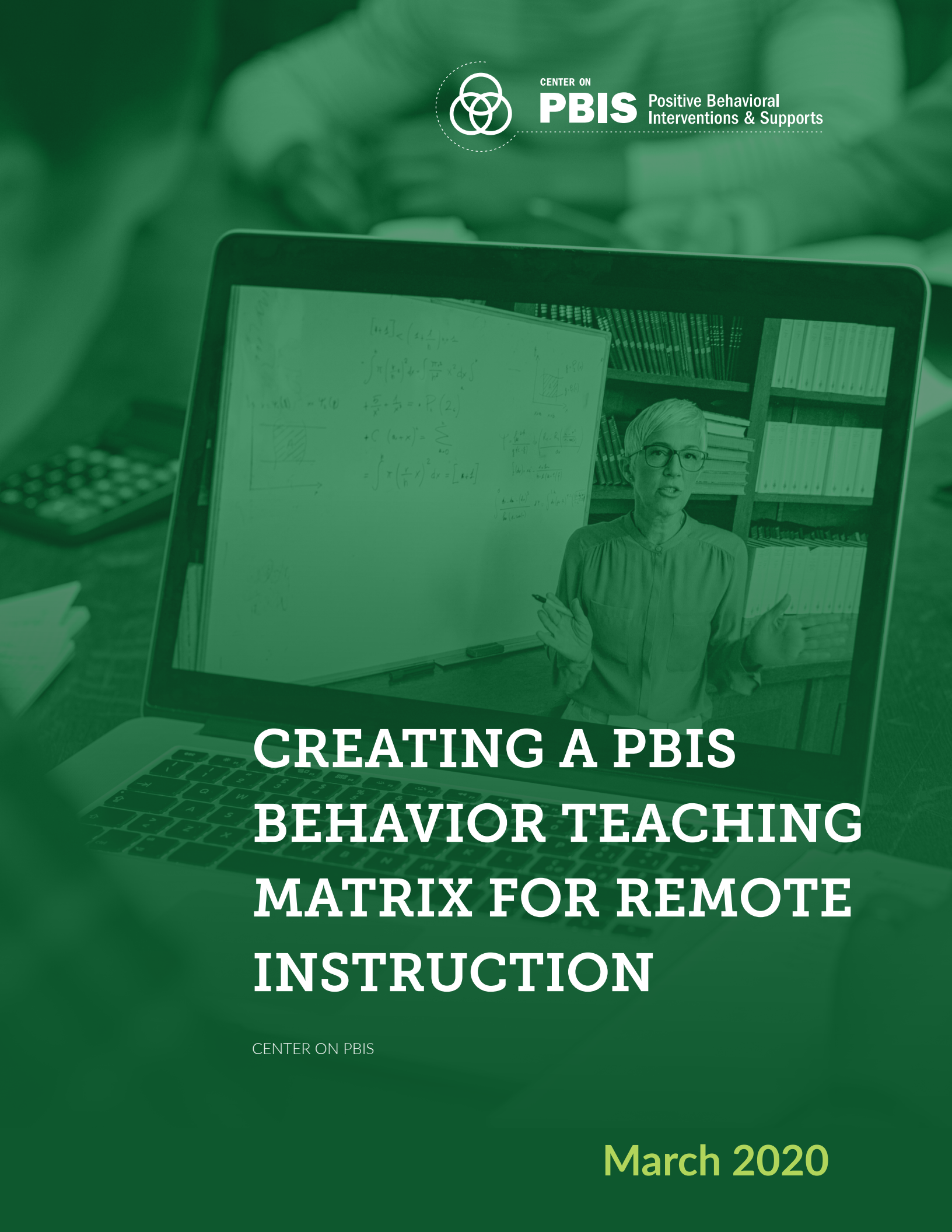

CENTER ON PBIS Positive Behavioral Interventions & Supports

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

CENTER ON PBIS

March 2020

Creating a PBIS Behavior Teaching Matrix for Remote Instruction

Author Center on PBIS

Introduction

This practice brief shares tips for maintaining continuity of learning through defining classroom expectations for remote (i.e., distance) instruction and online learning environments. With a few adaptations, teachers can use a PBIS framework to make remote learning safe, predictable, and positive.

School-wide positive behavioral interventions and supports (PBIS) is an evidence-based framework for improving school climate, social-emotional competence, and academic achievement, and decreasing unsafe behavior in schools (Lee & Gage, 2020). Just as in a brick and mortar school, PBIS can be used to make virtual (i.e., online) education more effective.

When transitioning education online, it can be helpful to remember that the practices that are used in a physical classroom can work just as well in the virtual classroom. The first step in setting up any classroom is to define expected behaviors, which can be done most effectively through a behavior teaching matrix (see Office of Special Education Programs, 2015[1]; Sugai, 2008[2]). This brief will describe how to create a classroom teaching matrix for remote instruction.

Why Develop Remote Instruction Teaching Matrices?

It is important to define, teach, and practice the behavior we want to see, especially virtually. Simply because today's students may spend more time online doesn't mean they won't struggle with remote instruction. Students may not be familiar with the software used and may have learned misrules about how to interact with others online (e.g., gaming, social media). It is important to stress that online interactions are just like real-life interactions, with the same positive and negative social consequences for behavior.

Steps for Developing a Remote Instruction Teaching Matrix

1. **Keep the same school-wide behavior expectations.** Students will benefit from the consistent language of the school's PBIS expectations or values across physical and online settings. Applying them online will help them see that the same systems apply regardless of location (even at home in front of a screen).
2. **Use online activities as your settings.** Instead of defining expectations by locations around the school, use the most common virtual activities or routines. See the example matrices on the following pages, and consider the following:

- **Possible activities.** Common activities for the matrix could include Online (all activities), Teacher-Led Instruction, Independent Work, One-On-One Work, and Small Group Activities.
- **App or subject-specific activities.** If your expectations for behavior vary based on the educational software application or the way content areas are covered, consider using these to organize the matrix.
- **Modified physical routines.** For entering the online classroom, just as you teach students to put away their jackets and book bags, what is the routine you'd like them to follow? Consider offering a few minutes of planned unstructured time using the chat feature to settle them. Try greeting your students positively when they log in[3], just as you would when they walk through the classroom door. Greet them by name, share a positive comment, and direct them to the first activity. The entry activity could be shared on the screen as they log in.

3. **Consider online-specific behaviors that need to be taught.** There are behaviors unique to remote instruction that are especially important to teach and practice. Here are some areas to consider when creating the matrix:

   - **Use of video.** Consider whether to require students to have video on at all times or only for specific activities.
   - **Use of audio.** Do you want students to respond by voice or stay muted? If you want students to mute and unmute themselves, make sure to teach and practice it.
   - **Use of chat.** Set expectations for the use of chat during each type of activity. Can they use private chat with each other?
   - **Teach technology explicitly as a lesson.** Create an initial lesson solely on how to use the technology in the way you want, before you start into academic content.

Note: your videoconferencing software may have settings that can help make it easier for students to do it the right way (e.g., muting student audio on entry, prompting video, restricting chat, limiting participants or screen sharing to avoid disruptions).

Example Remote Learning Matrix - Elementary

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	• Choose a distraction-free space • Use equipment as intended • Use kind words and faces	• Ask in chat if you need help • Use kind words and faces	• Use kind words and faces	• Use "stop-leave-talk" when you hear disrespect • Encourage others to participate • Use kind words and faces
Respectful	• Video on at all times • Audio off • Use chat with classmates for first 5 minutes	• Video on at all times • Audio off • Answer questions in chat box on cue • Answer polls promptly	• Video on at all times • Audio on • Listen attentively • Answer questions out loud on cue	• Video on at all times • Audio on • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Responsible	• Be on time and ready to learn • Start class charged or plugged in • Have materials ready	• Ask questions (voice or chat) when you have them • Be present – avoid multitasking	• Ask questions out loud when you have them • Try your best • Be present – avoid multitasking	• Encourage each other to stay on topic • Complete the work together • Use "Ask for Help" button if you have questions • Be present – avoid multitasking

4. **Teach directly.** Avoid the temptation to simply post or share the matrix and assume it is understood. Explicit teaching and practice will be needed to use new skills with fluency. In teaching, consider how you will make instruction as active as possible. For example, have students co-create examples of following the expectations across activities (the behaviors in the boxes).

Additional Tips for Remote Instruction

Here are a few more recommendations to maximize remote learning:

- **Focus on evidence-based teaching practices.** Adapt your effective classroom practices to keep using them online. For example:
  - Provide visual precorrections right on the screen.
  - Create and communicate routines for each learning activity and the overall period of online instruction.
  - Use polling software or other tools to increase opportunities to respond.
  - Provide behavior specific praise both verbally and in the chat feature (see if your software will let you add stickers or emojis to your praise).
  - Respond to unwanted behavior effectively. Putting students on hold or sending them out of the room may be an option with your software. However, if you exclude a student, just as in real life, they may not return when you want them back. Consider the following alternatives to exclusionary discipline:
    - Correct behavior privately via a private chat message to the student.
    - Use the "praise around" strategy to acknowledge publicly those who are on track. Then, be ready to praise the student once they show expected behavior.
    - Try group contingencies like the Student/Teacher Game[4], which is easily implemented online.
- **Attend to equity in access.** Some students may not have access to devices or high-speed internet connections. Some students may need accommodations or other supports to effectively participate in an online environment (e.g., students with accommodations for reading may struggle with the chat box). Similarly, some students may be less likely to be able to join from a distraction-free space (or be embarrassed by their video background). Consider district resources that might help increase access for some students.
- **Differentiate support.** As you would in your typical classroom, have a plan to differentiate academic and behavior support for students with diverse needs, abilities, and technology experience in a way that respects their privacy.
- **Communicate with families.** Although distance education allows for more sharing of data measuring their child's progress, it may be harder to notice changes in engagement, motivation, and emotions without face-to-face interactions. Caregivers can help provide information about each student's quality of life that may not be visible in online interactions. It is also important to develop ways to provide feedback and

Example Remote Learning Matrix – Secondary
(Courtesy of Grandview Middle School,Westonka Public Schools ISD 277, Minnesota)

Distance Learning Behavior Matrix	Preparation *How ready are you?*	Respect *How do you treat others?*	Integrity *Who are you when no one is looking?*	Discipline *Are you following the rules?*	Effort *Are you being your best you?*
Distance Learning	I am: • Have all the materials I need • Attend Zoom/online Meetings on time. • Completing and turning in assignments on time.	I am: • Taking turns to comment during on-line/zoom lessons. • Honoring one voice. • Making respectful comments on-line/zoom • Respectful facial expressions online/zoom. • Valuing school property. • Wash hands and maintain social distances.	I am: • Turning in my own work. • Helping younger siblings if needed. • Using Zoom for school use only. • Always THINKing before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?) • Supportive of my classmates and opinions.	I am: • Attending all my classes, every day. • Following class procedures. • Checking my calendar. • Completing my homework each day. • Spending time helping my family.	I am: • Always persevering and trying my best. • Asking for help when I need it. • Actively participating. • Creating thoughtful and neat work. • Checking over my work. • Helping others who might need assistance.
Technology	I am: • Coming to class with Chromebook charged. • Using technology appropriately. • Taking good care of my Chromebook.	I am: • Respectful of myself and others online. • Keeping login, passwords, and private information private. • Avoiding eating or drinking while using Chromebook.	I am: • Always citing sources of pictures & information used. • Always THINKing before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)	I am: • Staying on task when using technology. • Avoiding and reporting inappropriate sites and unsafe use.	I am: • Using Chromebooks for school use only. • Taking PRIDE in completing my best work.

Report students and staff who are showing PRIDE during our Distance Learning!

Click this link to the online form to report PRIDE!

acknowledge student progress outside of the software applications and student information system, so families are informed and supported.

- **Model kindness.** Students may need an extra dose of kindness. It is important to recognize that students' lives may be considerably disrupted, in addition to the confusion of having to follow school expectations at home. Holding consistent and high expectations is important, but it is key to keep the following in mind:
- Predict and expect some unwanted behavior (e.g., making funny faces on video) as students adjust to remote learning.
- Remember that some students are exposed to higher risks and maladaptive coping skills at home than others.
- Be kind to self. You are learning new skills as well! Consider yourself a new teacher - after all you might be a new online teacher.

Summary

Although setting up remote instruction can be daunting, it is comforting to know that the same practices used in physical classrooms can be used to create safe, predictable, and positive online learning environments.

Reference

Lee, A., & Gage, N. A. (2020). Updating and expanding systematic reviews and meta-analyses on the effects of school-wide positive behavior interventions and supports. *Psychology in the Schools*. doi:10.1002/pits.22336

Embedded Hyperlinks

1. https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers
2. https://www.pbis.org/resource/school-wide-expectations-teaching-matrix
3. https://www.pbis.org/resource/positive-greetings-at-the-door
4. https://www.pbis.org/resource/the-student-teacher-game

This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Suggested Citation for this Publication

Center on Positive Behavioral Interventions and Supports (March, 2020). Creating a PBIS Behavior Teaching Matrix for Remote Instruction. University of Oregon. www.pbis.org.