

Distance Learning Consortium

Behavior Support in the Virtual Classroom

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

Hot Topic: Behavior Support in the Virtual Classroom

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Objectives

- Acknowledge student effort for practicing and engaging in relevant skills
- Make connections to social emotional skills, relationships, and trauma-informed classrooms

Welcome Activity

Reflect on a period of time during the day that presents as challenging.

or

A group of students or individual student who you have yet to form a connection.





Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Feedback & Acknowledgement Behavior Specific Praise

Behavior Specific Praise



Notice when
students use
the skill



Provide
feedback
specific to
the skill



Ratio of 5:1
acknowledgement
to correction

Behavior Specific Praise Examples

EXAMPLE	NON-EXAMPLE
Thank you Jake for being responsible and logging in on time.	Hello there!
Jaime, thank you for sharing the link in the chat. That was kind of you to help your classmates.	Thanks for putting things in the chat.
Joachim, I see you signaling for help. Great job communicating your needs!	Good job!
You're doing a fantastic job using using icons in the chat box to participate in our discussion, Jose. It really seems to help the classroom stay engaged and flow smooth.	Thank you!
Laura, your perseverance is amazing with turning in all of your work by the due date.	Focus on the task.

What skills do students need to be successful given our current context?

Respect others
cultures/opinions/
viewpoints

Make time for exercise
and sleep

Keep login information
private

Think kind thoughts about
yourself

	Synchronous Learning	Asynchronous Learning	Special Virtual Events	Managing Emotions
Be Responsible	<p>Create an online space appropriate for taking a video call that is free from distractions</p> <p>Stay on topic in class</p> <p>Interact using [raise hand feature, polls, etc.]</p> <p>Only event host can record or take screenshots</p>	<p>Complete classwork during regular school hours</p> <p>Use school devices for only school work</p> <p>Make time for exercise and sleep</p>	<p>Attend event from a designated work space</p> <p>Only use microphone when asked/needed</p> <p>Only event host can record or take screenshots</p>	<p>Check-in with your feelings throughout the day (e.g., mood meter)</p> <p>Take care of your thoughts and feelings each day (e.g., mindfulness app, deep breathing, gratitude journal)</p> <p>Tell people you trust how you feel</p> <p>Build/maintain social interaction by consistently scheduling time to play and talk with others</p>
Be Social-Awareness & Relationship Skills	<p>Only use the chat when instructed by the teacher</p> <p>Respect others cultures/opinions/viewpoints</p>	<p>Contact the teacher during established office hours (or regular school hours) if you have questions regarding assignments</p>	<p>Leave your camera turned on</p> <p>Stay focused on the speaker/presenter</p> <p>Eat snacks/meals</p> <p>Respect others cultures/opinion viewpoints</p>	<p>Listen openly and without judgement when others share their feelings</p> <p>Think kind thoughts about yourself</p>
Be Safe	<p>Log in from a public location in your home such as the kitchen, an office space, or living room</p> <p>Maintain a friendly facial expression while your video camera is on</p> <p>Only share links with classmates</p> <p>Follow school dress code</p>	<p>Sit up straight in your chair with your feet on the floor</p> <p>Keep login information private</p>	<p>Only share links with classmates</p>	<p>Ask for help if someone else needs help</p> <p>Know where to find or who to ask for resources related to emotional well-being</p>

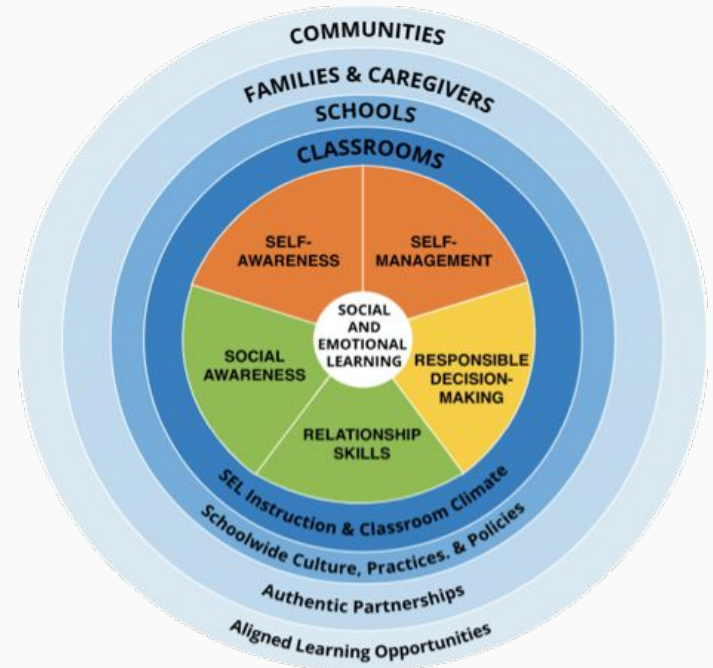
Benefits

- Takes little time and effort, non-intrusive
- Focus on expected behaviors, minimizes unexpected behaviors
- Increases positive social and academic behaviors
- Reduction in problem behavior
- Improves student-teacher relationships



Connection to Trauma-Informed Approaches & CASEL Competencies

- Positive adult relationships
- Clear policies around expectations



Tool to Use Tomorrow



- Develop some questions to ask students about how they like to receive feedback
- Distribute a survey such as a Google Form or web poll to collect information

Optimistic Closure

Given this information, think back to the welcome activity where you reflected on a challenging time of day or group of students.

Commit to using behavior specific praise during that time of day.

Be intentional about noticing valued skills of groups of students.



Thank You!