CENTER ON PBIS Positive Behavioral Interventions & Supports

ADAPTING PBIS PRACTICES FOR RURAL SETTINGS: REMOTE INSTRUCTION STRATEGY MATRIX

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Introduction

When thinking of delivering typical instruction in schools, most envision a physical classroom with face-to-face interaction. Student and teacher needs vary as do the resources available across school sites. When public health crises, weather disasters, or other upsetting events impact the typical instructional routines, problem-solving and sustaining instructional supports with flexibility are critical.

Multi-Tiered Systems of Supports (MTSS), such as PBIS, is an ideal framework for implementing strategies to support students within physical school buildings as well as those engaged in hybrid and/or full-time remote instruction. This tiered approach focuses on the whole school environment regardless of structure to ensure majority student success and organizes advanced supports across a continuum for those requiring more. However, with the increase of schools and districts engaging in remote virtual instruction across the country, resources may be limited which could affect the quality and quantity of supports provided. Additionally, classroom management practices (e.g., engagement; recognition, etc.) require adaptations for the remote learning environment to maintain student engagement.

In particular, rural education settings often have accessibility strengths and weaknesses that can make virtual instruction challenging. A range of resources are needed that can be tailored in intensity to meet various student needs (social, emotional, behavioral well-being, academic engagement) adapted to different types of technology. The Remote Instruction Strategy Matrix with corresponding resources provides educators with a continuum of learning support strategies that can be followed by adaptations for implementation based on available technology. Districts may also find this matrix useful when addressing virtual instruction needs for the remote classroom, regardless of access to technology devices, and the internet. Additional related resources to support districts, educators and families using the PBIS framework in maintaining continuity of learning have been provided at the end of this document.

Using the *Remote Instruction Strategy Matrix*

First, query your caregivers, families, district leaders, and school staff (including teachers) about their access to technology devices and the internet. This will help to identify what type of technology can be used. Next, identify which learning supports your student (or group of students) need. Finally, match the differentiated application to access available resources for instructional planning.

Table 1. Remote Instruction Strategy Matrix

Learning Strategies	TYPE OF TECHNOLOGY			
	Computer w/video capability OR Smart Phone/iPad device	**Computer without video capability**	**Phone without internet access**	**Tech-Free**
Providing positive recognition of students (rewards; Tiers 1, 2, & 3)	• Choose a virtual/ special background[1] • Joke of the day[2] • Funny/challenge video • Virtual class leader for the day	• ClassDojo[3] • Be+[4] • Email home • Principal/teacher records video recognizing students	• Positive phone call home to caregivers • Positive text message • 1:1 positive phone call with student	• Mail postcard home • Name on marquee • Teacher drive by home or student drive by school to wave hello
Increasing academic engagement (Tiers 1, 2, & 3)	• Check who is in attendance & who is missing) • Check assignments during meeting live session • Virtual caregiver meeting • Student teacher virtual meeting reflects on assignments (KWL)[5]	• Check assignments completed and emailed • Caregiver emails assignment log • KWL chart	• Check assignments completed and turned in • Survey caregiver on logs of time/ completed tasks through phone call[6] • Paper/pencil KWL with turned in assignments • Phone call home for academic check for disengagement	• Check assignments completed and turned in • Paper/pencil KLW with turned in assignments • Physically distant home visit for academic check for disengagement
Delivering synchronous or asynchronous continuous Social, Emotional, Behavioral Instruction (Tier 2 & 3)	• Virtual pre-meeting (set expectations, check in, re-teach)[7] • Virtual social skills lessons[8] • Virtual CICO[9]	• Recorded video modeling[10] • Recorded video[10] social story • Student creates reflection email/ video • Online social skills instruction [11,12]	• Phone call pre-meeting (set expectations, check in, re-teach) • Phone call social skills lessons • Phone CICO[8] • Hard copy self-monitoring, picture schedules	• Copies of goal setting sheets • Hard copy self-monitoring forms • Hard copy picture schedules • Hard copy journals
Checking in for well-being/mental health (Tier 2 & 3)	• Wellness live video chat 1:1[13] • Seesaw[14] • Discuss gratitude through prompts in small groups[15] • Students share and tell (house, pet, toy)	• Check in on social media (e.g., Facebook, Instagram, Tik Tok,[16] Twitter) • Student submit morning message/ feeling check[17] • Electronic journaling[18] (word, Google doc)[19]	• Phone call (w/ child, and/or with caregivers) • Text message • Student submit daily or weekly emotion/ feeling check[20,21]	• Pen pal (post cards)[22] • Physically distant home visit • Teacher checks in with related service provider (SLP, counseling) • Journaling (paper)

Table 1 Corresponding Resources

1. https://zoom.us

2. https://redtri.com/best-jokes-for-kids/slide/4

3. https://www.classdojo.com

4. https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app

5. https://www.freetech4teachers.com/2016/07/how-to-create-kwl-chart-in-padlet.html - Example of creating KWL with Padlet

6. https://www.educationworld.com/work_log_final.pdf

7. https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

8. https://www.commonsense.org/education/top-picks/social-skills-apps-for-kids-with-special-needs

9. https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning

10. https://everydayspeech.com/social-skills-videos/ - Example from Everyday Speech (many resources for social skill and video modeling require some type of subscription)

11. https://www.emotionalabcs.com/

12. http://web.teachtown.com/

13. Global Game Changers - Examples of a simple guide to emotion check-in during COVID-19

14. https://web.seesaw.me/

15. Givethx - publicly available gratitude lesson plan menu. Link includes strategies like 3 Good Things.

16. https://www.learningliftoff.com/tiktok-in-the-classroom/

17. https://mariventurino.com/2017/10/13/daily-check-in-with-google-forms/

18. https://www.thnx4.org/

19. https://www.blog.google/outreach-initiatives/education/social-emotional-learning-covid19/

20. Paths Program Feeling Journal – Elementary example

21. https://firstthings.org/ - Examples of journaling prompts across all grade levels

22. https://www.penpalschools.com/

Additional Resources

Remote Learning for Families: Keeping it Accessible, Keeping it Positive

Improving Attendance in a Remote Learning Environment

Supporting Families with PBIS at Home

Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students

Supporting Students with Disabilities in the Classroom within a PBIS Framework

Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

Returning to School: Considerations for Students With the Most Intensive Behavioral Needs, A Guide to Supporting Students With Disabilities, Their Families, and Educators During the 2020–21 School Year

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