VIRTUAL PBIS PLAYBOOK 2020-21 -CLASSCRAFT'S VIRTUAL PBIS PLAYBOOK

When students and staff return to school, they're going to need more support than ever before. The best way to plan for that is to

cultivate a positive school culture that focuses on key areas like: *RESPECT   *COMMUNITY   *CONTINUTIY   *SUPPORT

THE FANTASTIC FIVE : CLASSCRAFT'S KEY ELEMENTS OF VIRTUAL PBIS Motivated and engaged students

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❶ Motivated and Engaged Students:
When students are intrinsically motivated and engaged, they care about their behavior, show up for class, and actively participate and complete assignments.
• Offer students points or digital rewards for class discussions, grades, and behavior
 • Incorporate fun and game-like elements to curriculum and lessons
 • Connect with them on their level, and in a way that is culturally relevant to them

❷ Strong Relationship and Community:
When students feel connected, they become more invested in their own progress, and learn to feel accountable for their classmates. This creates an environment where students become empowered and successful learners — no matter where they are.
• Have students work in teams to inspire collaboration
• Reach out to students often through appropriate messaging channels
 • Offer constructive and positive feedback on a regular basis

❸ Clear expectations for online and social distancing behavior:
 It's more important than ever that students adopt attitudes and behaviors to help them stay self-motivated in an unpredictable learning environment. Here are some examples of adapted behavior expectations you can reward students for :
 • Showing up for a video lesson on time
• Being respectful to others online
• Working through a technical challenge without giving up
• Staying six feet apart

❹ Parents who play an active role:
Engaging with parents doesn't just build a strong relationship, it also provides you with another opportunity to promote and measure students' engagement while gaining more visibility into their progress at home.
• Empower parents by allowing them to give points for positive behavior at home
• Check in regularly through appropriate messaging channels
• Share behavior expectations with them for consistency

❺ Support for the students who need it most:
 PBIS requires knowing when and how to conduct Tier 2 and Tier 3 interventions. In a remote or blended learning environment, at-risk students will need more support than ever before. Some may not have access to the resources they need, or may be less likely to login from a distraction-free environment.
 • Identify these students as best as you can with the help of teachers and staff
• Consider district resources that may help increase access equity
• Develop a game plan to offer differentiated support
• Communicate with their families or caregivers to keep track of any changes in motivation, engagement or behavior • Create a collaborative and supportive learning environment that fosters peer-to-peer and wraparound support