ADAPTING AND CREATING PBIS LESSONS WITHIN A VIRTUAL ENVIRONMENT

This brief identifies steps that can be taken to adapt and/or create PBIS lessons for virtual environments. School and district level PBIS teams will also find implementation examples, templates and additional considerations within this document to assist with lesson planning.

STRUCTURE OF LESSONS

Teams implementing PBIS have developed lesson plans to teach students about the universal expectations within the different settings of the school and learning environment. When the majority of these lessons were developed, and delivered, students received these lessons face-to-face and in person. With many students learning in a virtual environment, it is important to recognize that while the delivery of instruction might be different, the essential features of high-quality instruction remain the same. Some lessons may need to be developed as they are geared specifically to the virtual learning environment; however, some lesson plans that have been utilized previously may be able to be modified for the virtual classroom.

As lesson plans are written, each section of the lesson should include an approximate time, opportunities for student engagement, reminders to provide prompts to students, and positive specific feedback. Items to consider when developing the lesson include:

- the structure/time of day in which the lesson is being taught
- providing students opportunities to respond and teach the method in which they should communicate (e.g., unmute, raise the "hand" in the chat feature)
- creating opportunities for new learning to be applied outside of the school setting
- clarifying synchronous and asynchronous learning while identifying "I do, We do, You do" within each learning activity.

Pairing these components with learning resources such as text, audio, video, images, graphic objects, animations, and multimedia ensures student needs are addressed in relation to different learning styles. Additionally, to aid in students making connections to their learning, it is recommended that a lesson plan template be developed to aid students in understanding the organization of the unit being taught. The lesson plan should identify for students what is being learned, why they are learning it, and how they will know they learned it (Fischer, 2016). As a means to increase student engagement, it is recommended that the student lesson plans include opportunities for an introduction, exploration, explanation, application, sharing, reflection, and an extension of learning. Embedding activities that tap into student behavioral, emotional, and cognitive connections within the student lesson plan will aid in students understanding, assist in them making connections, while also increasing engagement.

With virtual learning being widespread and fairly new, it is important to reflect on new practices that are put into place. Aa part of the PBIS framework in working with data, systems, and practices, it is important for the PBIS team to receive feedback and/or data to identify if the lessons are user-friendly for staff, engaging for students, and if the implementation of the lesson(s) are impacting student outcomes.

BEST PRACTICES

When creating and/or modifying PBIS lessons, it is important to keep in mind best practices. As PBIS teams develop and/or adapt behavioral expectation lessons for the virtual environment, it is important to remember:

- effective teachers work from an instruction approach to discipline
- provide explicit teaching for behavioral expectations
- as student practice behaviors throughout the day, teachers provide positive specific feedback
- academic and behavior support strategies are taught in alignment

According to Simonsen, et. al. (2012), there are seven critical features that are to be included within PBIS behavioral expectation lesson plans. These features remain intact whether instruction occurs face-to-face or in the virtual learning environment. Table 1 outlines these features and aligns them to strategies provided by Fisher, et. al. (2020) for increasing student engagement and impact.

PRACTICAL APPLICATION & RESOURCES

Many districts have lesson plan formats that they utilize as a means to create consistency and aid in

Center for Schoolwide Positive Behavior Support
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best practices being utilized in the teaching of lessons. As teachers shifted their writing of lesson plans from face-to-face to virtual, it was evident that many components remained the same. An example of one virtual lesson which embeds the work of Simonsen, et. al. (2012) and Fisher, et. al. (2020) can be found in this daily lesson plan written by an 8th Grade Science teacher in Liberty Public Schools in Liberty, Missouri. Additionally, students were provided this student unit lesson plan for the unit to help with engagement, organization, making connections, and as a means to monitor their own learning. A template for the Daily Lesson Plan and the Student Unit Lesson Plan are available electronically for PBIS teams to utilize.

ADDITIONAL CONSIDERATIONS

Developing lesson plans are nothing new for educators and, as clarified within this brief, the components of a well written lesson are the same when delivered face-to-face or in a virtual setting. A few additional items and/or reminders that PBIS teams might want to consider include:

- developing a schoolwide schedule for teaching PBIS expectations; scaffold skills/concepts as the schedule is built
- inviting all staff members to provide input on lesson plans developed
- seeking input from families and/or caretakers regarding PBIS behavior expectations that might be needed within the home or community; develop lessons based on this information
- soliciting feedback from students and staff on lesson plans and examine data to idenitfy ease of use, student engagement, and its impact on outcomes.

REFERENCES

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Critical Features of PBIS Lesson Plans Simonsen, et. al. (2012)	Increasing Student Engagement and Impact Fisher, et. al. (2020)
Lesson plans are aligned to schoolwide expectations.	Utilize the same schoolwide expectations. Use online activities as your setting (classroom).
Clear learning objective(s) stated.	Identify learning intentions and success criteria. Articulate for students what they will be learning, why it is important, and how they will know if they learned it.
Required materials are outlined.	Create and provide student lesson plan. Include learning resources such as text, audio, video, images, graphic objects, animations and multimedia.
Provide examples and non-examples of teaching the behavioral expectations.	Select teaching arrangement while considering teacher-led instruction, independent work, one-on-one work, and small group activities as it relates to synchronous and asynchronous learning. Identify "I Do, We Do, and/or You Do" within each teaching arrangement.
Explicit instruction activities in natural setting are included (i.e., I do, We do, You Do; Tell, Show, Practice).	Assess prior knowledge. Include behavioral engagement, cognitive engagement, and emotional engagement strategies. Present new material in small steps and provide practice opportunities for all students after each step. Ensure each student is provided multiple opportunities to respond throughout the lesson. Ask a large number of questions, check for student understanding, and obtain responses from all students.
Follow-up activities to prompt and reinforce appropriate behavioral expectations and correction of learning errors.	Provide prompts, cues, and/or pre-corrects. Frequently interact with all students during whole group instruction, online discussions, and breakout rooms. Provide feedback on individual assignments regarding personal connections as a means to build relationships.
Plans for monitoring and evaluating students' use of social skills in the natural environment.	Empower students to set goals and self-reflect.