



ENCOURAGING EXPECTED BEHAVIOUR IN REMOTE LEARNING SETTINGS

INTRODUCTION

The purpose of this document is to provide advice for maintaining continuity of learning through defining classroom expectations for remote curriculum delivery and online learning environments. This advice incorporates some practices employed within the School-wide Positive Behaviour Support (SWPBS) framework but is relevant to any school setting.

GETTING STARTED

You have already identified the 5 most critical skills your students will need to demonstrate. Specific teacher feedback is a powerful tool to aid academic learning. It is also effective to promote social competence. The simplest strategy to encourage expected behaviour is to provide high rates of specific praise for appropriate behaviour.

USE SPECIFIC PRAISE FOR APPROPRIATE BEHAVIOUR

Part 1: Specifically describe the Behaviour

Students need to know explicitly what behaviour they did that was correct and earned the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. When we acknowledge behaviour, we want to be "like a video camera, helping students see their own positive behaviour." In effective praise, we simply describe the behaviour observed to make the feedback clear and specific. For example:

"When I said it was time to begin your assignment, you cleared off your desk, got your materials out immediately, and began working quickly."

It is a video replay of exactly what the student did, described in the words of your expectations. Do not add any references to past mistakes the student has made or wishes for future behaviour. Simply describe exactly what you saw that you want the student to continue doing in the future. Additionally, be cautious in adding "I'm proud of you." We want students doing the appropriate behaviour because of the benefits to them rather than simply to please the teacher

Part 2: Provide a rationale

Explain the reason why the behaviour is important. Rationales or reasons teach the students the benefits of their behaviour and the impact it has on them and others. This often includes stating the behaviour expectation (e.g., Be safe, be respectful, be responsible) and pointing out what the student might expect could happen if they use the appropriate behaviour. "Getting started right away like that shows cooperation and will help you avoid having homework."



APPENDIX 2: TIPS TO ENCOURAGE APPROPRIATE REMOTE LEARNING BEHAVIOUR

Routines and procedures: Establish routines for each kind of learning activity and the overall period of online instruction. This will enable more effective use of time and provide more predictability to students during uncertain times.

Opportunities to respond and active engagement: Explore ways to increase the number of times you request an academic response from each student during instruction. This is most effective when most students can answer correctly most of the time. Consider using online polls and other tools to promote active engagement during instruction.

Prompting and pre-correction: Anticipate predictable problems where some or many students are likely to make behaviour errors. Re-state the expectation and why it is important before the transition to the activity in question.

High rates of positive attention: Increasing the frequency of positive interactions with students has been shown to improve student-teacher relationships. This is even more important for more vulnerable students at those at risk of disengagement. Aim to have a high rate of positive to corrective interactions with students (>4:1).

Correct inappropriate behaviour discreetly: Use private chat or other discreet strategies to provide behaviour correction.

TIPS TO PARTNER WITH PARENTS AND CARERS

Share good news: At the end of each day or week, consider sending positive emails or communications using your family communication tool to parents and other caregivers.

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