

# Practically Good Ideas for Any Educational Reality

Clay Cook, PhD

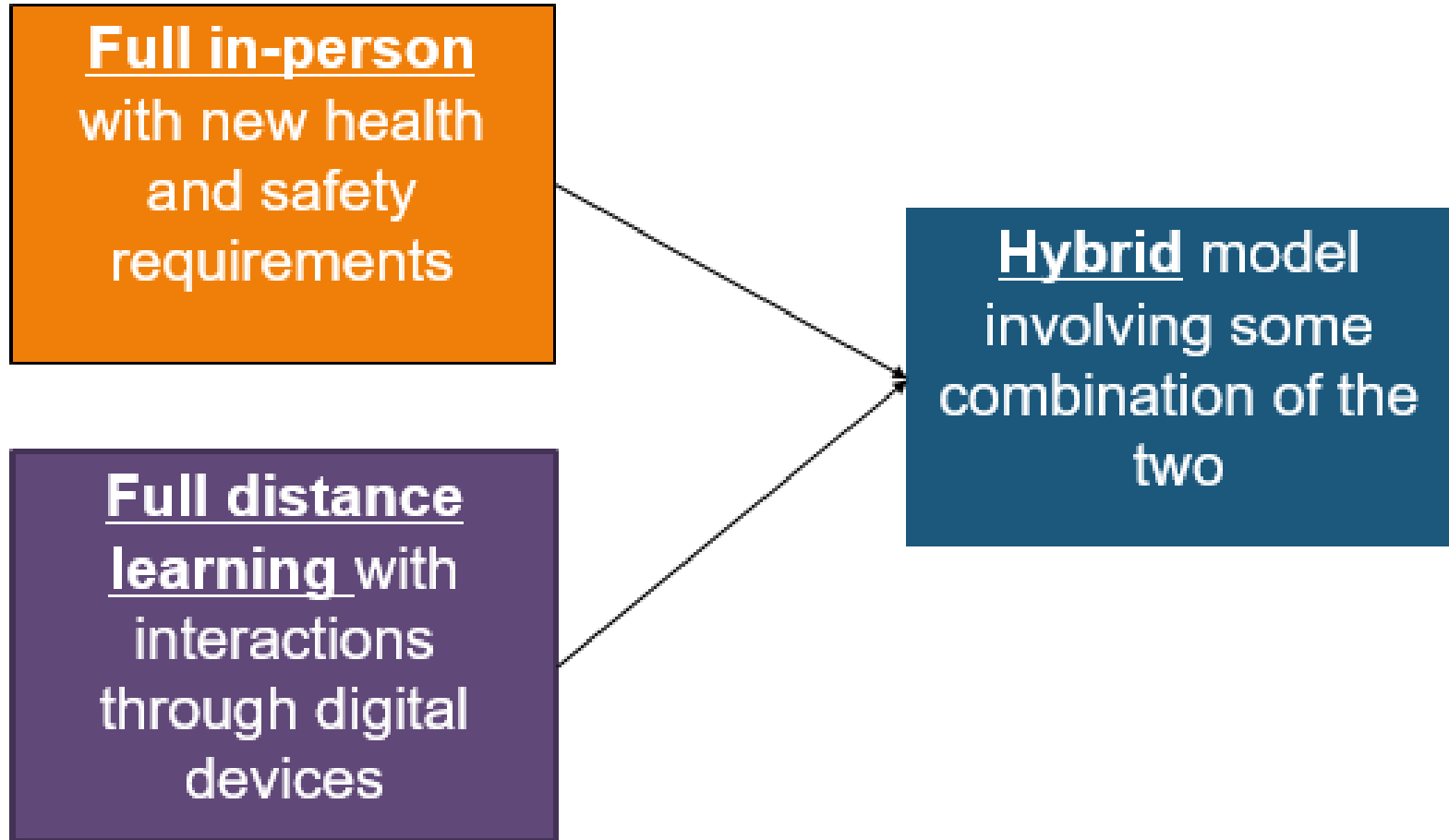
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UNIVERSITY OF MINNESOTA

# Educational Realities that Lie Ahead



A large red speech bubble with a white drop shadow, centered on a light gray square background. The bubble has a tail pointing towards the bottom-left corner.

**I can't make  
anybody do  
anything.**

**I can't make  
anybody do  
anything.**

**But, I can have  
a significant  
influence on  
the choices  
someone  
makes.**

# Remember.....what works for adults under any reality whether in-person or remote?

- Leadership allocates time and attention to teach and revisit expectations about a 'THING'
- Leadership models the 'THING'
- Leadership monitors and gives feedback about the 'THING'
- Leadership proactively encourages and reminds to implement the 'THING'
- Leadership recognizes or rewards staff for doing the 'THING'
- Leadership responds to situations consistently, calmly and with empathy when people struggle to do the 'THING'

# Same works for students whether in-person or virtual

- Teacher allocates time and attention to teach and revisit expectations regarding behavior
- Teacher models the expected behavior
- Teacher monitors and gives feedback to students about behavior
- Teacher proactively encourages and remind expected behavior
- Teacher recognizes and acknowledges students for doing behavior
- Teacher responds to behavior consistently, calmly and with empathy when students struggle with behavior



Where do we want to spend our time?

WHEN A STUDENT  
STRUGGLES, WHERE  
DOES THE PROBLEM  
RESIDE?

IN THE STUDENT?  
OR  
IN THE  
ENVIRONMENT?





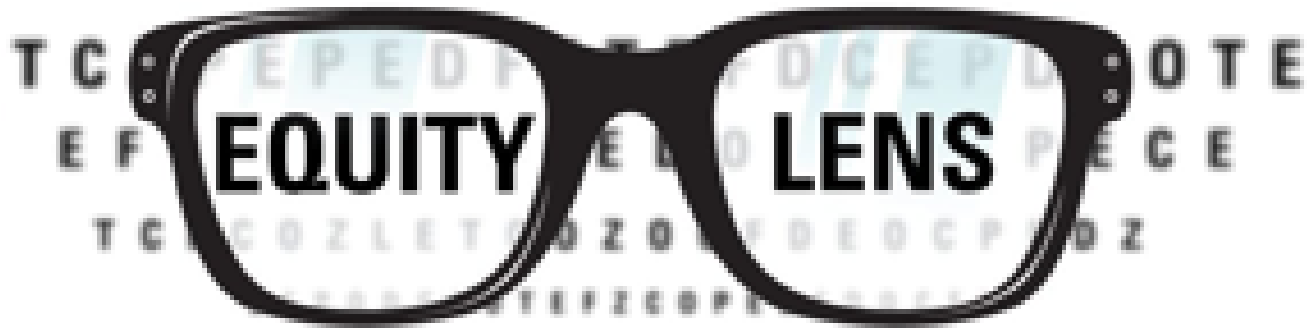


**WHAT IS MISSING  
FROM THE  
ENVIRONMENT THAT  
THE CHILD NEEDS  
FROM US THAT WE  
HAVE THE  
CAPABILITY OF  
PROVIDING?**

# GET *the* FACTS



- Some students are doing just as good or better
- Some students are struggling a little
- Some students are struggling a lot

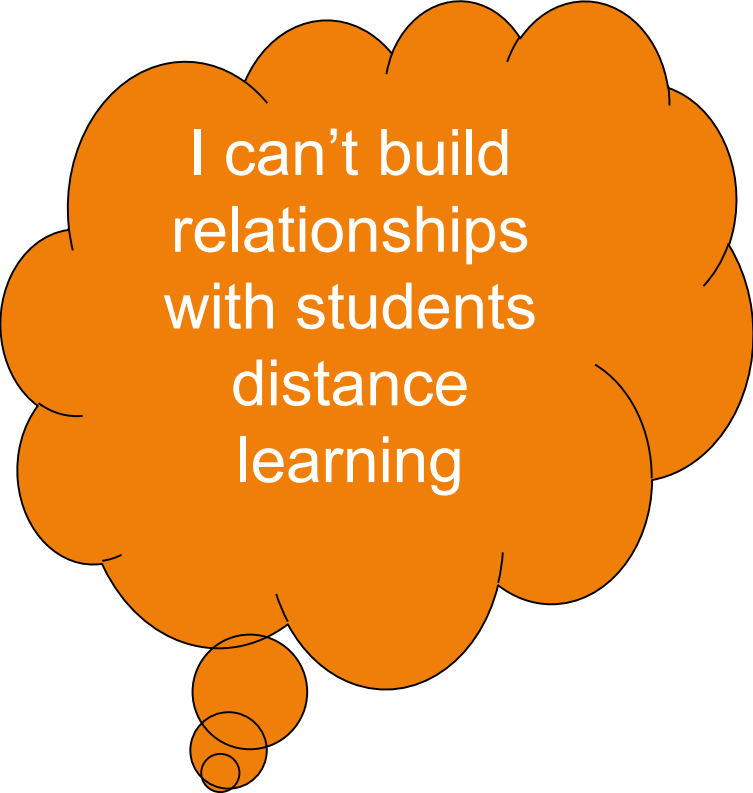


Which students do you think are doing relatively well considering the circumstances?


Which students do think are struggling under the current circumstances?

Who should we be worrying about?

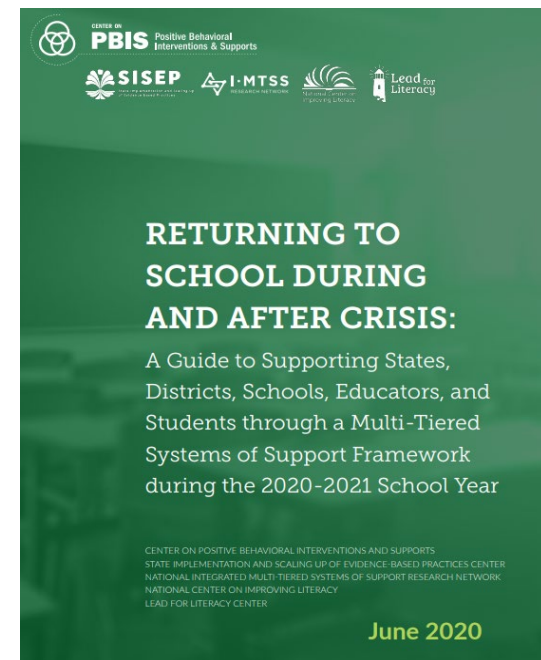
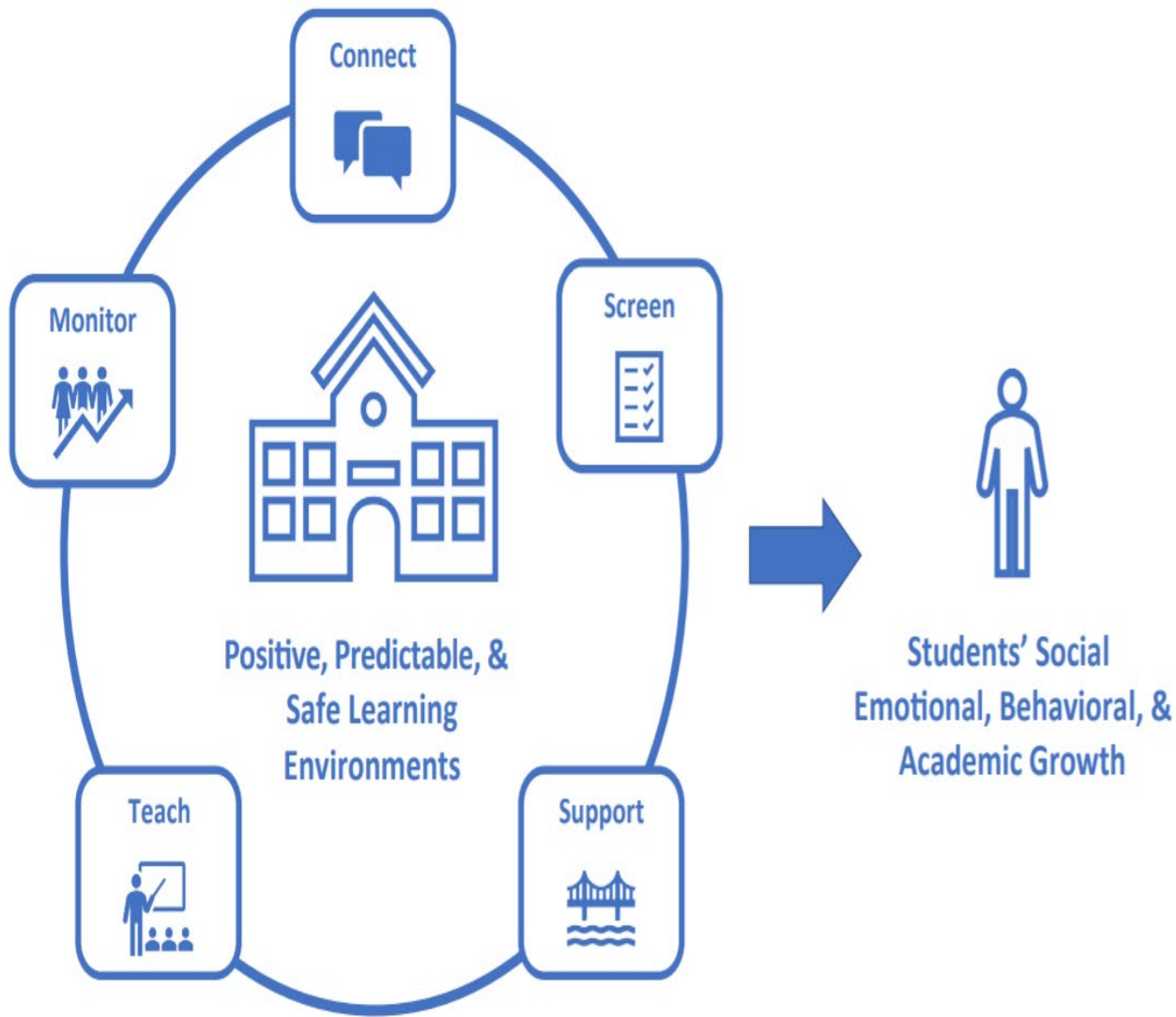
# Debunking some myths

An orange thought bubble with a black outline, containing white text. It has three smaller orange circles at the bottom, suggesting a trail of thought.

I can't build relationships with students distance learning

A blue thought bubble with a black outline, containing white text. It has three smaller blue circles at the bottom, suggesting a trail of thought.

Creating a predictable environment is challenging with all the uncertainty



<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>

# Upcoming Opportunity

- What:
  - ***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*** with Dr. Brandi Simonsen, University of Connecticut
- When:
  - August 14th, 9:00 - 10:15.
- If interested:
  - send an email to [mde.pbis@state.mn.us](mailto:mde.pbis@state.mn.us)

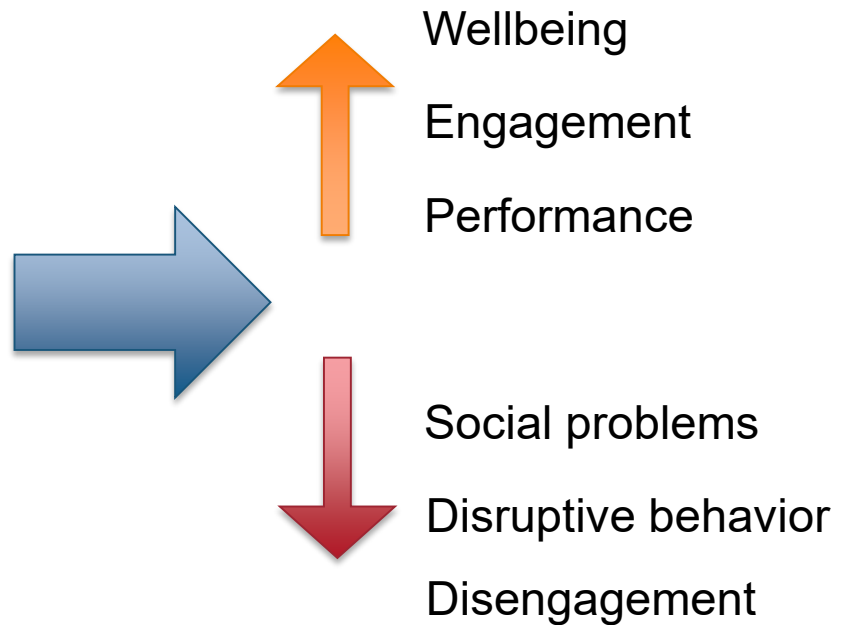
# What enables students to thrive?

## Healthy Environment

- Safe, proactive, predictable, reinforcing, and nurturing environments



Hospitable Soil

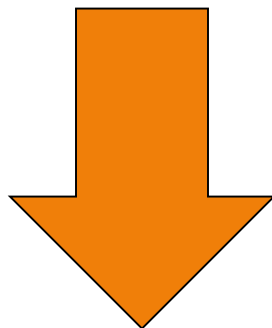




**FOR EVERY 1  
MINUTE INVESTED  
IN A PROACTIVE  
STRATEGY, 5  
MINUTES ARE  
GAINED**

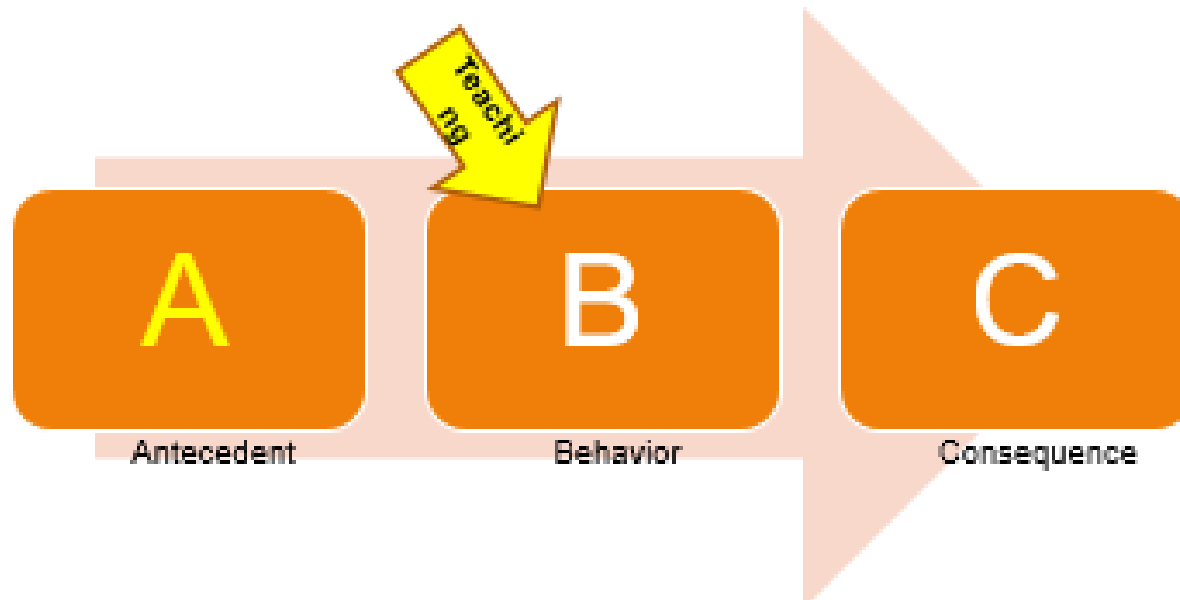


# Selecting and Implementing Practices that to Bring to Life a Healthy Environment



Proactive teaching of expectations  
Positive greetings  
Precorrection  
Behavior specific praise  
Wise performance-based feedback  
Voice & choice  
Classwide motivation system

# What is Proactive Teaching of Behavioral Expectations & Replacement Behaviors?



Teaching behavioral expectations and socially acceptable replacement behaviors ensures that students comprehend an ongoing basis so students are crystal clear about the behaviors they need to exhibit in order to be successful



# Mind Reading

If we expect students to read our minds about the behaviors we expect, then we set ourselves up for misunderstandings & conflict



# Telling Isn't Teaching

Have you ever taught the student what you want them to do?



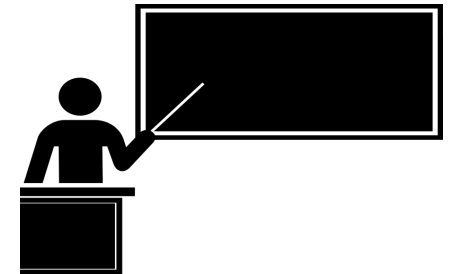
Behavioral  
Expectations



Socially Acceptable  
Replacement  
Behaviors

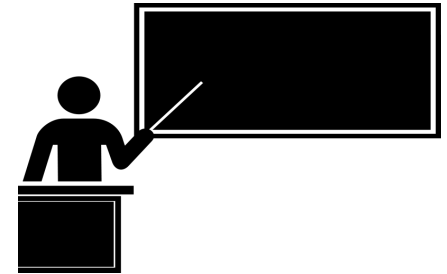
# How to Teach

- *Tell (coach)*
  - What and why (relevance/importance of the desired behavior or skills, as well as how current behavior is getting in the way of what the child ultimately wants)
- *Show (model)*
  - Adult models the examples and non-examples of the behavior in skill
- *Do (practice/rehearsal)*
  - Student gets reps rehearsing the behavior or skill
- *Feedback*
  - Deliver feedback based on performance (praise/corrective feedback)
- *Review*
  - Check for understanding of the behavior and skills to be used when confronted with the trigger and the reasons why the behavior/skills are important



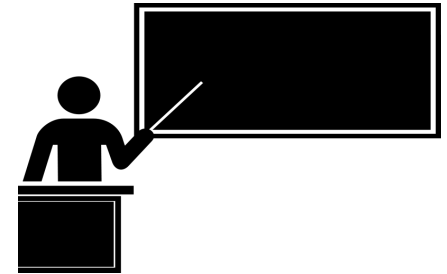
# How often to teach?

- How often:
  - Daily or multiple times per week rather than spread out over the course of months
  - Goal is for the student to learn and build fluency quickly so they are able to generalize the behavior or skill into the natural environment
  - Consistency to increase number of reps and build fluency



# Teaching

- What to teach:
  - 3-5 positively stated, memorable behavioral expectations
  - Socially, acceptable replacement behaviors that students can use instead of problem behavior
  - Self-regulation strategies to manage situations that are likely to arise in class that are frustrating, provoke anxiety, or otherwise upsetting

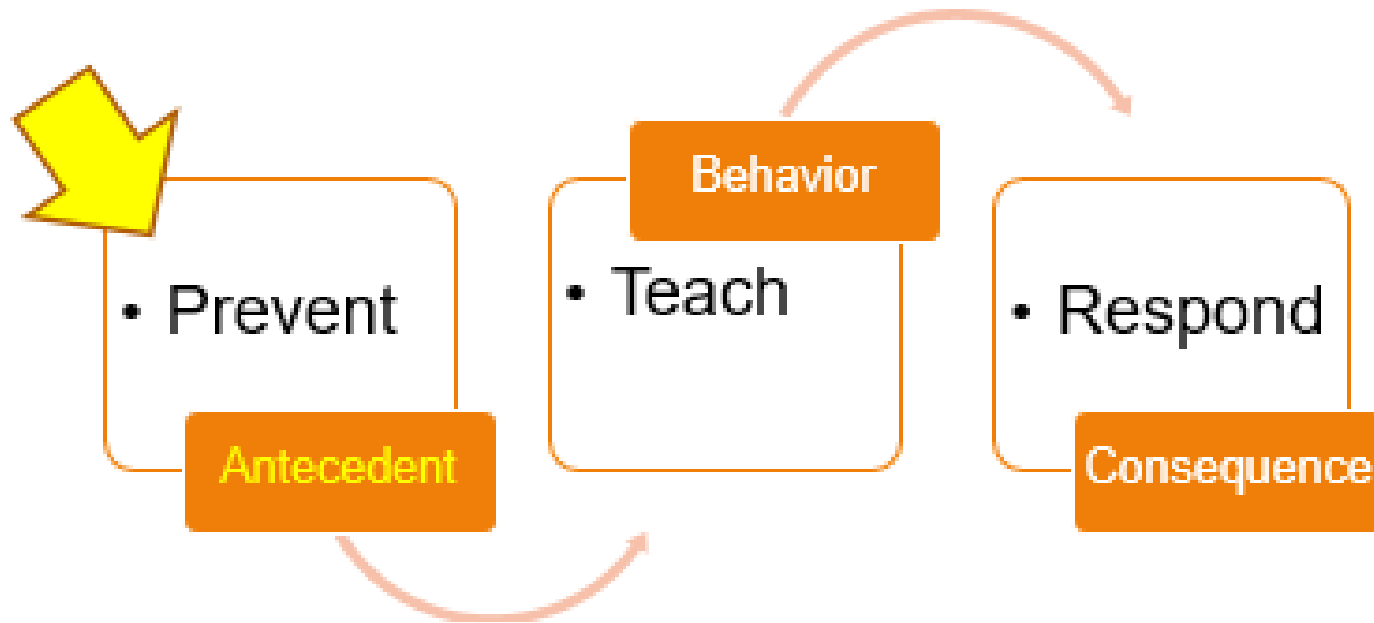


# Virtual Proactive Teaching

- Asynchronous pre-recorded video combined with synchronous classroom discussion
- Synchronous learning activity
- Staff recorded videos of examples and non-examples of behavioral expectations



# What is a Precorrection?



**Reminding/prompting students how to be successful before they even begin the activity, assignment or task**

- Not assuming that students are ready or are thinking about how to be successful
- Rather, providing them with the behavioral answers to be successful in class

# What is a Precorrection?

## Precorrection

- Proactive teaching methodology that does not assume students are ready for what is next
- Anticipating problem behavior that could occur and getting on the front end of it
- Increasing the likelihood that you won't see particular behaviors that interfere with learning

vs

## Correction

- Waiting for behavior to occur then reacting to it
- Unintentionally escalating behavior by how behavior is addressed
- Assuming students are thinking about what to do next

# Steps to implementing precorrection

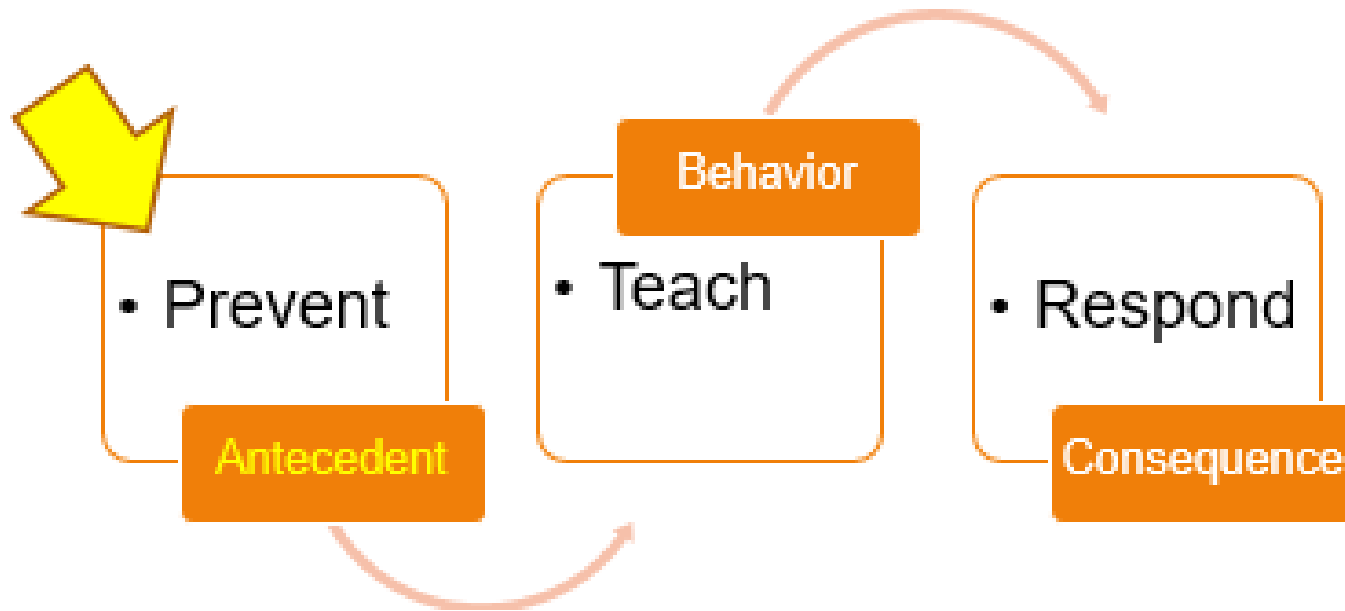
1. Identify the setting, time, and situation that you are likely be correcting behavior.
2. Identify the expected behaviors you want student to do during that setting, time, and situation.
3. Develop a plan to remind students about the expected behavior before they transition into the setting and situation.
4. Develop a monitoring plan to determine the effectiveness of the precorrection plan.



# Virtual Precorrection

- Pre-recorded precorrection videos that students watch before completing synchronous or asynchronous
- Google form checklist to facilitate self-reflection of expectations before engaging in the virtual learning activity
- Synchronous precorrective statements before 'diving in'

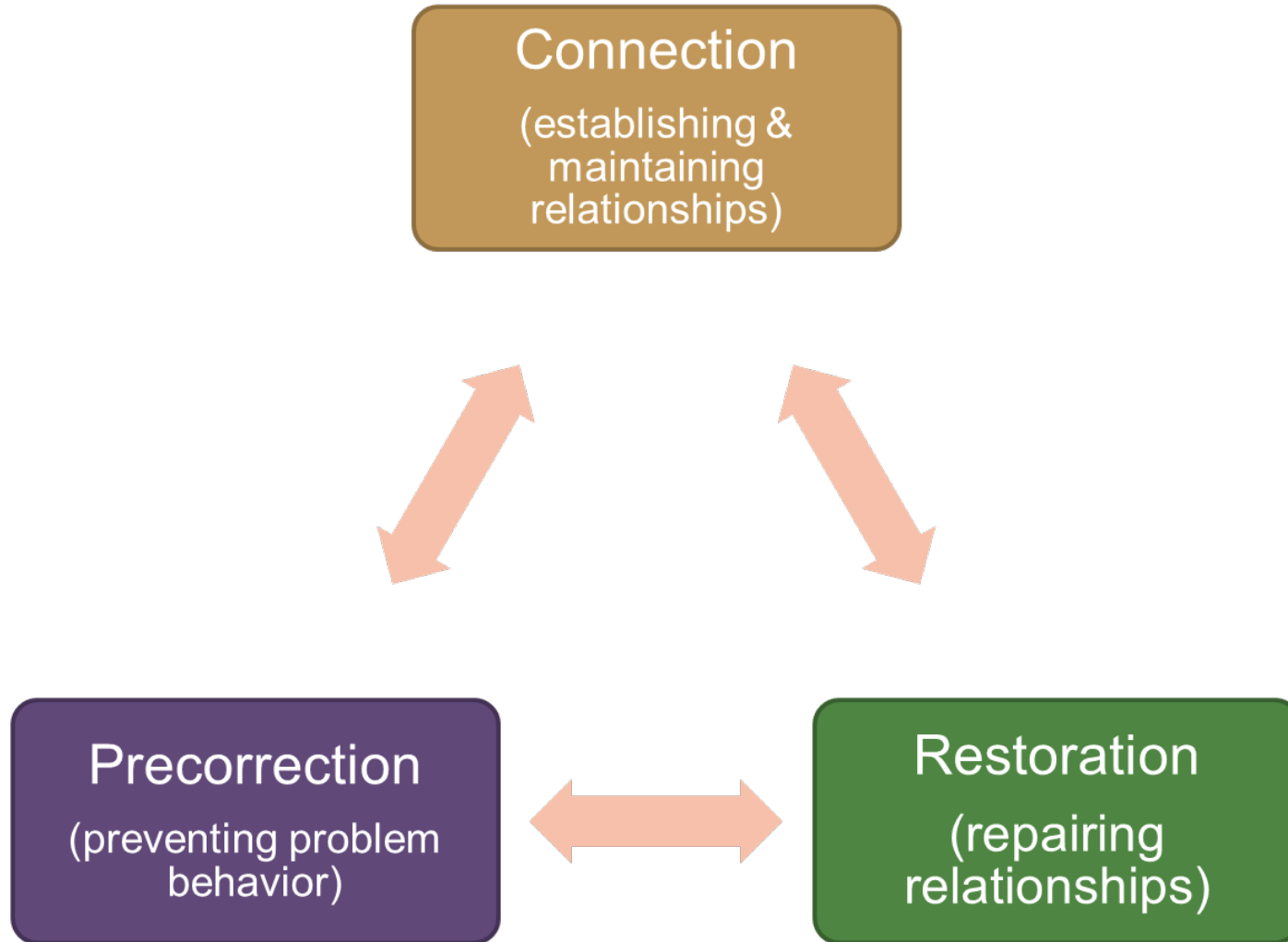
# What is Positive Greetings at the (Virtual?) Door?



Proactive strategy designed to get the class off to a good start and pull students “into relationship” with the teacher while students are transitioning into the classroom

- Allows for connection, precorrection, and restoration to happen

# PGD Core Components



# Neutralizing Setting Events

**Setting Event:**  
factors that  
increases the  
likelihood of a  
student  
exhibiting a  
behavior to get a  
particular need  
met



Negative interaction the  
previous day with teacher

# Steps to Implement Positive Greetings

- ❑ Have an high interest activity ready for students as they transition into the classroom
- ❑ **Greet each student individually using their name, a gesture, or special handshake**
- ❑ Provide pre-corrective statement
- ❑ Brief restorative conversations with students with whom you may have had a negative interaction the previous day



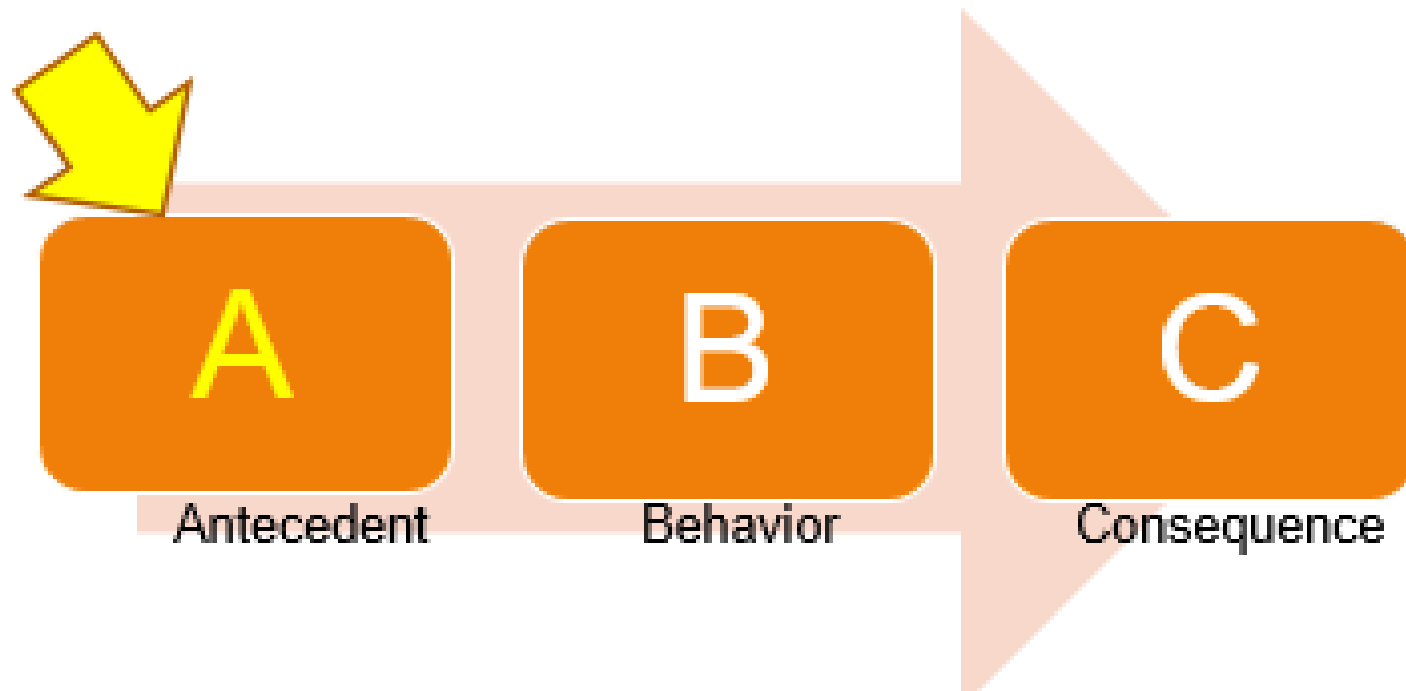


# Virtual Positive Greetings

- ❑ Select a method to greet and positively interact with students
  - ❑ Do it before synchronous activity using 'waiting room' function
  - ❑ Create separate chats for sub-groups of students prior to whole group synchronous learning activity
  - ❑ Find individual times outside of synchronous learning activities connect and greet students who need it the most
  
- ❑ Make a caring statement, ask an open-ended question, and review how class is going



# What is a Choice Making?



Choice making means that students are provided with two or more options and allowed to select the preferred option that aligns with their preferences

# Choice Making

- Offering choices to students increases their motivation to take over ownership of their learning by allowing them to align their preferences with their experiences
- As part of lesson planning an organizing classroom activities, identify opportunities to exercise choice
  - Choice of assignment to work on
  - Choice of problems to complete
  - Choice of who to work with
  - Choice of order in which work is completed



# Examples of instructional choice

## Examples of Instructional Choice

### Across Activity Choices

#### Differentiation of Product:

Written Paper, Oral Presentation, YouTube  
Video  
Think-Tac-Toe Boards

#### Order of Completion:

Which activity would you like to do first?  
Select a learning center  
Create a schedule for the day

### Within Activity Choices

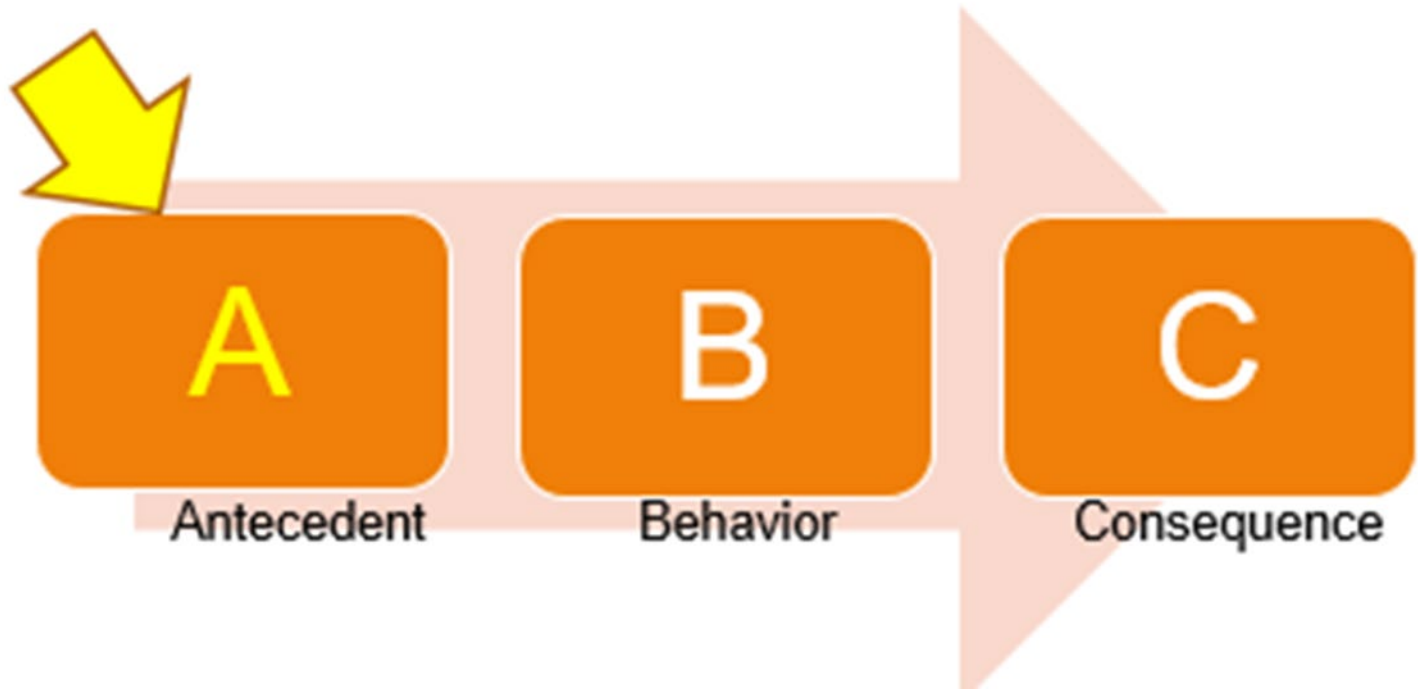
#### Differentiation of Materials:

Crayons or Markers?  
Pencil or Pen?  
Paper and pencil or Computer?

#### Differentiation for Work Completion:

Select 3 out of 5 problems  
Choose Even or Odd problems  
Work independently or with a partner?  
Finish in class or at home?

# What is Opportunities to Respond?



**Opportunities to respond** refers to actively engaging students by seeking an *active* response from students

# Opportunities to Respond

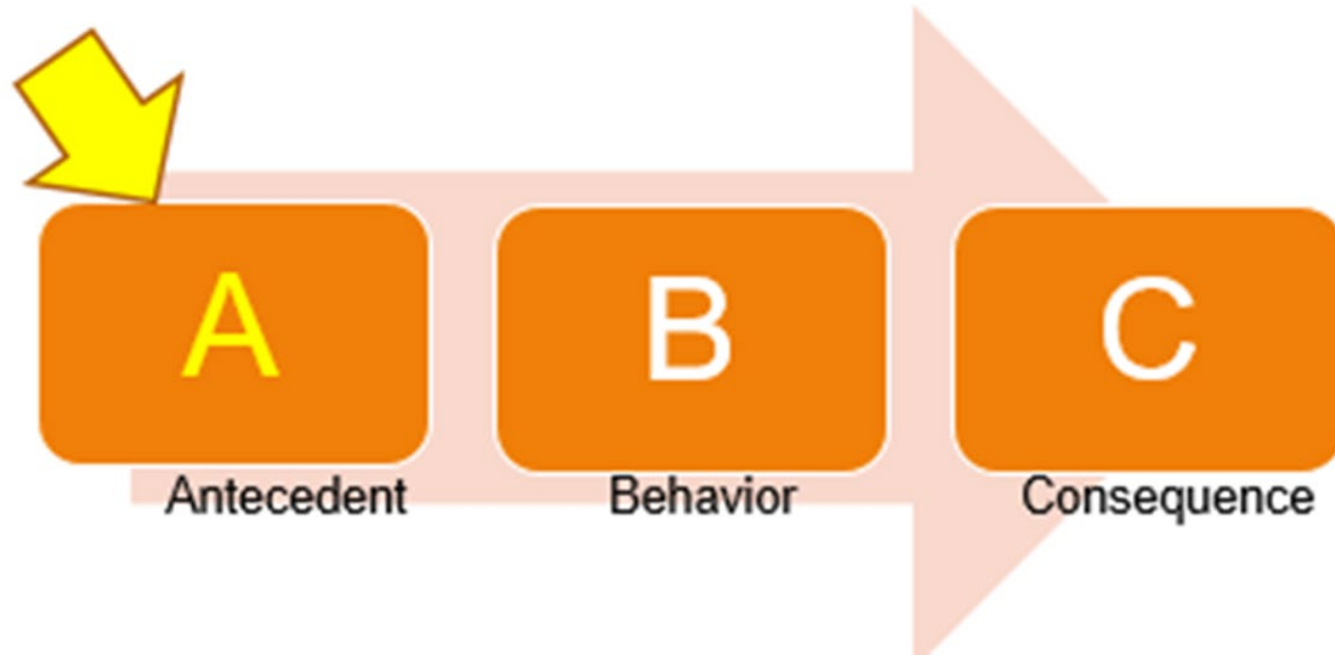
## Frequent Responses

Oral Responding	Unison Responding	Team Responses	Written Responses	Action Responses
<ul style="list-style-type: none"><li>• choral response</li><li>• think-pair-share</li><li>• partner response</li></ul>	<ul style="list-style-type: none"><li>• choral response</li><li>• white-boards</li><li>• response cards</li></ul>	<ul style="list-style-type: none"><li>• numbered heads together</li><li>• jigsaw</li></ul>	<ul style="list-style-type: none"><li>• response cards</li><li>• white boards</li><li>• think-jot-share</li><li>• pair and write</li></ul>	<ul style="list-style-type: none"><li>• touching/pointing</li><li>• Gestures</li><li>• acting out</li><li>• hand signals</li><li>• Facial expressions</li></ul>

# Virtual opportunities to respond (synchronous learning activities)

- Chat functions
- Gestures
  - Fist to five
  - Raise hand
- White boards (write response and hold up)
- Pair-share
- Small group share and discuss
- Electronic polling

# What is a wise feedback?



**Wise feedback** is strategic feedback through relational communication which conveys high expectations, the instructor's genuine belief that those expectations can be achieved by the student, and provides concrete information to help the student meet the expectations.



# Expressing High Expectations and High Beliefs

Communicate high expectations and high support

Express high expectations, high beliefs

Offer help, proactively and reactively

## Wise Feedback

When giving feedback on student work, make sure to:

- Explicitly communicate high expectations and the reason for the feedback
- Express care for student learning
- **Communicate belief** in the student's capability of meeting those expectations
- Allow the student to advocate for help or provide feedback

# Offer Help Proactively and Reactively

Communicate high expectations and high support

Express high expectations, high beliefs

Offer help, proactively and reactively

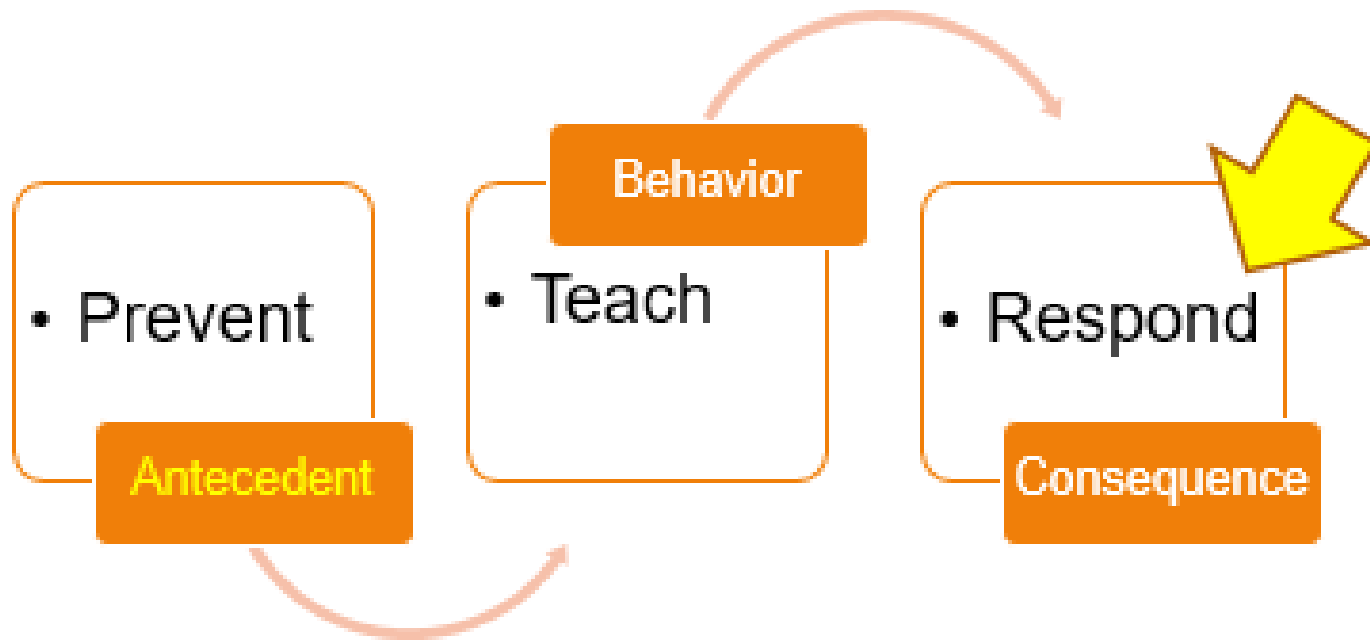
## Proactively offer help

- Before the student even needs help offer up your time and interest in helping

## Reactively offer help

- Notice when student is struggling and offer assistance or help with resolving issue

# What is behavior specific praise?

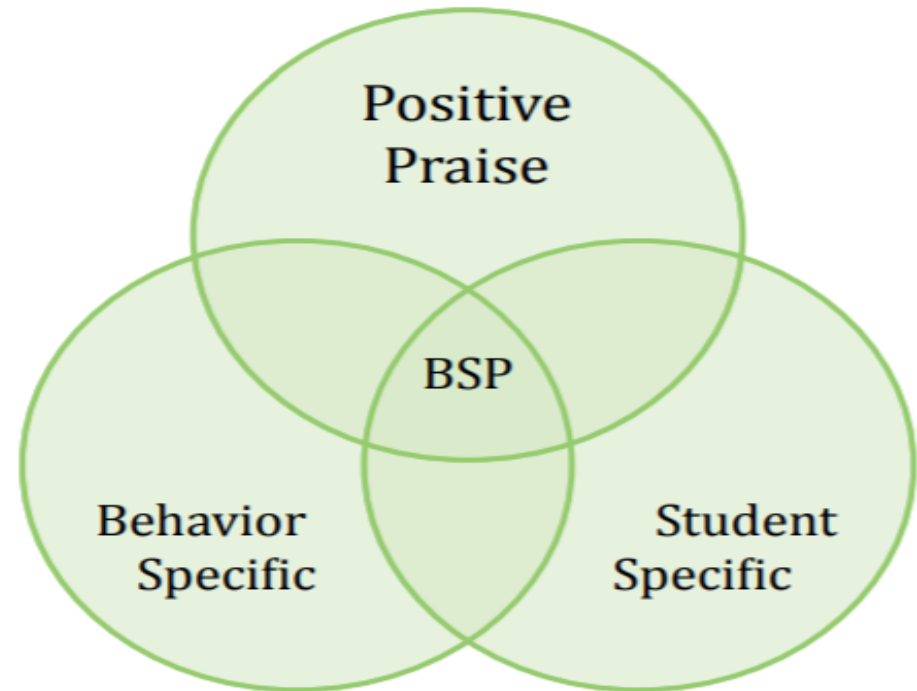


Paying close attention to specific behaviors to recognize and acknowledge students for putting the energy and effort to exhibit those behaviors that help them grow and be successful in school

# Elements to effective behavior specific praise

► **How much BSP should you give?**

A general 4:1 ratio of praise to reprimand statements is desirable. Using about 6 praise statements every 15 minutes is also recommended.<sup>4</sup>



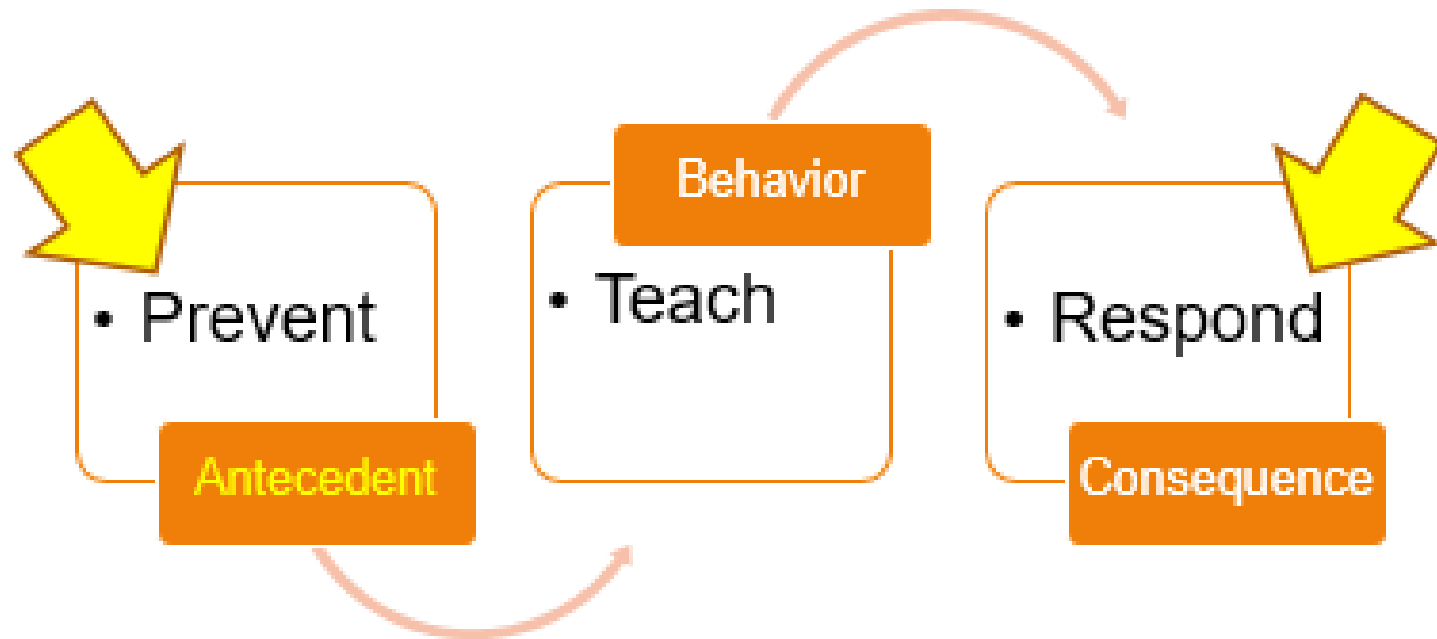
► **BSP Should Be:**

1. A description of a desired **Behavior** (social or academic).
2. **Specific** to the student or class.
3. A positive **Praise** statement.<sup>5</sup>

# Behavior Specific Praise Virtually

- Verbally recognize students or the class for specific behaviors that promote a positive and productive environment for self and others
- Send a private message or note to specific students
- Indirect praise through other adults
  - Identifying something student did, said, or achieved, and relaying the praise through another adult in the student's life (caregiver, another teacher, administrator, counselor)

# What is a classroom motivation system?



Increasing student motivation by granting access to wanted experiences contingent upon exhibiting expected behavior

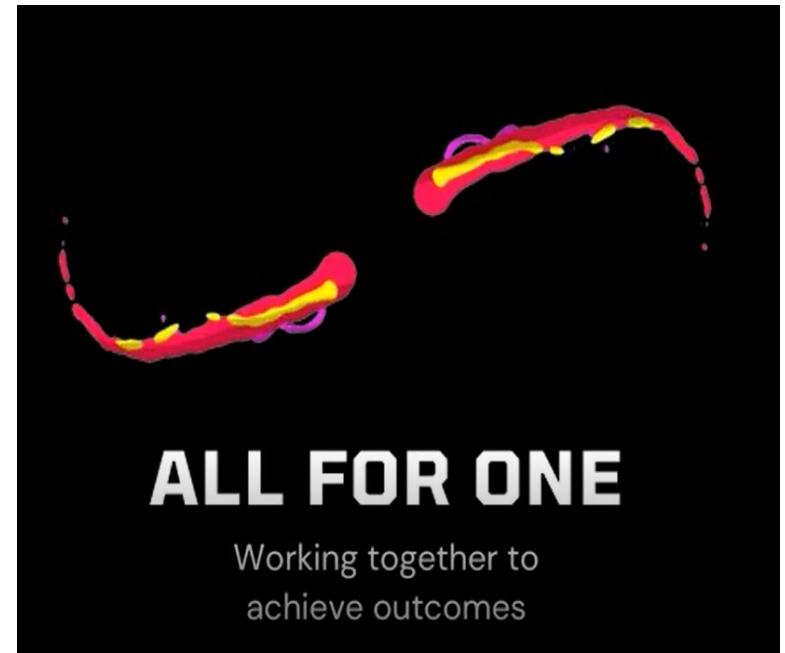
# Class-wide Motivation System

- Types of class-wide motivation systems:
  - ALL for one
  - ONE for all
  - To each their own



# ALL for One

- Students working together to achieve a shared, desired experience
- Whole class or split the class into groups or teams
- Create clear expectations regarding
  - what behaviors students need to exhibit to earn access to desired experience
  - identify the desired experiences to be earned



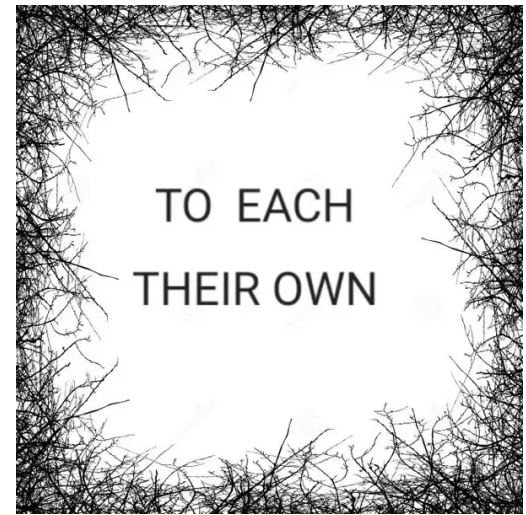


# ONE for All



- Select a student who can earn access to a desired experience for the entire class, but students remain blind to who it is
- Communicate to the class what you are looking for with regard to specific behaviors
- Increases student motivation because students are uncertain whether they are the “one”

# To Each Their Own



- Identify subset of students who are in need of motivational enhancements
- Connect with specific students to determine:
  - Expected behaviors to improve success
  - Desired experiences or items to be earned based on exhibiting expected behavior

# Recommendations for Distance Learning

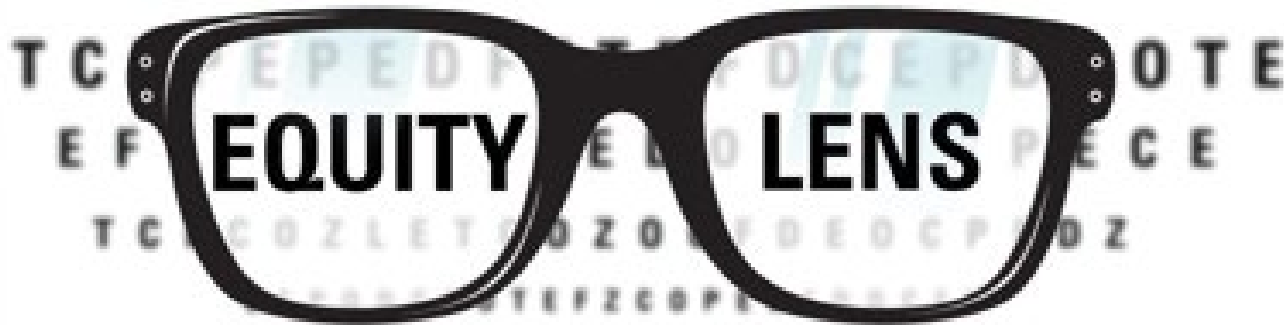
- Recognize and acknowledge students when exhibiting behavioral expectations:
  - Participate in synchronous learning activities
  - Complete asynchronous assignments by the deadline
  - Complete assignments before deadline
- Create a Reward Event:
  - Using video conferencing tools (Google Hangout, Zoom, Microsoft Teams EDU, etc.) that gives students points after attending the event
  - Attend an [online drawing class](#)
  - Attend an [online book reading](#)
  - Participate in photo or cooking challenges
  - Complete an [online visit to a museum or zoo](#)
  - Participate in a Spirit Day activity (check out our [Spirit Week on Twitter](#)), i.e.:
    - Elementary: Monday – wear pajamas, Tuesday – crazy hair, Wednesday – crazy socks, Thursday – dress like your teacher, Friday – hat day
    - Secondary: Monday – wear pajamas, Tuesday – wear school colors, Wednesday – crazy socks, Thursday – college gear, Friday – hat day
- Create a Raffle for a digital gift card

# Individual Rewarding Experiences

- Student gets to “wear” Snap Camera lens of choice for class that week
- Student chooses ‘intro music’ to class for the day
- Choose question for community building circle
- Choose a class game
- Show favorite TikTok video to class
- Student shares talent with class (play guitar, show origami, etc.)
- Teach entire class something they are interested in
- Learn how to do something special on the computer- like graphics, animation, video editing
- Learn how to draw something that looks hard, but with help is easy
- Student reads favorite book aloud to class
- Take attendance for a day
- Choose the teacher’s cursor for the day (teddy bear, Teenage Mutant Ninja Turtle, etc.) by adding this Chrome Extension
- Teach class a favorite game
- Write a job recommendation for the student
- Chance to join their favorite elementary school teacher to help teach a lesson about a topic of interest
- Shoot a video about the school’s expectations
- Help from an adult of choice on a class they are struggling with (Free tutoring)
- Homework free night
- Mystery motivator to be randomly selected and mailed

# Classwide Rewarding Experiences

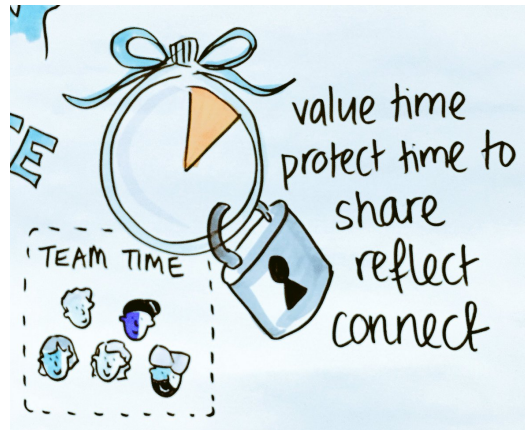
- Snap Camera - whole class comes “dressed up” in Lens of choice (fairy, potato, opposite sex, blue eyes, or on a tropical island)
- Class game, Fun Friday
- Pet show and tell (“Pet Parade”)
- Crazy hair day with your class
- Lottery to win a selected item that will be mailed
- Digital “thank you note/card”
- Positive Praises at the beginning/end of class
- Teacher will move ‘work area’ to strange location in house/yard, of student’s choice
- Teacher vs. students trivia game
- Video game tournament
- Listen to music during class, of student’s choice
- Make teacher reenact favorite Tik Tok Video (within reason)
- Teacher will drop into favorite video game students are into (e.g. Minecraft)
- “Special Guest” will come to class (principal, teachers baby, dog, partner)
- Teacher will shave head/ dye hair
- Teacher will play guitar, sing or share other ‘talent’ with class
- Teacher reads aloud to class a favorite book
- Teacher will show an embarrassing photo of themselves (Senior Portrait, prom)
- — Pick which problem the teacher will make a freebie answer on homework



1. Design your approach based on who needs it the most not on students who are likely to do well regardless
2. If I'm pressed for time to do it for all students, then simplify by identifying the subset of students who need and can benefit from the most.
3. Remind yourself that intentionally reducing disparities for certain sub-groups in an anti-racist act designed to address systemic racism

# Advocate for protected time to plan, reflect, and collaborate on implementation

- People need to see that time will be protected for this work to enable initial planning and subsequent reflection and collaboration to promote continuous improvement



	Action Planning			
Proactive Strategy	When will I do it?	How will I do it?	What resources to do it?	What might get in my way of doing it?
Proactive teaching of behavior expectations				
Precorrection				
Positive greetings				
Opportunities to respond				
Interspersing choice				
Wise feedback				
Behavior specific praise				
Class-wide motivation system				



**Students cannot benefit from  
experiences and supports they  
do not receive**

**Without action, good intentions  
do not materialize in ways that  
benefit students**

Thank you!

Questions, comments, reactions...

