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**Classroom Management and Remote Teaching:
Tools for Defining and Teaching Expectations**

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Abstract

The remote instruction context presents many challenges for teachers, including managing student behavior. The practice of defining and teaching expectations is considered a high-leverage practice in special education, and should be applied to the remote setting to support the learning of students with and without disabilities. We present four recommended steps for adapting this practice for the remote setting and use a fictional vignette with example materials to demonstrate the process. Additionally, we provide other useful online resources for providing effective online instruction for students with disabilities.

Keywords: remote instruction, classroom management, positive behavior supports, classroom expectations, behavior support strategies

**Classroom Management and Remote Teaching:
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Classroom management is frequently identified as one of the most challenging tasks for teachers, and an area in which they consistently report needing additional training and support (Reinke et al., 2011). Challenges with classroom management have a strong likelihood of interfering with student learning. When students do not follow expectations, teachers must spend valuable time addressing this behavior rather than focusing their time and energy on teaching (Gage et al., 2018). Under normal circumstances, strong classroom management skills are important, but when major crises such as pandemics or natural disasters occur, they disrupt the typical operations of schools. Such circumstances may force a shift to remote instruction, making classroom management skills even more critical for several reasons.

First, remote instruction is a relatively new instructional context with limited prior focus in research and practice. For example, during the COVID-19 pandemic, districts were forced to make local decisions about how to structure instruction without much guidance. In some locations, schools made the decision to be 100% remote; in other districts, schools shifted back and forth between remote and in-person instruction as the local public health situation allowed. Regardless of the specific circumstances, providing instruction in a remote context presents new challenges for teaching and behavior management. Motivating and engaging students by implementing high-quality classroom management practices is one way to prevent challenging behavior (Gage et al, 2018), but this must be approached using new, innovative strategies.

Along with this novel instructional context, students experience increased mental health issues and have greater social-emotional support needs during crisis situations (Hamilton et al., 2020). Further, when a crisis is ongoing for months, or even years, students must navigate

stressors and trauma that can have significant long-term impacts on their social-emotional, physical, and intellectual wellbeing (Goldschmidt, 2020). Without hands-on learning and interaction in a classroom, it is more difficult for teachers to effectively identify and support students with these needs. Further, these issues may relate to an increase in internalizing and externalizing behavior in the remote classroom (Masonbrink & Hurley, 2020).

A switch to remote instruction can also highlight disparities in students' access to resources and support, particularly for those with pre-existing vulnerabilities (Patel, 2020). For example, students who lack access to the resources required for equitable online learning, such as consistent internet access, devices for online learning, and supervision from adults, are disproportionately impacted by the switch to remote learning (Hamilton et al, 2020). Further, challenges related to remote instruction can have a greater negative impact for students with disabilities, many of whom struggle greatly with this mode of instruction (Patel, 2020). Under these circumstances, students with disabilities lose access to in-person therapy services, may not receive the special education supports and accommodations designated in their individualized education plans (IEP), and are cut off from informal supports (Warner-Richter & Lloyd, 2020). Teachers and administrators themselves acknowledge critical gaps in their knowledge and ability to virtually support this vulnerable group of students (Hamilton et al., 2020). Although not all of these issues can be remedied through effective classroom management practices, they highlight the importance of minimizing challenging behavior and focusing as much as possible on students' social-emotional needs and academic progress.

Evidence-Based Recommendations for Classroom Management

One foundational classroom management practice with a strong evidence-base is establishing and teaching rules and expectations (Myers et al., 2017). This is considered a

“critical feature” of effective classroom management in typical, in-person classroom settings (Simonsen et al., 2008). The process of establishing and teaching routines and expectations is also one of the “high leverage practices in special education” identified by the Council for Exceptional Children (CEC) and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center (McLeskey et al, 2017). Though not a requirement, this foundational component of classroom management is often conceptualized within a class-wide or school-wide positive behavior interventions and supports (PBIS) multi-tiered system (Myers et al., 2017). The use of PBIS is included in the Individuals with Disabilities Education Act (IDEA; 2004) as one approach to addressing student behavior that interferes with learning.

When setting up a typical classroom management system, the recommendation is to develop 3-5 positively stated, age-appropriate expectations (Office of Special Education Programs ([OSEP], 2015). If the school uses a school-wide PBIS system, classroom expectations should utilize the language that is found in school-wide supports (Reinke et al., 2013). For example, the school may have three expectations: Be safe, Be responsible, Be respectful. A behavior matrix should include defined behaviors for meeting these expectations in different locations across the school. The classroom setting would typically be included as one of these locations, with specific behaviors that align with the three school-wide expectations (Myers et al., 2017). However, it is not enough to simply define and post these expectations across settings; it is critical that they also be systematically taught, monitored, and reinforced (OSEP, 2015; Simonsen et al., 2008).

The use of common language and consistency across school routines and settings can be especially helpful for students with disabilities who struggle with behavior, communication,

social skills, and academics. Clearly defined rules state exactly what to do, in positive terms, so that no interpretation or understanding of “unwritten rules” is required. Common expectations applied across school settings promote generalization (Reinke et al., 2013)—something that can be challenging for students with disabilities. Additionally, the use of a school-wide matrix shows students that all teachers have consistent expectations for their behavior, and that unique, complex expectations do not need to be learned in each setting (Myers et al., 2017). This may help students with disabilities focus on other priorities, such as academic learning.

Applying Evidence-Based Classroom Management Practices to Remote Instruction

To date, limited research related to the application of classroom management practices to the remote instruction setting has been conducted and disseminated. However, it seems a reasonable assumption that, with appropriate modifications, practices proven effective for managing behavior in the classroom would be similarly effective in the virtual setting (Center on Positive Behavioral Interventions and Supports [PBIS], 2020). Just like in a typical school year, classroom management components, such as behavioral expectations, should ideally be designed before the beginning of the school year (Simonsen et al., 2008). Also similar to the process for establishing expectations for a traditional classroom setting, behavioral expectations for remote instruction must be defined and taught within the context of well-established routines. Families should also be involved whenever possible (Muscott et al., 2008).

With this goal in mind, the Center on PBIS (2020) provides four recommendations for creating a behavior matrix for remote instruction. These include: (1) keep the same school-wide behavior expectations, (2) use online activities as your settings, (3) consider online-specific behaviors that need to be taught, and (4) teach directly. Next, we model the process of moving through these steps by providing a scenario with sample materials for each step in the process.

Ms. Johnson teaches second grade at a public school in an urban district. This school year, due to a pandemic, the large school district has decided that all instruction will be provided remotely using Google Meets. The plan is to provide synchronous online instruction Monday through Thursday mornings to address all academic content areas. In the afternoons, students will work on asynchronous lessons with teachers available to provide assistance using Google Meets. On Fridays, the students receive support from teachers during two separate half hour sessions, and spend the rest of the day completing asynchronous work.

Unfortunately, the students have not had in-person classroom instruction since March of the last school year and Ms. Johnson is very worried about their progress. Almost all are performing below grade-level according to reading and math benchmarks. Although students have received Chromebooks and instructional materials (e.g., writing supplies, books, manipulatives) from the school, several struggle to find distraction-free spaces within their homes for remote learning and many experience additional barriers to accessing remote instruction. For example, many students have parents who work multiple jobs or who are essential workers and cannot provide direct supervision during online classes. Without in-person adult support to supplement remote instruction by teachers, it is difficult for these young students to organize and manage their materials before, during, and after class. This challenge is particularly salient for students with disabilities in the class who have challenges with attention and executive functioning.

As a result, Ms. Johnson is especially worried about her ability to provide effective instruction for five students with identified disabilities. Additionally, out of 33 second graders, 57% are English language learners (ELL). It is clear to her that she must find a way to make the most of the remote instruction settings and meet these students' diverse needs. Along with

providing engaging instruction, she needs to establish a class-wide PBIS system with clearly defined expectations so that remote instruction goes better this school year than it did last spring. She knows that missed instructional time that is spent reactively managing student behavior will have a significant negative impact on her students' progress, which has already been hindered by the pandemic.

Step 1: Identify Expectations

To start, existing classroom or school-wide expectations should be identified. Students (and their families) who are familiar with specific language describing behavioral expectations from the school setting will benefit from hearing the same, consistent terminology when reviewing expectations for online learning. If the school previously used school-wide PBIS for in-person learning, posters were likely used to display these expectations throughout the school. If not, the teacher probably has behavioral expectations or class rules that are typically displayed in the physical classroom. These should be used as a guide for identifying 3-5 positively stated expectations for online learning.

Ms. Johnson's school has been using school-wide PBIS for the last 15 years. The three school-wide expectations are: Be Respectful, Be Responsible, and Be Caring. In a typical school year, these expectations are displayed on posters hung throughout the school building and shared with families. Expected behaviors for different settings such as the hallway, cafeteria, and classroom are defined according to the three school-wide expectations.

Step 2: Identify Settings

Next, identify the relevant setting for remote instruction. Although the same expectations from in-person instruction can be used, the settings from school-based learning will no longer apply to remote learning. The new "settings" will likely refer to different modes of online

instruction rather than physically distinct locations for remote learning. To identify different settings for the remote behavior matrix, teachers should consider activities that require different observable behaviors in order to meet the existing expectations identified in Step 1. For example, when appropriate—likely for older students— all online learning activities may be simplified into one setting/context (Center on PBIS, 2020). In contrast, the matrix and corresponding behaviors may need to be broken down by more specific settings, such as breakout rooms versus whole-group instruction in the main virtual setting.

To develop a new behavior matrix for remote instruction, Ms. Johnson and her co-teacher, Ms. Stone, start with the three existing school-wide expectations. With these in mind, they brainstorm the different “settings” for remote instruction. They base this process on their brief experience teaching remotely the previous spring. After discussion, they decide to include four important activities for the 2nd grade remote-learning behavior matrix. These include: (1) joining class, (2) teacher-led, whole-class synchronous instruction, (3) small-group break-out room learning, and (4) independent asynchronous work.

Step 3: Identify Online-Specific Behaviors

Next, the matrix must be completed according to the identified expectations and settings for remote instruction. For each, teachers should identify specific, observable behaviors that correspond with meeting the broader expectations. These behaviors should be specific to each remote instructional setting (Center on PBIS, 2020). For example, students will need to learn how to use the chat, microphone (mute/unmute), and camera (on/off) in each synchronous setting. Although these tools are important for learning in each setting, there will be variability in the exact expected behavior for each. With a completed matrix, students should be able to identify what it looks like and sounds like to meet each expectation in each setting.

Now that Ms. Johnson and Ms. Stone have identified the expectations and settings for remote learning, they must create a behavior matrix specific to online learning. To start, they think about some of the problem behaviors they observed in the spring, and envision exactly what they want students to do to show they are appropriately engaged in each type of remote learning (i.e., “setting”). Just as they would for in-person instruction, they must consider how and when students should participate, attend to instruction, and use materials. However, these online-specific behaviors are very different from those expected in the typical classroom. For example, they have learned that, in order for students to be prepared to learn, they must be dressed and have eaten breakfast before logging on. This is not a behavior that was included on the matrix for in-school learning because students were either provided breakfast at school or ate it before they arrived. Ms. Johnson and Ms. Stone also must establish new behaviors for participation, such as when to be muted, how to use the online chat feature, and using “kind faces and motions”. In contrast, some typical behaviors, such as using hand signals and “kind words,” were adopted from standard, in-person practice.

Ms. Johnson and Ms. Stone work hard to ensure the matrix includes every relevant behavior necessary to meet all expectations in each setting. They try to make the matrix as comprehensive, but simple, as possible by organizing similar behaviors together. Some settings include similar behaviors, such as looking at and listening to the speaker. Other settings include unique behaviors that needed to be specified, such as not giving out personal information online during asynchronous instruction. See Figure 1 for an example of a completed matrix for remote instruction across four settings.

Step 4: Teach Expectations for Remote Instruction Settings

Once behaviors are clearly defined for each expectation in each setting (typically using a

behavior matrix), these behaviors must be explicitly taught and practiced. The same process of model-lead-test that is used during in-person instruction (Myers et al., 2017) can be used to teach expectations for remote instruction. For example, students should be involved in generating examples and non-examples (Center on PBIS, 2020). Additionally, students should be given the opportunity for guided practice in the skills needed to follow the expectations for remote instruction. These may include, for example, muting and unmuting, using a chat feature, and turning the camera on or off. By teaching these expectations using engaging instruction and providing ample opportunities for practice, teachers set all students up for success and prevent many challenging behaviors (Myers et al., 2017).

Ms. Johnson and Ms. Stone collaboratively develop lesson plans to teach the expected behaviors for each online setting. They set aside time at the beginning of the school year to teach the behaviors using direct instruction, provide opportunities for students to practice in the remote learning setting, and provide feedback as needed. For example, to practice using tools during synchronous whole-group instruction they play “Simon Says,” with directions such as, “Simon says turn your camera off,” “Simon says unmute yourself,” and “Simon says type in the chat box and wait for the countdown.”

In addition to providing many opportunities for practice, Ms. Stone realizes that visual supports seem particularly useful for teaching and prompting expected behavior in the remote setting. To make the connection between expectations from in-person learning and remote learning, Ms. Stone creates visuals to incorporate into a lesson (see Figure 2). On each slide, she presents an image of what it looks like to follow an expectation during typical, in-person instruction. She then moves the image to reveal the corresponding behavior for remote instruction. For example, one slide shows an image of what it looked like to enter a physical

classroom quietly, with students standing in a typical classroom with chairs and desks. The corresponding image for “always enter class quietly” in remote learning shows a view of a computer screen with circled symbols indicating that students are muted.

Incorporating these visuals into the lesson was particularly useful for the students with disabilities and ELLs so they could connect familiar expectations and observable behaviors with those they should demonstrate during remote learning. Ms. Johnson and Ms. Stone both reflected that these materials were effective in engaging all students and providing instruction in multiple modes (i.e., visual and verbal). They also relied on these materials when re-teaching or reviewing expectations, as needed, and were able to share them with these students’ families for review at home.

Next Steps: Monitor and Adjust as Needed

If expectations are carefully defined and taught, and used along with other preventative classroom management strategies, approximately 80% of students should “respond” to these Tier I supports; most students should be able to follow the expectations across settings with minimal problems. However, data should be used to monitor student behavior and ensure that these evidence-based strategies are being implemented effectively (OSEP, 2015), especially when used under novel circumstances, such as remote learning. It is expected that some students (~15%) will need additional academic and behavioral support to be successful in the classroom. However, if a higher proportion of students are not following expectations, the foundational steps should be revisited. For example, data may show that most students are following the expectations in certain contexts but not others, or that only specific behaviors need to be re-taught. In contrast, data may show that the teacher needs to make an adjustment to the overall class-wide PBIS system. For this reason, it is important to collect data and monitor student

behavior and teacher use of instructional practices, so that data-based decisions can be made to inform next steps.

To begin, one must select a particular behavior (or set of related behaviors) of interest. This typically includes challenging student behavior to decrease or more appropriate learning behavior to increase. It also might include teacher instructional behavior to improve (Keller & Duffy, 2005). Next, the teacher chooses a data collection procedure, balancing simplicity, feasibility, and accuracy. For example, this might include reviewing existing permanent products or directly observing students during a specific instructional block. To directly observe and track student behavior, one could count the number of times a behavior such as shouting out happens using tallies, or use a timer to see how long a behavior such as “camera off” goes on for. During remote instruction, tools like timers should be readily available on computers and other technology (e.g., smart phones), and easy to use while providing instruction. Low technology options for data collection, such as pen and paper, remain simple, useful alternatives, even when more advanced technology is available. After data are collected for at least a few days, it should be reviewed and used to make decisions about practices (OSEP, 2015).

Although the lessons used to teach expectations were engaging and effective overall, Ms. Johnson and Ms. Stone noticed that many students still seemed disengaged and were having trouble participating in lessons. Using the existing school-wide expectations and identifying corresponding behaviors for remote learning on the matrix did not seem like enough, especially given the many challenges their students were facing on a daily basis. They decided to collect some data to determine where to focus their efforts. Each morning, as Ms. Johnson taught, Ms. Stone recorded tallies on how many times each student participated appropriately versus interrupting instruction. They also evaluated work completion by reviewing assigned student

work that was uploaded, and used other readily available data sources such as “minutes of work completed” from online math and literacy learning platforms used by the district (e.g., Lexia). Additionally, they were able to review their existing attendance data to see how many students logged on in the morning and returned to class after planned breaks (e.g., snack and lunch).

In combination, these data showed that some students were not returning to class later in the day, and almost all students who were present were not participating appropriately. Instead, many students were unmuting themselves and interrupting instruction to get help with technological issues, like not being able to hear the teacher or peers, or not being able to find the correct page online for classwork. Additionally, very few students were completing assigned work completely and accurately. Ms. Stone and Ms. Johnson started to worry that this year wasn't going to go any better than the previous spring!

*Instead of being discouraged, they looked at the data and confirmed that these issues were widespread and required class-wide adjustments. First, they decided that they needed to add a new expectation: *Be Resilient*. Though always relevant, this characteristic took on new meaning for many of their students under the circumstances of the pandemic. In addition to the resiliency required of students to even log-on to remote class from home, Ms. Stone and Ms. Johnson realized that students needed to be resilient to be successful in accessing instruction through the remote learning platform. Specifically, they needed to teach students to persist and independently problem-solve when faced with technological issues. To do so, they created a visual support showing specific, age-appropriate problem-solving behaviors specific to the remote learning platform, such as: closing other meets, checking volume, or logging off and logging back on (see Figure 3).*

In addition to defining and teaching behaviors for this new expectation, Ms. Johnson and

Ms. Stone decided to start using an interdependent group contingency to motivate students to complete their assigned work. To do this, they created a weekly cumulative goal for class work completion. If the class met this goal by Friday, students were given special time in break out rooms to play games or chat with friends. In addition to implementing these two new components, they continued collecting data on students' attendance, work completion, and participation/interrupting. They decided to review the data in two weeks to make an informed decision about their next steps and see if the introduction of the group contingency helped.

After collecting and analyzing the data, Ms. Johnson and Ms. Stone determined that work completion had improved; the class earned the reward two weeks straight. However, too many students were still having trouble participating appropriately without interrupting. They realized this was interfering with instructional time because they had to repeat directions and redirect interrupting students so frequently. By looking for patterns in the data, they were able to identify that many, but not all, of students struggling with this expectation were students with disabilities or ELLs. As a result, Ms. Stone and Ms. Johnson made three decisions: (1) incorporate additional small-group intervention blocks for all students, (2) create a simplified visual of the steps for appropriately participating during remote instruction and use this to reteach the expectation to a small group of students, and (3) increase their use of behavior specific praise.

First, they adjusted the class schedule to provide each student with daily small group intervention time. Because students were already behind on grade-level benchmarks and the teachers noticed that whole-group academic instructional opportunities were limited by ongoing behavioral challenges, this was a simple, but impactful adjustment. After morning synchronous instruction, instead of students working asynchronously with teachers available for support as needed, each student was assigned to a 40-min small group time while the others worked

asynchronously on assignments reviewed in the morning. Students were grouped intentionally so the small-group activities could be tailored to students' needs (e.g., academic intervention versus instruction on behavioral or social-emotional skills). The use of this time benefited all students, who gained access to additional targeted support, and teachers, who could better identify and address students' areas of need with differentiated instruction and assessment.

For those students who were still having trouble meeting behavioral expectations in the remote setting and who continued to interrupt the class frequently, Ms. Stone determined that this was a skill deficit; these students needed additional direct instruction to learn and practice the skills required to participate appropriately during remote learning. Initially, this group of students spent small-group time re-learning the expectations for participation. To support instruction, Ms. Stone created a new visual support that delineated four steps for participation (see Figure 4). Along with the visual, students in this group were given repeated opportunities to practice participation skills and received specific, immediate feedback. Though not individualized, small group instruction and the use of a visual support proved effective in helping this group of students to learn and follow the expectations for participation in remote learning.

Along with the above adjustments, Ms. Stone and Ms. Johnson focused on incorporating behavior specific praise for students who were following expectations, instead of giving so many redirects (and much attention) to students who were not. For example, they would say, "Thank you Samuel, for raising your hand and waiting to be called on" or "Wow, Tameka, I noticed you waited for me to finish giving directions before you asked a question. You are really following the checklist steps!" This helped Ms. Stone and Ms. Johnson focus their positive attention on students who were participating in expected ways, which also served as a prompt for students who were more likely to interrupt.

After implementing all of these changes, disruptions decreased for most of the small group of students who had still been struggling to appropriately participate in remote learning. As a result, Ms. Johnson and Ms. Stone were able to focus class time on moving forward with engaging academic instruction for all students, with and without disabilities.

Additional Resources for Behavior Management in the Remote Classroom

The steps delineated above provide a starting point for adapting and implementing proven classroom management practices from the in-person classroom in the remote setting (Center on PBIS, 2020). When combined with engaging instruction, these practices should promote learning for most students. However, there are many challenges to remote learning and additional information and support may be needed (Hamilton et al., 2020). Though not the primary focus of this article, family involvement is an important component of PBIS and families play a critical role in supporting student behavior (Muscott et al., 2008), especially when instruction is provided remotely. From a purely logistical standpoint, parents and other family members may need to be the ones to intervene if a student is not engaged in remote instruction and requires additional support to do so. Thus, family members are essential partners in this process. Although there is still much to learn about how to apply effective special education practices from in-person learning to the online context, many high quality resources are available. Some of these are presented in Table 1.

In closing, we encourage teachers to continue adapting and applying proven special education practices from the in-person classroom setting to the remote instruction context. There are many unknowns, and additional research is needed to demonstrate the effectiveness of these practices in the remote learning setting. However, teachers must do their best to provide engaging academic instruction and social and behavioral support with the materials and

information that currently exist. Although we cannot rely on the level of evidence typically available to support practices, we can make informed decisions about the practices most likely to support students, and least likely to negatively impact their well-being (Goldschmidt, 2020). This is especially important for students, such as those with disabilities, who may be disproportionately negatively impacted by the limitations of remote instruction (Patel, 2020, Warner-Richter & Lloyd, 2020).

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Table 1*Online Resources for Remote Instruction*

Source/ Organization	Description	Link	Specific Resource	Link
Center on Positive Behavior Interventions and Supports (PBIS)	The Technical Assistance Center on PBIS provides resources for implementing a multi-tiered approach to social, emotional, and behavior support for all students, including those with disabilities and those from underrepresented groups.	pbis.org	“4 Resources to Support Students During the Pandemic” provides four practice briefs with simple recommendations for educators and families.	https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic
Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR)	The CEEDAR Center website provides resources for supporting students with disabilities with evidence-based practices in multi-tiered systems of support. Includes access to a virtual toolkit for online instruction.	https://cedar.education.ufl.edu/	This special issues brief addresses how to apply high-leverage practices to strengthen remote instruction for a diverse range of students.	https://cedar.education.ufl.edu/portfolio/removing-barriers-to-effective-distance-learning-by-applying-the-high-leverage-practices/
Council for Exceptional Children (CEC)	The CEC website provides a range of resources to support special educators.	https://exceptionalchildren.org/improving-your-practice/resource-library	This page provides a list of resources, tips, and platforms specific to online teaching and other related topics.	https://exceptionalchildren.org/improving-your-practice/resource-library/resources-teaching-remotely
IDEAs That Work	Created by OSEP, the <i>IDEAs That Work</i> website provides resources and information from research to practice initiatives.	https://osepideas-thatwork.org/continuity-learning-during-covid-19	This brief provides teachers with evidence-based and promising practices for supporting students with disabilities.	https://osepideas-thatwork.org/sites/default/files/SWDLearning-Teachers-508.pdf

	The “Continuity of Learning During COVID-19” page provides information, tools, and resources for educators, families, and related service providers to meet the needs of students with disabilities through remote learning.		Practice briefs for families and related service providers are also available.	
National Center on Intensive Intervention (NCII)	The NCII supports the implementation of intensive intervention for academics and behavior for students with persistent learning and behavioral needs.	https://intensiveintervention.org/	This page, “ <i>Supporting Students with Intensive Needs During COVID-19</i> ” provides example lessons, implementation videos, tips sheets, and data collection strategies for virtual instruction.	https://intensiveintervention.org/supporting-students-intensive-needs-during-covid-19
University of Florida Literacy Institute (UFLI)	The website of the College of Education at the University of Florida provides resources and research on literacy instruction.	https://education.ufl.edu/ufl/	The <i>UFLI Virtual Teaching Resource Hub</i> provides resources for remote instruction related to topics such as “Managing Attention and Behavior.”	https://education.ufl.edu/ufl/virtual-teaching/main/
U.S. Department of Education Institute of Education Sciences (IES)	Regional Educational Laboratories (REL) are funded by IES and work with educators and policymakers in designated parts of the U.S. RELs collaboratively created this website which compiles evidence-based resources and guidance about remote teaching and learning.	https://ies.ed.gov/ncee/edlabs	The list of resources for students with disabilities includes blog posts, infographics, and FAQs from different RELs. Other topics include “Remote learning strategies,” “English learner students,” and “Social and emotional learning and mental health”.	https://ies.ed.gov/ncee/edlabs/projects/covid-19/

Figure 1

Behavior Matrix for Remote Learning Instructional Settings

	Joining Class	Teacher Led Synchronous Learning	Small Group Break-Out Group Learning	Independent Work-Asynchronous
BE RESPONSIBLE	I am on time, ready to learn, with my mic muted.	I use the features of the Google meet correctly.	I stay focused on my work and follow the teacher's directions.	I follow directions.
	I'm dressed and ate breakfast.	I look at and listen to the speaker the whole time.	I look at and listen to the group the whole time.	I try my best to complete my work.
	My device is charged or plugged in.	I ask questions by using hand signals, unmuting, or in the chat.	I do my best to work together in small groups.	I ask questions or use help buttons if I don't understand.
	I have my materials ready.		I encourage others to stay on task.	I make sure I complete all my assignments.
BE RESPECTFUL	I join class with my mic muted.	I ask questions by using hand signals, unmuting, or in the chat.	My video and mic are on.	I do the work assigned to me only.
	I have my video on.	I use the features of the Google meet correctly.	I wait my turn to speak or use the chat to answer.	I use the tools on the computer correctly
	I pay attention to the teacher for attendance.	I look at and listen to the speaker at all times.	I answer questions out loud and right away.	I ask my teacher questions or use the chat if I need help.
	I wait patiently for class to begin.	I send a private chat to the teacher if I need to turn my video off.	I am respectful of other people's thoughts and opinions.	
BE CARING	I am in a distraction free space to do my remote learning	I ask questions in the chat or by unmuting if I need help.	I make sure I am with a teacher even when in small group	I work on the assignments given and don't go to other sites.
	I use the chromebook/ipad correctly.	I think before I share with my class	I use "stop-leave-tell" if I see or hear something not safe online.	I use "stop-leave-tell" if I see or hear something not safe online.
	I use kind words and faces.	I use kind words, faces, and motions when I'm online.	I use kind words, faces, and motions when I'm online.	I use my device appropriately for school work.
	I type appropriate words in the chat.			I never give out any personal information online

Figure 2

Example Visuals for Teaching Expectations for Remote Learning

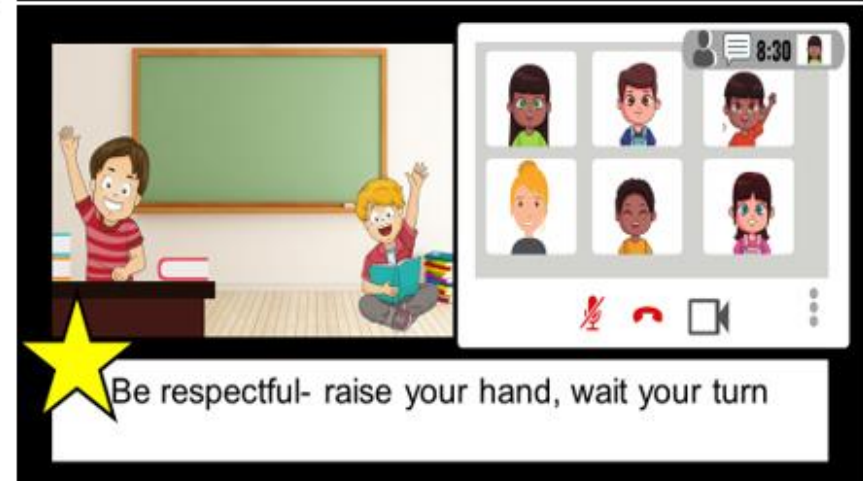


Figure 3

Visual of Remote Learning Problem-Solving Options

If something is not working during the meet, I can...

The figure contains the following visual aids:

- Please Mute:** A red microphone icon with a diagonal slash through it, enclosed in a red-bordered box.
- Check Volume:** Two speaker icons with sound waves, one muted and one active, with red arrows pointing to a keyboard icon below them, all in a black-bordered box.
- Only 1 Meet at a time!:** A warning sign icon (red triangle with exclamation mark) and a red 'X' over a meeting icon, with arrows pointing to a meeting interface showing a red 'X' over a tab, all in a red-bordered box.
- Hang Up Then Come back in:** A red telephone handset icon and a green video camera icon, all in a black-bordered box.
- Chat Box:** A speech bubble icon, all in a black-bordered box.
- Refresh Screen:** A circular arrow icon, all in a black-bordered box.
- Refresh Screen (Detailed):** A browser tab icon with a blue arrow pointing to it labeled "1. Click Tab" and a green arrow pointing to a refresh icon labeled "2. Click Refresh", all in a black-bordered box.
- Meeting Interface:** A screenshot of a video conference grid with six participants and a bottom toolbar with mute, hang up, and video icons.

Figure 4

Visual Checklist for Reteaching

Before I raise my hand in class to ask a question I will do the following:

1. Make sure I'm listening to the teacher and what she is saying.
2. Listen to other students' questions and answers to see if the answer I need is being given.
3. Make sure the teacher is finished giving all the directions.
4. Think about what I already know how to do and try first before asking.

I am learning to be a **PROBLEM SOLVER!**

