POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES
WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE

Responding to Minor Disruption in the On-Line Classroom

💜 **First, Check-Check-Check:**

Before responding to disruptions of on-line learning activities, **check yourself**: "Am I making an emotional response or a rational response? Then **check-in** with the student: "Are you ok? Are you safe at home? **Do you have what you need (food, shelter, comfort, etc.)?** Once you have established that they are ok, then **check for motivation.** "What is the student asking for?" "What might the motivation be?"

💜 **Connection over Correction** provides a sense of emotional safety and connection with teachers and can be the driving force that motivates students to move beyond their mistakes and grow. Be empathetic, as there may be some challenging and uncontrollable circumstances that some of our students are facing right now that cause them to behave in particular ways. Given high anxiety in such uncertain times, students, parents, and staff need positive feedback now more than ever! How is the **4:1 ratio** being used on a regular basis? Is the student having more positive interactions than corrective interactions?

Minor Disruption Strategies

- Provide a **verbal/visual reminder of the expectation** and predetermined consequence, and re-teach group expectations, routines, and strategies, modify grouping patterns

- Allow a reasonable wait time to respond (can be anywhere between 5-10 seconds depending on the student)

- Provide choices (what to do, how to do it, for how long, with who's help)

- Give a specific redirection bringing attention back to the task in a concise way, for example: "If you get confused, you can either raise your hand or type your questions in the chat box." or "Using the whiteboard feature at the top of your screen, write one word that describes your current mood."

- Use **systematic positive reinforcement** for students when they act appropriately

- Use of **restorative questions**
  - "What happened?"
  - "What were you thinking at the time of the incident?"
  - "What have you thought about since?"
  - "Who has been affected by what happened, and how?"
  - "What about this has been the hardest for you?"
  - "What do you think needs to be done to make things as right as possible?"

- Involve student, parents/caregivers and other supporting staff members in developing a **behavior contract** with daily report card

- Have the student complete a reflection/think sheet