VDOE Region 4
TTAC, Training and Technical Assistance Center at George Mason University
Banner and TTAC logo.


**HLP Highlight Tool**

**HLP 7:  Establish a Consistent, Organized, and Respectful**

**Learning Environment**

**Here’s What It Is:**

* Organize the learning environment and materials for differentiated instruction
* Identify class norms and expectations, involving students in the planning process
* Phrase expectations as positive
* Explicitly teach routines and expectations
* Explicitly re-teach routines and expectations as needed
* Implement positive behavior intervention supports (PBIS) or class incentives
* Develop respectful relationships
* Ask questions, and provide students with opportunities to respond (OTR)

**When Do I Use It?**

* To plan for the new school year and organize the learning environment
* To create class routines
* To enhance on task behaviors by establishing expectations and class norms (3-5 norms)
* To explicitly teach and review class expectations and routines
* To reinforce positive, on task behaviors
* To develop positive relationships with students, involving students in the learning process

**Here’s What It Looks Like:**

* [HLP #7 Video](https://highleveragepractices.org/701-2-4-2-2/) (20:15)
* [Distance Learning Matrix Examples](https://sites.google.com/view/pbismndistancelearning/matrix-examples)
* [Online Classroom Rules with Superb Animation Video](https://www.youtube.com/watch?v=cFtzKz2V8W0) (3:21)

**Resources to Extend Learning:**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/) and [High Leverage Practices](http://www.highleveragepractices.org)
* [VDOE K-12 Inclusive Practices Guide](https://ttaconline.org/Resource/JWHaEa5BS75C1bTWZe8KQA/Resource-k-12-inclusive-practices-guide-virginia-department-of-education-vdoe) and [VDOE Virtual Learning & Accommodations Guide](https://ttaconline.org/Resource/JWHaEa5BS76pntsE_prqWg/Resource-virtual-learning-and-accommodations-guide-assistive-technology-network-of-virginia)
* [Center on PBIS](https://www.pbis.org)

**Here Are My Work Plans:**

* Classroom expectations and rules should be defined and taught, *View HLP #7 video: 6:10-10:32*
* Use a continuum of strategies to acknowledge appropriate behavior with high frequency, *View HLP #7 video: 10:35-14:45*
* Optimize instructional time, *View HLP #7 video: 14:47-18:53*

**Suggested Activities:**

* [Create](https://www.readingrockets.org/strategies/think_alouds#:~:text=Think%2Dalouds%20have%20been%20described,read%20to%20monitor%20their%20comprehension.) a remote/virtual behavior matrix with your students
* [Review](https://www.readingrockets.org/strategies/reciprocal_teaching) rules and expectations each day
* Develop predictable routines and schedule with visual supports
* Reinforce positive behavior when it is exhibited
* Create chat opportunities for students to share positive behavior practices
* Start/end each class with a positive behavior observation

**HLP 7 In Action! Build a Behavior Matrix for Remote Learning!**

**Directions:** Collaborate with students to create your classroom behavior matrix. (See Example below)

1. **We are Safe**

* **Entering Class**
  + Choose distraction-free space
  + Use equipment as intended
  + Use kind words and faces
* **Teacher-Led Whole Group Instruction**
  + Ask in chat if you need help
  + Use kind words and faces
* **One-on-One Instruction**
  + Use kind words and faces
* **Small Group Activities (Breakout Rooms)**
  + “Stop-leave-talk” when you hear disrespect
  + Encourage others to participate
  + Use kind words and faces

1. **We are Respectful**

* **Entering Class**
* Video on at all times
* Audio off
* Use chat with classmates for first 5 minutes
* **Teacher-Led Whole Group Instruction**
  + Video on at all times
* Audio off
* Answer questions in chat box on cue
  + Answer polls promptly
* **One-on-One Instruction**
* Video on at all times
* Audio on
* Listen attentively
* Answer questions out loud on cue
* **Small Group Activities (Breakout Rooms)**
* Video on at all times
* Audio on
* One speaker at a time: wait or use chat to respond when others are talking
* Respect others’ cultures, opinions and viewpoints

1. **We are Responsible**

* **Entering Class**
  + Be on time and ready to learn
  + Start class charged or plugged in
  + Have materials ready
* **Teacher-Led Whole Group Instruction**
  + Ask questions (voice or chat) when you have them
  + Be present – avoid multitasking
* **One-on-One Instruction**
  + Ask questions out loud when you have them
  + Try your best and be present- avoid multitasking
* **Small Group Activities (Breakout Rooms)**
  + Encourage each other to stay on topic
  + Complete the work together
  + Use “Ask for Help” button if you have questions
  + Be present- avoid multitasking

**References**

Center on Positive Behavioral Interventions and Supports. (March, 2020). *Creating a PBIS behavior teaching matrix for remote instruction*. University of Oregon. <https://www.pbis.org/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide #3*. Council for Exceptional Children.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms.* New York: Routledge.

Raphael, T. (1986). Teaching children Question-Answer Relationships, revisited*.* *The Reading Teacher*, *39*, 516-522.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>