

STOIC

Online Classroom Management

University of Missouri



Center for Evidence-Based Youth Mental Health
Psychological Services Clinic
Turning Evidence-Based Practice into Everyday Practice



Missouri Prevention
Science Institute
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Structure for success

Physical setting, schedules, predictable routines, procedures, and policies

Teach expectations

Define clear expectations for all class activities and explicitly teach these expectations to fluency

Observe and monitor

Circulate and scan to continuously monitor student behavior

Interact positively

Maintain a high ratio (3:1) of positive to negative interactions with all students.

Correct fluently

Correct misbehaviors calmly, consistently, briefly, and immediately.

STOIC Overview

The acronym STOIC is used to describe five key elements of effective classroom management and school-wide behavior improvement strategies (Sprick et al., 2009). STOIC provides a useful and efficient framework for teachers and school leaders to identify areas of strength and areas needing improvement in classroom and school discipline and behavior management practices.

S Structure for success. *Identify and modify variables that positively influence student behavior. These variables include such things as the physical setting, schedules, routines, procedures, and purpose of the setting, situation, or policy.*

T Teach expectations. *Teach students the specific skills and behavioral expectations that will result in their success.*

O Observe and monitor. *Use effective supervisory techniques such as circulating and visually scanning the area. Use objective data to make decisions and monitor trends across time.*

I Interact Positively. *Model the core belief that all students must be treated with respect. Provide positive attention and specific descriptive feedback on behavior when students behave responsibly. Maintain a high ratio of positive to corrective interactions.*

C Correct Fluently. *Respond to misbehavior calmly, consistently, briefly, and immediately.*

STRUCTURE

The school/class has a sense of orderly calmness.

TEACH

High expectations for academic performance and behavior are clearly taught.

OBSERVE AND MONITOR

Important policy and procedure decisions are data based; the most important consideration is the well-being and education of the student.

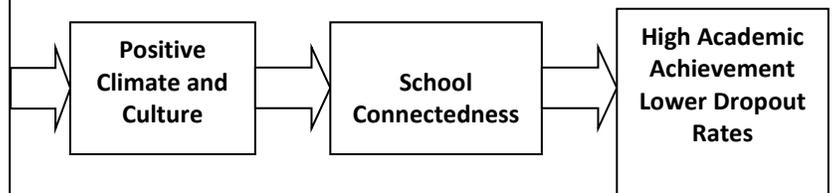
INTERACT POSITIVELY

Students, staff, and families interact respectfully and form meaningful relationships.

CORRECT FLUENTLY

The school has a sense of respectful discipline. Discipline, when needed, is respectful, calm, and consistent.

Using STOIC strategies to increase effective behavior management leads to positive climate and culture, which leads to school connectedness and greater student achievement.



STOIC Online

Although STOIC was designed originally for application in face-to-face classroom and school settings, the same principles apply to effective classroom and school management in a e-learning environment. The purpose of this next section is to provide examples of each STOIC element in online learning settings.

Structure for Success - Online

Identify and modify variables that positively influence student behavior. These variables include such things as the physical setting, routines, procedures, and purpose of the setting, situation, or policy.

Planning/Preparation

- 5-10% of your time should be spent on planning structures and routines (this is true for your in person or elearning environments).
- Establish a clear schedule.
- Test and practice with the technology to ensure it is working.
- Determine how many students you can have join ZOOM, SKYPE or whatever platform your district provides.
- Develop objectives for each lesson (begin with the end in mind)
- Have a designated “teaching and learning area” for both the student and teacher that is quiet, comfortable and conducive to a positive teaching/learning environment with limited to no “external” distractions.
- Assign meaningful assignments; do not assign busy work (quantity ≠ quality)
- Lessons should **ALWAYS** take into consideration and **follow American Disabilities Act (ADA); students on IEP’S, 504 Accommodations, etc.)**
- Ensure lessons are age appropriate for on-line learning.
- Identify and post materials needed for each lesson prior to class.
- Establish your office hours (you cannot be available 24/7; this may not seem important but it is critical)
- Consider establishing extended office hours for students who need help with assignments.
- When feasible, keep your on-line hours the same as your class hours. Remember your colleagues are teaching on-line as well.
- Not all students and/or households have access to devices or internet. Several districts are doing a combination of “1 to 1” devices and “homework packets”.
- “1 to 1” and/or “packets” should align with similar learning objectives with learning activities that have achievable learning outcomes.
- Establish “student support groups” or “learning partners” for those students who need additional support or have additional questions once the online session has ended. This will buffer the teacher being inundated with calls from individual students. **This same strategy can also be used for group or partner learning activities based on the learning objective (students will not feel so isolated and will provide an opportunity for students to interact).** Make learning social (see article below).

Structure for Success – Online (continued)

Communication

- Inform students of the different modes of acceptable communication (SKYPE, Email, ZOOM, Text, phone calls)
- Email all students the weekly lessons, include “Do Now” activity and objectives for each lesson.
- Think about a typical face-to-face school day and workload expectations
- Contact your students with IEP’s and their parents prior to the lessons to provide the differentiation of materials.
- Inform students of the days/hours of on-line learning for your specific courses the week before.
- Establish online Teaching/Learning Norms and discuss with students. Allow students to have input. See first bullet under Correct Fluently.
- Keep a notebook/folder on each class readily available during each online session for record keeping and note taking that includes:
 - Class Roster
 - Student/Parent contact information
 - Relevant “house-keeping” information that needs to be shared with students
 - Discipline section to record any infractions
 - General/Miscellaneous section for any items that need addressed either at end of the online session or after the session has concluded. Inform students how to submit assignments along with due dates.
- Inform students that you will be flexible with grading, additional time will be allowed if needed.
- Send an email/ text communication the Sunday before class starts as a reminder of the hours.
- Go through the “packets” that were sent home from your school to make sure all students received them and to answer any questions.

Delivery

- Plan your method of delivery (lectures, videos, discussion) and how to implement and balance each in an online environment
- Establish rules and expectations for how students enter discussions (e.g., in larger classes you might create smaller subgroups to interact and request students make comments via chat typing).
- Establish expectations about student engagement, i.e. chat rooms, Google Document
- End your lessons with, (i.e. “Remember to wash your hands frequently. We will get through this together, looking forward to seeing you all when we resume.”).

Teach Expectations - Online

Teach students the specific skills and behavioral expectations that will result in their success.

Planning/Preparation

- Establish online behavior guidelines and expectations.
 - Elementary Classroom (sample)
 - Always Try
 - Be Responsible
 - Cooperate
 - Do Your Best
 - Everyone Deserves Respect
 - Secondary Classroom (sample)
 - Respect
 - Preparedness
 - Productivity
 - Responsibility
- Clearly define what each of these norms looks like in your classroom/school and define non-examples of each (what each norm does not look like).
- Some questions you will need to answer in online environments to help you define specific expectations:
 - Can students use the microphone? Chat with you? Chat with others?
 - How do students ask for help? With Technology vs. Course Content?
 - Can students move around while online? Do they need to ask for permission? If so, how?
 - How do students show they are participating?
 - What behaviors do you expect students to show through their screen?
 - What are your expectations for students using other technology?
- Start with the same lesson plans you use for face-to-face instruction (by utilizing your current lesson plans, you do not have to reinvent the wheel; adapt your current lesson plan with on-line teaching requirements, methods, and techniques in mind)
- Check lesson plans for clarity, i.e. stated objective, Depth of Knowledge (DOK) expectations for students, grading methods, due dates, etc. (**follow ADA guidelines; students on IEP'S, 504 Accommodations, IDEA, etc.**)
- Develop lessons in modules (see Exhibits A-1 and A-2)
- Develop rubrics for each learning module (rubrics aid in rigor for the lesson, as well as grading)
- Rubrics should always be age appropriate with Depth of Knowledge requirements, difficulty, etc.
- Keep in mind that you are still teaching to “a class”, but also recognize individual students. Maintaining a sense of “business as usual” is important. Quality learning can take place without being in a traditional classroom (see article below).
- Learning Objectives should be clearly articulated for respective grade levels and content.

Teach Expectations – Online (continued)

- Adhere to the adopted curricula learning standards and develop lessons that are aligned with achievement standards (be flexible...but do not lose focus).
- Provide appropriate and “supportive resources” in preparation of future lessons.
- Remember the seven basic components of a good lesson plan:
 - Having the necessary materials, resources, texts.
 - Clearly articulated learning objective.
 - Having adequate background knowledge (prior learning).
 - Direct instruction (limited amount to contextualize the learning object and frame the learning activity).
 - Student Practice (limited time and at teacher’s discretion).
 - Closure (Recap learning objective and checking for understanding). Most teachers either forget to do this or run out of time. This component is crucial.
 - Demonstration of learning (quick assessment).

Communication

- Allow multi-modal communication via Google Documents when teaching a group
- Set up time of one-on-one instruction for those who require it or need extra help
- For those without internet access, schedule a phone or Face-time conference calls with them to go over the assignments. (Get parent permission prior to sharing your phone number and contacting students directly, also check with your District’s policy on this issue.)
- Communicate in multiple formats (**see article below**).
- Frequently check for understanding and encourage students’ feedback (students need a voice).
- Provide additional resources for students to access that provide understanding and clarity of learning objective.
- Structure and plan lessons that are engaging, motivating and interactive with limited Direct Instruction that offer “active learning opportunities” (see article below).

Delivery

- Assess content mastery and know when to remediate (individually or small group) and/or whole group reteach
- After each module ask students to provide and document their take-aways (what did they learn, knowledge gained, feedback for clarity, etc.; can be shared in a private or group chat)
- Allow time for reflection and feedback. You want to hear the students’ voice.
- Engage students, do not lecture only.
- Provide project-based learning that will be completed at the end of the week, quarter, school year.
- Utilize online games, quizzes, test to make learning engaging and fun.

Teach Expectations – Online (continued)

- Don't be afraid to assign "offline" work (homework is still a basic component of pedagogical practices).
- Provide options for students to be successful by varying the learning activities that support individual student's learning style. Make learning fun!
- Make each online session interesting, engaging and relevant. Students not only need to know what they are learning, but why!
- Develop and incorporate "creative pathways" to the learning process that encourage students' creative nature. The Arts Accelerate Achievement.
- Teach with empathy, understanding and make online learning a positive experience for the students.
- Be flexible and remove as many obstacles, from the learning experience, as possible.
- Provide immediate feedback. Providing timely and useful feedback is important in the effort to keep students engaged in the learning process (see article below).
- Motivate...Motivate...Motivate (see article below: Increasing Student Motivation).
- Remember the following three major components of quality instruction and teaching:
 - Ratio of Student Interactions (ROI): 3 to 1; 3 positive to every 1 negative/redirect.
 - Opportunities to Respond (OTR): 4-6 per minute for new material; 9-12 per minute for review. OTR will depend on specific "questioning strategies" for I-Individual, C-Class/Chorus, P-partners or G-Group for any given lesson. This allows for student interaction, to be actively engaged in the lesson and allows the teacher to check for understanding. Online learning is more conducive to I-Individual responses, but teachers can be creative in their questioning strategies that elicit partner, class or group responses.
 - Time on Task (TOT): 85% or above is accepted percentage.

Observe and Monitor - Online

Use effective supervisory techniques such as circulating and visually scanning the area. Use objective data to make decisions and monitor trends across time.

Planning/Preparation

- Know your students and their ability levels (**follow ADA guidelines; Students on IEP'S**)
- Determine if you are going to require individual, small group, or whole group interaction
- Remember that you began with the end in mind; consider whether your student's are providing the depth of knowledge you require, are they engaging, are they meeting the rubric requirements?
- Keep accurate records of students who are actively participating for each online session; e.g., days, times, minutes, did student log in on time/or late or present for the entire session, completion of assignments, etc. (Bullet #4 under Structure)
- Observe, monitor and record individual student's progress, work completion, time-on-task (active engagement), etc. and provide appropriate interventions immediately.
- Be mindful of friendship groups and how they might change in the online environment

Communication

- Encourage and acknowledge effort and engagement (with words or electronic communication with students).
- Monitor your student's progress and provide feedback (at this point you do not have to assign grades; you are checking for quality in student's engagement and providing feedback when needed)
- Encourage positive interactions between peers; check in with students who seem isolated or unmonitored at home.
- Parent contact (for non-participating students) may be necessary. Again...stay positive and encouraging...remaining empathetic/sympathetic with each student's situation. Work with the parents in identifying obstacles and in developing action steps to ensure the student's success.

Delivery

- Understand and utilize the virtual power of proximity (student's should know when you are on-line based on your office hours)
- Be on the lookout for struggling students and be ready to offer assistance as needed
- Monitor students' participation and completions of assignments via Google Document to check for understanding of the concepts.
- Frequently check-in on students to ensure that they understand what is expected and understand the assignment via email.
- Assign a daily activity that must be completed via Google Document. Utilize the Google document to assess students' understanding.

Interact Positively - Online

Model the core belief that all students must be treated with respect. Provide positive attention and specific descriptive feedback on behavior when students behave responsibly. Maintain a high ratio of positive to corrective interactions.

Planning/Preparation

- Understand age appropriate technology levels
- Contact your counselors or social workers for those students that you feel are overly anxious or seem down/depressed.
- Develop a system for documenting your ratio of interactions with each student (e.g., an excel sheet with each student's name)
- Use prompts to remind yourself to encourage positive comments for each student (e.g., each time you transition to a new lesson use it as a reminder to compliment a student)

Communication

- Welcome and greet all students as they enter the elearning space; acknowledge student commitment and dedication (written and verbal).
- Contact those students who are not participating or who have not logged on after the 1st or 2nd session using positive and encouraging language. Students need to know that teachers “care” about their learning.
- Recognize accomplishments and achievements.
- Be mindful of technology skill level for each student (offer virtual support and patience with students)
- Offer positive feedback in response to on-line lessons
- Make sure that praise is specific and authentic (group and individual praise)
- Strive to provide each student with 3 positive interactions (encouragement, praise, acknowledgement) for every 1 negative interaction (reprimands).
- Remember to “interact positively” with parents, as well as students. Periodically send reports or a friendly note/update home to let parents know their student's status.

Delivery

- Develop fun activities for your students (on-line treasure hunts, funny videos, allow them to make their own funny videos, etc.)
- Lead by example: remain calm and help de-escalate students' fears.
- When students are not meeting your expectations, explicitly praise/compliment/acknowledge students who are meeting the expectation.
- Gamify with badges and certificates (see article below).
- At the end of each session, praise 5 students (could be written, not public, especially for older students).

Correct Fluently - Online

Respond to misbehavior calmly, consistently, briefly, and immediately.

- Refer to your behavior norms and expectations.
- Try the broken record technique; simply repeating the behavior expectation multiple times can increase student compliance without the need for a reprimand.
- When correcting misbehavior refer to the specific behavior norm or expectation you are correcting (e.g., Helen that is not respectful language).
- Provide feedback/correction in a calm tone.
- Corrections should be brief and matter-of-fact
- Corrections should be delivered consistently (e.g., in the same manner for each student and for each infraction).
- Use a correction as a reminder to deliver four positive statements to students who are meeting expectations.
- As soon as the student who was corrected is meeting the expectation, be sure to acknowledge them (verbally or in e-correspondence)
- If you are finding yourself reprimanding or correcting frequently and/or if students are consistently not meeting expectations that is a sign you need to revisit your expectations.
 - Be sure your expectations are clear. Revise them as needed.
 - Teach or reteach behavior expectations with examples and non-examples.

References

- Sprick, R. (2009). *CHAMPS: A positive and proactive approach to classroom management*. Eugene, OR: Pacific Northwest.
- Sprick, R., Wise, B. J., Marcum, K., Haykin, M., McLaughlin, B., & Hays, S. (2016). *Leadership in Behavior Support: Administrator's Guide (2nd Edition)*. Eugene, OR: Pacific Northwest Publishing.

Supplemental Resources

From: elearningindustry.com

7 Tips for Increasing Student Engagement in Online Courses

Most educators will agree that student engagement is paramount for a high quality learning experience. Not everyone agrees on what is meant by student engagement or how to achieve it. One definition of student engagement is “the amount, type, and intensity of investment students make in their educational experiences.”

Here are a few ideas for increasing and ensuring higher levels of student engagement in online courses:

1. Communicate in multiple formats

Online education provides instructors with multiple avenues for communicating with students. Course email and discussion forums tend to be the standard communication tools, but don't overlook embedded audio and video, chat rooms or instant messaging, broadcast text messaging, and home page announcements. Explanatory screencast videos tend to be well received by students, and are increasingly easy and inexpensive to create.

2. Provide active learning opportunities

A common misconception about online learning is that students only sit in front of their computers. That might be true if the course is designed that way, but one way to engage online learners is to get them out of their chairs (or beds) and get them involved in active learning. One definition of active learning is “hands-on learning,” although that could probably include “hands-on your mouse,” which is not the suggestion here. Assign your online students to interview people working in the field, or to otherwise bring their learning out into the community where they live. Case studies, group projects, or gathering and analyzing local data are just a few of the many examples of active learning.

3. Make Learning Social

Many instructors are looking at social media as ways to spice up their courses and engage students in topical learning. Consider adding a Twitter badge to your course homepage and then using a hashtag to push posts with course-relevant content to your students. Social platforms, if used effectively, can help build a sense of classroom community among the students and between students and instructor.

4. Gamify with Badges and Certificates

There are many ways that you can add gamification elements to online courses, without going the route of building a full game-based learning course from start to finish (which has been accomplished by a few ambitious educators). As a more intermediate step, consider adding badges to your course for recognizing student accomplishments along the way. Badges that are rewarded on the basis of achieving particular competencies can be offered as a way of rewarding student performance and encouraging continued engagement.

5. Provide timely and useful feedback

Feedback to students about their performance is extremely important in the effort to keep students engaged in the learning journey. Quick responses to discussion posts and email questions can help keep students on track for the next assignment or activity. Turnaround time on grading of assessments can also have an impact on future student efforts. Students should never have to engage in the next assessment without receiving feedback on the previous assessment. Feedback that is detailed and positive in nature tends to be more effective than faint praise or unclear messages.

6. Add self-assessment opportunities

Provide opportunities for self-assessment, allowing students to take more responsibility for their own learning. Grading their own discussion posts, or providing input for their own grade for course participation can be a motivating and sometimes humbling experience. A course-based ePortfolio or learning plan can be used to encourage students to build their own personal learning plans while identifying their preferences for multiple assessment methods.

7. Improve course accessibility for all

This last category is not one that is commonly thought about when talking about the importance of student engagement. However, student engagement can be reduced for all when course content is provided in a way that causes problems with web accessibility. Regardless of whether a student relies on assistive technology or not, having course materials that don't create barriers to learning is an ongoing need for students in online education. Taking minor steps toward accessibility improvement of course materials is a good practice for educators to engage in on a frequent, periodic basis.

From: elearningindustry.com

What Makes a Successful Online Student?

Like the facilitator, the online student possesses unique qualities. The online students of today consist primarily of working people who are trying to better their opportunities. This however is changing, as more and more young and older people become aware of the online model. The traditional school will never go away, but the virtual classroom is a significant player in today's educational community. Corporations are using the online model to train technical professionals while private and public universities redefine the world as their markets. The market for students is expanding rapidly. In general, the online student should possess the following qualities:

1. Be open minded about sharing life, work, and educational experiences as part of the learning process.

Introverts as well as extroverts find that the online process requires them to utilize their experiences. This forum for communication eliminates the visual barriers that hinder some individuals in expressing themselves. In addition, the student is given time to reflect on the information before responding. The online environment should be open and friendly.

2. Be able to communicate through writing.

In the Virtual Classroom, nearly all communication is written, so it is critical that students feel comfortable in expressing themselves in writing. Many students have limited writing abilities, which should be addressed before or as part of the online experience. This may require remedial efforts on the part of the student.

3. Be Self-motivated and self-disciplined.

With the freedom and flexibility of the online environment comes responsibility. The online process takes a real commitment and discipline to keep up with the flow of the process.

4. Be willing to “speak up” if problems arise.

Many of the non-verbal communication mechanisms that instructors use in determining whether students are having problems (confusion, frustration, boredom, absence, etc.) are not possible in the online paradigm. If a student is experiencing difficulty on any level (either with the technology or with the course content), he or she must communicate this immediately. Otherwise the instructor will never know what is wrong.

5. Be willing and able to commit to 4 to 15 hours per week per course.

Online is not easier than the traditional educational process. In fact, many students will say it requires much more time and commitment.

6. Be able to meet the minimum requirements for the program.

The requirements for online are no less than that of any other quality educational program. The successful student will view online as a convenient way to receive their education – not an easier way.

7. Accept critical thinking and decision making as part of the learning process.

The learning process requires the student to make decisions based on facts as well as experience. Assimilating information and executing the right decisions requires critical thought; case analysis does this very effectively.

8. Have practically unlimited access to a computer and Internet Service.

The course content and interaction are engaged by computer through the Internet. Some content and activities may be accessible by “dial-up” or mobile services but most online learning will be best accomplished with broadband service. The student must have access to the necessary equipment.

9. Be able to think ideas through before responding.

Meaningful and quality input into the virtual classroom is an essential part of the learning process. Time is given in the process to allow for the careful consideration of responses. The testing and challenging of ideas is encouraged; you will not always be right, just be prepared to accept a challenge.

10. Feel that high quality learning can take place without going to a traditional classroom.

If the student feels that a traditional classroom is a prerequisite to learning, they may be more comfortable in the traditional classroom. Online is not for everybody. A student that wants to be on a traditional campus attending a traditional classroom is probably not going to be happy online. While the level of social interaction can be very high in the virtual classroom given that many barriers come down in the online format, it is not the same as living in a dorm on a campus. This should be made known. An online student is expected to:

- o Participate in the virtual classroom 5-7 days a week
- o Be able to work with others in completing projects
- o Be able to use the technology properly
- o Be able to meet the minimum standards as set forth by the institution
- o Be able to complete assignments on time
- o Enjoy communicating in writing.

The online learning process is normally accelerated and requires commitment on the student's part. Staying up with the class and completing all work on time is vital. Once a student gets behind, it is almost impossible to catch up.

Basically, the student needs to want to be there, and needs to want the experience. The instructor may have to contact students personally to offer assistance and remind the student of the need to keep up.

Just as many excellent instructors may not be effective online facilitators, not all students possess the necessary qualities to perform well online. In your online course, you may want to include reference links to resources and tips for your students to use to help them be more successful online learners. Clearly outline your expectations and the necessary characteristics of a successful online student so your students can understand if the online environment will be a productive learning environment for them. Provide a questionnaire for prospective students to fill out to assess whether they are good candidates for online learning.

Increasing Student Motivation

The goal of engaging eLearning is to create meaningful performance change in the learners; they should be able to do something when they're finished with the lesson that they couldn't do before. However, even the best lessons in the world won't accomplish this goal if your learners are not motivated.

Edward Deci and Richard Ryan's self-determination theory (SDT)⁵ proposes all humans require the satisfaction of three basic psychological needs:

- Competence (a sense of being able to do something).
- Autonomy (a sense of control and freedom).
- Relatedness (a sense of being associated or connected to others).

There is a number of strategies that can be used to create conditions that facilitate the internalization of motivation from within our learners:

- Give learners some level of control as they work through the course.
- Provide regular, meaningful feedback throughout the learning experience.
- Incorporate social elements.
- Provide opportunities for collaboration between learners, when possible.
- Keep the stakes low and allow learners to practice.
- Allow learners to make meaningful choices and pursue challenging goals.

Contexts that satisfy these basic needs will support people's actions, resulting in more optimal motivation and positive outcomes.

Apps/Services to Support Online Learning

The following apps/services are options for dealing with some of the issues/concerns that teachers have expressed with E-Learning. Most are free!

[Remind](#) - free texting app for teachers that allows you to text without sharing your phone number

Zoom - free for 40 minutes - can do 1 on 1's.

[Flipped classroom](#)

[Google Voice](#)

[What is Google Voice?](#)

[Seesaw](#) - great app, but district/school must purchase it - Allows parents and students to easily send families updates like notices, videos, and photos, homework, assignments