Getting students to log-in:  
A matter of great consequence  

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**Problem:** With remote instruction occurring this Fall (2020), many teachers report that some percentage of their students are not logging into their virtual classroom.

- Fear that such students will fall further behind
- Parental complaints about such lack of engagement are becoming increasingly common
- With remote instruction, the *behavior manager* is no longer the teacher
- To rectify the situation, a collaboration between teacher and parents is critical; one becomes the teacher and the other must become the manager of behavioral contingencies

**Target:** Increase (or possibly develop from zero) the length of time a student logs-in for the designated instructional sessions

**Method #1:** Log-in duration contingency (least effort)

Most platforms can electronically measure the length of time a particular student has logged-in to the remote lesson. This becomes the target behavior.

A daily contingency is arranged between a high preferred activity that evening (it can be one that the child already gets for “free”, but now must earn, e.g., various electronic instruments, TV etc.).

Contingency involves being logged-in for the designated length of time and earning the designated activity that evening. Failure to log-in would result in being denied access to the activity, *by the parent(s)!*

- The role of the teacher is to obtain the electronic record and transmit the log-in duration to the parent *(must occur daily!)* via email. *e.g., 9/20- 1.5 hours logged-in, as well as whether that standard was achieved e.g., simple earned/not earned would be sufficient. This would have to be transmitted prior to the evening when the contingency is put into effect.*

- The role of the parent is to view the teacher report on log-in duration and whether it achieved the standard and then, that evening, *effect the contingency.*
The role of the school psychologist involves facilitating the collaboration and plan development between the teacher and the parent virtually. The resultant agreement should be for how long the student must be logged-in to earn the designated activity. Also, the parent should be interviewed as to what types of preferred activities would be used as the earned evening activities, which are placed on a form for the child to see.

Also, the school psychologist should check to see if the level of difficulty of the instructional lesson or assignment might be a factor in the student’s failure to log-in. For more complete information on this factor, the following 10-minute YouTube video should be consulted: "Helping teachers detect an instructional mis-match."
https://youtu.be/t9aXUwjL0O8

Method #2: This would be more labor intensive for the teacher, but would directly target active engagement of the student (since simply logging onto a lesson does not ensure active engagement). If the particular videoconference platform can provide response measures from the student in real time, this method becomes viable (either through poll questions or questions answered by students in the text box). A certain percentage of recorded responses (designated in advance) would have to be achieved to hit the criterion for earned evening activity.

Ennio Cipani, Ph.D. is the author of a popular graduate text; Functional Behavioral Assessment, Diagnosis, and Treatment (3rd edition) which was ranked #1 in the 10 best behavioral psychology textbooks by wiki.ezvid.com (May, 2020). He has also authored several articles since 2018 in Communique.