

# Specific Positive Feedback

*Encouraging Expected Behavior in the Classroom*

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MU Center for Schoolwide Positive Behavior Support

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# Ignite Outcomes

- Demonstrate specific positive feedback that specifically describes behavior.
- Promote staff use of specific positive feedback at a ratio of 4:1 in the classroom setting.

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# MO SW-PBS Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
- 3. *Encouraging Expected Behavior***
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

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*“Teacher praise has been supported as among one of the most empirically sound teacher competencies.”*

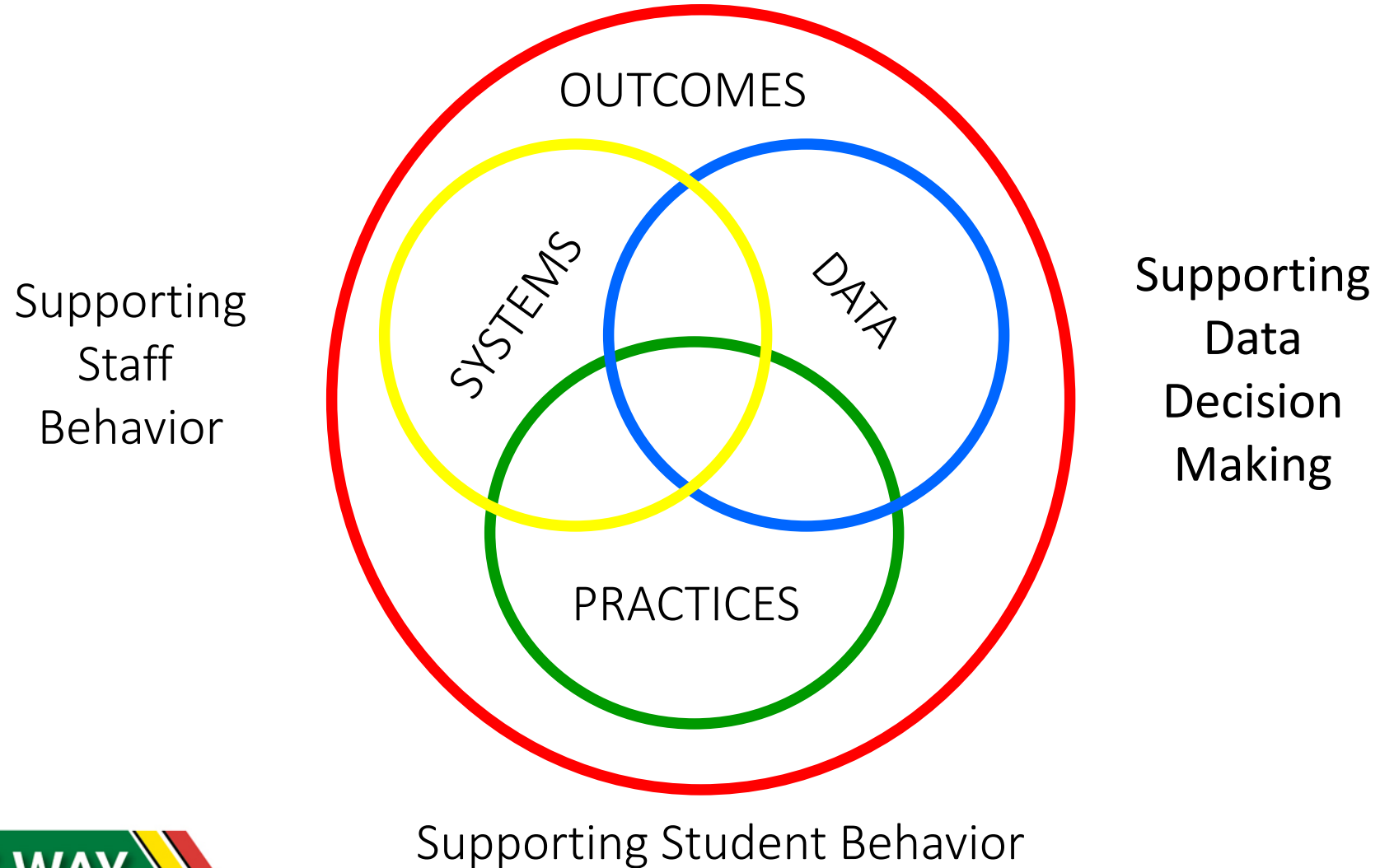
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# Social Competence & Academic Achievement



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# Comparison:

## Academic Attention vs. Social Attention

	Approval Statements	Disapproval Statements	Ratio of Positive to Negative
Academic	20.36 per hour	7.56 per hour	2.7:1
Social	1.52 per hour	19.20 per hour	1:12.6

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# 1. State the Expectation

<b>Classroom GRR Expectations</b>		
<i>Go Safely</i>	<i>Show Respect</i>	<i>Be Responsible</i>
<ul style="list-style-type: none"><li>• Keep hands, feet, and objects to yourself.</li><li>• Be aware of people around you.</li><li>• Stay in assigned area.</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate language and volume.</li><li>• Show respect for everyone.</li><li>• Have required materials.</li><li>• Raise hand for help.</li></ul>	<ul style="list-style-type: none"><li>• Be on time to class.</li><li>• Keep cell phones turned off and out of sight during the regular school day.</li><li>• Accept outcomes of your behavior.</li><li>• Actively listen and participate.</li><li>• Complete your work.</li></ul>

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## 2. Specifically Describe the Behavior



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### 3. Can Include a Positive Consequence



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# 5 Second Practice!

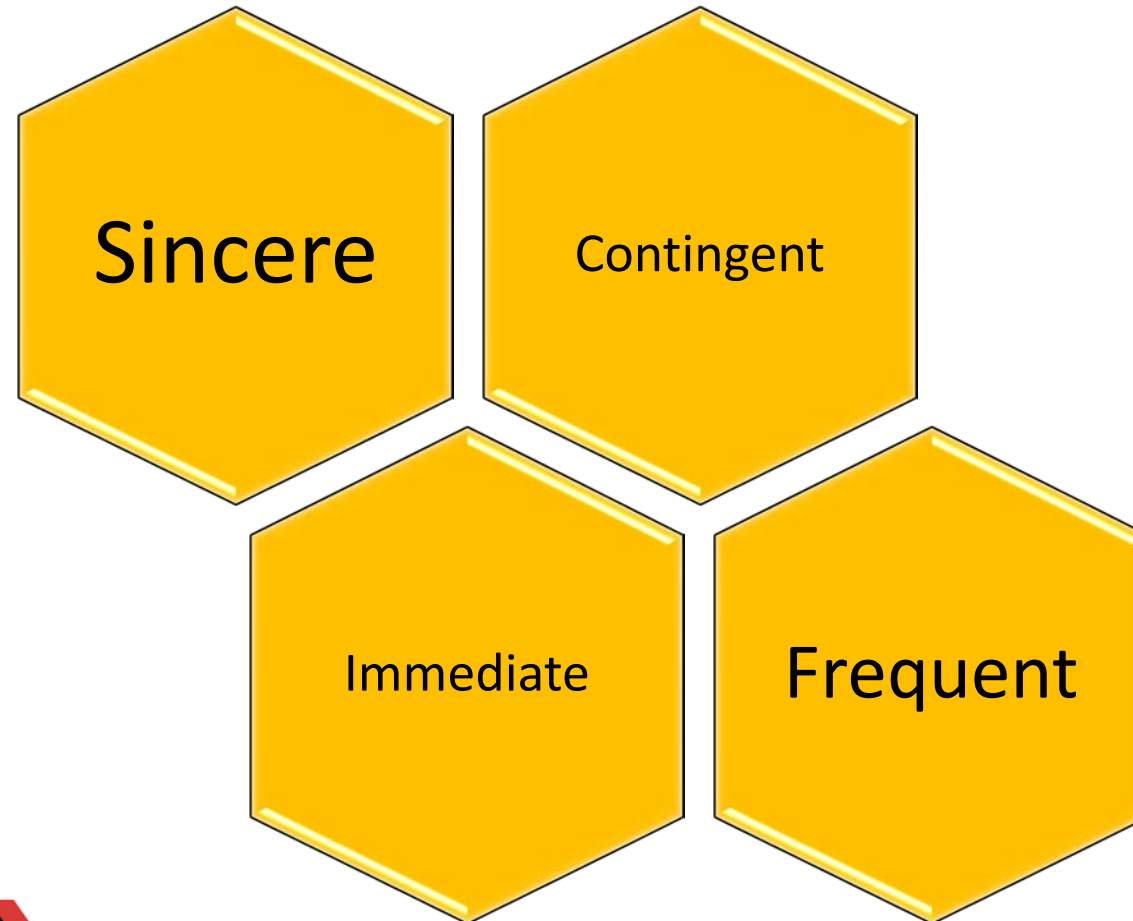
	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
<b>Hallway</b>	<ul style="list-style-type: none"><li>★ Use appropriate language</li><li>★ Use volume levels 0 or 1</li></ul>	<ul style="list-style-type: none"><li>★ Get to class on time</li><li>★ Pick up litter even if it isn't yours</li><li>★ Use your assigned locker for storage of school-related items</li></ul>	<ul style="list-style-type: none"><li>★ Move at an appropriate pace and avoid blockage</li><li>★ Stay on the right side of the hallway</li></ul>

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# Characteristics of Effective Specific Positive Feedback



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# Putting it All Together

- *“Thank you for being responsible by following directions and getting started right away. When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly. Because you got started so quickly, you have earned a Cardinal Card.”*

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# 4:1 Ratio

- Teachers should interact with students 4 times more often when they are behaving appropriately than when they are behaving inappropriately (4:1 ratio).
- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given.
- Negative interactions are not wrong and are sometimes necessary; **the key is the ratio.**

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# Effective Signage to Promote Use



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# The Science of Behavior:

*Making Adult Attention Contingent on Performance of Desired Behaviors*



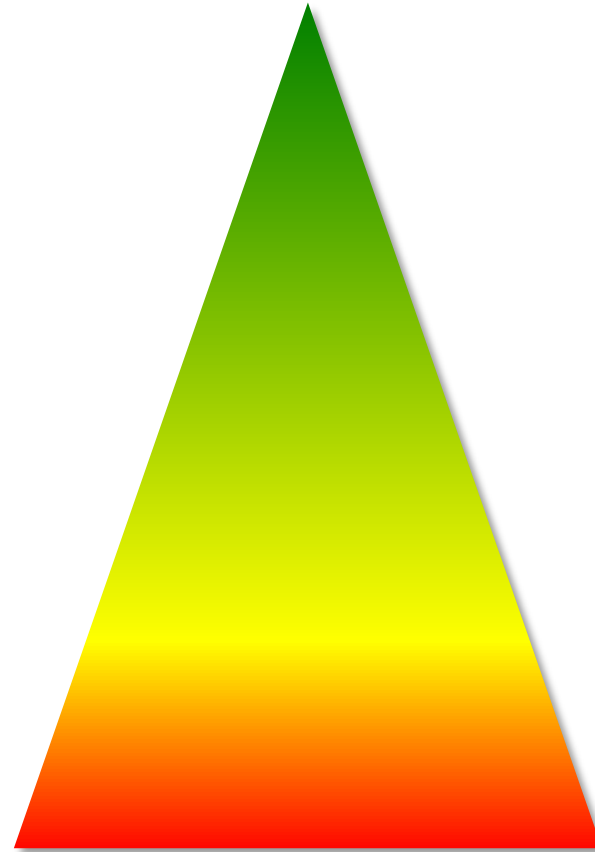
Antecedent	Behavior	Consequence
Conditions or circumstances that alter the probability of a behavior occurring.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.

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# A Continuum of Support for All Students



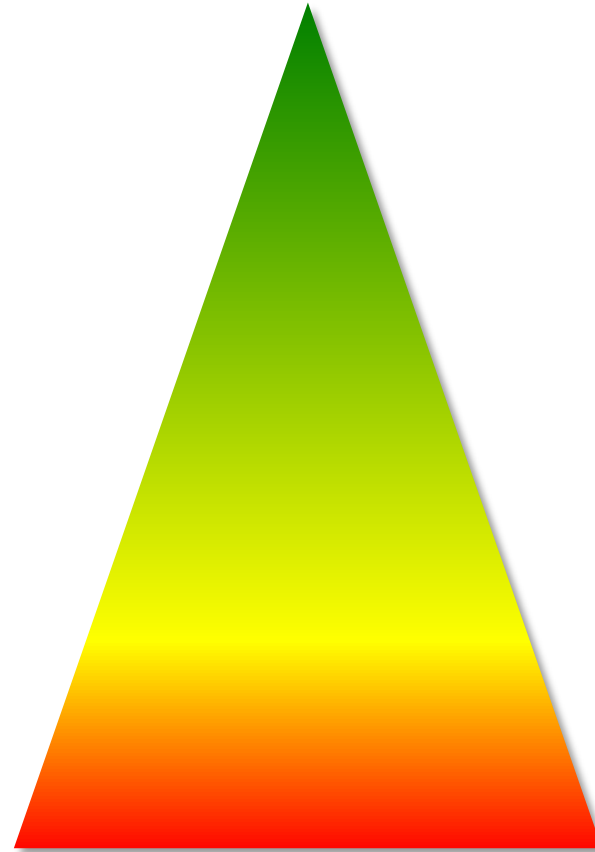
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A Continuum of Support for All  
Staff



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# Ignite Outcomes

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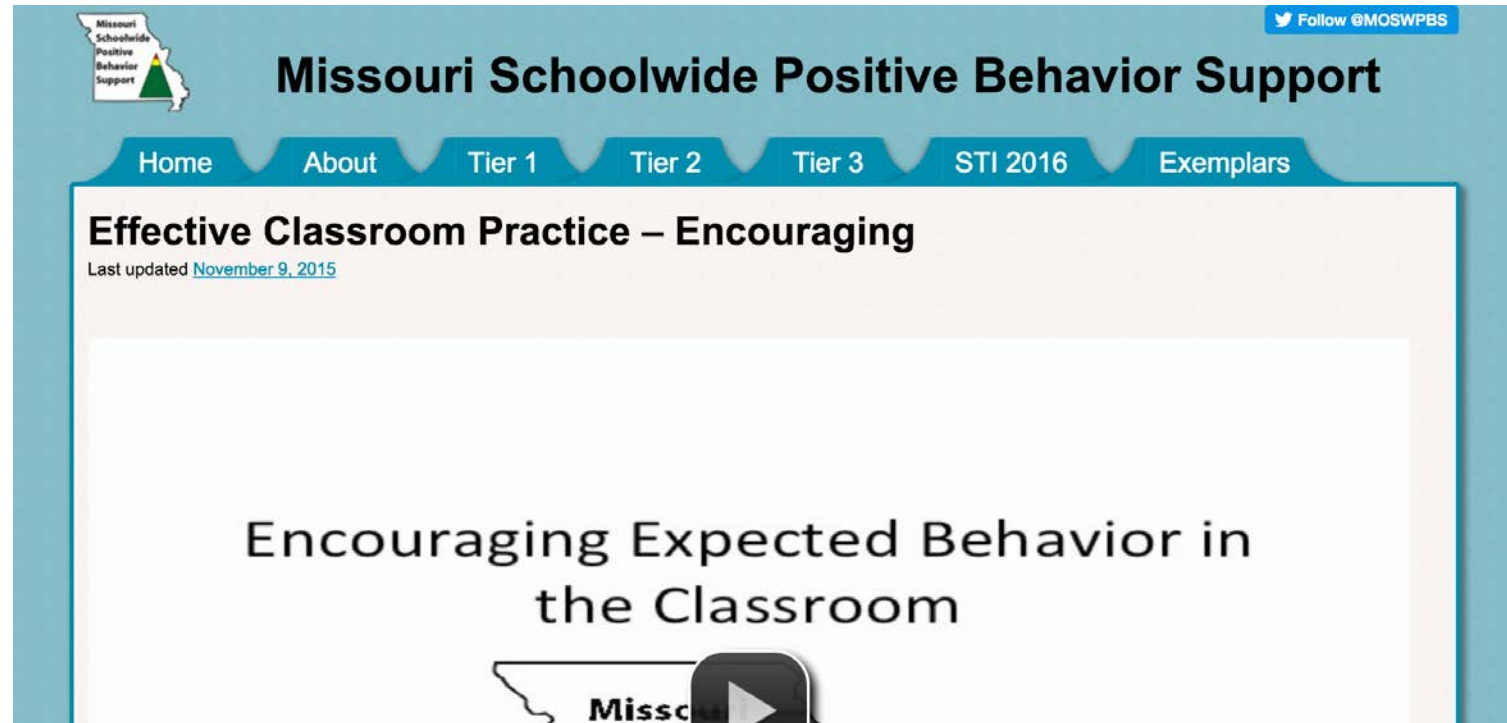
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# For More Information:

- Head to [pbissmissouri.org](http://pbissmissouri.org) → Tier 1 → Classroom



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