

Why Encourage?

- Clarifying and teaching classroom expectations alone are not sufficient.
- Similar to encouraging academic behavior.
- Motivates students as they are initially learning expected behavior, and maintains them as students become more fluent with use.
- Essential to changing student behavior and creating a positive school environment.





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- Acknowledgment
- Encouragement
- Recognition
- Reinforcement
- Reward
- Positive Feedback
- Praise
- Teacher Approval



Activity: Encouraging Expected Behavior

Think and Share

- Appoint a recorder for the whole group.
- Take one minute and individually think of ways you and your school reinforce *academic behavior*.
- Now, think of ways you and your school recognize *social behavior*.
- What do you notice?



Low Rates of Teacher Attention

- Average teacher fails to take advantage of the power of attention.
- Approval statements for academic responses far outweigh those for social behavior.
- Highest rates of attention for social behavior occur in 2nd grade and decrease dramatically after that.
- Teachers respond more frequently to inappropriate social behavior than to appropriate social behavior.
- This attention inadvertently maintains or increases the misbehavior.

(White, 1975)



Adult Attention

Two types of adult attention:

1. **Non-contingent**—attention provided regardless of student performance
 - Greetings, proximity, smiles, conversations, jobs, etc.
2. **Contingent**—provided based upon student performance of an identified expectation or behavior
 - Specific positive feedback, reinforcement, tangible items.



Preferred Adult Behaviors

Behaviors that impact student *affect, compliance, and learning*:

- **Proximity**—*communicate privately at 20” with individual students; communication across the room reserved for information intended for entire group only*
- **Listening**—*pause, attend thoughtfully to the student*
- **Eye Contact** —*communicate at eye level; look student in the eye when instructing or directing; hold eye contact briefly for compliance*
- **Pleasant Voice** —*use calm pleasant voice when talking with, praising, and correcting students*
- **Smiles** —*pleasant facial expression and frequent smiles*
- **Touch** —*appropriate brief nurturing touch*
- **Use of Student’s Name** —*begin interactions with student name and use frequently during interactions*



Specific Positive Feedback

- Recognizes successes or efforts at tasks that are difficult for the child.
- While general praise contributes to a pleasant classroom, it is insufficient to build and sustain desired behavior.
- Students need clear specific feedback on classroom expectations and behaviors.



4:1 Ratio

- *Establishes a predictable, positive environment*
- *Appropriate behavior receives more attention than inappropriate behavior.*

Intensified

- *Students at-risk/Tier 2 provide 8:1*
- *Students in need of intensive support/Tier 3 provide 12:1*



(Reavis, Jenson, Kukic & Morgan, 1993)



Effective Specific Positive Feedback

1. Specifically describe the behavior:
 - Explicitly define what was done that you want to continue.
 - Like a video-tape replay.
 - Expressed using the words of classroom expectations.

“When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly.”



Effective Specific Positive Feedback

2. Provide a rationale:

- Explain the reason why the behavior is important.
- Teach the benefits of the behavior and the impact it has on them and others.
- Typically includes stating the classroom expectation and what the student might expect could happen if they use the appropriate behavior.

“Getting started right away shows cooperation, and you will likely have less homework.”



Effective Specific Positive Feedback

3. Can include a a tangible item or activity:

- Specific positive feedback alone may be sufficiently reinforcing.
- When behavior requires a great deal of effort, pairing verbal feedback with tangible or activity reinforcement may be helpful.
- When using a tangible item or activity, always pair with specific positive feedback.
- Promote ownership; student “earns,” teachers do not “give.”

“Because you got started so quickly, you have earned a Cardinal Card.”



Putting It All Together

“When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly. Getting started right away shows cooperation, and you will likely have less homework. Because you got started so quickly, you have earned a Cardinal Card.”



Tangible Reinforcers

“I have not worked with a school that has been able to give enough feedback to students to maintain positive behavior without using a tangible item, like a Pride Ticket. The tangible helps *staff* remember to give recognition to students.”

~ Dr. Tim Lewis, PBIS National Center Co-Director (2002)



Why Tangible Reinforcers?

- Help teachers be accountable for recognizing student behavior and providing specific positive feedback.
- Give a sign to students—both those receiving and those watching.
- Build a sense of community through group and class goals.