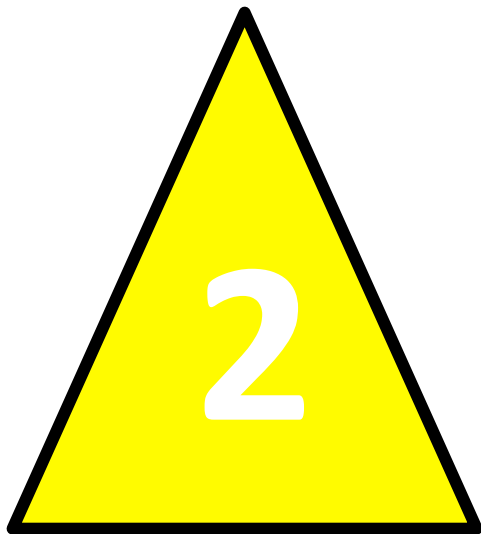# Utilizing Positive Specific Feedback Across all Three Tiers

1 2 3

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Session Expectations & Rules

↗ Be Respectful

  ↗ Promptly respond to attention signal

  ↗ Participate in session activities

  ↗ Use notes for side bar conversations

  ↗ Raise hand to speak; be loud and clear

↗ Be Responsible

  ↗ Silence cell phones—reply appropriately

  ↗ Tidy area at end of session

Attention Signal

↗ When we say, "Ready set!"

↗ You say, "You bet!"

↗ Then respond with,
  ↗ Voices off
  ↗ Eyes on speaker

Session Outcomes

At the end of the session, you will be able to...

↗ Summarize how effective positive specific feedback impacts student behavior.

↗ Develop and use positive specific feedback across all three tiers.

↗ Monitor and assess building use of positive specific feedback across all three tiers.

Positive Specific Feedback

↗ Contingent attention.

↗ Essential in order to change and sustain behavior.

↗ Recognizes effort or successes 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 school-wide expectations as well as other behaviors that are extensions of those expectations.

Benefits of Positive Specific Feedback

"When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem."   Davis, 2007

↗ Helps adults and students focus on positive social behaviors and actions.

↗ The most powerful behavior change tool teachers have in their repertoire.

↗ Increases likelihood students will use the recognized behaviors and skills in the future.

↗ Decreases inappropriate behavior, and reduces the need for correction.

↗ Enhances self-esteem and helps build internal locus of control.

The Science of Behavior:
Making Adult Attention Contingent on Performance of Desired Behaviors

A ➡ B ➡ C

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.

The Science of Behavior:
Making Adult Attention Contingent on Performance of Desired Behaviors

A → B → C

Antecedent	Behavior	Consequence
Hallway expectations are clarified and taught. Teachers use prompts/pre-corrects to remind students to walk in the hallway and use quiet voices.	Students keep voices quiet and walk.	You observe the students following hallway expectations and say, "Great job of being respectful and safe in the hall by keeping your voices quiet and walking."

Characteristics of Effective Positive Specific Feedback

↗ Contingent

↗ Specific

↗ Immediate

↗ Frequent (then Intermittent)

↗ Genuine

↗ Clean

Effective Specific Positive Feedback

1. State the expectation

↗ *"Thank you for being responsible by following directions and getting started right away."*

Effective Specific Positive Feedback

2. Specifically Describe the Behavior:

↗ Explicitly define what was done that you want to continue.

↗ Describe like a videotape replay.

↗ Use the words of your 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

3. Can Include a Positive Consequence:

↗ Specific Positive Feedback alone may not 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 positive consequence, 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

"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."

Positive Specific Feedback in Action

4:1 Ratio

Encouraging Expected Behavior
Positive to Negative Ratio

↗ Over the past decade, scientists have explored the impact of positive-to-negative interaction ratios in our work and personal life. They have found that this ratio can be used to predict—with remarkable accuracy—everything from workplace performance to divorce.

Encouraging Expected Behavior
Positive to Negative Ratio

This work began with noted psychologist John Gottman's exploration of positive-to-negative ratios in marriages.

Using a 5:1 positive to negative ratio, Gottman and his colleagues predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interactions in one 15-minute conversation between each husband and wife. Ten years later, the follow-up revealed that they had predicted divorce with **94 percent** *accuracy.*

Encouraging Expected Behavior
Positive to Negative Ratio

↗ As teacher praise to reprimand ratios improved, student on-task levels increased for all classrooms.

↗ After withdrawing praise from a classroom, off-task behavior increased from 8.7% to 25.5%.

↗ When the rate of criticism was increased, off-task behavior increased from 25.5% to 31.2% with over 50% off-task behavior on some days.

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.

Low Rates of Contingent Attention on Social Behavior

- ↗ 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.

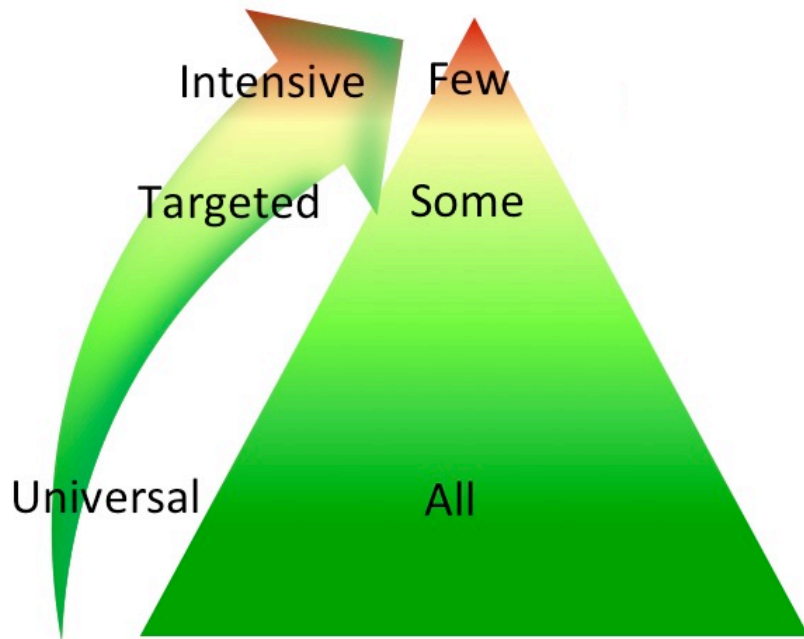- ↗ This attention inadvertently maintains or increases the misbehavior.

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

The Guarantee for ALL Students

Intensive — Few
Targeted — Some
Universal — All

From the day we are born to the day we die, virtually anything we get from someone else – food, drinks, hugs, touch, help, advice, approval – starts with that person simply giving us attention.

-Anthony Biglan
The Nurture Effect, 2015

Tier 1 SW-PBS

↗ Positive Specific Feedback is…

↗ an essential component of Tier 1 SW-PBS

↗ an Effective Classroom Practice

↗ critical to sustainability of Tier 1 SW-PBS

↗ *The most powerful behavior change tool teachers have in their repertoire!*

Do teachers have all the supports in place that they need to successfully implement?

Tier 1 SW-PBS

↗ Fidelity check prior to placing student in a Tier 2 intervention.

- ↗ *Does the student receive schoolwide recognition?*
- ↗ *Does the student receive a minimum ratio of 4:1 across ALL settings?*
- ↗ ***What data do you have to support your conclusions?***

Tier 2 SW-PBS

Who are the students?

↗ Approximately 15% of the student population who are at risk, <u>*but not currently engaging in severe problem behavior*</u>

↗ Students who have had opportunity to learn the universal expectations and procedures, but despite consistent Tier 1 implementation, still struggle to perform the expected behaviors fluently

Walker et al., 1996
Crone, Hawken & Horner, 2010, p. 7

Tier 2 SW-PBS Interventions

↗ Typically incorporate practices such as:

   ↗ Explicit skill instruction

   ↗ Increased encouragement for appropriate behavior

   ↗ High rates of performance feedback

   ↗ Specific planning for <u>generalization</u> and <u>maintenance</u>

Tier 2 SW-PBS CICO

Basic Cycle

1. Morning check-in (Get *Daily Progress Report*)
2. Regular teacher feedback throughout day
3. End of day check-out
   Tally and record points
   Receive recognition
4. Data collection & progress monitoring
5. Take DPR home & return signed copy

Tier 2 SW-PBS CICO

- **Improved structure**
  - -Prompts for correct behavior provided throughout the day.
  - -Provides link with at least one positive adult.
  - -Student chooses to participate.

- **Student is "set up for success"**
  - -First contact each morning is positive.
  - -May prevent "Blow-out" days.
  - -First contact each class or activity period is positive.

- **Increase in specific feedback**
  - -Feedback occurs more often.
  - -Feedback is tied to student behavior.

Tier 2 SW-PBS SSIG

Social skills are learned behaviors.

↗ Social skills need to be taught, just like academic skills.

↗ Students need to learn social competency – or when to use which skill or behavior.

↗ Social skills lessons are based on the behaviors your school has identified as desired outcomes – your matrix.

↗ Some students will need additional support to reliably meet the expected outcomes.

Tier 2 SW-PBS SSIG

Social skill *deficiencies* are associated with…

↗ Verbally and physically aggressive behavior in children.

↗ Delinquency, conduct and mental health disorders

↗ Chronic loneliness, isolation and despondency in childhood and adolescence and

↗ Intensification of learning problems of students with disabilities

(Dowd and Tierney, 1992)

Tier 2 SW-PBS SSIG

Why do students have social skills deficits?

Lack of Reinforcement

↗ Behaviors are performed because of the consequences they produce.

↗ If certain behaviors produce little reinforcement, they will be performed infrequently.

Tier 2 SW-PBS SSIG

How do we address social skills deficits?

Assess, teach, and reinforce

↗ Determine which expected behaviors seem to be troublesome for the student

↗ Design and deliver specific instruction to teach the skills

↗ Provide the student with high rates of positive specific feedback every time they perform the desired behavior

Tier 2 SW-PBS Check & Connect

" The role of the Check & Connect mentor is modeled after one of the commonly identified protective factors in resiliency literature –

the presence of an adult in the child's life to fuel motivation and foster the development of life skills needed to overcome obstacles."

(Christenson, Stout, & Pohl, 2012, p. 11)

Tier 2 SW-PBS Check & Connect

- Work is grounded in relationship building
  - Mutual **trust** among mentors, students families and school staff
  - Continual, open, productive communication
  - Nurtured through long-term commitment
  - Focused on student's educational success

Making the Connection

↗ What do these Tier 2 Interventions have in common?

   ↗ Providing additional support to some students

   ↗ Increased adult attention

   ↗ Focus on reinforcing expected behavior

   ↗ Building relationships and confidence

Tier 3 SW-PBS

Who are the students?

- 1-5% of students who continue to exhibit problem behaviors after receiving Tier 1, and likely Tier 2, supports with fidelity.
  - Many of these students will have extended school histories of academic and behavioral difficulties.

Tier 3 SW-PBS Intervention

↗ FBA - Functional behavior assessment is a ***problem-solving process*** for identifying the events that reliably ***predict*** *and* ***maintain*** problem behavior.

↗ BIP - The primary objective of the FBA is to gather ***evidence*** to ***develop*** and ***support*** a ***summary statement*** of the ***function of behavior*** and to use this information to design the behavior implementation plan.

Tier 3 SW-PBS Intervention

↗ A BIP is based on the FBA and defines how an educational setting will be changed to improve the student's behavioral success. The BIP describes:

  ↗ How the **environment** will be changed to **prevent** occurrences of problem behavior.

  ↗ The **teaching** that will occur to give the student alternative ways of behaving.

  ↗ The **consequences** that will be provided to

  (a) encourage positive behavior,

  (b) limit inadvertent reward of problem behavior, and

  (c) where appropriate, discourage problem behavior.

Building & Sustaining Positive Specific Feedback

Supporting Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

Effective Systems

↗ <u>Teach</u>
  ↗ Brief in-service, single topic focus

↗ <u>Practice (performance feedback)</u>
  ↗ Peer Coaching/Observation
  ↗ Principal "Walk-Throughs"
  ↗ Self-Assessment

Model for Teaching

↗ Tell

↗ Show

↗ Practice, Practice, Practice

↗ Feedback

Effective Professional Development

Joyce and Showers, 2002

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	**Demonstrate New Skill in Training**	**Use New Skills in Classroom**
Theory & Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback	60%	60%	5%
Plus **Coaching in the Classroom**	**95%**	**95%**	**95%**

Monitoring Implementation

↗ Peer Coaching/Observation

  ↗ Staff work with each other to observe a specific classroom practice and provide feedback.

↗ Principal 'Walk-Through'

  ↗ Data collected on effective practices.

  ↗ Conversation focused on improvement.

↗ Self-Assessment

  ↗ An assessment tool designed for a teacher to rate him or herself.

Monitoring Implementation Fidelity

↗ Self-Assessment

Tier One – Classroom Universals

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations and Rules	☐ I have created and posted **classroom rules** aligned with **school-wide expectations.** ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	☐ I have used the Create Your Classroom Routines Checklist to develop my **classroom procedures and routines.** ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback	☐ I use a variety of strategies to give **positive specific performance feedback** (free and frequent, intermittent, and long term). ☐ What is my method for providing positive specific performance feedback at a ratio of 4: 1? _____ ☐ Can my students tell why they receive acknowledgement for appropriate behavior? _____
4. Response Strategies & Error Correction	☐ Where is my copy of the school's **response to problem behavior flow chart** posted for my easy referral? _____ _____ ☐ I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor.

↗ Observation

Classroom Observation
By Frequency

School: _____ Teacher Observed: _____
Observer: _____
Date: _____/_____/_____ Time In: _____ Time Out: _____

Instructions:
Conduct a 20-minute direct observation of at least one specific instructional strategy related to academic and/or behavioral instruction from the Brief Observation list. Complete a Frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed.

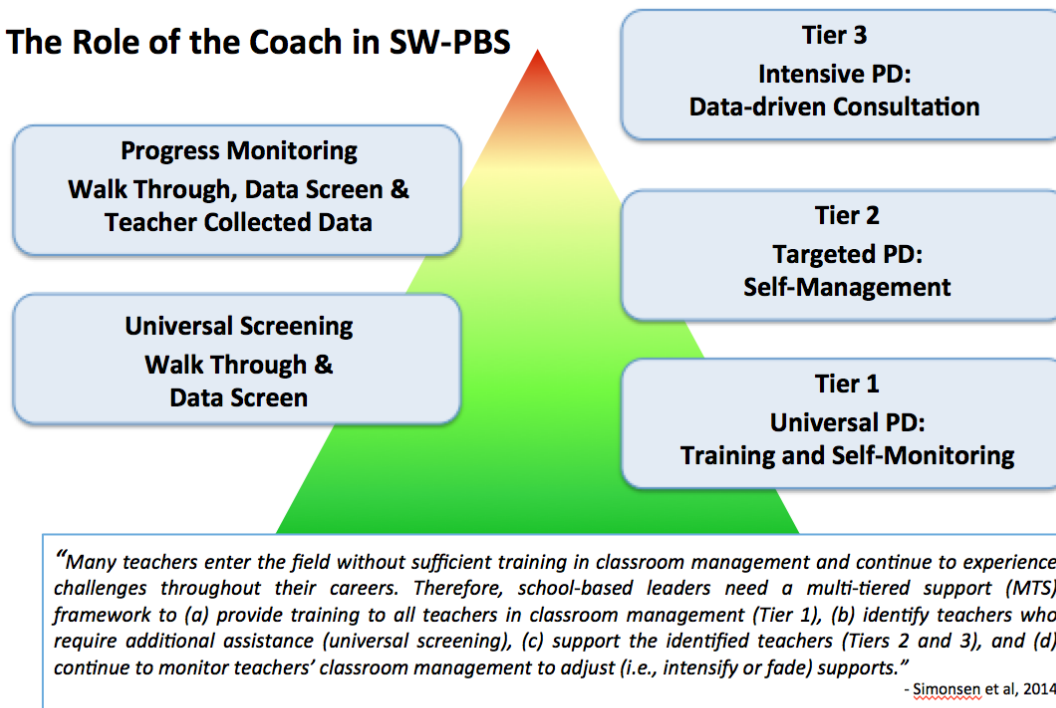| Strategy:	Frequency	Comments

Goals of Monitoring Implementation

↗ Assessment of current practice.

↗ Drives supports for teachers.

↗ Goal setting opportunity for building and individual teachers.

↗ Verify additional Tier 2 and/or 3 Support are needed.

↗ Verify interventions are being implemented as designed.

Supporting ALL Teachers

The Role of the Coach in SW-PBS

Tier 3
Intensive PD:
Data-driven Consultation

Progress Monitoring
Walk Through, Data Screen &
Teacher Collected Data

Tier 2
Targeted PD:
Self-Management

Universal Screening
Walk Through &
Data Screen

Tier 1
Universal PD:
Training and Self-Monitoring

"*Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers' classroom management to adjust (i.e., intensify or fade) supports.*"

- Simonsen et al, 2014

Adapted from: Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T. M., & Sugai, G. (2014). Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers. *Journal Of Positive Behavior Interventions, 16*(3), 179-190.

Questions?

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➚ Go to the School Teams tab and find resources for all tiers

➚ Contact your Regional or Tier 2-3 Consultant

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