

Power of Positive Attention: Teacher Self Evaluation of Specific Positive Feedback

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Outcomes:

- Attendees will practice identifying and providing Specific Positive Feedback in the classroom.
- Attendees will practice Self Evaluating the use of Positive Specific Feedback through the use of video monitoring.

What is Specific Positive Feedback

- Verbal reinforcement: a form of social reinforcement that provides information on successful behavior while reinforcing or increasing the likelihood that behavior will be repeated: combines social attention, instruction, and reinforcement

Missouri SW-PBS Tier 1 Team Workbook

Characteristics of Specific Positive Praise

1. Specific
2. Contingent
3. Increase praise during acquisition/ decrease during mastery
4. Immediate
5. Focus on Improvement and Effort
6. Sincere
7. Avoid competitions and comparisons

Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009

Types of praise

- General Praise
 - Great!
 - Good Job!
 - Thank you!
 - Excellent!
 - Perfect!
- Behavior Specific Positive Praise
 - Academic Specific
 - 2+2 is 4 great job!
 - Your doing an Amazing job answering comprehension questions
 - Social Specific
 - Thank you for raising your hand!
 - Amazing Job following Directions

Recognizing Behavior Specific Praise Activity: Go to
KAHOOT.IT

“Teacher Praise has been supported as among one of the most empirically sound teacher competencies.” Jon Maag, 2001

	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

Figure 5.3

White, 1975

- Research shows that contingent attention increases academic performance and on-task behavior (Good, Eller, Spangler, & Stone, 1981; Sutherland, Wehby, & Copeland, 2000).

Self Evaluation/ Video Performance Feedback

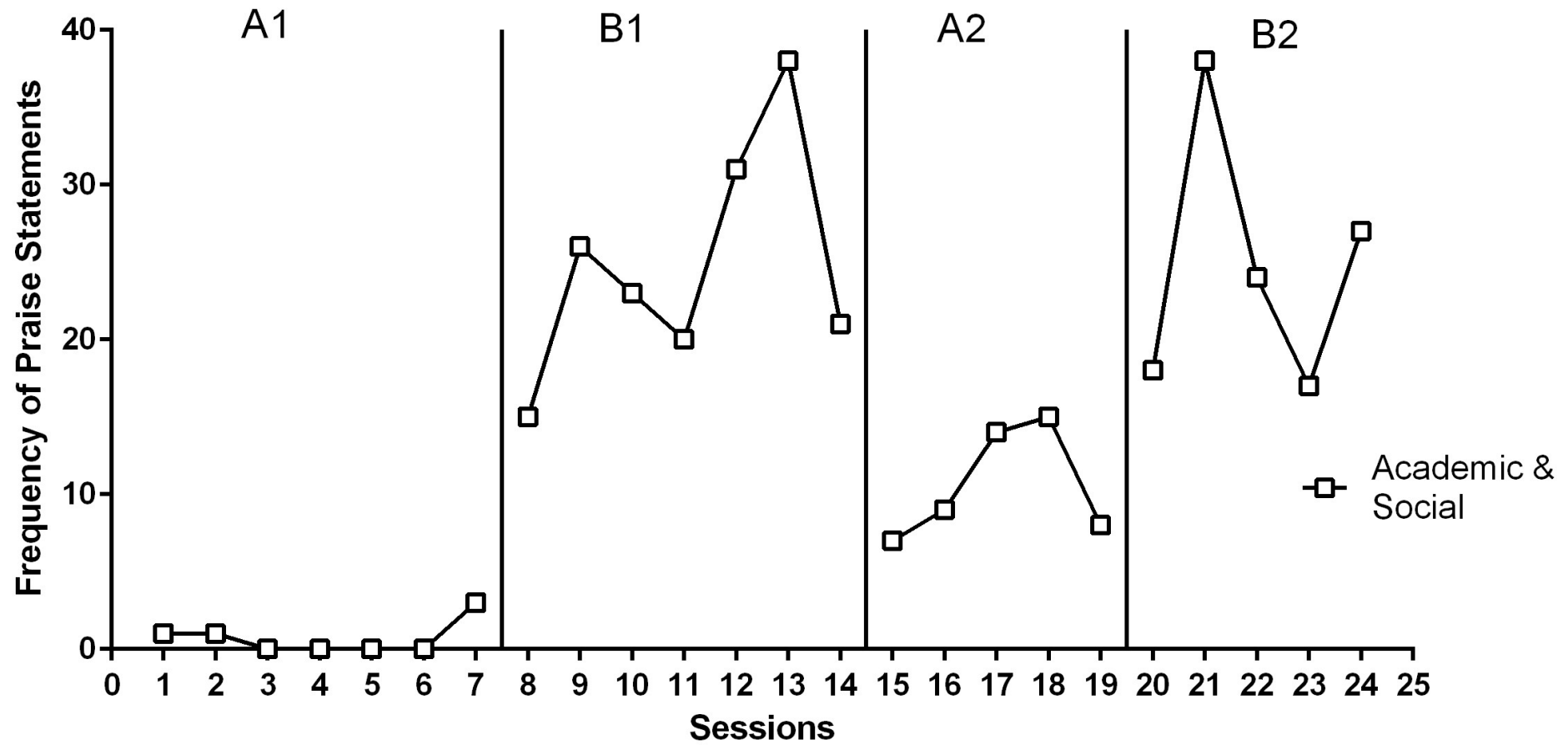
- Teachers averaged more total praise, OTR, correct student responses, and academic talk while having less total reprimands.
- Teachers maintained higher rates of praise, OTR, correct student responses, and academic talk than teachers

(Sutherland & Wehby, 2001).

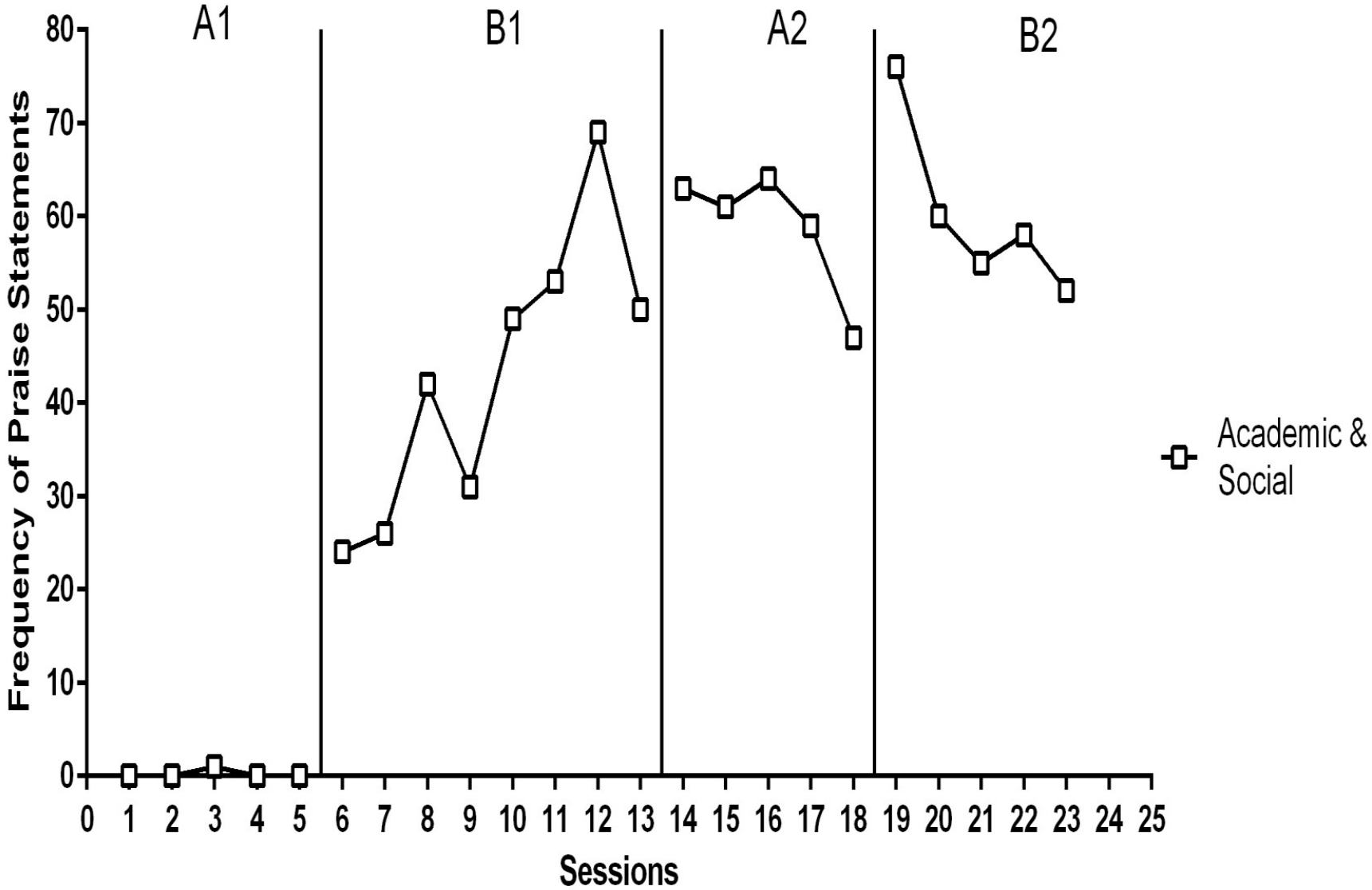
My thesis:

Results indicated that para-educators increased their rates of praise on average of 35 total specific praise per 15 minutes.

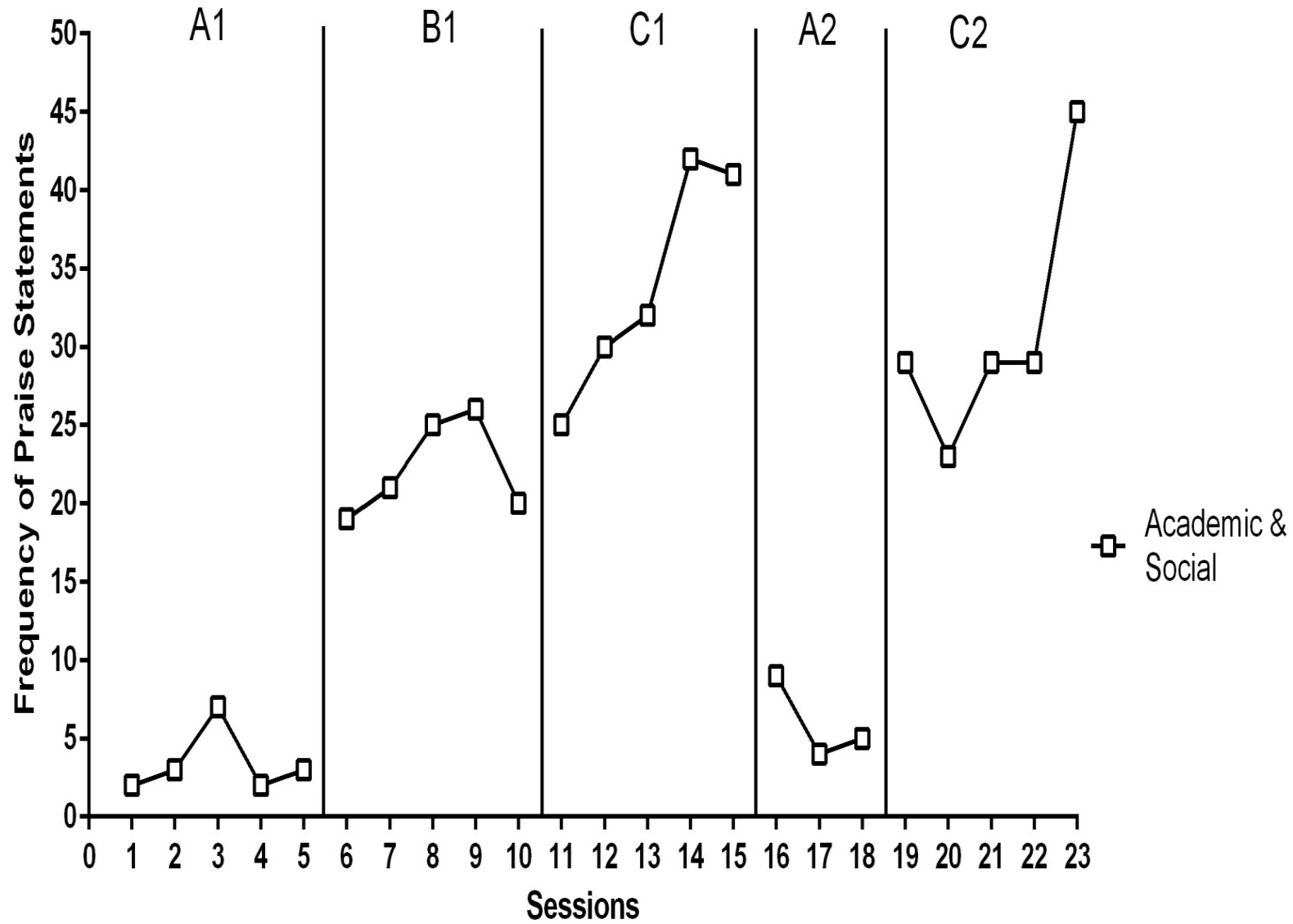
Site 1: The Effects of Self Monitoring OTR and Praise with Paras on Praise



Site 2: The Effects of Self Monitoring OTR and Praise with Paras on Praise



Site 4: The Effects of Self Monitoring and Goal Setting on Praise with Paras



Increasing Specific Praise in Classrooms

1. Identify a time
2. Record the lesson/activity
3. Count and Analysis Praise
 - a) How often do you give praise?
 - b) Is praise general or specific?
 - c) Am I Praising everyone or a few?
 - d) Are they age/skill appropriate?
4. Set a goal
5. Identify the students who exhibit unexpected behaviors

Increasing Specific Praise in Classrooms

6. Identify the Target behaviors from expectations
7. Student unexpected behavior vs. desired replacement behavior
8. Make list of praise for desired replacement behaviors
9. Implement the plan/Evaluate plan

Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009

Step 1: Identify a Time

- When are students not meeting expectations (Off task, noncompliant, or disruptive)?

Time:

Acquisition or Mastery

Activity (I.E small group, Whole group, Independent, Transition)

Expected Behaviors:

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Negative/ Disruptive Behavior	Positive Opposite/ Specific Praise Statement
1.	1. a. b. c.
2.	2. a. b. c.
3.	3.

Step 2: Record the lesson/activity



Step 3: Watch the Video/ Collect Baseline



[How often do you give praise?](#)
[Is praise general or specific?](#)

Teacher Self Evaluation of Praise

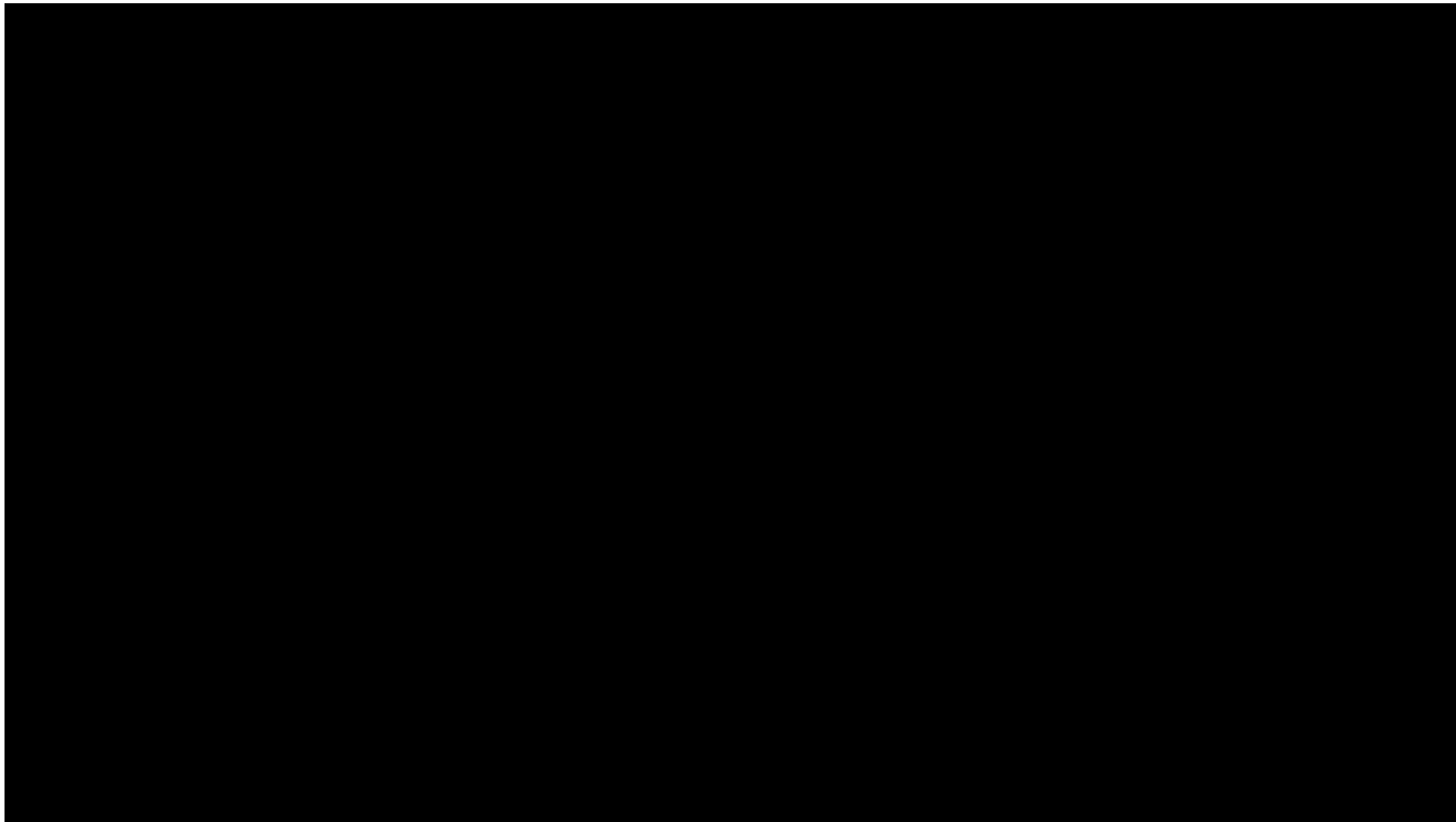
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SP-A GP SP-S 	SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S 	SP-A 14 GP 5 SP-S 25 Correct. 9
6m	7m	8m	9m	10m	Total
SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S	SP-A GP Correct. SP-S	SP-A GP Correct. SP-S 	SP-A 8 GP 5 SP-S 14 Correct. 10
11m	12m	13m	14m	15m	Total
SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S	SP-A GP Correct. SP-S 	SP-A GP Correct. SP-S 	SP-A 9 GP 4 SP-S 5 14 Correct. 6
Key					Overall Total
SP = Specific Praise Academic GP = General Praise Correct. = Corrective Goal :					SP-A 31 GP 14 SP-S 22 Correct. 25

53 - 25
 14
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Teacher Self Evaluation of Praise

1m	2m	3m	4m	5m	Total																								
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Goal						
Date:	Specific Prasiie Academic or Social	Total	General Praise	Total	Corrective/ Reprimand	Total
6-11-19		7		3	/////	7
6-12-19		13	//	6		2
6-13-19		7	//	7		5
Average		9	Average	5.3	Average	4.6





Step 4: Set Goal



Step 5: Identify the Students



Step 6 :Identify the Target Behaviors

Step 7:Unexpected Behavior vs. Expected Behavior

Time: 10:00-10:30

Acquisition or Mastery

Activity (I.E **small group**. Whole group, Independent, Transition)

Expected Behaviors:

Center specific Voice levels= 1
Stay in your center
Be on task
2 before Me- Getting teacher attention
No bathroom breaks

Negative/ Disruptive Behavior	Positive Opposite/ Specific Praise Statement
<ol style="list-style-type: none">1. Shouting out2. Getting up out of seat or leaving assigned area3. Talking about things non academic related subjects4. Shouting out/ interrupting the teachers small group	<ol style="list-style-type: none">1. Use center specific voice level<ol style="list-style-type: none">a.b.c.2. Stay in your center<ol style="list-style-type: none">a.b.c.3. Be on task<ol style="list-style-type: none">a.b.c.4. Use "2 before me" or Bathroom procedure<ol style="list-style-type: none">a.

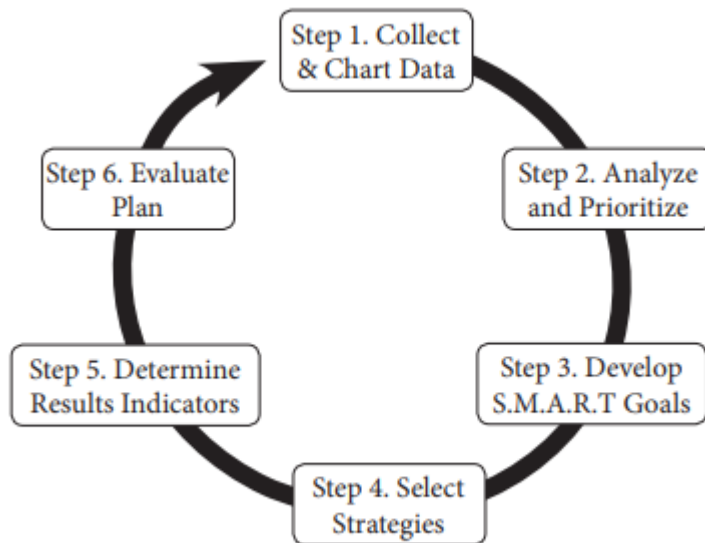
Step 8: List Praise for Expected Behaviors

Negative/ Disruptive Behavior	Positive Opposite/ Specific Praise Statement
1. Shouting out	1. Use center specific voice level
	a. Group 2 Perfect voice level!
2. Getting up out of seat or leaving assigned	b. Johnny Great job using a level 1 voice
area	c. Class our Voice levels right now are amazing. Keep it up!
	2. Stay in your center
3. Talking about things non academic related	a. Group 1 Great Job being in your center!
subjects	b. Johnny Thank you for staying in your spot!
	c. Class we are doing a great job staying where we are supposed to!
4. Shouting out/ interrupting the teachers small	3. Be on task
group	a. Great Job looking at your work
	b. Thank you for talking about academics
	c. Group 3 Great job completing your work.

Step 9: Implement and Evaluate Plan

Things to think about!

1. How many days a week will I record?
2. How long will I record?
3. What will you do if you do not meet your Goal?
 - a) Visual reminders
 - a) Note Card
 - b) Scripted Lesson Plans
 - b) Buddy Teacher?
4. How will you celebrate when you Meet your goals?
5. What Skill will I evaluate next?



Questions?

References

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