

## Characteristics of Effective Specific Positive Feedback

- **Contingent** means it should be provided only when the student(s) has demonstrated the desired behavior.
- **Specific** – Saying that specific positive feedback must be specific sounds redundant; however, it cannot be overstated that the feedback must tell the student exactly what he or she did that was correct so the student can be replicate the behavior.
- **Immediate** – Specific positive feedback must be provided immediately so the student can remember what he or she did that was correct. If the feedback is provided at a later time, the student may not remember exactly what he or she did and, thus, may not be able to remember how to replicate the appropriate behavior.
- **Frequent** (then Intermittent) – It is critical to provide feedback on a continuous schedule when students are learning new skills. This means that every time the student displays the desired behavior, they receive specific positive feedback. Once the skill or behavior has been learned, you can shift to use of general praise and occasional or *intermittent* use of specific positive feedback.
- **Genuine** – Providing specific positive feedback genuinely means that the person delivering the feedback is sincere, direct and uses a 'natural' tone of voice. Each person must find his or her own style to communicate sincere positive regard.
- **Clean** – Clean specific positive feedback highlights *only* what the student did right - save comments regarding any improvement the person needs to make for another time.

Brophy, J.E. (1981). Teacher praise: A functional analysis. *Review of Educational Research*. 51(1), 5-32.