

Course 5:

ENCOURAGING EXPECTED BEHAVIOR**Outcome:**

- To develop a system to encourage expected behavior in all school settings.

Background Knowledge:

- Read Section 2 -- Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

Lessons to Develop a System to Encourage Expected Behavior:

1. Understand the importance and impact of positive consequences on student behavior and school climate.
2. Use preferred adult behaviors.
3. Teach staff to effectively use positive specific feedback.
4. Develop a schoolwide system to encourage students' use of expected behaviors (your matrix).
5. Develop and use a classwide system to encourage students' use of expected classroom rules and procedures and teachers' use of positive specific feedback (ETLP #3).
6. Develop strategies to encourage staff and families.
7. Monitor staff's use of encouragement strategies with students.

Teaching alone is insufficient for success in learning social behavior.

MO SW-PBS Handbook

Lesson 1: Understand the Importance and Impact of Positive Consequences on Student Behavior and School Climate

SW-PBS includes a component for developing a schoolwide system to encourage expected behavior because teaching alone is insufficient for success in learning social behavior. It is important to follow demonstrations of expected behavior with consequences that are reinforcing to most students, such as adult attention, along with other forms of reinforcement. The consequences of behavior affect future performance of that behavior. One effect is an increase in the likelihood the behavior will recur in the future. A consequence can also decrease the likelihood the behavior will recur in the future. The ABC table shown next illustrates how consequences can increase the likelihood the behavior will be repeated in the future.

Example

ABCs of Behavior

A – B – C

Antecedent → Behavior → Consequence

Events that happen immediately before and trigger the behavior.

- Hallway expectations and routines clarified and taught.
- Teachers use prompts/precorrects to remind students to walk in the hallway, quiet voices, body to self, and walking on the right side.
- Teachers greet, while actively supervising the hallway.

An observable act. What the student does.

Students keep voices quiet, body to self, and walk on the right side.

The resulting event or outcomes that occurs immediately following the behavior.

The Media Specialist observes the students following hallway expectations and says, "Great job of keeping your voices quiet, your body to yourself, and staying to the right. You are showing respect for others and being safe."



Key Terms

Non-contingent attention – attention provided regardless of performance and includes such things as greetings, proximity, smiles, and conversations.

Contingent attention – provided based upon student performance of an identified expectation or behavior.

Frequent feedback – positive teacher and staff interactions should occur at a frequent rate, with a ratio of 4:1, or four instances of positive interaction for each corrective or negative interaction.

Intermittent feedback – acknowledgment of expected behavior may occur less frequently, in an intermittent way, reinforcing skill learning in the fluency stage of learning.

Occasional feedback – a comprehensive system to encourage expected behavior would also include some long-term, occasional activities. Occasional encouragement assists in the maintenance and generalization stages of learning.



Team Activities

Team Activity

List ways that your school uses positive consequences to reinforce students for academic performance. Now list ways your school reinforces students for social behavioral performance. How can you tie these together?

A – B – C

Antecedent → Behavior → Consequence

Academic

Review course
syllabus.
Teach learning
targets

Academic Performance
- stay on task,
participate in discussion,
complete work, hand in
assignments, perform at
a proficient level

Social
Behavior

Teach expected
behaviors. Pre-
correct before use of
expected behaviors.

Use of schoolwide
behaviors on matrix --
listen, follow directions

Stakeholder Engagement and Communication

Staff Engagement

Provide staff professional learning so all staff understand the ABCs of behavior, emphasizing the connection between antecedents that can set students up for successful behavior and consequences that encourage future use of the same behavior. The team activity above is a good way to make this point with staff.



Action Planning

Discuss how your team will engage staff in discussion about the importance and impact of positive consequences on student behavior and school climate. Add those action steps to your action plan.



Lesson 2: Use Preferred Adult Behaviors

Related to teacher attention is the student-teacher relationship and preferred adult behaviors. There is a growing body of research that indicates academic achievement and students' behavior are both influenced by the quality of teacher-student relationship (Jones & Jones, 1998; Algozzine, Wang, & Violette, 2011). When students are asked what makes a teacher special and worthy of respect, students consistently cite three characteristics: firmness, compassion, and an interesting, engaging, and challenging teaching style (Noguera, 1995).

Given these relationships, teachers and staff need to learn simple behaviors that will positively impact relationships. Adult behaviors that build relationships include: 1) communicating privately, in close proximity with each student, 2) listening, 3) eye contact, 4) pleasant voice tone, 5) smiles, 6) appropriate professional touch and 7) use of students' names. These behaviors express warmth, care, and concern for students while also communicating respect. They increase student affect (the likelihood that they will say they like school or their teacher) and compliance (the likelihood that they will do as asked) and also enhance learning. These adult behaviors not only impact relationships but also set the stage for effectively interacting with students and delivering genuine feedback. Wong & Wong (2005) describe these teachers as "intentionally inviting." Their professional attitude depicts their view of students as able, valuable, and responsible.

"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship."

Robert Pianta p. 73, 1996

Example



Teacher Behaviors that Enhance Positive Teacher–Student Relationships

- Greet students as they enter the classroom, using the student’s name, smiling and asking them a question related to student’s interests. “Hey, Tim, good to see you today. How’s that guitar playing going for you?”
- Use student’s name when interacting with a student. “De-marco, what is the idea you took away from reading that passage?”
- Smile! Teachers are often so busy thinking about the academic content and learning targets they are trying to address that they forget to smile. A smile is a powerful tool to communicate the message, “I value you.”
- Provide positive, non-judgmental regard by:
 - attending before- and after-school events,
 - responding to student social media posts (as appropriate),
 - reading literature they are interested in,
 - listening to music/artists that they recommend,
 - recalling details about the daily lives of students and demonstrating genuine concern: “Keith, I was sorry to hear about the death of your grandfather.”



Team Activity

As individual team members, think about your favorite teacher when you were in school. Think about the characteristics and actions that teacher possessed that made that teacher special. Then reflect on how your interactions with all your students are similar to that teacher. Finally, what could you do to become for your favorite teacher?

MY FAVORITE TEACHER

My favorite teacher was...

That teacher was my favorite because they...

I use behaviors similar to those of my favorite teacher equally with ALL my students in these ways...

I could improve/increase my use of my favorite teacher's behaviors by...

Stakeholder Engagement and Communication

Staff Engagement

Repeat the “Favorite Teacher” activity described in the Team Activity with all staff. If staff do not list all the preferred adult behaviors listed above, share those with staff. Encourage staff to increase their use of one preferred adult behavior with consistency and equity in the upcoming week. Challenge teachers to focus on increasing their use of one preferred adult behavior with one student whose relationship could be enhanced. Follow up regarding what behavior was used and if and how that behavior had a positive impact on teachers’ interactions with students.





Action Planning

Review the list of preferred adult behaviors for building positive teacher-student relationships. What behaviors do you currently personally use that you want to continue? Do you use these preferred adult behaviors equally with all students? Which behaviors do you need to add? Discuss to which extent the staff in your school use these preferred adult behaviors when interacting with students. How can you share what you have learned about preferred adult behaviors with your staff? Add action steps to your team action plan.

Lesson 3: Teach Staff to Effectively Use Positive Specific Feedback

Effective positive specific feedback: 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.

Effective Positive Specific Feedback Statements

Behaviors on Matrix and Classroom Rules	Positive Specific Feedback
Use appropriate tone, volume, and language.	<i>"Maria, you stopped and took some time to think about your decision and then walked away from Sam. That wasn't easy, but it can help to avoid an argument."</i>
Put trash in designated places.	<i>"Hey, Tammy, thanks for throwing your trash away. That shows cooperation and respect for our school."</i>
Follow teacher directions the first time.	<i>"Jack, thank you for getting your book out and getting started right away. We value our learning time here at school, and you will be more likely to get your work done here and avoid homework."</i>
Use appropriate tone, volume, and language.	<i>"Sue, you stayed calm when Jill got upset with you. You were responsible for your own actions and possibly avoided hurt feelings."</i>
Be prepared for class to start with materials ready.	<i>"I noticed you have been getting to class on time, Jose. That shows respect for your teachers and shows you are taking your classwork seriously."</i>
Include others with respect.	<i>"Jackson, you asked Fred to play the computer game with you. That shows caring, and when you include others they will be more likely to include you."</i>
Follow teacher directions the first time.	<i>"Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That's being responsible."</i>

Team Activity

Use your school’s matrix of expectations and expected behaviors to write and role-play delivering positive specific feedback spontaneously. Use the following form.



Writing Positive Specific Feedback Statements

Use your school’s matrix of expectations and expected behaviors to write and role-play delivering positive specific feedback spontaneously.

Behaviors on Matrix and Classroom Rules	Positive Specific Feedback



Stakeholder Engagement and Communication Icon

Staff Engagement

A short in-service to share information about the importance of high rates of positive specific feedback with staff may prove helpful. Many teachers may need a reminder about how to be specific and could hone their skills using the team activity above. In addition, MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional development related to encouraging expected behavior. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. These include a Teacher Tool on Encouraging Expected Behavior, which includes a self-assessment and a practice profile to serve as an observation tool. A training PowerPoint deck is also available with activity handouts. Your SW-PBS Leadership Team can make these materials applicable to your school.



Action Planning

Discuss steps your team can take to give staff practice providing positive specific feedback. A ratio of 4 positive interactions to 1 corrective interaction is ideal. What steps will your team take to encourage staff to use this ratio? Add action steps to your action plan.

Lesson 4: Develop a Schoolwide System to Encourage Students' Use of Expected Behaviors (Your Matrix).

The purpose of tangibles in the positive consequence continuum is to prompt adults to provide feedback at rates or ratios that are likely to support consistent student demonstration of expected academic or social behaviors.

Creative Ways To Use “Tickets”

- Set class or school goals.
- Write name on ticket and drop in a raffle box.
- Start a competition between grade levels.
- Award the “Golden Tray” for class receiving most tickets during lunch.
- Chart and graph the number of tickets earned (math).
- Establish roaming trophy for the most tickets each month; current class prepares celebration for the next class who receives trophy.
- Display tickets in hallway, outside classroom door.
- Trade tickets for piece of string and make into a giant string ball for the entire school.
- Post tickets on a bulletin board.
- Trade tickets for paper strip to make paper chain around the school.
- Set a destination to “travel” to and learn about; each ticket equals a mile toward the destination on a map.

While a “ticket” or tangible schoolwide system for encouraging expected behavior will cover many of your reinforcement needs, it is important to remember:

- Not all students are encouraged by the same thing or in the same ways.
- As students are learning new skills, they need immediate and frequent reinforcement.
- As students demonstrate mastery, they respond to intermittent to long-term reinforcement to maintain their social behavioral efforts.
- Many students try to get or seek social attention while others try to avoid it.
- Students who avoid social attention may be reinforced by solitary activities, privileges, or tangibles.
- Many young students are motivated by adult attention while older students typically are more motivated by peer attention, activities, privileges, or freedom.

Examples



Practical Considerations

There are some practical things to consider when developing your schoolwide tangible system. First, make them easy to distribute to students. Consider formatting them so that minimal writing is required at the time they are awarded. The easier it is to award tickets to students displaying the expected behavior, the better. You will also want to build a system to sustain your use of the tangible, considering such things as:

- Who will reproduce the tickets and supply teachers?
- Who will be in charge of raffle items or other items of exchange?
- If tickets are to be counted for awards or data collection, who will handle the counting?

Be sure to think through all the details to sustain your tangible system. Recall that the tangibles also serve as a support (i.e., external regulation) to prompt teachers to deliver positive specific feedback at a desired ratio of 4:1. If the tangible item such as a ticket had both teacher and student names, and the drawing of tickets was paired with recognition in the form of public acknowledgment or a prize for both recipient and the individual who bestowed the ticket, the student and teacher will both be more likely to demonstrate the expected behavior in the future.

Schoolwide System To Encourage Expected Behavior

A written schoolwide system to encourage expected behavior should include enough information to thoroughly describe how each component is intended to be implemented. This includes:

Name – What each recognition activity is called. Often schools tie in their tangible reinforcements with school mascots, mottos, etc.

Resources – What each recognition item is, and what tasks are needed to be done to complete the recognition activity.

Description and Criteria – What students need to do to earn the tangible recognition and what staff are expected to do to recognize the student(s).

When and Where Presented – Description of how the tangible is presented to students and what students are to do with the tangible.

Information to Staff – Description of how information will be provided to staff to implement the recognition system and any tasks staff need to do to share information with students, families and entire staff.

Goals – Description of the intended target for each component of the schoolwide recognition system.

Celebrations – Description of what students will get. This should be a wide range of attention, items and activities that appeal to all students in the school.

Coordinator – Who organizes and oversees implementation of each recognition component.

Example

Schoolwide System to Encourage Expected Behavior High School Example

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Frequent	Cardinal Cards	Cards, box in office, Susie to draw weekly & give names to student announcers, \$50 for prizes	Staff give high rates of verbal specific feedback, using the Cardinal Code language to all students and give Cardinal Card.	Any staff to any student following expectation & rules, any location. Students sign & put in box in office.	Staff: more Cardinal Cards in mailbox weekly	300 Cards in office box per week.	Draw 25 names from box weekly; names read in announcement s, small prizes.	Susie Q.
Intermittent	Cardinal Tweet (Phone calls); OR Special Privileges	List of privileges generated and agreed upon by all staff located in Student Handbook & SW-	Staff record the names of students who have consistently demonstrated specific behaviors for 1 or more weeks	Any staff to any student who has consistently demonstrated specific behaviors for 1 or more weeks	Record the names of students who qualify; Randomly select from qualifiers	90% of students qualify	Teacher will individually speak to students who qualify	Dolly
Occasional	Cardinal All-Star	Gift certificates	For every student who met goal for specific behaviors for at least 4 weeks.	Any staff to any student who has consistently demonstrated specific behaviors for at least 4 weeks	Record the names of students who qualify and submit to SW-PBS Data Manager and to School Store Manager	90% of students each month	Each student will get free gift certificate for items at school store	Billy Bob

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

Example

Schoolwide Recognition System

Missouri Middle School Cardinal Card Procedures
Respectful • Responsible • Ready • Safe

Why Is Missouri Middle School Focusing on Having Students Earn Cardinal Cards?

- To increase student use of respectful, responsible, ready, and safe behaviors.
- To focus on positive social interactions between staff and students.
- To help us all be more positive this school year.

Who Awards Cardinal Cards?

- All staff will be supplied with Cardinal Cards each day to award any student who is being Respectful, Responsible, Ready, and Safe.

Who Can Receive a Cardinal Card?

- Cardinal Cards are earned by individual students who are using behaviors that reflect being Respectful, Responsible, Ready, and Safe.
- Cardinal Cards can be earned for being Respectful, Responsible, Ready, and Safe anywhere in the building and at any time.

What Do Staff Say When They Award a Cardinal Card?

- The most important thing to remember about the Cardinal Cards is to provide the student positive specific feedback about how they are being Respectful, Responsible, Ready, Safe learners. For example:
- “Wow, Fred, you are being respectful of others by walking quietly in the hall. Because you are using our hallway expectations, you have earned a Cardinal Card.”
- “Ethel, thanks for remembering to push in your chair and clear off your table. You are showing respect for the cafeteria help as well as students who will follow you. You’ve earned a Cardinal Card for respect.”

What Do Students Do When They Receive a Cardinal Card?

- Students write their name and grade on the back of the Cardinal Card.
- Students take their Cardinal Cards to their class office and put them in the bucket.

What Will Happen With the Cardinal Cards?

- At the end of the month, office helpers will count the Cardinal Cards from each class office and post the number earned on a main office bulletin board.
- Every month there will be a drawing from all Cardinal Cards earned that month for individual prizes as well as privileges for each class. Names will be posted near each class office.
- Students whose Cardinal Card is posted can take it down and turn it into the secretary for their prize.

What Are Some Other Things to Consider About Cardinal Cards?

- Cardinal Cards can be earned but not lost. This is a positive system. Once earned, they are the student’s property. If correction is needed, do so, but do not take cards away.
- If students ask for a Cardinal Card, kindly say something like: “I know you will get a Cardinal Card soon. All students can earn them. Staff determine when to award.”
- If you suspect “forgery” of Cardinal Cards, contact your SW-PBS team representative.
- If you need more Cardinal Cards, contact Suzy Q.

Who Will Answer My Questions About Cardinal Cards?

- Your SW-PBS Team representative or any member of the SW-PBS Team.

Be cautious if your system:

Is so difficult or cumbersome that staff will not use consistently.

Keep the system simple and doable, and yet effective.

Is based on an “all or nothing” criteria. A “No Tardy Party” reinforces only a certain portion of your school and may be demotivating to others. If a student is tardy the first day of the month, why continue to try? While you may want to keep this reinforcer for the few it serves (it is a bit like the honor roll), you could also celebrate improved on-time behavior, thus encouraging all to improve or strive to meet the expectation.

Requires students to prolong their efforts for extended periods of time. Again, some occasional or long-term reinforcement is okay if other immediate and frequent reinforcers are also available. With long-term reinforcers, there will be some students who see them as unobtainable.

Fails to motivate at-risk students or consistently recognizes those students who need it the least. What activities are interesting and motivating to at-risk students whose behavior you most hope to improve? Involving students in the planning of the schoolwide reinforcement system may be a very effective way to hear their voices.

Becomes boring and predictable. A schoolwide system to encourage expected behavior will need to be “tweaked” and kept fresh for students and staff.

Team Activity

Begin brainstorming a schoolwide system to encourage expected behavior for your school using the form provided. Be sure to include a mixture of frequent, intermittent, and occasional reinforcements. Be sure that you meet the needs of “seekers” as well as “avoiders.” Use the Schoolwide System to Encourage Expected Behavior form. For a refresher on frequent, intermittent, and occasional reinforcement, see the MO SW-PBS Handbook.



Schoolwide System to Encourage Expected Behavior

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.

	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Frequent								
Intermittent								
Occasional								

Stakeholder Engagement and Communication

Staff Engagement

During a staff inservice, share the examples provided in this Course with staff. Discuss the importance of frequent, intermittent, and occasional recognition. Help staff see how your school currently recognizes students for immediate and sustained academic/music/athletic success in your school. Break staff into workgroups or grade level/departmental teams, give them the Schoolwide System to Encourage Expected Behavior form, and instruct them to provide ideas to submit to the SW-PBS Leadership Team for consideration.



Once a schoolwide system of encouragement is created, an explanation should be provided in the staff handbook. In addition, professional development provided to staff to help staff understand how to implement the encouragement system with fidelity, consistency, and equity from the first day of school until the last.

Student Engagement

Students are experts at communicating what will encourage them to display expected behaviors! Even young students can let you know what they find reinforcing. The SW-PBS Leadership Team could engage students in developing the schoolwide encouragement system by any of these methods.

Have student representatives on the SW-PBS team brainstorm frequent, intermittent, and occasional recognition on the Schoolwide System to Encourage Expected Behavior form.

- Ask student representatives on the SW-PBS team to set up a table at lunch to get frequent, intermittent, and occasional recognition ideas from the entire student body.
- During homeroom, Advisory, or other class time, share the Schoolwide System to Encourage Expected Behavior form with all students. Have students work in groups to share their ideas.
- Once a schoolwide system of encouragement is created, an explanation should be provided in the student handbook/code of conduct and a lesson taught so all students will understand the encouragement system.



Culturally Responsive Practices

Family Engagement

The SW-PBS Leadership Team can seek family input about what activities and objects their child finds motivating through an online survey and paper surveys available at school.

Once a schoolwide system of encouragement is created, an explanation should be provided in the student handbook/code of conduct. The encouragement system may also be shared on the school website and included in the school newsletter. A copy of the Schoolwide System to Encourage Expected Behavior form could be modified to give to families to create their own home encouragement system.

Community Engagement

The school tangible recognition system may be shared with local businesses to encourage expected behavior with school-age customers. Some merchants can be recruited to trade the schoolwide



tangible for items such as an ice cream cone or a soda. Other merchants might wish to provide tangibles that are part of the schoolwide currency for expected behaviors and/or volunteer efforts displayed within the Community (e.g., volunteering at the senior center).

Action Plan

Discuss steps your team can take to help staff understand the importance of a comprehensive schoolwide system to encourage student use of expected behaviors. Review the Stakeholder Engagement ideas above and reach consensus on how you will engage staff, students, families, and community members in the creation of your schoolwide system. Once your system has been created, how will you teach staff how to implement with fidelity, consistency, and equity? In addition, how will you teach students and families about the encouragement system? Finally, consider what you will do to share the schoolwide encouragement system with all stakeholders. Add specific action steps to your team Action Plan.

Lesson 5: Develop and Use a Classwide System to Encourage Students' Use of Expected Classroom Rules and Procedures and Teachers' Use of Positive Specific Feedback (ETLP #3)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students.

Classroom teachers may need your team's support to understand the benefits of a classwide system or a menu of strategies to encourage adherence to classroom rules and procedures. The Teacher Tool on Encouraging Expected Behavior is a good place to start. You can use the Teacher Tool to understand what is meant by a classwide system and help teachers develop their system. Given some time, teachers can then self-assess their use of their system.

Additional ways to support teachers as they hone their use of encouragement is to promote the use of these three whole-class strategies:

1. Positive Peer Reporting (Skinner, Nedderniep, Robinson, Ervin, & Jones, 2002)
2. Tootling (Skinner, Nedderniep, Robinson, Ervin, & Jones, 2002)
3. Class-Wide Function-related Intervention Team (CW-FIT) (Wills et al., 2010).

Positive Peer Reporting

Positive Peer Reporting (PPR) is a simple procedure that is used to promote positive peer interactions, improves peer perceptions of students who tend to be socially rejected or neglected, and encourages all children to focus on and report prosocial behavior of their peers. Skinner, Neddenniep, Robinson, Ervin, & Jones (2002, p.196) offer a procedure to implement PPR in the following list.

Procedure for Positive Peer Reporting

1. Introduce and define positive peer reporting (PPR).
 - PPR is the opposite of tattling.
 - Students will be given the chance to earn reinforcement (e.g., points, activities) for reporting expected behaviors of peers.
2. Explain the procedure.
 - A drawing will be conducted and a child's name will be selected as the first target child (e.g., "Star of the Week").
 - Peers will be instructed to pay special attention to the target child's expected behaviors during the course of the day and to report the observed incidences of expected behaviors during the specified time of day.
 - Positive comments include behaviors like sharing; helping a friend; volunteering; showing good anger control; being honest; trying hard in school; giving others praise, encouragement, or compliments; or exhibiting any behavior that is a specific skill the child needs to improve (e.g., asking for help instead of acting out).
 - The teacher determines that the report of expected behavior is specific and genuine, and the child reporting the behavior receives the identified reinforcement.
 - A child will be the target child for 1 week and then there will be a new drawing for the next "Star of the Week."
3. Determine the type and amount of reinforcement that will be given for reports of expected behavior (e.g., special activity, points, tokens for previously established token economy system).
4. Determine the time of day and amount of time allotted for the procedure (e.g., during the last 10 minutes of homeroom, peers will be given the opportunity to report any instances of expected behaviors they witnessed the target child exhibit that day).
5. Monitor the effects of the intervention on the quality of peer interactions by coding interactions (e.g., positive, negative, or neutral). Monitor the effects of the intervention on social status using peer ratings and nominations.

Tootling

Tootling is a positive intervention that can be added to existing classroom systems to enhance students' awareness of positive behavior of other students. Unlike Positive Peer Reporting where one student is the focus, in tootling any student may write a positive comment for any classmate. In tootling, the teacher teaches students to write observations of peers actively helping another peer on index cards. Specifically, they write a) who, b) helped whom, c) by (here they write the positive behavior). For example: Nathan helped Sarah by opening her locker when it was stuck.

Tootling cards are collected at the end of the day and the teacher sorts positive statements from non-examples. Teachers then report the number of tootles written and reports progress toward the class goal. The tootling cards may be shared with the peer receiving the compliments, not with the entire class. All tootling cards count toward the class earning a group reinforcement. Due to the writing involved, this support may be most appropriate for second grade and up.

Procedure For Tootling

1. Introduce and define tootling.
 - Tootling is like tattling in that you report classmates' behavior. However, when tootling you only report when classmates help you or another classmate.
 - Provide examples of classmates helping classmates and use group recitation to have students provide examples.
 - Provide positive specific feedback and reinforcement for responses.
 - Teach students to write observations of peers helping peers on index cards taped to their desks. Specifically, they write a) who, b) helped whom, c) by (here they write the prosocial behavior).
2. Explain the procedure.
 - Each morning you will tape a blank index card to your desk. During the day, you should record any instance you observe of peers helping peers.
 - At the end of the school day, students turn in their index cards. If any student fills a card during the day, they may turn it in and get another card.
 - The teacher counts the number of tootles. Again, only instances of peers helping peers are counted. Furthermore, if more than one student records the same instance, all count.
 - The next morning the teacher announces how many tootles were recorded the previous day. The teacher adds the previous tootles and uses a group feedback chart to indicate cumulative tootles. Additionally, the teacher may read some examples of students helping students and then praise the students. When the entire class reaches the cumulative tootle goal, the class earns a reinforcement (typically an activity).
3. After the group meets a goal, the procedure is repeated with several possible alterations, including:
 - Change in the criteria to earn reinforcement as students become more skilled at tootling with practice.
 - Change in the reinforcer. It may help for teachers to solicit reinforcers from students throughout the procedure.

Additionally, using randomly selected group reinforcers is encouraged as some consequences may not be reinforcing for all students (Skinner et al., 2002, p. 198).

Class-Wide Function-Related Intervention Team (CW-FIT)

CW-FIT, or Class-Wide Function-Related Intervention Team, is a group contingency program consisting of teaching and reinforcing expected behaviors (e.g., getting the teacher's attention, following directions, and ignoring unexpected behaviors of peers), improving students' on-task behavior, and increasing teacher recognition of expected behavior (Wills et al., 2010).

Components of CW-FIT

The components of the CW-FIT game described below are:

- teaching,
- self/peer monitoring,
- extinction, and
- reinforcement.

Teaching

The teacher provides a lesson on a particular expected behavior designed in the following structure:

1. Defining expected behavior.
2. Rationale, giving students the opportunity to address the importance of the expected behavior.
3. Role play, giving students a chance to practice the skill.
4. Reviewing the steps together and reminding students to use the expected behavior throughout the day.

Self/Peer Monitoring

The teacher displays a point grid in a prominent location in the classroom. During the game, players monitor their own and their group's behavior to try to earn points for their team.

Extinction

During the game, the teacher provides frequent recognition and awards points for individuals and teams using the expected behavior at the designated times. The teacher ignores or gives minimal attention to students not displaying the expected behavior.

Reinforcement

When the game ends, groups and individuals who have met the established point goal receive a reinforcement. The reinforcement should occur immediately whenever possible and should be something the students can enjoy together (free reading time, drawing time, playing a game, time to talk with friends, use of personal electronics for 5 minutes, etc.).

Additional information about CW-FIT is available at cwfit.ku.edu. Research, resources, testimonials, examples in middle school, and more are available if you become a member on the website.

Example

My Classroom Recognition System

Name: Miss Jones **Date:** August 23, 2019

	Social Recognition	How I Monitor	Tangible Recognition	How I Monitor
Free and Frequent	<i>Peer-to-peer multiple opportunities to respond during whole group math. Thumbs up, smiles, and high-fives</i>	<i>Tally number of opportunities to respond</i>	<i>I set daily goal of schoolwide tickets and positive specific feedback to give to students</i>	<i>Peer observes and takes data</i>
Intermittent	<i>CW-FIT – Play game during literacy 3 times per week. Winning team earns extra computer time with friends</i>	<i>Keep list of winning teams and points earned; switch teams each day</i>	<i>Weekly schoolwide ticket goal set, and whole class celebrates</i>	<i>Chart of weekly goal, tickets earned each day, total for week and celebrate</i>
Occasional	<i>Three Students of the Month earn lunch with me.</i>	<i>Keep list; each student earns it</i>	<i>Postcards home</i>	<i>List of postcards sent</i>

Example

My Classroom Recognition System

Name: Mr. Thomas, 10th grade social studies **Date:** August 22, 2019

	Social Recognition	How I Monitor	Tangible Recognition	How I Monitor
Free and Frequent	<i>Staff given high rates of verbal positive specific feedback using the Hornet Way language</i>	<i>Use golf counter during each period two times per week until I meet 4:1 ratio for 2 weeks</i>	<i>B.U.S.T.E.D TICKETS (being upstanding students through extraordinary decisions)</i>	<i>50 on desk each morning to distribute</i>
Intermittent	<i>Verbal praise when distributing certificates</i>	<i>Attendance list</i>	<i>Certificate for perfect attendance</i>	<i>Attendance list</i>
Occasional	<i>"No Dippers" for any students who have not had any referrals all year</i>	<i>Grade book</i>	<i>Free time at end of class</i>	<i>List of students</i>



Team Activity

Begin brainstorming a classroom system to encourage expected behavior to give you practice using the form provided. Be sure to include short-term immediate reinforcers, as well as those that require more sustained effort. Be sure that you meet the needs of “seekers” as well as “avoiders.” Use My Classroom Recognition System form.

MY CLASSROOM RECOGNITION SYSTEM

Name: _____ Date: _____

	Social Recognition	How I Monitor	Tangible Recognition	How I Monitor
Free and Frequent				
Intermittent				
Occasional				

Stakeholder Engagement and Communication

Staff Engagement

MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to encouraging expected behavior. These materials are available on the MO SW-PBS website at www.pbissmissouri.org. During a staff inservice, share the examples of a classroom system to encourage student to perform expected behaviors provided in this Course with teachers. Break teachers into grade level/departmental teams, give them the Classroom System to Encourage Expected Behavior form and the MO SW-PBS Teacher Tool on Encouraging Expected Behavior, and instruct them to create their classroom encouragement system.

Once every teacher has developed a classroom system to encourage expected behavior, have teachers exchange ideas about how they have or could share their system with students and families.

Action Plan

How will you engage all teachers in the creation of their classroom system? What will you need to do to teach and support teachers to establish a classroom encouragement system? How will you assist teachers in sharing their system with students and families? Finally, how will you ensure teachers implement their system with fidelity, consistency, and equity? Add specific action steps to your team Action Plan.



Lesson 6: Develop Strategies to Encourage Staff and Families

As schools create exciting ways to encourage students, you may also want to consider a list of reinforcers to encourage staff who are actively teaching and encouraging students. In addition, some schools consider ways they can “share the good news” about student behavior with families and, therefore, reinforce their efforts at home to support your work.

Example

Strategies To Encourage Staff And Families

School: Best School

Date: August 2019

Staff		Families	
Noncontingent to Build Our Community	Contingent on Implementing SW-PBS	Noncontingent to Build Our Community	Contingent on Participation in School
<ul style="list-style-type: none"> School T-shirt Positive notes from peer or administrator Free yearbook Free lunch Surprise jeans day Dip Day Monthly potluck 	<ul style="list-style-type: none"> Award or recognition for efforts given during faculty meeting Recognition during an assembly Featured in SW-PBS video/skit Ticket to school event (play, sporting event) Preferential parking spot Gift cards Lunch delivered Special dessert Restaurant coupon Car wash coupon Movie pass Released from duty (bus, recess, lunchroom, hallway) Principal teaches class for one hour Pass to leave work early or arrive late 	<ul style="list-style-type: none"> Positive notes from school Positive phone call Refrigerator magnet 	<ul style="list-style-type: none"> Small gift during school events (e.g., parent–teacher conferences). Featured in SW-PBS video/skit Ticket to school event (play, sporting event) Bumper sticker School T-shirt Family restaurant coupon Movie pass

Team Activity
Brainstorm ideas your school might use to encourage staff and families, using the Strategies to Encourage Staff and Families form.



Strategies To Encourage Staff And Families

School: _____ Date: _____

Staff		Families	
Noncontingent to Build Our Community	Contingent on Implementing SW-PBS	Noncontingent to Build Our Community	Contingent on Participation in School



Stakeholder Engagement and Communication

Staff Engagement

If your school has a “Social Committee” whose purpose is to create a positive school community, the tasks committee members engage in may be added to the Noncontingent section of the Strategies to Encourage Staff and Families form. If your school does not have such a “Social” group, the SW-PBS Leadership Team will want to lead those efforts.

Staff will be happy to share ways they would like to be recognized to create a positive school community and for implementation of SW-PBS if your SW-PBS Leadership Team asks them. This can be done by an online survey, through a “Idea” box in the staff lounge, or by other idea-seeking activities. The SW-PBS Leadership Team will need to review the ideas provided and implement tasks that are “doable” and within the budget provided for the SW-PBS Leadership Team.

Finally the SW-PBS Leadership Team will need to explore ways to fully communicate the system to encourage staff, with all staff.

Family Engagement

Your school will want to consider ways you can “share the good news” about student behavior with families and, therefore, reinforce their efforts at home to support your work. Family representatives to your SW-PBS Leadership Team may be asked to take the lead to develop activities to encourage family use of SW-PBS practices at home. Culturally Responsive Practice Icon



Action Plan

In what ways do you create a positive school community, and in what ways could your school engage in activities to create a positive school community? What are some of the things you could do to encourage staff to regularly use SW-PBS practices? Additionally, how might you reinforce families? Discuss and write specific action steps on your action plan about encouraging staff and families.

Lesson 7: Monitoring the Use of Positive Specific Feedback

It is important to check on the use of feedback in classroom and non-classroom settings, both for fidelity of implementation and to determine if the rate of positive specific feedback students are earning is optimal for the environment you desire. Fidelity checks will determine if the majority of staff are effectively using contingent positive specific feedback for student behavior as described earlier in the chapter. In addition, the goal is always to maintain an average 4 to 1 ratio of positive responses to correction. Checks can also determine if this optimal ratio is being met. Both a fidelity check and a ratio check will provide information for the SW-PBS Leadership Team to determine how to support staff to effectively encourage student behavior. There are a number of ways to do this monitoring:

MONITORING USE OF SCHOOLWIDE TANGIBLES. If a schoolwide raffle is used, tickets can simply be counted prior to the raffle. If student and staff names are on tickets, that data can be collected as well as the overall number. Classroom teachers can submit weekly counts to a designated person in the building who can then create regular reports of the number of tickets earned per class, grade level, or for the building as a whole. A visual graph of tickets earned per week or month can serve as a reminder to staff to focus on giving students positive specific feedback for expected behavior.

SELF-MONITORING. It is important that all staff get information about their personal efforts to respond to students who are displaying expected behavior, especially as staff are first learning how to effectively give positive specific contingent feedback. Individual self-monitoring is one way to do this. Remember this data collection does not need to occur for the duration of an entire day. Rather, pick a 5- to 10-minute period and consistently collect data over a few days each week. There are a number of easy ways to collect the rate of responses to positive student behavior compared to corrections:

Example Icon

- Move pennies or paperclips from one pocket to another when expected student behavior is recognized.
- Tear an index card to collect the number of positive responses and corrections.
- Make tally marks on a piece of tape on your arm or sticky note on clipboard.
- Move popsicle sticks into cans.

OBSERVATION. Do a simple observation and tally staff interactions with students. This observation can be done by tallying the teacher responses to expected (positive) student behavior and teacher responses to student unexpected (negative) behavior. Periodically observe and record occurrences of teacher responses and use of positive specific feedback for a short time duration (5 to 10 minutes) and compare like settings and situations (e.g., classroom to classroom, cafeteria, etc.). These observations can be done by pairing teachers to do peer observations or by having the SW-PBS Leadership Team members observe in non-classroom settings. For example, frequency of interactions might be compared in each hall-

way or during whole group lessons in all classrooms. If this tallying is done periodically throughout the year, the ratio can be compared over time. A simple format for tallying staff interactions with students follows.

Remember as you are observing or self-monitoring, it is the student behavior that is occurring at the time of the interaction, not the tone of the interaction, that determines whether an interaction is positive or negative.

FREQUENCY AND TYPE OF STUDENT INTERACTIONS

Teacher: _____

Observer: _____

Date: _____

Time: _____

Activity: _____

Attention to Expected Student Behavior		Attention to Unexpected Student Behavior
<i>Non-Contingent</i>	<i>Positive Specific Feedback</i>	
Ratio of Teacher Interactions: _____ <i>Attention to expected student behavior:</i> _____ <i>Attention to unexpected student behavior:</i> _____		
Notes:		

From Coaching classroom management: Strategies and tools for administrators and coaches by R. Sprick, J. Knight, W. Reinke, & T. McKale, 2006, Eugene, OR: Pacific Northwest.

Team Activity

Discuss the information about monitoring the use of positive specific feedback. How might you monitor and ensure staff are using high rates of encouragement with students? How will you collect and share the data gathered?

**Stakeholder Engagement and Communication****Staff Engagement**

Share and discuss the information about monitoring the use of positive specific feedback with staff. Seek ideas about how to practically and efficiently monitor use of feedback. Also discuss who will see the results and what will be done with the data?

**Action Plan**

Add specific action steps to your action plan to monitor staff use of positive specific feedback.





END OF COURSE SELF-ASSESSMENTS

ACTION PLANNING CHECKLIST

If all steps have been developed and/or implemented, your team can now consider how to sustain this work long term.

Encouraging Expected Behavior		✓ Developed
1. Professional learning on the importance and impact of positive consequences on student behavior and school climate is developed and provided.		
2. Professional learning on the use preferred adult behaviors is developed and provided.		
3. Professional learning on the effectively using positive specific feedback is developed and provided.		
4. Schoolwide system to encourage students' use of expected behaviors (matrix) and staff use of positive specific feedback in non-classroom settings has been developed (ETLP #3).		
5. Classwide system is developed in each classroom to encourage students' use of expected classroom rules and procedures and teachers' use of positive specific feedback is observed.		
6. Written strategies to encourage staff and families are developed, disseminated, and monitored.		
7. Methods to monitor staff's use of encouragement strategies with students are developed.		

MO SW-PBS TEACHER TOOLS

Encouraging Expected Behavior

Practice: A continuum or menu of strategies to encourage appropriate behavior has been developed. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

Frequent	Intermittent	Occasional
<ul style="list-style-type: none"> • High rates of positive specific verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives 	<ul style="list-style-type: none"> • Positive phone call home • Extra computer time • Read in a favorite spot • Leave class early • Extra recess time • Postcard home • Time to talk with classmates • Choose your partner during work time 	<ul style="list-style-type: none"> • Recognition by the principal • Special parking spot • “No tardy” class party • Student of the week • Class field trip • Gift certificates • Class snack • Eat lunch with teacher

Encouraging Expected Behavior: Self-Assessment

Practice: A continuum or menu of strategies to encourage appropriate behavior has been developed. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

On numerical response questions, please rate your implementation using the following scale:

- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible it that appeal to all student needs including: Free and Frequent

When responding to appropriate behavior, how consistently do you...

- | | |
|--|---------|
| • make sure that you greet your students in a sincere and positive manner? | 1 2 3 4 |
| • make sure that you are giving positive feedback after expected behavior to every student? | 1 2 3 4 |
| • give positive, specific feedback after the student exhibits the desired behavior? | 1 2 3 4 |
| • reinforce appropriate behavior by giving positive, specific feedback not only in the classroom but also during lunch, for example? | 1 2 3 4 |

A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible it that appeal to all student needs including: Intermittent Reinforcement

When setting classroom goals, how consistently do...

- | | |
|---|---------|
| • you work together with your students to set goals toward a special treat? | 1 2 3 4 |
| • you provide opportunities for your student to earn occasional reinforcement? | 1 2 3 4 |
| • you make positive phone calls, or send positive notes home, with equity? | 1 2 3 4 |
| • your students know that they can expect positive attention after exhibiting appropriate behavior? | 1 2 3 4 |

A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible it that appeal to all student needs including: Occasional Reinforcement

Strong and long-term reinforcements provide your students with positive attention and tangible items that illustrate that your students are reaching a higher level of positive behavior. How consistently...

- | | |
|--|---------|
| • do you provide multiple opportunities for your students to earn this strong, positive reinforcement? | 1 2 3 4 |
| • do you develop long-term reinforcement that is appropriate for a given student? | 1 2 3 4 |
| • does your class work together to meet a goal and receive a special reinforcement, a class celebration/activity, for example? | 1 2 3 4 |
| • do you make sure that every student that earns strong reinforcement receives it, thinking about not only the students that you expect will behave as expected, but also those that may not consistently do so? | 1 2 3 4 |

Systems and strategies are in place to allow instruction to continue when behavioral errors occur.

When evaluating your responses to student behavior, it is important to compare the amount of behavior contingent positive feedback you give compared to corrective feedback. Thinking back on your responses to your students behaviors, do you...

- | | | |
|---|-----|----|
| • find yourself giving a higher rate of corrective feedback than positive specific feedback? | Yes | No |
| • find that you provide an equal amount of corrective and behavior contingent positive feedback? | Yes | No |
| • find that you provide more positive specific feedback than corrective? | Yes | No |
| • find that you provide positive specific feedback than corrective at a ratio at or greater than 4:1? | Yes | No |

MO SW-PBS Teacher Tools

Encouraging Expected Behavior: Practice Profile

Procedures and Routines				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
<p>A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:</p> <p>Free and frequent reinforcement</p>	<ul style="list-style-type: none"> Non-contingent attention is evident in teacher and student interactions across settings and activities. Contingent attention is evident in teacher and student interactions across settings and activities with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> Non-contingent attention is attention provided by the teacher regardless of performance (smiles, greetings, conversations). Contingent attention is given by the teacher right after the desired behavior takes place (specific positive feedback after following teacher directions). 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p>	<p><i>(Follow-up professional development and coaching is critical.)</i></p>
			<ul style="list-style-type: none"> Non-contingent reinforcement is infrequent, inconsistent, or inequitable. Contingent attention is infrequent, inconsistent, or inequitable. 	<ul style="list-style-type: none"> No evidence of non-contingent attention OR Non-contingent attention is insincere, negative, or sarcastic. No evidence of contingent attention OR Contingent attention is used negatively or incorrectly.
<p>A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:</p> <p>Intermittent reinforcement</p>	<ul style="list-style-type: none"> Teacher and students work together to develop goals working toward desired context appropriate occasional reinforcers (e.g. extra recess time, class game, funny video). Additional teacher driven occasional reinforcers (positive phone call or post card home) are provided with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> The teacher provides Opportunities for students to earn or receive occasional reinforcement (individual, small group, whole group) appropriate for context (homework pass, break time, positive phone call home). 	<ul style="list-style-type: none"> Opportunities for occasional reinforcement are infrequent, inconsistent, or inequitable. 	<ul style="list-style-type: none"> No evidence of Opportunities for occasional reinforcement.
<p>A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:</p> <p>Strong and long-term reinforcement</p>	<ul style="list-style-type: none"> There are multiple Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) that are: Appropriate for context <ul style="list-style-type: none"> considering a range of student interests and abilities, and delivered with consistency, fidelity, and equity. 	<ul style="list-style-type: none"> The teacher provides Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) appropriate for context (student of the week, special parking spot). 	<ul style="list-style-type: none"> Strong and long-term reinforcement is infrequent, inconsistent, or inequitable. 	<ul style="list-style-type: none"> No evidence of strong and long-term reinforcement.
<p>The teacher has a system to monitor his or her rate of response to student behavior.</p>	<ul style="list-style-type: none"> The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback at a ratio at or greater than 4:1. 	<ul style="list-style-type: none"> The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback 	<ul style="list-style-type: none"> The teacher provides a similar rate of behavior contingent positive specific feedback as compared with corrective or negative feedback. 	<ul style="list-style-type: none"> The teacher provides a higher rate of corrective or negative feedback than behavior contingent positive specific feedback.

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Schoolwide System to Encourage Expected Behavior	Includes documentation of all: <ul style="list-style-type: none"> <input type="checkbox"/> Name <input type="checkbox"/> Resources <input type="checkbox"/> Description & Criteria <input type="checkbox"/> When & Where presented <input type="checkbox"/> Info to Staff <input type="checkbox"/> Goals <input type="checkbox"/> Celebrations <input type="checkbox"/> Coordinator 	Schoolwide System to Encourage Expected Behavior in place with at least 4 of 8 components..	No Schoolwide System to Encourage Expected Behavior is evident or includes fewer than 4 features	2 1 0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Encouraging Expected Behavior.

SELF-ASSESSMENT SURVEY

Schoolwide Systems



Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			3. Expected student behaviors are rewarded regularly.			

Non-classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			

Classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teachers supervise and teach groups of students.	High	Med	Low
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			6. Procedures for expected and problem behaviors are consistent with schoolwide procedures.			

This contains only the items from the Self-Assessment Survey that address Encouraging Expected Behavior.



TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
1.8 Classroom Procedures: Tier 1 Features (schoolwide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems.	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	0 = Classrooms are not formally implementing Tier 1 1 = Classrooms are informally implementing Tier 1 but no formal system exists 2 = Classrooms are formally implementing all core Tier 1 features, consistent with schoolwide expectations
1.9 Feedback and Acknowledgment: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to schoolwide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	<ul style="list-style-type: none"> • TFI Walkthrough Tool 	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students

This contains only the items from the Tiered Fidelity Inventory that address Encouraging Expected Behavior.

Assessing Outcomes

As you increase reinforcement for specific expected behaviors, you should see an increase in these same behaviors. At the same time, you should see a decrease in the number of office discipline referrals (ODRs) and incidents of classroom minors for the unexpected behaviors that the reinforced expectation replaced. For example, if you reinforce students for “using kind words,” you would expect to see an increase in the number of students using kind words and a decrease in the number of students receiving ODRs or incidents of classroom minors for using disrespectful language.

Many schools choose to focus on monitoring ODRs rather than counting incidents of expectation following for two reasons: 1) counting tickets may actually be a better indicator of teachers following the expectation to increase reinforcement of a particular behavior, and 2) even in challenging environments, the frequency of expectation following is much greater than the frequency with which students engage in unexpected behaviors. Therefore, it may be easier to simply count the number of ODRs for the unexpected behavior.

Course 5: Encouraging Expected Behavior

References

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