

## **MO SW-PBS Classroom Encouraging Expected Behavior**

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

### **RESEARCH STATES:**

- ▶ Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001; Scott, Hirn & Cooper, 2017).
- ▶ Contingent attention increases academic performance (Good, Eller, Spangler & Stone, 1981) and on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- ▶ 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).

**Aligns to MO Teacher Standards:** 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

### **What is it?**

- ▶ Encouraging includes a variety or menu of ways to recognize students for following the classroom rules and procedures.
- ▶ **Non-contingent attention** is attention provided regardless of performance (smiles, greetings, conversations).
- ▶ **Contingent attention** is given right after the expected behavior takes place (Positive, positive feedback after following teacher directions).
- ▶ Tangible reinforcers (typically a ticket or coupon exchanged for individual, group or classwide item or activity).

### **Implementation:**

- ▶ Develop a menu of reinforcers that include social attention, activities and tangible items that appeal to all student needs including Free & Frequent, Intermittent, and Occasional.
- ▶ Develop a menu of reinforcers that include access to escape/avoidance of tasks, social engagement or experiences that appeal to students who are escape maintained..
- ▶ Develop an easy system to monitor your rate of response to student behavior:
  - Move pennies or paperclips from one pocket to another
  - Tear an index card
  - Make tally marks on a piece of tape on your arm or post it on a clipboard
  - Move popsicle sticks into a can

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



## References

Davis, S. (2007). *Schools where everyone belongs: Practical strategies for reducing bullying*. Champaign, IL: Research Press.

Good, C.E., Eller, B.F., Spangler, R.S., & Stone, J.E. (1981). The effect of an operant intervention program on attending and other academic behavior with emotionally disturbed children. *Journal of Instructional Psychology*, 9(1), 25-33.

Maag, J.W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67(2), 173-186.

Scott, T. M., Hirn, R., & Cooper, J. (2017). *Teacher and student behaviors: Keys to success in classroom instruction*. Rowman & Littlefield.

Sutherland, K.S., Wehby, J.H. & Copeland, S.R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders*, 8, 2-8.



## Classroom Encouraging: Self Assessment

**Practice:** The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

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 students 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 expected 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 more than corrective at a ratio at or greater than 4:1? Yes No



MO SW-PBS Teacher Tools  
Encouraging Expected Behavior: Practice Profile

| Encouraging Expected Behaviors   |   |   |  |   |
|--|---|---|--|---|
| Essential Functions  | Exemplary/ Ideal Implementation   | Proficient  | Close to Proficient  | Far from Proficient   |
| 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: Free and frequent reinforcement    | <ul style="list-style-type: none"> <li>• Non-contingent attention is evident in teacher and student interactions across settings and activities.</li> <li>• Contingent attention is evident in teacher and student interactions across settings and activities with consistency, fidelity, and equity.</li> </ul>   | <ul style="list-style-type: none"> <li>• Non-contingent attention is provided by the teacher regardless of performance (smiles, greetings, conversations).</li> <li>• Contingent attention is given by the teacher right after the desired behavior takes place (specific positive feedback after following teacher directions).</li> </ul> | <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"> <li>• Non-contingent reinforcement is infrequent, inconsistent, or inequitable.</li> <li>• Contingent attention is infrequent, inconsistent, or inequitable.</li> </ul> | <ul style="list-style-type: none"> <li>• No evidence of non-contingent attention OR</li> <li>• Non-contingent attention is insincere, negative, or sarcastic.</li> <li>• No evidence of contingent attention OR</li> <li>• Contingent attention is used negatively or incorrectly.</li> </ul> |
| 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:<br><br>Intermittent reinforcement  | <ul style="list-style-type: none"> <li>• Teacher and students work together to develop goals working toward desired context appropriate occasional reinforcers (e.g. extra recess time, class game, funny video).</li> <li>• Additional teacher driven occasional reinforcers (positive phone call or postcard home) are provided with consistency, fidelity, and equity.</li> </ul>  | <ul style="list-style-type: none"> <li>• 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).</li> </ul>   | <ul style="list-style-type: none"> <li>• Opportunities for occasional reinforcement are infrequent, inconsistent, or inequitable.</li> </ul>   | <ul style="list-style-type: none"> <li>• No evidence of Opportunities for occasional reinforcement.</li> </ul>  |
| 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: Strong and long-term reinforcement | <ul style="list-style-type: none"> <li>• There are multiple Opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) that are:</li> <li>• Appropriate for context                             <ul style="list-style-type: none"> <li>• considering a range of student interests and abilities, and</li> <li>• delivered with consistency, fidelity, and equity.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 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).</li> </ul>   | <ul style="list-style-type: none"> <li>• Strong and long-term reinforcement is infrequent, inconsistent, or inequitable.</li> </ul>  | <ul style="list-style-type: none"> <li>• No evidence of strong and long-term reinforcement.</li> </ul>  |
| The teacher has a system to monitor his or her rate of response to student behavior.   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• The teacher provides a higher rate of behavior contingent, positive specific feedback than corrective or negative feedback</li> </ul>  | <ul style="list-style-type: none"> <li>• The teacher provides a similar rate of behavior contingent positive specific feedback as compared with corrective or negative</li> </ul>                          | <ul style="list-style-type: none"> <li>• The teacher provides a higher rate of corrective or negative feedback than behavior contingent positive specific feedback.</li> </ul>  |



|  |  |  |           |  |
|--|--|--|-----------|--|
|  |  |  | feedback. |  |
|--|--|--|-----------|--|

