**MO SW-PBS Classroom Encouraging Expected Behaviors - Planning & Implementation Guide**

**Step 1:** Review listed examples of **non-contingent attention** and follow directions to build your plan for use of this powerful encouragement strategy for establishing and maintaining ***relatedness*** for all students.

| Consider each “strategy” given the developmental age and our cultural norms for your student population.   * Circle those you are already using consistently. * Star those you would like to increase or add to your repertoire. * Add new ideas for non-contingent attention to your list. | * **Proximity** * **Listening** * **Eye Contact** * **Positive Tone, Volume and Language** * **Smiles** * **Touch** * **Use of Student’s Name** * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**Step 2: Draft positive specific statements aligned to your classroom matrix.**

1. Access the **Classroom Matrix** you developed in *ETLP #3 Classroom Expectations & Rules* lesson. Insert your classroom rules and expectations into the ***Positive Specific Feedback Stems*** template below.
2. Then develop positive, specific feedback statements you can use with your classroom expectations and rules to ensure you are ready to implement this effective teaching and learning practice with speed and fluency.

| Classroom Expectations & Rules | Positive Specific Feedback Stems |
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Step 3: Draft A Menu of Classroom Reinforcers

Note: there are no universal reinforcers, make plans for those who seek attention and those who do not.

**Directions:** Circle the reinforcers you currently use. Place a STAR by those you could add to your menu. Finally add a few specific to your classroom context.

**Social Attention**

**Seekers Avoiders**

| * Winks, thumbs up, smiles * Positive feedback * Work with a friend of choice * Time to visit or walk with a friend * Preferential seating * Positive phone call or email home * Meet with principal (or preferred adult) * Photo on school bulletin board * Special lunch or play time with a friend * Lunch with parent, principal, preferred adult * Featured in PBIS video/skit * Tutor, assist younger class * Monthly or quarterly award (improved attendance, on-time to class) received in front of class/school * Respect, Responsible, Caring Party * Positive card or letter sent home * “Goal Achieved” award for improvement in personal social behavior * “Glad You Are Here” for perfect attendance * . * . * . | * Lunch in private area with preferred peer or staff * Extra computer time * Extra time to read * Pass out of assembly * Leave class 5 minutes early * Letter home for improved behavior * . * . * . |
| --- | --- |

**Activities or Privileges**

**Seekers Avoiders**

| * Special lunch or play time with a friend * Lunch with preferred adult * Helper (teacher, office, janitor) * Extra time doing preferred activity * Special game at recess * Participate in PBS Assembly * Extra recess * Extra computer time * Game of choice * Ticket to school event (dance, party, sporting event) * Preferred cafeteria seating * Be “line leader” * . * . | * Extra computer time (avoid class time) * 1 homework pass per semester * Front of the lunch line pass * Additional free time * Extra library time * 1 tardy pass (up to 5 minutes late) * Stay inside during recess * . * . * . |
| --- | --- |

**Tangible Items**

**Seekers Avoiders**

| * Schoolwide “Ticket” * Items from class or school store * Stickers * “Fast pass” for lunch line * School supplies * School t-shirt * Food coupons * Candy, soft drinks * Gift cards * Discounted yearbook or parking tag * . * . * . * . | * Certificate to go to library instead of assembly * Certificate to stay inside during recess * . * . * . |
| --- | --- |

**Engaging Partner Voice in drafting a Classroom Encouraging Continuum**

**Write your plan here for engaging partner voice:**

* How will I engage student voice:
* How will I engage family voice:

How could you leave directions for a substitute to use some of your ***Menu of Classroom Reinforcers*** *with your students*?

Step 4: Classroom Continuum of Reinforcers - With Frequency in Mind

Use your ratings and additional ideas from **Step 3** above to either create or update your classroom recognition continuum. Consider using the framework below, which helps you consider if the reinforcement is something you will deliver **frequently, intermittently or only occasionally.**

| When | Social Recognition | How I Will Monitor | Tangible Recognition | How I Will Monitor |
| --- | --- | --- | --- | --- |
| Free & Frequent |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Intermittent |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Occasional |  |  |  |  |
|  |  |  |  |

**How will you communicate your continuum as part of your classroom management plan with**

* Students:
* Families:
* Grade level or departmental team:
* Building administrator:

**What parts of this plan would be beneficial to share with substitute teachers?**

**Step 5** Developing a Classroom Encouraging Self-Monitoring Plan

Whatever template you use to develop your self-monitoring plan, you need to consider when and how you will self-monitor your delivery of encouraging expected behaviors in your classroom.

Specific questions for self-monitoring **encouraging expected behaviors** include:

* **What time of day** or **during what instructional time** do you think your rates or ratios of positive specific feedback are optimum? When are they not optimum? How do you know?
* **What dimension of delivering positive specific feedback** will you monitor? For instance your:
  + RATE per minute

or

* + RATIO of positive specific feedback to corrective feedback?
* **What procedure can you use to self-monitor your delivery** of positive, specific feedback? For example each time you deliver positive, specific feedback
  + move a paper clip from your one pocket to another,
  + add a tick mark on a post-it note,

or

* + use a golf stroke counter to keep track.
* **What procedure can you use to self-monitor your RATIO** of positive, specific feedback to corrective feedback?
  + You could use tick marks on a post-it note to count positive specific feedback and corrective feedback statements.
  + Consider having a colleague conduct a 5-minute classroom observation

or

* + Record yourself using audio or video during part or all of a lesson.
* Finally, **what student group might you want to target in your delivery of positive, specific feedback**?
  + students with IEPs,
  + students who display higher rates of unexpected behavior

or

* + students who are struggling with a specific academic area?

What questions about your delivery of this evidence based instructional practice do you want to answer? Once you know, you can tailor your monitoring plan to help you answer this question.

Step 6: Collect & Analyze

Once you have set your goal, established a process to monitor, collected your implementation data, it is time to self-analyze your results and either:

* celebrate, self-reward and plan how to sustain;
* celebrate, self-reward and plan how to adjust and enhance;
* or pause to consider how to improve your delivery of positive, specific feedback.