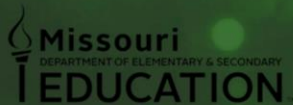




**MO SW-PBS**  
Missouri School-Wide Positive Behavior Support

**Course : Encouraging Expected Behavior**

**Lesson : Monitoring the Use of  
Positive Specific Feedback**



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports



Center for SW-PBS  
College of Education  
University of Missouri

This lesson describes the importance of having methods to monitor staff's use of encouragement strategies with students when developing a schoolwide encouragement system.

## Handouts

- T1C5L5 HO 1 Frequency and Type of Student Interactions
- HOAP Action Plan
- HOAPC Tier 1 Action Plan Checklist
- HOAC Tier 1 Artifact Checklist

There are 4 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents.



**By the end of this lesson, participants will....**

- **Develop methods to monitor staff's use of encouragement strategies with students.**

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*At the end of this session, you will be able to...* Develop methods to monitor staff's use of encouragement strategies with students.

## Rationale

It is important to check on the use of contingent and non-contingent 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.



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It is important to check on the use of contingent and non-contingent 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 module.



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 the use of schoolwide tangibles, self-monitoring, and observations.

*The key to ensuring staff use these strategies is found in their ability to monitor the use of positive specific performance feedback and reflect upon their observations and learnings.*

Frequent	Intermittent	Occasional
Acquisition Learning Phase	Fluency Learning Phase	Maintenance and Generalization Learning Phase
<ul style="list-style-type: none"> <li>• High rates of positive specific verbal feedback</li> <li>• Schoolwide tangible (ticket, token, etc.)</li> <li>• Stickers</li> <li>• Thumbs-up</li> <li>• Notes home</li> <li>• Smiles</li> <li>• High-fives</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>• Extra recess time</li> <li>• Time to socialize with classmates</li> <li>• Choose your partner during work time</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition by the principal</li> <li>• Special parking spot</li> <li>• Class field trip</li> <li>• Gift certificates</li> <li>• Class snack</li> <li>• Eat with a favorite adult</li> </ul>

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 across the school? With your team review HO#5 Frequency and Type of Student Interactions. Discuss how might you use this handout to gather data to inform coaching with staff?

Also discuss who will see the results and what will be done with the data.

## Key Terms

- Effective Positive Specific Feedback



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Here are key terms and acronyms that will be used in this lesson. **Effective positive specific feedback:** 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.





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### Monitoring use of schoolwide tangible

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.

## Ways to Self monitor and collect the rate of responses to positive student behavior compared to corrections:

- 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 a clipboard.
- Move popsicle sticks into cans.

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There are a number of easy ways to collect the rate of responses to positive student behavior compared to corrections:

- 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 a clipboard.
- Move popsicle sticks into cans.



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 hallway 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.



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Remember as you are observing or self-monitoring, just because feedback is given using a pleasant tone of voice does not make the interaction positive. It is the student behavior that is occurring at the time of the interaction, as well as the manner in which the feedback is given that makes the interaction positive or negative.





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 with staff who will see the results and what will be done with the data.



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 across the school? With your team review T1C5L4 HO1 Frequency and Type of Student Interactions. Discuss how might you use this handout to gather data to inform coaching with staff?

Also discuss who will see the results and what will be done with the data.



### 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: _____ Attention to expected student behavior; _____ Attention to unexpected student behavior:		
Notes:		

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

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Here is a simple format for tallying staff interactions with students.



# Progress Monitoring

## Tier 1 Action Planning Checklist

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.	
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 (ETLP #3).	
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.	

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There are several tools that your team can use to monitor whether you have the essential elements or features developed, to assess the quality of your artifacts and to gain feedback from school staff regarding implementation efforts.

These tools include the:

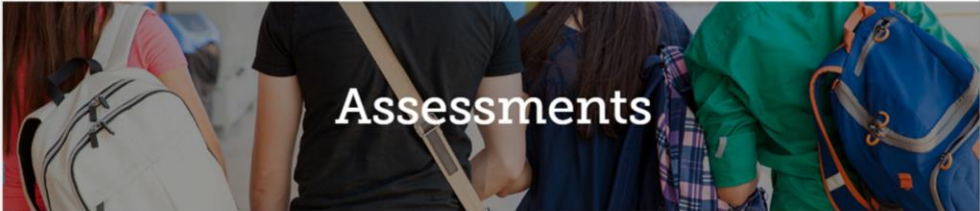
**Tier 1 Action Planning Checklist** Use this checklist to confirm everything that your team has developed and create action steps on those that are unchecked.



# Progress Monitoring

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## Assessments

### Self-Assessment Survey (SAS)

The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Download Resource

Assessments: Word Doc

Share this resource:

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Transcript for video version: The Self Assessment Survey-(or SAS) is a research validated survey that measures perceptions of all staff on the status and priority for improvement of SW-PBS.



# Progress Monitoring

The screenshot shows the PBIS website with a navigation bar at the top containing links for PBIS, Topics, Tools, Publications, Presentations & Videos, Conference, and About. The main content area features a large image of three people in a meeting, with the word 'Assessments' overlaid in large white text. Below this, the title 'Facility-Wide Tiered Fidelity Inventory Tier 1 Scoring Template' is displayed. A paragraph of text describes the tool's purpose: 'PBIS teams can use this tool to score Tier 1 of the Facility-Wide Tiered Fidelity Inventory (v0.2). The template will automatically calculate scores and produce graphs of scores across time, by feature, and by sub-scale. This provides easy-to-use visual reports, and simplifies tracking sub-scale scores across time.' A blue button labeled 'Download Resource' is positioned to the right of the text. At the bottom right, a link for 'Assessments: Spreadsheet' is visible.

**Assessments**

Facility-Wide Tiered Fidelity Inventory Tier 1 Scoring Template

PBIS teams can use this tool to score Tier 1 of the Facility-Wide Tiered Fidelity Inventory (v0.2). The template will automatically calculate scores and produce graphs of scores across time, by feature, and by sub-scale. This provides easy-to-use visual reports, and simplifies tracking sub-scale scores across time.

[Download Resource](#)

[Assessments: Spreadsheet](#)

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Finally, the Tiered Fidelity Inventory (or TFI) –is a research validated tool that measures the building leadership teams perception of implementation fidelity of all three tiers.



During this lesson you have learned the importance of staff knowing how to effectively use specific positive feedback with students' use of schoolwide expectations, as well as with other behaviors such as acts of kindness, compassion, and helpfulness. 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?

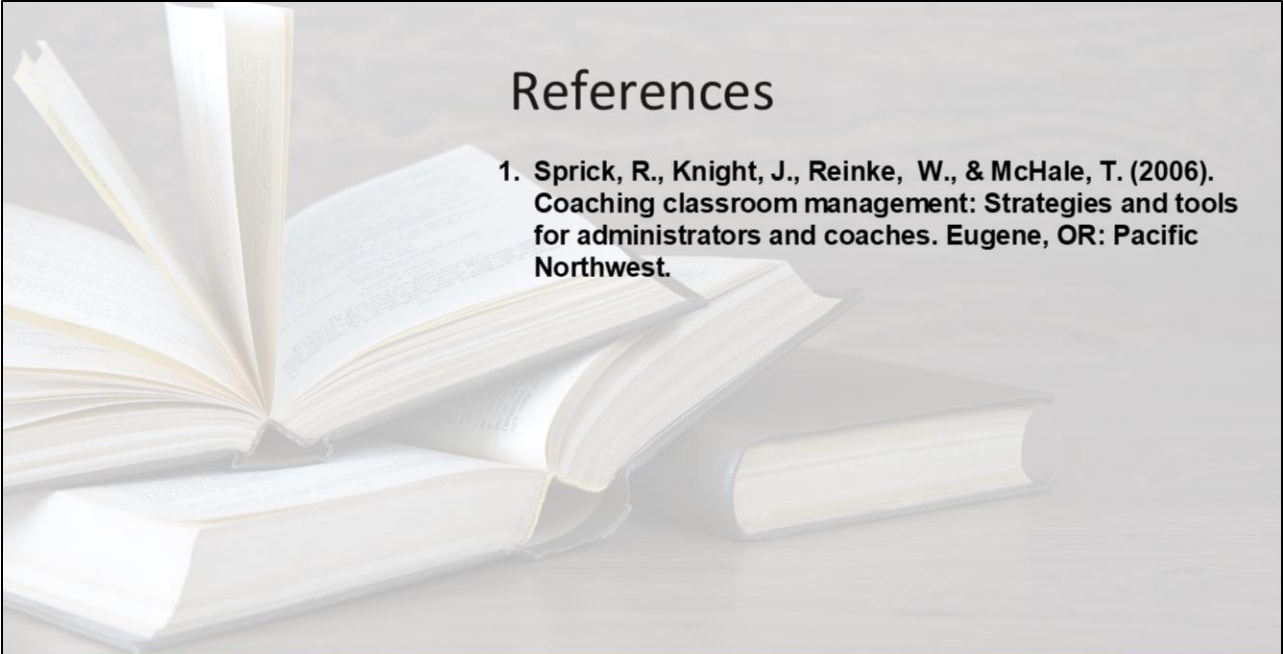
Next steps include

- Decide upon simple action steps your team will take to give staff practice providing specific feedback and what steps your team will make to encourage staff use of a 4:1 ratio.

- Update your action plan using the ***Tier 1 Action Plan*** template and the ***Tier 1 Action Planning Checklist***.
- Use the ***Tier 1 Artifacts Rubric*** to assess the quality of the resources your team develops.
- Use the results of the ***PBIS Self-Assessment Survey*** (SAS) to gain perspective from all staff, and results from the ***PBIS Tiered Fidelity Inventory*** (TFI) to gain perspective from your building leadership team.

Additional information can be found in the SW-PBS Handbook and Tier 1 Implementation Guide.





## References

1. Sprick, R., Knight, J., Reinke, W., & McHale, T. (2006). **Coaching classroom management: Strategies and tools for administrators and coaches.** Eugene, OR: Pacific Northwest.

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Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 1 Team Implementation Guide* available on the Missouri SW-PBS website.



This lesson was made possible with funds from the Missouri Department of Elementary and Secondary Education Division of Special Education, the Center on Positive Behavior Interventions and Supports, and the University of Missouri Center for Schoolwide Positive Behavior Support.