



Positive Behavior Intervention and Supports

*Classroom: Encouraging
Expected Behavior*

Ohio | Department
of Education

Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
- 3. Encouraging Expected Behavior**
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Outcomes

At the end of the session, you will be able to...

- Use preferred adult behaviors to build relationships and positive classroom climate and effectively interact with students when talking about behavior
- Demonstrate positive feedback that specifically describes behavior and uses rationales
- Develop a tangible reinforcement system to enhance your use of positive feedback



Ohio
PBIS
Network



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<http://pbissmissouri.org/>



Teacher Praise & Student Behavior

Video

Encouraging Students

- Clarifying and teaching classroom expectations alone are not sufficient.
- We all use a variety of ways to encourage students to learn academic skills; we should do the same for encouraging positive behavior.
- Encouragement helps motivate students as they are initially learning expected behavior, and helps maintain use of classroom expectations over time.
- Encouragement is essential to changing student behavior and creating a positive school environment.

Two Types of Adult Attention

Non-contingent

attention provided regardless of student performance (greetings, proximity, smiles, conversations, jobs, etc.)



Contingent

provided based upon student performance of an identified expectation or behavior (praise, positive feedback, reinforcement, tangible item)



Low Rates of Teacher Attention

The Average Teacher Fails to Take Advantage of the Power of Attention...

Approval statements for academic responses far outweigh those for social behavior

Highest rates of attention for social behavior occur in 2nd grade and decrease dramatically after that

Teachers respond more frequently to inappropriate social behavior than to appropriate social behavior

This attention inadvertently maintains or increases the misbehavior

Preferred Adult Behavior

Behaviors that impact student *affect, compliance, and learning*:

- Proximity—*communicate privately at 20”*
- Listening—*pause, attend thoughtfully to the student*
- Eye Contact—*look student in the eye when instructing or directing*
- Pleasant Voice—*use calm pleasant voice when talking with, praising, and correcting students*
- Smiles—*pleasant facial expression and frequent smiles*
- Touch—*appropriate brief nurturing touch*
- Use of Student’s Name—*begin interactions with student name*

Setting the Tone from Day One



<https://www.teachingchannel.org/videos/setting-classroom-tone>

Activity:

Adult Attention & Preferred Behaviors

Think about:

- The preferred behaviors you appreciate someone using with you
- How you give attention to students and the preferred behaviors you regularly use
- The preferred behaviors you could improve.

Share with an elbow partner.



15st0023rf [RF] © www.visualphotos.com



Positive Feedback

- Essential to change and sustain behavior.
- Recognizes successes or efforts at tasks that are difficult for the child.
- While general praise contributes to a pleasant classroom, it is insufficient to build and sustain desired behavior.
- Students need clear specific feedback on classroom expectations and behaviors.

Effective Positive Feedback

Specifically describe the behavior:

- Explicitly define what was done that you want to continue
- Like a video-tape replay
- Expressed using the words of classroom expectations

“When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly.”



Effective Positive Feedback

Provide a rationale:

- Explain the reason why the behavior is important
- Teach the benefits of the behavior and the impact it has on them and others
- Typically includes stating the classroom expectation and what the student might expect could happen if they use the appropriate behavior

“Getting started right away shows cooperation, and you will likely have less homework.”



Effective Positive Feedback

Can include a positive consequence:

- Positive feedback alone may be sufficiently reinforcing
- When behavior requires a great deal of effort, pairing verbal feedback with tangible or activity reinforcement may be helpful
- When using a positive consequence, always pair with specific positive feedback
- Promote ownership; student “earns,” teachers do not “give”

“Because you got started so quickly, you have earned a Cardinal Card.”



Specific vs General Feedback

General

- Super Good!
- Terrific!
- Nice Job!
- That's better.

Specific

- You have been practicing your math facts.
- Your paragraph writing has developed nicely.
- You have kept your hands and feet to yourself, way to go!
- You are improving on completing your work.

“Dolly, 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.”

“Hey Pedro, thanks for throwing your trash away. That shows cooperation and respect for our classroom. You earned a Bee ticket to add to our class hive. We are getting close to our goals!”

“Jasmine, thanks for being on time to class. That’s important at school and when you are on the job.”

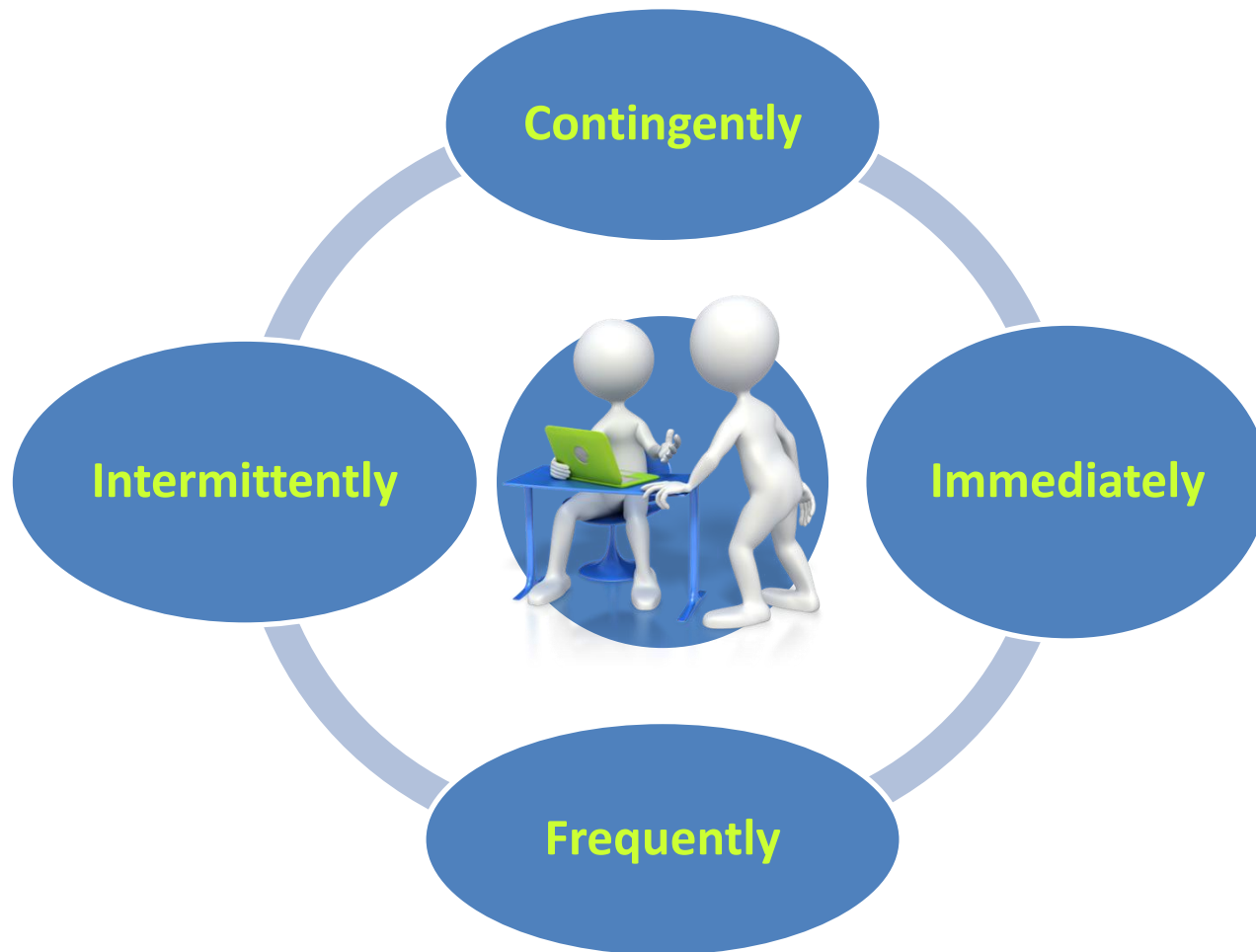
Sincere & Appropriate Feedback

- Use a genuine, warm, sincere response that is appropriate for the situation and the individual.
- Use a variety of phrases, showing spontaneity and credibility.
- Find own style to communicate sincere care and concern.

“Super job walking quietly in your group! That shows respect to everyone. Thank you.”

Positive Feedback

Considerations

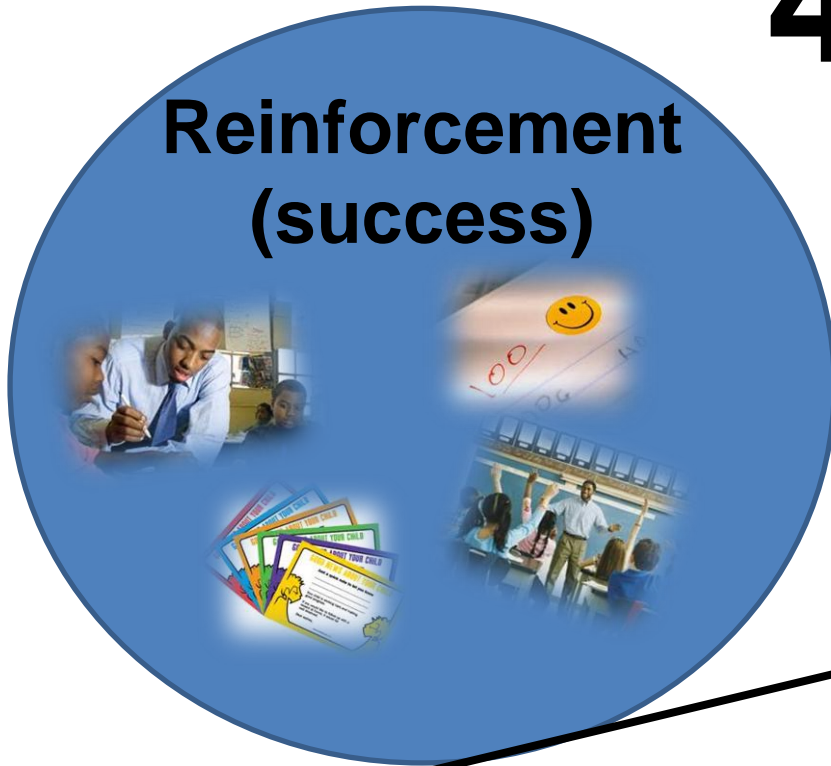


Discipline Works When...

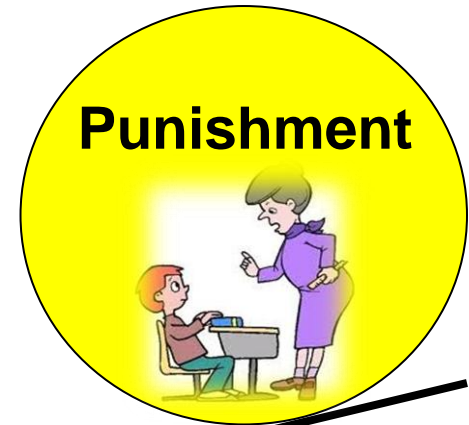
prevention creates more *positive* than negative consequences

4:1

Reinforcement
(success)



Punishment



Positive Reinforcement for Class Participation



<https://www.teachingchannel.org/videos/positive-reinforcement-class-participation>

Activity:

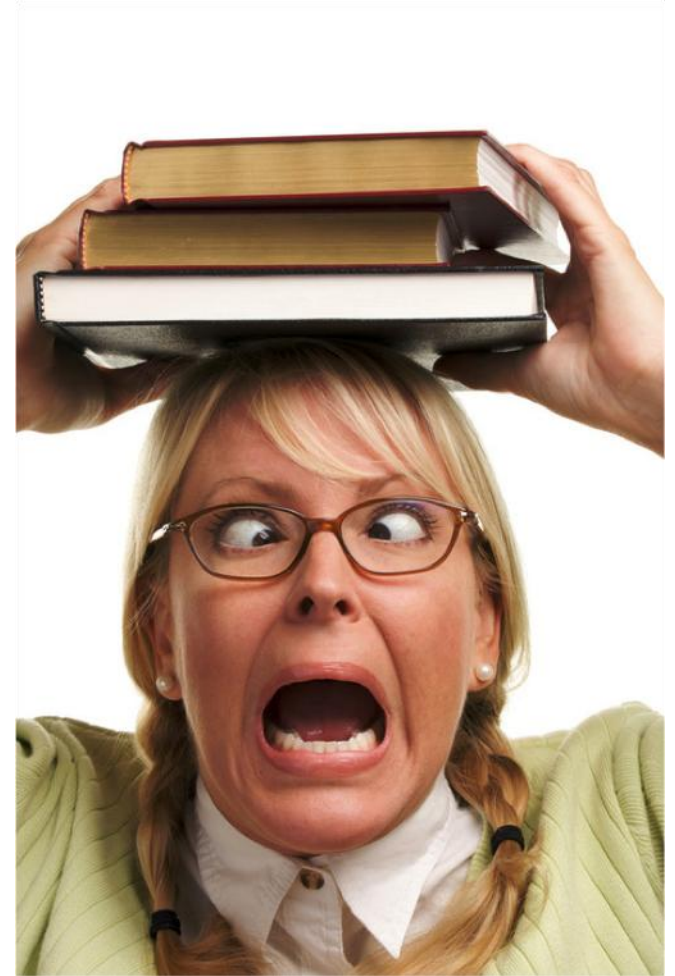
“Challenging Behavior”

Handout 1

Think of a time in your classroom that was challenging because students did not follow the classroom expectations or procedures.

Answer the questions on Handout 1.

Be prepared to share.



“Challenging Behavior” *Example*

- Challenging Activity and Misbehavior: *Beginning of class students walk around, talk out*
- Specific classroom expectation or procedure: *Sit in seat, read warm-up activity on Smart Board, begin to work on warm-up activity with voices off.*
- Effective Positive Feedback you will say: *“Thanks for getting to work right away with your voice off. That helps you focus and take responsibility for your learning.”*
- Write the specific day and time you are going to give the Effective Positive Feedback. *Tomorrow, first hour!*

Reward Systems

“Using a reward system is not the same as bribing a student to behave appropriately.

A bribe is something offered or given to a person in a position of trust to influence or corrupt that person’s views or conduct.

SW-PBS acknowledges and rewards students for following school-wide (and classroom) expectations and rules.

Appropriate behavior is acknowledged after it occurs.

Rewards are earned, not offered as payoff in exchange for good behavior.”

Florida PBS, 2006

Enhance staff-student relationships



Provide visual signs to students (those receiving and those watching)



Benefits of Tangible Reinforcers



Staff accountability -- recognizing student behavior and providing specific positive feedback.

Benefits of Tangible Reinforcers

Provide staff with an efficient system for providing feedback

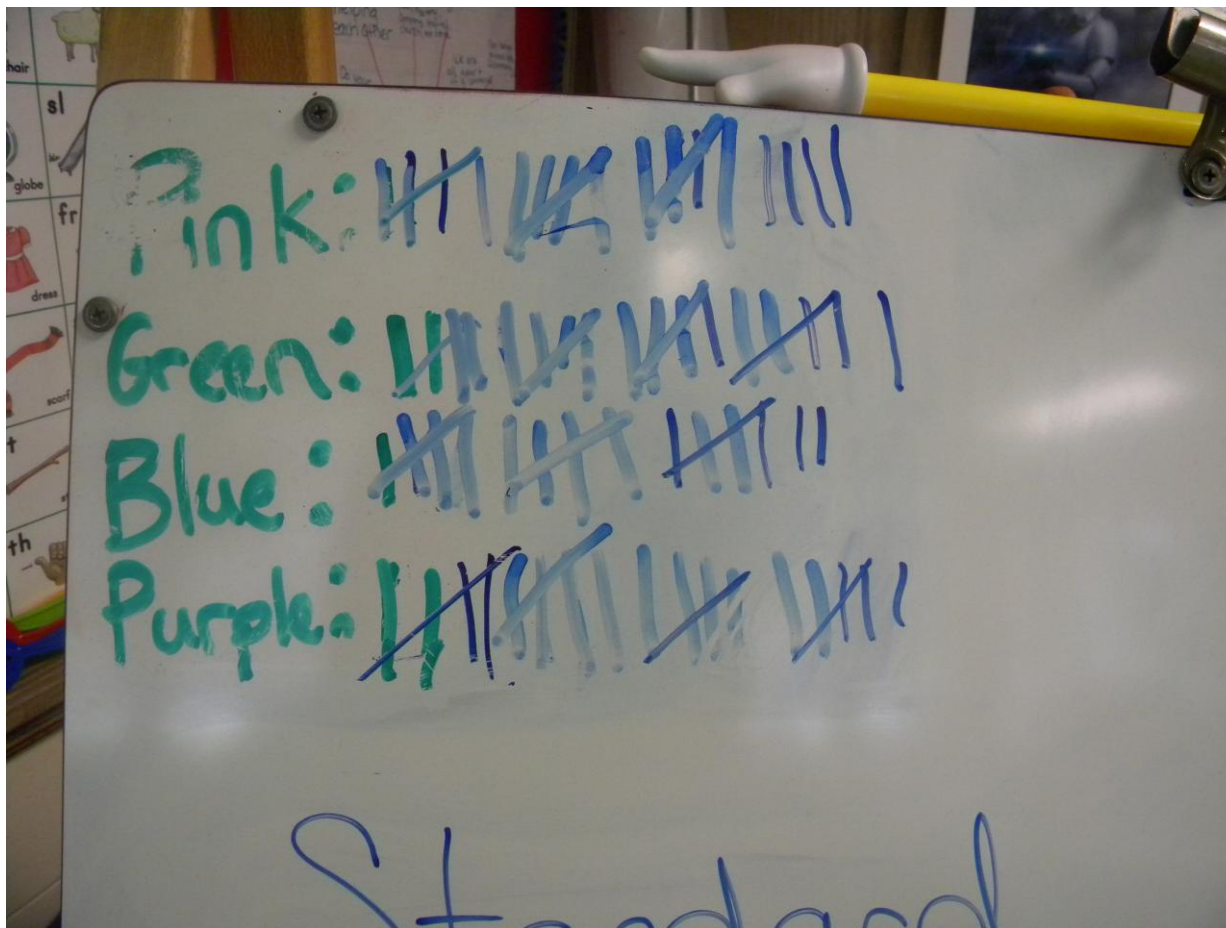


Build a sense of community through group and class goals

Universal sign to students



“Pod” (Table) Points



Class Goal

PARK



When students follow expectations, teacher makes a tally mark beside a letter. When class earns 25 marks after each letter, they walk to the neighborhood **PARK** for recess.

Class Goal

When students follow expectations, teacher makes a tally mark beside a letter. When class earns 25 marks after each letter, they have free time to **TALK** with classmates.



TALK

Creative Ways to Use “Tickets”

- Set class or school goals
- Write name on ticket and drop in raffle box
- Competition between groups, rows, etc.
- Chart and graph tickets earned
- Marbles in a jar
- Display tickets outside classroom door
- Make a line of tickets to go around the room

A Menu of Reinforcers

- A variety of types of reinforcers
(activities or privileges, social attention, tangible items)
- A variety of schedules for earning
(continuous or intermittent)

While a “ticket” or tangible system for encouraging expected behavior will cover many of your reinforcement needs, it is important to remember that not all students (or adults) are encouraged or motivated by the same things or in the same ways.

A Menu of Reinforcers



- Not all students are reinforced by the same things or in the same ways
- Some students desire or seek social attention; others do not like or avoid social attention
- Include social attention, activities, and tangible items to appeal to all student needs
- Students learning new behaviors need a continuous schedule of reinforcement
- Students who have demonstrated mastery respond to an intermittent schedule of reinforcement

Classroom Economy: Earn, Save, Spend



<https://www.teachingchannel.org/videos/classroom-rewards>

Activity:

“A Menu of Classroom Reinforcers” (Handout 2)

- Review the sample reinforcers on the handout.
- Circle those reinforcers you currently use
- Star those reinforcers you will commit to using
- Discuss your list with a partner.

*Do each of you have reinforcers in all categories
and for seekers and avoiders?*

Video

Encouraging Expected Behavior in the Classroom



<http://vimeo.com/83865414>

References

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