

# MO SW-PBS TEACHER TOOL

## ENCOURAGING EXPECTED BEHAVIOR IN THE CLASSROOM

**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.

**RESEARCH STATES:**

- ▶ Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001).
- ▶ 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).

**What are they?**

- ▶ 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 desired behavior takes place (specific positive feedback after following teacher directions)
- ▶ Tangible reinforcers (typically a ticket or coupon exchanged for individual, group or classwide item or activity)

A Menu of Classroom Reinforcers - Example

Free & Frequent	Intermittent	Strong & Long-Term
<ul style="list-style-type: none"> <li>High rates of specific positive 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> </ul>	<ul style="list-style-type: none"> <li>Positive phone calls 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>Post card home</li> <li>Time to talk 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>“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> </ul>

Teacher Self-Assessment Tool

**Implementation**

- ▶ Develop a menu of reinforcers that include social attention, activities and tangible items that appeal to all student needs including:
  - Free and frequent
  - Intermittent
  - Strong and long term
- ▶ 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 cans

Self-Assessment Features	Yes	No	In Progress
1. I provide a variety of <b>free and frequent</b> social attention, activities and tangible reinforcers.			
2. I give specific positive feedback that specifically describes the behavior and provides a rationale.			
3. I regularly monitor my rate of response to positive student behavior, working toward the goal of 4:1.			
4. I provide a variety of social attention, activities and tangible <b>intermittent</b> reinforcers.			
5. I provide a variety of social attention, activities and tangible <b>long term</b> reinforcers.			
6. My students can tell why they receive acknowledgement for expected behavior.			
7. All my students state they have received social attention, activities or tangible acknowledgement for following the classroom expectations, rules and procedures.			



## 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.
- 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.

## For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>

