

School-wide Classroom Support **5 to 1 Ratio: Increasing Specific Praise**

Corresponding Self-Assessment Item:

I acknowledge student positive behavior at least 5 times more often than I acknowledge student problem behavior.

Definitions of Acknowledgement of Positive & Problem Behavior

Acknowledgment: responding to student behavior (verbal or gesture) in a way that provides attention for positive/desired behavior or problem/non-desired behavior. The focus of the acknowledgement determines whether it is a positive (response to desired behavior) or problem acknowledgement (response to non-desired behavior), while the tone and verbage should always maintain respect for the individual, the determining factor is the type (desired v. non-desired) of the behavior being acknowledged.

Critical Features of Acknowledgement & 5 to 1 Ratio

Acknowledgment of Positive Behavior (praise) is most effective if it is *immediate, specific, sincere, varied, student referenced*

- Immediate
- Specific: explicitly describes the desired behavior performed
- Sincere: credible and authentic
- Varied: varied word choice, varied academic and behavior praise, whole group, small group and individual
- Student referenced: compares student performance to previous performance and does not compare students to others; acknowledge effort

Positive Acknowledgement/ Praise examples

- “Excellent job listening and following directions the first time.”
- “Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”
- “Wow, you completed your math work correctly before the end of class.”

Procedural Steps for increasing Positive Acknowledgement Ratio

1. Identify challenging times, routines and behaviors that occur throughout the day
2. Identify desired behaviors to focus on praising, particularly during challenging times
3. Identify a range of phrases, gestures, methods for acknowledging targeted desired behaviors, particularly *identify ways to replace corrections with acknowledgement of proximal peers for desired behavior*
4. Monitor for desired behaviors & acknowledge individuals or group of students immediately following desired behavior
5. Implement personal prompts and monitoring to encourage replacement of corrections with acknowledgments

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Staff Name:

STEP 1: Identify challenges and positive acknowledgments to replace habitual corrections.

As it relates to student behavior – Identify and describe the most challenging part of your day (time/routine/activity) that you would like to improve.

<u>Describe the behaviors of concern:</u>	<u>What are the corrections you usually use?</u>
<u>Describe the preferred behavior(s):</u>	<u>Identify a range of phrases, gestures, methods for acknowledging desired behaviors:</u> a. b.
<u>Are there add'l steps (e.g. re-teach expectations, PreCorrection, clearer directions) you could take to support student success (increasing your chances for positive responses)?</u>	

STEP 2: LOOK! Actively scan & monitor setting looking for preferred behaviors & acknowledge

Identify specific strategies for acknowledging behavior (particularly as replacements for corrections to FLIP THE RATIO)

FLIP THE RATIO:

Instead of correcting a student by saying:

I can acknowledge positive behavior of another student (or the group) by saying:

Then if the student turns around their behavior I can acknowledge by:

STEP 3: Develop a plan for Self-Monitoring to build your habit of using specific praise and acknowledgement. It is important these strategies work for you personally:

Self-Monitoring: Counter Tally on tape bracelet paperclips in pocket Tear in 3x5 card
Other:

Materials needed:

Start Date:

Additional Strategies to prompt use of specific praise:

Hand out Tickets, Tokens Tally systems (e.g. Good Behavior Game)

Other:

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STEP 1: Identify challenges and positive acknowledgments to replace habitual corrections.

As it relates to student behavior – Identify and describe the most challenging part of your day (time/routine/activity) that you would like to improve.	
Independent work time at desks, particularly during 6 th grade Math (2 nd period)	
Describe the behaviors of concern: Students are slow to get started, off-task, talking, disruptive, out of seat	What are the corrections you usually use? “Let’s go, get started”, “You’re gonna run out of time, get to work”, “Quit talking”, “Why don’t you finish this now so you don’t have homework”
Describe the preferred behavior: Students get started right away, stay focused and on-task, complete work, ask for help politely	Identify a range of phrases, gestures, methods for acknowledging desired behaviors: a. “Wow, nice job of getting started right away” b. “Man, it’s great to see students working hard” & set a “SOAR” card on the student’s desk while they work c. “I love it when you ask for help” d. thumbs up when students are finishing up the work e. announce group extra credit point for being on-task
Are there add’l steps (e.g. re-teach expectations, PreCorrection, clearer directions) you could take to support student success (increasing your chances for positive responses)?	
<ul style="list-style-type: none"> a. Model a range of problems on overhead prior to asking students to work independently b. Re-teach students how to ask for help politely & go on to next problem while waiting c. Regularly PreCorrect how to ask for help politely & to go to next problem while waiting 	

STEP 2: LOOK! Actively scan & monitor setting looking for preferred behaviors & acknowledge

Identify specific strategies for acknowledging behavior (particularly as replacements for corrections to FLIP THE RATIO)
FLIP THE RATIO: Instead of correcting a student by saying: “Get to work”, “Let’s go, get started” or “You’re going to run out of time.” I can acknowledge positive behavior of another student (or the group) by saying: “Wow, nice job getting started right away.”, “Man, it’s great to see students working hard.” Then if the student turns around their behavior I can acknowledge by: “Hey, Thanks for getting started.”

STEP 3: Develop a plan for Self-Monitoring to build your habit of using specific praise and acknowledgement. It is important these strategies work for you personally:

Self-Monitoring: Counter <u>Tally on tape bracelet</u> paperclips in pocket Tear in 3x5 card
Other/Describe: Each time I use specific praise, I will put a tally mark on my tape bracelet
Materials needed: Strip of masking tape for my arm each day and pen Start Date: Next Monday
Additional Strategies to prompt use of specific praise: <u>Hand out Tickets, Tokens</u> Tally systems (e.g. Good Behavior Game)
Other or Describe: Give “Bravo Points” for students x group, group with most points at end of period gets Bravo Tickets; Set daily goals to hit points (tell students tracking points is to help me, & them)

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