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| Implementation Snapshot  Evaluation Feature: Classroom Procedures for Acknowledgement (1.8) | | |
| ***What is it?***  A behavior-specific praise statement (BSPS) is verbal/written feedback that is *descriptive, specific,* and delivered *contingent* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010) | | |
| ***Effective Praise:***   * “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.” * "Way to go! You asked for help and followed the steps to complete your math work before the end of class!” * "Thank you for being on time this morning, that's very responsible." | | **Less Effective Praise:**   * "Good job!" * "Excellent!" * "Well done!"   (Gable, Hester, Rock, & Hughes, 2009) |
| ***Scoring Criteria:***  0 = Classrooms are not implementing Tier I  1 = Classrooms are informally implementing Tier I but no formal system exists  2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations | | ***Possible Data Sources/Implementation Products:***   * Classroom management checklist * Individual classroom data * Informal walkthroughs |
| ***Supporting Implementation:*** | | |
| ***Practice:***   * Use 2-3 words from the defined classroom rules to formulate BSPS. * Deliver BSPS immediately after students demonstrate expected behavior. * Use prompts to remind you to use BSPS (e.g., notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction, golf counter)   (Conroy & Correa, 2009; Sprick, Knight, Reinke, & McKale, 2006).   * Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise. * Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009). | ***Observation and Feedback:***  *Instructions:*  Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.   |  |  |  | | --- | --- | --- | | *Date:* |  |  | | *Strategy: Positive Feedback Ratio 4:1* | *Frequency* | *Comments* | | *Specific, positive feedback (BSPS)* |  |  | | *Negative feedback* |  |  | | Ratio of specific, positive feedback to negative feedback  Positive : Negative Ratio = | | | | Measurable Goal: | | | | |
| ***Additional Resources and Research:*** | | |
| **Resources**   * TBSP Classroom Management Modules: An Introduction to Classroom Management, Supporting Classroom Management, Classroom Expectations, Acknowledging Appropriate Behavior, Opportunities to Respond, Active Supervision, Activity Sequencing, Providing Choice, Responding to Inappropriate Behavior * TBSP Materials: Classroom Management Checklist, Example Class Contract, Core Features of Tier I Grid * TBSP Tip Sheets: Behavior-Specific Praise, Non-contingent Attention, Opportunities for Choice Making, Opportunities to Respond, and Prompting Sequence * TBSP Videos: Establishing Relationships in the Classroom and Classroom Management Webinars   **Research**   * A Systematic Review of Teacher- Delivered Behavior-Specific Praise on K–12 Student Performance (David J. Royer, Kathleen Lynne Lane, Kristin D. Dunlap, & Robin Parks Ennis) * Increasing Teachers’ Use of Behavior-Specific Praise Using a Multitiered System for Professional Development (Nicholas A. Gage, Ashley S. MacSuga-Gage, & Emily Crews, 2017) * Evidence-based Practices in Classroom Management: Considerations for Research to Practice (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008) * Teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005) * Early Childhood Teachers’ Use of Specific Praise Statements with Young Children At Risk for Behavioral Disorders (Fullerton, Conroy, & Correa, 2009) | | |