

Encouraging Expected Behavior



MU Center for SW-PBS
College of Education
University of Missouri



Working Agreements

Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

Session Outcomes

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

- Explain the importance of both non-contingent and contingent attention.
- Demonstrate effective Specific Positive Feedback that concretely describes behavior.
- Engage staff in connecting the schoolwide system with the classroom system to encourage expected behavior.

“Teacher praise has been supported as among one of the most empirically sound teacher competencies.”

John Maag

The Power of Adult Attention



Adult Attention

Two types of adult attention:

1. **Non-contingent** – attention provided regardless of performance
 - Greetings, proximity, smiles, conversations, jobs, etc.
2. **Contingent** – provided based upon student performance of an identified expectation or behavior
 - Praise, Specific Positive Feedback, reinforcement, tangible item.

Non-Contingent Attention

- Provides time and attention that is *not tied to performance*.
- Helps fulfill students' needs to be noticed and valued.
- Sufficient non-contingent attention may decrease frequency of attention-seeking misbehavior.
- Provides role-model of positive social interactions.
- Antecedents that help establish positive relationships between staff and students and set the stage for students to display desired academic and behavioral expectations and receive correction when needed.

Non-Contingent Attention

- **Proximity** — *Communicate privately at 20" with individual students; communication across the room reserved for information intended for entire group only.*
- **Listening** — *Pause, attend thoughtfully to the student.*
- **Pleasant Voice** — *Use calm voice when talking with, praising, and correcting students*
- **Smiles** — *Pleasant facial expression and frequent smiles*
- **Use Student's Name** — *Begin interactions with student name and use frequently during interactions*

Non-Contingent Attention

As teachers report that positive student-teacher relationships increase, the number of suspensions students receive decreases.

As students report an increase in positive emotional quality in the student-teacher relationship, the number of behavior referrals received decreases and the amount of time on task increases.

Decker, Dona, & Christenson, 2007



Discussion: Non-Contingent Attention

Turn to a shoulder partner...

- Give the definition of non-contingent attention.
- Explain why it may act as an antecedent for appropriate behavior.
- List as many examples as you can of non-contingent attention that are presently in place in your school.



Activity: The Science of Behavior

Read the final paragraph on page 22 and the first paragraph on page 23 on the Knowing Your ABCs Handout.

- Write a definition of “consequence”.
- Share your definition with your team. Write a team definition from your discussion.
- Be ready to share!



The Science of Behavior:

*Making Adult Attention Contingent on
Performance of Desired Behaviors*



Antecedent	Behavior	Consequence
Events that happen immediately before and trigger the behavior.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.

The Science of Behavior:

*Making Adult Attention Contingent on
Performance of Desired Behaviors*



Antecedent	Behavior	Consequence
Hallway expectations are clarified and taught. Teachers use prompts/pre-corrects to remind students to walk in the hallway and use quiet voices.	Students keep voices quiet and walk.	You observe the students following hallway expectations and say, “Great job of being respectful and safe in the hall by keeping your voices quiet and walking.”

Contingent Attention

- The student *must perform the expected behavior* before the teacher responds with attention.
- Increases academic performance (Good, et al. 1981).
- Increases on-task behavior (Sutherland, Wehby, & Copeland, 2000)
- Increases likelihood students will continue to use the desired behavior in the future.
- Helps students to discern correct or “right” responses from incorrect or “wrong.”

Low Rates of Contingent Attention on Social Behavior

- 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.

Comparison:

Academic Attention vs. Social Attention

	Approval Statements	Disapproval Statements	Ratio of Positive to Negative
Academic	20.36 per hour	7.56 per hour	2.7:1
Social	1.52 per hour	19.20 per hour	1:12.6

Contingent Attention = Encouraging Expected Behavior

- Similar to encouraging academic behavior.
- Motivates students as they are *initially learning* expected behavior, and *maintains* them as students become more fluent with use.
- Essential to changing student behavior and creating a positive school environment.



Discussion: Encouraging Expected Behavior

Read Terms Related to Encouraging Expected Behavior on page 163, then respond to the following:

- *What are some of the misconceptions or confusion surrounding the use of praise, or reinforcement?*
- *Why do you think this powerful practice is so underused in schools?*
- *Begin to consider ways to increase the use of encouragement in your classroom.*
- *What clarifications are needed?*



Specific Positive Feedback

- Contingent attention.
- Essential in order to change and sustain behavior.
- Recognizes effort or successes 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 school-wide expectations as well as other behaviors that are extensions of those expectations.

A Taxonomy of Human Motivation

Regulatory Styles	Amotivation <i>Lack of any motivation or value for the activity, or perceived lack of competence</i>	Extrinsic Motivation <i>Activity is done in order to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later)</i>				Intrinsic Motivation <i>Activity is done simply for enjoyment of the activity itself</i>
	Lack of intentionality or relevance	Compliance	Approval from self or others	Self-endorsement of goals	Synthesis of goals or congruence	Interest, enjoyment, inherent satisfaction
	Impersonal	External	Somewhat External (Introjection)	Somewhat Internal (Identification)	Internal (Integration)	Internal

*Adapted from Ryan and Deci, 2000
Figure 1.5*



Benefits of Specific Positive Feedback

“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

- Helps adults and students focus on positive social behaviors and actions.
- The most powerful behavior change tool teachers have in their repertoire.
- Increases likelihood students will use the recognized behaviors and skills in the future.
- Decreases inappropriate behavior, and reduces the need for correction.
- Enhances self-esteem and helps build internal locus of control.

Characteristics of Effective Specific Positive Feedback

- Contingent
- Immediate
- Frequent (then Intermittent)

Effective Specific Positive Feedback

1. State the expectation

“Thank you for being responsible by following directions and getting started right away.”



Effective Specific Positive Feedback

2. Specifically describe the behavior:

- Explicitly describe the behavior you want to continue.
- Describe like a videotape replay.
- Use the words of your expectations.

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



Effective Specific Positive Feedback

3. *Can* include a positive consequence:

- Specific Positive Feedback alone may not 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.”



Putting It All Together

“When I said it was time to begin, you were responsible and followed directions by clearing off your desk, getting out your materials and starting work. Because you followed directions you have earned a Cardinal Card.”

More Examples

- “Dwayne, you disagreed with Sam, but you stopped and took some time to think, **used appropriate language** and settled the disagreement peacefully. That was very **respectful** to Sam and to the rest of our class.”
- “Hey Oscar, thanks for **using materials appropriately** by putting them away at the end of the project. That shows **respect** for our classroom. You **earned a Bee ticket** to add to our class hive!”
- “Jasmine, thanks for being **responsible** by **being on time to class**. That’s important at school and when you are on the job.”



Activity: Effective Specific Positive Feedback

Partner with someone on your team.

- One person becomes the “teacher”, one the “student.”
- Practice providing SPF using rules or expectations from your School-wide Expectations Matrix.
- Switch roles and repeat. Be aware of the preferred adult behaviors along with your words.



Encouraging Expected Behavior Positive to Negative Ratio



Encouraging Expected Behavior Positive to Negative Ratio



Encouraging Expected Behavior

Positive to Negative Ratio

- As teacher praise to reprimand ratios improved, student on-task levels increased for all classrooms.
- After withdrawing praise from a classroom, off-task behavior increased from 8.7% to 25.5%
- When the rate of criticism was increased, off-task behavior increased from 25.5% to 31.2% with over 50% off-task behavior on some days

Encouraging Expected Behavior

4:1 Ratio

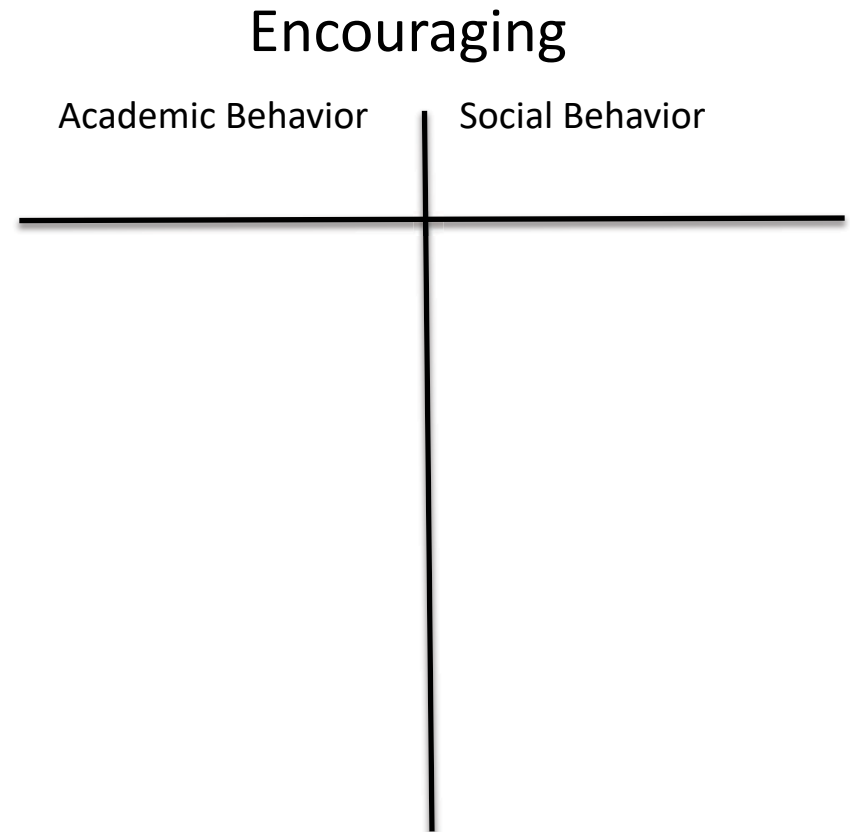
- Teachers should interact with students 4 times more often when they are behaving appropriately than when they are behaving inappropriately (4:1 ratio)
- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given
- Negative interactions are not wrong and are sometimes necessary; the key is the ratio



Activity: Encouraging Expected Behavior

Think-Write-Share

- Take one minute and individually list as many ways as you can that you and your school reinforce *academic behavior*.
- Share and list them on the left side of your chart paper.
- Now, list the ways that you and your school recognize *social behavior*.
- Again, share and list them on the right side of your chart paper. What do you notice?





Discussion: Specific Positive Feedback

With your team, reflect on the power of Specific Positive Feedback and discuss the following:

- *How extensively is effective Specific Positive Feedback being used in our school?*
- *Is there a ratio of at least 4:1?*
- *What are some ways that we can share what we have learned about the role of Specific Positive Feedback with our staff?*



Discussion: Is Specific Positive Feedback Enough?

*When extrinsic motivators are closely tied to specific standards of performance and to success, they can **enhance** intrinsic motivation, particularly if measured as time on task.*

Cameron & Pierce, 1994

- Turn to a shoulder partner and discuss ways in which you might be extrinsically motivated.

“The purpose of school-wide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school-wide behavior expectations.”

Geoff Colvin, 2007

A Schoolwide System to Encourage Expected Behavior



Why a *Variety* of Ways to Encourage?

- 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.

Tangible Reinforcers

“I have not worked with a school that has been able to give enough feedback to students to maintain positive behavior without using a tangible item like a Pride Ticket.

The tangible helps staff remember to give positive recognition to students.”

Tim Lewis

School-Wide System...

... a hallmark of SW-PBS



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

A bribe is something offered or given 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 expectations and rules.

*Appropriate behavior is acknowledged **after** it occurs. Rewards are **earned, not offered** as payoff in exchange for good behavior.”*

Florida PBS

Tangible Reinforcers:

- Help staff be accountable for recognizing student behavior and providing Specific Positive Feedback.
- Provide all staff with an efficient and always-available system for providing reinforcement.
- Give staff a tool to engage in positive interactions with *any* student in school.
- Are a universal sign to students—both those receiving and those watching.

Tangible Reinforcers—*Continued*

- Build a sense of community through common class, grade, or school goals.
- Enhance staff-student relationships.
- Offer a gross measure of the frequency of Specific Positive Feedback being provided; can help guide staff to increase use of Specific Positive Feedback.

Considerations for Development of Schoolwide System to Encourage

- Incorporate school mascot, school theme, or slogan
- Easy to distribute
 - Minimal writing at time of awarding
 - How to ensure a steady supply to staff
- How “tickets” will be used
- Who will be responsible for arranging back-up reinforcers (e.g., raffle items, trophies, awards, etc.)
- Who will handle collecting, counting, reporting data

Creative Ways to Use “Tickets”

- Set class or school goals
- Write name on ticket and drop in raffle box
- Competition between grade levels
- Chart and graph tickets earned
- Roaming trophy for most tickets each month
- Display tickets outside classroom door
- Post tickets on bulletin board
- Names of students earning specified number of tickets go on “Celebrity Board”



Discussion: Schoolwide Tangible Reinforcers

With your team, review the example on page 170-171 and reflect on what you have learned about tangible reinforcement:

- *How can you use the small work group process to engage school staff in connecting the school-wide system to the classroom?*

Schedules of Reinforcement

How often should students be reinforced?

- Students learning new behaviors need a *frequent schedule* of reinforcement.
- Students who have demonstrated mastery respond to an *intermittent schedule* of reinforcement.
- Students who have maintained appropriate behavior respond to a *occasional schedule*.

Schedules of Reinforcement

Frequent	Intermittent	Occasional
Instances of behavior are reinforced at a high rate to quickly build new behaviors	Timing of reinforcement is unplanned and is delivered less frequently to maintain appropriate behavior	Reinforcement is delivered following a predetermined amount of time that the target behavior is exhibited

Schedules of Reinforcement

Frequent	Intermittent	Occasional
<ul style="list-style-type: none">• Specific Positive Feedback• Schoolwide Tangible / Tickets• Thumbs up• Notes Home	<ul style="list-style-type: none">• Phone Calls• Post Cards• Special Privileges• Extra Computer Time	<ul style="list-style-type: none">• Special Projects• Recognition from the Principal• Student of the Week

Cautions When Developing Your Menu

Be cautious if your reinforcement system:

1. Is so difficult or cumbersome that staff will not consistently use. *Keep the system simple, doable, and yet effective.*
2. Is based on an “all or nothing” criteria. *“No Tardy Party” vs. “Goal Achieved or Improved On-Time Behavior”*
3. Requires students to prolong their effort for extended periods of time. *e.g., no absences for entire semester.*
4. Fails to motivate students at-risk or consistently recognizes those students whose behavior is consistently appropriate for long periods of time.
5. Becomes boring and predictable. *Tweak and keep it fresh.*



Discussion: Classroom System to Encourage Expected Behavior

Discuss with your team and be prepared to share:

- *What questions do we have about a classroom system to encourage students?*
- *How will we engage staff in the connection of schoolwide and classroom encouragement systems?*

Session Outcomes

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

- ✓ Explain the importance of both non-contingent and contingent attention.
- ✓ Demonstrate effective Specific Positive Feedback that concretely describes behavior.
- ✓ Engage staff in connecting the schoolwide system with the classroom system to encourage expected behavior.