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| **Missouri SW-PBS ETLP Practice Profile** | | | | | |
| **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.** | | | | | |
| **Encouraging Expected Behavior** | | | | | |
| **Essential Functions** | | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:  Free and frequent reinforcement | * *Non-contingent attention is evident in teacher and student interactions across settings and activities.* * *Contingent attention is evident in teacher and student interactions across settings and activities with consistency, fidelity, and equity.* | * *Non-contingent attention is attention provided by the teacher regardless of performance (smiles, greetings, conversations).* * *Contingent attention is given by the teacher right after the desired behavior takes place (specific positive feedback after following teacher directions).* | * *Non-contingent reinforcement is infrequent, inconsistent, or inequitable.* * *Contingent attention is infrequent, inconsistent, or inequitable.* | * *No evidence of non-contingent attention OR* * *Non-contingent attention is insincere, negative, or sarcastic.* * *No evidence of contingent attention OR* * *Contingent attention is used negatively or incorrectly.* |
| 2 | A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:  Intermittent reinforcement | * *Teacher and students work together to develop goals working toward desired context appropriate occasional reinforcers (e.g. extra recess time, class game, funny video).* * *Additional teacher driven occasional reinforcers (positive phone call or post card home) are provided with consistency, fidelity, and equity.* | * *The teacher provides opportunities for students to earn or receive occasional reinforcement (individual, small group, whole group) appropriate for context (homework pass, break time, positive phone call home).* | * *Opportunities for occasional reinforcement are infrequent, inconsistent, or inequitable.* | * *No evidence of opportunities for occasional reinforcement.* |
| 3 | A menu of reinforcers has been developed for the classroom that include social attention, activities and tangible items that appeal to all student needs including:  Strong and long-term reinforcement | * *There are multiple opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) that are:*   + *appropriate for context*   + *considering a range of student interests and abilities, and*   + *delivered with consistency, fidelity, and equity.* | * *The teacher provides opportunities for students to earn or receive strong and long-term reinforcement (individual, small group, whole group) appropriate for context (student of the week, special parking spot).* | * *Strong and long-term reinforcement is infrequent, inconsistent, or inequitable.* | * *No evidence of strong and long-term reinforcement.* |
| 4 | The teacher has a system to monitor his or her rate of response to student behavior. | * *The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback at a ratio at or greater than 4:1.* | * *The teacher provides a higher rate of behavior contingent positive specific feedback than corrective or negative feedback.* | * *The teacher provides a similar rate of behavior contingent positive specific feedback as compared with corrective or negative feedback.* | * *The teacher provides a higher rate of corrective or negative feedback than behavior contingent positive specific feedback.* |

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| A Menu of Classroom Reinforcers - Example | | |
| Free & Frequent | Intermittent | Strong & Long-Term |
| • High rates of specific positive verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives | • Positive phone calls home • Extra computer time • Read in a favorite spot • Leave class early • Extra recess time • Post card home • Time to talk with classmates • Choose your partner during work time | • Recognition by the principal • Special parking spot • “No tardy” class party • Student of the week • Class field trip • Gift certificates • Class snack • Eat lunch with teacher |