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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.*
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| 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.*
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| 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.*
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| 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 |