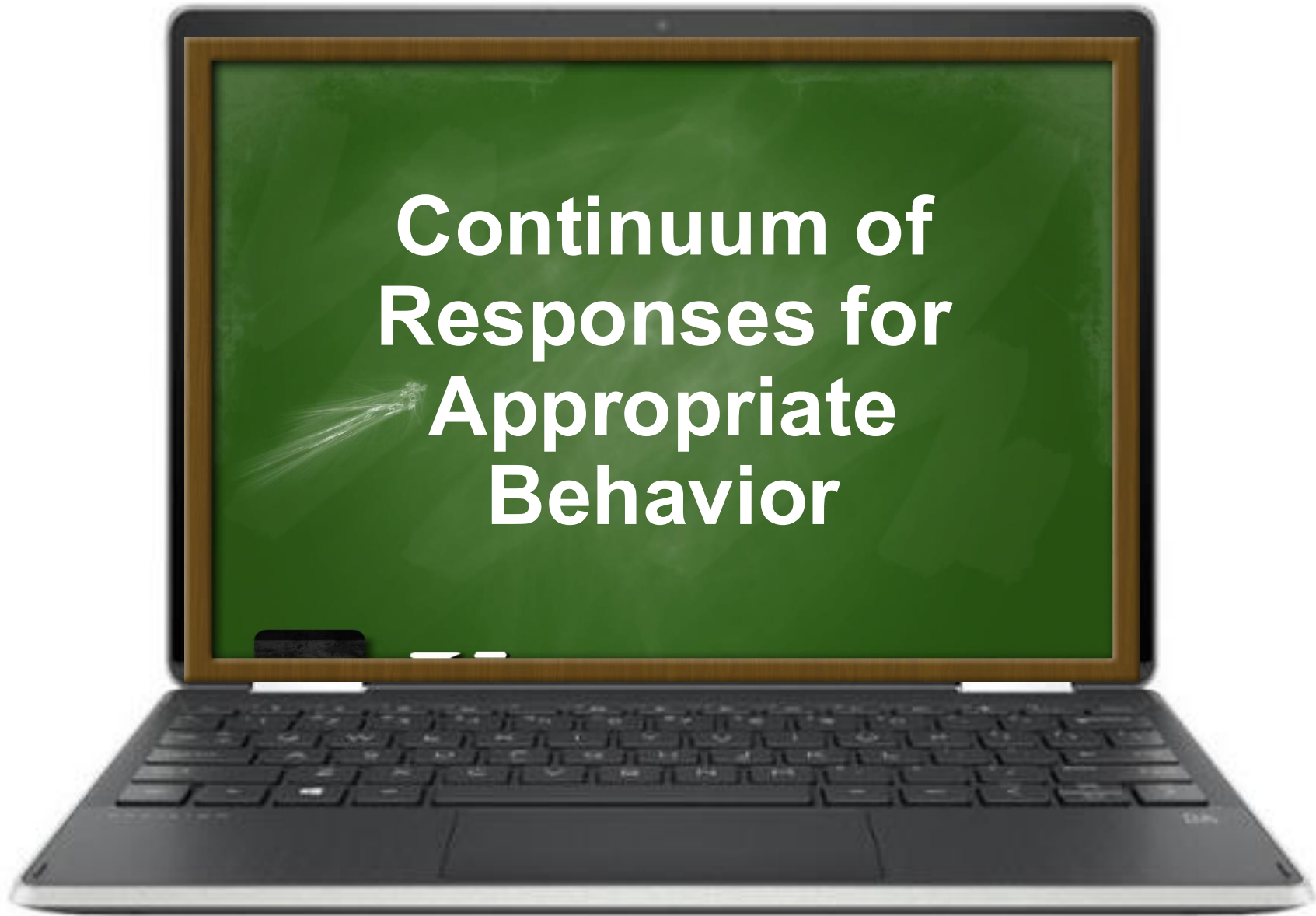


Continuum of Responses for Appropriate Behavior



Introduction Activity

What is your language of appreciation?

**Words of
Affirmation**

Quality Time

Tangible Gifts

Acts of Service

Introduction Activity

What is your language of appreciation?

**Words of
Affirmation**

Quality Time

Tangible Gifts

Acts of Service

Staff Acknowledgments



Experts have found that giving students positive rather than negative attention is much more effective in changing behavior. Research shows that praise for expected behavior gets more results than calling out incorrect behavior.

– The Power of Positive Attention, Child Mind Institute

Positive Feedback Ratios

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

Beaman & Wheldall, 2000

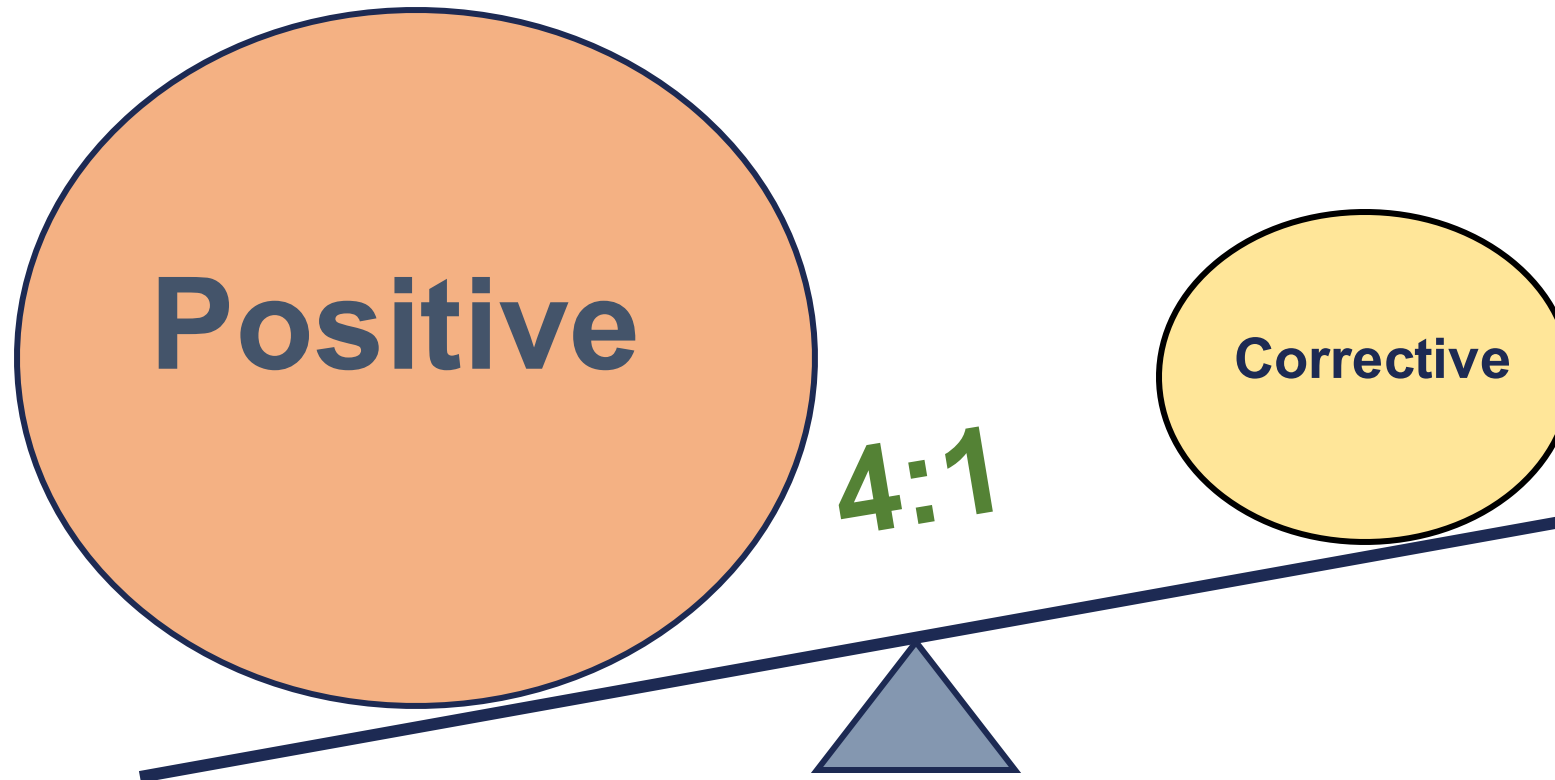
Positive Acknowledgment: Trauma Informed Practice



Shift *from* **JUDGING**
to **NOTICING**

Receive Frequent Feedback and Acknowledgement

(across ALL school settings, including the classroom)



(Scott, 2008)

Acknowledgments

Jesse, who has a habit of calling out answers, raised his hand and waited to be called on.

4 Simple Steps

1. Identify the student
2. Include a term of praise
3. Describe the specific behavior being recognized
4. Include the expectation the student met from your school-wide matrix.

✓ ***Descriptive and specific***

Behavior Specific Feedback – Middle School Example

<https://drive.google.com/file/d/0B1-B5Pl4nuDwbWUxMlpnM2pEc2M/view>



Non-Contingent Reinforcement

We know when a student frequently seeks attention, we should be providing

as often as possible and not

on any specific behavior.

Non-Contingent Reinforcement

We know when a student frequently seeks attention, we should be providing

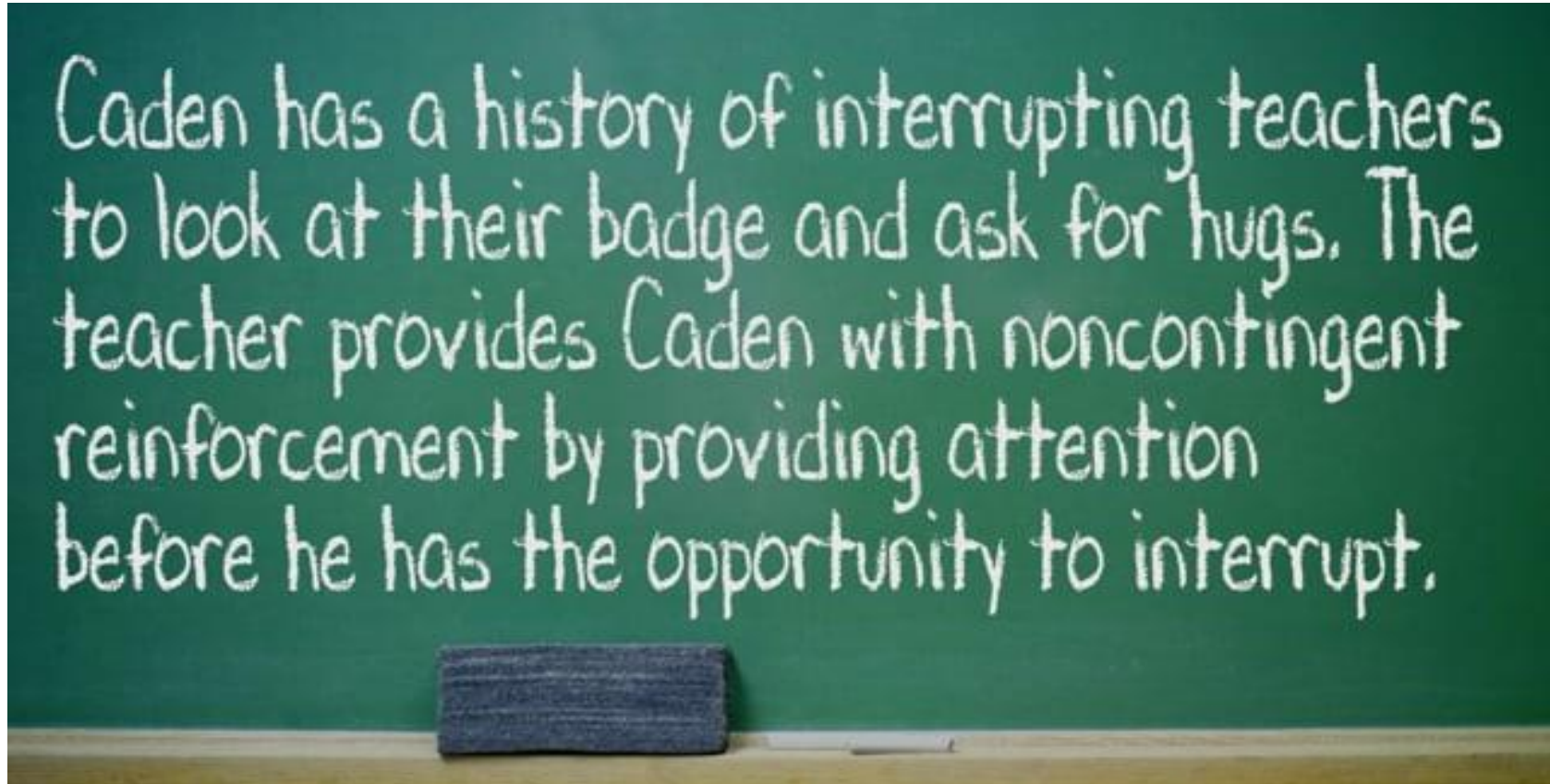
ATTENTION

as often as possible and not

CONTINGENT

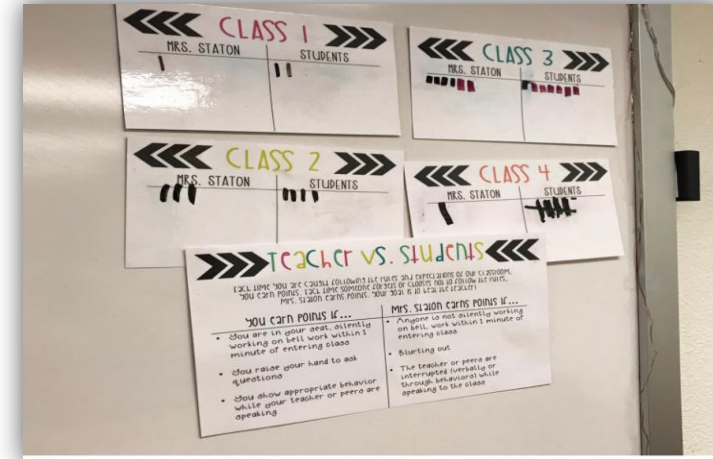
on any specific behavior.

Dr. Terry Scott: Non-Contingent Reinforcement



Positive Group Contingencies

- **All for one** – If entire class completes the goal, they all get a reward
- **One for all** – Groups earn points and group with most points chooses reward for whole class.



If Group Contingency is used...

- ✓ All students included if class wins (e.g., winning table picks the reinforcer, whole class recognized).
- ✓ Teacher effectively provides pre-teaching during playing period and prior to difficult transitions.
- ✓ The monitoring system and target rule/behavior/routine is displayed, easily seen, and regularly referenced.



**No negative outcomes
to avoid blaming
individuals or small
groups.**