

# Encouraging Appropriate Behavior

DRAFT 7-27-19

## What is it?

A set of strategies that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion.

Strategies are chosen by the Tier 1 team, added to the school's discipline flowchart, and supported through professional development.

## STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOR

	Teach Behavior/ Routines	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
What does it look like?	A written plan/schedule for teaching and practicing expectations, rules, or procedures	Prompting expected behavior just prior to when it is needed. "Before we transition to group work, remember showing respect looks like..."	"Diane, Awesome! You are showing <u>Listening to the speaker</u> by leaning in, that's being respectful."	Tiger tokens, bulldog bucks, table points, etc.	After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward.
Why?	Ensures all students clear understanding of expected behaviors and teaches new social-emotional competencies.	Prevents inappropriate behavior by setting the environment and students up for success.	Gives feedback about performance. Builds relationships. Helps establish a 5:1 praise to corrections ratio for growth mindset.	Individual acknowledgement systems remind adults to focus on skills they want to see, and to use Behavior Specific Praise	Keeps a focus on growth mindset. Use the benefits of social rewards to emphasize desired behaviors, build relationships, and build community.
<b>Trauma-Lens?</b> These strategies (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.					
How?	Teach behavior like academics. Install new skills, and engage in ongoing intentional practice. Teach the identified rules and procedures in the teaching matrix.	Pleasantly prompt expected behaviors just prior to times it would be beneficial.	<ol style="list-style-type: none"> <li>1. Identify the student/group</li> <li>2. Include term of praise</li> <li>3. Describe rule being recognized</li> <li>4. Link to school-wide expectation</li> </ol>	Use the same the school-wide acknowledgement token in classrooms. Tier 1 Team guides the recommended frequency; use data to target specific behaviors as needed.	Identify collective goals for frequent group rewards/celebration. Layer larger/less-frequent rewards on top for bigger celebrations.
Tips?	<ul style="list-style-type: none"> <li>• Work collectively to create lesson plans all staff can use.</li> <li>• Follow the same design in lesson planning as you do with academics.</li> <li>• Consider social-emotional skills in addition to behavioral and procedural skills</li> </ul>	<ul style="list-style-type: none"> <li>• Write an aligned target behavior on the board next to the academic objective for the period.</li> </ul>	<ul style="list-style-type: none"> <li>• Use routine-building strategies (pennies in your pocket, etc.) and peer obs/self-reflection to build skillset for 5:1 ratio.</li> <li>• Be authentic and genuine in tone. "I really like how you..." can be delivered positively or neg, choose the former.</li> </ul>	<ul style="list-style-type: none"> <li>• Once earned, reinforcers are not taken away.</li> <li>• Layer tangible and social rewards for additional value.</li> <li>• It is not a shaming response cost system (clip-charts, names on board, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Get student input on a menu of 5-10 min group rewards in advance.</li> <li>• Everyone is included in group celebrations</li> <li>• Deliver reward as quickly as possible.</li> <li>• Whole-school celebrations are also group contingencies.</li> </ul>

## Notes:

- Connect classroom system to the school-wide system to: ensure consistency between staff, align efforts to school-wide priorities, and enable the Tier 1 Team to coordinate use of these implementation drivers for school-wide targets.
- Consider adding other research validated strategies to your continuum (proactive circles, strategies to increase academic engagement, etc.)

Self-and Observational Assessment Tool for:  
Encouraging Appropriate Behaviors

Assessment Type (circle): Self-Assess or Direct Observation      Schedule (circle): Baseline or Follow-up  
School:                      Date:                      Time:                      Rm:                      Grade:                      Subject:                      Teacher:

<b>Teacher Interview or Review of Written School-wide Plan:</b> Expectations, Rules, Routines, are actively taught: <ul style="list-style-type: none"> <li>o How frequently are expectations, rules, routines formally taught?</li> <li>o How is it decided which expectations, rules, routines to teach each week?</li> <li>o Evidence: Request to see last behavior and academic lesson plans taught.</li> </ul>	Notes:
---	--------

Teaching Behavior/Routines; Preventative Prompts					
2	Yes = 2	1	Somewhat = 1	0	No = 0
	Lessons on expectations and examples are taught at least weekly (see lesson plans). Expectations and rule prompts are embedded into daily lessons and activities. (see academic plans)		Rules and expectations are taught once per grading period. Occasional prompting and practicing embedded into lessons and activities.		Rules and expectations are not taught, or are taught less than once per grading period.
	Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency.		Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency		Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
	Students demonstrate routine implementation of posted procedures throughout the day.		Procedures are used at least weekly, and are routine for 50%-80% of students		Procedures are not in place or not routine for at least 50%.
	Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSP): <ul style="list-style-type: none"> <li>o identifying student or group</li> <li>o identifying the expectation and routine</li> <li>o provide acknowledgement</li> </ul> provide tangible reinforcement (optional)		Students are either prompted or acknowledged for using routines and procedures.		Routines and procedures are not in place, or students are neither prompted or acknowledged for using routines and procedures.
Behavior Specific Praise; Individual Reinforcers					
2	Yes = 2	1	Somewhat = 1	0	No = 0
	BSP is used and <b>first three</b> components of BSP are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized. (4) link to school-wide expectation (best practice) (5) optional - provide tangible reinforcement <b>Examples:</b> <ul style="list-style-type: none"> <li>o "Javier, great job waiting your turn"</li> <li>o "Class, terrific job <i>being safe</i> by walking in the hallway just as we practiced. Everyone is silent and hands are at sides."</li> </ul>		Only first 2 components are observed (general praise)		No praise (BSP or general) was used
	BSP was also linked to school-wide expectations 50% or more of the time		BSP was also linked to school wide expectations some of the time (below 50%)		BSP was not linked to school wide expectations; or was not used

	BSP is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.		Teacher uses BSP within 10 minutes of student/group displaying the desired behavior		Students receive BSP without demonstrating the behavior; or BSP was not used
	Ratio of BSP (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction)		Behavior specific praise statements are delivered 2-3 times as often as negative feedback		Behavior specific praise statements are delivered fewer than 2 times as often as negative feedback; or BSP was not used
	Ratio of all positive feedback (both BSP and General praise) are delivered at least 4 times as often as all corrective feedback		Positive feedback is delivered 2-3 times as often as corrective feedback		Positive feedback is delivered fewer than 2 times as often as corrective feedback; or praise was not used
	If tangible reinforcements are used, teacher uses BSP when students earn the reinforcement. <i>Note: Rate this following item if a school-wide tangible acknowledgement system is in place (e.g. gotchas), or a class-wide tangible system (e.g., marbles, table-points, etc.) is in place</i>		Teacher only uses first 2 components of BSP when tangible reinforcements are earned.		BSP is not used when students earn tangible reinforcements
<b>Group Contingencies</b>					
<b>2</b>	<b>Yes - 2</b>	<b>1</b>	<b>Somewhat - 1</b>	<b>0</b>	<b>No - 0</b>
	Teacher identifies and teaches the rule (specific behavior) or procedure/routine and links to schoolwide expectation		Teacher identifies and teaches the rule (specific behavior) or procedure/routine but does not link to schoolwide expectation		Rule or Routine is not taught at the start of PBG
	All students included if class wins (e.g. class plays as entire team, or if played by tables, then winning table picks award but all students participate)		If class plays as smaller groups, only the winning group earns the reward.		One or more students are excluded from winning with their group or the whole class.
	Teacher effectively provides pre-teaching during the playing period prior to difficult transitions		Teacher provides a simple and effective prompt to pre-correct for the rule or expectation		No evidence of pre-corrections
	Class earns acknowledgments for engaging in the identified behavior.		Class earns acknowledgements at a slow rate (resulting in losing interest/focus on skill)		Class does not earn acknowledgements for engaging in the desired behavior
	The monitoring system and target rule/behavior/routine are prominently displayed and easy to see from anywhere in the classroom.		Monitoring system is displayed, but target rule/behavior/routine is not indicated.		Monitoring system is not displayed, or is not easy to see.
	If inappropriate behavior occurs, teacher uses strategy(s) from continuum of strategies to respond to inappropriate behavior (e.g. planned ignoring, prompting, re-teaching, etc.), and the game continues		Teacher uses strategies from continuum to address inappropriate behaviors, but they are ineffective and prevent the game from continuing.		Teacher does not respond to inappropriate behavior, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.)
	Teacher pairs students' earning acknowledgements with BSP (individual or class-wide praise)		Acknowledgements are earned only with generic praise		Acknowledgements are earned without generic praise.