

Promoting Positive Practice *in the Classroom*



Focus Practice 6: Provide **Specific and Culturally Responsive Praise** to Promote Student Skill Growth

Meet the Presenter(s)



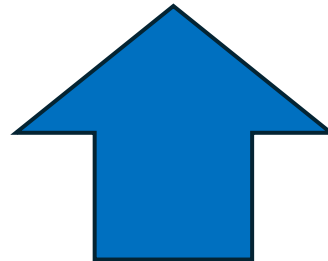
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen,
Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



Purpose of Professional Development (PD) Series

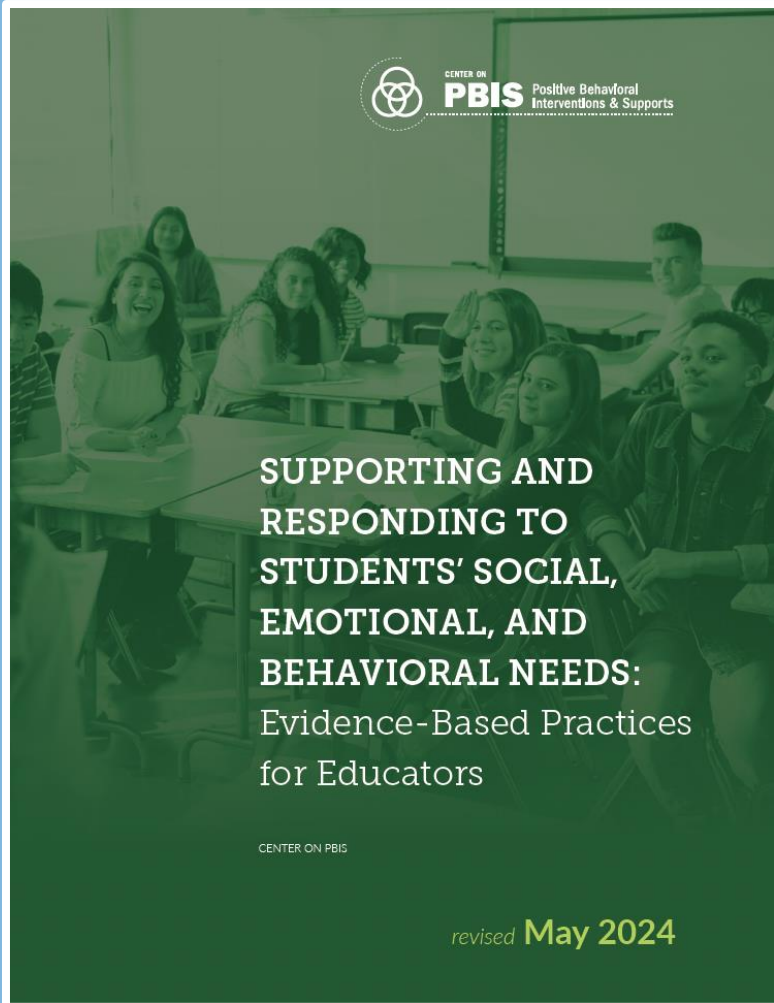
Increase **ADMINISTRATORS'** capacity to provide relevant PD supportive of...

...enhancing classroom **EDUCATORS'** ability to support...

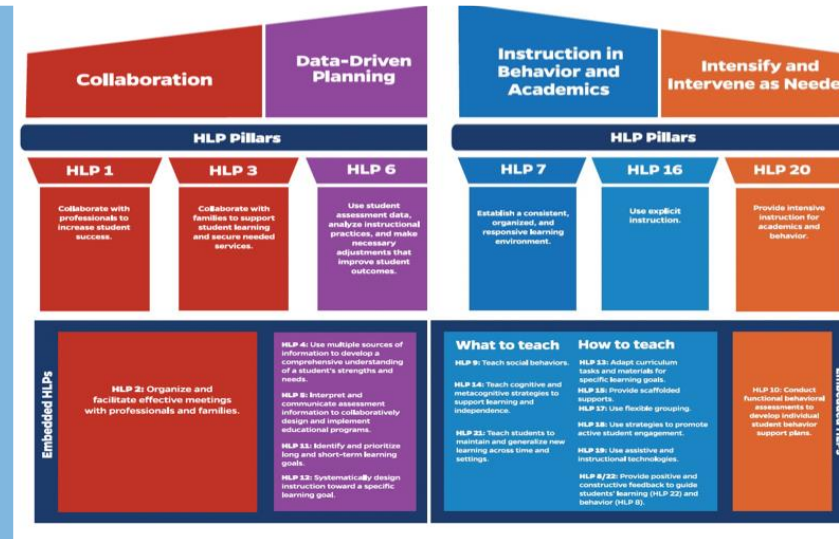
...**STUDENTS'** social, emotional, & behavioral growth in a manner that celebrates their individual & intersecting identities & cultural histories.



Anchored to Key Resources




High-Leverage Practices for Students with Disabilities



Intention



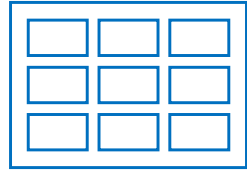
Key Practices



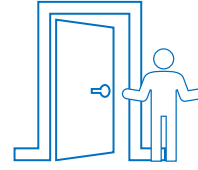
Outcomes



Collaborative Partnership



Predictable Routines & Positive Norms



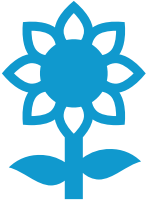
Positively Greet & Proactively Prompt



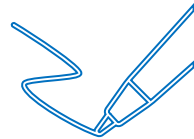
Positive, Valued, & Specific Praise



Positive & Valued Relationships



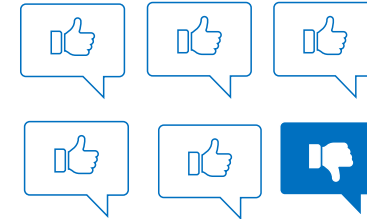
Culturally Sustaining



Meaningful & Active Engagement



Culturally Responsive Practice



+ to - Ratio & Active Supervision



Learning & Growth



Inclusive & Safe Spaces



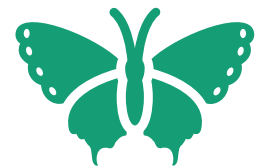
Vulnerable/Equitable Decision Points

TRY

Neutralizing Routines & De-Escalation



Use Data to Check Yourself & Class



Wellbeing



Agenda



What

Definition



Why

Rationale



How

Implementation Tips



Try

Guided Practice



Plan

*with Intentional Inputs
to Implement & Monitor*



Check

Monitor, Reflect, & Adjust



At the end, we will invite you to
work on your plan





What?

Definition





Defining Specific Praise

Behavior **specific praise** is “a **positive** statement... when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well”

(Simonsen et al., 2008, p. 362)

Key Words:

- Positive
- Specific
- Contingent

Examples:

- “Nice hand raise.”
- “Clear pronunciation.”
- “Helping your friend was kind.”


Considerations:

- Genuine
- Relevant
- Differentiated





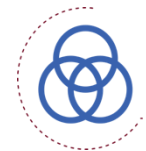
Modeling Specific Praise



Behavior-Specific Praise

Note how the teacher:

- Scans the room and identifies students engaging in desired behaviors
- States each student's name
- Delivers praise that describes the behavior



Supporting Resources: What

HLP 8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

High-Leverage Practices for Students with Disabilities

The goal of the HLPs is to provide a list of essential practices that are not only effective, but also everyday repertoire. All HLPs are important, but among the list of 22 are practices so essential in importance, but also continually show up as a key component of others on the list. HLP 8, Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior, is one of these key HLPs. In fact, this HLP is so critical, it appears in both the Social/Emotional/Behavioral domain and the Instructional domain. None of the HLPs from the Social/Emotional/Behavioral and Instruction domains can be either academic or behavioral performance being part of the sequence. All students (and educators) that performance is meeting expectations. Quality feedback is the key mechanism through which we diagnose student performance (correct or incorrect) and crafting a caring, thoughtful, and effective response.

This resource is intended to support school leaders looking to embed the HLPs in professional learning efforts at their school site.

The major source for content within this resource is the chapter by Allison Bruhn, Jennifer Frey, and Jennifer Frey in *Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education*; and www.highleveragepractices.org.

Teachers Who Effectively Provide Feedback to Improve Student Behavioral Outcomes

- Provide positive and specific feedback to demonstrate approval of student behaviors.
 - Example: "Great job (positive) raising your hand (specific) and waiting to be called on!"
- Provide process-centered feedback rather than person-centered feedback to facilitate engagement, motivation, and perseverance.
 - Example: "You worked really hard on that math assignment and used excellent strategies to solve those problems" (process-oriented feedback)
 - Non-example: "You are so smart!" (person-oriented feedback)
- Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.
 - Example: A student responds to the question "What sounds should we hear when we line up for recess?" with the answer, "None." The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hallway to be respectful of other classrooms."
- Provide corrective feedback rather than reprimands when addressing social/behavioral or academic errors with students.
 - Example: "Remember that during independent reading time the expectation is that we are reading quietly to ourselves, and we aren't talking to our neighbors" (corrective feedback)
 - Non-example: "Stop talking!" (reprimand)
- Provide feedback only when the target behavior is observed (i.e., it is contingent) – feedback is not delivered in the absence of a target behavior.
 - Example: While monitoring students working in cooperative groups, the teacher notices that they are working together effectively and says, "I am so impressed with everyone's participation in this activity! You all are doing an excellent job following our classroom expectations for working in small groups."
- Provide timely feedback, in close proximity to when a target behavior is observed, to maximize instructional time and increase students' use of desired behaviors.
 - Use a sincere tone of voice, avoiding sarcasm or joking, when delivering feedback to students.
- Understand and consider the ways in which ages, learning histories, cultural backgrounds, preferences, and classroom dynamics, impact students' receipt of feedback.
- Adjust the type and frequency of feedback to facilitate students' progression through phases of learning (i.e., basic acquisition, fluency, maintenance, generalization, and adaptation).

cultural backgrounds, preferences, and classroom dynamics, impact students' receipt of feedback.

Tips for Successful Implementation

- Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.
- Identify individual student needs and strengths.
- Use coaching systems.
- Support teachers' use of feedback check-ins.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What are some critical components of delivering effective feedback?
- How does this HLP connect to the collaboration and/or assessment HLPs?
- How can feedback support the development and maintenance of positive teacher-student relationships?
- Why is specific feedback preferred over general feedback?
- What are some benefits of process-oriented feedback vs. person-oriented feedback? Corrective feedback vs. reprimands?
- Why is it important to consider factors such as age, cultural background, preferences, learning histories, and classroom dynamics when delivering feedback to students?



Watch on YouTube

HLP Videos

HLP 8

Provide positive and constructive feedback to guide students' learning and behavior



<p>Provide positive and specific feedback to demonstrate approval of student behaviors.</p> <p>Example: "Great job (positive) raising your hand (specific) and waiting to be called on!"</p>	<p>Provide process-centered feedback rather than person-centered feedback to facilitate engagement, motivation, and perseverance.</p> <p>Example: "You worked really hard on that math assignment and used excellent strategies to solve those problems" (process-oriented feedback)</p> <p>Non-example: "You are so smart!" (person-oriented feedback)</p>	<p>Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.</p> <p>Example: A student responds to the question "What sounds should we hear when we line up for recess?" with the answer, "None." The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hallway to be respectful of other classrooms."</p>
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<p>Provide timely feedback, in close proximity to when a target behavior is observed, to maximize instructional time and increase use of desired behaviors.</p> <p>Use a sincere tone of voice, avoiding sarcasm or joking, when delivering feedback to students.</p>	<p>Understand and consider the ways in which ages, learning histories, cultural backgrounds, preferences, and classroom dynamics, impact students' receipt of feedback.</p>	<p>Adjust the type and frequency of feedback to facilitate students' progression through phases of learning (i.e., basic acquisition, fluency, maintenance, generalization, and adaptation).</p>
<p>Support Candidate's Learning and Enactment</p> <p>Enact – Ask candidates to log the different types of feedback they provide over the course of one or two day(s) in a field experience. Discuss the results with candidates noting areas of strength and for improvement. Set goals to ensure continued growth.</p> <p>Analyze – Watch video or read transcripts of feedback sessions. Provide candidates with an observation or review rubric and analyze for types of feedback and consideration of cultural backgrounds, classroom dynamics, histories, and impact of feedback on students.</p>		

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What are some critical components of delivering effective feedback?
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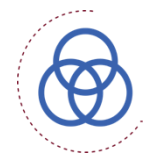
Leadership Guides

Faculty Guides



Why?

Rationale





Rationale for Using Specific Praise

- **It works!**

Specific praise is an effective Tier 1 practice.

Decades of research support the relationship between specific praise and student outcomes

- **It's all about the ratio...**

Maintain a favorable ratio of positive to corrective feedback

Provide at least 5 positive statements for every 1 corrective



What about students who need more?





Approach to Intensifying Specific Praise

(and 2 other practices)



3 gen ed classroom teachers partnered with us, allowed us to observe, and implemented Tier 1 classroom practices at relatively **high rates**

Proactive Prompts

Opportunities to Respond

Specific Praise

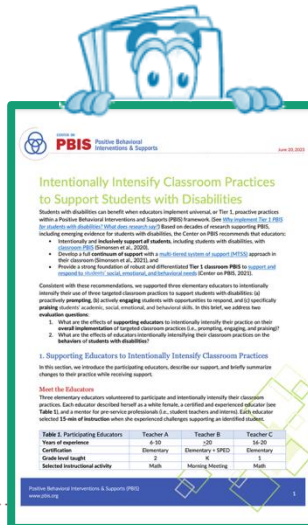


Most students benefited: they were **often academically engaged** (> 80% of the first 6-12 days of observation)



1 student with a disability in each class was **less academically engaged** (32-68% of observation) than their peers

(Simonsen, et al., 2024)



Intentionally Intensify Classroom Practices to Support Students with Disabilities

Students with disabilities can benefit when educators implement universal or Tier 1 practice practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This document (Tier 1) is intended to help educators understand and implement research-supported PBIS practices, including strategies evidence for students with disabilities. The Center on PBIS recommends that educators:

- Intentionally and individually support all students, including students with disabilities, with appropriate PBIS strategies.
- Develop a full continuum of support with a multi-tiered system of support (MTSS) approach in mind (Simonsen et al., 2022).
- Provide strong foundation on robust and differentiated Tier 1 classroom PBIS to support and respond to all students, including students with disabilities (Center on PBIS, 2022).

Consistent with these recommendations, we supported three elementary educators to intentionally intensify their use of three targeted classroom practices to support students with disabilities: (a) proactively prompting, (b) actively engaging students with opportunities to respond, and (c) specifically praising academic, academic, social-emotional, and behavioral skills. In this brief, we address three research questions:

1. What are the effects of supporting educators to intentionally intensify their practice on their overall implementation of positive behavior practices in a promoting, engaging, and pro-social?
 2. What are the effects of educators intentionally intensifying their classroom practices on the behaviors of students with disabilities?

1. Supporting Educators to Intentionally Intensify Classroom Practices

In this section, we introduce the participating educators, describe our support, and briefly summarize changes to their practice with research support.

Meet the Educators

Three elementary educators volunteered to participate and intentionally intensify their classroom practices. Each educator described herself as a white female, a certified and experienced educator (see Table 1), and a member for pre-service professionals (i.e., student teachers and interns). Each educator selected 20 days of observation when the experimental strategies supporting an identified student.

Table 1. Participating Educators	Teacher A	Teacher B	Teacher C
Type of experience	0-30	30+	30+
Certification	Elementary	Elementary + SPED	Elementary
Grade level taught	2	2	2
Selected instructional activity	Math	Writing/Reading	Math



Outcomes of Intensifying Specific Praise



3 gen ed classroom teachers developed a plan to intensify practices for their identified student, and **2 teachers** self-managed with high fidelity

Increase Prompts

Increase OTRs

Increase Specific Praise

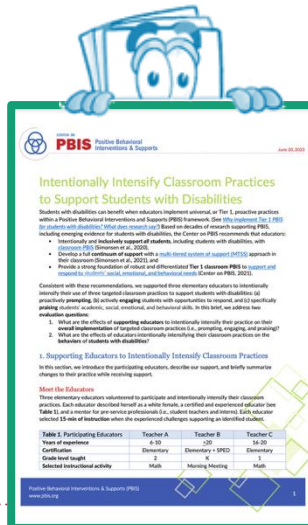


Most students *still* benefited: they were often **academically engaged** (> 90% of observation throughout remaining 15 weeks)



2 identified students (within the 2 “high-fidelity” teachers’ classrooms) **increased their engagement by an average of 30%—a “strong effect”**

(Simonsen, et al., 2024)



Intentionally Intensify Classroom Practices to Support Students with Disabilities

Students with disabilities can benefit when educators implement universal or Tier 1 practice practices with a Positive Behavioral Interventions and Supports (PBIS) framework. One of the primary goals of PBIS is to support students with disabilities. Based on decades of research supporting PBIS, including emerging evidence for students with disabilities, the Center on PBIS recommends that educators:

- Intentionally and individually support all students, including students with disabilities, with appropriate PBIS strategies.
- Develop a full continuum of support with a multi-tiered system of support (MTSS) approach in their classrooms (Simonsen et al., 2024).
- Provide strong foundation on robust and differentiated Tier 1 classroom PBIS to support and respond to all students, including students with disabilities (Simonsen et al., 2024).

Consistent with these recommendations, we supported three elementary educators to intentionally intensify their use of their targeted classroom practices to support students with disabilities. All practices promoting (a) actively engaging students with opportunities to respond, and (b) specifically praising academic, academic, social-emotional, and behavioral skills. In this brief, we address three research questions:

1. What are the effects of supporting educators to intentionally intensify their practice on their overall implementation of positive behavioral practices in promoting, engaging, and praising?
2. What are the effects of educators intentionally intensifying their classroom practices on the behaviors of students with disabilities?

1. Supporting Educators to Intentionally Intensify Classroom Practices

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Table 1. Participating Educators	Teacher A	Teacher B	Teacher C
Years of experience	8-10	20	20-25
Certification	Elementary	Elementary + SPED	Elementary
Grade-level taught	2	2	2
Selected instructional activity	Math	Math	Math

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

Intentionally Intensify Practices

Teachers can intensify their implementation of Tier 1 practices, like specific praise, to better engage a **student with disabilities** in inclusive general education classrooms



(Simonsen, et al., 2024)



In addition, providing specific praise...

Outcomes

...contributes to a **positive classroom climate** & supports **positive relationships**



Positive & Valued Relationships

...promotes **academic engagement, learning, and growth** in academic and non-academic skills



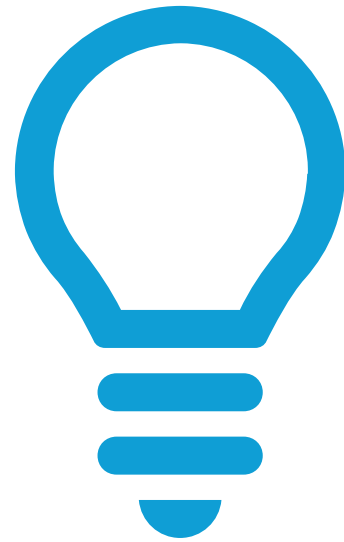
Learning & Growth

...may support **wellbeing** (more research is needed)



Wellbeing





How

Implementation Tips

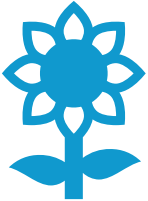


Intention



**Collaborative
Partnership**

Assess skills to target and types of praise preferred (e.g., praise preference survey) by students and families



**Culturally
Sustaining**

Script preferred and culturally sustaining praise



**Inclusive
& Safe Spaces**

Differentiate praise to support each students' growth



Supporting Resources: How

Praise Preference Assessment



PRAISE PREFERENCE ASSESSMENT

WHAT IS IT?

A systematic way to identify what types of praise are meaningful and motivating for individual students, through class-wide surveys or student interviews (either stand-alone or as part of Getting to Know You activities). They are used to find out a student's preferred ways to be acknowledged for desired behaviors, and results can be used for individual plans and to improve class-wide acknowledgment systems.

WHY DO IT?

Praise preference assessments may be used to improve the relevance and effectiveness of class-wide or school-wide acknowledgment systems, particularly for students of color (Lo & Cartledge, 2006; Gion et al., 2022).

HOW DO WE DO IT?

There are different ways to use praise preference assessments:

VARIATION 1: CLASS-WIDE SURVEY

1. Create a rating form that includes student names and various ways you can (or are willing to) acknowledge students in a class (e.g., verbal praise, non-verbal signal, school-wide ticket, classroom points system).
2. Ask students to rate each item (e.g., circle preferred strategies and cross out non-preferred).
3. Review individual student responses to tailor feedback for them (e.g., emphasize preferred and limit non-preferred strategies).
4. Review overall responses to increase the use of preferred strategies and revise non-preferred strategies to make them more effective.

VARIATION 2: INDIVIDUAL STUDENT INTERVIEW

1. Use a rating form like described in #1 above (the class-wide survey) but use it as a one-on-one interview with students, either with selected individuals or all students.
2. Schedule interviews during the first few weeks of school and/or after school breaks.

VARIATION 3: SCHOOL-WIDE SURVEY

1. Use the same rating form school-wide (e.g., the Stakeholder Input and Satisfaction Survey, SISS; fieldtest.pbisassessment.org).
2. Review school-wide or grade-level responses to increase use of preferred strategies and revise non-preferred strategies to make them more effective.

Acknowledge

ReACT
blogs.uoregon.edu/react

Script Preferred Praise



PLANNED PRAISE

WHAT IS IT?

Planned praise is a strategy used to acknowledge a student or group of students for whom student-adult relationships could be improved. It involves brainstorming a set of possible praise statements ahead of time and using them deliberately to increase positive interactions.

WHY DO IT?

Positive specific feedback (e.g., praise) is a powerful tool to improve behavior and build positive relationships. Because it is so effective, it is important to (a) use it with all students; (b) identify students who need more positive interactions, and (c) use specific strategies to increase positive feedback. Planned praise is such a strategy to ensure underpraised students have access to this evidence-based practice.

HOW DO WE DO IT?

STEPS:

1. Identify a student (or group of students) who could benefit from more praise. Examples:
 - o With high rates of office discipline referrals (or disproportionate referrals)
 - o With few positive relationships with adults in school
 - o From a group of students who are marginalized
2. Create a glossary of strengths to praise. Consider including:
 - o Expected behaviors you know they do regularly
 - o Unwanted behaviors that could be reframed as talents or strengths at other times (e.g., class clown behaviors)
 - o Positive characteristics that may be viewed by society as negative cultural stereotypes
3. Plan effective and culturally/developmentally appropriate praise statements. Ensure they:
 - o Have the elements of behavior-specific praise (contingent, immediate, specific, and genuine)
 - o Are tailored to student praise preferences (e.g., public vs. private)
 - o Are paired with school-wide acknowledgment systems (e.g., ticket) if adult praise may currently be aversive
4. Pick a time when to use the praise statements. Select times when:
 - o Students are most likely to show their strengths
 - o It is easy to remember to provide praise statements (e.g., beginning of the lesson)
5. Do it! Use the praise statements consistently, especially at first to build the relationship (e.g., at least once a day for 10 days). Vary them as needed to expand the range of desired behaviors.

EXAMPLE PRAISE PLAN

Acknowledge

ReACT
blogs.uoregon.edu/react

Differentiate Praise



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

June 20, 2023

Intentionally Intensify Classroom Practices to Support Students with Disabilities

Students with disabilities can benefit when educators implement universal, or Tier 1, proactive practices within a Positive Behavioral Interventions and Supports (PBIS) framework. (See [Why Implement Tier 1 PBIS for students with disabilities? What does research say?](#)) Based on decades of research supporting PBIS, including emerging evidence for students with disabilities, the Center on PBIS recommends that educators:

- Intentionally and inclusively support all students, including students with disabilities, with classroom PBIS (Simonsen et al., 2020).
- Develop a full continuum of support with a multi-tiered system of support (MTSS) approach in their classroom (Simonsen et al., 2021), and
- Provide a strong foundation of robust and differentiated Tier 1 classroom PBIS to support and respond to students' social, emotional, and behavioral needs (Center on PBIS, 2021).

Consistent with these recommendations, we supported three elementary educators to intentionally intensify their use of three targeted classroom practices to support students with disabilities: (a) proactively prompting, (b) actively engaging students with opportunities to respond, and (c) specifically praising students' academic, social, emotional, and behavioral skills. In this brief, we address two evaluation questions:

1. What are the effects of supporting educators to intentionally intensify their practice on their overall implementation of targeted classroom practices (i.e., prompting, engaging, and praising)?
2. What are the effects of educators intentionally intensifying their classroom practices on the behaviors of students with disabilities?

1. Supporting Educators to Intentionally Intensify Classroom Practices

In this section, we introduce the participating educators, describe our support, and briefly summarize changes to their practice while receiving support.

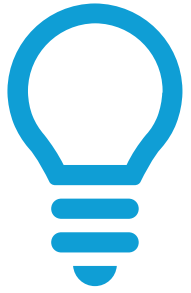
Meet the Educators

Three elementary educators volunteered to participate and intentionally intensify their classroom practices. Each educator described herself as a white female, a certified and experienced educator (see Table 1), and a mentor for pre-service professionals (i.e., student teachers and interns). Each educator selected 15-min of instruction when she experienced challenges supporting an identified student.

Table 1. Participating Educators	Teacher A	Teacher B	Teacher C
Years of experience	6-10	>20	16-20
Certification	Elementary	Elementary + SPED	Elementary
Grade level taught	2	K	1
Selected instructional activity	Math	Morning Meeting	Math

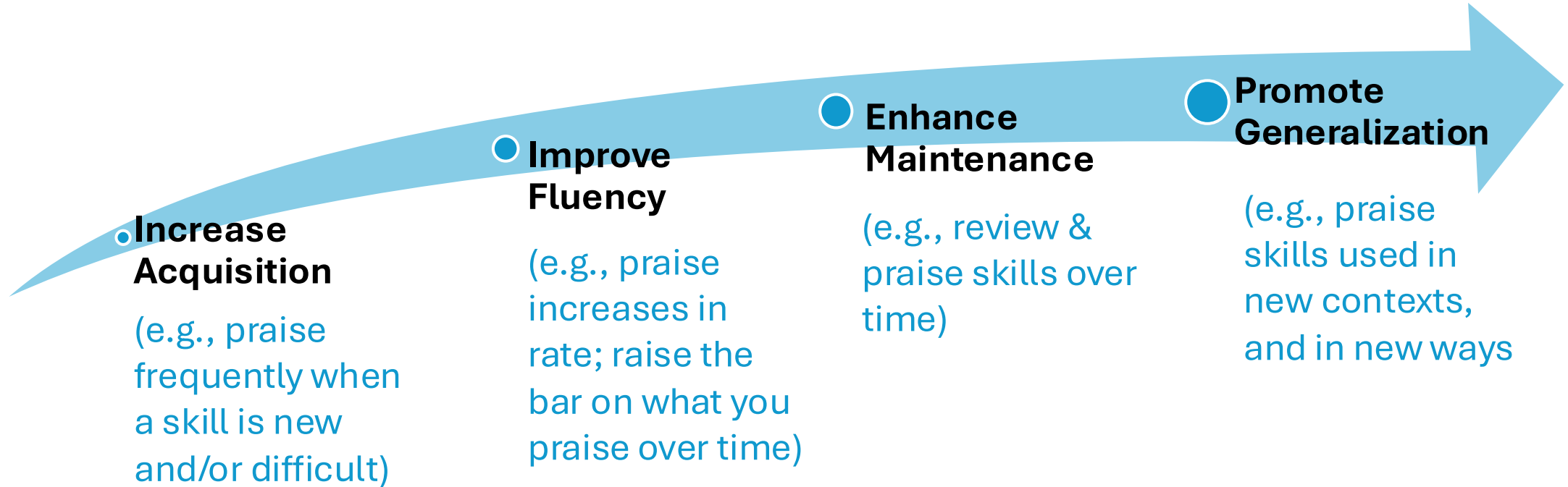
Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

1



Differentiating Specific Praise

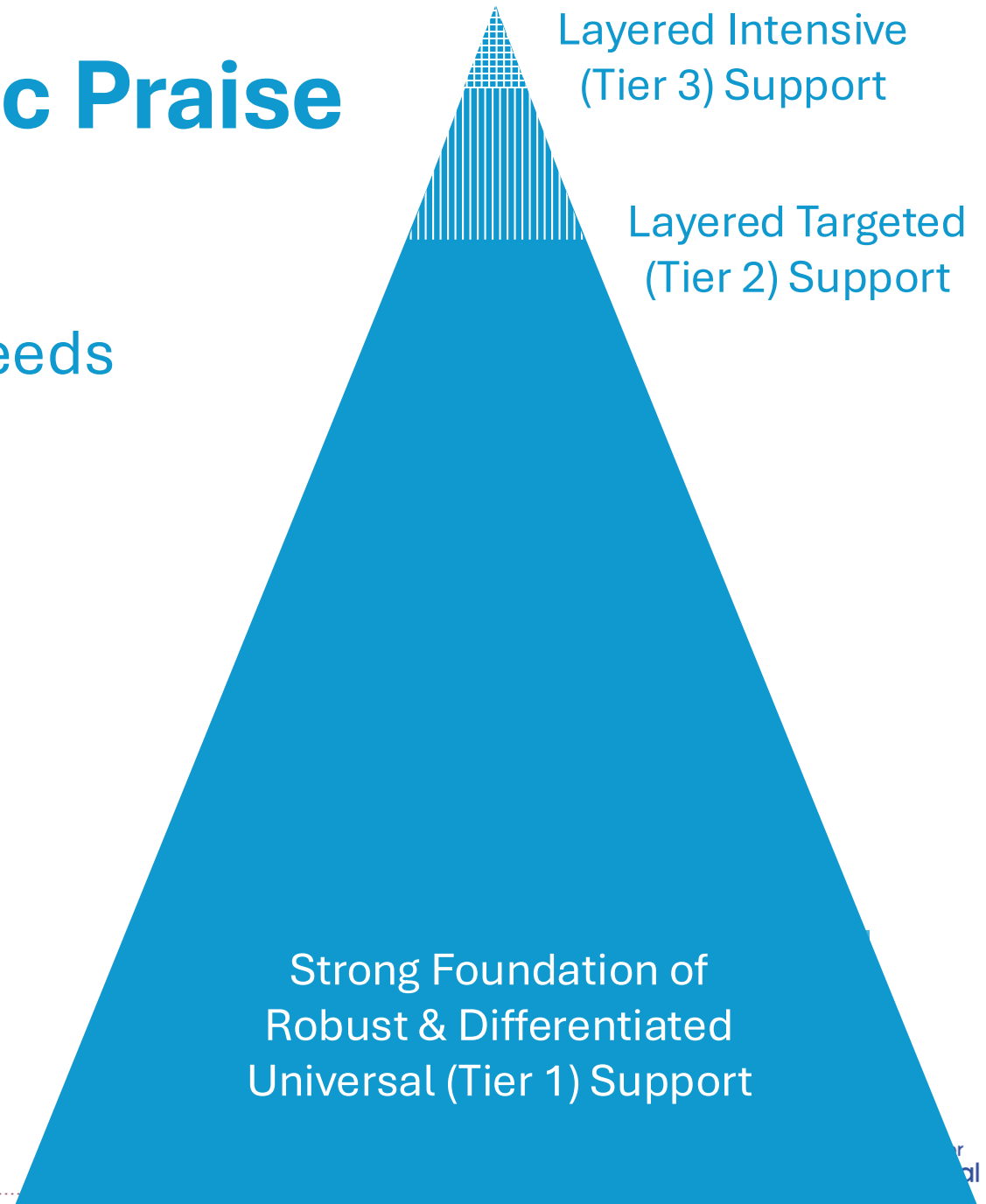
- Consider **learning phase**; use specific praise to...





Differentiating Specific Praise

- Consider **learning phase**
- Consider student strengths and needs
 - What do **all** students need?
 - What do **some** students need?
 - What do a **few** students need?
- Pair praise with other rewards
(If applicable)





Differentiating Specific Praise

“Thank you for asking to take a break with your card!”
(Specific Praise for Replacement Skill)

“Take two’ and check in with me after your timer goes off.”
(Paired with Individualized Function-Based Praise)

“You brought your materials—including your CICO card—and showed great effort on your essay this period.”
(Specific Praise for Targeted Skill)

“You’ve earned a ‘3’ for responsibility on your CICO card.”
(Paired with Targeted Praise)

“Thank you all for coming into class calmly!”
(Specific Praise for Classroom Norm)

“Since we saved time now, we can play a 1-min game between our math activities.”
(Paired with Classroom Reward)

Layered Intensive
(Tier 3) Support

Layered Targeted
(Tier 2) Support

Strong Foundation of
Robust & Differentiated
Universal (Tier 1) Support



Try

Guided Practice



Examples or Non-Examples

Is this specific praise?

Let's Play!

Quick activity to check our understanding of this practice.

If the scenario is an example of the practice, give it a “thumbs up.”

If the scenario is NOT an example, give it a “thumbs down.”



Example or Non-Example #1

Is this specific praise?



During instruction, a student raises her hand. The educator says, “**Nice hand raise.**”

YES!

A **positive** statement occurred after (**contingent**) and named the behavior (**specific**). It was also brief and genuine!



Example or Non-Example #2

Is this specific praise?

During instruction, students are talking over the educator. The educator rolls his eyes and says, “Gee, thanks for listening.”

NO!

This is sarcasm. It is *not* positive, specific, or contingent praise. It’s also *not* genuine.



Example or Non-Example #3

Is this specific praise?



A student enters the class during instruction and quietly walks to his seat. The educator walks over to the student and whispers, “**Thank you for coming in the room quietly.**”

YES!

A **positive** statement occurred after (**contingent**) and named the behavior (**specific**). It was also quiet, as preferred!



Example or Non-Example #4

Is this specific praise?

A student enters the class during instruction and quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry.

NO!

This is general and non-verbal. (A thumbs up isn't bad, but it's *not* specific praise.)



Example or Non-Example #5

Is this specific praise?

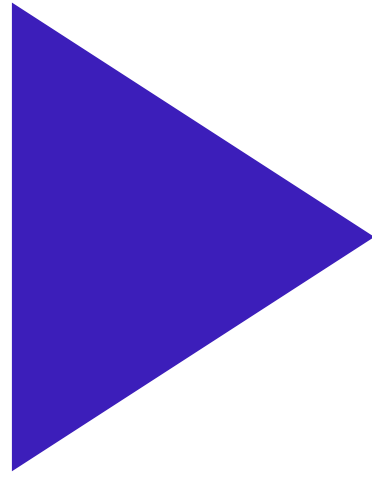


An educator points to the consonant blend /th/, underlined in “through,” he says, “What sound?” A student correctly pronounces /th/. The educator says, “**Nice pronunciation.**”

YES!

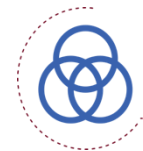
A **positive** statement occurred after (**contingent**) and named the skill (**specific**).
You can praise academic skills too!

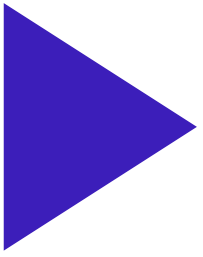




Plan

*with Intentional Inputs
to Implement & Monitor*





Always Start with Intentional Inputs





Collaborative Partnership






Culturally Sustaining



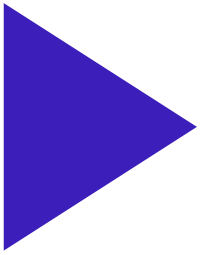
Inclusive & Safe Spaces

**Focus Practice:
Specific & Culturally Relevant Praise**

PLAN WITH INTENTIONAL INPUTS	
Considerations	Action Steps
<p>Collaboratively Partner with Families and Students</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will students and families co-design or inform implementation plans? What strengths, needs, and preferences will you gather from students and families? How will you maintain ongoing, two-way communication about implementation? How will you ensure family and student voices are equitably represented in decisions? 	 <ul style="list-style-type: none"> • • •
<p>Ensure Implementation is Culturally Sustaining</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you affirm students' cultural and linguistic identities in this practice? What community knowledge or values can be reflected in the implementation? How does the content or structure sustain, rather than replace, cultural ways of knowing? How will you reflect on and address any biases or assumptions within the practice? 	 <ul style="list-style-type: none"> • • •
<p>Ensure Implementation is Inclusive and Safe for All</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will the environment support physical, emotional, and intellectual safety for every student? What adaptations or differentiation will ensure full access and participation? How will you monitor for equity in who is benefiting from the practice? What structures will support belonging and respect for all identities? 	 <ul style="list-style-type: none"> • • •

You will build your intentional inputs as part of your implementation plan





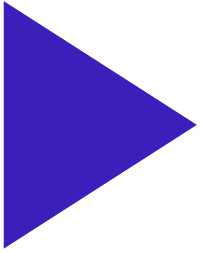
Plan to Implement Specific Praise

Make it a habit!!!

- a. **Practice to fluency**—until it feels natural, automatic, and easy
- b. **Estimate current practice rate**—how often you currently praise per min
- c. **Set a goal** for specific praise (e.g., average 1 specific praise per min)
- d. **Plan to increase praise**—use reminders and other strategies to support implementation

You will “plan and do”
implementation and monitoring

 	
Focus Practice: Specific & Culturally Relevant Praise	
▶ PLAN TO IMPLEMENT & MONITOR	
Considerations	Action Steps
Estimate Your Current Practice Rate How often do you think you use this practice per minute? <ul style="list-style-type: none"> • Once every 1 min = 1.0 • Once every 2 min = 0.5 • Once every 5 min = 0.2 	I currently implement ____ practice (s) per min
Set Initial Practice Rate Goal Set an initial goal for how often you plan to use this practice per minute? <ul style="list-style-type: none"> • Make your goal ambitious but doable • You can adjust after you have data • If this is already a habit, focus on equitable implementation 	I aim to implement ____ practice(s) per min
Plan for Increasing Practice Identify how you will <ul style="list-style-type: none"> • Prompt/remind yourself to use the practice • Use other strategies (e.g., script practice into your lesson, practice to fluency) • Prompt/remind yourself to self-monitor 	• • •
Plan for Monitoring Practice Identify how you will <ul style="list-style-type: none"> • Self-monitor (e.g., tally, use golf counter, Be+ app) • Review data over time to examine trends • Adjust your goal based on the data to ensure equitable implementation 	• • •
Plan Self-Reinforcement (Small Celebration) Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will <ul style="list-style-type: none"> • Review your practice data. • Determine if you met your goal, and • Reinforce yourself (i.e., how you celebrate). 	• • •



Plan to Monitor Specific Praise

e. Plan to monitor

- Self-monitor (e.g., tally, use golf counter, Be+ app)
- Review data over time to examine trends
- Adjust your goal based on the data to ensure equitable implementation

f. Plan to celebrate

Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will

- Review your practice data,
- Determine if you met your goal, and
- Reinforce yourself (i.e., how you celebrate).

You will build opportunities to monitor your implementation plan

PBIS Positive Behavioral Interventions & Supports Focus Practice: Specific & Culturally Relevant Praise

▶ PLAN TO IMPLEMENT & MONITOR	
Considerations	Action Steps
Estimate Your Current Practice Rate How often do you think you use this practice per minute? • Once every 1 min = 1.0 • Once every 2 min = 0.5 • Once every 5 min = 0.2	I currently implement ____ practice(s) per min
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Supporting Resources: Plan

Self-Management Supports (Scripted Plan & Spreadsheet)

The collection of resources below can be used to strengthen educators' skills in classroom PBIS practices. (Simonsen et al., 2017, 2020)

Training Scripts for Classroom Management Skills

Training Slides for Specific Praise

Self-Management Data Collection Tool



Be + App (Prompt & Monitor)

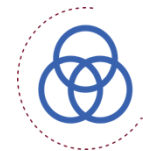
The screenshot shows the top navigation bar of the PBIS website with links for PBIS, Topics, Tools, Publications, Presentations & Videos, and Conference. The main content area features the text "Track Positive Reinforcement with Our Be+ App" in red, positioned above a photograph of a man in a light blue shirt looking at his smartphone.





Check

Monitor, Reflect, & Adjust





Check: Monitor, Reflect, and Adjust

• Self-Monitor

- Pick a **routine** where you want to increase specific praise (e.g., 15 min)
- **Count** specific praise statements (overall, by group, by student)
- Convert to rate and **graph** (use app or resources)


• Self-Evaluate


- **Compare** your rate with your goal
- **Evaluate** whether you met your implementation goal

• Self-Reinforce/Correct


- If you met your goal, **celebrate** and continue to monitor!
- If you did not meet your goal, **adjust** and try again!

You will build opportunities for “check”
Into your implementation plan

 **PBIS** Positive Behavioral Interventions & Supports

 Council on Children

Focus Practice:
Specific & Culturally Relevant Praise

CHECK 

Considerations to Monitor, Reflect, & Adjust	Action Steps
Think Back <i>Review your data and consider:</i> <ul style="list-style-type: none">• What went well with implementation?• What challenges are you experiencing?	<ul style="list-style-type: none">•••
Think Forward <i>Review your data and consider:</i> <ul style="list-style-type: none">• How can you overcome those challenges?• How can you continue to elevate your practice to promote inclusive and safe spaces?	<ul style="list-style-type: none">•••
Think Inward <i>Reflect on your experiences:</i> <ul style="list-style-type: none">• What are conditions or experiences that may inhibit equitable and inclusive implementation?• What are conditions or experiences that may support equitable and inclusive implementation?	<ul style="list-style-type: none">•••
Think Outward <i>Plan to enhance your practice:</i> <ul style="list-style-type: none">• What specific adjustments can you make to enhance your implementation for all students?• How will you promote equitable and inclusive implementation to support each student?	<ul style="list-style-type: none">•••

Note. Four Dimensions of Reflective Learning (Adapted from Barstabile, 2009; <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)



Supporting Resources: Check

Make it a Habit!



Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In *"The Power of Habit,"* Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.



Building Habits of Effective Practice Webinar

Habit Development *Example 4r*

Then the parent realizes...there must be a better way!

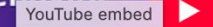


A

Antecedent

B

Behavior



C

Consequence



Tantrum prevented

Watch on YouTube



Recap



WHAT

Key Features

- Positive
- Preferred
- Specific
- Contingent



WHY

Your Rationale

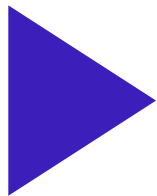
- It works!
- Meaningful outcomes
- More often than correction ($\geq 5:1$)



HOW

Intentional Inputs

- Consider preferences
- Specific skills
- Learning phase
- Strengths & needs



PLAN

Plan Your Practice

- Assess preferences
- Script praise
- Practice to fluency
- Plan to implement & monitor



CHECK

Monitor, Reflect, and Adjust

- Self-monitor, self-evaluate, & self-reinforce
- Reflect
- Adjust when needed

THANK YOU for Promoting Positive Practice *in the Classroom*






Focus Practice 6: Provide Specific and
Culturally Responsive Praise to Promote
Student Skill Growth

Your Turn!

Focus Practice:
Specific & Culturally Relevant Praise

PLAN WITH INTENTIONAL INPUTS

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1

Focus Practice:
Specific & Culturally Relevant Praise

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2

Focus Practice:
Specific & Culturally Relevant Praise

CHECK

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3



We invite you to keep working on your implementation plan

