

Promoting Positive Practice *in the Classroom*



Focus Practice 9: Focus on the
Positive to Corrective **Ratio**
with **Active Supervision**

Meet the Presenter(s)



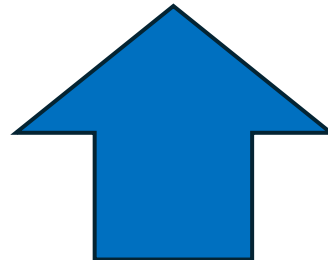
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen,
Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



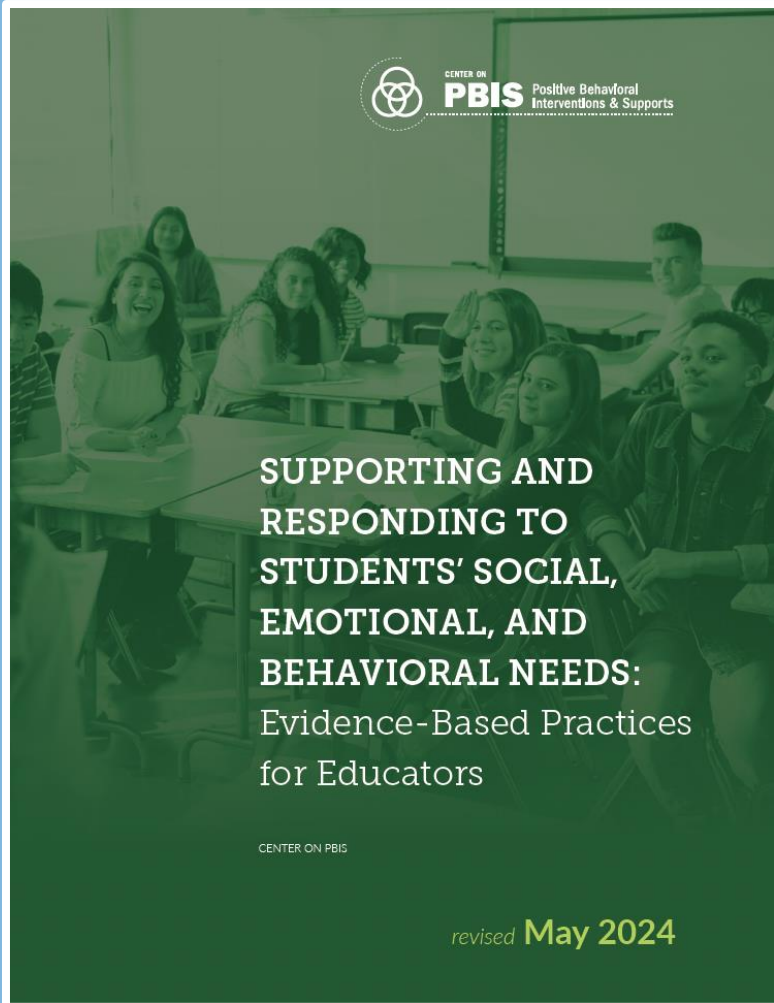
Purpose of Professional Development (PD) Series

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

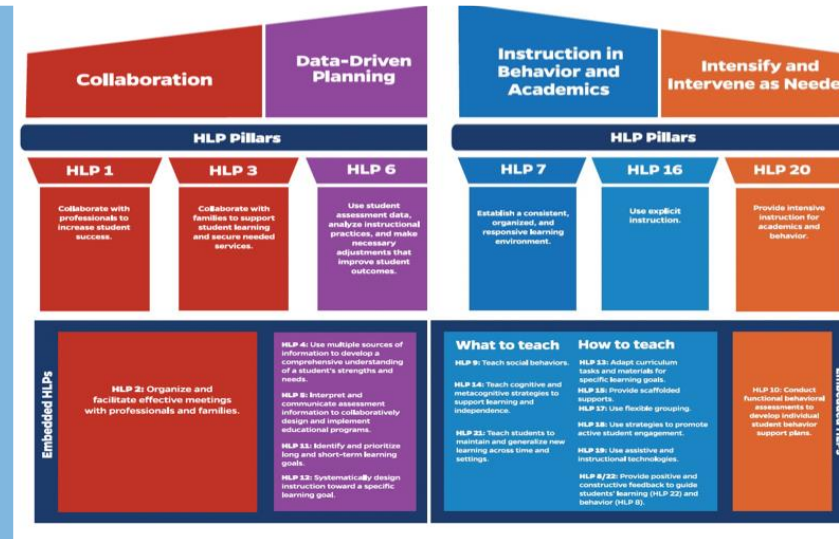
...enhancing classroom **EDUCATORS'** ability to support...

...**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



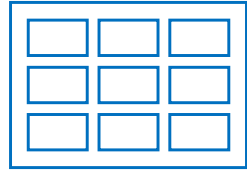
Key Practices



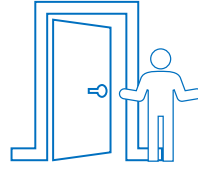
Outcomes



Collaborative Partnership



Predictable Routines & Positive Norms



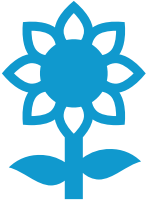
Positively Greet & Proactively Prompt



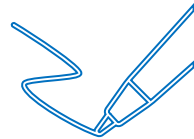
Positive, Valued, & Specific Praise



Positive & Valued Relationships



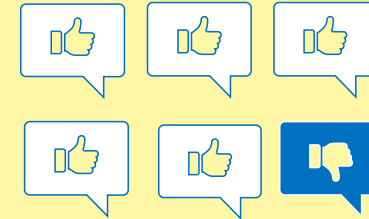
Culturally Sustaining



Meaningful & Active Engagement



Culturally Responsive Practice



+ to - Ratio & Active Supervision



Learning & Growth



Inclusive & Safe Spaces



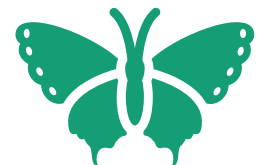
Vulnerable/Equitable Decision Points

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 (Review)

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:

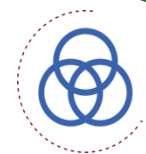
- Positive
- Specific
- Contingent

Examples:

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

Considerations:

- Genuine
- Relevant
- Differentiated





Defining Supportive Corrections

“an informative statement, typically provided by the teacher, that is given when an undesired behavior occurs (contingent), states the observed behavior, and tells the student exactly what they should do in the future in a brief, concise manner.”

(Simonsen et al., 2008, p. 364)

Key Words:

- Supportive
- Instructional
- Calm & Brief

Examples:

- “Instead of talking out, please raise your hand.”
- “That sound is /ā/. What sound? Yes, /ā/. ”

Considerations:

- Private
- Relevant
- Differentiated





Defining Active Supervision

“Active supervision is a low-intensity antecedent-based strategy employing teacher behaviors, such as scanning, moving, and interacting with students, to reduce problem behaviors and increase desired behaviors.”

(Allen, 2020, p. 168)

Key Words:

- Move
- Scan
- Interact

Examples:

- Greet students at the door while scanning the classroom and hallway to support their transition
- Move around classroom and provide feedback during seatwork; prioritize seating to differentiate active supervision

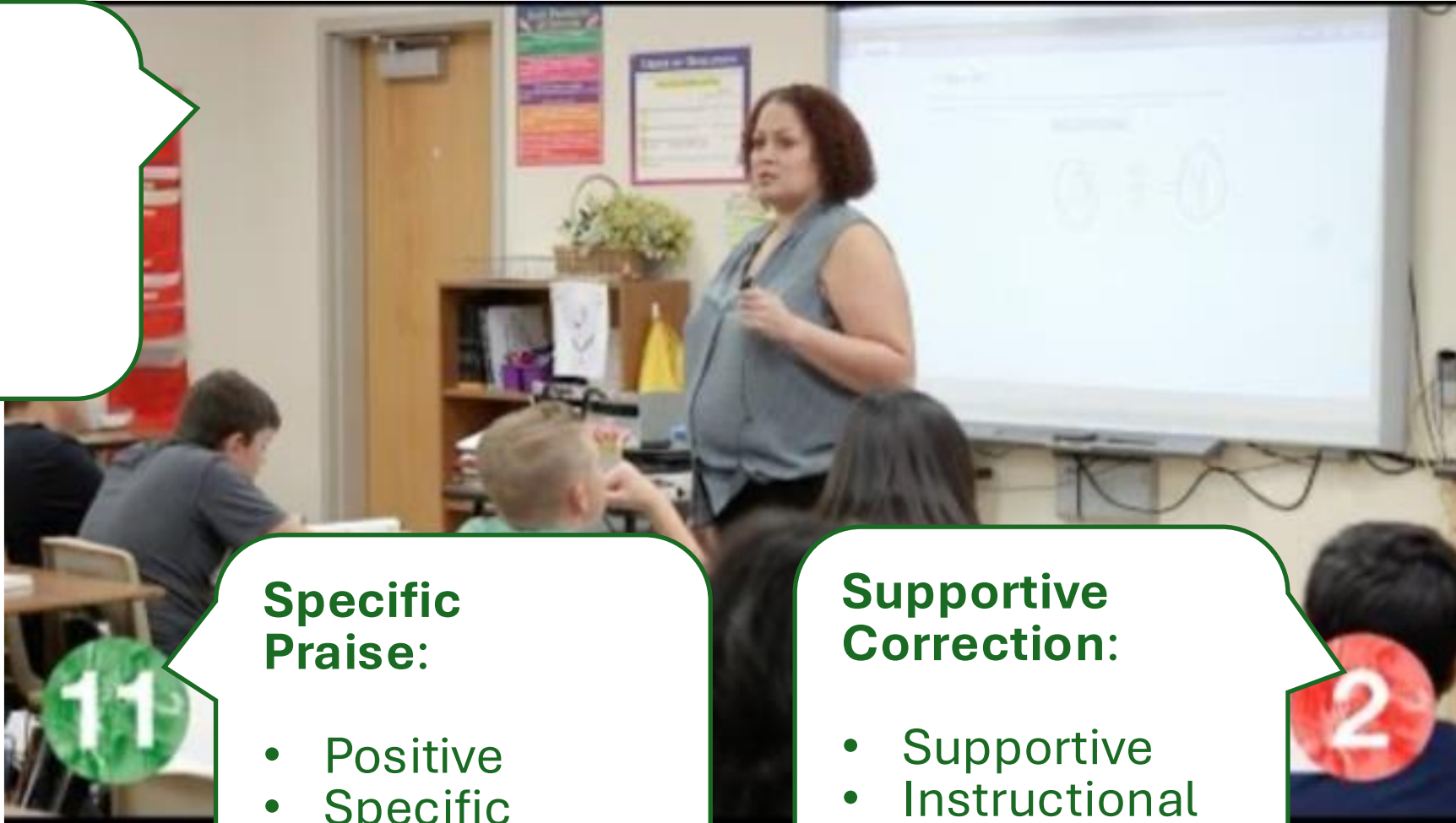




Putting it Together: Active Supervision with Positive and Supportive Feedback

Active Supervision:

- Move
- Scan
- Interact



Specific Praise:

- Positive
- Specific
- Contingent

Supportive Correction:

- Supportive
- Instructional
- Calm & Brief



Supporting Resources

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 the 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.

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)

- 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.

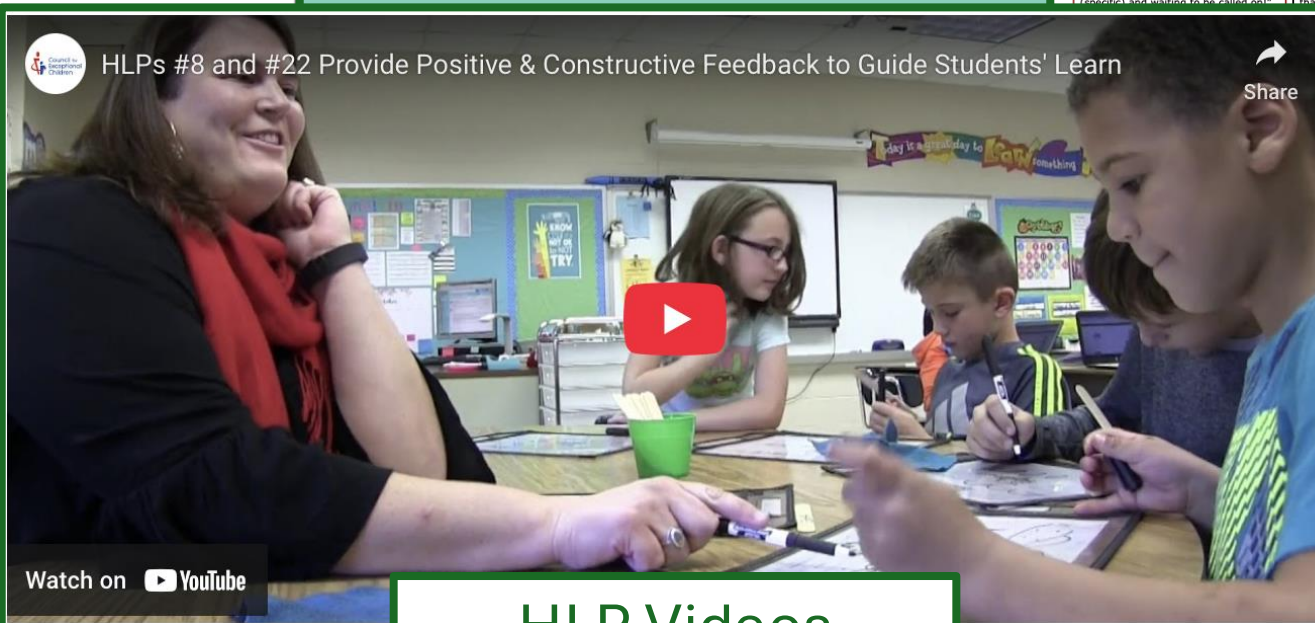
cultural backgrounds, preferences, and classroom dynamics, impact students' receipt of feedback.

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



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Use a sincere tone of voice, avoiding sarcasm or joking, when delivering feedback to students.

Example: "Stop talking!"

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).

Support Candidate's Learning and Enactment

Observe – Watch video or read transcripts of scenarios of HLPs in small groups, in specific contexts, and in specific situations. Discuss the results with candidates noting areas of strength and for improvement. Set goals to ensure continued growth.

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.

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

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- Why is specific feedback preferred over general feedback?
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Leadership Guides

Faculty Guides





Why?

Rationale





Rationale for Active Supervision & Positive and Supportive Feedback

- **It works!**

Specific praise, supportive corrections, and active supervision are effective Tier 1 practices.

Decades of research support the relationship between these practices 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

Some learners may need almost double that ratio ($\geq 9:1$)



Outcomes

Actively supervising and providing more praise than corrections...

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



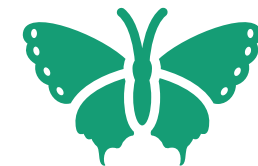
Positive & Valued Relationships

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



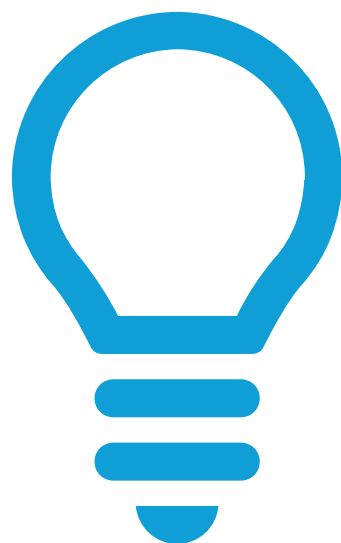
Learning & Growth

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



Wellbeing





How

Implementation Tips



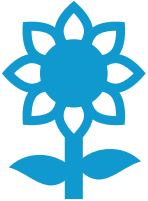
Intention

Review of praise and extension to supportive feedback and active supervision



**Collaborative
Partnership**

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



**Culturally
Sustaining**

Script preferred and culturally sustaining praise and supportive corrections; actively supervise to support



**Inclusive
& Safe Spaces**

Differentiate praise, supportive corrections, and active supervision to support each students' growth





Implementing Active Supervision and Positive & Supportive Feedback

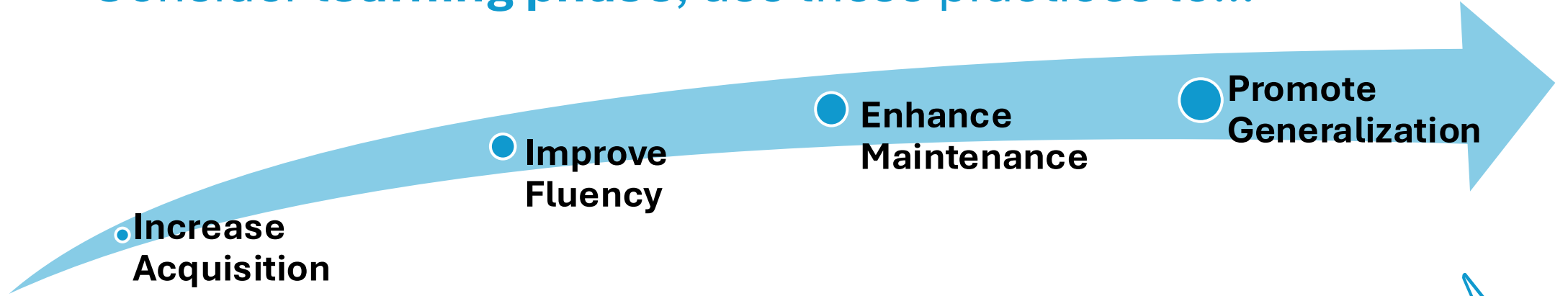
- Active supervision creates opportunities for positive and supportive feedback
- It's all about the ratio!
- Some students with need a larger ratio
- The ratio operates at the student level





Differentiating Active Supervision and Positive & Supportive Feedback

- Consider learning phase; use these practices to...



Active Supervision

• Close and frequent

• Frequent

• Intermittent

• Intermittent

Positive Feedback

• High rates to shape skill accuracy

• Moderate rates

• Intermittent

• Intermittent

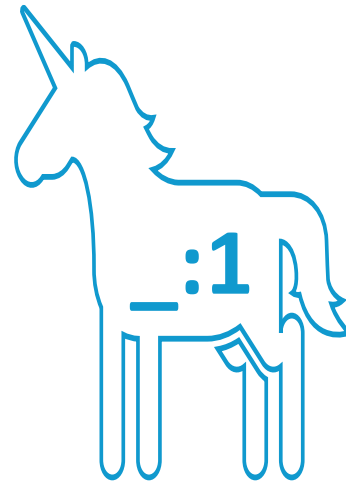
Supportive Correction

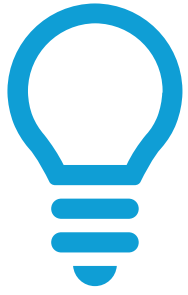
• As needed to support accuracy

• Less frequent

• Sparingly

• Sparingly





Differentiating Active Supervision and Positive & Supportive Feedback

- Consider **learning phase**
- Consider student strengths and needs
 - What do **all** students need?
 - What do **some** students need?
 - What do a **few** students need?
- Build it into a routine
 - Move, scan, interact
 - Provide quick supportive correction
 - Provide higher rates of specific praise

Layered Intensive
(Tier 3) Support

Layered Targeted
(Tier 2) Support

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





Try

Guided Practice



Quick
▯▯
Pause

Script 5:1 Positive & Supportive Feedback

Specific Praise:

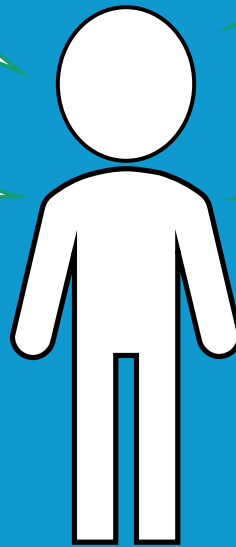
Specific Praise:

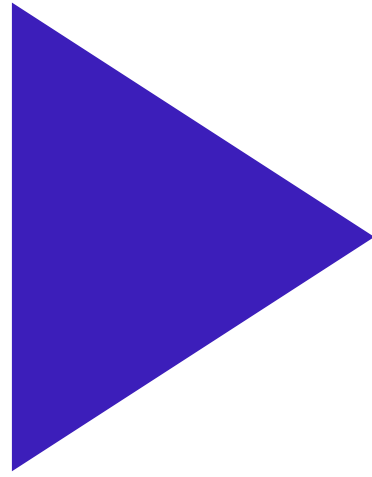
Specific Praise:

Specific Praise:

Supportive Correction:

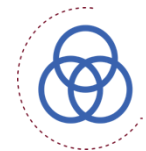
Specific Praise:

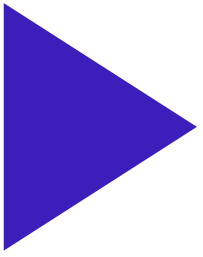




Plan

*with Intentional Inputs
to Implement & Monitor*





Always Start with Intentional Inputs



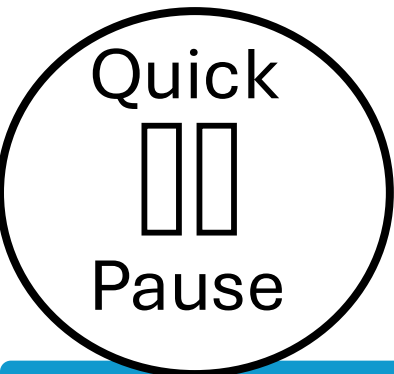
Collaborative Partnership




Culturally Sustaining




Inclusive & Safe Spaces






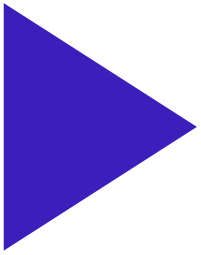
You will build your intentional inputs as part of your implementation plan


PBIS Positive Behavioral Interventions & Supports


 Council on Exceptional Children

**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"> • • •



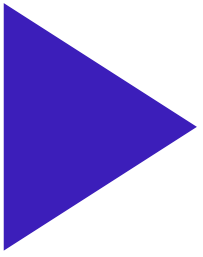
Plan to Implement Practices

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) and/or your +:- ratio
- d. **Plan to increase praise**—use reminders and other strategies to support implementation

You will “plan and do”
implementation and monitoring

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? <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 Practices

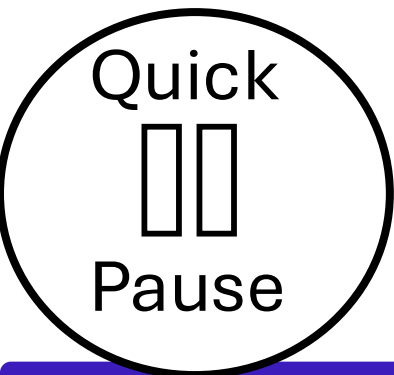
e. Plan to monitor

- 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

▶ 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
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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). 	• • •

Supporting Resources

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.



Supporting Resources

Page 6: Providing Positive Feedback

For Your Information

Teachers must monitor their own behavior, using [self-management strategies](#), to ensure that they are providing more positive feedback than giving directions or correcting inappropriate behavior. There are different strategies teachers can use to monitor their own behavior:

self-management strategy X

A strategy a student can use to independently monitor and modify their behavior (e.g., self-monitoring, self-instruction, goal setting, self-reinforcement). Sometimes referred to as self-regulation strategy.

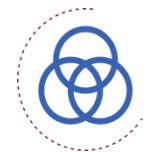
- Put a number of rubber bands on one wrist and move each rubber band to the other wrist whenever they provide a positive descriptive comment to a child, with the goal of moving all the rubber bands over in each activity or routine of the day.
- Tally the number of times positive feedback is used during the day on a sticky note, the board, or a clipboard.
- Use a timer to cue oneself to provide positive feedback at regular intervals.
- Ask a coworker to count the number of times the teacher uses positive feedback.





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** your implementation supports and try again!

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

 **PBIS** Positive Behavioral Interventions & Supports

Focus Practice: Specific & Culturally Relevant Praise

 Council on Children

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 Barstable, 2009; <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)

Supporting Resources

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





WHAT

Key Features

- Active Supervision:**
Move, scan, interact
- Specific Feedback:**
 - + Positive, specific, contingent
 - Instructional, supportive, brief, and calm



WHY

Your Rationale

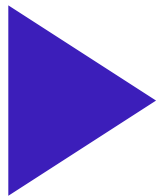
- It works!
- Meaningful outcomes
- Favorable ratio ($\geq 5:1$)



HOW

Intentional Inputs

- Consider preferences
- Learning phase
- Strengths & needs



PLAN

Plan Your Practice

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



CHECK

Monitor, Reflect, and Adjust

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

Recap

THANK YOU for
Promoting Positive Practice
in the Classroom






Focus Practice 9: Focus on the
Positive to Corrective **Ratio**
with **Active Supervision**

Your Turn!

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">

1

Focus Practice:
Specific & Culturally Relevant Praise

PLAN TO IMPLEMENT & MONITOR

Considerations	Action Steps
<p>Estimate Your Current Practice Rate</p> <p>How often do you think you use this practice per minute?</p> <ul style="list-style-type: none"> Once every 1 min = 1.0 Once every 2 min = 0.5 Once every 5 min = 0.2 	<p>I currently implement ____ practice (s) per min</p>
<p>Set Initial Practice Rate Goal</p> <p>Set an initial goal for how often you plan to use this practice per minute?</p> <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 	<p>I aim to implement ____ practice(s) per min</p>
<p>Plan for Increasing Practice</p> <p>Identify how you will</p> <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 	<ul style="list-style-type: none">
<p>Plan for Monitoring Practice</p> <p>Identify how you will</p> <ul style="list-style-type: none"> Self-monitor (e.g., tally, use golf counter, De+ app) Review data over time to examine trends Adjust your goal based on the data to ensure equitable implementation 	<ul style="list-style-type: none">
<p>Plan Self Reinforcement (Small Celebration)</p> <p>Identify the celebration, or reinforcer, you will give yourself on days you meet your goal and when you will</p> <ul style="list-style-type: none"> Review your practice data. Determine if you met your goal, and Reinforce yourself (i.e., how you celebrate). 	<ul style="list-style-type: none">

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Focus Practice:
Specific & Culturally Relevant Praise

CHECK

Considerations to Monitor, Reflect, & Adjust	Action Steps
<p>Think Back</p> <p>Review your data and consider:</p> <ul style="list-style-type: none"> What went well with implementation? What challenges are you experiencing? 	<ul style="list-style-type: none">
<p>Think Forward</p> <p>Review your data and consider:</p> <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">
<p>Think Inward</p> <p>Reflect on your experiences:</p> <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">
<p>Think Outward</p> <p>Plan to enhance your practice:</p> <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://kbarstabile.wordpress.com/2009/12/15/22-questions-for-reflection/>)

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We invite you to keep working on your implementation plan

