

Facilitation Guide: *Provide Specific and Culturally Responsive Praise to Promote Student Skill Growth*

Introduction

This facilitation guide accompanies the **Positive to Corrective Ratio with Active Supervision** professional learning session. The goal of this session is to support educators in providing specific, positive, and culturally relevant feedback to improve students' social, emotional, and behavioral skills (Caldarella et al., 2019; Cook et al., 2017; Floress et al., 2017; O'Handley et al., 2020; Partin et al., 2010; Royer et al., 2019; Scott & Gage, 2018; Simonsen et al. 2008; Sutherland et al., 2000; Sutherland et al., 2019).

By intentionally partnering with families, integrating culturally sustaining approaches, and implementing safe and inclusive practices, educators can intentionally implement this and other practices to create classrooms where all students thrive (Payno-Simmons, 2021; Riddle, 2014; Santiago-Rosario et al., 2022; Simonsen et al., 2024).

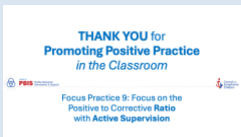
This session invites educators to:

- Reflect on their current practices and assumptions.
- See practical examples and consider implementation strategies.
- Examine active ingredients of effective implementation.
- Develop an actionable plan using a plan–do–check–reflect approach.

The professional learning session is built around a **20-minute video presentation**. The facilitation guide is designed to **intentionally extend the learning**, *with structured pauses, reflection prompts, and discussion activities* that can **adapt to your available professional development time**, allowing for deeper engagement depending on your context. These activities help make the learning active, collaborative, and directly applicable to participants' classrooms.

By the end of this professional learning, participants will have identified one or more actionable steps they can take immediately to strengthen their specific and culturally responsive praise, fostering strong positive relationships, as well as inclusive and academically engaging learning environments.

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	Key Content	Activity	Facilitator Notes
Intro (Before Video) 	Intro & Purpose Remind staff of their progress in PD series, and intro today's focus on the <i>Positive to Corrective Ratio with Active Supervision</i> for your context	Reflect (Quick Write) "Think about your classroom. Consider when and how you actively supervise and provide specific feedback to your students. Write down a few examples."	Facilitate Encourage participants to jot 1–3 examples; share with a partner if time allows. Frame this as a baseline connection point.
Pause after Slide 5  (If this is the group's first skill-building session of the series, consider engaging in this item. Otherwise, feel free to skip it.)	Intentional Inputs Collaborative partnership, culturally sustaining approach, and inclusive and safe spaces	View, Reflect, & Discuss Watch/read the "Kickoff" <u>video/transcript</u> excerpt, note two "aha" moments and why they stood out, share in triads, and discuss as a whole group why these intentional inputs matter.	Facilitate Prompt participants to identify why each "aha" stood out, relate it each intentional input and share concrete examples in triads before discussing as a whole group.
Pause after Slide 17 	Why? Evidence supporting use of active supervision and specific feedback	Think–Pair–Share "How do these results align with what you've seen in your own classrooms or schools?"	Facilitate Prompt participants to tie research outcomes to their lived classroom challenges.
Pause after Slide 22 	How? The specific praise to supportive correction ratio operates at the student level.	Apply Script an error correction and five praise statements that will support a current student to enhance their skill growth.	Facilitate Prompt participants to script and share, thus also practicing their delivery of positive and supportive feedback.

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	Key Content	Activity	Facilitator Notes
Pause after Slide 24 	Plan Intentional Inputs Review intentional inputs and introduce planning document	Pause & Apply Provide time for staff to identify specific action steps to plan intentional inputs	Facilitate Prompt previous content (i.e., assess preferences, script preferred praise, & differentiate praise)
Pause after Slide 26 	Plan to Implement Plan to make it a habit: • Practice to fluency • Estimate current rate • Set goal for practice • Plan to increase • Plan to monitor • Plan to celebrate	Pause & Apply Provide time for staff to identify specific action steps to plan to implement and monitor	Facilitate Prompt previous content (see dot points on left) and support staff in estimating and setting reasonable goal
After Video 	Close with Next Steps Recap key messages and describe next steps to support implementation in your context (e.g., share copy of action plan with coach, and share self-collected data with coach or peer at the end of each week)	Closing Commitment Provide additional time to complete the planning document, if needed, and share with peer or coach, if applicable	Facilitate Encourage sharing with a partner or coach (or submitting anonymously) to build accountability

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