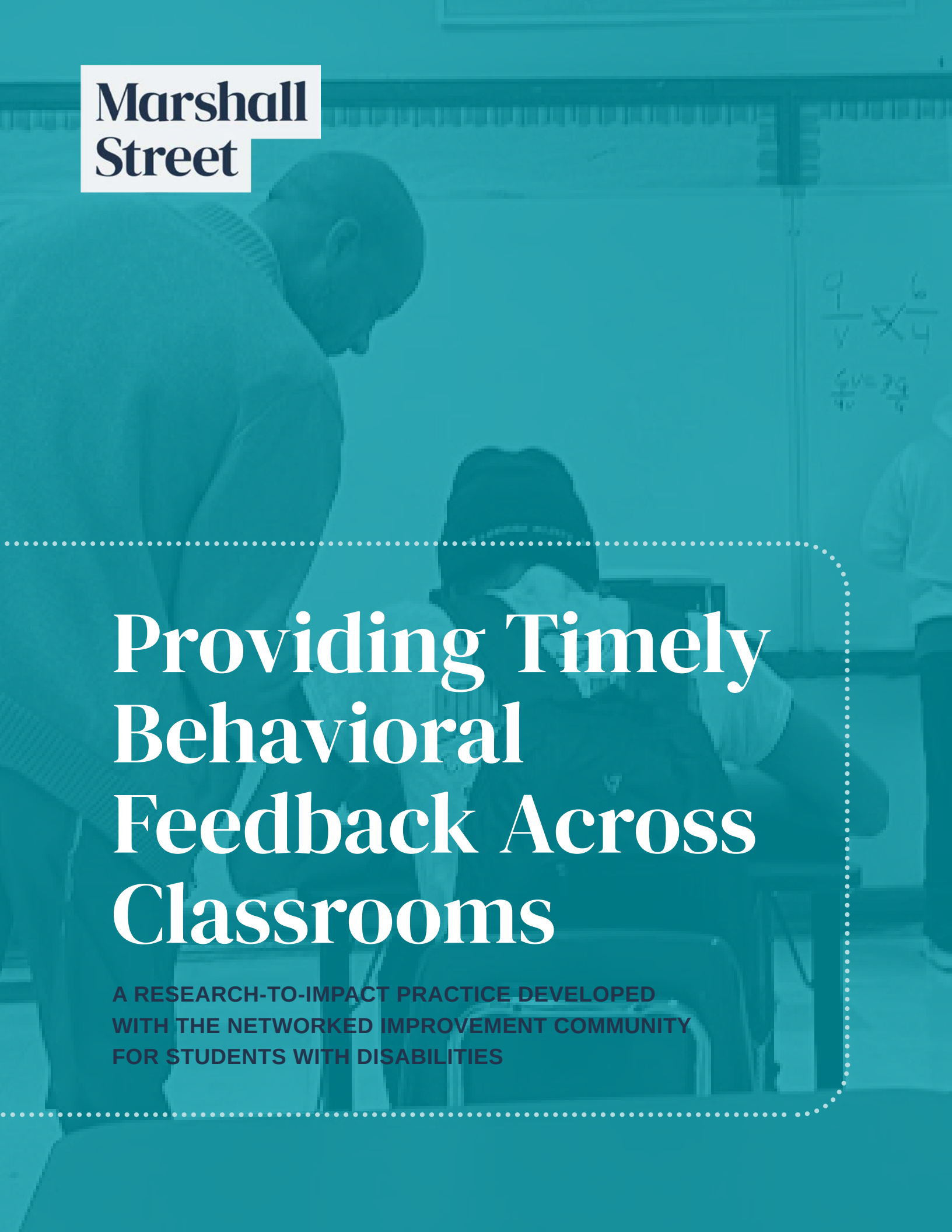
Marshall Street



Providing Timely Behavioral Feedback Across Classrooms

A RESEARCH-TO-IMPACT PRACTICE DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

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Providing Timely Behavioral Feedback Across Classrooms

Implementation Level

- [ ] District/Central Office
- [x] School
- [x] Program/Department
- [x] Classroom

Who Implements

- [x] Teacher(s)
- [ ] Instructional Coach
- [ ] Principal
- [ ] Central Office Leadership
- [x] Other: Classroom Counselor

Practice Overview

What is the Practice?

An intervention in which educators follow a defined protocol to provide immediate feedback to students on their application of taught prosocial behavioral skills, enabling them to effectively apply these skills in various contexts.



What is a Prosocial Behavioral Skill?

A prosocial behavioral skill is a chain of individual, discrete actions or cognitive operations performed in specific situations that demonstrate helping, sharing, or caring for others.[1] The teaching of prosocial skills must be explicit and comprehensive, and it relies on control of the environment, reinforcement, and generalization of skills across all settings.

Why is Behavioral Feedback Important?

When school teams provide direct instruction on the prosocial behavioral skills students need, partner that instruction with discrete practice, and offer generalized feedback on those skills across settings, schools can reduce the number of disciplinary consequences students experience. That reduction can have a significant impact on students' short- and long-term outcomes. Students with emotional and behavioral disabilities receive, on average, seven disciplinary consequences (suspension or expulsion) per year. Over 60% of students with emotional or behavioral disabilities receive at least one disciplinary consequence per year. And almost three quarters (73%) of students with emotional or behavioral disabilities are suspended or expelled at least once during their school careers.[2] Disciplinary consequences can increase negative stereotypes about students with emotional and behavioral disabilities and reduce their opportunities for learning by removing them from their classroom settings. Furthermore, it is unlikely that these types of consequences help change behavioral outcomes for students with emotional or behavioral disabilities.[3] Instead, exclusionary practices likely contribute to the **school-to-prison pipeline** — that is, the way in which disciplinary systems in K–12 schools increase the likelihood that students will enter the criminal justice system.[4]

Why it Works

INTERVENTIONS IN INCLUSIVE SETTINGS HELP GENERALIZE LEARNING.

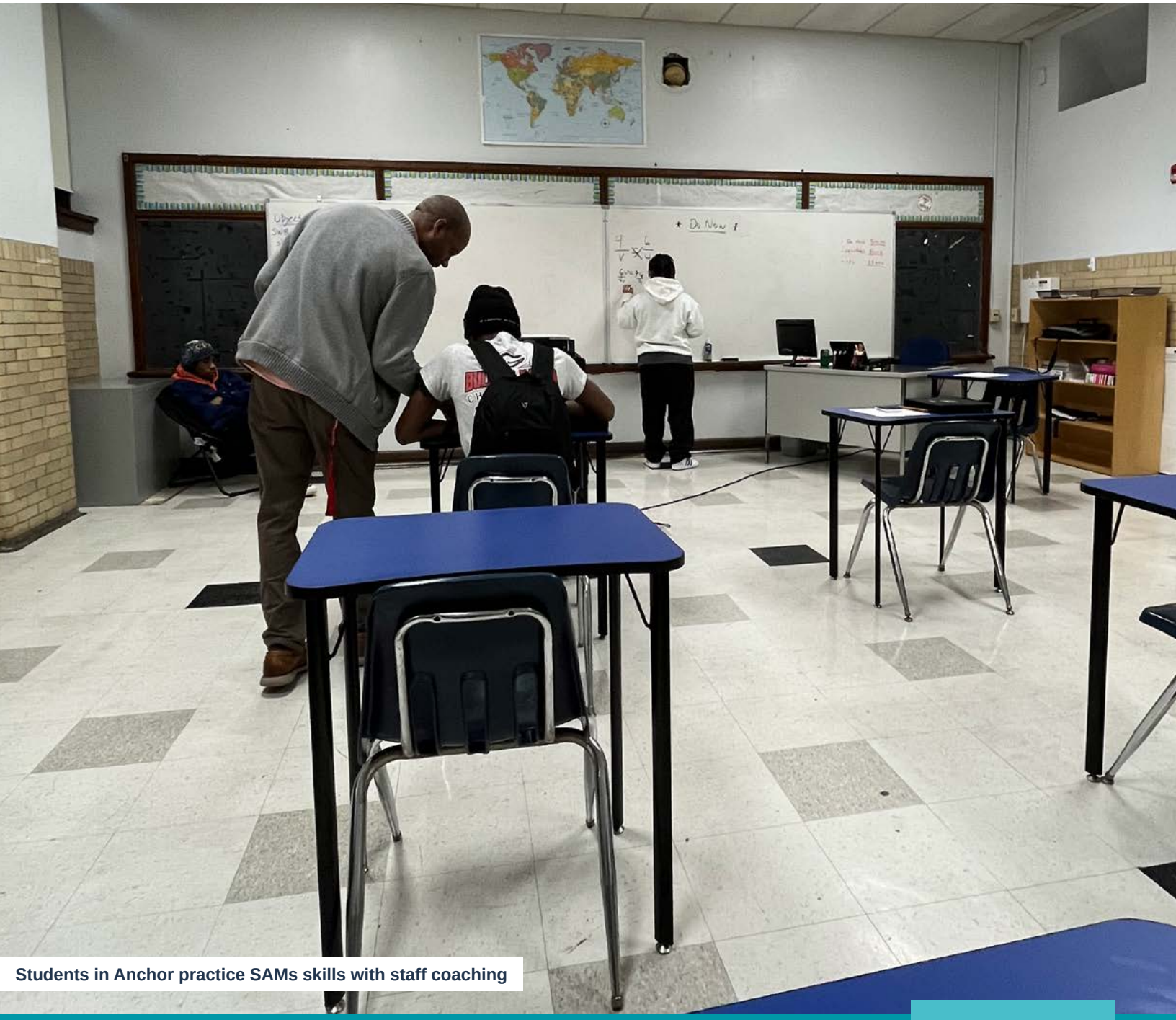
Direct instruction on prosocial skills and how to generalize behavioral strategies, as well as feedback on the use of strategies, can be more effective when students learn as often as possible in inclusive settings, where they can encounter authentic opportunities to apply the prosocial behaviors they have been taught. When students spend more time in inclusive settings, they interact with a more diverse set of students. As they encounter a wider range of behaviors from these peers, they also learn and have the opportunity to apply new strategies for engaging with these diverse behaviors.[5] In addition, by receiving behavioral feedback in an inclusive setting, students with emotional and behavioral disabilities can experience education that is academically rigorous while also improving behaviors long-term.

REGULAR FEEDBACK POSITIVELY REINFORCES PROSOCIAL BEHAVIORS.

Positive reinforcements (e.g., Positive Points, Kickboard Points, Dojo Points, WOW Points!) and real-time feedback (e.g., "Nice job walking into class on time," "I appreciate you being in your seat") for even small steps of a behavior are effective interventions when working with students with emotional and behavioral disabilities.[6] Recognizing small gains helps maintain students' motivation to continue to improve toward the target behavior. Behavioral feedback has also been found to increase student engagement in learning, while decreasing the number of times teachers attempt to correct behaviors.[7] As these students spend more time focused on learning, and their teachers spend less time addressing behavior, all students benefit from additional learning opportunities.

STAFF TRAINING LEADS TO BETTER FEEDBACK.

When schools implement deliberate staff training on how to deliver high-quality, timely, and targeted behavioral feedback, staff are better equipped to respond to students in ways that reinforce prosocial behaviors. With regular, high-quality feedback over time, students can develop skills to address areas of need that result from their disability and can better use those skills in a variety of environments. Increasing prosocial behaviors through equitably implemented feedback can lead to fewer of the disciplinary consequences that can put students with disabilities into the school-to-prison pipeline. Behavioral feedback instead increases the amount of time students spend in the classroom to learn academic skills for future success.



Students in Anchor practice SAMs skills with staff coaching

Implementation at a Glance

The information in this section provides a high-level view of what to consider when implementing this practice. **Enabling Conditions** describes the minimum conditions needed for successful implementation, including resources, mindsets, staffing, and recommended time allocation. **Steps to Implement** presents a concise checklist of action items, which are explained in detail in **How to Implement this Practice**, below.

Enabling Conditions

Prerequisites	★ Student IEPs clearly state present levels of performance and goals for emotional and behavioral needs. ★ Students are receiving discrete skill instruction on current target behaviors in a special education setting. ★ Staff have a set of scripts to use when addressing specific behaviors, both positive and negative. ★ Schools have access to data systems specifically designed for behavioral data (e.g., Kickboard, ClassDojo, and BehaviorSnap).
Recommended Materials	★ Paper- or technology-based tools (e.g., iPads) for documentation and data collection ★ A school "store" with a variety of items for students to purchase with earned points ★ **Communication tools** and systems to guide staff response and monitoring of student progress
Staff Commitment	★ Clearly defined roles and responsibilities for: – School-based lead to oversee, coach, observe, and support staff; strengthen implementation; and provide proactive and crisis-related individualized student supports – Counselors that are aligned with educators in classroom settings – Network-level personnel for oversight to ensure quality, measure progress, support implementation, and coach school-based leads ★ Appropriate staffing per 12 students (**Anchor staffing example**): – 1 full-time emotional support teacher/case manager – 1 part-time clinician (20 or 29 hours per week) – 2 part-time classroom counselors
Recommended Time Allocation	★ Counselor training in all elements of the program model – 1 hour biweekly training of counselors – 1 hour biweekly meetings to review data and address needs and issues with all counselors and program lead ★ Scheduled time in the school day (about 3–5 min. per student) for daily cashout and conferencing ★ Whole school training on behavioral feedback concepts and the role of counselors (1 hour per semester)

Steps to Implement

LAY THE GROUNDWORK

- [ ] Train program staff
- [ ] Create a schedule for staff rounds and manager observations
- [ ] Introduce counselors and behavioral feedback to all school staff

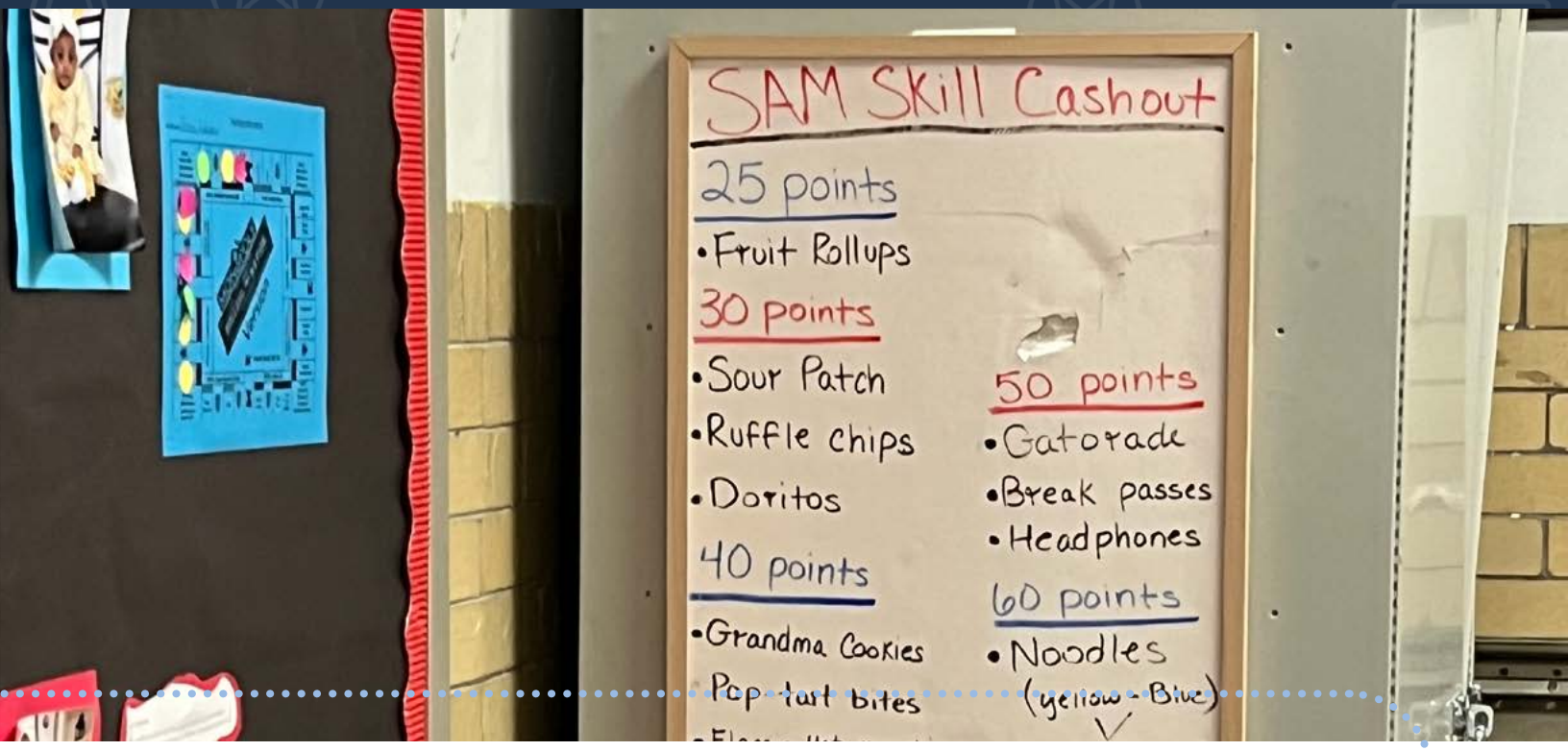
IMPLEMENT BEHAVIORAL FEEDBACK

- [ ] Staff identifies skills based on students' needs
- [ ] Teach students skills and behavioral feedback routines
- [ ] Staff follows rounds schedule to observe and support students
- [ ] Students conference and reflect with staff
- [ ] Staff reviews data and makes changes as needed

Creating a Fully Integrated Emotional Support Program

Behavioral feedback is just one evidence-based practice in Mastery's supplemental behavioral support model. **Mastery's Anchor program** is a larger structure that uses evidence-based interventions to support and strengthen the impact that behavioral feedback has on students. These practices include daily conferences, discrete skills instruction of the **Student Achievement Model** (SAM) and a **CASEL**-aligned curriculum, IEP goals aligned to individual student SAM skills, therapeutically trained education and clinical staff, de-escalation structures, a token economy, differentiated instruction, and data-driven decision-making in meetings. While research demonstrates that behavioral feedback alone is an effective practice for students with emotional and behavioral disabilities, its effectiveness is amplified by the structured implementation of all of these practices.





Bringing this Practice to Life

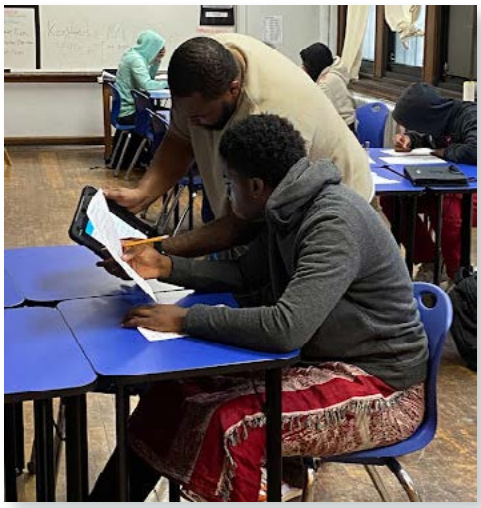
TEACHING BEHAVIORAL SKILLS ONE PIECE OF FEEDBACK AT A TIME

At Mastery Schools' Simon Gratz High School, in Philadelphia, PA, classroom counselors provide behavioral feedback to students as part of the Anchor program, a structured program that supports students to learn and practice important prosocial behavioral skills. The case study below describes how Mr. James, one of Anchor's classroom counselors, interacts with William, a 10th grade Anchor student in Ms. Smith's science classroom.

Behavioral Feedback in the Classroom

On a regular Tuesday morning, Ms. Smith is teaching students about DNA as students create double helixes out of strips of paper. The classroom door opens, and Mr. James, one of Anchor's classroom counselors, joins the class. Mr. James's entrance is unremarkable because he is a regular member of the classroom on most days.

As he enters the room, Mr. James walks over to a table grouping to see what students are working on. He talks quietly with one student, William, who is working diligently on his double helix. Mr. James enters something into his



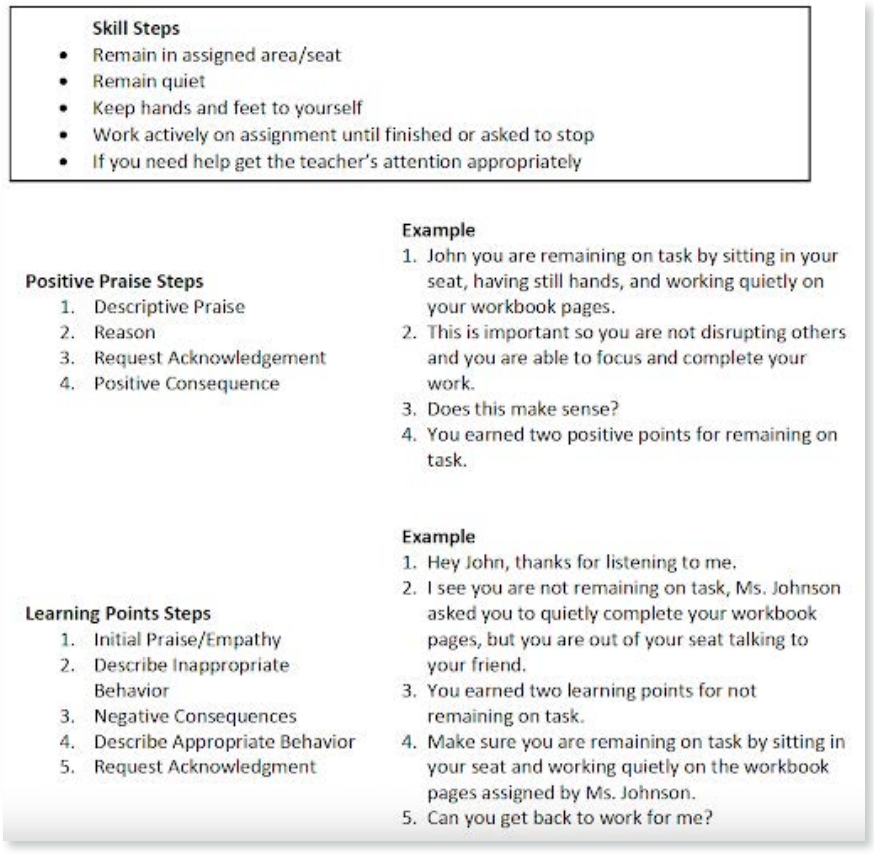
tablet before moving around the classroom, talking to a few other students one at a time. During the ten-minute period Mr. James is in the classroom, he and William interact in this way several times. When he is finished, Mr. James leaves with as little fanfare as when he arrived.

Individual Student SAM Skills

The interactions between Mr. James and William were opportunities for William to receive high-quality, specific feedback from Mr. James on his behavior goals and priority SAM skills. **SAM skills**, also called prosocial behaviors, are a collection of 34 social, self-control, and active-learning skills important for success in any environment. Per William's IEP, Mr. James and William are currently building the SAM skills of initiating academic tasks and remaining on-task for extended periods of time.

The interactions between Mr. James and William occurred during Mr. James's rounds in general education classrooms, when William was presented with opportunities to initiate work and remain on-task with his double helix. When William demonstrated his use of each of these skills, the classroom counselor issued "positive points" using the behavioral feedback script for positive praise. If, when the opportunity was presented, William had not used the skill, Mr. James would have issued "learning points" using the behavioral feedback script for learning points. In that instance, the counselor would have prompted William again to practice his use of the skill.

The figure at right shows Anchor's positive and learning scripts for the SAM skill of remaining on task.



Skill Steps

- Remain in assigned area/seat
- Remain quiet
- Keep hands and feet to yourself
- Work actively on assignment until finished or asked to stop
- If you need help get the teacher's attention appropriately

Positive Praise Steps

1. Descriptive Praise
2. Reason
3. Request Acknowledgement
4. Positive Consequence

Example

1. John you are remaining on task by sitting in your seat, having still hands, and working quietly on your workbook pages.
2. This is important so you are not disrupting others and you are able to focus and complete your work.
3. Does this make sense?
4. You earned two positive points for remaining on task.

Learning Points Steps

1. Initial Praise/Empathy
2. Describe Inappropriate Behavior
3. Negative Consequences
4. Describe Appropriate Behavior
5. Request Acknowledgment

Example

1. Hey John, thanks for listening to me.
2. I see you are not remaining on task, Ms. Johnson asked you to quietly complete your workbook pages, but you are out of your seat talking to your friend.
3. You earned two learning points for not remaining on task.
4. Make sure you are remaining on task by sitting in your seat and working quietly on the workbook pages assigned by Ms. Johnson.
5. Can you get back to work for me?

Collecting Essential Feedback Data

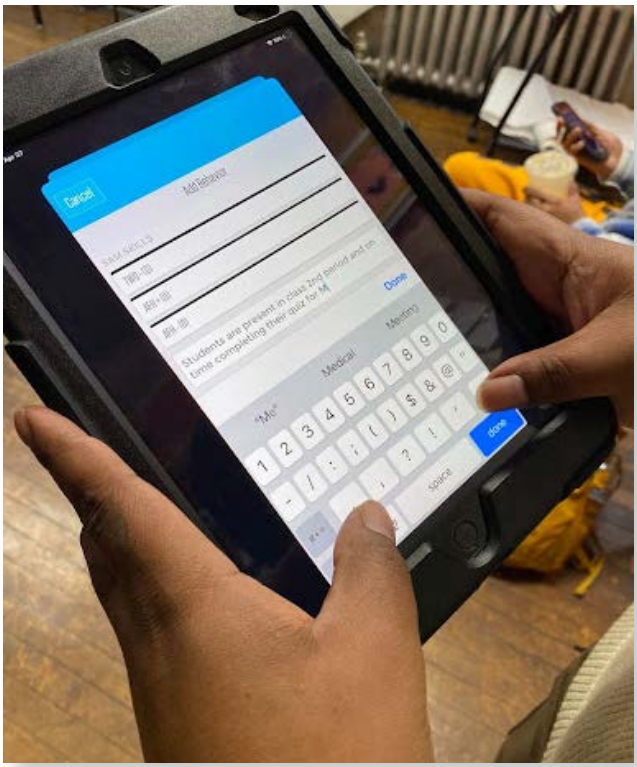
As classroom counselors like Mr. James interact with students in classrooms, they use a tablet to document the students' behaviors, responses, and the points that go into the program's level system.

Behavioral feedback is most effective when students not only receive verbal feedback but also have ongoing visual access to the points they've been issued. Originally, Mastery used a student point card that remained with the student all day, but had to adapt that system due to COVID-19 restrictions. Mastery's integration of tablet technology to record and display student points and feedback has been an essential part of modernizing the behavioral feedback system. It allowed Anchor staff to continue to implement the intervention with fidelity while moving away from paper-based tracking. In addition to being able to see their feedback and points as counselors input them, students can also use their own devices or tablets available in Anchor program spaces to look at their data throughout the day.

Mastery uses an app called Kickboard to input behavioral feedback and points across the school. Kickboard can be used as a Tier 1 universal positive behavioral intervention support, as well as a Tier 3 behavior support tool as it is at Gratz. Anchor and network-level staff can also easily pull reports to understand school- or program-level issues that arise and determine how to best respond.

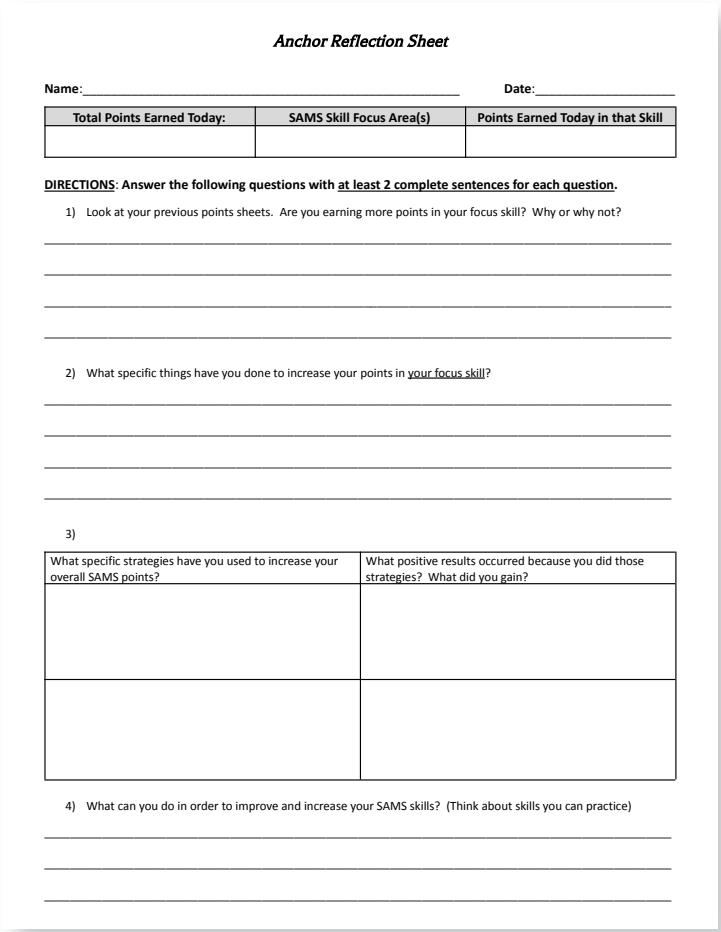
ANCHOR'S LEVEL SYSTEM

Anchor places students in levels (1–5) based on the amount of support each student needs. A student's current level is representative of the student's most recent two-weeks' performance on attendance, discipline, and behavioral feedback measures. The level reflects the current adult support and therapeutic programming required for the student to demonstrate success. See ***Maximizing Student Progress Through Data-Informed Systems: Mastery Charter Schools*** to learn more about this practice.



Reflecting on the Day's Behavior and Setting Intentions for Tomorrow

At the end of every school day, a **conference** is held with each student in the Anchor program. The student sits with one of the Anchor staff members to reflect on the day, set goals for the following day, and cash out their positive points. The goal of daily conferences is for students to understand how each individual event during the day fits into the bigger picture of their progress and highlight small changes as they occur.



Anchor Reflection Sheet

Name:_____ Date:_____

Total Points Earned Today:	SAMS Skill Focus Area(s)	Points Earned Today in that Skill

DIRECTIONS: Answer the following questions with at least 2 complete sentences for each question.

1) Look at your previous points sheets. Are you earning more points in your focus skill? Why or why not?

2) What specific things have you done to increase your points in your focus skill?

3)

What specific strategies have you used to increase your overall SAMS points?	What positive results occurred because you did those strategies? What did you gain?

4) What can you do in order to improve and increase your SAMS skills? (Think about skills you can practice)

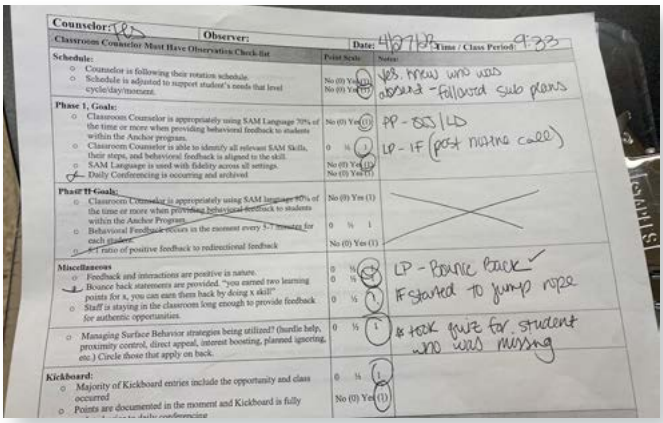
The student and staff member use a tablet to look at the student's data for the day on Kickboard. They discuss when positive and learning points were earned, celebrate successes, and create concrete next steps to continue to build the student's skills. In every conference, staff attempt to keep student data front and center and to have the student carry the cognitive load while reviewing the day's performance.

When Mr. James and William meet at the end of the day described above, Mr. James congratulates William on the positive points he earned for staying on task with the double helix work. He also probes William on the learning point he earned in Algebra II for the skill of remaining on task, when William put his head down during independent work time. Mr. James asks William to reflect on that instance and share what, if anything, he might do differently tomorrow to earn positive points in a similar situation.

Through the conference, William realizes that, overall, he did a good job initiating and remaining on task — his target SAM skills. His goal is to try to do the same thing the following day. He notes these findings on a daily conferencing sheet that goes into his Anchor program binder.

Nearing the end of the conference, Mr. James and William look at William's positive points balance. William is a saver, so he decides not to use his points to buy anything from the school store just yet. Instead, he will save his points for another time. The school day ends on a positive note as William departs with an increased bank account of positive points and the realization that he is making small, positive changes to his behavior every day.

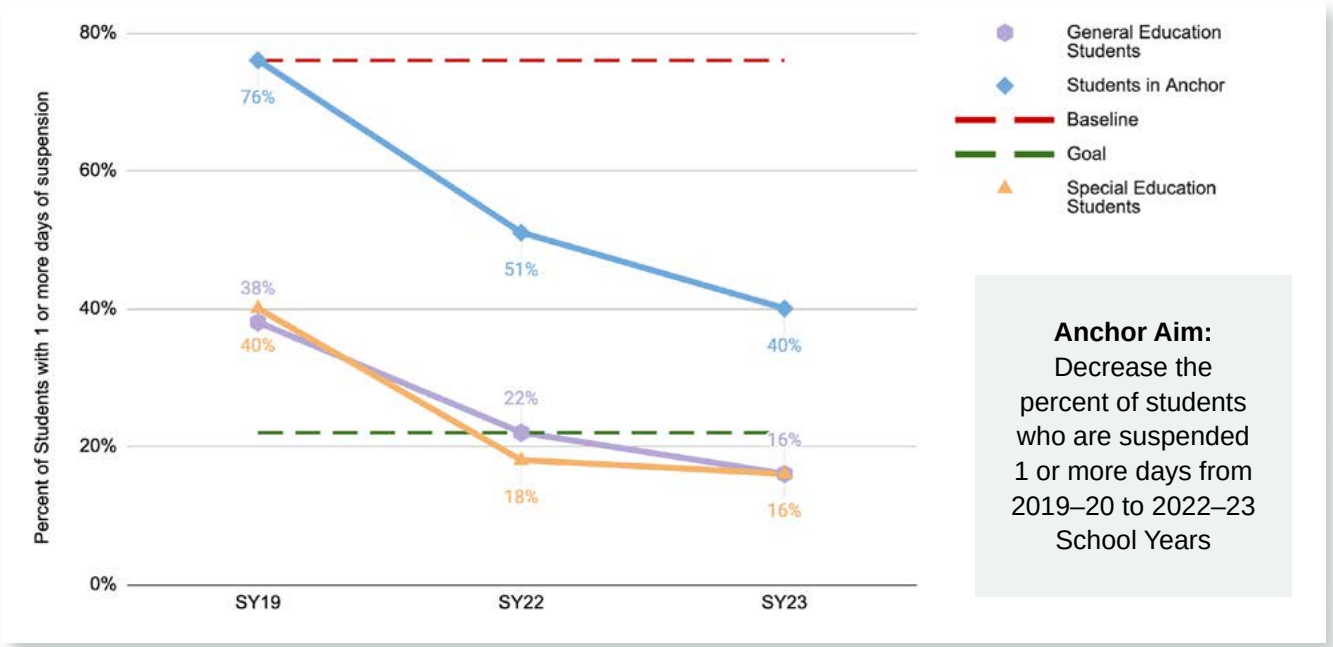
Using Data to Keep Improving



Observation rubric for assessing a counselor's fidelity of implementing behavioral feedback

Mastery uses data from the behavioral feedback process to improve the implementation of the practice. On a biweekly basis, the Anchor team uses Kickboard data to track the number of positive and learning points each student receives per period and per day and analyzes how that data relates to attendance, disciplinary referrals, and suspensions. They also look at student responses on daily conferencing sheets as part of this analysis. The program lead conducts regular observations of counselors while they are giving behavioral feedback. These observations ensure students are receiving feedback for their behavioral skills, that counselors are using the feedback scripts with fidelity, and that counselors are accurately identifying opportunities for students to demonstrate SAM skills across settings. This observational data is used for biweekly counselor training so implementation of behavioral feedback continues to improve.

The impact of the behavioral feedback practice at Gratz's campus has been significant. Decreases in the number of suspensions for students in the Anchor program are much larger than those seen for other students in special education. Since 2019, the percentage of students in special education who have at least one suspension has declined by 22 points, while the percentage of students in Anchor who have at least one suspension has declined by 36 points.



How to Implement this Practice

This section provides step-by-step guidance for implementation of a behavioral feedback program specific to a school and community context, along with accompanying resources to get started.

Lay the Groundwork

Step 1: Train Program Staff

Program staff will benefit from training on the following:

- The skills that they need to teach students (e.g., SAM skills, Collaborative Problem Solving)
- How to recognize opportunities for students to use their skills in different types of classroom settings (e.g., specialized program classes, interventions classes, core general education classes, electives)
- How to provide learning and positive feedback with the use of a script
- How to enter data into a shared system
- How to use data with students

When training staff in the practice of behavioral feedback, it is essential to identify priority behavioral skills for the start of the year and focus training on how staff can provide targeted feedback to students on those skills. Staff training also needs to cover the skills necessary for staff to implement the program. For example, staff may need to know how to enter data into data systems as soon as school begins but can learn how to use data with students later in the school year. Throughout the year, training can build the full set of behavioral skills staff should know and continue to strengthen the implementation of the feedback routine with students. This training should be incorporated into regularly held team meetings, along with the review of data from feedback. Consider how a coaching structure might also be used to ensure that staff continue to learn and grow in their implementation of the practice.

All school staff, particularly classroom teachers, can benefit tremendously from training on the basic concepts of behavioral feedback. Teachers can also benefit from understanding the types of skills their students may be learning throughout the year and the scripts that program staff use daily. Whole-school training requires coordinating with school leadership, but training can also be done during grade-level meetings or even through individual coaching sessions.

Leveraging Team Meetings for Reflection and Growth

At **Gratz**, weekly team meetings alternate between two purposes: (1) reviewing student data and (2) assessing students' levels to home in on areas for program improvement through staff training. This biweekly cadence for student data review and staff training allows the team to meet various needs for the program, including evaluating the effectiveness of behavioral feedback, without taking additional staff time.

Step 2: Create a Schedule for Staff Rounds and Manager Observations

Scheduling staff so that they can support students both in general education classes and in specialized program classes can be very challenging. It is important to individualize the amount of support provided to each student in classrooms when creating the schedule for staff rounds. A student's level of need likely varies by class period, by subject area, and with regard to different adult and peer relationships. This might mean, for example, that a given staff member visits one student for 30 minutes each period of the school day but visits another student for only 15 minutes during one class period in which that student has particular challenges. Over time, data on how students respond to feedback can help teams adjust the schedule to most effectively meet students' needs.

Ensuring Sufficient Staffing

Adequate **staffing** ensures successful implementation of behavioral feedback and that students receive the necessary support to acquire new behavioral skills. **Mastery** generally recommends that for every 12 students in three consecutive grades (i.e., K–2, 3–5, etc.) Anchor staffing includes:

- 1 full-time emotional support teacher/ case manager
- 1 part-time clinician (20 or 29 hours per week)
- 2 part-time classroom counselors

The team also regularly analyzes outcome data (e.g., student infractions, amount of behavioral feedback, teacher and staff perceptions) to assess whether the staffing of each role is sufficient to support students.

Within the schedule, program leads can identify regular opportunities to observe staff enacting behavioral feedback. Observations will allow them to provide real-time coaching and to collect data on the implementation of the behavioral feedback practice. This data can be tracked both for individual staff members and at the program level.

Step 3: Introduce Counselors and Behavioral Feedback to All School Staff

It is important that classroom teachers and staff implementing behavioral feedback are aligned on what this intervention looks like across classrooms. General education teachers may only receive minimal professional development around how to provide students with behavioral feedback in their classrooms. In addition, **modified schoolwide behavior systems** can help teachers and staff understand the alternative ways they may need to respond to students with emotional and behavioral disabilities, as these may be different than their standard behavioral response. These teachers can gain considerable knowledge about behavioral skills and how feedback is implemented through regular interactions with the program staff who implement the behavioral feedback practice.

Program staff implementing behavioral feedback can themselves be more effective when they have the opportunity to communicate with classroom teachers. Schools may want to schedule regular time for program staff to formally collaborate with classroom teachers. These structured meetings can be used to discuss individual student needs, the different skills behavioral feedback addresses, and

any important programmatic updates (e.g., staffing issues, schedule changes, new resources). If 1:1 meetings are not possible, program staff can be included in regular grade-level meetings so that they are able to communicate student needs to teachers and learn about upcoming activities that will affect students.



Implement Behavioral Feedback

The implementation of a behavioral feedback practice establishes a continuous cycle in which student needs are identified, students are taught skills, students receive behavioral feedback across instructional settings, and data is used for progress monitoring and identification of student needs for the next cycle.

Step 4: Staff Identifies Skills Based on Students' Needs

Utilizing student individualized education plans, transition goals, or other data sources, the staff identifies a limited and tangible set of skills to emphasize in behavioral feedback intervention with the student. The figure below shows some examples of how Mastery aligns students' SAM skills with IEP goals and pairs them with data collection tools daily, weekly, or per reporting period (RP).

It is important to backward-plan from the skills stated in IEP goals the specific prerequisite skills students need to learn. For example, a student whose IEP has identified the skill of assignment completion will need to first master the following skills:

1. Find out exact expectations or instructions for the task.
2. Assemble necessary materials.
3. Carefully begin working. Focus attention on the task.
4. Continue working until the task is completed or criteria are met.
5. Check work.

Using IEPs to Determine Student Skill Needs

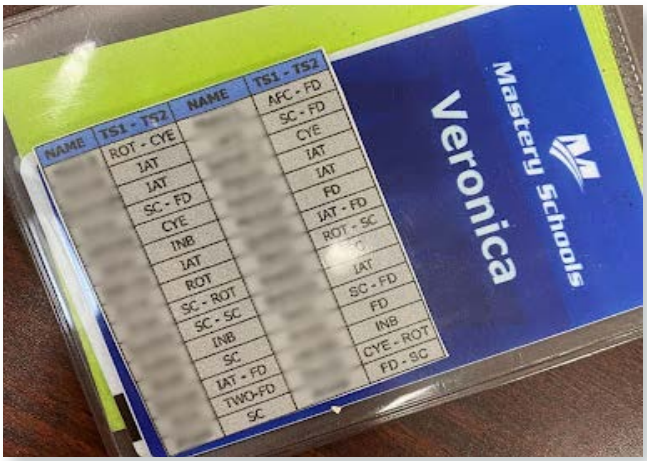
Use student IEPs — specifically, present levels of performance and social and emotional goals — to identify the initial skills that students will work on with staff for targeted behavioral feedback. Present levels and goals are best determined using data from tools like functional behavior assessments, behavior scales, and observations. The data from these tools will also act as baseline data for measurement of students' responses to behavioral feedback and can be used as additional data points to supplement behavioral feedback for future progress monitoring.

Each of these prerequisite skills will first need to be addressed and mastered with the support of behavioral feedback before the student will be able to master the skill of completing assignments.

Mastery staff all know each student's target skills so that they can support in addressing them as needed during the school day. On the Mastery staff identification badge, shown in the picture below, the names of Anchor program students are listed along with abbreviations for the different skills the students are working on. This resource allows staff members to easily give any student feedback on their target skills whenever they see them, in or out of classes.

Goal Area (SAM Skills)	IEP Goal	Progress Monitoring Tool	Frequency
Accepting Feedback	When STUDENT is provided feedback or redirection, he / she will accept the feedback (i.e. complying with request, with limited / no arguing, etc.) immediately or within__ min. in __ out of __ opportunities or _% of opportunities observed per (day, week, per RP). Baseline:	Partial Interval Recording Table Behavioral Specific Teacher Monitoring Tool Student Self-Monitoring Behavioral Checklist.	day, week, per RP
Maintaining Physical Boundaries	STUDENT will maintain appropriate physical boundaries (i.e. hands to self, arm's length distance), ask for permission before entering a person's personal space, and demonstrate physical touch that is appropriate for public, formal settings (handshake, pat on the shoulder) during X% of opportunities observed per (day, week, RP). Baseline:	Partial Interval Recording Table Behavioral Specific Teacher Monitoring Tool	day, week, per RP
Completing Accurate Work	When presented with an academic task, STUDENT will focus his/her attention on the assignment until the task is completed accurately (at least X correct). Baseline:	Partial Interval Recording Table Behavioral Specific Teacher Monitoring Tool	day, week, per RP
Assignment Completion	When presented with an academic task, STUDENT will focus his/her attention on the assignment until the task is completed or asked to stop. Baseline:	Partial Interval Recording Table Behavioral Specific Teacher Monitoring Tool	day, week, per RP
Asking for Help	When STUDENT needs adult support, he/she will appropriately seek adult attention (i.e. raise hand, ask if adult has time to help) and clearly describe the problem and what help is needed on __% of opportunities observed per (day, week, per RP). Baseline:	Behavioral Specific Teacher Monitoring Tool	day, week, per RP

*Mastery Charter School's **Alignment between IEP goals, SAM Skills, and Progress Monitoring***



Mastery staff identification badges list the names of Anchor program students, along with abbreviations for the different skills the students are working on.

Step 5: Teach Students Skills and Behavioral Feedback Routines

Create structured times for explicit instruction of behavioral skills, sub-tasks, and prerequisite skills. Just like academic skills, explicit instruction is a necessary step in helping students learn new skills and behaviors. Structured times may include specific courses, pull-out small groups, or individual counseling sessions.

These taught skills will be reinforced by behavioral feedback, so students will need to learn what that feedback will look like in the classroom, as well as the appropriate way to respond to feedback. They should know that when they have the opportunity to demonstrate the skills they have learned in real time, they will receive praise along with either positive or negative consequences. Students will also need to understand that through positive feedback they can earn positive points for the program store.

Skills Class

Mastery's Anchor program offers a specific skills class that groups students based on the skills they are working on, as well as their levels of performance. During the class, students are explicitly taught the various SAM skills and have opportunities to apply that learning to books, movies, and their own lives. This instruction builds upon and reinforces the behavioral feedback students receive throughout the day.

Step 6: Staff Follow Rounds Schedule to Observe and Support Students

Program staff follow the predetermined schedule to join students in their classrooms throughout the day. Staff enter classrooms to observe specific students during parts of the school day when the students are likely to have opportunities to demonstrate the skills they are working on. If necessary, staff can also create opportunities for students to demonstrate skills if they do not naturally happen. For example, staff can ask a student to work actively on an assignment until finished or to get the teacher's attention appropriately if they have a question. When the student correctly demonstrates their skill (e.g., remaining on task), behavioral feedback using positive praise language helps reinforce the skill. The staff member gives this praise using predefined steps and an example script, such as the following:

Steps	Example Script
1. Descriptive praise	John, you are remaining on task by sitting in your seat, having still hands, and working quietly on your workbook pages.
2. Reason	This is important so you are not disrupting others and you are able to focus and complete your work.
3. Request acknowledgement	Does this make sense?
4. Positive consequence/reinforcer	You earned 2 points for treating others with respect.

If the student has the opportunity to demonstrate the skill but is unsuccessful (e.g., does not remain on task), the staff member provides behavioral feedback using "learning language" to redirect the student, explain the appropriate behavior, and prompt the student again to practice the skill. Learning language includes the following steps:

Steps	Example Script
1. Initial praise/empathy	Hey John, thanks for listening to me.
2. Description of inappropriate behavior	I see you are not remaining on task. Ms. Johnson asked you to quietly complete your workbook pages, but you are out of your seat talking to your friend.
3. Negative consequence	You earned two learning points for not remaining on task.
4. Description of appropriate behavior	Make sure you are remaining on task by sitting in your seat and working quietly on the workbook pages assigned by Ms. Johnson.
5. Request acknowledgement	Can you get back to work for me?

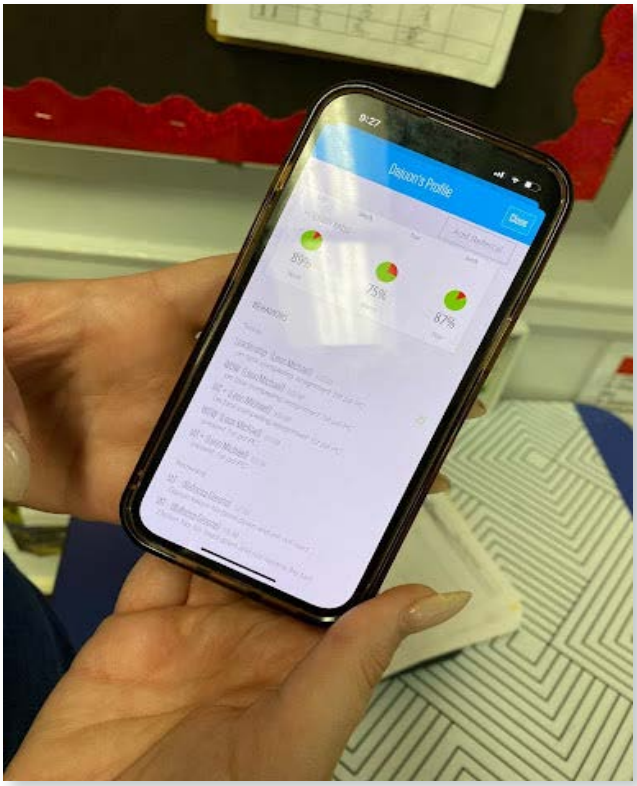
For progress to occur, students need multiple opportunities each day to practice skills with the support of behavioral feedback. Ideally, the established daily rounds schedule accommodates multiple opportunities for practice and behavioral feedback from staff.

Step 7: Students Conference and Reflect with Staff

Students' daily reflection on their behavior and data is important for learning prosocial behavioral skills and for changing how they respond to antecedents in the future. At the end of the school day, conduct end-of-day conferences with students to facilitate reflections on:

- points and feedback they received,
- the reasons why they received them,
- what they should have done differently, and
- what they plan to do the next day.

After conferencing, students also have the opportunity to add up all of their positive points and subtract the learning points they earned that day. With the net points calculated, students can purchase items from the school store or choose to save their points, which accumulate over time. Regardless, students should be given a daily opportunity to use points to make purchases, though students with greater behavioral needs may require conferences and cashing out multiple times per day. The school store can offer high-interest items, such as snack foods or school supplies, or privileges like free dress days. These tangible rewards can be essential for many students to feel successful and stay motivated.



Anchor staff and students can view behavioral feedback data easily on digital devices throughout the day.

Step 8: Staff Reviews Data and Makes Changes as Needed

Behavioral feedback data can be used to help an emotional support program continuously adapt and improve for students. Program leads, network leaders, or teams can analyze measures like these on a weekly or biweekly basis:

- Total number of feedback opportunities
- Ratio of positive to learning feedback
- Percent of feedback that is positive
- Percent of feedback that is learning
- Total number of opportunities for each student to practice skill(s) across settings
- Consistency of feedback throughout day (i.e., a similar amount of feedback given each class period)

Data can be disaggregated by program staff member, class subject, class period, skill addressed, grade-level, or classroom teacher to understand how different staff members and classroom teachers are implementing behavioral feedback. This analysis can help program leads identify topics for training both the team and individual staff members to improve the fidelity of implementation of behavioral feedback.

			Attendance		Culture				SAM Skills		Behavioral Feedback Interactions			
School	Grade	TargetSkill	Days Absent	Days Tardy	Level 2 Prior Cycle	Level 2 Current Cycle	Level 3 Prior Cycle	Level 3 Current Cycle	Current Target Skills %	Target Skills % Change	Target Skill	All Skill(s)	Prior Cycle Rating	Current Cycle Rating
Gratz HS	11	ROT	2	0	1	3	0	0	92%	-1%	25	26	4	2
Gratz HS	12	IAT	1	4	1	0	0	0	100%	14%	14	14	1	1
Gratz HS	12	INB	0	4	1	0	0	0	86%	-7%	22	23	1	3
Gratz HS	11	ROT	0	4	0	0	0	0	50%	-33%	4	23	1	1
Gratz HS	12	INB	1	1	0	0	0	0	86%	8%	14	14	2	3
Gratz HS	09	FD	0	2	0	0	0	0	94%	21%	32	35	1	5
Gratz HS	09	FD	5	0	0	0	0	0	100%	50%	1	1	1	1
Gratz HS	10	SC	0	0	1	1	0	0	82%	16%	44	48	1	4
Gratz HS	11	ROT	0	5	0	0	0	0	50%	-50%	4	9	1	1
Gratz HS	10	FD			0	0	0	0	79%	11%	38	43	1	2

Gratz's data tracker shows which students are making progress on their SAM skills.

The team also needs to review individual students' data on a regular basis (e.g., weekly or biweekly) to track how behavioral feedback is (or is not) changing student behavior. The data can help the team determine whether:

- students have demonstrated mastery of their current skills,
- students need additional explicit instruction around specific skills, or
- students need more opportunities to demonstrate skills.



Mastery coach models behavioral feedback for counselor

Summary

In order to implement a full continuum of services for students with more intensive behavioral needs and to ensure these students have access to general education classrooms, schools must design and implement high-quality behavioral interventions that are adaptable across environments. Behavioral feedback uses the underpinnings of research on positive reinforcement and token economies to help students recognize when they have used the skills they are working on or missed an opportunity to respond differently. Behavioral feedback also helps students learn how to generalize their skills to a variety of classrooms and groups of students in general and special education settings. Students also work with staff on daily reflections of their behavior and planning for the next day, setting themselves up for more successful days.

By investing in their school staff through initial and continuous training, schools can implement behavioral feedback with fidelity and quality across learning environments. With these supports in place, students can internalize their areas of growth, reflect on their actions, and see positive change in their behaviors over time. Mastery School's reduction in the percentage of Anchor program students who experience a suspension demonstrates the potential that effective implementation of behavioral feedback can have for students with disabilities in inclusive settings.



FURTHER LEARNING

"Providing Positive Feedback"
THE IRIS CENTER

"Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior"
THE COUNCIL FOR EXCEPTIONAL CHILDREN

"The Power of Effective Praise: A Guide For Teachers"
UNDERSTOOD.ORG

PROVIDING TIMELY BEHAVIORAL FEEDBACK ACROSS CLASSROOMS

Appendix

How to Measure

When implementing behavioral feedback, monitoring how useful, usable, and utilized the practice is by team members and across the school system can accelerate learning to improve outcomes for students. Be aware that improved process measures are usually necessary to ensure a high enough level of fidelity before outcomes will see improvement. At minimum, these measures are most essential:

PRIMARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Feedback data collection system	How frequently do students have opportunities to demonstrate their behavioral skills?	Average amount of time between opportunities for students to demonstrate skills	Students should have opportunities to demonstrate their skills every 5–7 minutes when receiving support in the classroom.	The actual number of opportunities a student receives depends on: (1) how easily authentic opportunities arise, which varies by type of skills being worked on; and (2) student need — students with higher needs receive more support time and therefore more opportunities to receive feedback
Process	Feedback data collection system	What percentage of feedback given to students is positive versus learning during each class period?	The ratio of positive to learning feedback received in a class period	Students should work toward receiving six positive points for every learning point (6:1 ratio).	Consider analyzing individual student data as well as data disaggregated by class, level, or staff member giving feedback.
Process	Observation notes	When observed, how often are staff using the feedback script as written?	The percent of time during observations that staff read the positive and learning feedback scripts as written	Increasing percent of observations in which staff read the script as written until reaching 100%	Use data to see how fidelity varies by staff member, as well as by the classroom where feedback is given.
Outcome	Discipline records	How many suspensions do students receive over time?	The average number of suspensions students receive on a weekly, monthly, or semesterly basis	Decreasing number of suspensions received until there are no suspensions for students	

Outcome	Feedback data collection system Discipline records	Did students meet their IEP goals? Yes / No	The percent of students who met their emotional and behavioral IEP goals	Increasing percent of students who met their IEP goals until reaching 100%	

Additional measures can guide a team to know whether behavioral feedback is leading to the desired improvements for students:

SECONDARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Feedback data collection system	Are students presented with the opportunity to use the skill they did not previously use to earn a positive point? Yes / No	Average number of times students are given a chance to use a skill after not successfully using it during the class period	Increasing percent of time students receive opportunities to use skills after not using them until reaching 100% of the time	
Process	Feedback data collection system	Is feedback given for all skills at the same rate? Yes / No	Average number of occasions for feedback given by skill	A similar average number of occasions for feedback given for each skill	Some skills will naturally not be demonstrated as often as others. For example, apologizing to others may not need to happen as often as writing neatly.
Process	Feedback data collection system	How long does it take students to master skills?	Average number of school days until students master skills	Decreasing number of days for students to master skills	
Outcome	Discipline records	How many referrals do students receive over time?	The average number of referrals students receive on a weekly, monthly, or semesterly basis	Decreasing number of referrals received until there are no referrals for students	

Notes

1 Dunsfield, “A Construct Divided”

2 Institute of Education Sciences, “Disability Category Differences”

3 Anderson, “The relationship between inclusion, absenteeism, and disciplinary outcomes”

4 Christle, Jolivette, and Nelson, “Breaking the school to prison pipeline”

5 Lamport, Graves, and Ward, “Special needs students in inclusive classrooms”

6 Frey and Nichols, “Intervention Practices”

7 Allday et al., “Training General Educators”

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