Acknowledgment Strategies for the Classroom

PBIS Winter Leadership Conference
Session 10
January 18, 2012

SESSION EXPECTATIONS

EXPECTATIONS	SESSION
BE RESPONSIBLE	❖ Make yourself comfortable & take care of your needs ❖ Address questions in group time before discussing "other" topics ❖ Actively participate in small group work
BE RESPECTFUL	❖ Turn cell phones "off" or to "vibrate" ❖ Limit side conversations so all can hear
BE SAFE	❖ Excuse yourself quietly if you must leave

Session Description

Specific, contingent acknowledgment and class-wide group contingencies are two of the most effective strategies for developing academic and social behaviors.

In this session we will review and discuss how educators can utilize these evidence-based practices for increasing positive behaviors in the classroom

Acknowledgements

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Critical Features and
Evidence-Based Practices of
Effective Classroom Management

Critical Features of Effective Classroom Management				
Maximize Structure in Your Classroom	Post, teach, review, monitor, and reinforce a small number of positively stated expectations	Actively engage students in observable ways	Establish a continuum of strategies to acknowledge appropriate behavior	Establish a continuum of strategies to respond to inappropriate behavior
Evidence-Based Practices				
High classroom structure	Post, teach, review, and provide feedback on expectations	Rate of opportunities to respond (OTRs)	Specific and/or contingent praise	Error correction
Physical arrangement that minimizes distraction	Active Supervision	Response Cards	Class-wide group contingencies	Performance feedback
		Direct Instruction	Behavioral contracting	Differential reinforcement
		Computer assisted instruction	Token economies	Planned ignoring
		Class-wide peer tutoring		Response cost
		Guided notes		Time out from reinforcement

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Five Critical Features of
Effective Classroom Management

Maximize Structure in Your Classroom

Post, teach, review, monitor, and reinforce a small number of positively stated expectations.

Actively engage students in observable ways.

Establish a continuum of strategies to acknowledge appropriate behavior.

Establish a continuum of strategies to respond to inappropriate behavior.
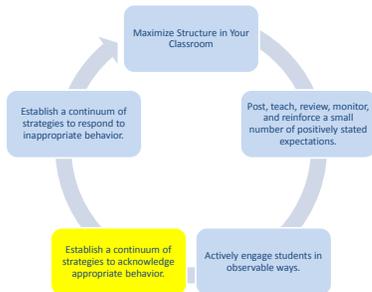
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Continuum of Evidence-Based Practices for Acknowledging Appropriate Behavior

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Continuum of evidence-based strategies to acknowledge appropriate behavior

✓ Specific and/or contingent praise
✓ Class-wide group contingencies
• Behavioral contracting
• Token economies

A continuum of strategies to acknowledge appropriate behavior

Refers to a range of evidence-based strategies → That focus on identifying and recognizing → Appropriate classroom behavior

The continuum should include the use of

Class-wide Group Contingency — as well as more complex

Specific Contingent Praise — simple
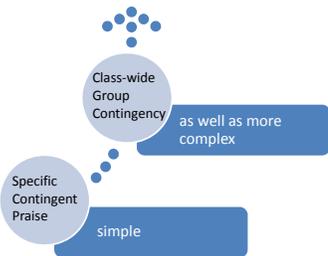
strategies to acknowledge displays of appropriate behavior

Specific and Contingent Praise

Description

- *Specific, contingent praise* is a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well.

Specific and Contingent Praise

- Praise should be…
  - …**contingent**: occur immediately following desired behavior
  - …**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
    - "Good job" (not very specific)
    - "Thank you for having your materials ready" (specific)

What the research says…

- Delivering **contingent praise** for academic behaviors can increase
  - Correct responses (Sutherland & Wehby, 2001)
  - Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
  - Language and math classwork (Roca & Gross, 1996)
  - Academic performance (Good, Eller, Spangler, & Stone, 1981)
- Delivering **contingent praise** for specific social behaviors can increase
  - On-task behavior (Ferguson, & Houghton, 1992)
  - Student attending (Broden, Bruce, Mitchell, Carter, & Hall, 1970)
  - Student compliance (Wilcox, Newman, & Pitchford, 1988)
  - Positive self-referent statements (Phillips, 1984)
  - Cooperative play (Serbin, Tonick, & Sternglanz, 1977)

What the research says…

- Increasing the number of **behavior specific praise** statements was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000)
- **Contingent praise** combined with **establishing rules** (Becker, Madsen, & Arnold, 1967) and **establishing rules** and **ignoring inappropriate behavior** (Yawkey, 1971), increases appropriate classroom behavior.

Group Contingencies

Group Contingencies

A group contingency acknowledges students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers (Murphy et. al, 2007).

Group Reinforcement Contingencies…

Group reinforcement contingencies are employed when a common expectation is set for a group of learners and a common positive outcome is earned by engaging in the expected behavior.

Three Main Types of Group Contingencies

(a) dependent (the outcome for the whole group depends on the behavior of a smaller subset of that group) *"One for all"*

(b) interdependent (the outcome for the whole group depends on the behavior of all students) *"All for one"*

(c) independent (the outcome of each student depends on his or her behavior) *"To each his/her own"*

What the research says…

- **Class-wide Group Contingencies**
  - Increase positive and decrease negative verbal interactions (Hansen, & Lignugaris, 2005)
  - Decrease transition time (Yarborough, Skinner, Lee, & Lemmons, 2004)
  - Increase achievement, appropriate classroom behavior, and peer social acceptance (Nevin, Johnson, & Johnson, 1982)
  - Decrease talk-outs and out-of-seat behavior (Barrish, Saunders, & Wolf, 1969)

Further Remarks on Group Contingencies
(Lewis-Palmer & Sugai, 1999)

- Group contingencies can be an *efficient* way to reinforce desired behaviors.

- Without careful monitoring, potentially *harmful situations* can arise:
  - **Peer pressure** can turn into ridicule
  - **Negative stigma** or social status can result
  - May or may not be **fair** to all clients

- **So,** *monitor* **closely and apply the contingencies** *consistently* **and** *systematically*.

What the research says

- Appropriate classroom behavior can be further improved when **Class-wide Group Contingencies** are combined with
  - The establishment and instruction of rules (Lohrmann, Talerico, & Dunlap, 2004)
  - Self-management and peer-monitoring (Davies & Witte, 2000)
  - Social skills training (Lewis & Sugai, 1993)
  - Individual contingencies (Solomon & Tyne, 1979)
  - Token economies (Jones & Kazdin, 1975; Main & Munro, 1977)
  - Posting positively stated classroom rules, token economies, and active teacher supervision (Kehle, Bray, & Theodore, 2000)

Guidelines

There are six guidelines for implementing a group contingency:
  - choosing a powerful reinforcer
  - determining the behavior to change and collateral behaviors that might be affected
  - setting appropriate performance criteria
  - combining with other procedures
  - selecting the most appropriate group contingency
  - monitoring individual and group performance

Group Contingencies:
Two types most used:

– *"All for one"*

  (**Interdependent** Group Contingency)

– *"To each his/her own"*

  (**Independent** Group Contingency)

Interdependent Group Contingency

Description:
- Either all or none of the students meet the goal and receive reinforcement

Example:
- If the entire class moves through transitions for 3 days in a row without disruption, they earn a pizza party

"All for one"

Independent Group Contingency

Description:
- Reinforcement for independent group contingencies is based on each individual's performance

Example:
- As soon as a student reads 10 books, he or she will receive an award

"To each his/her own"

Final Thought…

"Every thought is a seed. If you plant crab apples, don't count on harvesting golden delicious" -Bill Meyer

Acknowledgements

- Book-Best Behavior: Building Positive Behavior Supports in Schools. Sprague & Golly, 2004. www.sopriswest.com

- PDF-LRBI Checklist: Positive Reinforcement. Utah State Office of Education: Least Restrictive Behavior Interventions (LRBI) Resources. www.usu.edu/teachall/text/behavior/LRBIpdfs/Positive.pdf

- PPT-Acknowledgement Systems: Catch 'em being Good by Chris Borgemeier, PhD. Portland State University www.web.pdx.edu/~cborgmei

- PPT-Effective Classroom Practice: Strategies to Acknowledge Appropriate Behavior-Center for PBS, College of Education, University of Missouri

- PPT-Maximizing Effectiveness Using Positive Behavior Support Methods in the Classroom: Reward Systems, Florida's Positive Behavior Support Project

- PPT-What Every Teacher Should Know: Evidence Based Practices in Classroom Management, The Center for Behavioral Education and Research, University of Connecticut, Brandi Simonsen, Ph.D., Sarah Fairbanks, M.S.

Resources:

- www.pbis.org
- www.pbisillinois.org
- www.missouri.org
- http://flpbs.fmhi.usf.edu
- www.modelprogram.com
- www.phillipmartin.info

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Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions