Specifying and Reinforcing Productive Student Behavior

What is it?

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class. (teachingworks.org)

What about for struggling students or students with disabilities?

CEC HLP #9: Teach Social Behaviors: Teachers should explicitly teach appropriate interpersonal skills, including communication and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring that the "appropriate" behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior. (highleveragepractices.org)

CEC HLP #8: Provide positive and constructive feedback to guide students' learning and behavior. The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with the task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

Other names or terms?

Explicit instruction, strategy instruction

Evidence

Alberto, P., & Troutman, A. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson Education.

Brophy, J. H. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51*, 5–32. doi:10.3102/00346543051001005

Lewis, T. J., Jones, S. E. L., Horner, R. H., & Sugai, G. (2010). School-wide positive behavior support and students with emotional/behavioral disorders: Implications for prevention, identification and intervention. *Exceptionality, 18*(2), 82–93. doi:10.1080/09362831003673168

Medland, M. B., & Stachnik, T. J. (1972). Good-Behavior Game: A replication and systematic analysis. *Journal of Applied Behavior Analysis, 5*(1)*,* 45–51. doi:10.1901/ jaba.1972.5-45

Sutherland, K., Wehby, J., & Copeland, S. (2000). Effect on varying rates of behavior specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 8*(1), 2–8. doi:10.1177/106342660000800101

Resources for Preparing Preservice and Inservice Educators

- Teaching Works Video/Page: https://library.teachingworks.org/curriculum-resources/teaching-practices/community-expectations-and-behavior/

- CEC HLPs: www.highleveragepractices.org

- Course Enhancement Module: Classroom and Behavior Management: http://ceedar.education.ufl.edu/cems/classroom-and-behavior-management/

- IRIS Resources:

    – IRIS Classroom Management Module Part 1: https://iris.peabody.vanderbilt.edu/module/beh1/

    – IRIS Classroom Management Module Part 2: https://iris.peabody.vanderbilt.edu/module/beh2/

    – IRIS Case Study: Encouraging Appropriate Behavior: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf

- NCII Behavior Support for Intensive Intervention Module: https://intensiveintervention.org/intensive-intervention-behavior-course

- HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior: https://highleveragepractices.org/701-2-3/

- Positive Behavioral Interventions and Supports Examples, Materials, Presentations, Publications, and Videos: https://www.pbis.org/topics/school-wide