

Department of
Primary Industries and
Regional Development



Regional Community Childcare Development Fund Positive Behaviour Support in Early Childhood

Phase 2 – Module 2

Using specific behavioural feedback and effective praise to
help children be behaviourally and socially successful

The magic 4:1 ratio


Supported by the State Government's Royalties for Regions program and the Department of Communities.





Department of
Primary Industries and
Regional Development

www.rypple.org.au

Phase Two Modules

1. Review of Phase 1: Introduction to Positive Behaviour Support, defining and teaching behaviour
-  2. **Using specific behavioural feedback and effective praise - the magic 4:1 ratio**
3. Active supervision
4. Provide choice in behavioural instruction
5. Responding to behaviour errors in effective and supportive ways



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Acknowledgements:

Missouri SW PBS

www.Pbissmissouri.org

Pyramid Model CSEFL

<http://csefel.vanderbilt.edu/>

PBIS National Technical Assistance Centre

<https://www.pbis.org>



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Focus for this session

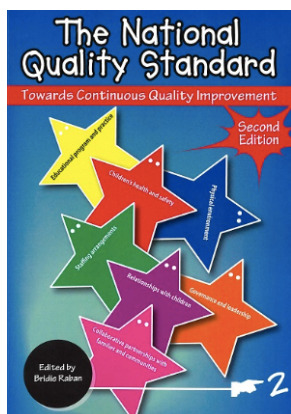
- Giving **specific feedback** to increase behaviour success
- Building reinforcement systems to support adults to use more specific feedback
 - Group
 - Individual
 - Staff!



Department of
Primary Industries and
Regional Development

www.rypple.org.au

Where does giving specific feedback fit with the NQS?



Assessment guide for **Element 5.2.3**

Assessors may observe children:

- **being acknowledged when they make positive choices in managing their own behaviour**



www.rypple.org.au

Verbal acknowledgement of social and behavioural skills

We are moving away from

Praise



to

Specific feedback



www.rypple.org.au

Praise	Specific, Positive Feedback
<ul style="list-style-type: none">To express favorable judgment ofAn expression of approval <p>Examples: “Good girl/boy” “Good job” “You are the best”</p>	<ol style="list-style-type: none">Is specific and detailed feedbackIs contingent upon desired behaviourIs used in an instructional mannerFocuses on effort and improvementAvoids competition and comparison between childrenFocuses on contribution




Department of Primary Industries and Regional Development

www.rypple.org.au

<https://hooffallsandfootfalls.com/specific-positive-feedback-is-this-unicorn-in-your-lesson/>

The Praise Makeover	
Before	After
“Great job!”	“I like the way you kept trying even when the problems became harder.”
“I’m proud of you!”	“You went back to check your work-- that extra step was a great idea.”
“You got an A!”	“Those extra practice problems you did really made a difference!”
“You’re so smart!”	“The ideas you thought of are unique. Where did you learn about that?”



Department of Primary Industries and Regional Development

www.rypple.org.au

Positive Specific Feedback

- Is a powerful tool for
 - A) building a children's self-esteem and positive sense of self.
 - B) Increasing the likelihood kids will achieve behaviour success
- The recommended ratio of positive to corrective feedback is 4:1
- The recommended ratio of to positive specific feedback to error correction is even higher for children's impacted by trauma due to the predictability it creates.



www.rypple.org.au

3 ways to use effective, specific acknowledgement



- **Moving from Praise to Acknowledgment: Providing Children with Authentic Support**
- When a child has demonstrated a social of behavioural skill, instead of saying, "Good job," try being **specific**

Adapted by WestEd CA CSEFEL August 2012



www.rypple.org.au

1. Report what you see (narrating).



A short, objective statement such as,

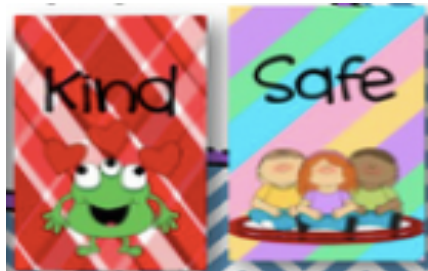
“You put your dishes in the tub,”

or

“You figured out a solution to the problem,” acknowledges children's efforts and lets them know exactly which action was the correct one



www.rypple.org.au



2. Connect it with an expectation

Use the service expectations language.

For example, if a child has put away toys on the floor say, **“You cleaned up the blocks. You are keeping the area safe.”**

Or if they helped a friend you might say, **“You gave Yoon Seo the fire truck. That's being friendly.”**



www.rypple.org.au

3. Emphasize the impact on others.

Acknowledge the positive impact.

For example, if a child has put away toys on the floor say, **"You cleaned up the blocks. Thanks for being respectful/kind/helpful. Now someone else can have a turn."**

Or if they helped a friend you might say, **"You gave Yoon Seo the fire truck. He looks really happy to have it."**



www.rypple.org.au

Using Positive Feedback and Encouragement

- Contingent on appropriate behavior
- Descriptive
- Conveyed with enthusiasm



www.rypple.org.au

Planning specific, positive feedback statements

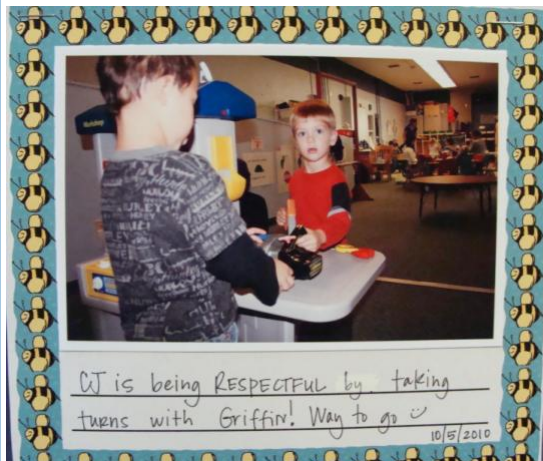
Use **Page 1 of your handout**, to prepare good
examples of statements

- Narrate (be specific)
- Use service expectation language
- Add positive impact on others



www.rypple.org.au

Reinforcement Systems



www.rypple.org.au

7/19/19



Rypple
Raising young people in
positive learning environments

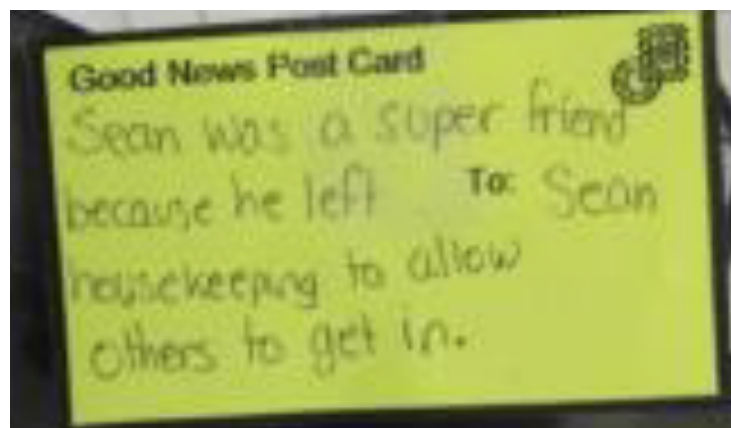
This is a draft document in development and supported by the State Government's Royalties for Regions program and the Department of Communities.

This is a draft document in development and supported by the State Government's Royalties for Regions program and the Department of Communities.

7/19/19



Individual specific feedback



This is a draft document in development and supported by the State Government's Royalties for Regions program and the Department of Communities.

Planning

Use **Page 2 of your handout**

- Discuss with your team, and jot some notes
- Ways to acknowledge children individually

Group Contingency for Appropriate Behaviour





A thermometer to track group success

www.rypple.org.au

Planning

Use Page 2 of your handout

Discuss with your team, and jot some notes

Ways to acknowledge the group for social behavioural success

The magic ratio 3:1 or 4:1 or 5:1



Ways to increase your own ratio:

Matches in your pocket...

Peer observation

Reward yourself!



www.rypple.org.au

Staff acknowledgement

Staff need acknowledgement too!

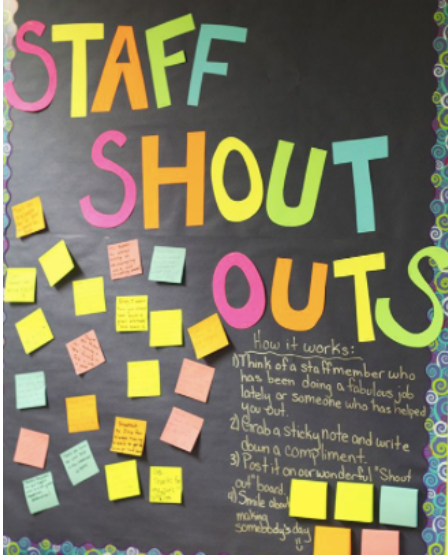


www.rypple.org.au

Staff specific verbal feedback

Specific, genuine gratitude


Staff skill of the week to observe and appreciate... linked to a tangible for staff???



STAFF SHOUT OUTS

How it works:

- 1) Think of a staff member who has been doing a fabulous job lately or someone who has helped you out.
- 2) Grab a sticky note and write down a compliment.
- 3) Post it on our wonderful 'Shout out' board.
- 4) Smile about making somebody's day.




www.rypple.org.au

Staff tangibles

1

Franklin Elementary School

1




ONE

1

1

DR. DUNHAM DOLLAR



www.rypple.org.au


Dr. Dunham’s Dollars

10	15	20	25	30	40	50
Take and pick up students from Encore classes for 1 day	Free pass for one duty	Dust a classroom	Free pass for duty (2 days)	Reserve parking spot for 1 week	Leave 30 minutes early on Friday	Jean Pass for entire staff for 1 day
Copy 3 class sets of papers	Extra time for lunch (15 minutes)	Jean pass for a day	1 day of graded and filed papers	Papers copied for one week	Jean pass for entire week	Flip Flop pass for entire staff for 1 day
Favorite snack or candy bar	Read to a class	Sweatpants pass for a day				Sweatpants pass for entire staff for one day
Free 32 oz. soda		Flip flop pass for a day				

MO SW-PBS


Specific Positive Feedback

- Sharing the skill with parents
- Tell – provide information
- Show – model in your service

www.rypple.org.au



4 Things Parents Need to Know About Praise




YOUR HANDWRITING IS REALLY COMING ALONG WELL.

1. Praise is good for kids.
2. Before age 7, you can reinforce effort even when performance isn't so great.
3. After age 7, provide more realistic feedback on performance and effort.
4. Aim for a 4-1 daily positive-negative ratio.

Thomas Phelan, author of the Magic parenting guide, shares the four things parents need to know about using praise.

Image from <https://www.pinterest.com/pin/30610472450526286/>



Rypple
social reward
positive parenting

rypple.org.au