

ETLP 3: Encouraging Expected Behaviour Fact Sheet

Definition

- A continuum or menu of strategies to acknowledge and encourage students when they display expected behaviours.

Rationale

- A menu of reinforcers encourages expected behaviour.
- Teacher feedback has been supported as among one of the most empirically sound teacher competencies.
- Gives feedback about performance.
- Builds relationships.
- Reminds adults to:
 - focus on skills they want students to display.
 - use behaviour specific feedback.

Guidelines

1. Use **preferred adult behaviours** to positively impact teacher-student relationships
2. Use **specific positive feedback**
 - ⇒ Contingent on expected behaviour
 - ⇒ Immediate *“Shine the light on what we want to grow.”*
 - ⇒ Frequently to build behaviour
 - ⇒ Intermittently to maintain behaviour
 - ⇒ Ratio of at least 4:1 positive to corrective feedback
3. Connect class wide system to the school-wide system.
 - Use free and frequent, Intermittent, and long-term recognition.
 - Identify collective goals for group rewards/ celebration.
 - Everyone is included in group celebrations.
 - Once earned, reinforcers are not taken away.
 - Avoid using a shaming response cost system.
 - Start small and refine your system as you collect data.
4. Develop class wide reinforcement system to build:
 - ⇒ Relatedness
 - ⇒ Competence
 - ⇒ Autonomy

Planning for Practice

- Develop a class wide system with a menu/continuum of reinforcers that includes social attention, activities and tangible items. Include individual, group and whole class reinforcers that are:
 - **Frequent:** (daily verbal- may be linked to a tangible).
 - Contingently
 - Immediately
 - Frequently when trying to build a new behaviour
 - Specifically describes the behaviour
 - Provides a rationale
 - Can include a tangible item or preferred activity
 - **Intermittent:** (short term/usually weekly/fortnightly)- recognition of effort.
 - **Occasional:** (usually end of term)-recognition of sustained effort.
- Keep the system simple, doable, and effective.

There are two types of adult attention.

Non-contingent attention:

- Provided regardless of student performance and includes greetings, proximity, smiles, conversations and jobs.

Contingent attention:

- Provided after the expected behaviour takes place. The student must perform the expected behaviour before a teacher responds with attention.

Examples

Frequent	Intermittent	Occasional
Acquisition Learning Phase	Fluency Learning Phase	Maintenance and Generalisation Learning Phase
<ul style="list-style-type: none"> • High rates of specific positive verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives 	<ul style="list-style-type: none"> • Positive phone calls home • Extra computer time • Leave class first • Choose your seat • Post card home • Time to talk • Watch a YouTube clip • Choose a work partner 	<ul style="list-style-type: none"> • Recognition by the principal • Class party • Student of the week • Class excursion • Gift certificates • Class snack • Eat lunch with a teacher • Principal pizza party

Trauma Lens

- Students who have experienced trauma may need an even higher ratio of positive acknowledgements to corrections.
- This can help counterbalance the negative interactions and experiences students may have had.



www.rypple.org.au