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# Module 3 Section 1: Terminology and Building Relationships agenda

## I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
  - Equitable, multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

## II. Research (slides 8 – 12)

## III. Content (slides 13 – 21)

- A. Terminology review and content development (slides 13 – 18)
- B. Activity 3.1: Self-reflection (slide 16):
  - Reflect: Use of contingent and non-contingent attention (reflection 5 min, discussion 10 min)
  - View video on impact of non-contingent attention (3.5 min)
- C. Content development: culturally responsive and family engagement (19 -21)
  - Activity 3.2: Family engagement (reading 5 min; discussion 10 min)

## IV. Evaluation

- A. Check for understanding (slide 22)
- B. Self-reflection checklist (slide 23)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 24)

## Activity 3.1: Discussion: non-contingent and contingent attention

List as many examples as you can of both non-contingent and contingent attention that are presently in place at your school.

<b>Non-Contingent Attention</b>	<b>Contingent Attention</b>

Discussion

Part 1. When do you use each type?

Part 2: How can you expand your use of acknowledgement to create positive relationships with all your students?

....with challenging students?

## Activity 3.2: Classroom family engagement rubric



<b>The teacher possesses the beliefs and mindsets to effectively engage families</b>				
	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
1.1 The teacher values and respects families and sees them as important partners in supporting student learning.	<p>The teacher believes that engaging families will have no impact, or a negative one, on student achievement.</p> <p>Example statements: • “My students’ families are the reason my students are so far behind.” • “Engaging families won’t help my students do better in school.” • “My students’ families are not smart enough to help their children succeed in school.”</p>	<p>The teacher makes some effort to engage families because he or she believes it will prevent behavior problems and misunderstandings throughout the year.</p> <p>Example statements: • “If you don’t reach out to families now, you’ll have problems with them later.”</p>	<p>The teacher engages families because he or she believes that knowing families better will help him or her better know, understand and support students.</p> <p>Example statements: • “To really know my students, I must know my families.” • “I want to have positive relationships with my students’ families.”</p>	<p>The teacher engages families because he or she believes all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents’ socioeconomic background or education level.</p> <p>Example statements: • “My families are the most important partners in helping my students succeed.” • “All families want the best for their children.”</p>

<p>1.2 The teacher sees engaging all families as part of his or her core role and responsibility and works to continuously increase his or her effectiveness.</p>	<p>The teacher believes it is not his or her job to engage families in their child’s education. The teacher takes no initiative to engage families, or avoids having to “deal” with families. Example statements: • “I can’t engage families because they don’t care about school.” • “It’s not my job to engage families.” • “I send home information about Back to School Night, but family members never show up.”</p> <p>• “I know engaging all families is a good thing, but I have a lot of other things to do that are more important.”</p>	<p>The teacher believes that he or she should engage families, but that competing personal or professional obligations make it too difficult to reach all of them. The teacher believes that most families face barriers to their engagement that are too difficult to address. The teacher measures success by the extent of his or her outreach efforts—as long as he or she has tried to engage families, the teacher is satisfied. Example statements: • “I try, but there are some families that I just can’t get in touch with.”</p>	<p>The teacher believes that he or she should engage all families and that it is possible to do so. He or she makes efforts to engage families at the beginning and throughout the year. The teacher believes that he or she can engage most families, but there are a few families that face barriers to their engagement that are too difficult for the teacher to address. Example statements: • “I engage all my families—I definitely have talked to each of them at least once since the school year started.” Examples: • Counting the number of family members who attend parent-teacher conferences</p>	<p>The teacher is willing to spend time and energy to engage all families at the beginning and throughout the year because he or she believes it is a necessary investment in raising student achievement. The teacher believes it is possible to engage all families and works relentlessly and creatively to remove barriers to this engagement. Example statements: • “Families can effectively do their job of supporting their kids’ achievement when I provide the right support and tools.” • “I must engage all families so they can help their children achieve their goals.” • “It’s my job and my responsibility to engage families to support student achievement.” Examples Stage 3 plus: • Exit slips at parent- teacher conferences • Mid- and end-of-year family feedback surveys</p>
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## Module 3 Section 2: Specific Positive Feedback agenda

### I. Introduction (Slides 1 – 7)

- D. Objectives
- E. Connections with
  - Equitable, multi-level systems of supports
  - Fidelity measurements
  - Trauma-sensitive care

### II. Research (Slides 8 – 9)

### III. Content (Slides 10 – 27)

#### A. Content development (Slides 10 – 11)

Activity 3.3: Practice scenarios (Individually: 5 min; partner share: 5 min or small group 6 min and whip around share out)

#### B. Content development: levels of skill development (Slides 12 – 16)

Activity 3.4: Use of specific positive feedback to improve skill level

#### C. 5:1 Ratio (Slides 17 – 25)

Slide 18: Gottman video (90 seconds on research)

Slide 19: Teacher demo video (10 min)

Activity 3.5: Reflection on ratio (reflect 2 min; share 5 min)

Content development: Improve your ratio (Slides 21 – 24)

Apply culturally responsive lens (Slides 25 – 27)

### IV. Evaluation

- A. Check for understanding (Slide 28)
- B. Self-reflection checklist (Slide 29)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (Slide 30)

### Activity 3.3: Specific positive feedback practice scenarios

	Your specific positive feedback	What element makes it specific?
1. As you cruise the class during independent work time, you notice that Emil has correctly completed a problem.		
2. Your entire class followed the expectations during the transition to reading stations.		
3. Javon, who has a habit of calling out answers, raised his hand and waited to be called on.		
4. Margarite and Jesse, whom you had to redirect due to talking, are working quietly.		
5. Jose has turned in all of his homework this week. This is a big improvement from the last month.		
6. Anthony, who has difficulty with transitions, went directly to the computers and began working.		
7. The blue table was the first table to clean up their materials and prepare for the next activity.		
8. Shelly has been on time to class for the past 2 weeks.		
9. As you return class work, you notice that Jason has improved his performance on math assignments.		

	Your specific positive feedback	What element makes it specific?
1. As you cruise the class during independent work time, you notice that Emil has correctly completed a problem.	<i>Emil, you set up this problem correctly, which really helped you get the correct answer.</i>	This could be even more specific if the teacher pointed out why it was set up correctly
2. Your entire class followed the expectations during the transition to reading stations.	<i>Great job class! You all went directly to your reading stations, brought the needed materials, and began working right away. This transition only took 2 minutes! Congratulations!</i>	If there is a particular student that usually has a hard time, can add personalized feedback
3. Javon, who has a habit of calling out answers, raised his hand and waited to be called on.	<i>Thanks for raising your hand and waiting to be called on, Javon. Now everyone can hear what you have to say.</i>	The second part states the value of the behavior. In this case, it was the value to Javon. One could also state the value to his classmates, or the teacher, if this would be more motivating to Javon.
4. Margarite and Jesse, whom you had to redirect due to talking, are working quietly.	<i>Privately, to both: I can see you are both working quietly. If you keep this up, you'll be able to finish this work before recess!</i>	Same as above regarding a value statement.
5. Jose has turned in all of his homework this week. This is a big improvement from the last month.	<i>Jose, I've noticed that you turned in all of your homework this week. The effort you put into this will definitely make a difference in your grade.</i>	Note the emphasis on Jose's effort.
6. Anthony, who has difficulty with transitions, went directly to the computers and began working.	<i>Anthony has gone directly to his station and has already started his work.</i>	This would be one in many specific feedback statements the teacher makes during the transition.
7. The blue table was the first table to clean up their materials and prepare for the next activity.	<i>Blue table, you really wasted no time in cleaning up and preparing for math. You're the first table ready. Well done!</i>	If other tables are talking during the transition, but the blue table did not, the teacher could point that out in their feedback as a way to redirect the rest of the class.
8. Shelly has been on time to class for the past 2 weeks.	<i>Shelly, I appreciate your being on time to every class these past two weeks. What are you doing that is helping you get here on time?</i>	A great practice for older students is have them identify what they are doing that is helping them be successful.
9. As you return class work, you notice that Jason has improved his performance on math assignments.	<i>Jason, I noticed that your scores on the math assignments have improved. You're really mastering this concept.</i>	This is another place where effort could also be praised. Additionally, Jason could be asked to help other students, or demonstrate how he does a problem.



## Activity 3.4: Loss of instructional time and student skill development

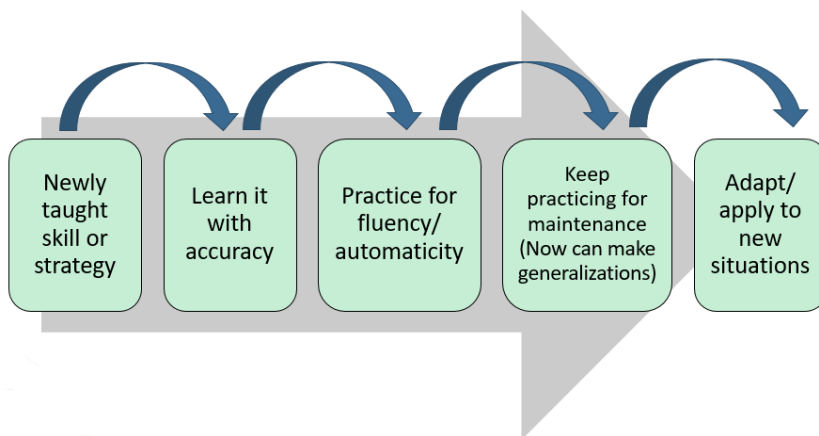
### Reflect

1. Where do I lose instructional time? (Can refer to Handout 2.2, or list 2 or 3 key areas.)

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2. List the skills (social, procedural and emotional) needed for your students to meet the behavioral expectations during these times?

3. Identify the current level of learning/development your students have for the skills you listed.



**Pair and Share:** How can you use specific positive feedback to improve skill development?

## Activity: 3.5 Reflection: specific positive feedback

Reflect on the power of specific positive feedback. How extensively is it being used in your classroom/office? Is there a ratio of five times more positive interactions with students than negative? How do you know?

# Self-Reflection Checklist for Module 3: Acknowledgement Systems

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Module 3: Acknowledgement Systems	High	Med	Low
<b>SECTION 1: TERMINOLOGY AND ESTABLISHING RELATIONSHIPS</b>						
			Use non-contingent attention to establish relationships and sense of belonging with each student.			
			Teacher attention is sensitive to student need.			
			Engage families to learn about your students and their cultures.			
<b>SECTION 2: SPECIFIC POSITIVE FEEDBACK</b>						
			Use specific positive feedback to reinforce new learning.			
			Positive feedback includes clear and specific behavioral statements.			
			Positive feedback includes one or more of the following: improvement, effort, positive effect of behavior.			
			Deliver 5 positives to every corrective, with a mix of contingent and non-contingent acknowledgement.			
			Delivered sincerely, and age appropriate			
			Clear procedures are developed that address where instructional time is lost.			
			Procedures have clear, sequential steps.			
<b>SECTION 3: USE OF OTHER ACKNOWLEDGEMENT TOOLS</b>						
			Check the systems(s) used: __ Group contingency __ Contracts __ Tokens __ Other: _____.			
			Simple to use			
			Clear criteria for earning reinforcers/incentives			
			Reinforcers used frequently when new skills are introduced, then faded out and replaced with non-tangibles			
			Flexible to meet needs of diverse students			
			Varied to keep student interest			
			Aligned with school-wide systems			

Action Plan: Identify one or two areas that you will implement. Be specific in your plan.

Adapted from: Colvin, G. (2006). *The Effective Elementary Classroom: Managing for Success*. Eugene, OR: Behavior Associates  
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). *Positive Behavior Support, The 7r: Classroom Management Self-Assessment Revised*. University of Connecticut.