Positive Feedback

Step 1: Identify the behavior

Step 2: Provide a Rationale

Step 3: Include a Positive Consequence if needed

Examples:

*“I noticed you have been getting to class on time, Jose.* (Step 1) *That shows respect for your teachers and shows you are taking your classwork seriously.”* (Step 2)

*“Jackson, you asked Fred to play the computer game with you.* (Step 1) *That shows caring, and when you include others they will be more likely to include you.”* (Step 2)

*“Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time!* (Step 1) *You should be proud of yourself. That’s being responsible.”* (Step 2)

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| *Think of a time in your classroom that is challenging because students do not follow the classroom expectations or procedures. Describe the specific activity and misbehavior you see and hear.*  *Challenging classroom time:*  *Now write the specific classroom expectation or procedure you want the students to follow:*  *Finally, write the Effective Positive Feedback you will say when students follow the specific classroom expectation or procedure. Remember, they have earned it!*  *Write the specific day and time you are going to give the Effective Positive Feedback.* |

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| **Current Misbehavior**  **(Be Specific, When and misbehavior)** | **Expectation or Procedure to Follow**  **(Steps)** | **Specific Positive**  **Feedback** | **When will you Use?**  **(Time of Day)** |
| *Beginning of class students walk around, talk out* | Sit in seat, read warm-up activity on Smart Board, begin to work on warm-up activity with voices off. | “Thanks for getting to work right away with your voice off. That helps you focus and take responsibility for your learning.” | Tomorrow, first hour***.*** |
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