

Behavior Specific Praise

This document provides classroom teachers with a structure for developing an action plan designed to increase their use of behavior specific praise. It is based off of the work of Hayden et. al (2012).

Directions

Respond to the questions under each heading to develop your plan, monitor progress, and adjust supports as indicated by your data.

Present Level of Performance

Who will collect data?

- I will collect my own data.
- I will ask _____ to collect data.

How will data be collected?

- Tally
- Counter
- Other: _____

When will data be collected?

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What is your current rate of Behavior Specific Praise? (#/min = rate)

- Day 1: _____
- Day 2: _____
- Day 3: _____
- Day 4: _____
- Day 5: _____

Develop a Plan to Increase Behavior Specific Praise

What is your goal rate of Behavior Specific Praise?

- My current average Behavior Specific Praise per minute is _____ across 5 samples of data collection.

- My goal is to increase my use of Behavior Specific Praise to an average of _____ OTRs per minute across 5 sampled opportunities.

What steps will you take and when?

- List specific changes to instruction:
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- List specific changes to additional activities:
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- List specific changes to self-delivered reinforcement (e.g., what will you do when you meet your goal?)
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Implement Plan, Monitor Progress, and Adjust Supports

This portion of the plan is completed after you begin implementing the plan.

What is your current rate of Behavior Specific Praise? (#/min = rate)

- Day 1: _____
- Day 2: _____
- Day 3: _____
- Day 4: _____
- Day 5: _____

Do you need to adjust supports?

- Yes: List specific adjustments to supports needed to meet your goal.
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- No: Continue to implement your plan.

Fidelity Check

Step	Completed? (Y or N)	Comments
1. Identify the subject area you are targeting to increase Behavior Specific Praise		
2. Identify behaviors to reinforce		
3. Observe student behavior		
4. Provide Behavior Specific Praise		
5. Monitor use of Behavior Specific Praise		
6. Graph your Behavior Specific Praise data daily and compare to your goal		

References

Haydon, T., Simonsen, B., & Hawkins, R.O. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*, 22(1), 23-31.

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