



Behavior Specific Feedback Scenarios

This document provides scenarios for participants to use to practice crafting and delivering behavior specific feedback that incorporates social emotional competencies.

Author: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Version: 1.0

Date: March 2019

Directions:

Review each of the following scenarios. Select at least 2 scenarios to write out behavior specific feedback that identifies the emotion(s) involved in the situation as well as the strategy that the student(s) uses in the scenario.

Scenario One:

In the lunch room, 9th grade Alexis notices that Jessica is sitting by herself. She walks over to Jessica and invites her to join the Alexis' table for lunch. Jessica smiles and agrees to join the group for lunch.

Scenario Two:

Jeremy, a 2nd grade student, walks Brittany into the office at recess to see the nurse because she was not feeling good.

Scenario Three:

Zak is a student who frequently gets frustrated with writing assignments. His previous pattern of behaviors in these situations included crumpling up his paper, throwing his paper and pencil on the floor and stomping away from his desk, sometimes leaving the room without permission. Zak has been working to ask for help when he gets frustrated rather than destroying his work and stomping away from his desk or out of the classroom. The class has been assigned a writing assignment. Zak becomes visibly



frustrated by the assignment and uses his help card to request help from the teacher rather than displaying the other behaviors.

Scenario Four:

Mrs. Gibbs is working to set up the gym before school. Andy, a fifth-grade student stops by the gym and asks if he can help out setting things up because he is worried about getting into trouble with the other fifth graders in the cafeteria during breakfast.

Scenario Five:

Steve comes into the high school office to turn in \$25.00 he found on the ground in the parking lot as he was coming into school.

Scenario Six:

Jeremy and Keegan got into a heated argument over a basketball game at lunch. Both boys were pushing each other to the ground during the argument. The boys have calmed down and are in the office as a result of the argument and physical aggression. While the principal is talking to the boys, Jeremy acknowledges that he got upset over the game and that he should not have argued and pushed Keegan.

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.