



Reinforcing Behavior

Tier 1 Classroom SEBH Supports

SPDG 2025-26

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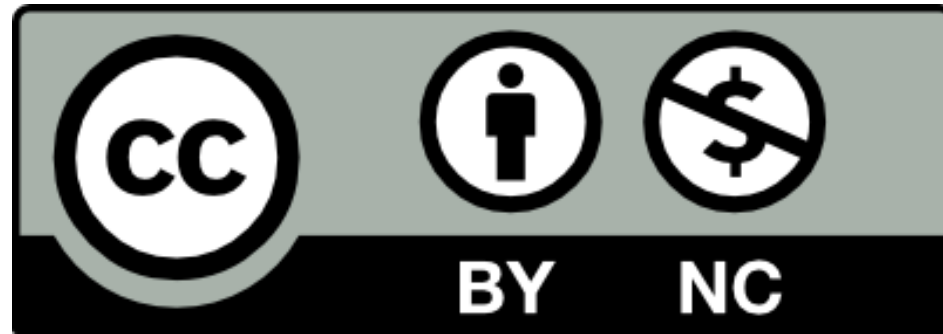


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Group Agreements

We are Responsible

- Keep our goals in mind
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner share, team discussion
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral Health (SEBH) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Establish effective means of positive attention
- Consider class, group, and individual rewards
- Practice developing positive behavior-specific feedback statements

Classroom SEBH Supports Components

Social Emotional Behavioral Health (SEBH) Supports

Environment

Instruction

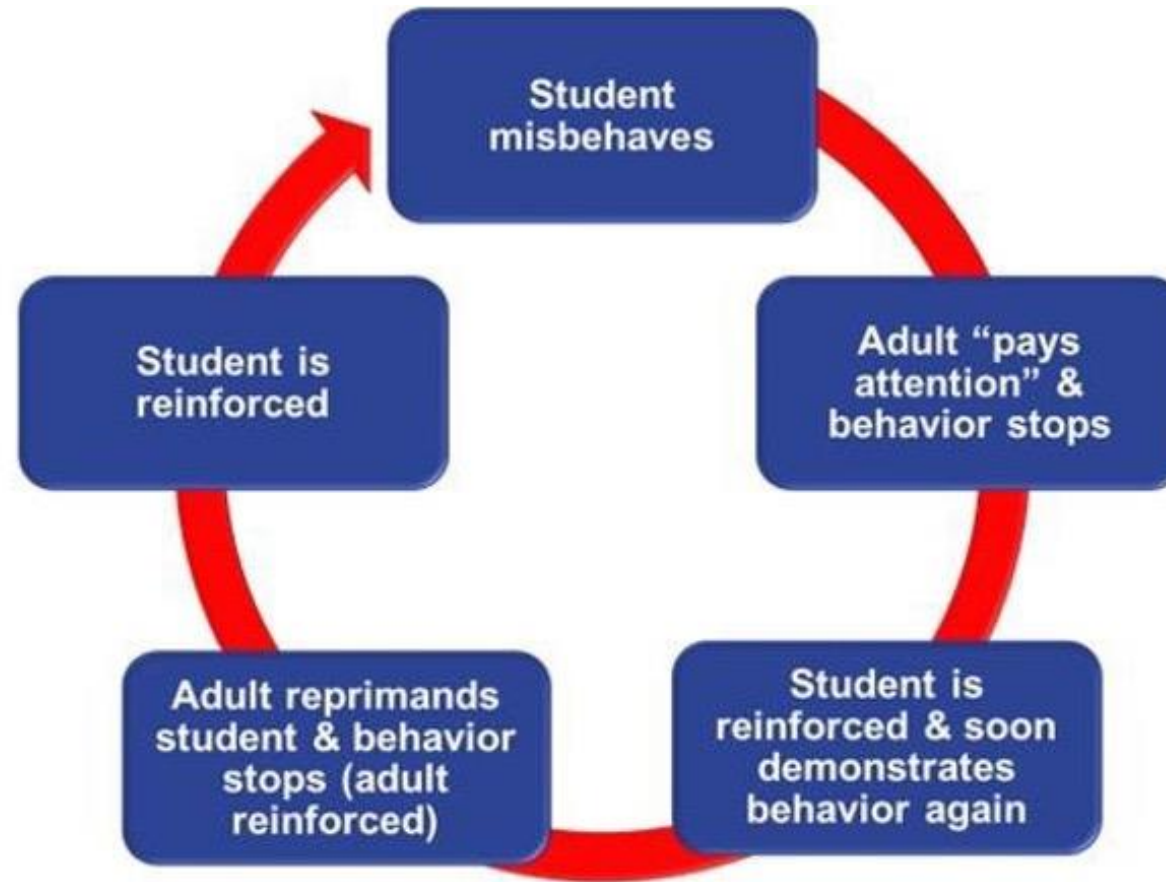
Reinforcing

- Supportive Relationships ✓
- Expectations and Routines ✓
- Physical Environments ✓
- Engaging Instruction ✓
- Teaching SEBH Skills ✓
- Regulation for Students and Staff ✓
- Understanding Behavior ✓
- **Reinforcing Behavior**
- Responding to Interfering Behavior

Getting Organized

- Resource Guide
- Classroom SEBH and Instructional Practices Checklist

Cycle of Reinforcing Interfering Behaviors



(Wisniewski B, Zierer K, Hattie J., 2020)

Research-based Behavioral Principles

- Behavior is **learned**
- Behavior can be **changed**
- Lasting behavioral change is more likely with **positive** rather than punitive strategies
- **No student** should be intentionally or unintentionally humiliated or belittled

The behavior you attend to the **most** will be the one that you will see **most** of in the **future**

Acknowledgement Ratio

5:1

(Wisniewski B, Zierer K, Hattie J., 2020)

Classroom Acknowledgements

High Frequency: Immediate &
Predictable Acknowledgements

and

Intermittent: Unexpected &
Unpredictable Acknowledgements

- Quality Time
- Escape from task or chore
- Earning special privileges
- Earning leadership roles
- Social praise

(Simonsen, Meyer, Sears, 2024)

High-Frequency Acknowledgements



Cardinal Pride

☐ Be Safe

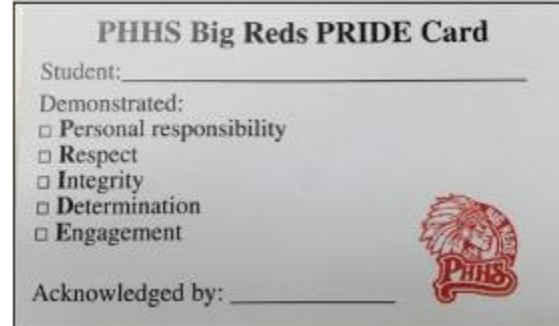
☐ Be Kind

☐ Be in Control

Name _____

initialed by






PHHS Big Reds PRIDE Card

Student: _____

Demonstrated:

- ☐ Personal responsibility
- ☐ Respect
- ☐ Integrity
- ☐ Determination
- ☐ Engagement

Acknowledged by: _____



- Immediate
- Tickets
- Positive behavior-specific feedback
- Punch cards
- Tally marks on the board for the whole class



Intermittent Acknowledgements



- Good News Postcard Home
- Positive Desk/Locker Sweep
- Caught Being Good
- Surprise Homework Exemption
- Raffles
- Golden attendance



Activity 1

Get ready to match the acknowledgement to:

- High-Frequency, or
- Intermittent

Punishment

Punishment may appear to “work” in the short term because it:

- **Removes** students
- Provides **relief** to teacher, students, administrator

Mantras:

- **Behavior** continues because behavior **works**
- **Behavior goes** where **reinforcement flows**

Positive Behavior-Specific Feedback

Reinforces desirable behaviors with clarity and precision

- 1. Timely:** Give feedback as soon as possible after the behavior occurs
- 2. Genuine:** Use a sincere tone to provide accurate praise
- 3. Specific:** Clearly state the behavior you are addressing
- 4. Constructive and Supportive:** Frame feedback positively to encourage generalization

Examples

- Great job working quietly, Joachim.
- I see you kept your hands to yourself, Ana.
- Mohammed, I notice you shared your materials with Betty.
- Thanks for showing respect by taking turns during group discussions.
- Laura, excellent use of our new vocabulary word.

Non-Examples

- Good job!
- Good job not touching others today, Ana
- Way to go
- Thanks for not blurting out.
- Good stuff, Laura.

Example



- What's going well?
- What could be improved?
- What would you change?
- What wonderings do you have?

(The IRIS Center Peabody College Vanderbilt University, 2024)

Example? Non-Example?



(MPS PBIS, 2012)

- What's going well?
- What could be improved?
- What would you change?
- What wonderings do you have?

Behavior-Specific Feedback Templates

Elementary Positive Behavior-Specific Feedback	Secondary Positive Behavior-Specific Feedback
“You raised your hand before speaking, <i>[Student’s Name]</i> . It shows respect for your classmates.”	“Your collaboration during group was respectful and on-task. Well done.”

Positive: Good stuff, *student’s name*. I noticed you *behavior expectation*. That helps *positive outcome*.



Activity 2

Let's Practice

1. Choose an activity in your classroom (e.g., circle time, cooperative group work)
2. Create 2 **positive** specific feedback statements that you might provide
 - Use Resource Guide for support
 - When done, share in the chat

Praise Preference

- A systematic way to identify what types of praise are meaningful and motivating for students
- Improves relevance and effectiveness of class and school-wide acknowledgement systems

(Lo & Cartledge, 2006; Gion et al., 2022)

Finding Praise Preferences

- Refer to “Getting to Know You” activities for effective types of acknowledgement
- Provide options
- Praise Preference Assessment

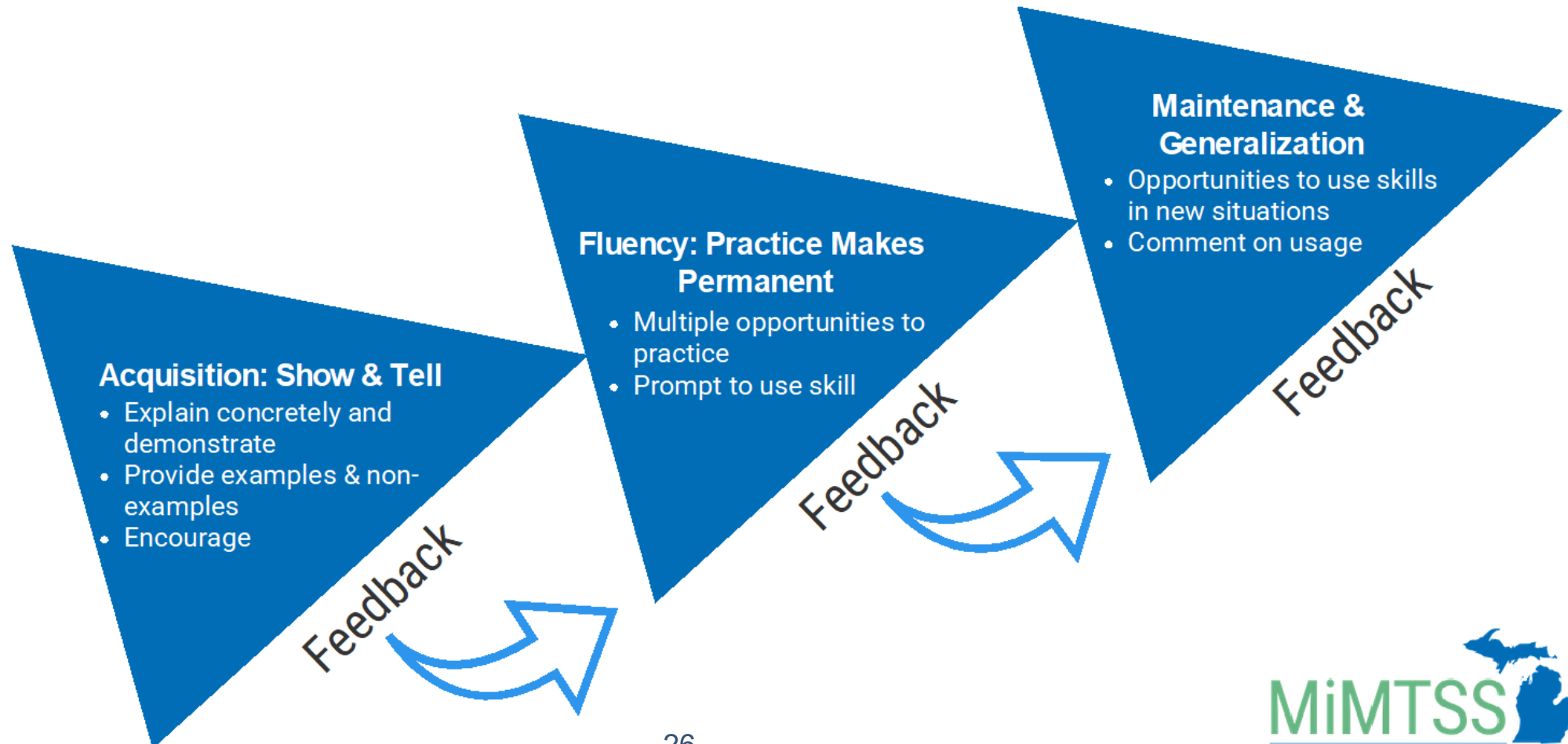
My name is:				
<i>Circle the things you like and cross out the things you don't like</i>				
When I am doing a good job at school...				
	Tell me quietly	Tell the whole class	School-wide ticket	
	High-five	Fist bump	Secret signal between you and me	
	Other?			

Student Reward Choice Board		
 <p>Choose a transition song for the class</p>	 <p>Extra library visit with a friend</p>	 <p>Homework pass, check with teacher</p>
 <p>Desk pet</p>	 <p>Teacher's chair at your desk</p>	 <p>Class photographer</p>
 <p>15 minutes cozy reading</p>	 <p>1st in line for dismissal</p>	 <p>Co-teacher</p>

How We Teach

Adapted from START & NCPMI

Stages of Learning





Activity 3

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for **acknowledgements** in an upcoming lesson or classroom routine

1. Self-reflect on 5:1 acknowledgement ratio, types of acknowledgements, and Positive Behavior-Specific Feedback
2. Plan steps to implement or strengthen practices

Coaches/Administrators:

- What can you do to support teachers in improving and monitoring opportunities to respond and instructional choice?

References

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