

## Module D: #8 Acknowledgment and Behavior Specific Praise

- Students should experience predominantly positive interactions
- 5 positives to one negative in the classroom is recommended, with up to 10 positives for more vulnerable students

### Making 5 to 1 Happen

- Making eye contact
- Asking if assistance is required
- Smiling, nodding, winking
- Welcoming
- Offering a greeting
- Providing positive feedback regarding appropriate student behavior
- Maintaining an attitude of respect and support, even when correcting student behavior

Examples of Behavior Specific Praise	Non-Examples of Behavior Specific Praise
<p>During educator-directed instruction, a student raises her hand. The educator says, <b>“You raised your hand. Now we can all hear what you have to say!”</b></p> <p>A student enters the class late(with a pass) during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, <b>“Nice job coming into the room quietly. That was a great help to our class. We could continue with our learning.”</b></p> <p>During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” The educator immediately looks at the second student, gives a “thumbs up sign,” and whispers, <b>“Not only are you paying attention, but you helped your classmate to stay on task. Great teamwork.”</b></p> <p>After educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” a student responds by correctly pronouncing /th/. The educator says, <b>“Accurate pronunciation! You said that really clearly so listeners can understand you”</b></p>	<p>During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, <b>“Gee, thanks for listening.”</b> (<i>This is sarcasm, not specific praise.</i>)</p> <p>A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a <b>“thumbs up”</b> to recognize the quiet entry. (<i>This is general and non-verbal.</i>)</p> <p>During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” About 1 min later, the educator looks at a second student, smiles, and says <b>“good job.”</b> (<i>This is general and not clearly contingent.</i>)</p> <p>During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “through,” and says, <b>“What sound?”</b> (<i>This is an opportunity to respond.</i>)</p>