

Implementation Procedures

Positive Student-Teacher Interactions

Positive interactions between teachers and their students play an important role in determining student success. Research shows that increasing positive interactions (e.g., praise statements) and decreasing negative interactions improves the classroom climate as well as student academic and behavioral outcomes. In general, a positive relationship with teachers boosts student motivation and cooperation. Interacting with students in a positive way teaches students valuable interpersonal skills as well. The ratio of positive to negative teacher statements to students should be 4:1.

Increasing praise statements to acknowledge appropriate behaviors, using error correction procedures to address misbehavior, and practicing active supervision (e.g., circulating, scanning, encouraging) are strategies teachers can employ to improve student-teacher interactions. Providing choices can also help to improve relationships with students as it gives students a sense of control and may stop challenging behaviors. In addition, giving students choices provides teachers with a chance to make a praise statement about the change in behavior.

Teachers may initially report that increasing praise statements feels unnatural or contrived. Help teachers set personal goals to increase praise statements throughout the class period. Improving interactions with students will take time and practice! Increasing positivity will improve student behavior and may improve teacher outlook as well.

Following are examples of the three types of feedback that can be given to students:

Praise Statements

Students with emotional and behavioral difficulties may not hear very many praise statements at home, at school, or in other settings. Praise statements should be specific and genuine. It is helpful to tie praise statements to behavioral expectations to increase the likelihood students will repeat the desired behavior. By focusing on what the students do correctly, students feel competent and confident about their ability to do what is expected. Using the student's name when making praise statements personalizes the message: *"You did a great job participating in class today, Alex. Keep up the great work!"*

High school students with emotional and behavioral difficulties may feel uncomfortable receiving public praise. Be sensitive to student wishes. Consider delivering praise privately in a quiet tone or non-verbal praise such as smiles, nods, high-fives or other gestures. Furthermore, positive notes can be written on homework, tests, or on scrap paper and delivered privately.

Pithy statements such as "Good work" are not sufficient. In addition, avoid "back-handed praise" such as "You didn't mess up as badly as you did yesterday." Such comments may lessen desired outcomes.

Corrective Statements	
<p>The primary purpose of error correction is to assist the student in performing the correct response when a behavior is incorrect or unacceptable. Error correction is not punishment.</p> <p>For high school students, it is important to provide corrective feedback privately and quietly to avoid embarrassing the student or triggering an escalated behavior to “save face.”</p>	
<p>1. Using a neutral tone of voice and facial expression, inform the student his or her response was incorrect.</p>	<p><i>“Please stop. Calling out in class is not acceptable.”</i></p> <p><i>“Hold on for one moment. That voice volume is too loud.”</i></p>
<p>2. Tell the student what you want him or her to DO. If the error was an inappropriate behavior, is helpful to tie your feedback to a classroom expectation or routine.</p>	<p><i>“Please remember to raise your hand to share your answer.”</i></p> <p><i>“Please use a quiet voice like mine so I can understand better what it is that you need.”</i></p>
<p>3. Immediately reinforce the student for demonstrating the correct behavior. This is very important!</p>	<p><i>“Thank you for your quiet raised hand! What would you like to share with the class?”</i></p> <p><i>“Thank you for using a quieter tone. Now I can hear what you have to say.”</i></p>

Negative Statements	
<p>Negative interactions with students can be extremely detrimental to student esteem and contribute to disengagement with school.</p> <p>1.</p>	
<p>When students engage in inappropriate behaviors to gain attention or escape a task, teachers may respond with negative feedback</p>	<p><i>“You’re late”, “You’re not listening again”</i></p> <p>A direction to stop a behavior -- <i>“I said stop that!”</i>, <i>“Quiet!”</i></p> <p>A derogatory comment-- <i>“Only stupid people do that”</i></p>
<p>In addition, teachers may provoke students with sarcasm during times when no misbehavior is occurring. These negative interactions can escalate student behavior and create a coercive cycle.</p>	
<p>It is important for teachers to treat students with emotional and behavioral difficulties with dignity and respect at all times, even when student behavior is particularly challenging.</p>	

Ways to Enhance Positive Student-Teacher Interactions

Active Supervision

Active supervision promotes the development of a positive classroom climate by proactively encouraging and maintaining student on-task behaviors. Active supervision of students is characterized by patterns of teacher movement and high rates of positive interactions with students, including praise statements and error correction.

Circulating

Circulation in the classroom provides teachers increased opportunities to praise students for on-task behavior, error correction, and encouragement. Teachers should use proximity to check in with students during independent and group work.

Scanning

Frequent visual scanning of the classroom environment is a good way for teachers to observe student behavior related to expectations and routines. General statements of praise or error correction can be made:

“I really like how everyone is on task right now. Great work!”

“I see students working well in groups together. Excellent!”

“I’d like all students to stop. Please remember the homework routine. Homework goes in the blue bin.”

Encouraging

Similar to praise statements, words of encouragement are important messages for students who have emotional and behavioral difficulties. Provide encouragement when students are struggling or have completed a task. Also encourage students to encourage each other! Then be sure to provide students with the appropriate supports (e.g., accommodations) to increase success.

Choices

Providing choices can help redirect undesired behavior and create an opportunity for praise and/or encouragement. When students make a choice to follow expectations, remember to reinforce the appropriate behavior to increase the likelihood that students will repeat the desired behavior.

“I see you have not started your math work. Would you like to use scrap paper or graph paper to help you figure the problems?”

(Student makes choice and starts to work).

“I’m glad to see you on-task now. Raise your hand if you get stuck, and I will be right over to help you.”

Materials

Positive Student-Teacher Interactions Handout
Positive Student-Teacher Interactions Worksheet
Initial Training Form (ITF)
Positive Student Teacher Interactions Treatment Integrity Form

Procedures

1. Use (or assist teachers to use) the Positive Student-Teacher Interactions Handout as a guide
2. Using the Positive Interactions Worksheet, explore ways to improve positivity.
3. Remember (or remind teachers) to use praise statements when students follow expectations or exhibit other prosocial and academic behaviors,
4. Remember (or remind teachers) to provide corrective statements when students make errors instead of making negative statements.
5. Decide (or have teacher decide) on a personal goal for praise statements given throughout the class period.
6. Develop a simple strategy to serve as a reminder to provide praise statements.
7. Decide on a date to implement intervention and record date on ITF form.
8. Collect treatment integrity data according to procedures and provide booster sessions when indicated (i.e., if third integrity is below desired level).



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Positive Student-Teacher Interactions Worksheet

Use the following questions to guide use of the strategy. If assisting a teacher with implementation, use the questions to guide your discussion with the teacher. Leave a copy with the teacher.

A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.

Student Initials	Behavior	Strategy	Statement Examples

C. What is your goal for increased positive statements to students?

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D. What strategy will you use to help you remember to increase positive statements to students?

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E. What date will you begin implementation of increased positive student-teacher interactions?

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SAMPLE WORKSHEET

Positive Student-Teacher Interactions Worksheet

Example is provided below.

A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.

Student Initials	Behavior	Strategy	Statement Examples
<i>A. F.</i>	<i>Calls out in class</i>	<i>Corrective Statement</i>	<i>Remember it's important to raise your hand when you have a question or comment.</i>
<i>C. D.</i>	<i>Argues when asked to follow directions</i>	<i>Corrective Statement</i>	<i>Remember that these classroom instructions should be followed the first time they are given.</i>
<i>M. S.</i>	<i>Turns in an assignment on time.</i>	<i>Praise Statement</i>	<i>You did a great job completing that assignment</i>
<i>P. B.</i>	<i>Assists another student</i>	<i>Praise Statement</i>	<i>Thanks for showing Matt where to turn in his assignment.</i>
<i>J. S.</i>	<i>Student is on time for class</i>	<i>Praise Statement</i>	<i>I'm very glad you are in class today.</i>

C. What is your goal for increased positive statements to students?

I want to provide two positive statements to each student per class this week.

D. What strategy will you use to help you remember to increase positive statements to students?

I will post a large smiley face in the back of the room to remind me to be more positive with students.

E. What date will you begin implementation of increased positive student-teacher interactions?

Tomorrow! Thursday September 15.

Teacher Handout

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1. Using a neutral tone of voice and facial expression, inform the student his or her response was incorrect.	<i>"Please stop. Calling out in class is not acceptable." "Hold on for one moment. That voice volume is too loud."</i>
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3. Immediately reinforce the student for demonstrating the correct behavior. This is very important!	<i>"Thank you for your quiet raised hand! What would you like to share with the class?" "Thank you for using a quieter tone. Now I can hear what you have to say."</i>

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“You’re late”, “You’re not listening again”

A direction to stop a behavior -- *“I said stop that!”, “Quiet!”*

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Tips to Enhance Positive Teacher-Student Interactions

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“I see you have not started your math work. Would you like to use scrap paper or graph paper to help you figure the problems?”

(Student makes choice and starts to work).

“I’m glad to see you on-task now. Raise your hand if you get stuck, and I will be right over to help you.”

Consider introducing one of these tactile or visual prompts to increase positive student-teacher interactions.

- Paper Clip Strategy- Keep a dish or box of paper clips (or buttons, tokens, pennies, etc.) on your desk or lectern. Every time you have a positive interaction with a student, place a paper clip in your right pocket. Place one in your left pocket anytime you had a negative interaction with a student. Continue to do so for 20 minutes, or the entire period if feasible. At the end of the period, count the number of paper clips in each pocket and determine the ratio of positive to negative interactions.
- Tally Mark Strategy- Consider keeping a small notebook or tablet at your desk or lectern. Use a tally mark to keep track of how many praise statements you make throughout the class period. For negative interactions, jot down some notes about what triggered the interaction and your response. Later, think about what you would like to do differently in that situation next time. Challenge yourself to increase praise statements for the next day.
- Red, Yellow, Green Light Strategy- Praise, correction and negative feedback can be conceptualized as the Green, Yellow and Red of the traffic light (respectively).
 - Praise is **green**- ‘Go’- give positives, give often and be specific.
 - Correction is **yellow**- ‘Slow’—remember not just to provide a ‘Stop’ command but add a ‘Go’ command as well. Don’t just tell the student what they should *not* be doing; add instructions about what they should be doing.
 - Negative Feedback is **red**—it only provides a ‘Stop’ command.
- Cut out three large green dots (about the size of a piece of 8½ x 11 inch paper) and tape one to each of the 3 walls around the class (not on the front wall of the class). Cut out a yellow dot and tape to the back wall of the class. No red dots are placed in the room because negative feedback should be reduced or eliminated! Each time your eyes land on one of the 3 green dots, catch someone doing something worthy of praise or praise the class. The yellow dot on the back wall of the class serves to remind you to provide corrective feedback (over negative feedback).

Positive Student-Teacher Interactions Integrity Check

Student _____ Date: _____

Teacher: _____ Observer: _____

Collect Data: Observe teacher and Target Student for 20 min, 4 min intervals.

Positive Feedback. Teacher provides verbal statements, gestures, feedback notes, or other forms of feedback related to social or academic performance to the Target Student indicating the behavior/response is correct. Bubble Y or N for positive feedback provided at any time during the interval.

Negative Feedback. Teacher informs Target Student that behavior/response is incorrect, but does not provide corrective feedback (e.g., “no”, “stop that”, “turn around”, and “quiet”). Bubble Y or N for negative feedback provided at any time during the interval.

Corrective Feedback. Teacher refers to expectations in response to inappropriate behavior by the Target Student at any time during the interval.

Interval	Positive Feedback		Corrective Feedback		Negative Feedback	
	Y	N	Y	N	Y	N
1	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
2	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
3	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
4	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
5	○ (3)	○ (0)	○ (2)	○ (0)	○ (3)	○ (0)
Total						

Determine Integrity

Choose one:
<input type="radio"/> Positive Feedback total > Negative Feedback Total. (100%)
<input type="radio"/> Positive Feedback total + Corrective Feedback Total > Negative Feedback Total. (80%)
<input type="radio"/> Positive Feedback total is 0 <u>and</u> Corrective Feedback Total > Negative Feedback Total. (50%)
<input type="radio"/> Negative Feedback total > Positive Feedback Total <u>or</u> Positive Feedback + Corrective Feedback Total. (0%)

If integrity does not reach $\geq 80\%$ booster session indicated:

Booster Session indicated:	Y	N	If Indicated, date booster session completed: _____
	<input type="radio"/>	<input type="radio"/>	