

POSITIVE PERFORMANCE FEEDBACK

- ✓ **Specific:** Be specific with any feedback
- ✓ **Positive:** Give feedback related to what you want the student to do
- ✓ **Immediate:** The sooner the feedback is offered, the more likely the student is to link the feedback to his or her performance
- ✓ **Link to expectation:** For maximum positive impact, link the feedback to class-wide expectations and/or assignment goal **“Thank you for being responsible by working quietly during the lesson.”**

TANGIBLES

1. State the **Expectation** "Thank you for being responsible...."
2. State the **Skill** "....by being prepared to work."
3. **Give** the ...**buck, certificate, ticket**.....
4. **Fade** the tangible, but keep the feedback!

Tier 1 Strategy For Managing Behavior

- **Step 1:** When a student is not following the expectation, state the behavior expectation (e.g. "I need you to be responsible by sitting in your desk and completing your work")
- **Step 2:** Walk away and wait a few minutes before approaching them again. If behavior continues approach the student and respectfully re-state the expectation with a consequence (e.g. "I asked you to sit in your desk and complete your work, if you continue to be off-task I will have to move your seat")
- **Step 3:** If the student followed your directive, provide them with positive verbal praise. If student was not receptive, implement an appropriate consequence

