Positive to Negative Interaction Ratio
Interventions At-A-Glance

Include:
- a positive interaction marked when a student behaves appropriately and the teacher responds;
- a negative interaction marked when a student behaves inappropriately and the teacher responds;
- a calculated ratio, totaling the number of positive to negative teacher interactions.

Goal:
- optimal ratio of praise to reprimand is 5:1;
- specific praise being utilized at a higher degree than general praise.

Interventions:

Increasing Non-contingent Positive Attention.

- ❏ Teacher commits to saying "hello" to every student as they enter the classroom. This could be in the form of a verbal greeting and/or handshake at the door.

- ❏ Show an interest in students' work during independent work periods.

- ❏ Invite students to ask for assistance.

- ❏ Engage in conversation with a student or group of students.

- ❏ Plan to greet or talk to any student with whom you recently had to interact with around misbehavior, showing that what happened is in the past.

- ❏ Avoid long discussions on tangential topics during teacher-led instruction or when monitoring student independent work.

Increasing the amount of praise or positive feedback.

- ❏ Identify a specific problem behavior that you would like to see less of in the classroom and define the opposite of this behavior. Teach the expected behavior, ignore the problem behavior and "catch" and provide specific positive feedback to students meeting expectations.

- ❏ Post a visual reminder to praise students. This visual reminder should be placed in an area viewed frequently, such as the overhead projector, the clock, the corner of the desk, or the side of a white board.

- ❑ Provide praise to one student and find another student who is also behaving appropriately and provide praise to them as well.

- ❑ Increase the number of opportunities to respond.

- ❑ Acknowledge appropriate student behavior using specific praise, gestures (e.g., thumbs up, clapping, with a nod of the head), tangibles (e.g., stickers), points toward a classroom or individual reward, calling a caregiver to report student success, and/or other systems of motivation.

- ❑ Publicly post examples of positive student work demonstrating to students pride in what the students have done and increasing the sense of belonging to the students in that classroom.

Decreasing the number of reprimands or corrections provided to students.

- ❑ Ignore minor misbehavior if the behavior is attention-seeking in nature. In conjunction with ignoring the attention-seeking misbehavior, provide positive feedback and attention to students who are engaged in appropriate behavior. Actively attempt to "catch" the students being planfully ignored when they engage in appropriate behavior.

- ❑ Ensure students know the expectations. Identify the problem behavior(s), teach the behavior expectations, and providing positive feedback when the expected behaviors occur.

- ❑ Provide precorrections, or quick reminders of how to behave appropriately for an activity, when anticipating that a whole class or individual students may have difficulty behaving appropriately.

Opportunities to Respond
Interventions At-A-Glance

Include:
- the number of instructional questions, statements, or gestures seeking an oral response;
- have an academic response component;
- do not include directives related to behavior.

Goal:
- 4-6 per minute of instruction on new material with 80% accuracy;
- 9-12 per minute of instruction on drill-and-practice material with 90% accuracy;
- serves to increase academic engagement.

Interventions:

The number of OTR provided by the teacher per minute is less than optimal.

- ❑ Break down complex problems into smaller chunks, having students provide answers to each chunk of the problem.
- ❑ Ask drill-and-practice questions from a deck of questions made up on note cards of which the students provide brief choral or individual answers. Mix individual student responses with classroom choral responses.
- ❑ Provide a question and have the students:
  - o quickly write the answer on a small white board, holding it up to show the teacher when they have the answer.
  - o turn to a neighbor and share their answer.
  - o hold up a "response card" (a 2-sided card using either yes/no, true/false, agree/disagree, etc.).
  - o display a "thumbs up" or "thumbs down" signal.
  - o stand up if s/he believes the answer is true and stay seated if the answer is false.
- ❑ Mix into every lesson (at the beginning, middle, and/or end) brief fast paced teacher-directed review of previous material being sure to ask for responses from the class as a whole and individual students.
- ❑ Use a seating chart and place check next to the desk of a student each time they are called on individually to answer an academic question.
- ❑ Ask a question, allow wait time, and then call on a specific student without having students raise hands.
- ❑ Ask question, and then draw students' names from a jar. Once the question has been asked, place the name back in the jar.
- ❑ If a student called upon does not know the answer, allow wait time before asking for a classroom choral response. Then return to the student in a few minutes to ask the same question.
- ❑ Provide questions that have relevance in that they are important for the students to learn.
- ❑ Provide questions that have the appropriate level of rigor for the students in the class, meaning that the questions are not too easy and provide academic challenge.

Fluent Corrections
Interventions At-A-Glance

Include:
- responses to misbehavior that do not interrupt the flow of instruction;
- responses that keep the focus on building positive relationships with targeted and non-targeted students.

Goal:
- responses to misbehavior that are calm, brief, consistent, and immediate.

Interventions:

- ❑ Develop a list of all the misbehaviors occurring in the classroom, beginning with the behaviors that are of greatest concern and ending with those of least concern.

    - o Be sure that behaviors are specific and observable.

    - o Label whether the behavior occurs because the student(s) are not aware that they are exhibiting the behavior, because the student(s) do not have the ability (i.e., student is not physiologically capable of exhibiting the desired behavior), because the student(s) are seeking attention from the teacher or peers, or because the behavior is habitual or serves some other purpose for the student.

    - o Identify a response to each misbehavior. For attention-seeking behavior consider ignoring. For problems with ability/awareness, consider a verbal reminder or redirection. Purposeful or habitual problems may require a consequence.