



*Behavior Management TOOL: Teaching Others through Online Learning*

**Module 1: Behavior Specific Praise**

Learning Task # 1

**Directions:** Watch Video B and record down the following:

1. Instances in which BSP was used.
2. When the teacher delivered the BSP did she follow all 5 steps?
  - a. Gain attention
  - b. Deliver praise
  - c. Identify the behavior
  - d. Neutral/positive affect
  - e. Wait time
3. Instances in which you think BSP could have been additionally used.

Learning Task # 2

**Directions:** Brainstorm a list of “-ing” words to use when delivering BSP to students.

1. Discuss that -ing words are a great way to incorporate BSP in the classroom.
2. Give students a few examples of -ing words: thinking, adding, raising hand, etc.
3. Encourage students to brainstorm and create a list of -ing words to use in the classroom.
4. Have each student share a BSP statement using one of the -ing words they listed.

Learning Task # 3

**Directions:** Have the students decide if the statements are BSP or not.

1. Write the following statements on a markerboard, flash cards, or incorporate in a PPT.
  - a. Good job!
  - b. Nice reading those sight words.
  - c. Way to go!
  - d. I really like the way you were taking turns with your partner.
  - e. Look how well you got in line with the rest of the class!
  - f. Nice working.

- g. Great job paying attention.
- h. Thank you for following along with your finger when I was reading.
- i. Nice job taking your time and solving each step of the math problem.
- j. Excellent!
- k. You are so smart.
- l. Way to use your manners in the cafeteria at lunch time!

- 2. Have students hold up a red card if it is not BSP and hold up a green card if it is BSP. Or, students can give a thumbs up/thumbs down or some other response card.

Learning Task # 4

**Directions:** Have students observe a classroom and record instances of BSP.

- 1. Arrange for students to observe a classroom teacher for a designated amount of time.
- 2. Students should record the frequency of BSP using the 5 steps outlined on the BSP handout.
- 3. Have students reflect on their observation.
  - a. Did they observe BSP and general praise?
  - b. How did students react to BSP?
  - c. How could the teacher incorporate more BSP in classroom?

Learning Task # 5

**Directions:** For each scenario write an example of BSP and a non-example.

- 1. Copy the chart below onto a worksheet or PPT slide to use with students.
- 2. Have students record an example of BSP, as well as a non-example.

<i>Expected Behavior</i>	<i>Student Behavior</i>	<i>BSP Example</i>	<i>BSP Non-example</i>
Students returns to the classroom after recess and hangs jackets up.	Johnny hangs his jacket up in his locker in the correct spot.		
Students join the teacher at the carpet for a story.	Michael sits on his spot on the carpet.		
Students work with a partner on their science assignment and keep their voices low.	Angelo works with his partner and uses a quiet voice.		

Students line up at the door to prepare for lunch and keep their hands to themselves.	Maria gets in line and keeps her hands at her side.		
Students work on their math worksheet at their desk and stay in their seat.	Levi stays in his seat and completes his math work.		

Learning Task # 6

**Directions:** Read the below scenario.

**Situation:** Ms. Smith begins each class by asking her students what they know about a topic, by reviewing the previous material that was taught, by explaining what students are to do during the current lesson, making an assignment, asking students what questions they have, and by letting the students get started with their work. Ms. Smith has noticed that the same students volunteer ideas while others in her class are not very attentive and do not volunteer answers. When she has completed her instruction and students are working on an assignment, Ms. Smith circulates around the room and assists students with their individual work or learning tasks. As Ms. Smith helps her students, she is constantly checking to see if students are on task. If she finds they are not on task, she seeks to rectify this before moving on to help other students. Ms. Smith is able to check on students who may have trouble, based on her understanding of the needs and assessment data of her students. Recently, Ms. Smith notices there seems to be more students who seek her help, some who finish very quickly, and a general decrease in the quality of about half of her students' work. Some of the behaviors she has noticed in her students is that the early finishers talk with one another, get out of their seats and walk around the class, and some pass notes back and forth to one another.

1. What are some opportunities for use of BSP that Ms. Smith could incorporate into the above scenario?
2. Did you see any areas for improvement in classroom management that Ms. Smith could implement? Describe one or two areas you noticed.
3. Discuss what a benefit to using BSP in this scenario might be. What would a benefit for Ms. Smith be and what would a benefit for her students be?

Learning Task # 7

Think back to a time, as a student, that you remember a teacher providing positive feedback to you. It could be feedback you received on a written assessment (e.g., a paper, exam, project) or you may be thinking of a time a teacher verbally shared feedback with you.

List the positive feedback here:

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Now rephrase that feedback, if appropriate, to reflect BSP.

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### Learning Task # 8

Take a moment to journal or reflect on the importance of being specific in feedback that is provided to a student in an educational context. Try to list three reasons why use of BSP can be encouraging to a child. Compare and contrast with a situation in which BSP is not used. In your reflection, describe a possible scenario in which BSP is used effectively keeping in mind what you have learned in this module (e.g., the five steps to implement BSP with fidelity).

### Learning Task # 9

Identifying antecedents, or possible triggers to challenging behavior, is important when planning BSP. When we pay attention to what is happening just before a behavior occurs, we can purposefully plan BSP to help modify unwanted behaviors. How can the following questions help when planning to use BSP?

1. Are there students who seek attention through inappropriate behavior?
2. Are there specific moments during instructional activities when challenging behavior occurs?
3. Are there specific transitions between instructional activities when challenging behavior occurs?
4. Are there certain responses made by others occurring immediately before challenging behavior?
5. Would changing the response, tone, or delivery help modify the behavior?
6. Are there students in need of additional reinforcement to complete instructional activities or meet classroom expectations?
7. Are there students who are consistently off-task during instruction, transitions, or down-time?