

Classroom Practice: 5:1 Ratio Positive to Negative

Description

- ✓ Students should experience predominately positive interactions (ratio of 5 positives for every negative) on all locations of school.
- ✓ Positive Interactions=
 - Behaviorally specific feedback as to what the student did right (contingent)
 - Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent)
- ✓ Negative Interactions=
 - Non-specific behavioral corrections
 - Ignoring student behavior (appropriate or inappropriate)

Critical Features

What does it look and sound like?

Interact in a friendly, supportive manner at all times---students, parents, guests and colleagues

Initiate positive interactions by:

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

Interact with students 5 times more often when they are behaving appropriately than when they are behaving inappropriately (5:1 ratio)

- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given
- Negative interactions are not wrong and are sometimes necessary;
- the key is the *RATIO*
- Positive interactions include: verbal praise, nonverbal acknowledgement, non-contingent attention (ex. 2X10)

Ways to Measure your Ratio

Measure in short increments of time.

Compare like situations and like times

Collect pre and post – are you doing better?

- Pennies to paperclips (one for + and one for -)
- 20 popcorn kernels in each pocket, move to the right for + and to the left for -
- Index Card Tearing
- Hash marks on tape on your arm(s) or pant leg, T-chart or one for each + and -

Notes:

- Measuring your ratio either with self-monitoring or an observation should help remind you to increase your positive, so even if it isn't perfect, the goal is to move in the right direction.
- People rarely remember neutral experiences, and can even be counted toward the negative side

<ul style="list-style-type: none"> • Popsicle Sticks – move them from one jar to the other for individuals you have given a positive • Invite someone in to observe you (even for a few minutes) and use the SACM observation tool 	<p>so instead of saying a neutral directive, find a way to make it positive, “thank you...for getting your pencil out quickly”</p>
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Self-Assessment of Classroom Management (SACM)					
6. Maximize positive interactions.	Sect. total /3=				Cel 5D
a) I maintain a ratio of 4:1 positive interactions	1	2	3	4	CEC5
b) I positively interact with every student at least 2-3 times per hour on average.	1	2	3	4	CEC5
c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following	1	2	3	4	CEC5

Research and Resources
<ul style="list-style-type: none"> • After withdrawing praise from a classroom, off-task behavior increased from 8.7% to 25.5% • When the rate of criticism was increased, off-task behavior increased from 25.5% to 31.2% with over 50% off-task behavior on some days (Becker, Engleman, & Thomas, 1975) • In classes where teachers provided less than 65% positive statements, the percentage of students reporting that they like school decreased over the course of the school year • In classes where teachers provided more than 70% positive statements, students reporting that they like school remained high across the school year (<i>Oregon study</i>) <p>Business Teams:</p> <ul style="list-style-type: none"> • High Performance = 5.6 positives to 1 negative • Medium Performance = 1.9 positives to 1 negative • Low Performance = 1 positive to 2.7 negatives <p><i>Losada, 1999; Losada & Heaphy, 2004</i></p> <p>Successful Marriages:</p> <ul style="list-style-type: none"> • 5.1 positives to 1 negative (speech acts) and • 4.7 positives to 1 negative (observed emotions) <p><i>Gottman, 1994</i></p>