

# PBIS QUESTION

**What should the ratio of positives to negatives interactions be?**

**Students should experience five positives to one negative interaction.**

Students should experience predominately positive interactions (**ratio of five positives for every negative**) in all educational settings.

Positive Interactions are

- Behaviorally specific feedback as to what the student did right (contingent)
- Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent)

Negative Interactions are

- Non-specific behavioral corrections
- Ignoring student behavior (appropriate or inappropriate)

Negative interactions are not wrong and are sometimes necessary; the key is the **ratio**.

**Five to One  
Gets the Job Done.**

**What does research say about a positive to negative ratio?**

- 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 (Oregon study)

**What is non-contingent attention?**

- Provides time and attention that is not tied to performance
- **Fulfills the need to be noticed and valued**

What are the benefits of non-contingent attention?

- Student teacher rapport
- Positive role-model for social interaction
- Improved climate overall

Greeting, show interest, invite questions, interest conversations, provides opportunity to relate to all students – even those with challenging behavior

**How do we make five to one a reality in the school setting?**

**All Staff must be expected to:**

- 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

## Why Do We Acknowledge Desired Behavior?

- Reinforce the teaching of new behaviors
- Behavior is likely to become a habit and recur in the future only if demonstrating it has been beneficial
- Harness the influence of kids who are showing expected behaviors to encourage the kids who are not
- Strengthen positive behaviors that can compete with problem behavior
- Improve school climate
- Create positive interactions and rapport with students

The information provided comes from 2011 National PBIS Leadership Forum *D6 Teaching Expectations and Reinforcement Systems* and was presented by Marla Dewhirst and Kelly Davis.