



2. *Positive Consequences*: Responses That Increase Positive/Goal Behaviors

Consequences are those events following a student behavior that make it more or less likely that the behavior will occur in the future. This section looks at positive consequences, ideas that teachers can use to reinforce the student for being on-task and showing appropriate behaviors. Among strategies that promote behaviors are providing timely feedback, praise, and teacher attention; as well as allowing students to take temporary work breaks. To foster specific behaviors, the teacher can use any of the following strategies:

- ADHD:ODD:GAD: **Performance Feedback: Information is Rewarding** (Conroy et al., 2009). When students receive timely feedback about their academic performance, this information can reinforce academic behavior and reduce misbehavior. Instructional feedback comes in many forms: e.g., teacher oral or written feedback; class discussion and review of an assignment; oral feedback from class peers; student self-directed completion of a rubric or problem-solving checklist during an independent assignment.
- ADHD:ODD:GAD: **Praise: Catch Them Being Good** (Kern & Clemens, 2007). Research suggests that teacher praise is one of the most powerful--yet underused-- of classroom management tools. When a student, group, or class displays an appropriate pro-social or pro-academic behavior, the teacher reinforces that behavior with a targeted praise statement containing two elements: (1) a specific description of the praiseworthy behavior, and (2) an expression of teacher approval (e.g., "You worked for the full independent-work period. Nice job!"; "I really appreciate the way that our student groups stayed on-task and completed their entire assignment.").
- ADHD:ODD: **Scheduled Attention: Rechannel Adult Interactions** (Austin & Soeda, 2008). As every educator knows, teacher attention can be a potent motivator for student behavior. One strategy to increase positive behaviors is to 'catch the student being good' with regular doses of 'scheduled attention': (1) The teacher decides on a fixed-interval schedule to provide attention (e.g., every 8 minutes); (2) At each interval, the teacher observes the student; (3) If the student is engaged in appropriate behaviors at that moment, the teacher provides a dose of positive attention (e.g., verbal praise; non-verbal praise such as thumbs-up; brief positive conversation; encouragement). If the student is off-task or not behaving appropriately, the teacher briefly redirects the student to task and returns immediately to instruction until the next scheduled-attention interval.

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