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# **HLP Highlight Tool**

# **HLPs 8: Provide Positive and Constructive Feedback to Guide**

# **Students’ Behavior**

Embedded HLP under Pillars 7 & 16

Here’s What It Is**:**

Sincere, culturally relevant, positive teacher feedback influences, guides, and reinforces students’ behaviors. Constructive feedback is specific, contingent, instructive, and timely. Teachers give public and/or private feedback, depending on the context and student. Effective feedback encourages and motivates, helping students develop social, self-monitoring and regulation skills.

Tools:  [HLP Self-Assessment Tool](https://highleveragepractices.org/assessment-tools-high-leverage-practices-students-disabilities) [HLP 8 & 22 Checklist](https://ttaconline.org/Resource/JWHaEa5BS74x8qn039sWjQ/Resource-hlp-8--22-checklist) [HLP 8 Rubric](https://ttaconline.org/Resource/JWHaEa5BS77LIkZoGjoFEA/Resource-rubric--hlp-8-provide-positive-and-constructive-feedback-to-guide-students-behavior-vdoe-ttac-at)

## When Do I Use It?

* Throughout all phases of instruction.
* When encouraging students to follow class expectations.
* In combination with PBIS and class incentives.
* Individualized when appropriate.
* Depending on the context or student factors, give private or public feedback.

## How to Use It

* Respectful and positive, avoid sarcasm.
* Timely – occurs immediately following the behavior.
* Behavior- specific and uses the person’s name.
* Example: "I like how Juan put away his cell phone in his backpack before class started.”
* Non-Example: "Thanks."
* Corrective
* Provides the students with actual steps to take in response to feedback.
* Example: "You may be excited to go to recess, but please sit quietly and complete your work so that others in class can think and finish their work too. That way, we will have more time at the end of the day for socializing."
* Non-Example: "Be quiet."

## **Here’s What It Looks Like**:

* [IRIS Center Behavior Specific Praise – Elementary](https://you-tu.be/ijV6FkDWLAs?si=v-uh3gYiVrDo38SM) (2:09)
* [IRIS Center Behavior Specific Praise – Secondary](https://you-tu.be/oCnZu8sqWhA?si=aZQiL-Gft5rX9sTY) (1:53)
* [HLP #8 and #22 Video](https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior) (20:05)

## Resources to Extend Learning

ASCD [How Am I Doing?](https://www.ascd.org/el/articles/how-am-i-doing)

IRIS Center [Behavior and Classroom Management Learning Modules](https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/)

OSEP Center on [Positive Behavior Intervention Supports](https://www.pbis.org/)

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford Press.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*.  Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). High-Leverage Practices in Special Education, Guide 4. Council for Exceptional Children.

IRIS Center Video Collection (n.d.). Behavior specific praise elementary school example and non-

example. [video]. <https://www.youtube.com/watch?v=ijV6FkDWLAs&t=16s>

IRIS Center Video Collection (n.d.). Behavior specific praise high school example and non-example. [video]. <https://www.youtube.com/watch?v=oCnZu8sqWhA>

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). High leverage practices #8 & #22: Provide positive and constructive feedback to guide students’ learning and behavior. <https://youtu.be/N0T5zoIYri4?si=AOhI4iOY_rFoTzpI>

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.

## For additional HLP Highlight Tools, go to [TTAC](https://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22) Online

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).