VDOE Region 4
TTAC, Training and Technical Assistance Center at George Mason University
Banner and TTAC logo.


**HLP Highlight Tool**

**HLP 8 & 22 Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior**

# **Here’s What It Is:**

* Strategically delivered
* Goal directed, IEP goals
* Targeted toward academic, social, and behavioral areas that need improving
* Verbal, non-verbal, written feedback
* Ongoing and timely, sincere
* Culturally relevant

# **When Do I Use It?**

* When monitoring student progress
* When setting short- and long-term goals
* When determining the effectiveness of instruction
* When trying to improve, correct or maintain instructional and behavioral performance

# **Here’s What It Looks Like:**

* [HLP #8 and #22 Video](https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior) (20:05)
* [Real Co-Teachers of Virginia video on HLPs #8 & #22](https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CIog-RKpaEBZvx/yQH1OJn_9QcX2MHl6aZaCQ) (4:22) *Requires sign-in to free TTAC Online account*

# **Resources to Extend Learning**

* [National Center for Intensive Intervention](https://intensiveintervention.org/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)

# **Here Are My Work Plans:**

Four Components of Effective Feedback:

* Effective Feedback is Goal-Directed *View video 4:27-9:10*
* Effective Feedback is Constructive *View video 9:11-12:24*
* Effective Feedback is Immediate *View video 12:25-15:14*
* Effective Feedback is Respectful and Positive *View video 15:15-18:34*

*Video:* [Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior](https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior) (20:05)

# **Suggested Activities:**

* Use corrective feedback to “teach”, not reprimand
* Participate in a coaching professional development opportunity on feedback strategies
* [Refer to the HLP Leadership Guide #8](https://highleveragepractices.org/hlp-leadership-guides/hlp-8-guide)

**HLP 8 & 22 In Action!**

**Feedback Guide**

**Directions:** Refer to this guide for examples of types of feedback you could implement to encourage positive academic and behavioral outcomes.

**HLP 8 & 22 Feedback Guide**

|  |  |  |
| --- | --- | --- |
| **Action** | **Description** | **Examples and Non-Examples** |
| Positive Feedback | * Demonstrates approval of behavior * Most effective when descriptive * Person and process-centered | **Behavior-specific Feedback:**   * Example: “Thank you for bringing in the play equipment after recess.” * Non-Example: “I appreciate that.”   **Process-Centered Feedback:**   * Example: Compromising on the story conflict was difficult. Making a list was helpful.” * Non-example: “Nice work.” |
| Instructive | Confirming or repeating correct student responses to teach academic, social, behavioral skills | **Mathematics Example:**   * Example: “Correct, 4 x 3 = 12 and 3 x 4 = 12.” * Non-Example: “That is correct.”   **Literacy Example:**   * Example: “Your paragraph is well written. You included the introductory sentence, supporting sentences and a concluding sentence.” * Non-Example: “Nice job.” |
| Corrective | * Teacher describes a social or academic behavior mistake, giving respectful corrective feedback * Helps to create a safe, positive, and productive learning environment | **HLP 8**   * Example: “Julie, instead of using your calculator, please use the graphic organizer.” * Non-Example: “Julie, put your calculator away.”   **HLP 22**   * Example: “Ladies, you may have heard this information before, but please sit quietly so your classmates can hear.” * Non-Example: “Ladies, stop talking.” |

[A](https://highleveragepractices.org/hlp-leadership-guides/hlp-8-guide)*[dapted from HLP Leadership Guide #8](https://highleveragepractices.org/hlp-leadership-guides/hlp-8-guide)*

**References**

Council for Exceptional Children. (2021). *Leadership guide for HLP #8: Provide positive and constructive feedback to guide students’ learning and behavior*. Retrieved from: <https://highleveragepractices.org/hlp-leadership-guides/hlp-8-guide>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 2.* Council for Exceptional Children.

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

Find additional HLP Highlight Tools on [TTAC Online](http://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).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>.