HLP 8 & 22 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
- Aimed at academic and behavioral areas that need improving
- Verbal, non-verbal, written feedback
- Ongoing. Timely and 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:
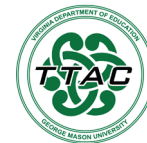- HLP #8 and #22 Video (20:05)

- Real Co-Teachers of Virginia video on HLPs #8 & #22 (4:22) *Requires sign-in to free TTAC Online account.*

Resources to Extend Learning:
- National Center for Intensive Intervention

- High Leverage Practices

- The Iris Center

Here Are the My Work Plans:

4 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

View the full HLP #8 & #22 Video (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
- Practice Strategies for Providing Effective Feedback (3:19)

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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.

Type of Feedback	Description	HLP 8 Examples & Non-Examples	HLP 22 Examples & Non-Examples
Positive	• Demonstrates approval of behavior • Most effective when descriptive • Person-centered • Process-centered	*Example:* "Thank you for bringing in the play equipment after recess." (behavior-specific) *Non-Example*: "I appreciate that." *Example:* "Compromising on the story conflict was difficult. Making a list was helpful." (process-centered) *Non-example:* "Nice work."	*Example:* "Correct, 4 x 3 = 12 and 3 x 4 = 12. (behavior-specific) *Non-Example:* "That is correct." *Example:* "Correct, the diameter of the circle is 14 when using the formula d=2r." (process-centered) *Non-Example:* "Yes, the diameter is 14."
Instructive	• Confirming or repeating correct student responses to teach academic skills • Can also be used for social and behavioral learning	*Example:* "Kim, your oral presentation included specific details and examples to help your audience visualize your topic." *Non-Example:* "Good presentation."	*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 error and provide ways to improve it in a helpful manner • Helps to create a safe, positive and productive learning environment	*Example:* "Julie, instead of using your calculator, please use the graphic organizer." *Non-Example:* "Julie, put your calculator away."	*Example:* "Ladies, you may have heard this information before, but please sit quietly so your classmates can hear." *Non-Example:* "Ladies, stop talking."

Adapted from HLP Leadership Guide #8

References

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.

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-

Find additional HLP Highlight Tools on TTAC Online.

Ratzlaff, J., Sekinger, M & Martin, C. (2021).