



## Positive Interactions Ratio

### Definition & Rationale:

Positive interactions are statements or gestures made by teachers to students to indicate approval. Research indicates that positive interactions between teachers and students should outweigh negative interactions by 4 to 1. Negative interactions indicate disapproval of student behavior and includes reprimands and corrections.

Noticing rule-following behavior and providing praise reminds students of teacher expectations in a positive way and increases teacher-child connections. Positive feedback also encourages students to continue doing what they have done so far.

### Characteristics of Positive Interactions:

- **Verbal praise**
  - Statements such as "great job" and "I love the way you walked in line"
  - Notice times when all students are following the rules
- **Warm and caring tone**
  - Speaking to children in a comforting and caring way
  - Expressing appreciation of appropriate and desirable behaviors
- **Positive gestures and expressions**
  - High fives, thumbs up, and smiles
- **4:1 Ratio**
  - During lessons and activities 4 positive interactions (indications of praise and approval) should be provided for every one negative interaction (correction or indication of disapproval)
- **Positive interactions with each child**
  - One positive interaction should occur per child every 5 minutes

## Examples of Positive Interactions:



### **Growth Mindset Recognition Cards**

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[https://www.clipartwiki.com/iclip/howhmfh\\_positive-behavior-clipart-positive-clipart/](https://www.clipartwiki.com/iclip/howhmfh_positive-behavior-clipart-positive-clipart/)

## Next Steps:

- Monitor the number of positive and negative interactions you have with students
- Acknowledge individual students when they are behaving appropriately
- Use the worksheet to track your interaction ratio and increase positive interactions overtime

## Literature References:

- Reinke, W. M., Herman, K. C., & Stormont, M. (2012). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions, 15*, 39-50.
- Benedict, E., Horner, R., & Squires, J. (2007). Assessment and implementation of Positive Behavior Support in Preschools. *Topics in Early Childhood Special Education, 27*:3, 174-192.

## Tracking Interactions

Teacher:	Rater:	Date:	
Setting/Activity:	Start Time:	End Time:	
Tally Each Positive Student Contact.  Total #: _____		Tally Each Negative Student Contact.  Total #: _____	
Ratio of Positives to Negatives:  (     ) / (     ) = Positives    Negatives  <div style="text-align: right; margin-right: 100px;">_____ to 1</div>			

Adapted from: Knoster, T. (2008). *The teacher's pocket guide for effective classroom management*. Baltimore, Maryland: Paul H. Brookes Publishing Co.