



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach How to teach

HLP 9: Teach social behaviors.

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 20: Use strategies to promote active student engagement.

HLP 21: Teach students to monitor and generalize new learning across time and settings.

HLP 18: Use assistive and instructional technologies.

HLP 22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 16).

HLP 8: Provide Positive and Constructive Feedback to Guide Students' Behavior

The goal of the HLPs is to provide a list of essential practices that are not only effective but also are so critical that they should be in every teacher's everyday repertoire. The effective provision of feedback is one of the most important practices for teachers. Feedback is used to guide student learning and behavior and increase motivation, engagement, and independence. Effective feedback must be strategically delivered and focused on tasks, processes, or self-regulatory actions.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Provide Feedback to Improve Student Behavioral Outcomes

- Provide positive and specific feedback to demonstrate approval of student behaviors.
Example: "Great job (positive) raising your hand (specific) and waiting to be called on!"
- Provide process-centered feedback rather than person-centered feedback to facilitate engagement, motivation, and perseverance.
Example: "You did a great job today moving into your work groups. You moved quickly and quietly and were able to begin working immediately!" (process-oriented feedback)
Non-example: "You did a terrible job moving into groups today!!" (person-oriented feedback).
- Provide instructive feedback to teach and/or emphasize social/behavioral skills.
Example: A student responds to the question "What sounds should we hear when we line up for recess?" with the answer, "None." The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hallway to be respectful of other classrooms."
- Provide corrective feedback rather than reprimands when addressing social/behavioral or academic errors with students.
Example: "Remember that during independent reading time the expectation is that we are reading quietly to ourselves, and we aren't talking to our neighbors" (corrective feedback)
Non-example: "Stop talking!" (reprimand)
- Provide feedback only when the target behavior is observed (i.e., it is contingent) – feedback is not delivered in the absence of a target behavior.
Example: While monitoring students working in cooperative groups, the teacher notices that they are working together effectively and says, "I am so impressed with everyone's participation in this activity! You all are doing an excellent job following our classroom expectations for working in small groups."
- Provide timely feedback, when a target behavior is observed, to maximize instructional time and increase students' use of desired behaviors.
- Use a sincere tone of voice, avoiding sarcasm or joking, when delivering feedback and do so in close proximity to students.

- Understand and consider the ways in which ages, learning histories, backgrounds, preferences, and classroom dynamics impact students' receipt of feedback.
- Adjust the type and frequency of feedback to facilitate students' progression through phases of learning (i.e., basic acquisition, fluency, maintenance, generalization, and adaptation).

Tips for School Leaders to Support Teachers

- Provide instruction, professional development, and/or coaching to teachers to increase knowledge and implementation of the types of feedback used in a variety of situations.
- When supporting educators' implementation of effective feedback, be sure to also provide feedback to them to support greater implementation fidelity.
- Identify individuals in the building who consistently provide effective feedback to students and utilize their expertise in peer coaching systems.
- Support teams/staff members in setting goals for increasing their use of feedback and keep each other accountable with weekly check-ins.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What are some critical components of delivering effective feedback?
- How can feedback support the development and maintenance of positive teacher-student relationships?
- Why is specific feedback preferred over generic feedback?
- What are some benefits of process-oriented feedback vs. person-oriented feedback? Corrective feedback vs. reprimands?
- Why is it important to consider factors such as age, background, preferences, learning histories, and classroom dynamics when delivering feedback to students?

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