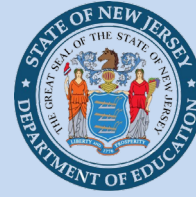




RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

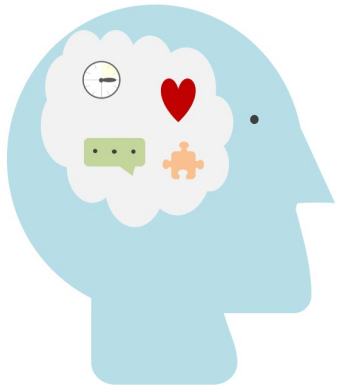
New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2024-2025

Achieving the 4:1 Ratio

www.pbsisnj.org

At the conclusion of this video, you will be able to...



- ▶ Provide a rationale for why the 4:1 ratio supports the development of culture and climate.
- ▶ Provide two measurable examples that demonstrate the 4:1 ratio in action.
- ▶ Provide 4 examples of daily interaction opportunities to achieve the 4:1 Ratio.

Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

Positive

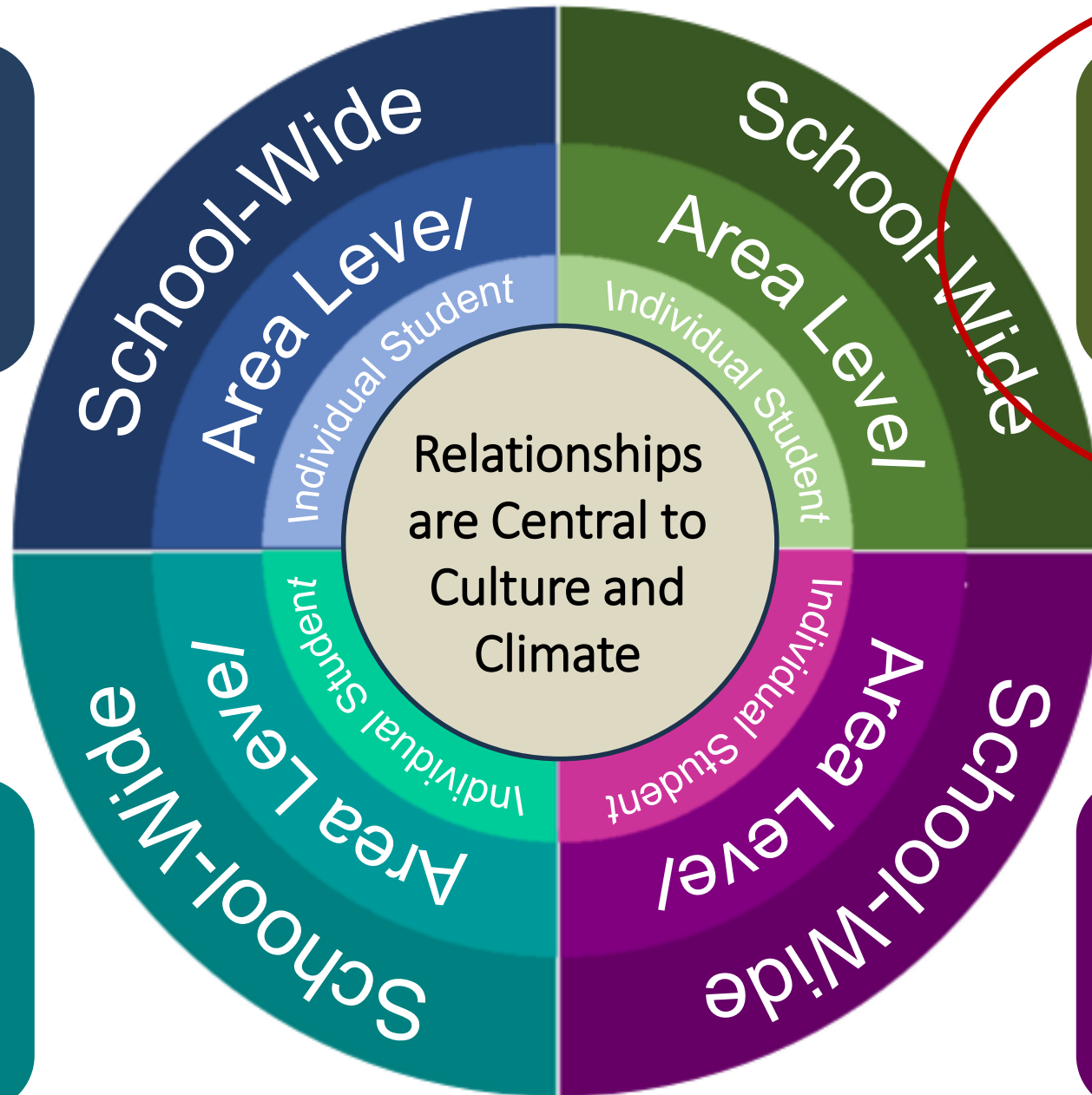
Interactions students receive from staff result in their feeling valued and connected to school

Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

Present

Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence

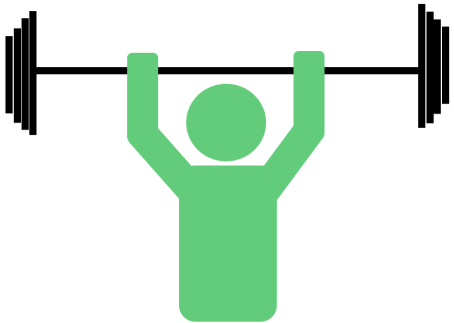


Relationship Influencers

Healthy Relationships

Unhealthy Relationships

Interactions that Make Us Feel:



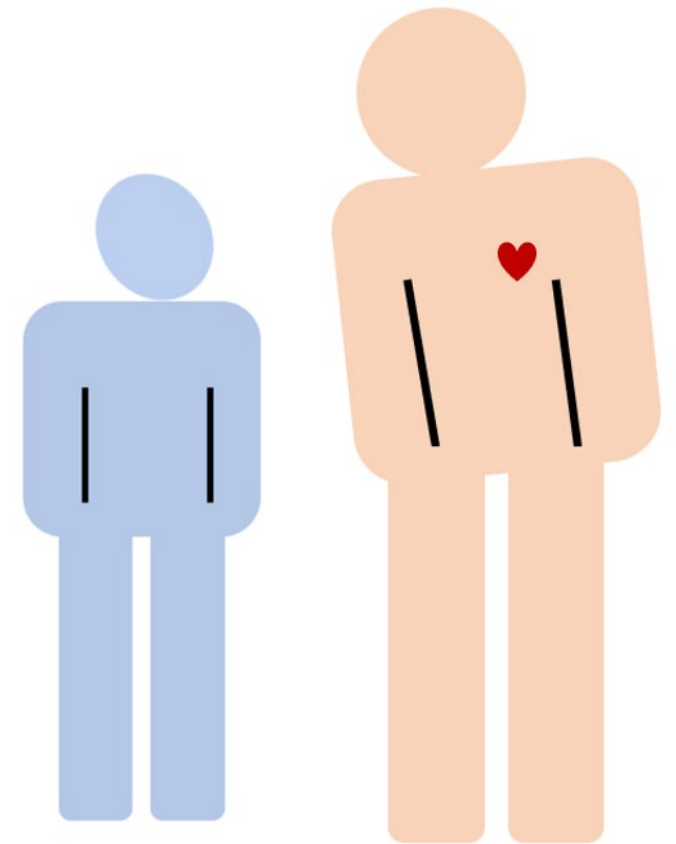
Safe
Valued
Supported
Empowered
Confident
Trustful

Anxious
Excluded
Alone
Disempowered
In-Secure
Uncertain



The interactions we use will **influence the quality of the relationship** we have with a student

...And the **quality of the relationship,** will influence how effective we are with the student during socially and emotionally vulnerable moments



Research on the Praise to Reprimand Ratio

- Adult behavior predicts student behavior
- Increases in praise are associated with high rates of on task behavior and decreases in unwanted behavior
- A minimum of 1:1 praise to correction ratio seems to be needed, with benefits increasing as rate of praise increases



(e.g., Burnett, 2001; Caldarella, 2021; Caldarella et al., 2020; Caldarella, et al., 2019; Monson, et al., 2020; Orr et al., 2020; Pisacreta, 2011; Reddy et al. 2013; Shuttleton, 2016; Wills et al., 2019)



“Am I paying more attention to positive behavior or more attention to negative behavior?” Randy Sprick



Not everyone experiences praise equitably:

- As students age, they experience lower rates, beginning as early as fifth grade.
- Students experiencing emotional and behavioral concerns receive significantly a lower rates of praise
- Race and ethnicity influences opportunities to receive praise



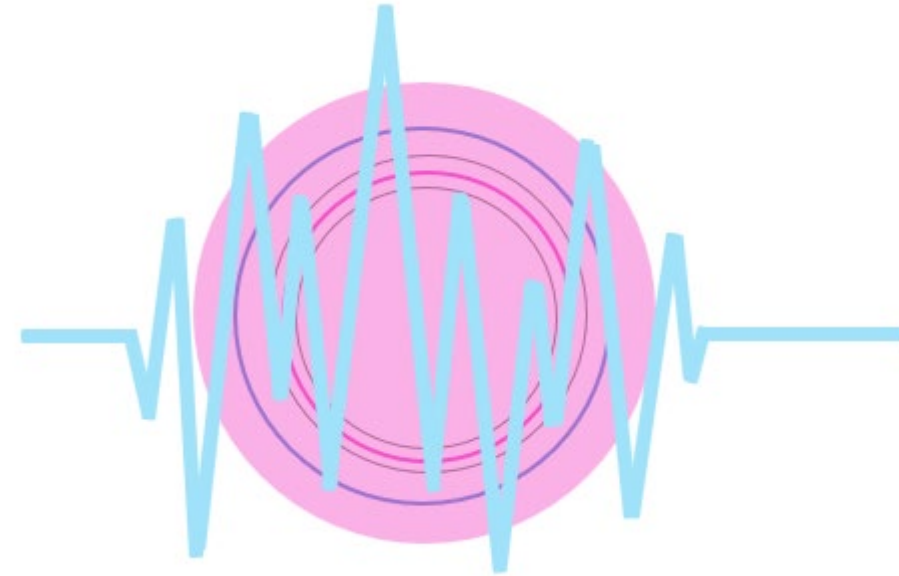
(e.g., Bal, 2018; Burnett, 2001; Caldarella, 2021; Caldarella et al., 2020; Caldarella, et al., 2019; Knochel, et al., 2022; Monson, et al., 2020; Orr et al., 2020; Pisacreta, 2011; Reddy et al. 2013; Shuttleton, 2016; Wills et al., 2019)

Differentiate the Ratio to Context and Need

Research suggests a range of 1:1 to 9:1

NJ PBSIS uses a 4:1 ratio

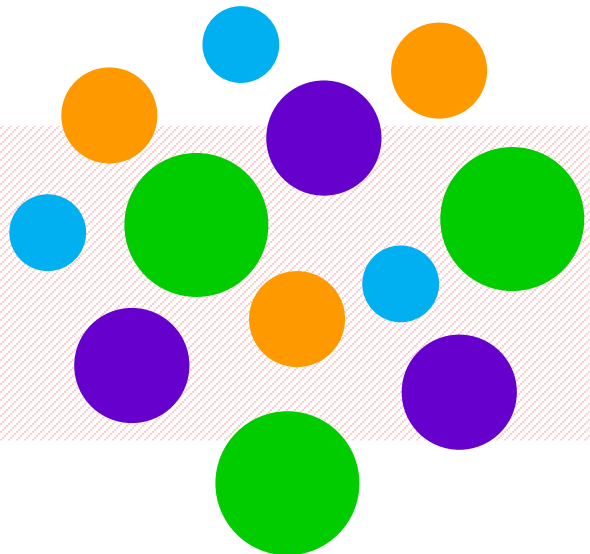
The exact ratio needed is likely context determined should be commensurate with changing needs



Relationship Building

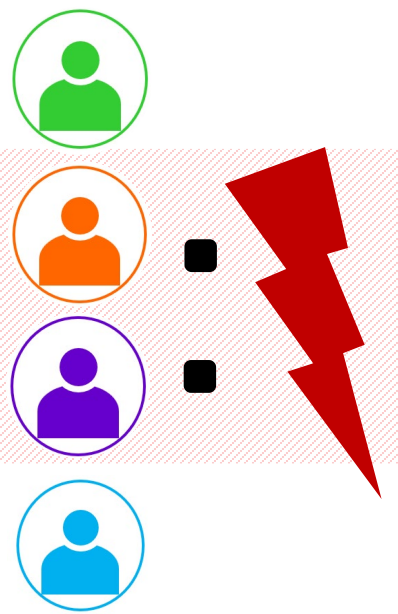
Opportunity:

Every Day We Have Interaction Opportunities



Strategy:

The 4:1 Ratio Gives Us a Strategy to Make Those Interactions Impactful

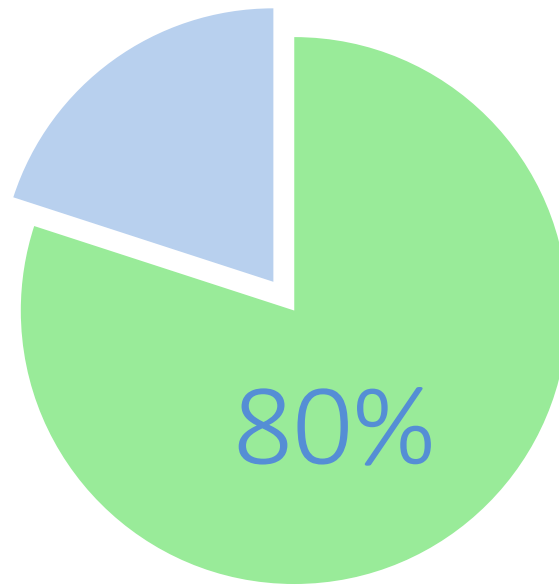


Outcome:

To Result in Positive Relationships



3 Ways to Think About the 4:1 Ratio



■ Positive ■ Negative

6 in every 15 minutes

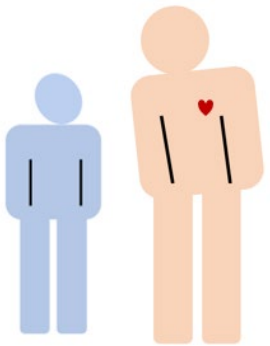
An analog clock with a red border. The hour hand is between 9 and 12, and the minute hand is pointing at 3. The numbers 12, 3, 6, and 9 are visible on the clock face.

(e.g., Burnett, 2001; Caldarella, 2021; Caldarella et al., 2020; Caldarella, et al., 2019; Monson, et al., 2020; Floress & Jenkins 2015; Floress et al., 2018; O’Handley et al., 2023; Orr et al., 2020; Pisacreta, 2011; Reddy et al. 2013; Simonsen et al., 2017; Simonsen et al., 2013; Shuttleton, 2016; Wills et al., 2019)

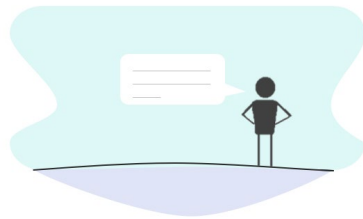
Daily Interaction Opportunities

Different Types of Messages to Achieve the 4:1 Ratio

Relationship
Building
Exchanges



Instructional
Interactions



Help
& Comfort



Behavior Specific
Feedback



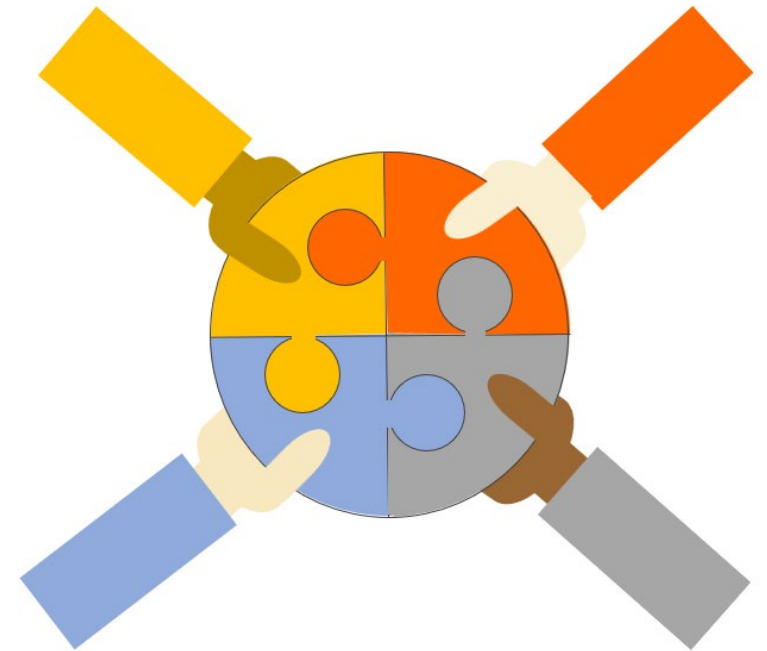
High School Example



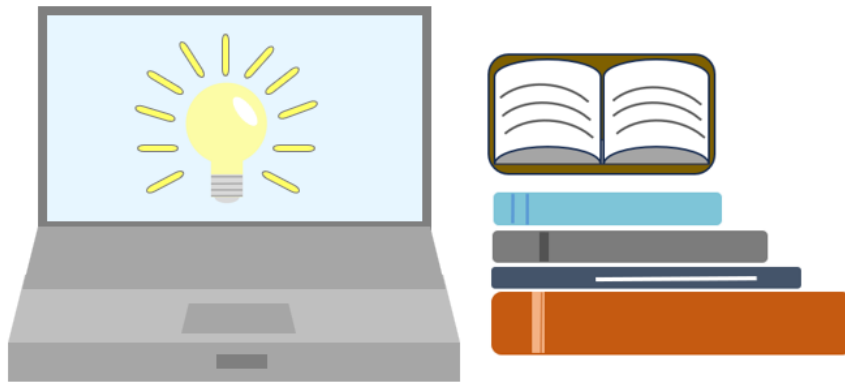
Middle School Example



- ✓ Interactions are opportunities for relationship building
- ✓ The 4:1 ratio provides a benchmark to reflect on messaging patterns
- ✓ Attend to equity in messaging patterns



Refer to the reference list
to learn more about using
the 4:1 ratio



Achieving the 4:1 Ratio Related Readings and Research

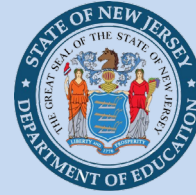
- Armendariz, F., & Umbreit, J. (1999). Using active responding to reduce disruptive behavior in a general education classroom. *Journal of Positive Behavior Interventions*, 1, 152–158.
- Balfanz, R., Herzog, L., & MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42, 223–235.
- Benett, T. (2001). Elementary students' preferences for teacher praise. *Journal of Classroom Interaction*, 36, 16-23.
- Blaze, J. T., Olmi, D. J., Mercer, S. H., Dufrene, B. A., & Tingstom, D. H. (2014). Loud versus quiet praise: A direct behavioral comparison in secondary classrooms. *Journal of School Psychology*, 52, 349–360.
- Brummelman, E. Thomaes S., Orobio de Castro, B., Overbeek, G. Bushman, B.J., (2014). "That's Not Just Beautiful-That's Incredibly Beautiful!" The adverse impact of inflated praise on children with low self-esteem *Psychological Science* 25(3)
- Caldarella, P., Larsen, R.A.A., Williams, L., Wills, H.P., & Wehby, J.H. (2021). "Stop doing that!": Effects of teacher reprimands on student disruptive behavior and engagement. *Journal of Positive Behavior Interventions*, 23, 163-173.
- Caldarella, P., Laresen, R.A.A., Williams, L., Downs, K.R, Wills, H.P., & Wheby, J.H. (2020). Effects of teachers' praise to reprimand ratios on elementary students' on-task behavior. *Educational Psychology*, 40, 1306-1322
- Caldarella, P., Laresen, R.A.A., Williams, L., Wills, H.P., & Wehby, J.H. (2019). Teacher praise to reprimand ratios: Behavioral responses of students at risk for EBD compared with typically developing peers. *Education and Treatment of Children*, 42, 447-468.
- Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Coddling, R. S., Fiat, A., & Larson, M. (2017). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions*, 19(2), 67–77.
- Drake, K.R, & Nelson, G. (2021). Natural rates of teacher praise in the classroom: A systematic review of observational studies. *Psychology in the Schools*, 58, 2004-2024.



RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2024-2025

Visit www.pbsisnj.org for more
resources and learning videos