




# Feedback That Empowers

Feedback can be defined as information provided to a learner about the learner's behavior relative to a goal or expectation.

## Types of Feedback

-  **Positive Feedback** - label and recognize occurrence of expected student behaviors
-  **Corrective Feedback** - reteach expected student behaviors when not shown
-  **Instructive Feedback** - provide additional information to enhance learning

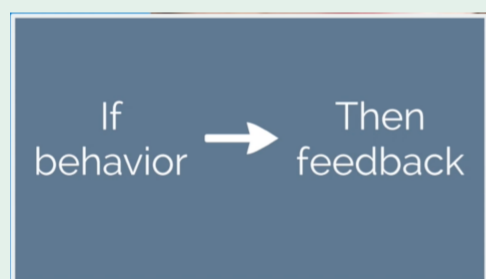
## Examples

- Positive Feedback**  
"John, you worked really hard keeping your hands still and voice quiet in line today!"
- Corrective Feedback**  
"Dylan, your voice is at level 2. Please keep a voice level 0 as you work independently."
- Instructive Feedback**  
"Yes, bringing materials to class is important. Using the restroom before class is another way to be prepared for class."

## Non-Examples

- Positive Feedback**  
"John, nice work today! I'm glad you decided to have a good day."
- Corrective Feedback**  
"Dylan, you know better than to be talking as you work independently."
- Instructive Feedback**  
"It's Tuesday so you go to library today. Remember to follow the class rules during library class."

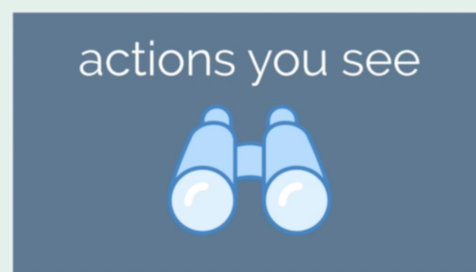
## Criteria for Effective Feedback



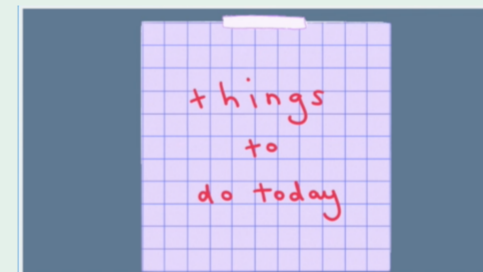
Contingent



Timely



Specific

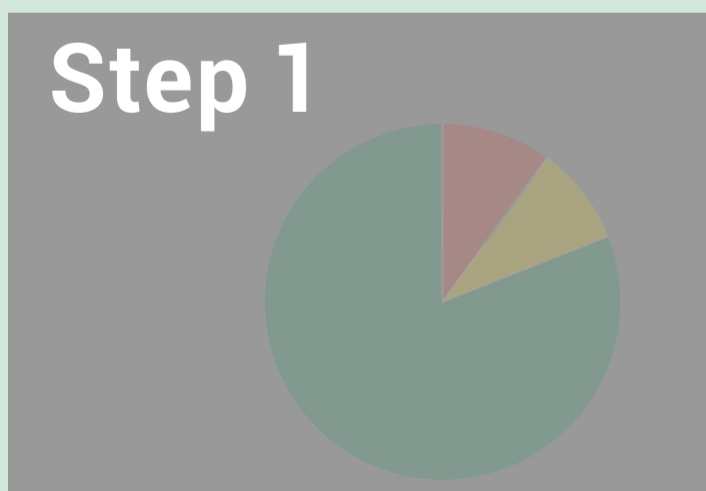


Positively Oriented



Goal Directed

## Take Action!



Step 1

Use positive feedback often.



Step 2

Collaborate with colleagues.



Step 3

Embed prompts in classroom.



Step 4

Set a goal; Use self-monitoring.

## References

- McLeskey, J., Maheady, L., Billingsley, B., Brownell, M.T., & Lewis, T.J. (2019). High Leverage Practices for Inclusive Classrooms. Routledge, New York, NY.
- Weber, C. (2018). Behavior: The Forgotten Curriculum: An RTI Approach for Nurturing Essential Life Skills. Solution Tree Press, Bloomington, IN.