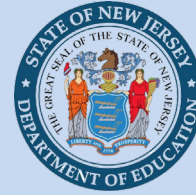




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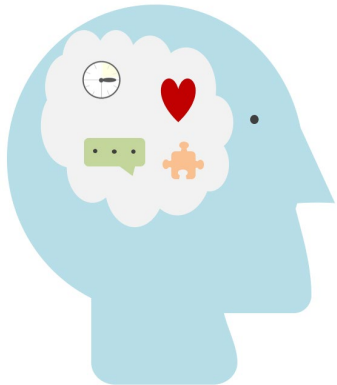
New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2025-2026

Everyday Prevention Achieving the 4:1 Ratio

www.pbsisnj.org

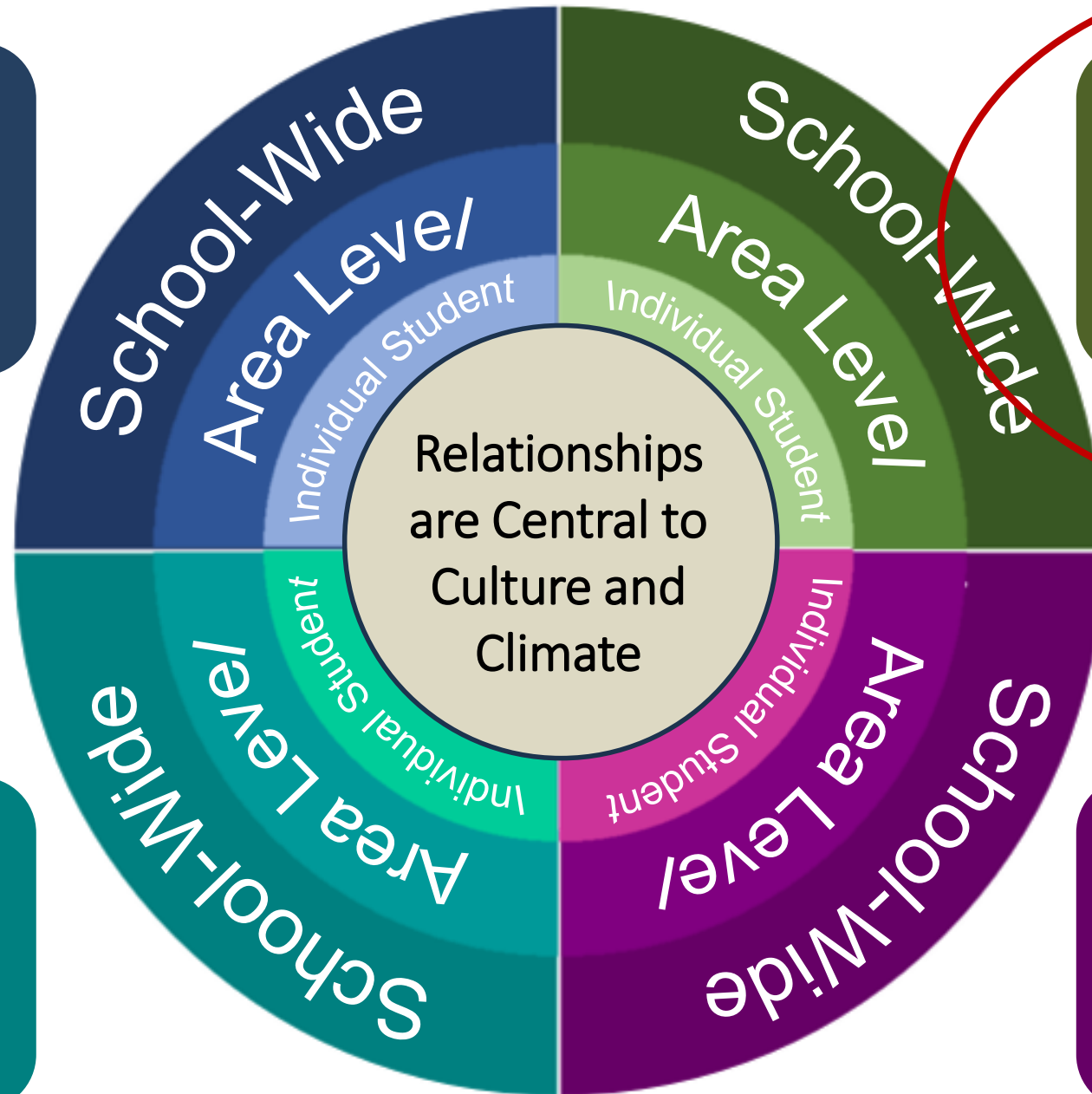
At the conclusion of this video, you will be able to...



- ▶ 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

Present

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

Empowering

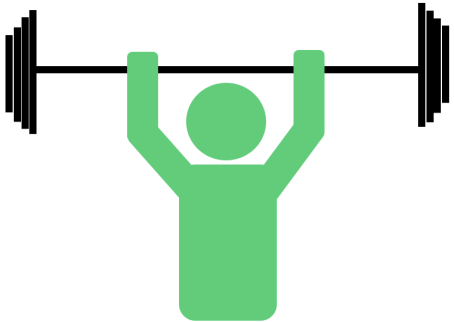
The learning environment is supportive of student voice and choice to activate and direct their own learning experience

Relationship Influencers

Healthy
Relationships

Unhealthy
Relationships

Interactions that Make Us Feel:



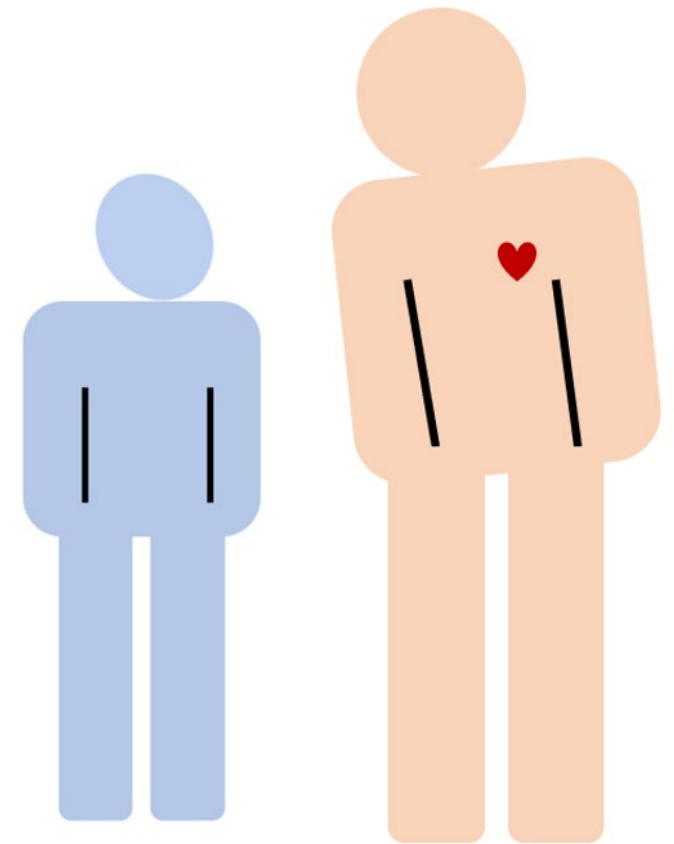
Safe
Valued
Supported
Empowered
Confident
Trustful

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)

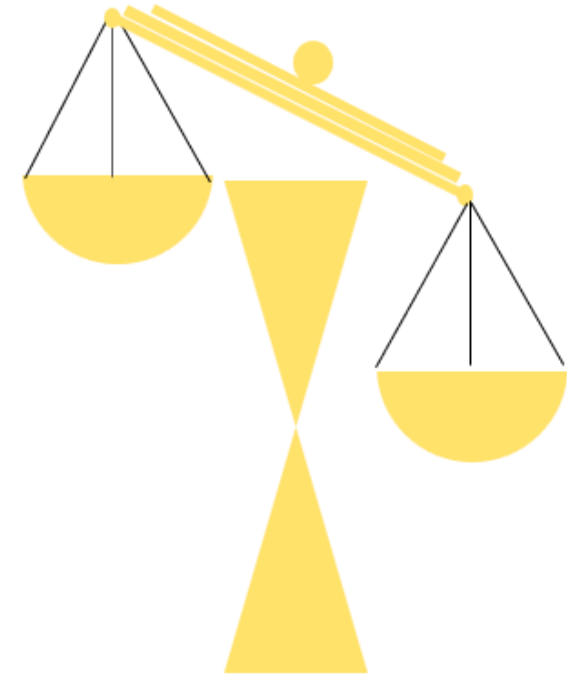


“Am I paying more attention to positive behavior or more attention to negative behavior?” Randy Sprick



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



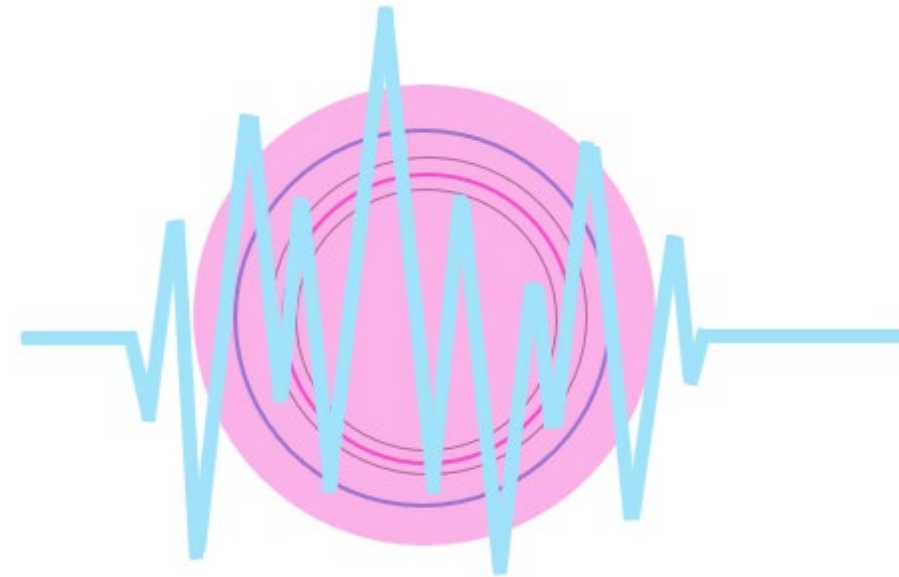
(e.g., Bal, 2018; Burnett, 2001; Caldarella, 2021; Caldarella et al., 2020; Caldarella, et al., 2019; Knochel, et al., 2022; Monson, et al., 2020; Orr et al., 2020; Pisacreta, 2011; Reddy et al. 2013; Shuttleton, 2016; Wills et al., 2019)

Differentiate the Ratio to Context and Need

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

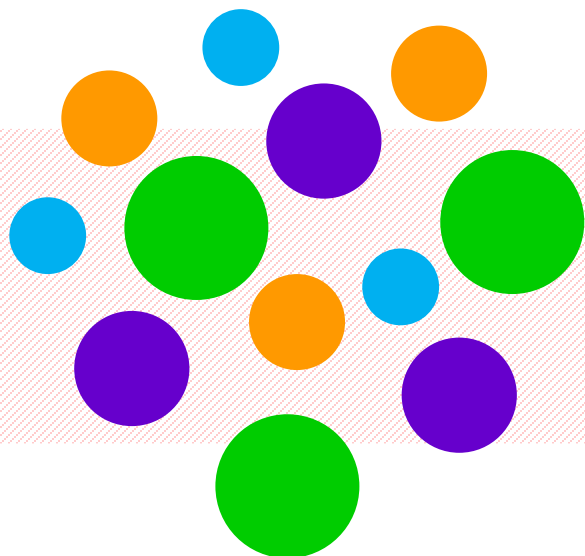
NJ PBSIS uses a 4:1 ratio

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

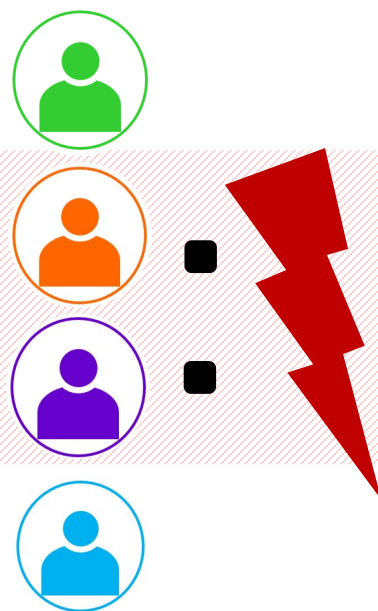


Relationship Building

Opportunity:
Daily Interactions



Strategy:
4:1 Ratio



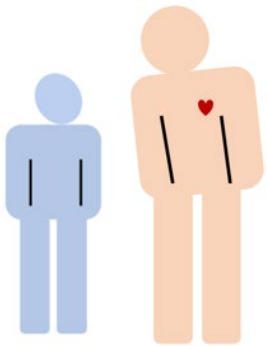
Outcome:
Relationship Building



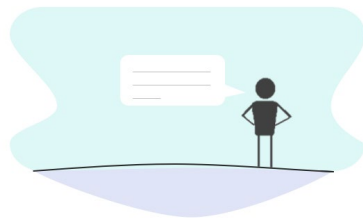
Daily Interaction Opportunities

Different Types of Messages to Achieve the 4:1 Ratio

Relationship
Building
Exchanges



Instructional
Interactions



Help
& Comfort



Behavior Specific
Feedback



Video Examples

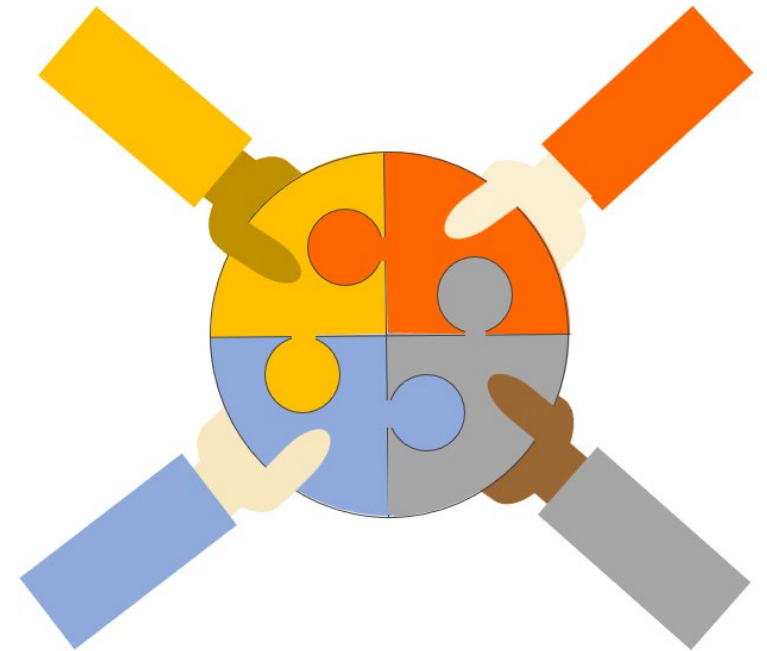
High School Example



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



Personal Implementation Plan

Use the Personal Implementation Tool to plan how you will use this practice within your daily routines

Everyday Practices Personal Implementation Plan Tool

Implementation Outcome:

Who can I go to if I have questions about how to implement this practice?

Name

Email or Room #

When are three times during the day that I will intentionally use this practice?

Opportunity 1

Opportunity 2

Opportunity 3

What do I need to prepare to use this practice?

Materials Needed?

Scripts or Prompts Needed?

Rehearsal Needed?

How will I remind myself about using this practice?

- ☐ Timer or alarm
- ☐ Visual prompt (e.g., post note) in lesson materials
- ☐ Review before students arrive
- ☐ Other:

How will I reflect on implementation?

- ☐ Weekly Habit Tracker Tool
- ☐ Discussion at grade level or PLC meeting
- ☐ Other:

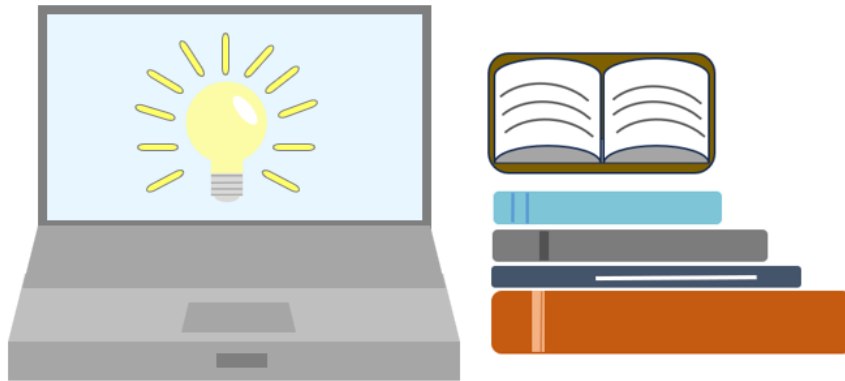
Reflection Implementation

Use the Everyday Prevention Practices Habit Tracker to Reflect on Weekly or Daily Implementation

Everyday Prevention Practices Weekly Habit Tracker

Make the Environment Predictable		Week 1	Week 2	Week 3	Week 4
Precorrect Expectations & Actions	Provide an explicit review what to do immediately before a routine begins	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Visual reminders of expectations	Visual reminders and cues (e.g., poster, checklist list, etc.) for key routines that prompt what to do are visible to students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use High Rates of Positive Interactions		Week 1	Week 2	Week 3	Week 4
Positive Greeting at the Door	Students are greeted at the door by name upon arrival to class.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Behavior Specific Praise	Short explicit statement affirming effort toward achieving an expectation are provided to students for effort toward achieving the expectations	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
4:1 Interaction Ratio	80% of messages to students are positive and affirming	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use Mindfully Present Decision Making		Week 1	Week 2	Week 3	Week 4
Active Supervision	The environment is proactively monitored by continually moving, scanning, and interacting with students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Neutralizing Routines	A brief pause is used before responding or deciding to clear the mind of unaware influences	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection	Strategic approach to re-engaging a student when they are engaging in contextually incongruent behavior				
TLC Redirection: Tone	When responding to contextually incongruent behavior, a calm, neutral, and assertive tone of voice is used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Language	When responding to contextually incongruent behavior, language is objective, labels emotions, paraphrases student statements, and uses positive fr	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Coaching	When responding to contextually incongruent behavior, a concern inquiry is made (e.g., "are you okay?", re-engagement is coached, and regulation i	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Empower Learners		Week 1	Week 2	Week 3	Week 4
Opportunities to Respond (OTR)	During instructional routines, 3-5 OTRs per minutes during fast paced instruction and 1 OTR per minute during practice opportunities are used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆

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



Achieving the 4:1 Ratio Related Readings and Research

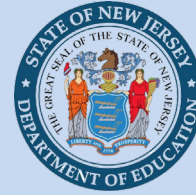
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