

TIPS for Providing Feedback during Check-in, Check-out and During Class

Things to say at check in...

- Wow! You're ready for another day. Good!
- You're here on time again -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today
- Any comments your parents/guardians about your Home Summary you brought home?

Things to say at check out....

- Glad you kept the log in good looking condition all day!
- You had a great (awesome, terrific, etc) day!
- You're right on target
- Your mom/dad/guardian is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal- wow!
- Looks like today didn't go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?* **If a student looks upset take a few minutes to "just listen"*
- Looks like you were having some trouble today. I know you can turn it around tomorrow.
- Look forward to a new day and new start with you tomorrow.

(OVER)

Adapted from MiBLSi Things to Say at CICO

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.

Examples:

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: “Wow! You did such a nice job of following directions, keeping your hands and material to yourself, and using kind words. I am impressed!”

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: “You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time.”

Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the rules: “You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words.”

Nonexamples (Please do NOT do these!):

Student does not earn full points; teacher is negative: “I can’t believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible.”

Student does not earn full points; teacher uses sarcasm: “What were you thinking? So, you think it’s ok to poke other students with pencils.”

Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: “I can’t give you full points for your good behavior in reading, because you were not following directions earlier in math.”

Student earns full points; teacher does not give specific feedback on what the student did well: “Good work.”

Teacher circles all points at the end of the day, instead of after each period or activity.

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