



Behavioral Interventions and Strategies Series:

Positive Peer Reporting

When to use: To improve the quality of interactions between students, encourage positive, prosocial behaviors, and reduce inappropriate behaviors.

Why use: Students who engage in repeated negative behaviors such as provoking others and being uncooperative with peers are at risk for poor social relationships with peers, social rejection, decreased academic functioning, and other negative academic and social outcomes. Dealing with repeated negative behaviors can become time consuming and frustrating, takes time away from instruction and other classroom activities, and can lead to a negative classroom environment. Positive Peer Reporting (PPR) is designed to target specific students who are at risk for social rejection due to their negative interactions with others students. PPR provides incentive for students to engage in positive behaviors and focus on positive behaviors displayed by their peers through daily compliments sessions. During each compliment session, specific students are praised by their peers for displaying positive, prosocial behaviors throughout the day. PPR is effective in improving social interactions, peer acceptance, and social involvement across settings and ages and creates a more positive classroom environment.

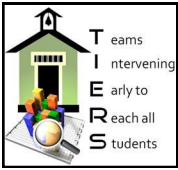
Materials Needed: Compliments Chart with steps for giving compliments, Points Chart to indicate cumulative number of compliments and progress toward reward, anything needed to provide classroom reward, jar or container for collecting tokens that equal one point each (Optional, instead of using Points Chart)

Preparation:

- Collect baseline data for behaviors (e.g., number of negative behaviors observed)
- Determine parameters for compliment sessions: what time of day students should observe behavior (all day or during a specific time period), when compliments session will occur each day
- Gather materials and determine classroom rewards

Introduction:

- Introduce PPR to the class by telling them they will have the opportunity to help make the classroom a friendlier place and will earn rewards as a group by participating in a new activity
- Explain that each day 2-3 students (depending on class size) will be chosen as Stars for the day and everyone will have the chance to praise or “shout out” each Star for kind, helpful, or positive behaviors that helped make the classroom a good place to learn and have fun.
- Review how to give compliments with the class using the compliments chart with the following steps:
 - Look at the person
 - Smile
 - State something positive that student did or said that day
 - End with a positive comment (“Way to go!” “Great job!” etc.)
- Provide examples of compliments and have students give examples. Praise appropriate compliments and provide corrective feedback for compliments that do not meet all the steps, are too vague, or are sarcastic.
- Display the Compliments Points Chart (or jar), tell the class that they will receive 1 point for every appropriate compliment, tell the students what their goal is (e.g., 100 compliments), and explain what reward the class will earn when they reach their goal (extra recess, movie time, dance party, game time)



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Implementation:

- At the beginning of the day or designated time period announce the Stars for that day and post the names on the board. When choosing Stars, rotate through all students, randomly choosing students while trying to include one student targeted due to negative behaviors every few days.
- Remind students to watch for kind and helpful behaviors from Star students during the day or designated time period
- At the end of the day or designated time period conduct the compliments session. Ask students to raise their hand to give a compliment about the first Star's behavior. After the first Star has received 2-3 compliments, ask the Star if they have a compliment for another Star (if desired) and then ask for compliments from the class. Repeat the process until all Stars have received compliments. Daily compliments sessions should last less than 10 minutes.
- Tell students how many appropriate compliments they gave and how close they are to reaching their goal
- When students meet the compliments goal, praise the students for meeting their goal, provide the reward as soon as possible, and set a new goal (e.g. 125).
- Evaluate progress by collecting data on the behavior baseline data was collected



Variations:

- On some days, have Mystery Stars and do not announce Stars at the beginning of the day and instruct students to watch all of their peers for positive behaviors they can be complimented for. Announce Stars at the beginning of the compliments session and continue session as usual.
- Instead of using a Points Chart to record progress, use a jar and add a cotton ball or other object for each compliment. When the jar is full provide the class reward.

Considerations:

- Only count Compliments that are appropriate
- Rotate through students and avoid having the same student as a Star too frequently (even targeted students)
- If sarcastic or unkind "compliments" are given, remind students that points will not be given for hurtful or embarrassing comments. You can also take points away when students purposefully provide such comments.
- Provide additional practice or coaching with providing compliments, if necessary
- Compliments can be given as a whole class or within smaller groups with a Star for each group
- Be creative with how you count points
- Vary the class rewards and get student input on what rewards they would like

References

Rathvon, N. (2008). *Effective school interventions, Second Edition: Evidence-based strategies for improving student outcomes* (pp. 83-84). New York: The Guilford Press.