

PEACE POWER TOOLS

(www.peacepower.info)

Public Posting

Summary:

Public posting (graphical displays tracking performance) can serve as powerful forms of recognition as well as corrective feedback. These results or products may also be used to recognize the contributions of groups or individuals in the community. Public postings have also been referred to as *Positive Behavior Posters*.

Resources Needed:

- Blank or pre-printed display (erasable surface if possible) for daily charting
- Blank space on a painted wall or bulletin board

Implementation Steps:

- Identify behaviorally specific positive targeted task that can be simply measured.
- Select feedback system, such as a weekday chart or thermometer display
- Identify blank space for public display
- Once targeted task or activity is completed, quickly score (grade) and post the results on the charting device for all to see. Participants, including youth can often score their own work, or one or more may be selected as scorers.
- Displays should usually be changed every seven to 14 days to maintain interest.
- Positive feedback (praise) for charted progress needs to be offered regularly particularly to those youth that are still having trouble, but show improvement.
- Encourage peer comments and interaction about their charted improvements.

Variations:

Note: Individuals or groups in a variety of settings, including schools, sports and work settings, as well as communities can produce products or pre-printed displays.

- Youth can create positive behavior posters, which highlight specific positive behaviors. These posters can be displayed throughout various settings.
- For those concerned about the reliability of student grading, there are a number of ways to help prevent cheating:
 - Have youth grade and score their own work using specially colored pencils
 - Set up a "grading station", where the grader is allowed to bring the answer sheet and a special red pencil
 - Have youth exchange papers, use specially colored pencils to grade and include their initials at the bottom of the assignment
 - Finally, if there are further concerns over accuracy, randomly select 3 to 4 assignments to grade and score.
- In addition to praising the individual whose positive behavior is posted and recognized by a peer, it is also useful to praise the individual that recognized his/her peer's posted positive behavior.
- A very powerful public posting technique is to add a tangible reward for team performance. Points are awarded for positive behavior, but points are loss when a team member misbehaves. Both positive and negative behaviors are posted along with the specific behavior. The best team of the week can have their team name mentioned during public announcements and their picture posted. (See Group Contingencies module for further information.)
- There is also substantial evidence that public posting is an effective form of positive reinforcement for sports and in the work place.

PEACE POWER TOOLS

(www.peacepower.info)

Rationale and Evidence Base:

There is strong and growing evidence that public posting, including the variations listed here, can be used to increase social competence, academic achievement, work performance, and physical health while reducing violence, aggression, and vandalism in the school setting. Research shows that public posting also helps control injury and reduces speeding among motorists. Public posting increases stimulation of dopamine circuits and reduce threats by individuals at higher risk toward individuals at lower risk for negative behaviors. Evidence shows that frequent postings are critical for program success and that group contingency systems are most powerful when a new behavior is learned, but has not yet been mastered. However, there are some cautions associated with public posting. Because a primary goal of public posting is to reinforce positive behaviors, it is important to post more positive than misbehaviors. Also, adults will need to monitor peer responses to public posting to help ensure that it is not a humiliating experience for anyone. For privacy protection, instead of posting actual grades, it is sometimes best to post the level or amount an individual has improved (i.e. a gain of 5 points).

Brobst, B., & Ward, P. (2002). Effects of public posting, goal setting, and oral feedback on the skills of female soccer players. *Journal of Applied Behavior Analysis, 35*(3), 247-257.

Codding, R. S., Lewandowski, L., & Eckert, T. (2005). Examining the efficacy of performance feedback and goal-setting interventions in children with ADHD: A comparison of two methods of goal setting. *Journal of Evidence-based Practice For Schools, 6*(1), 42-58.

Delgado, M., & Barton, K. (1998). Murals in Latino communities: Social indicators or community strengths. *Social Work, 37*, 346-356.

Embry, D. D. (1997). Does your school have a peaceful environment? *Intervention in School & Clinic, 32*(4), 217-222.

Galvan, Z. J., & Ward, P. (1998). Effects of public posting on inappropriate on-court behaviors by collegiate tennis players. *Sport Psychologist, 12*(4), 419-426.

Gross, A. M., & Ekstrand, M. (1983). Increasing and maintaining rates of teacher praise: A study using public posting and feedback fading. *Behavior Modification, 7*(1), 126-135.

Hollan, E. L., & McLaughlin, T. F. (1982). Using advertising for success to manage student behavior during supervision. *Journal of Educational Research, 76*(1), 29-34.

Jackson, N. C., & Mathews, R. M. (1995). Using public feedback to increase contributions to a multipurpose senior center. *Journal of Applied Behavior Analysis, 28*(4), 449-455.

Jenson, W. R. (1996). Advertising for success: Improving motivation. In H. K. Reavis, M. T. Sweeten, W. R. Jenson, D. P. Morgan, D. J. Andrews, S. Fister (eds.). *Best practices: Behavioral and educational strategies for teachers*. Longmont, CO: Sopris West Educational Services.

Jones, D., & Van Houten, R. (1985). The use of daily quizzes and public posting to decrease disruptive behavior of secondary school students. *Education and Treatment of Children, 8*(2), 91-106.

Kehle, T. J., Bray, M., Theodore, L. A., Jenson, W. R., & Clark, E. (2000). A multi-component intervention designed to reduce disruptive classroom behavior. *Psychology in the Schools, 37*(5), 475-481.

Mattaini, M. A. (2001). *Peace power for adolescents: Strategies for a culture of nonviolence*. Washington, D.C: NASW Press.

PEACE POWER TOOLS

(www.peacepower.info)

- Nicol, N., & Hantula, D. (2001). Decreasing delivery drivers' departure times. *Journal of Organizational Behavior Management, 21*(4), 105-116.
- Nordstrom, R., R., Lorenzi, P., & Hall, R. V. (1990). A review of public posting of performance feedback in work settings. *Journal of Organizational Behavior Management, 11*(2), 101-123.
- Parsons, H. M. (1992). Hawthorne: An early OBM experiment. *Journal of Organizational Behavior Management, 12*(1), 27.
- Ragnarsson, S. R., & Bjorgvinsson, T. (1991). Effects of public posting on driving speed in icelandic traffic. *Journal of Applied Behavior Analysis, 24*(1), 53-58.
- Van Houten, R., & Nau, P. A. (1981). A comparison of the effects of posted feedback and increased police surveillance on highway speeding. *Journal of Applied Behavior Analysis, 14*(3), 261-271.
- Ward, P., & Carnes, M. (2002). Effects of posting self-set goals on collegiate football players' skill execution during practice and games. *Journal of applied behavior analysis, 35*(1), 1-12.
- Whyte, R. A. (1983). The effects of public posting on teachers' performance of supervision duties. *Education & Treatment of Children, 6*(1), 21.

Julia Wesley & Mark A. Mattaini