



PBIS – Tier I

New Team Professional Learning

TFI 1.9 Feedback and Acknowledgement

Professional Learning Roadmap

Please see your VTSS Systems Coach for this document.

Professional Learning Roadmap

Where We've Been

- 1.1 Team Composition
- 1.2 Team Operating Procedures
- 1.3 Behavioral Expectations
- 1.8 Classroom Expectations
- 1.4 Teaching Expectations

Our Focus in this Module

- 1.9 Feedback and Acknowledgement

Learning Intentions

- Understand frequency and characteristics of effective acknowledgment for increasing behaviors we expect from students.
- Understand the components of Behavior-Specific Praise Statements (BSPS) and increase the ratio of positive-to-negative and acknowledgement-to-corrective statements.
- Brainstorm possibilities for a school-wide and classroom-wide acknowledgement system for students and staff
- Link acknowledgements to the expectations
- Plan for involving staff and students in developing acknowledgements

Definition: Acknowledgement System

A system that provides **immediate, intermittent, and long-term reinforcements**, given by adults in the building, to **any students** displaying desired school-wide expectations or behaviors.

Positive acknowledgement is the presentation of something pleasant or rewarding immediately following a behavior.

It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior.

In the Community

Rationale

Every time any adult interacts with any student, it is an instructional moment.

- Create positive interactions and rapport with students.
- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us.

Fill in the blanks

An Effective Acknowledgement System...

- Increases the likelihood that desired behaviors will be _____
- _____ the teaching of new behaviors
- Focuses staff and student attention on desired _____
- Fosters a _____ school climate
- Reduces the need for engaging in time consuming _____ measures

behaviors
Reinforce

repetitive
positive

disciplinary

How will we adjust our
greeting strategy?

ABC's of Behavior

Please see your VTSS Systems Coach for this graphic.

Why Do We Acknowledge Desired Behavior?

- Reinforce the teaching of new behaviors
- Form habits that are likely recur in the future
- Harness the influence of students who are showing expected behaviors to encourage the students who are not
- Strengthen positive behaviors that can compete with problem behavior
- Improve school climate
- Create positive interactions and rapport with students

Guidelines

- School and classroom-wide acknowledgements are for _____ student
- Acknowledge the _____
- Include the _____ in identifying possible acknowledgements
- Acknowledge students _____ in common areas
- Acknowledgement _____ the desired behavior
- Keep it _____

Zooming In On The Definition

A system that provides

1. immediate,

2. intermittent, and

3. long-term reinforcements,

given by adults in the building, to **any students** displaying desired school-wide expectations, behaviors, or associated rules.

The quickest way to change behavior...

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

Use Immediate & Specific Praise

- Specific
- Contingent upon student demonstration of expected behavior
- Use **more frequently** when teaching new behaviors
- Student and age appropriate-know your students
- Attributes success to effort
- Think *Growth Mindset*

Growth Mindset

Please see your VTSS Systems Coach for this video.

What does it sound like?

- Specific
 - Names the behavior demonstrated
 - Connects to specific behavior/expectation on matrix
- Genuine
- Student friendly language

Behavior Specific Praise in Three Easy Steps

1. Name the Student.
2. Recognize the Positive Behavior
3. Connect the behavior to the matrix

Examples:

- Joe, thank you for keeping your hands to yourself. That is safe.
- Susie, I noticed you are using a quiet voice level. That is respectful.
- Brian, I see you got out your materials. That is responsible.

Let's Practice

Activity #2

How Does 5 to 1 Happen?

Please see your VTSS Systems Coach for this graphic.

(Scott, 2008)

How Does 5 to 1 Happen?

- **Interact in a friendly, supportive manner with students, parents, guests and colleagues**
- **Initiate positive interactions by:**
 - Making eye contact
 - Smiling nodding, winking
 - Welcoming
 - Offering a greeting
 - Asking if assistance is required
 - Providing positive feedback regarding appropriate student behavior
 - Maintaining an attitude of respect and support, even when correcting student behavior

Pennies in Your Pocket

- **First week, each day:**
 - Put 5 pennies in your pocket.
 - Every time you acknowledge a student's appropriate behavior transfer one penny to your other pocket.
 - When all 5 pennies are in your other pocket...start over!
- **Second week, each day:**
 - Put 10 pennies in your pocket.
 - Every time you acknowledge a student's appropriate behavior transfer one penny to your other pocket.
 - When all 10 pennies are in your pocket...start over!
- **Third week, each day:**
 - Put 5 pennies in your pocket.
 - Use them to acknowledge the appropriate behavior of one of your "difficult" students.
 - When all 5 pennies are in your pocket...start over with another student.

Differential Teacher Treatments of High and Low Achievers

Low achievers:

- Get less wait time.
- Are criticized more often for failure.
- Are pressed less frequently.
- Are called on less often.
- Are seated further away from the teacher.
- Have less eye contact from the teacher.
- Have fewer friendly interactions with the teacher.
- Their ideas are accepted less accepted.

Linking Praise to Acknowledgement System

- Name behavior and expectation observed
(Teaching Matrix)
- Tie-in recognition to school-wide recognition system
- Given with high frequency when teaching new expectations

"Thank you for being on time this morning, that's very responsible."

Providing Acknowledgement

- 1. Acknowledge specific behavior**
- 2. Tie back to school-wide expectations**

- Giving ticket without saying anything
- Only giving for “above and beyond” behavior
- Nice job being in your seat when the bell rang to start our day. Way to be there, be ready. *That earns a tiger paw.*

Self-affirmation Example

Behavior: Student comes in a gets right to work on the morning assignment

Teacher: The teacher uses behavior specific praise paired with a PRIDE slip: " You are showing great responsibility by coming in to class and getting right to work" (PRIDE slip is given and will be dropped into the PRIDE mailbox to enter the student in the weekly drawing.)

Student: when given the PRIDE slip says the self-affirmation: "I am responsible!"

Behavior Specific Praise Cool Tools

Discuss the practice in action and share ways to self monitor:

- Measure in short increments of time.
- Compare like situations and like times
- Collect pre and post – are you doing better?

TFI 1.9: pgs. 63-66

Examples

Please see your VTSS Systems Coach for these photos.

Positive Office Referral Display

Please see your VTSS Systems Coach for this photo.

More Examples

Please see your VTSS Systems Coach for these photos.

Example Resource

Please see your VTSS Systems Coach for this document.

Stretch Break

Zooming In On Definition

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Affirmations and Mantras

- Increased activity in the regions of the brain associated with reward and self
- Improved academic performance and improved grades
- Problem solving abilities increase

Examples: Self-Affirmations

Self-Confidence

“I refuse to believe I am stupid any longer. I am capable and I accept that now.”

Emotional

“I refuse to believe I am bad. I can make mistakes and learn, and I accept that now.”

Social

“I refuse to believe I am disliked. I can learn to make friends and accept that now.”

Scheduled Intervals

Examples

Please see your VTSS Systems Coach for these photos.

Zooming In On Definition

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 2. intermittent, and
 3. long-term reinforcements,
- given by adults in the building, to **any students** displaying desired school-wide expectations, behaviors, or associated rules.

School-wide PBIS Celebration – Include Everyone

Students choose from options like learning to knit, fitness fun, board games, movie viewing, etc. for their school celebration.

Student Voice

Please see your VTSS Systems Coach for this photo.

Celebrate the Adults!

Adults Are
Acknowledged
Too!

Recognizing Staff

- Keep staff motivated and appreciated!
- Use community resources and local businesses
- Incentives for staff could include:
 - Tangibles
 - Tokens
 - Symbolic
 - Celebrations

Staff Acknowledgements

- **Restaurant coupons** for staff who gave winning student coupon
- **Auto detailing** for staff member
- **Starbucks** delivered to class
- **“Rock Star”** (parking closest to school)
- **“Whale Done” Trophy** - The principal presents it to the first recipient at the first faculty meeting, modeling how it is to be presented. After that each winner looks for a colleague to whom the trophy can be given the next time
- **Principal takes over a teacher’s classroom** for ½ hour one time during the course of a week if their name is pulled with a student’s gotcha
- **Extra planning period**
- **Thank you cards** to teachers for support

Self-Care Wheel (for Staff)

Please see your VTSS Systems Coach for this graphic.

Others reward us...or we reward ourselves!

<https://www.youtube.com/watch?v=RPWUzbdrUYU&feature=youtu.be>

Use the Zoom text tool.....

What acts as a positive reinforcer for you?

What acts as a negative reinforcer for your behavior?

Quick Review

- School and classroom-wide acknowledgements are for _____
- Acknowledge the behavior _____
- Acknowledge students _____ in common areas
- Keep it _____
- Include the students in identifying possible _____
- _____ for students needing greater support systems

individualize	every student	immediately
acknowledgements	other than your own	novel

Guidelines for Development of Acknowledgement Matrix

- School-wide reinforcements are for every student in the building
- Move from
 - Highly frequent to less frequent
 - Predictable to unpredictable
 - Tangible to social
 - Other-delivered to self-delivered
- Individualize for students needing greater support systems

What could your acknowledgement system include?

Please see your VTSS Systems Coach for this document.

Breakout Rooms

Designing Your Acknowledgement System

1. Consider various ideas for acknowledging both staff and students.
2. Complete acknowledgement matrix for staff and students (high frequency, intermittent, long term).
3. Share the acknowledgement list with all the stakeholders (staff and students alike).

Team Talk

- Consider various ideas for acknowledging both staff and students.
- Complete acknowledgement matrix for staff and students
 - high frequency
 - intermittent
 - long term
- Share the acknowledgement list with all the stakeholders (staff and students alike).

Staff and Student Input

Please see your VTSS Systems Coach for this document.

More Student Voice

Please see your VTSS Systems Coach for this document.

Using Acknowledgement System Data Guide...

Implementation

- Acknowledgement Inventory at all 3 tiers (build on what is place)
- Staff and student surveys
- Staff and student incentive inventories
- 5:1 ratios
- Classroom anchored to school-wide system

Continuous Improvement

- Who?
- Where?
- Why?
- What?
- When?
- Climate survey results
- ODRs
- Minor behavior data
- Increased instructional time

Poll Questions

- How confident are you that you will increase behavior specific verbal praise?
- Do you feel the need to edit a current acknowledgement system?
- Have you learned some new ideas to build staff buy-in?

Frequently Asked Questions:

Q: Should I give reinforcements to students that ask for them?

A: No – it is up to the discretion of the adult to disperse them.

*A common response can be:
"I have to catch you!"*

Frequently Asked Questions:

Q: Why should I reinforce students who are already doing well behaviorally?

A: School-wide acknowledgements are a level of intervention for all students. Reinforcing students already displaying school-wide expectations shows them appreciation for their efforts, acknowledges their presence, provides example to other students, creates opportunities to build rapport with them, and encourages them to keep up the great work.

Frequently Asked Questions:

Q: Should we keep utilizing school-wide acknowledgements with students identified with secondary and tertiary needs?

A: Absolutely. You can individualize them to fit the student needs but they serve as the foundation for secondary and tertiary interventions.

PBIS is an RTI model meaning ALL students get core + more as needed.

Frequently Asked Questions:

Q: Can we include students in special education, with BIP (behavior intervention plan), and BEP (behavior education plan)?

A: Absolutely. Again, you can individualize acknowledgements as needed.

Frequently Asked Questions:

Q: The student started misbehaving after I gave them the acknowledgement. Can I take it back?

A: No – once they've earned one it's theirs to keep; however, you can re-teach or give a related consequence if necessary to address the current misbehavior.

In addition, some students, particularly those impacted by trauma, may also need to be taught HOW to receive an acknowledgement.

Frequently Asked Questions:

Q: I currently have a classroom behavior management system (color cards, move your clothespin, stones in jar, numbers up)... Can I still use this?

A: Compare your practice to PBIS:

- Proactive or reactive?
- Does your system include teaching, pre-correcting, subtle re-directs before consequence?
- Does your system include re-teaching as part of consequence?
- Does your system acknowledge students when they are displaying appropriate behaviors?
- Do you take acknowledgments away once they are earned?

Complete Your Action Plan