



**BoQ Critical Element:
Acknowledgement /
Reinforcement System
Established**



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- 22. A system of rewards has elements that are implemented consistently across school/campus.
- 23. A variety of methods are used to acknowledge students
- 24. Rewards are linked to expectations and rules
- 25. Rewards are varied to maintain student interest
- 26. Ratios of reinforcement to corrections are high

Adapted from Maryland PBIS & FL PBIS Project



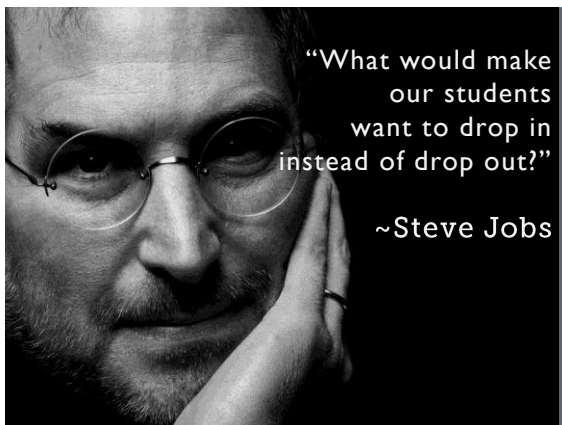
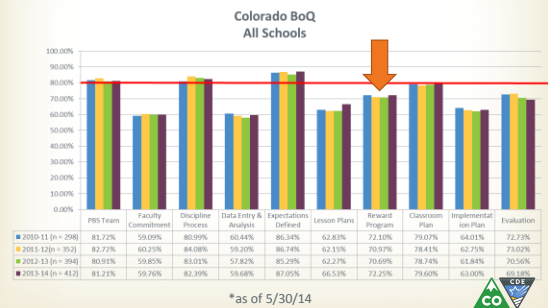
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- 27. Students are involved in identifying/ developing incentives
- 28. The system includes incentives for staff/faculty
 - Families are involved in identifying/developing incentives
 - Families are included in implementing positive reward systems for their students, through two-way communication

Adapted from Maryland PBIS & FL PBIS Project



**BoQ Scores by Element
All Colorado PBIS Schools**



“What the World’s Greatest Managers Do Differently”

Interviews with 1 million workers, 80,000 managers, in 400 companies.

Create working environments where employees:

1. Know what is expected
2. Have the materials and equipment to do the job correctly
3. Receive recognition each week for good work
4. Have a supervisor who cares, and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at work who is a “best friend”
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well

Buckingham & Coffman 2002, Gallup



Acknowledgment & Recognition

- To learn, humans require regular & frequent feedback on their actions
- Humans experience frequent feedback from others, self & environment
 - Planned/unplanned
 - Desirable/undesirable
- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors



In fact...

Children comply with rules 80% of the time....however, they are *complimented* for their behavior less than...

2% of the time



Research...

- John Gottman's study - cited in Blink
- Analyzed over 3,000 couples
- Within one hour could predict divorce rate with 95% accuracy *based upon the ratio of positive to negative interactions between the couple...*
- Reducing the time observed to 15 minutes decreased this accuracy to 90%



So- What is the 'Magic Ratio'?

5:1

5 positive interactions
to every
1 negative or neutral interaction

Cartledge et al., 2001; Cartledge et al., 2008; Hershfield et al., 2009



Why Develop a School-wide Acknowledgement/Reinforcement System?

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff, students and families on desired behaviors
- Fosters a positive school climate
- Reduces the need for engaging in time-consuming disciplinary measures



How to provide a reinforcement:

Staff taught to immediately acknowledge:

- Name behavior and expectation observed
- Give positive verbal/social acknowledgement
- Give out "token" for access to reward system

"Thanks for putting your backpack in your locker – that's showing responsibility!"

Acknowledge BEHAVIOR - not people



Feedback & Acknowledgement



- Be sincere
- Be specific – *what did they do?*
- Be spontaneous – *if you see it, say it!*



Acknowledgement/ Reinforcement System Guidelines

- Acknowledge frequently in the beginning
- Acknowledge contingent on desired behavior
- Refrain from threatening the loss of acknowledgement as a strategy for motivating desired behaviors
- Refrain from taking earned items or activities away from a student
- Students should be eligible to earn reinforcement throughout the day contingent upon appropriate behavior



Acknowledgement/ Reinforcement System Guidelines

- Start with staff
- Involve students
- Partner with families
- Keep it simple
- Mix it up to keep staff and students interested
- Provide staff with opportunities to recognize students in common areas who are not in their classes



Culturally Sensitive Acknowledgements

Include a range of acknowledgements:

- Group (i.e. classroom, grade-level, etc.)
- Individual
- Public vs. private
- Social, tangible, activity
- Predictable

<http://www.tp-comm.com/tpn/c/C126/docs/1st-Session-rm-108-John-Lenssen.pdf>



Acknowledgment

Challenges

- Staff/student/family buy-in
- Remaining focused on the positive
- Providing meaningful rewards
- Maintaining consistency with all staff
- Tracking your system

Solutions

- Start with staff acknowledgments
- Keep ratio of reinforcement to correction high (5:1)
- Involve families and students on your team to help with meaningful rewards



Acknowledgment System

- Provide acknowledgment system trainings to staff annually and plan for booster trainings as needed
- Develop data-based system for monitoring and documenting appropriate behaviors
- Consider documenting the system

Acknowledgment System Matrix						
Step	What?	When?	Who?	Where?	Why?	Notes?
High Frequency	Verbal praise, stickers, etc.	Immediately	Teacher, aide, parent	Classroom, hallway, home	To increase desired behavior	Use specific language
Medium Frequency	Verbal praise, stickers, etc.	After 5-10 minutes	Teacher, aide, parent	Classroom, hallway, home	To maintain desired behavior	Use specific language
Low Frequency	Verbal praise, stickers, etc.	After 15-30 minutes	Teacher, aide, parent	Classroom, hallway, home	To reinforce desired behavior	Use specific language
Contingent	Verbal praise, stickers, etc.	After 30-60 minutes	Teacher, aide, parent	Classroom, hallway, home	To reinforce desired behavior	Use specific language
Non-contingent	Verbal praise, stickers, etc.	After 60+ minutes	Teacher, aide, parent	Classroom, hallway, home	To reinforce desired behavior	Use specific language

Pg.

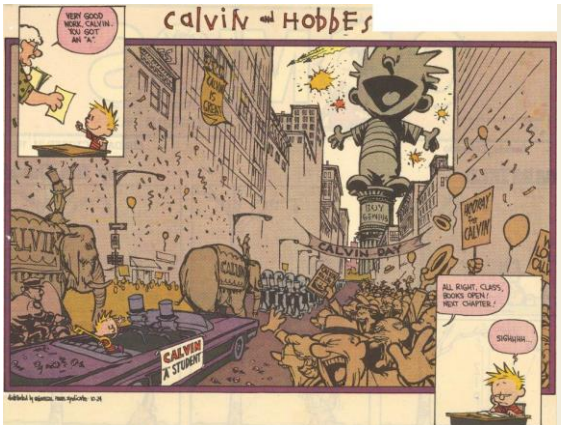


Staff Acknowledgement



Reinforcing Staff

- Getting Buy-in to start
- Keeping staff motivated is just as important to the PBIS process as motivating students
- Utilize family/community resources and local businesses
- Incentives for staff that have worked at other schools include:
 - Surprise Starbucks
 - G.O.O.S.E.
 - Special Parking Spots
 - Recognition at faculty meetings

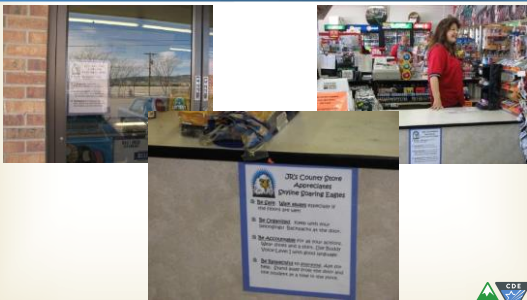


Acknowledgement Ideas

- Weekly drawings
- Classroom ideas
- Wall of Fame
- Student/Staff of the month
- Marble Jars
- Non-tangibles, such as privileges
- More???



Family and Community Partnerships



Friday Feast





Cougar Pride

At Cresthill Middle School
our Cougars are Grrreat!!
Greatness means being...
Respectful, Responsible &
Ready

To: _____

Name: _____
Team: _____ Date: _____
Referring Teacher: _____

GRRR Behavior: _____

Place Stamp Here

High 5 Home Note!

To: _____ Date: _____
For: _____
Teacher or Principal

This letter is to inform you that your child made some exceptionally good choices in school today. I am very proud of how well your child was able to handle herself/himself and be an example for other students.
You should know how your child is behaving in school. I am proud of your child's behavior! I hope that you will spend just a few precious moments with your child and let them know how proud you are of their behavior.

Your child was...	Location
_____ Being Safe	_____ On the playground
_____ Being Cooperative	_____ In the hallway
_____ Being Peaceful	_____ At an assembly
_____ Being Kind	_____ On the bus
_____ Being Responsible	_____ In the cafeteria
	_____ In the bathroom
	_____ During dismissal
	_____ In the classroom

Comments: _____

WHITE - PARENT COPY YELLOW - OFFICE COPY PINK - TEACHER COPY



Article Review

- Review the NY Times article: "Praise is Fleeting, But Brickbats We Recall"
- Think-Pair-Share with a partner or group



Common roadblocks to "rewards"...

- Shouldn't students this age already know what is expected of them and how to behave?**
 - Behavior that is acknowledged is more likely to occur again
 - Behavior that is ignored is less likely to be repeated
 - Frontal lobe!



Roadblocks...

- Praising feels unnatural. Won't kids think that it's phony?**
 - The more you praise, the more natural it will feel
 - If you praise for desirable behavior that has truly happened, there is nothing phony about it



Roadblocks...

- Isn't giving a reward like bribing students to do what you want them to do?**
 - Bribe is given to influence a behavior that hasn't yet happened
 - Reward is given after a desired behavior has occurred to reinforce the behavior and increase the likelihood of it happening again



Roadblocks...

- Won't students come to depend on tangible rewards? Don't extrinsic rewards decrease intrinsic motivation?**
 - Tangible should always be combined with social rewards (i.e. verbal feedback and "gotcha slip")
 - Important message to convey – Student is responsible for his/her success
 - Internal motivation can be strengthened
 - Expectancy x Value Theory of Motivation*
 - Expected success (1 – 10 scale) x value placed on task or reward = Motivation

*Wigfield & Eccles, 2002; Wigfield, Tonk, & Eccles, 2004



Are "Rewards" Dangerous?

"...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is **no inherent negative property of reward**. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

Cameron, 2002; Cameron & Pierce, 1994, 2002; Cameron, Banko & Pierce, 2001



The Big Secret.....



PBIS is about changing ADULT behavior!



Team Time

Outcomes

- Brainstorm acknowledgement/ recognition ideas for both staff and students
- Complete the acknowledgement system matrix
- Determine how to get staff and student input
- Determine ways to partner families/community members
- Complete action plan section (*Acknowledge System*) identifying goals and tasks to be completed



Reflection Questions

- What are some creative ways to acknowledge staff and students?
- How will you get input from staff and students about the acknowledgement system?
- Were families involved in establishing acknowledgement systems?
- Are parents informed and given suggestions for reinforcing at home?

Team Time



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Project Officer, Jennifer Coffey, PhD.

