

Three Levels of Acknowledging Staff and Students for High School

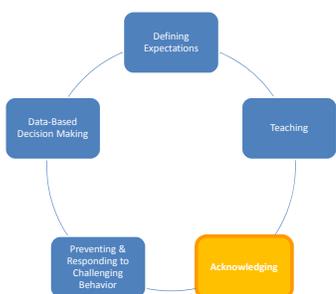
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Components of Tier1/Universal PBIS Implementation



Tier1/Universal Practices of PBIS

- ★ **Define**
 - 3-5 school-wide expectations
- ★ **Teach/Pre-correct**
 - Differentiated behavior lesson plans direct instruction
 - In-the-moment reminders
- ★ **Model/Practice**
 - Adults model what they teach
 - Students practice what we teach
- ★ **Acknowledge**
 - Daily recognition – ex. gotchas
 - Weekly/quarterly grade-level/whole school celebrations
- ★ **Re-teach**
 - Re-teach the expectation using different strategies
 - Have the student practice the skill

“What the World’s Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

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

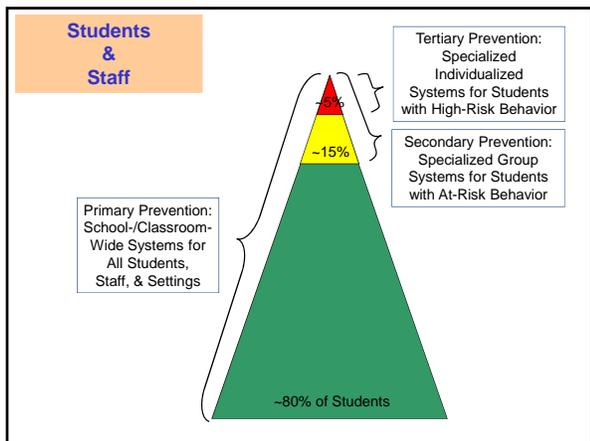
Adults are just like Kids

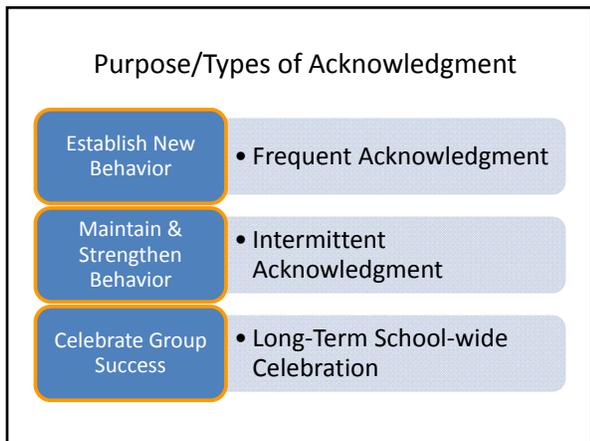
- Car Insurance – reduced premium / money back
- Credit Cards- better credit/ cash back / points
- Car Wash
- Oil Change
- Sandwich Place
 - The more times you go, the better chance you have of getting one for “free”

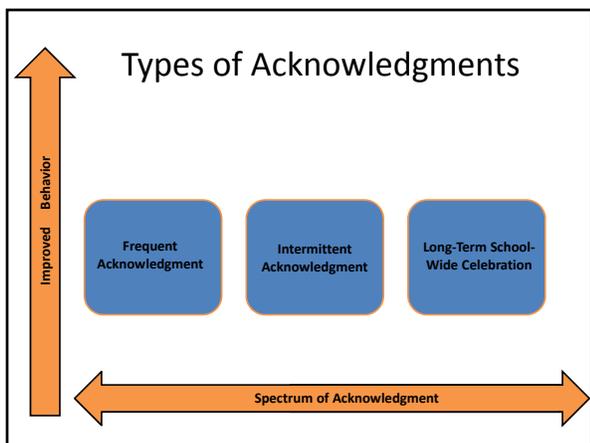
Why Should We- They Should Already Know How...

Purposes of Acknowledgments

- ★ Prompt for adults to recognize expected behavior
- ★ Reinforce the teaching of new behaviors
- ★ Harness the influence of the students who are showing expected behaviors to encourage the students who are not
 - ★ Strengthen positive behaviors that can compete with problem behavior
- ★ Encourage the behaviors we want to see again in the future
- ★ **Increase the number of positive interactions between adults and kids**







**Establish
New
Behavior** •Frequent
Acknowledgment

**To Establish New Behaviors
We Use**

High frequency acknowledgments that are

- Specific, contingent
- Delivered at a high rate for a short period of time
- Tangible paired with social (ticket, stamp w/verbal praise/feedback)

when teaching new behavior or re-teaching behavior identified from data

**Maintain
&
Strengthen
Behavior** •Intermittent
Acknowledgment

To Maintain and Strengthen Behavior We Use

- Intermittent reinforcers
 - those reinforcers presented contingent on appropriate behavior on a less frequent basis (e.g. student of the week/month, phone call home, special privileges, computer time).



Spinner

- Try placing a menu of reinforcers on a spinner.
- The smaller wedges represent the more popular or expensive items, while the larger wedges are usually less costly and easier to provide.
- The spinner adds an element of chance that students love and is often motivation in itself.

LRBI Checklist . Utah State Office of Education



Grab Bag

- Each time a student meets a goal, such as completing a math assignment, the student gets to connect a dot on the chart.
- When a designated dot is reached, the student selects an item from the grab bag.
 - Change with the season (i.e. sports)
 - Pick interests for the charts that students can connect with (i.e. current events, media, etc.)
- All-Call System for recognition- "the class who..."

LRBI Checklist . Utah State Office of Education

Celebrate
Group
Success

- Long-Term School-wide Celebration

Long-term School-wide Celebrations 

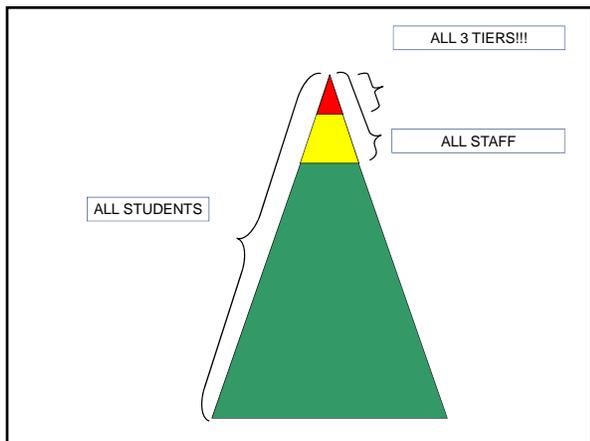
- **ALL** students get what the collective group earns.
 - Contingencies that link reinforcer to whole group behavior performance (e.g., If more than 80% of students have perfect attendance, whole school gets special assembly).
- **Some** kids (100% AND students with specialized needs) get extra for exceptional performance
 - If Steve attends school 70% of days, he can also sit with friends of his choice
 - Students with 100% can get some additional acknowledgement beyond what whole group get.(Sugai, 2008)
- Sometimes we have school-wide celebrations JUST to celebrate the great things that kids are doing!

Components of School-Wide Acknowledgment Plans - SYSTEM

- ★ High frequency/Predictable
 - Delivered at a high rate for a short period
 - E.g. Gotchas, Falcon Feathers, positive referrals, phone calls, High 5 Tickets, Caught Being Good, All Star Gotchas, Being Unusually Good, Gold Card and privileges
- ★ Unexpected/Intermittent
 - Bring "surprise" attention to certain behaviors or at scheduled intervals
 - E.g. Unpredictable use of "Gotchas", ticket lottery, special announcements, Hi Five surprises, Hi Five button # calls, skill-of-the-day, raffles
- ★ Long term Celebrations
 - E.g. Quarterly activities, assemblies, parent dinners, field trips

Guidelines for Use of Rewards/Acknowledgements

- School-wide reinforcements are for **every** student in the building, regardless of where they fall in the PBIS triangle
- 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



Staff Acknowledgments

- **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 winner at the first faculty meeting, modeling how it was 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
- **Signs on doors** each time a student ticket is pulled with teacher name on it
- **Principal acknowledges staff**- staff acknowledges students

Teens Do Like Rewards (Student Survey)

20. What types of rewards would you find motivating?

- A. Candy - 26%
- B. Movie passes- 32%
- C. Restaurant gift certificates- 33%
- D. School supplies- 8%
- E. E-RAB spirit wear- 52%



Lesson's Learned differences we face in a high school

Crystal from Mt. Vernon



Mt. Vernon

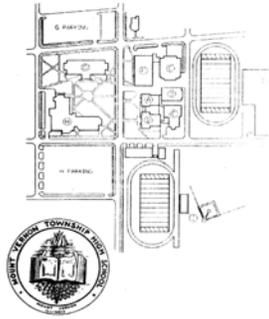
~demographics

~structures to support acknowledgements

- matrix
- t-chart
- referral form
- kick off
- friendly procedures

~acknowledgement systems

Mt. Vernon Township High School



Structures to support acknowledgement systems



Annual Kick-off

- Assembly with each grade level
– Main focus on 9th graders
- First 2 days of school have pre-planned lessons covering basic rules, procedures, and policies.
- First 2 days of school are dedicated to building relationships.
- We tapered off a bit this year

Structures of Mt. Vernon

- Behavior Matrix (outlining expectations)
- T-Chart (classroom vs. office)
- Referral aligned to SWIS
- Annual Kick-off
- Administrative support
- User Friendly and consistent procedures
- Community Support & Acknowledgment

Matrix

RAM Pride Matrix

	Classroom	Hallways	Cafeteria	Quad/Outside	Parking Lots	Assemblies	Work-Place
Be Respectful	<ul style="list-style-type: none"> use appropriate language be courteous Respect personal space of others take care of school property 	<ul style="list-style-type: none"> use appropriate language use hallways when necessary stay to the right never walk on the stairs 	<ul style="list-style-type: none"> use appropriate language use quiet voices keep seating area clean 	<ul style="list-style-type: none"> use appropriate language be courteous of property and personal space of others take care of school property 	<ul style="list-style-type: none"> use appropriate language park in assigned areas 	<ul style="list-style-type: none"> lines in order all in designated areas participate 	<ul style="list-style-type: none"> Report your supervisor Answer lines in an courteous manner Care for work environment Follow directions
Be Accountable	<ul style="list-style-type: none"> be prepared to learn work hard for school work use common sense be courteous make good use of time 	<ul style="list-style-type: none"> be courteous of other classes have money ready pick up trash use during allotted time 	<ul style="list-style-type: none"> be courteous of others have money ready pick up trash use during allotted time 	<ul style="list-style-type: none"> pick up trash show respect report negative behavior 	<ul style="list-style-type: none"> drive safely work for public 	<ul style="list-style-type: none"> be courteous during business judge of discipline participate report negative incidents at work 	<ul style="list-style-type: none"> Be Punctual Be efficient with job tasks Call in as absences Don't abuse sick leave Report negative incidents at work
Model Successful Behavior	<ul style="list-style-type: none"> actively participate study ask for help dress appropriately 	<ul style="list-style-type: none"> use parking lots use hallways hold doors open use during allotted time 	<ul style="list-style-type: none"> hold doors open for others use hallways use during allotted time 	<ul style="list-style-type: none"> Take care of school property use during allotted time 	<ul style="list-style-type: none"> drive safely work for public 	<ul style="list-style-type: none"> display appropriate behavior participate report negative incidents at work 	<ul style="list-style-type: none"> Follow safety standards Wear appropriate work clothes Display a positive attitude Use appropriate language in the work place

T-Chart

Discipline T-Chart



Teacher Managed Behavior

- Excessive Talking
- Tardy-2nd/3rd Call Home
- Off Task
- Drinks/Food/Chairs (with clear expectation for your class)
- Missing Homework
- Not Prepared for Class
- Inappropriate Language/Comments
- Disobedient
- Dress Code Violation
- Public Display of Affection
- Hallway Disruption
- Passing Notes
- Cheating/Plagiarism
- Cell Phones/Electronic Devices (send referral to office—not student)
- Misuse/abuse of Computers
- Disrespect



Office Managed Behavior

- Gross Mischief
- Total defiance of any authority/endangering other students or staff/complete loss of control by student/ severe offenses such as arson, sexual threats, etc.
- Lack of Cooperation
- Refusal to follow directions
- Tardy-4 or more
- Fighting
- Vandalism
- Verbal/Physical Intimidation/Harassment/Bullying
- Weapons
- Gang Representation
- Cutting Class/School/Denial
- Theft
- Drug/Alcohol/Tobacco Violations
- Divorced Profanity
- Threats
- Repeated Offenses of Teacher Managed Behavior
- False calls or notes
- Dress Code Violation
- Failure to report to attendance office

ACKNOWLEDGEMENTS

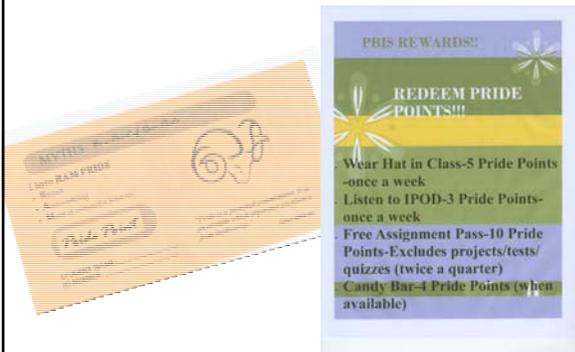


Universal Acknowledgments

Moving Towards Intrinsic/Non-Tangible

- **Daily**
 - Ram Pride Points
 - Classroom Rewards
- **Weekly**
 - 5 for 5 lunches
- **Monthly**
 - Raffle-non tangibles
 - Character Trait Art & Writing Contest
 - Criteria Based Visit to Treasure Box
- **Quarterly**
 - Three Acts of Greatness Recognition
 - Big Ticket Raffles
- **Semester**
 - Off campus field trip for students who meet behavioral criteria
- **Intermittent**
 - Surprise give-away

Daily Rewards



Monthly

- Choice of Gift Certificates for Non-Tangible Rewards
- Reward teachers for participating



1 HOMEWORK PASS!

UP TO TEACHER DISCRETION!!!

This certificate entitles

1 free homework pass as long as discussed and agreed upon with your teacher

Authorized by _____

Expires 12/2011

This certificate must be turned in to your teacher.



Quarterly

- 3 Acts of Greatness
 - Name put on Bulletin Board
 - Name put on the Website
 - Letter sent home to parents
 - Delivery of "Sweet Treat"

Semester

- Off Campus Field Trip for students who have met the following criteria for the entire semester:
 - No Referrals
 - No Tardies
 - 3 or fewer excused absences

*Bulletin board acknowledging student achievements

Intermittent

- Surprise Giveaways
 - Based on monthly or weekly data

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Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
