**Critical Features Checklist for Acknowledgement Systems**

When providing feedback on the school’s acknowledgement system, you should

be able to identify all of the following critical features. Please use this checklist to

provide specific feedback on the building’s acknowledgement system.

|  |  |
| --- | --- |
| Checkmark | **Critical Feature** |
|  | A written school-wide plan for acknowledging student behavior  is developed collaboratively with staff (i.e. acknowledgement  chart, hierarchy of rewards) |
|  | Behaviors that should be acknowledged are defined on the  behavior matrix |
|  | ALL students have access to school-wide rewards and  recognition, including student who display high amounts of  problem behaviors |
|  | The staff is committed to use a 4:1 ratio of positive  acknowledgment to correction |
|  | Staff provide input into the creation of acknowledgement  materials and a plan for creating materials is developed |
|  | A distribution process for materials is established (i.e. How do  staff request more? Where are they located?) |
|  | A redemption process for acknowledgements is developed, if  this is a component of the written school-wide plan for  acknowledging student behavior |
|  | Celebrations are planned and developed, both school-wide for  ALL and as recognition for some |
|  | A plan for acknowledging staff behavior is developed |



MiBLSi Critical Features Checklist for Acknowledgement Systems

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded

under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of

Special Education.