Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 7: *Acknowledging Expected Behavior*

RTI Arkansas

PbIS Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant
Arkansas
Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Acknowledgements

Title of Training:

Module 7: Acknowledging Expected Behavior

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.**
  - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Modules 5 and 6 (Developing PBIS Behavioral Expectations and Teaching Behavioral Expectations) will provide teams with the basis for acknowledging students. Behavioral expectations are chosen and defined; then, they are taught, modeled, posted, and students are given a chance to practice. Now it is time to develop a system for acknowledging students for demonstrating the expectations.

Training Description:

This training module has been developed to guide implementers in developing a system for acknowledging students for following the behavioral expectations.

Training Sections:

Section 1 – What are Acknowledgements? (Slides 3 - 8) pgs. 5 – 13
Section 2 – Giving Acknowledgements (Slides 9 - 21) pgs. 14 – 33

Training Materials/Equipment Needed:

PowerPoint for Module 7: Acknowledging Expected Behavior

- Equipment to project the PowerPoint
    - Laptop computer
    - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
    - Projector
    - Speakers, if needed
    - Microphone(s), if needed
    - Required connecting cables, extension cords, etc.
    - "Clicker" to advance slides

- Note on showing videos embedded in the PowerPoint presentation:
    - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
    - It may take a minute for video to load. Be patient.
    - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
    - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:
Physical and/or electronic copies of
- Guiding questions? (pg. 21)
- Acknowledgement matrix template (pg. 22)

Activities in this Training:
- Brainstorm ideas for acknowledging students (pg. 20)
    - Distribute or display the handouts on pages 21 – 22.

Essential Questions:

These essential questions will be addressed in this training module:

- Why is it important to acknowledge students for following the behavioral expectations?
- What are the components needed in a system for acknowledging expected behavior (including how, when, and why to reinforce expected student behavior)?
- Why is it important to acknowledge staff for their roles?

Trainer Tips:

- Acknowledgment can be a difficult concept and a potential source of conflict for schools. Keep in mind that the vital part of this is the **acknowledgment itself** – not a tangible "reward". Students need to be recognized and reinforced for following the expectations.
- Think of how students are given a score, sticker, or star for academic homework; this lets them know how they are doing. We want them to get the same feedback for behavior.
- Module 7 (Acknowledging Expected Behavior) is an excellent place to think about and reinforce the importance of district involvement and participation. As students work their way up through the grades and schools, if they have had PBIS teaching and reinforcement throughout their years in the district, they will need fewer and fewer extrinsic rewards. They are forming habits. The critical part will be consistency.

Training Section One

What are Acknowledgements?
Slides 3 - 8

Goals

Participants will understand
- What acknowledgement are
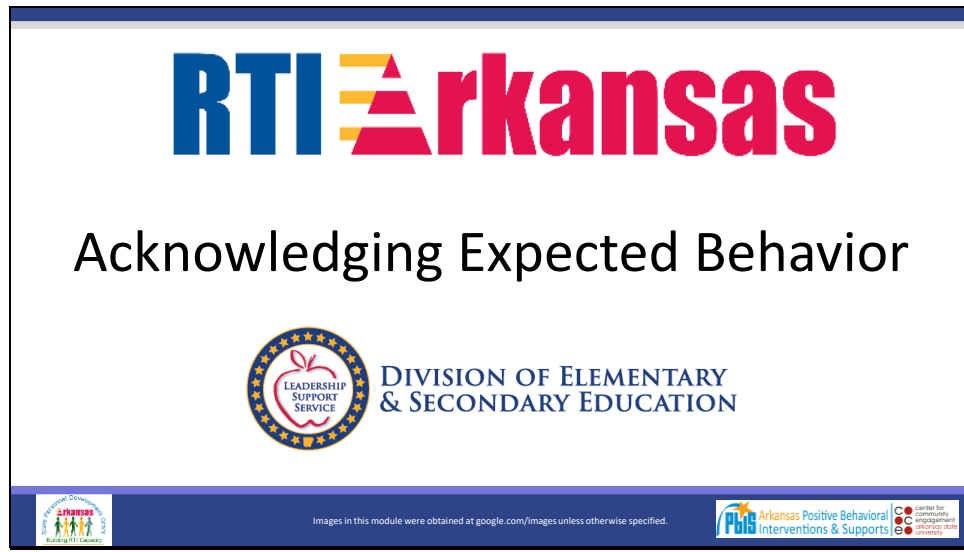
Slide #1

[Acknowledging Expected Behavior]

Trainer Notes:

- In this module we will begin working on a system for encouraging students to continue using the expected behaviors.

Context

- Why acknowledge appropriate behavior?
- What are acknowledgements?
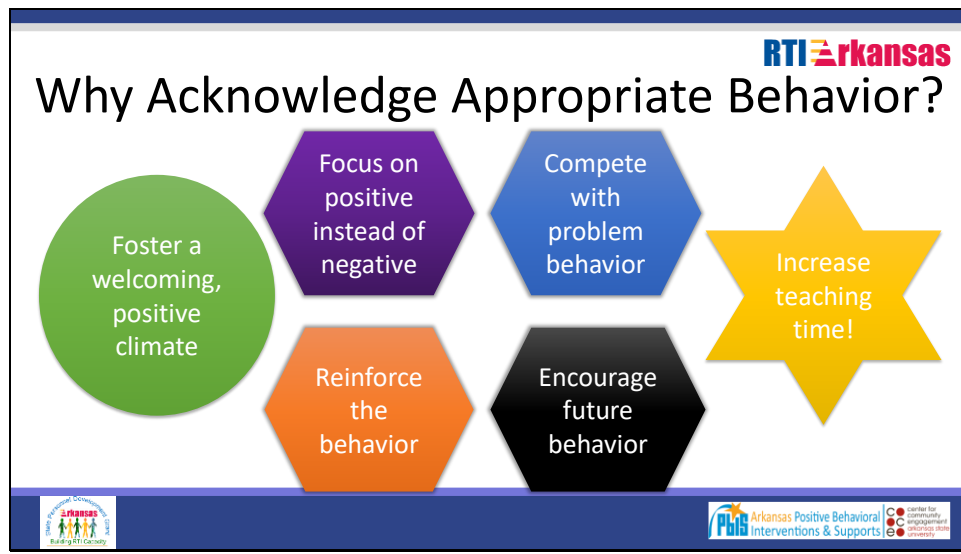- Behavior expectations
- Types of acknowledgements
- Guidelines for acknowledgements

Slide #2

[Context]

Trainer Notes:

- We will discuss why to give acknowledgements, what they are, when they are used, and how they are used.

Slide #3

[Why Acknowledge Appropriate Behavior?]

Trainer Notes:

- By intentionally teaching expected behaviors, stating behavior expectations in a positive manner, and focusing more on acknowledging the positive behaviors instead of the negative all the time, the school climate will become more positive and welcoming. In order to encourage students to keep using the desired behavior, we need to acknowledge when we see students using them, especially when they're just learning the new behaviors and procedures. We want to cause the positive behaviors to be more motivating and to compete with the negative ones. As adults, we often need a prompt to remind us to recognize our students when they do what we ask them to do, instead of focusing so much on the inappropriate behaviors. By taking a small amount of time to teach and reinforce appropriate behavior, teachers will spend less time correcting and have more time to actually teach.

Slide #4

[The Power Of Adult Attention]

Trainer Notes:

- Some students misbehave in order to get more adult attention. Adults have a lot of power in how they give attention. Non-contingent attention might be smiling and greeting students or community building activities. Adults can use this power of attention to put focus on students' positive behavior. Begin focusing more on students using the expected behaviors instead of those misbehaving. The above "preferred adult behaviors" will positively impact student-teacher relationships, which in turn will often result in students saying they like school, being more compliant, and learning more.

Focus On Behavioral Expectations

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• Acknowledgements must…
    • be tied to one of your behavioral expectations.
    • reflect one of the specific behaviors in your matrix.
• They are not for just any positive behavior

Western Hills Elementary Eagles

S - Self Control
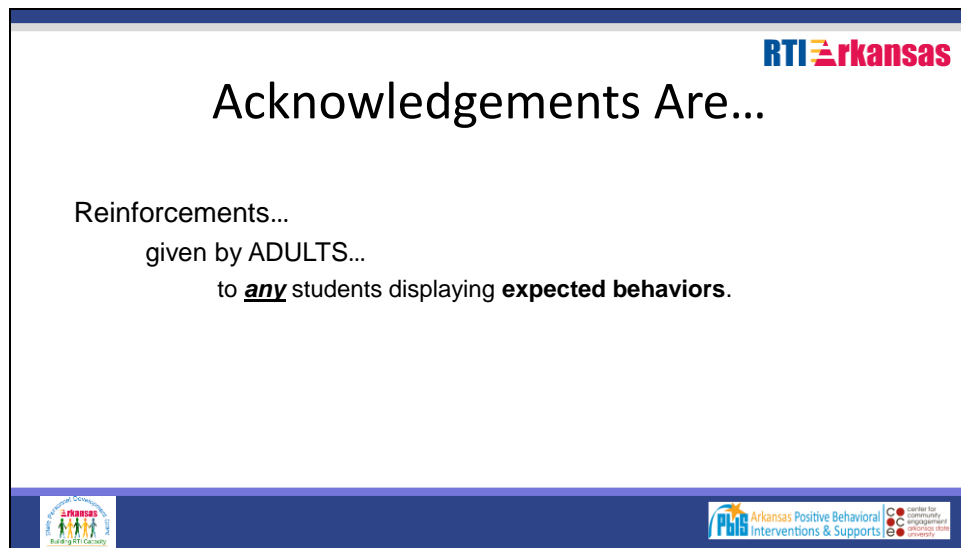
O - On Task

A - Acts Responsibly

R - Respectful

"S.O.A.R."
Western Hills Elementary
Little Rock, AR

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Slide #5
[Focus On Behavioral Expectations]

Trainer Notes:

- Acknowledgements are based on the school-wide behavioral expectations. Behavioral expectations are three to five brief, positively stated values that exemplify the type of behavior schools want to see everyone displaying in the school. They are generally broad statements that reflect the values or behavioral concepts that are held as important to a school and its community. In Module 5, teams developed and defined behavioral expectations for their school settings. Module 6 took teams through the process of developing a plan for teaching the behavior expectations directly to students. Now this training will take teams through the process of developing a system for reinforcing what they have taught.

Acknowledgements Are…

Reinforcements…
  given by ADULTS…
    to *__any__* students displaying **expected behaviors**.

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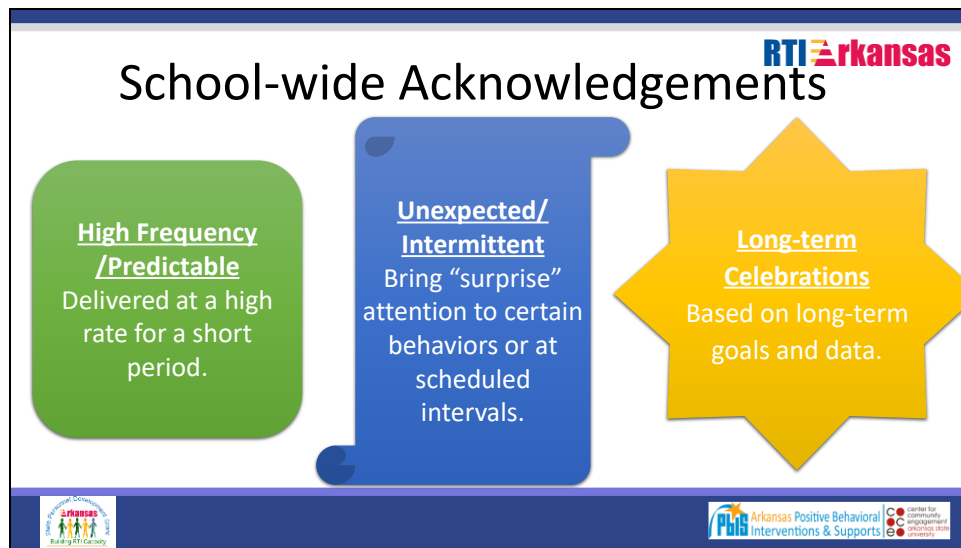
Slide #6
[Acknowledgements Are…]

Trainer Notes:

- By using acknowledgements, we are reinforcing our students' use of the behaviors that we have taught them (the expected behaviors defined in the school-wide behavioral matrix). We give them immediate recognition when we see them using the behavior, especially when they're still in the early days of learning the behavior, and as the behavior becomes more of a habit for students we can use the acknowledgements more intermittently. In order to KEEP the students thinking about using the correct behavior, we can give them long-term goals.

Slide #7

[School-wide Acknowledgements]

Trainer Notes:

- Three types of acknowledgements: (1) high frequency when they are learning new behaviors and skills, (2) unexpected reinforcement as students are using the new behaviors regularly, and (3) big goals to keep students motivated over longer periods of time. The high frequency rewards can be anything from a tangible token to a high-five. The more intermittent rewards are meant to keep students on their toes and to motivate them to encourage other students to follow the expectations. Examples here might be surprise drop-ins by the principal or classroom challenges. Long-term rewards should be based on a goal you want to achieve as a school. Look at your discipline data and find a trend or spike that you want to work on for the semester or year. If you reach that goal as a school, then you celebrate as a school.

Slide #8
[Most Importantly:]

Trainer Notes:

- The most important part of teaching and acknowledging students is to build positive relationships. Instead of only pointing out what students are doing wrong, use these moments for teaching students. Ask them if they know what they should have done instead, and encourage them to do better in the future.
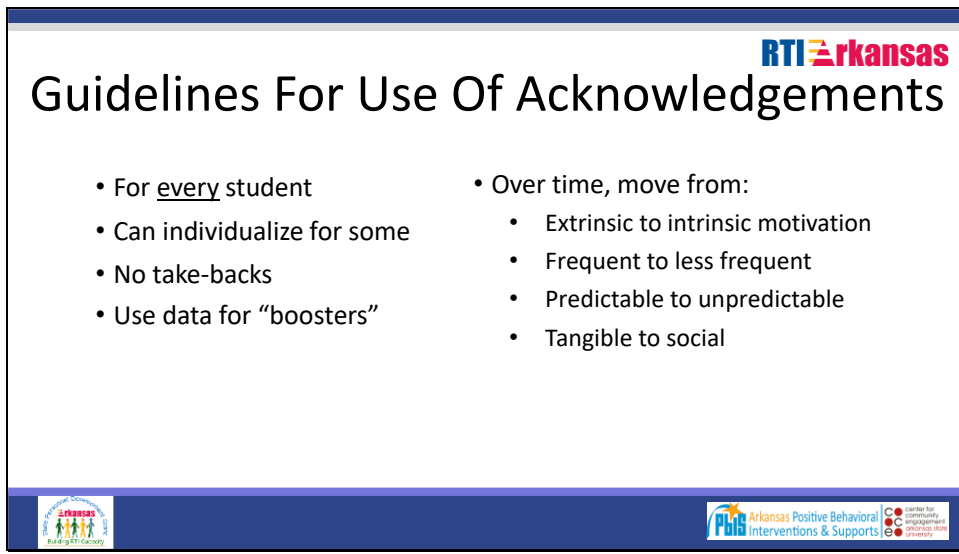
Training Section Two

Giving Acknowledgements

Slides 9 - 21

Goals

Participants will understand

- How to give an acknowledgement to a student
- Examples of acknowledgements

Guidelines For Use Of Acknowledgements

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- For every student
- Can individualize for some
- No take-backs
- Use data for "boosters"

- Over time, move from:
  - Extrinsic to intrinsic motivation
  - Frequent to less frequent
  - Predictable to unpredictable
  - Tangible to social

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Slide #9

[Guidelines For Use Of Acknowledgements]

Trainer Notes:

- Again, this is a system for acknowledging students. This is a universal practice, so ALL students are included, regardless of any other interventions they receive. For students who are receiving additional interventions, these acknowledgements can be used in an individualized way to help them reach their Tier II or Tier III goals. Acknowledgements are recognition for behavior that student displayed, so it's important that they not be taken away as a punishment. Help students make their newly learned behaviors a habit, so move from highly frequent acknowledgement to less predictable, and then finally move to more social types of recognition, such as verbal praise. As with everything PBIS-related, look at discipline data regularly to find spikes or trends to reverse. Use acknowledgements as part of the plan, along with re-teaching some behaviors.

Slide #10
[Some "Rules" Of Acknowledgements]

Trainer Notes:

- The important thing to remember when giving an acknowledgement is that you want the student to know why they're being acknowledged so that they will repeat the behavior. Be specific in your praise, and only use these acknowledgements for recognizing students using a behavior from your school-wide expectations matrix or from your classroom expectations matrix (this is not to reinforce students for ALL behaviors). All staff should be involved in giving out acknowledgements. As a team you will decide how to make sure that all staff are participating. Make sure students know why they're receiving the acknowledgement; the reason should be valid and connected to the expectations.
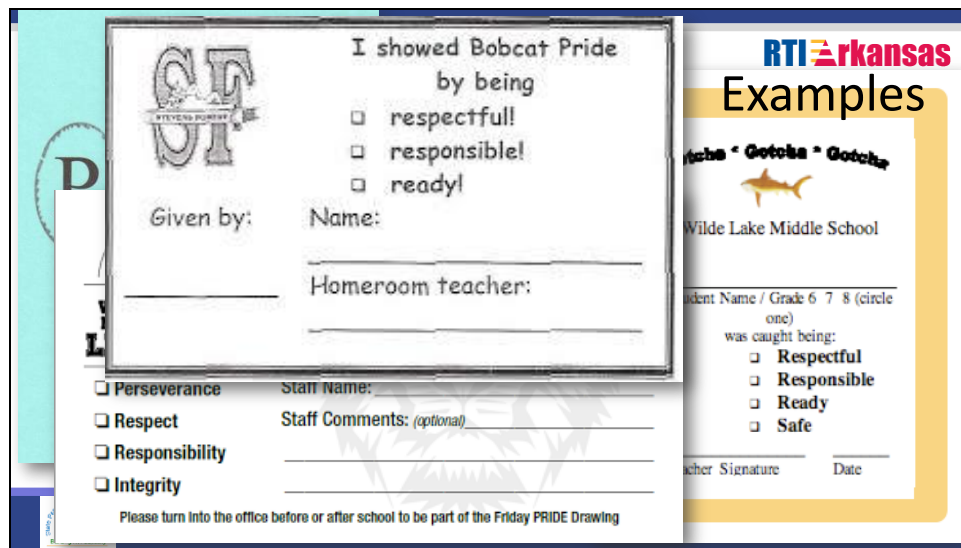
Slide #11

[Be SPECIFIC In Your Praise!]

Trainer Notes:

- This is an example that illustrates how staff can make sure that the student knows what behavior they are being acknowledged for.

Slide #12

[Examples]

Trainer Notes:

- Here are some examples of tangible acknowledgements that schools use. Some schools call them "Gotchas", as they are meant to catch students in the act of using the expected behaviors. To keep things simple and to remind staff why they are giving acknowledgements, it's a good idea to have the school-wide expectations printed on the ticket or token. Staff can check off or circle the expectations, but they also need to tell the student which specific behavior they were caught using. Some schools use these tickets for raffles and to recognize staff for their efforts.

Slide #13

[Examples Cont'd]

Trainer Notes:

- A few more examples… Teams will decide what type of ticket or token will work best for their school, how it will be produced (or where you can buy them pre-printed), how they will distribute them to staff, and how they will determine if staff are using them regularly.

Slide #14

[Systemize It: Guiding Questions]

Trainer Notes:

- In order to be successful and make an impact, there needs to be a reason and a plan for acknowledging students. Ideally, teams will get input from staff and develop a system for acknowledging students for appropriate behavior.

⭐ **ACTIVITY**

Have participants take about 10-15 minutes and start brainstorming ideas for how they will acknowledge students. They can then take these questions back to staff (and students, if appropriate) for input. Hand out Guiding Questions (pg. 21) and Acknowledgement Matrix Template (pg. 22).

Guiding Questions

- **Why are you doing this?**

- **What type of acknowledgments?**

- **How given? (When, where, who…?)**

- **How redeemed? (When, where, who…?)**

- **How to ensure consistency?**

- **Who will order/print/design tokens/tickets?**

Student Acknowledgement Matrix Template

Type	What	When	Who
Immediate/High Frequency			
Redemption of High Frequency			
Intermittent/Unpredictable			
Long Term, School-wide Celebrations			

Type	What	When	Who
Immediate/High Frequency	**Lancaster Gold Card** will be given out to **individual students**. Once a student receives 10 gold cards they can cash them in for incentive items **Lancaster Blue Cards** will be given out to **classrooms** for exhibiting Safe, Responsible, and Respectful behaviors. Once the classroom receives 10 blue cards, the class will receive a Lancaster Shield to display outside classrooms and classroom will be recognized in the announcements	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data, and to reinforce desired behaviors Weekly	**Secretary:** Order Gold & Blue Cards, and Lancaster Shields (Red, Yellow, Green, Blue) **PBIS Implementation Team:** Select and order incentive items **All Staff:** Distribute Gold and Blue Cards
Redemption of High Frequency	Students will be able to trade their Lancaster Gold Cards for incentive items at school store	Weekly	**Educational Assistant/Support Staff:** Staff school store **Office Staff:** Generating quarterly class list for student store

Slide #15
[Example For High Frequency Acknowledgements]

Trainer Notes:

- Here is an example of a school's plan and procedure for giving high frequency acknowledgements (continues on next slide). By having a very detailed plan, with personnel identified to carry out specific tasks, this school is very efficient, and will likely be more effective in acknowledging and reinforcing positive behavior.

Type	What	When	Who
Intermittent/ Unpredictable	Each day, Ten teachers will randomly distribute Lancaster Knights to students caught making Safe, Respective, and Responsible choices Classrooms with the most Shields per quarter will Spin The Wheel	Redeemed Immediately Maintaining a taught behavior (fading) Quarterly celebrations for Kindergarten, Primary, Intermediate, and Middle School for classrooms that earn the most Lancaster Shields	**Implementation Team:** Create Lancaster Knights cards and distribute cards to staff **Educational Assistant/Support Staff:** Collect Lancaster Knights card, make phone calls, and take pictures **Implementation Team:** Design and creation of PBIS Rewards Wheel, Create a prize list, and executing implementation the prize
Long-term, Schoolwide Celebrations	When the school reaches school-wide goal, school- wide dances, ice cream socials, movie days, popcorn parties, field day/recess party will be held to celebrate	May range from monthly to quarterly depending on PBIS Goal	**Implementation Team:** Determine school-wide goal and school-wide celebration

Slide #16
[Example Of Intermittent/Unpredictable And Long-term Acknowledgements]

Trainer Notes:

- Continued from last slide.

Slide #17

[Missouri Tier I Workbook]

Trainer Notes:

- This is an example from the Missouri Tier I Workbook.

Intermittent Acknowledgement Examples

- Raffle
  - Example: All earned tickets are placed in boxes by grade level, and monthly drawings are held for prizes.
- Surprise drop-in from principal
  - Example: Principal asks teacher if all students were on time that day; if yes, the entire class gets a surprise.
- Special privileges
  - Example: Give students an early lunch or homework pass, based on pre-determined criteria.

Slide #18

[Intermittent Acknowledgement Examples]

Trainer Notes:

- Intermittent acknowledgements are used to keep students on their toes and encourage them to continue using the expected behavior without frequent acknowledgements. Here are a few examples of how these can be used.

Long-term Celebration Examples

Goal-based example: If 80% + of students have perfect attendance, **everyone** gets a special assembly.

Some students can get extra:
- **Student with an individual goal:** 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 the whole group gets.
- Students can use acknowledgements like tickets for activities or treats.

Slide #19

[Long-term Celebration Examples]

Trainer Notes:

- Long-term celebrations are important for improving climate and building community spirit! It is recommended to include ALL students in celebrations as these are school-wide goals. Avoid keeping children out of the celebration for things like set numbers of infractions — once they have reached that number there is no incentive to avoid infractions or to work for acknowledgements.

Slide #20

[Guiding Questions: Staff Acknowledgements]

Trainer Notes:

- It's important to acknowledge staff for their efforts in implementing PBIS. They need positive reinforcement, too! Here are a few guiding questions to help develop a staff recognition plan.

☺ **EXAMPLE**

On the next page is the Critical Features checklist for acknowledgement systems. When proving feedback on the school's acknowledgement system, you should be able to identify all the following critical features. Please use this checklist to provide specific feedback on the building's acknowledgement system.

You can also download the document here: http://cce.astate.edu/pbis/acknowledging-appropriate-behavior/

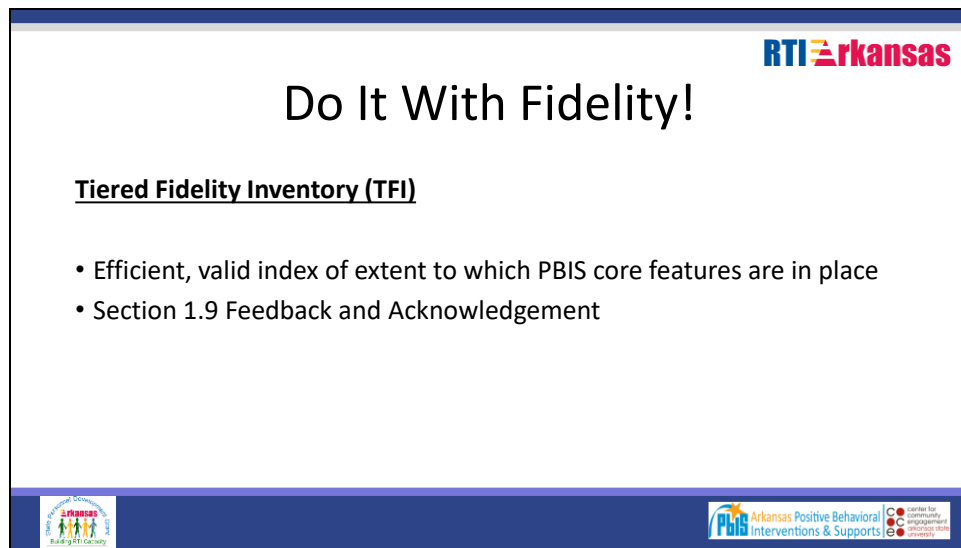| ✓	Critical Feature
	A written school-wide plan for acknowledging student behavior is developed collaboratively with staff (i.e., acknowledgment chart, the hierarchy of rewards)
	Behaviors that should be acknowledged are defined on the behavior matrix
	ALL students have access to school-wide rewards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

Slide #21

[Staff Recognition]

Trainer Notes:

- It's important to acknowledge staff for their efforts in implementing PBIS. They need positive reinforcement, too! Here are some ideas for thanking staff.

Do It With Fidelity!

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Tiered Fidelity Inventory (TFI)

• Efficient, valid index of extent to which PBIS core features are in place
• Section 1.9 Feedback and Acknowledgement

Slide #22

[Do It With Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.9 of the TFI covers feedback and acknowledgement. See next slide.

1.9 Feedback And Acknowledgement

Subscale: Implementation

Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	· TFI walkthrough tool **Main Idea:** Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.	0 = No formal system for acknowledging students. 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students. 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students.

Slide #23

[1.9 Feedback And Acknowledgement]

Summary

- Three types of acknowledgements:
  1. <u>Immediate:</u> reinforcement of newly learned behaviors
  2. <u>Intermittent:</u> to encourage continued use of behaviors
  3. <u>Long-term:</u> to work towards a school-wide goal
- Develop a system to ensure acknowledgements are used consistently.
- Acknowledge staff for their efforts.

Slide #24

[Summary]

Discussion Questions:

The discussion questions presented below will help schools start thinking about how they will acknowledge expected behavior. They will also help teams address the way they will make sure that the system for acknowledgement has been communicated to staff, students, and parents.

1. Do the staff in your school use specific, positive feedback when interacting with students?
2. How will you create a plan for developing a school-wide acknowledgement system with staff?
3. How will you communicate this information on your acknowledgement system to staff, students, and parents?

Resources:

- CCE Website – Resources:
  http://cce.astate.edu/pbis/acknowledging-appropriate-behavior/
- Missouri PBIS Website – Encouraging Expected Behavior:
  http://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018_Ch.-5.pdf?x30198
- PBIS Technical Assistance Center – Tier I Resources:
  http://www.pbis.org/training/staff/student

Next Module:

The suggested next module is Module 8: Responding to Inappropriate Behavior.