New York State Education Department
Office of Special Education

Educational Partnership

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PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

TFI 1.9: Feedback and Acknowledgement

Produced by the Technical Assistance Partnership for Behavior

Updated 8/15/2023

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
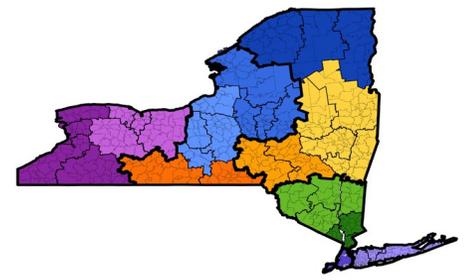
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?

- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Agenda

Welcome & Inclusion

Please introduce yourself in the chat box

- Name

- Position

- Educational Organization

Training Norms

- Find a quiet place to participate

- Participate to the best of your ability

- Use the chat box for questions and comments

- Take care of your personal needs

- Begin and end on time

- Give equal regard to each participant

Slide Marker Icons

Activity

Handout

Poll

Discussion

Reflection

Action Plan

Vetted/ Policy

Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	**Feedback and Acknowledgement**
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

| TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

TFI 1.9 & 1.6 Purpose & Outcomes

Purpose:
Prepare and plan for facilitating implementation of acknowledging behavior

Outcomes:

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
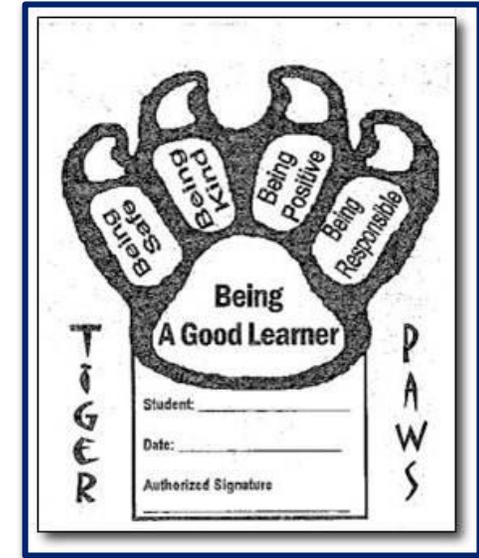
Definition

Positive acknowledgement is the presentation of something reinforcing 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.

(SBCUSD Positive Behavior Support Initiative)

Purposes of Acknowledgements

- **Reinforce** the teaching of new behaviors

- **Encourage** the behaviors we want to occur again in the future

- **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

- **Prompt for adults to recognize expected behavior**

Rationale

Create positive interactions and rapport with students.

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

Overall, we earn time back to teach and keep kids in the classroom where they can learn from us.

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

Rationale Continued

The school environment can either engage students through *validation* and *affirmation* of their identity or disengage them through unintentional slights.

"Why Should I Reinforce Students for Something They Should Be Doing Anyway?"

How do rewards shape *our* behavior?

Behavior	What "should" you be doing?	How do you get reinforced for this?
Driving		
Work		
Credit card		

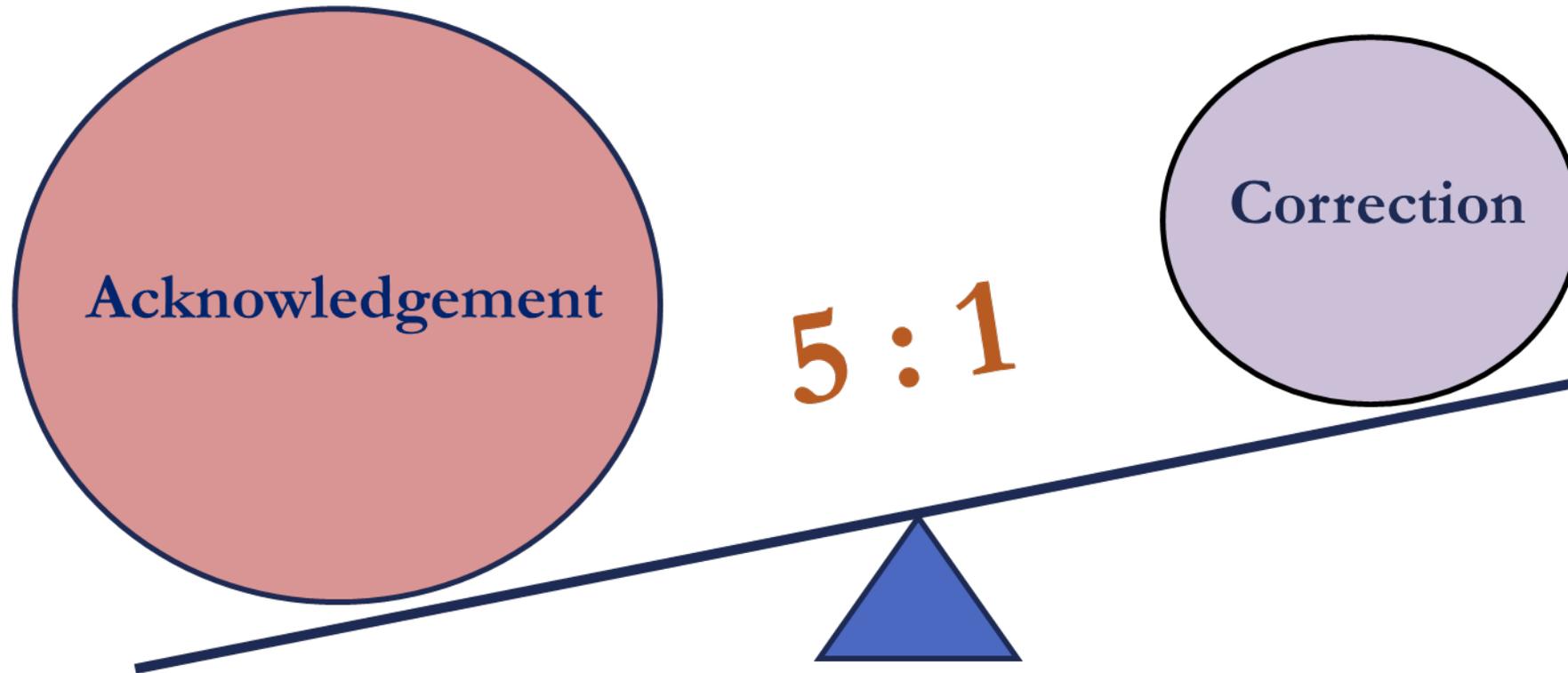# Quickest Way to Change Behavior in Anyone is to...

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

Laura Riffel, OSEP

Receive Frequent Feedback and Acknowledgement

(across ALL school settings, including the classroom)

Acknowledgement

5 : 1

Correction

Scott, 2008

Adults may need a tangible tool for monitoring ratios of praise to reprimands

Teacher_____	Rater_____	Date_____
Instructional Activity		Time Start_____ Time End _____

Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #

Ratio^3 of Positives to Negatives: _____ to 1

Pennies in Your Pocket

Acknowledgement Teaching Tip:

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.

What really matters is the positive social acknowledgement and interaction

Change your words, change your world

http://youtu.be/Hzgzim5m7oU

Activity: Changing our words

Negative	Positive

Guidelines

- School **and classroom-wide acknowledgement**s are for **every** student

- Acknowledge the **behavior**

- Include the **students** in identifying possible acknowledgements

- Acknowledge **your** students in your classroom

- Acknowledge students **other** than your own in common areas

- Acknowledgement **closely follows** the desired behavior

- Keep it **novel**

How to Acknowledge Behavior

Example:

Step 1: Acknowledge specific behavior

Step 2: Link to school-wide rule and expectation

Step 3 (optional): Use Ticket to further reinforce

"I noticed you were <u>on time</u> this morning, that's very responsible."

You are <u>sitting in your seat</u> when the bell rang. Way to "be here, be ready!"

GOT CAUGHT!

Was caught following the **OAKVILLE WAY** of:

RESPECT
RESTRAINT
RESPONSIBILITY

By _____
_____ Date

Non-example:

Saying "good job" without connecting to school-rule and expectation

Giving ticket without saying anything

Only giving a ticket for "above and beyond" behavior

Components of School-Wide Acknowledgment Plans

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

Mid-term Celebrations

- E.g. Weekly or bi-weekly whole class or whole school rewards

- DJ Friday's, Game choice, Extra recess, Lunchroom music, etc..

Long-term Celebrations

- E.g. Quarterly activities, assemblies, parent dinners, field trips

Token

ITEM	Redeemed with Buzzy Bucks	Dollar cost
Logo folder	2	Not redeemable with cash
Logo Sweatshirt	15	25.00
Logo t-shirt	8	10.00
Logo 2" binder	5	3.00
Pencil	1	0.50
Pen	2	1.00
Beanie Hornet	4	5.00
Mini hornet	3	Not redeemable with cash
Lanyard	2	2.50
Stocking Hat	4	4.00
Sports bag	10	12.00
Cinch bag	6	8.00
Messenger bag	10	8.00
Laptop bag	10	10.00
Round bag	8	5.00
Bell backpack (blk & grn)	5	5.00
Leather Backpack	10	10.00
#2 pencil	1	0.75
Bic pen	2	1.00
White 2" binder	5	4.00
8 pack dividers	3	2.50
Nike notebook	5	Not redeemable with cash
Plan folders	2	1.50
Erasers	2	0.75
Sketchbook	6	5.00
Rulers	3	2.00
Pencil sharpeners	3	1.00
windbreaker	40	50.00
sweatshirt	25	35.00
fleece	35	45.00

Store Hours:
7:25am - 7:40am
2:45pm - 3:00pm

Daily Rewards
Example Mt. Vernon

Group Contingency Example

CONGRATULATIONS!!!

DIVISIONS:
Freshman div. 132 Mr. W
Sophomore div. 040 Mr. J & Ms. M
Junior div. 903 P
Senior div. 816 Mr. W

YOU WERE ONE OF THE TOP DIVISIONS OF YOUR CLASS WITH THE LEAST NUMBER OF LOANER SHIRTS CHECKED OUT FOR THE MONTHS OF November and December!

Be Appropriate and be in uniform; was our school wide goal for November and December!

Thank you for your dedication to making this a PARR-FECT and APPROPRIATE school!

We will be having a large Pizza party for you this Thursday January 17th at 11:00am!

In the social room following finals students **MUST** have their ID's on to gain entrance to the party!

Monthly
Example Mt. Vernon

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

Social Acknowledgements

100 No or Low-Cost Rewards for Elementary Students

19. Dance to favorite music in the classroom
20. Design a class/school bulletin board
21. Design and make a bulletin board
22. Do half of an assignment
23. Draw on the chalkboard
24. Draw on a small white board at desk
25. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
26. Duct tape the principal to the wall during lunch or an assembly
27. Earn a free pass to a school event or game
28. Earn a gift certificate to the school store or book fair
29. Earn a pass to the zoo, aquarium, or museum
30. Earn a trophy, plaque, ribbon or certificate
31. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
32. Earn extra computer time
33. Earn extra credit
34. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
35. Earn play money to be used for privileges
36. Earn points for good behavior to "buy" unique rewards (e.g. Autographed items with special meaning or lunch with the teacher)
37. Earn the privilege of emailing a parent at work telling of accomplishments
38. Eat lunch outdoors with the class
39. Eat lunch with a teacher or principal
40. Eat lunch with an invited adult (grandparent, aunt, uncle)

Source, Laura Riffel: https://usm.maine.edu/sites/default/files/smart/freerewards4studentsnstaff.pdf

60 No or Low Cost Rewards for Secondary Students

3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal's hair (custodian's hair)
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain

Source, Laura Riffel: https://usm.maine.edu/sites/default/files/smart/freerewards4studentsnstaff.pdf

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

The Golden Plunger Award

Teacher Rugs

35 No or Low-cost Rewards for Staff

2. Adult gets to rent the principal's chair for the day
3. At Family Math Night all the adults are highlighted in a video montage
4. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
5. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
6. Donut day- These donuts are in honor of Peggy's contribution to the PTO
7. During morning announcements highlight something that an adult in the building did and tell why
8. Duty free lunch period
9. Find a beauty school and get someone to volunteer to come in and do 5 minute manicures
10. Flowers on the desk from someone's garden (with permission)
11. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
12. Golden plunger award from custodian for classroom that was the cleanest
13. Golden spatula award from cafeteria staff for most polite class of the week
14. GOOSE- Get Out Of School Early- No staying for the 30 after
15. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
16. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren't using the cars that day- Don't Tell rule applies
17. Mini-fridge for a week in the adults' office area filled with his or her favorite drink
18. Once a month host an ice cream social with a "sister"- "brother" school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I'd like to duplicate
19. Permission to leave the building at lunch time for lunch off campus
20. Plan a big faculty meeting or inservice at someone's house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
21. Principal and staff member trade jobs for a day

Source, Laura Riffel: https://usm.maine.edu/sites/default/files/smart/freerewards4studentsnstaff.pdf

Guiding Questions

- How can you increase behavior specific verbal praise?

- What do you already have in place?

- How will you get staff and student input?

Guidelines for Development of Acknowledgement Matrix

Activity

- 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

Feedback and Acknowledgement Check

Activity

As you develop your acknowledgement system make sure you check for the following:

- The system is simple to use
- Clearly defined criteria for earning rewards
- Ongoing opportunity to earn rewards
- Flexible enough to meet the needs of diverse students
- Aligned with the school-wide reward system
- Supportive of and aligned with the data collection system
- Supportive of behavioral and academic success
- Meaningful back-up re-enforcers
- Varied to maintain student interest
- Age-appropriate
- Hierarchical: Small increments of success are recognized with small rewards

REMEMBER: Once an acknowledgement is given it is never taken away.

School-wide Acknowledgement Matrix

Activity

TYPE	WHAT	WHEN	WHERE	WHO
Immediate/High Frequency In the moment, predictable**,** Delivered at a high rate for a short period (e.g., Gotchas, Paws, High Fives)	**STUDENTS:** **ADULTS:**	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data	--	ALL STUDENTS, ALL ADULTS
Redemption of high frequency *(e.g., school store, drawings)*	**STUDENTS:** **ADULTS:**	At least monthly	--	ALL STUDENTS, ALL ADULTS
Intermittent/Unpredictable *(e.g., surprise homework completion treat, lottery/drawing, random use of gotchas in hallway)*	**STUDENTS:** **ADULTS:**	Maintaining a taught behavior (fading)	--	ALL STUDENTS, ALL ADULTS
Mid-term class-wide and/or school-wide Celebrations (e.g. DJ Fridays, Extra Recess, Game choice)	**STUDENTS:** **ADULTS:**	Weekly or Bi-Weekly	--	ALL STUDENTS, ALL ADULTS
Long-term School-wide Celebrations (school-wide not individually based) **FOR:** e.g. school-wide target met for certain setting/behavior area **ACTIVITY:** (e.g., ice cream social, dance/yoga, game day, assemblies)	**BOTH TOGETHER:**	At least quarterly	--	**ALL STUDENTS**, ALL ADULTS

Team Time

Activity

Activity 2

   a)   Consider various ideas for acknowledging both staff and students.

   b)   Design a Token Reinforcer for students and/or staff

Activity 3

   a)   Complete acknowledgement matrix for staff and students (high frequency, intermittent, long term).

   b)   Share the acknowledgement list with all the stakeholders (staff and students alike).

Frequently Asked Questions 1

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 2

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 3

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 4

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 5

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

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

Frequently Asked Questions 6

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.

Frequently Asked Questions 7

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 redirects 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?

TFI 1.9: Feedback and Acknowledgement

ACTION PLANNING

1. Add action items to Action plan

2. Plan for PD

3. Add to your Staff Presentation PPT

PBIS Cultural Responsiveness Field Guide

Task: 1.9 Feedback and Acknowledgement

Team: Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.

1.9 Feedback and Acknowledgement

CR Concept: SUPPORTIVE ENVIRONMENT

SWPBIS Big Idea

Attending to and acknowledging desired student behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.

Culturally Responsive Elaboration

Teams involve students, families, and communities in the development and use of acknowledgement systems in order to create systems that are meaningful and authentic. School teams consider the culture of the students they serve when designing recognition systems (e.g., opportunity to share success with friends). In addition, teams and school staff understand that learning a new skill requires additional reinforcement, particularly when habits are already formed (e.g., when teaching code-switching).

Non-examples

- Feedback or acknowledgement is not used because "students should know how to behave."
- Some student enrollment groups have inequitable access to acknowledgement.
- Students and families are not asked for input on the school's acknowledgement systems.

Examples

- Teams actively seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current systems at least annually.
- Teams actively seek connections within the community for the acknowledgement system to be reinforced (e.g., use of reinforcements in community settings such as restaurants).
- Teams assess racial/ethnic equity in acknowledgement systems (i.e., rewards used consistently with all groups of students) with valid tools (e.g., TFI Walkthrough Tool, Stakeholder Input and Satisfaction Survey) multiple times throughout the school year.
- For students who have received multiple referrals, teams audit the frequency of use of acknowledgement and feedback in the re-teaching process.

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)
- Assessment measure: Modified TFI Walkthrough Tool (Appendix K)
- Activity: Random but demographically representative student interview. "What was the last thing you were acknowledged for?" "What do the expectations mean to you?"

PBIS Cultural Responsiveness Field Guide   15

Action Items and Planning - 1.9

1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item _(Not In Place; Partially; Fully In Place ->)_	NI	PI	FI
1.9	A system of acknowledgements has elements that are implemented consistently across campus			
1.9	A variety of methods (tangible and intangibles) are used to reward students			
1.9	Acknowledgements are linked to expectations and rules			
1.9	Acknowledgements are varied to maintain student interest			
1.9	Ratios of acknowledgement to corrections are high			
1.9	Students are involved in identifying/developing incentives			
1.9	The system includes incentives for staff/faculty			
1.8	Classroom teachers use immediate and specific praise			
1.8	Acknowledgement of students demonstrating adherence to classroom rules occurs more frequently than acknowledgement of inappropriate behavior			

Questions?

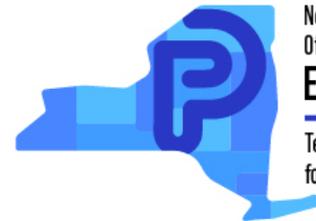**Appreciation** is given for the contributions to this Professional Learning

Thank You!

Contact Us