Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 1, Day 2B Training
December 6, 2021

Acknowledgement Systems

https://www.ycoe.org/pbis
WELCOME
Who is in the room today?

Patwin Elementary

Plainfield
Small School with Big Expectations

Virtual Academy

Beamer Park
Preparing and empowering all students for a future of endless possibilities
Yolo County PBIS Timeline

- **Fall 2019**: Superintendents approve 3 year PBIS Initiative
- **Jan 2020**: 22 School Site Teams Begin Tier 1 Trainings
- **March 2020**: COVID-19 School Closures
- **Fall 2020**: Rescheduled Tier 1 Training Days 3 & 4 and 4 WJUSD sites begin Tier 1
- **Fall 2020**: 18 Sites Begin Tier 2 Trainings 2 DJUSD sites in Trauma Informed/Equity with PCOE
- **Fall 2021**: New Tier 1: 4 sites Tier 2: 9 sites Tier 2+: Implementation Support 18 sites
Micah Studer  
Assistant Superintendent,  
Equity & Support Services

Deborah Bruns  
Director, Teaching & Learning

Unfilled  
MTSS Program Specialist

Andrea Barajas  
Administrative Secretary, C&I

Niki Reina-Guerra  
Differentiation Specialist

Javier Macias  
Director Student Support Services/Principal

Stephanie Groat  
Director, Compliance & Accountability

Oscar Garcia  
Vice Principal, Winters MS

Gurpreet Kaur  
MTSS Behavior Analyst
Michael Lombardo  
Executive Director, Prevention Supports & Services  
mlombardo@placercoe.org

Luke Anderson  
Senior Director, PSS  
luanderson@placercoe.org

Kerri Fulton  
Coordinator, PSS  
kfulton@placercoe.org

Tara Neilsen  
Staff Secretary  
tneilsen@placercoe.org

Liz Campo  
Administrative Secretary  
lcampo@placercoe.org

Alicia Rozum  
Coordinator, PSS  
arozum@placercoe.org

Denae Rollins  
Regional Coach/Trainer  
drollins@placercoe.org

Mark Alfaro  
Regional Coach/Trainer  
amalfaro@placercoe.org

Kim Allen  
Regional Coach/Trainer  
kallen@placercoe.org

Josh Sexton  
Regional Coach/Trainer  
jsexton@placercoe.org
Acknowledgments

Center on PBIS
www.pbis.org

Co-Directors:
- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:
- Robert Horner, University of Oregon
- George Sugai, University of Connecticut
Acknowledgements

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
## Group Agreements

| Respective | • Start and end on time.  
|            | • Listen actively (and without distractions).  
|            | • Mute yourself when not speaking. |
| Responsible | • Your participation will result in systems and practices that will benefit all students.  
|            | • Participate in live or virtual discussions and activities.  
|            | • Practice self care.  
|            | • Give your full attention. |
| Committed  | • Expect to begin tasks that will need to be finished later.  
<p>|            | • Expect committed trainers that will provide feedback and encouragement, listen and meet you where you are. |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview, Team Development, Behavioral Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Lesson Plans, Posters, Acknowledgement System</td>
</tr>
<tr>
<td>3</td>
<td>Function of Behavior, Responding to Problem Behavior, Consequence Systems</td>
</tr>
<tr>
<td>4</td>
<td>PBIS and the Classroom, Kickoff,</td>
</tr>
<tr>
<td></td>
<td>SWIS School-Wide Information System</td>
</tr>
</tbody>
</table>
Training Objectives

Teams will:

- Develop a Teaching Expectations Plan
- Develop Expectations Posters
- Develop Lesson Plans and a schedule for teaching them
- **Develop a Feedback and Acknowledgement System**
  - Acknowledgement Ticket
  - Menu of Reinforcers
- Develop a Staff Recognition System
Action Plan and Team Handbook

- The Tier 1 Action Plan continues to guide your work.
- Continue to document your work in your Team Handbook.
- Be sure that you are working from your team’s Action Plan and Handbook.
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback) that is linked to school-wide expectations and used across settings and received by at least 90% of a sample of staff and 50% of a sample of students.
Feedback and Acknowledgement System

What do you already have in place at your site?
School wide system across settings?
Specifically linked to school wide expectations?
Used by 90% of staff?
Received by at least 50% of students?
Acknowledging Positive Behavior

What families, teachers, peers, and others do to increase student success – the whole village!

SUCCESS : FAILURE = 5 : 1
5:1 Ratio...It’s Not Just for Kids

This was asynchronous assignment - may want to share the video with your staff

https://www.youtube.com/watch?v=Xw9SE315GtA
Being Trauma-Informed

Why it is important to have positive feedback and acknowledgement systems.

- Environment may be more chaotic or unstable
- Disproportionally exposed to adverse environment
- Common mental health issues (depression, dependency, etc.)
- May lack caring dependable adult in their life
- Higher sense of alienation

Source: Teaching With Poverty In Mind – Eric Jensen
General Education Settings

3621 Observations

- total Elementary: 1515
- total MS: 725
- total HS: 1381

Number of Observations

©Terrance M. Scott, 2013
Feedback

**ELEMENTARY**
60 min x 0.09/min = 5.4 praise/hour; 1 every 11 minutes

**MS**
60 min x 0.04/min = 2.4 praise/hour; 1 every 25 minutes

---

Ratios: 1.8 : 1 .8 : 1 .6 : 1

©Scott, 2013
Adults May Need 5:1 Strategies

- Paperclips or Pennies in your Pocket
- Wristbands on your arm

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Rater</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: _____ to 1
Pennies in Your Pocket

Acknowledgement Teaching Tip:

First week, each day:  
5 pennies in your pocket.

Second week, each day:  
10 pennies in your pocket.

Third week, each day:  
5 pennies in your pocket.
There’s an App for That! B+ (Be Positive)

https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app OR just type “B+ (Be Positive)” into your favorite app store

- Center on PBIS, and PBISApps
- **Free!**
- Set up reminders for specific behaviors
- Create alarms on scheduled days and times
- Count the number of times something happens
- Track your progress

Another app (not free) used by some of the schools in WJUSD: PBIS Rewards, https://www.pbisrewards.com/
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 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.
Frequently Asked Questions:

Shouldn’t students be expected to follow rules and expectations without being rewarded?

or Practice
Frequently Asked Questions:

“Why should I acknowledge students for something they should be doing anyway?”

How do rewards shape our behavior?

<table>
<thead>
<tr>
<th></th>
<th>What “should” you be doing?</th>
<th>How do you get reinforced for this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit card</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dr. Robert Horner on Acknowledgements

https://www.youtube.com/watch?v=0Sxo7gt2eNk
It’s About the Conversation

Tell the student what specific positive behavior they were doing and what rule it is tied to.

“You just earned an acknowledgment ticket, Luke. You were being Respectful when you waited your turn to speak.”
Behavior Specific Acknowledgements

As you watch, consider:
1- Why did Mohammad not understand what Mr. Lutz was looking for?
2 – What could Mr. Lutz have done better at the end of the scene to increase the effectiveness of his feedback?

https://www.youtube.com/watch?v=tsRKDBIb600
Behavior Specific Praise in High Schools

https://www.youtube.com/watch?v=oCnZu8sqWhA
Google Activity Slides

Positive Feedback Practice

Be sure to use student name, acknowledge specific behavior, and link back to school-wide expectation.

<table>
<thead>
<tr>
<th>School Wide Rules</th>
<th>Student Name</th>
<th>Behavior You Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe, Be Respectful, Be Responsible</td>
<td>Kim</td>
<td>Walking safely in the hallway</td>
</tr>
<tr>
<td>Be Responsible, Be Resourceful, and Be Respectful</td>
<td>Jose</td>
<td>Helping a friend clean up materials after the science fair</td>
</tr>
<tr>
<td>Responsibility, Ready to Learn, and Respect Others</td>
<td>Kerri</td>
<td>Using kind words in the cafeteria</td>
</tr>
<tr>
<td>ROARS: Respect Others, Act Responsibly and Safely</td>
<td>Samuel</td>
<td>Remembering to return his fieldtrip permission form after forgetting it the last two times</td>
</tr>
<tr>
<td>Be Safe, Be Respectful, Be Responsible</td>
<td>Kim</td>
<td>Asks a peer to join the group in the cafeteria</td>
</tr>
<tr>
<td>ROARS: Respect Others, Act Responsibly and Safely</td>
<td>Mike</td>
<td>Picks up litter while walking in the hallway</td>
</tr>
</tbody>
</table>
### Acknowledgement Systems

<table>
<thead>
<tr>
<th>Why?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To <strong>reinforce</strong> school rules, behavioral expectations, and positive behavior</td>
<td>To <strong>prompt</strong> busy adults to remember to reinforce positive behavior</td>
</tr>
<tr>
<td>To <strong>increase</strong> positive interactions between and with staff and students</td>
<td>To <strong>promote</strong> a more positive school environment</td>
</tr>
</tbody>
</table>
Acknowledgement Systems

Accessible to ALL students

Make sure all students are able to be acknowledged

Beginning of the Year Emphasis

Use the acknowledge-ment system to reinforce the teaching

Ticket/Token

Develop ticket or token system that is easy for staff and students to use

Variety of Incentives

- Time
- Items
- Group Reward
- Activity
- Link to celebrations
Teach Acknowledgement Systems

**Who**
- Teach all students
- Teach all staff
- Teach all families

**When**
- Beginning of year
- After breaks
- When data indicates

**What/How**
- How to deliver
- What incentives are available

**Where**
- Where to turn in tickets
- Where to locate additional tickets for staff
Developing an Acknowledgement Ticket

- Consistent with school-wide rules
- Easy for staff to use
- Limit writing…quick & easy!
- Make it catchy
Developing an Acknowledgement Ticket

- ALL staff should use tickets
- ALL students should be able to access tickets & acknowledgement
- At least 50% of the students should be acknowledged every 2 months
Examples

Perforated Tickets
Token Rewards – A Source of Data

Your PBIS Reinforcement system can provide your team with invaluable data.

• Which students are being reinforced
• Are staff giving out acknowledgement tickets
• Are there areas needing additional focus
One-Line Acknowledgement Systems

Yes! You can use an acknowledgement system in a virtual environment.

- Remember to refer to your matrix
- Use Behavior Specific Praise
- Use when students are: on time, participate in discussions, complete assignments

Virtual Learning Incentives

FREE Incentives:
- Stay after on ZOOM with a friend for a chat
- Virtual lunch date with the teacher, principal, etc. (check with that staff member before offering them up of course)
- Teacher wears stickers or has a sign with the student’s name
- Dress up ZOOM day (hats, PJs, costumes, etc.)
- Virtual Greeting Cards (sent via email)
- Show & Tell Time (or some kind of star student spotlight time)

Personalized stickers in See Saw (2nd grade has been using this)
High School Acknowledgement Systems

Five Elements of a High School Acknowledgement System:

• Schoolwide commitment and logic
• Data system to guide decisions
• A recognition rhythm
• Faculty and staff acknowledgement of student behavior
• Student acknowledgement of student behavior
Action Plan and Team Handbook

- The **Tier 1 Action Plan** continues to guide your work.
- Continue to document your work in your **Team Handbook**.
- Be sure that you are working from your team’s Action Plan and Handbook.

Today we are focusing on **Action Items #15-18**
Collaborative Worktime

*Action Item 15:* Acknowledgement ticket aligned with your schoolwide expectations created and documented in handbook

Add ticket to handbook here
Break Time

We will return at X:XX.
TFI Items related to this section:

• **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 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.
Incentive Categories

- Time
- Items
- Group Reward
- Activity
Incentive Ideas - Elementary

- Coupon/prize paired with public recognition
- Extra recess
- School supplies
- Special activities
- Time with an adult: co-teacher or principal for day
- Time with a friend

Many online ideas!
Incentive Ideas – Middle and High School

• Homework pass
• Discounts at school store
• Tickets to school dance or game
• Time with peers
• Listen to music
• Staff serve lunch
• In-class movie
• Early release from class
• Movie tickets
• Game room

Many online ideas!
### Incentives – Student Input

#### Student and Staff Surveys - Incentives

**What incentives (rewards) are you interested in? Please check all that apply:**

<table>
<thead>
<tr>
<th>Incentive</th>
<th>Student Input</th>
<th>Staff Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual movie night (during p...)</td>
<td>116 (41.1%)</td>
<td>13 (54.2%)</td>
</tr>
<tr>
<td>Virtual dance party (during p...)</td>
<td>42 (14.3%)</td>
<td>9 (37.5%)</td>
</tr>
<tr>
<td>Virtual lip-sync battle (during cardboard cut out at sports e...)</td>
<td>18 (6.4%)</td>
<td>7 (29.2%)</td>
</tr>
<tr>
<td>Free homework pass</td>
<td>143 (50.7%)</td>
<td>21 (80.8%)</td>
</tr>
<tr>
<td>Pass to make a quiz or test</td>
<td>218 (78.3%)</td>
<td>21 (80.8%)</td>
</tr>
<tr>
<td>School materials from amazon</td>
<td>89 (31.6%)</td>
<td>10 (41.7%)</td>
</tr>
<tr>
<td>Gift cards</td>
<td>187 (65.5%)</td>
<td>21 (80.8%)</td>
</tr>
<tr>
<td>Video games</td>
<td>153 (54.1%)</td>
<td>10 (41.7%)</td>
</tr>
<tr>
<td>Sports equipment</td>
<td>54 (19.1%)</td>
<td>7 (29.2%)</td>
</tr>
<tr>
<td>Music app downloads</td>
<td>131 (46.5%)</td>
<td>10 (41.7%)</td>
</tr>
<tr>
<td>Treats or goodies (snack, etc.)</td>
<td>87 (30.9%)</td>
<td>9 (37.5%)</td>
</tr>
<tr>
<td>Make-up or hair products</td>
<td>107 (38.1%)</td>
<td>7 (29.2%)</td>
</tr>
<tr>
<td>Phone or wifi credits</td>
<td>67 (23.8%)</td>
<td>7 (29.2%)</td>
</tr>
</tbody>
</table>

**Check the incentive options that you agree with as rewards for our students. Please take the students feedback data into account as you make your choices (see chart below):**

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</tr>
</thead>
<tbody>
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<td>12 (43.1%)</td>
<td>9 (37.5%)</td>
</tr>
<tr>
<td>Free homework pass</td>
<td>21 (7.4%)</td>
<td>6 (23.1%)</td>
</tr>
<tr>
<td>Pass to make a quiz or test</td>
<td>21 (7.4%)</td>
<td>6 (23.1%)</td>
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PCOE
SOLD IN EDUCATION
Granite Bay High School

Use the resources that you already have.
Public Display – Best Practices

- How will you display your acknowledgement tickets?
Frequently Asked Questions:

What if a student doesn’t want or care about the token reinforcer?

• The reinforcement system is primarily shaping adult behavior, to prompt adults to have positive and specific interactions with students.
• The most important outcome of the praise interaction is positive specific feedback – relationship building.

Consider this scenario:

Ms. Jones: “Brian, you sat down, opened your book, and are ready to learn. Awesome job showing Be Responsible! You earned a Tiger Token.

Brian: ”That’s ok Ms. Jones, I don’t need one.

Ms. Jones: “No problem. I just want you to know what a great job you did. Keep it up!”
# Document Your Recognition System

## Guiding Question/Task

### How does the system work?

- Staff gives students the opportunity to earn points by performing tasks.
- Points are accumulated in a jar.
- A certain number of points triggers a prize.

### Which behaviors/ outcomes will be acknowledged?

- Positive behaviors:
  - Working hard
  - Cooperating with others
- Negative behaviors:
  - Disrupting the class
  - Not following rules

### Who will provide recognition?

- Teachers and staff

### Who will receive recognition?

- Students

### How often will recognition occur?

- Weekly

### What will be the incentives?

- Larger incentives (weekly drawing): longer recess, extra recess
- Smaller incentives (student store): school supplies, owl sticker, fresh fruit

## Acknowledgment System Worksheet

<table>
<thead>
<tr>
<th>Guiding Question/Task</th>
<th>Staff Acknowledgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the system work?</td>
<td>Each department identifies a &quot;classy&quot; lunch recognition for a student who has demonstrated effort, process, and perseverance. All faculty/staff who deliver tickets to student acknowledged in weekly drawing.</td>
</tr>
<tr>
<td>Which behaviors/outcomes will be acknowledged?</td>
<td>Each department awards one &quot;classy&quot; lunch recognition per month.</td>
</tr>
<tr>
<td>Who will provide recognition?</td>
<td>Faculty/staff who deliver tickets to student acknowledged in weekly drawing.</td>
</tr>
<tr>
<td>Who will receive recognition?</td>
<td>All students who receive tickets every 2 months will receive a prize.</td>
</tr>
<tr>
<td>How often will recognition occur?</td>
<td>Weekly</td>
</tr>
<tr>
<td>What will be the incentives?</td>
<td>Larger incentives (weekly drawing): longer recess, extra recess. Smaller incentives (student store): school supplies, owl stickers, fresh fruit.</td>
</tr>
</tbody>
</table>

## Growth Mindset Effort Award

<table>
<thead>
<tr>
<th>Guiding Question/Task</th>
<th>Staff Acknowledgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort, process, and perseverance</td>
<td>Each department identifies one student each month who demonstrates effort and process.</td>
</tr>
<tr>
<td>Clean lunches</td>
<td>Faculty/staff who deliver tickets to student acknowledged in weekly drawing.</td>
</tr>
</tbody>
</table>

## Most Loot Ticket System

<table>
<thead>
<tr>
<th>Guiding Question/Task</th>
<th>Staff Acknowledgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the system work?</td>
<td>Staff gives students the opportunity to earn points by performing tasks.</td>
</tr>
<tr>
<td>Which behaviors/outcomes will be acknowledged?</td>
<td>Positive behaviors: working hard, cooperating with others.</td>
</tr>
<tr>
<td>Who will provide recognition?</td>
<td>Teachers and staff</td>
</tr>
<tr>
<td>Who will receive recognition?</td>
<td>All students who receive tickets every 2 months will receive a prize.</td>
</tr>
<tr>
<td>How often will recognition occur?</td>
<td>Weekly</td>
</tr>
<tr>
<td>What will be the incentives?</td>
<td>Larger incentives (weekly drawing): longer recess, extra recess. Smaller incentives (student store): school supplies, owl stickers, fresh fruit.</td>
</tr>
</tbody>
</table>
Collaborative Worktime

**Action Item 16:** Developed and documented schoolwide acknowledgement system
TFI Items related to this section:

• **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 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.
Components of a Well-Rounded Acknowledgement System

**High Frequency/Predictable**
- Schoolwide acknowledgement tickets
- Delivered at high rates

**Intermittent/Unexpected**

**Short-term Celebrations**

**Mid-term Celebrations**

**Layered Plan**
- **Individuals**: tickets or token (used with specific praise)
- **Classroom/Group**: class or teams work for specific goals
- **Grade level/schoolwide**: school tracks whole class reinforcers
Components of a Well-Rounded Acknowledgement System

**Unexpected/Intermittent**
- Bring “surprise” attention to certain behaviors at scheduled intervals
- Unpredictable use of tickets – lottery, raffles, special announcements

**Mid-term Acknowledgements**
- Weekly, bi-weekly class or school wide rewards
- Extra recess, game choice, DJ Fridays

**Long-term Acknowledgements**
- Assemblies
- Involve families
- Field trips
- Quarterly activities
**Schoolwide/Classroom Group Contingencies**

**Small Groups**
- Table Points earned for “responsible” by staying on task. First team to 5 points picks class reward

**Whole Class**
- Class works towards extra recess time
- Class works towards Friday movie

**Schoolwide**
- Principal has to work from the roof top
- Schoolwide extra recess
Components of a Well-Rounded Acknowledgement System

**Helpful Tips:**
- Get student input
- Get staff input
- Once earned, acknowledgments and rewards are never taken away
- Deliver reward as quickly as possible
- Everyone is included in group celebrations
- Address inappropriate behaviors using continuum of strategies (Day 3)
Include a Variety of Recognitions!

- Improvement Awards
- Attendance Awards
- Academic Recognition
- Effort Awards
Recognizing All Students

“Thunderbird” Award
- Student who consistently upholds your schoolwide expectations

“On-a-Roll” Award
- Student with significant improvement in academics and/or behavior

“Turn Around” Award
- Student who significantly turned around their academics and/or behavior

How will your system recognize all students?
Coupon Ideas

**Sub-Buck**
Awarded to:

For being:
Respectful – Responsible – Safe – Caring
to a guest teacher!
Double value at Pride Mart!

**Teacher’s Seat Swap**
Name: __________________________
Staff: __________________________
Safe - Hardworking- Kind
Student and teacher switch chairs for one class period.

**First to Lunch Pass**
Name: __________________________
Staff: __________________________
Safe------Respectful------Responsible
Good for one lunch period for you and a friend!
Special Settings – Include ALL Staff
### Acknowledging All Students

#### School Name

<table>
<thead>
<tr>
<th>Students who get in trouble regularly</th>
<th>Students in Special Education</th>
<th>Quiet kids who don’t stand out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Think of students on campus who are seldom recognized in a positive way.

How can (or have) adults and students acknowledge them in positive ways?

In the boxes - type in ways that these students could be included in your acknowledgment program.
High School Acknowledgement Systems

Emphasize PBIS in 9th Grade

- Consistent expectations and organizational structures across 9th grade classes
- Increase teaching
- Increase acknowledgements (new skills in a new context!)
- Classroom implementation!
Collaborative Worktime

**Action Item 16:** Developed and documented schoolwide acknowledgement system.
Staff Acknowledgment System

- Develop a Staff Acknowledgement System linked with your schoolwide expectations
Appreciate Your Co-Workers

https://www.youtube.com/watch?v=HtJTXYGbTc
Why Acknowledge Adults?

Studies show that businesses with high productivity have employees that:

- Feel the mission of the organization makes them feel like their jobs are important
- Receive recognition each week for good work
- Have a supervisor who cares and pays attention
- Receives encouragement to contribute and improve

Buckingham & Coffman, Gallup Organization, 2002
Staff Acknowledgements

Link
student incentive program with staff incentives.

Recognize
Staff for using program with incentives.
Tie student ticket drawn to issuing staff and reward!

Some Ideas:
- Coffee gift cards
- Principal covers class for hour
- Front parking spot
Poll: Which Reward Would You Prefer?

Coffee Card

Note from Administrator

Extended Lunchtime

Cookies
Poll: Which Reward Would You Prefer?

- Administrator Teaches a Class
- Lunch Catered In
- Special Parking Place
- Chocolate
How Can We Acknowledge Staff?

- Share out your ideas.
- How can we identify what our staff prefers?
- “My Favorite Things”

These are a few of my favorite things:

Name: ______________________

Where is your favorite place to have lunch locally? ______________________

What is your favorite source of caffeine (coffee, tea, soda, energy drinks, chocolate)? ___________

If you are a coffee, tea or smoothie drinker, where is your favorite local place to go? What is your order? ______________________

Favorite Candy? ______________________

Favorite Snack? ______________________

If you could avoid one duty on campus for a day, what would it be? ______________________

My favorite thing to do on my free time is (i.e. hobby)? ______________________

My favorite sports team(s) are? ______________________

My favorite author is? ______________________

My favorite place to shop? ______________________
Staff Acknowledgment – Remote Setting
Collaborative Worktime

Action Item 17: Develop and documented staff acknowledgement system

<table>
<thead>
<tr>
<th>Guiding Question/Task</th>
<th>Host Loot Ticket System</th>
<th>Growth Mindset Effort Award</th>
<th>“Classy” Lunch Recognition</th>
<th>Staff Acknowledgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the system work?</td>
<td>Staff gives 1 of perforated ticket to student, circles expectation, write student’s and staff’s name on ticket, and place other 1 in jar in classroom.</td>
<td>Each department nominates a student that has demonstrated effort, process, and perseverance monthly.</td>
<td>Each class (e.g., freshmen) will have the opportunity to earn DJ’d music during the last Friday of the month.</td>
<td>Faculty/staff whose student is selected in the weekly drawing is also acknowledged.</td>
</tr>
<tr>
<td>Which behaviors/outcomes will be acknowledged?</td>
<td>Refer to behavior matrixes in classroom, cafeteria, hallway, etc. to identify positive behaviors.</td>
<td>Effort, process, and perseverance.</td>
<td>Clean lunch-areas as rated by lunch supervisors ( Rubin will be completed each week).</td>
<td>Participation in PBS ticket system, other work and contributions to a positive school climate.</td>
</tr>
<tr>
<td>Who will provide recognition?</td>
<td>All faculty/staff will have tickets, including bus drivers, nutrition services, custodians, secretaries, instructional aides.</td>
<td>Each department will identify one student each month.</td>
<td>Mr. Lombardo, the Media teacher.</td>
<td>Administrators, PBS Team.</td>
</tr>
<tr>
<td>Who will receive recognition?</td>
<td>All students, Aim for 50% of students to receive ticket every 2 months.</td>
<td>One identified student per month who gets chosen at department meeting.</td>
<td>All classes are eligible.</td>
<td>Faculty/staff who delivered ticket to student acknowledged in weekly drawing.</td>
</tr>
<tr>
<td>How often will recognition occur?</td>
<td>Daily.</td>
<td>One time per month.</td>
<td>Last Friday of each month.</td>
<td>At weekly faculty meetings.</td>
</tr>
<tr>
<td>What will be the incentives?</td>
<td>Larger incentives (weekly drawing, spinning wheel): Lunch with the principal, 15 minutes extra recess, stuffed owl on desk for a week. Smaller incentives (student store): school supplies, owl sticker, fresh fruit.</td>
<td>Selected students will earn a mini grant that can be used to support a local passion project (e.g., money to support a biology experiment or money for a new computer program).</td>
<td>Music in the quad with student DJ during lunch break.</td>
<td>Admin covers their class, Starbucks card, preferred parking space.</td>
</tr>
</tbody>
</table>
Training Your Staff

- Find a link to shortened slides in your Action Plan:
- Modify/edit slides to fit your site:
  - Add your Classroom Handbook
  - Use LCAP, attendance, or other data to tell your story
- Use PBIS Staff Professional Development in your Team Handbook to outline training
Collaborative Worktime

**Action Item 18:** PBIS Staff Professional Development Plan completed and documented in Tier 1 Handbook, staff trained on Day 2 content

Review Action Items #11-18 (Day 2) to focus on your next steps
## Overview of Tier 1 Training Sequence

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview, Team Development, Behavioral Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Lesson Plans, Posters, Acknowledgement System</td>
</tr>
<tr>
<td>3</td>
<td>Function of Behavior, Responding to Problem Behavior, Consequence Systems</td>
</tr>
<tr>
<td>4</td>
<td>PBIS and the Classroom, Kickoff,</td>
</tr>
<tr>
<td>SWIS</td>
<td>School-Wide Information System</td>
</tr>
</tbody>
</table>
# Review of Training Objectives

**Teams will:**

- Develop a Teaching Expectations Plan
- Develop Expectations Posters
- Develop Lesson Plans and a schedule for teaching them
- Develop a Feedback and Acknowledgement System
  - Acknowledgement Ticket
  - Menu of Reinforcers
- Develop a Staff Recognition System
Collaborative Worktime

**Review the Tier 1 Day 2 Action Plan items 11-18 to focus on your next steps.**
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/4FgrAJDW4HVHNpqD8

See you on **Monday, January 24 @ 3:00-5:00PM** for
PBIS Tier 1 Day 3A
Break Time

We will return at X:XX.