WVPBIS Virtual Academy
Part 2: Day 1
<u>Feedback and Acknowledgement</u>
TFI 1.9

Feedback and Acknowledgement

1.9 Feedback and Acknowledgment

Today's Objectives

- TFI 1.9 Feedback and Acknowledgment
  - 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 withing 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.
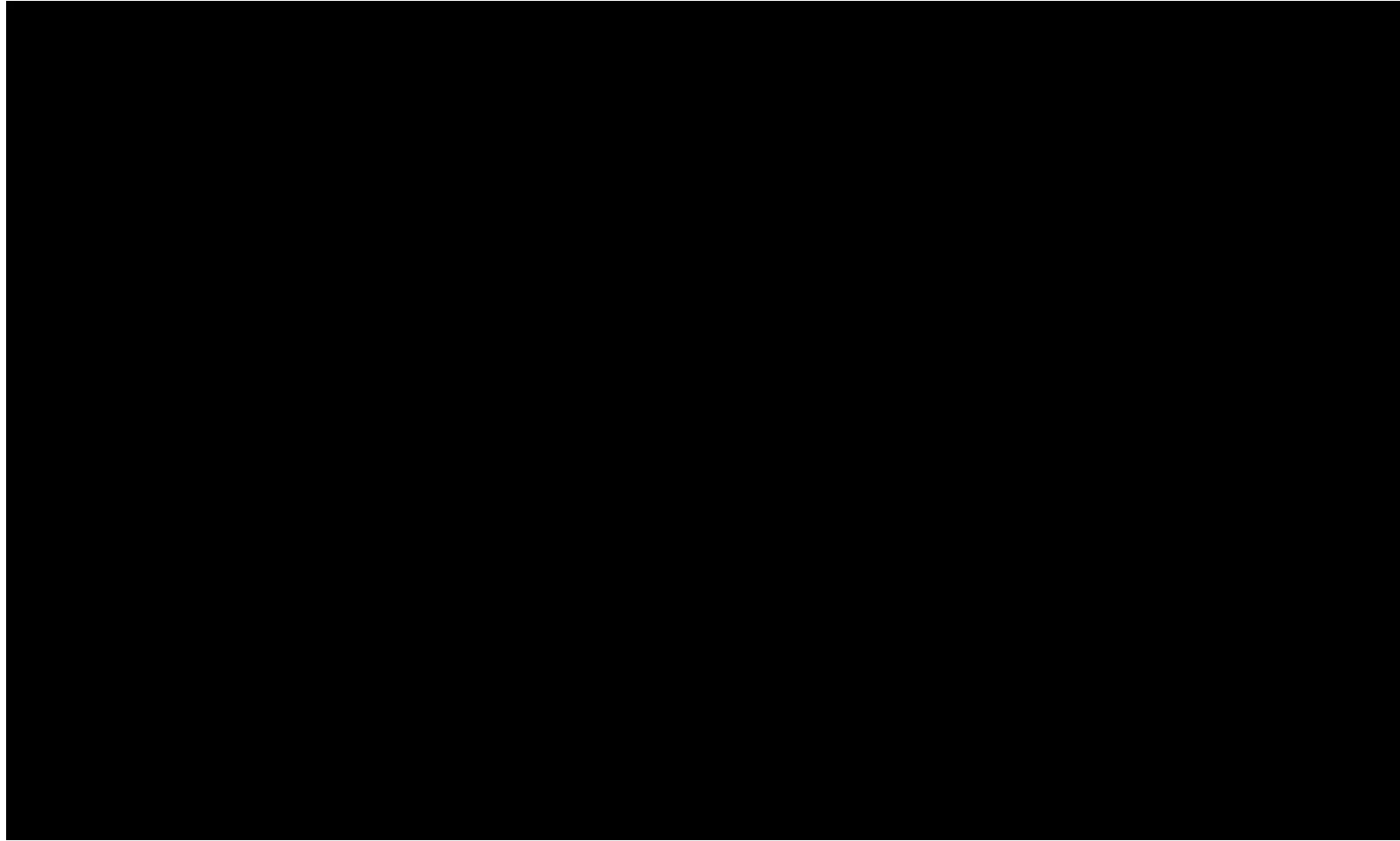
Today's Objectives

- Acknowledging Appropriate Behavior
  - *Using Acknowledgements*

- Rewards & Incentives
  - *Using Rewards & Incentives*

- Don't Forget Your Data

Acknowledging Appropriate Behavior

Manipulation? The Big Bang Theory Video

Why?

Why?

- **Teach Behavior & Routines**
  - Ensures all students have a clear understanding of expected behavior

- **Preventative Prompts**
  - Prevents inappropriate behavior by setting them up for success

- **Behavior Specific Praise**
  - Gives feedback about performance

- **Individual Reinforcers**
  - Reminds adults to focus on skills they want to see students use

- **Groups Contingencies**
  - Emphasizes desired behaviors and builds community

Acknowledge Appropriate Behavior

If you want something you must teach it...and then you must **acknowledge** it.

Acknowledge Appropriate Behavior

- **Identify what you want to grow** *(school wide expectations, certain behaviors, etc)*

- **Provide specific positive feedback for it**

- **Watch it grow**

Example: When you compliment a kid and suddenly all 20 kids want you to see them doing it.

What you feed, grows!

Acknowledge Appropriate Behavior

The National Center on PBIS shares the
"Key Practices" for implementing Tier 1.

Continuum of Procedures for Encouraging Expected Behavior

- A schools Tier 1 team determines how to acknowledge students positively for exhibiting appropriate behaviors. Schools adopt a system for providing acknowledgements in addition to offering specific praise when students do what's expected. This system should be:
    - Linked to school-wide expectations
    - Used across and within classrooms
    - Used by 90% or more of all school personnel
    - Available to all students within the school

https://www.pbis.org/pbis/tier-1

Acknowledge Appropriate Behavior:
How to Acknowledge

1. Name the behavior the student demonstrated

2. Name the expectation the behavior matched

3. Provide positive acknowledgement *(Verbal, Tangible, etc.)*

Example: *" David when you helped Susan with her tray you were being respectful and responsible. You earned a Wild Cat dollar for being such a great helper."*

Refrain from taking or threatening to take away a reward once it has been earned!

How?

- **Teach Behavior & Routines**
  - Plan for teaching and practicing expectations, rules, & procedures

- **Preventative Prompts**
  - Prompting expected behavior prior to when it is needed

- **Behavior Specific Praise**
  - Quick and effective – ties behaviors back to expectations

- **Individual Reinforcers**
  - Tangible acknowledgement

- **Groups Contingencies**
  - Working together towards following expectations and earning incentives

Acknowledge Appropriate Behavior:
How to Acknowledge

Teacher Greetings

- **Verbal**
  - Greet students by name and made a positive comment. *Ex: "Hi Megan, it's good to see you."*

- **Nonverbal**
  - Handshake, fist bump, smile

- **Why?**
  - Low cost, high yield
  - High rate of response opportunity
  - Helps build positive relationships

- Targeted middle school students with problem behaviors

- Teachers greeted each student by name & made a positive statement

- **27% increase in:**
  - Actively listening & responding
  - Following instructions
  - Seeking help in the proper manner

Tennessee Behavior
Supports Project
at Vanderbilt University

Acknowledge Appropriate Behavior:
How to Acknowledge

Behavior Specific Praise

- **Identify student by name**
  - *Jake...*

- **Acknowledge their effort by reinforcing a specific behavior**
  - *Jake, you did a great job packing up...*

- **Identify the outcome**
  - *Jake, you did a great job packing up. I can tell you're making sure you have everything you need to take home with you and that shows me you're responsible.*

Tennessee Behavior Supports Project
at Vanderbilt University

Acknowledge Appropriate Behavior

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

- Laura Riffle

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Using Acknowledgements:
Real School Examples

I had a great day today! _____

_____ made a great choice in _____ class today by:

★ helping a friend.
★ persevering on a challenging task.
★ working cooperatively with teammates.
★ concentrating on independent work.
★ being a great citizen in our school.
★ contributing a thoughtful idea to a conversation.
★ _____

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Caught Ya!

being
*Safe
*Respectful
*Responsible
*Kind

Name: _____

SHOUT

To: _____

FOR: _____

I APPRECIATE: _____

THANKS, _____

OUT

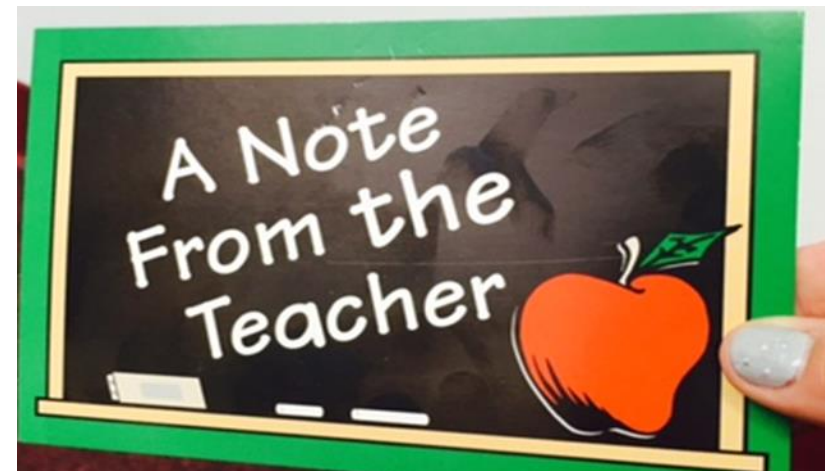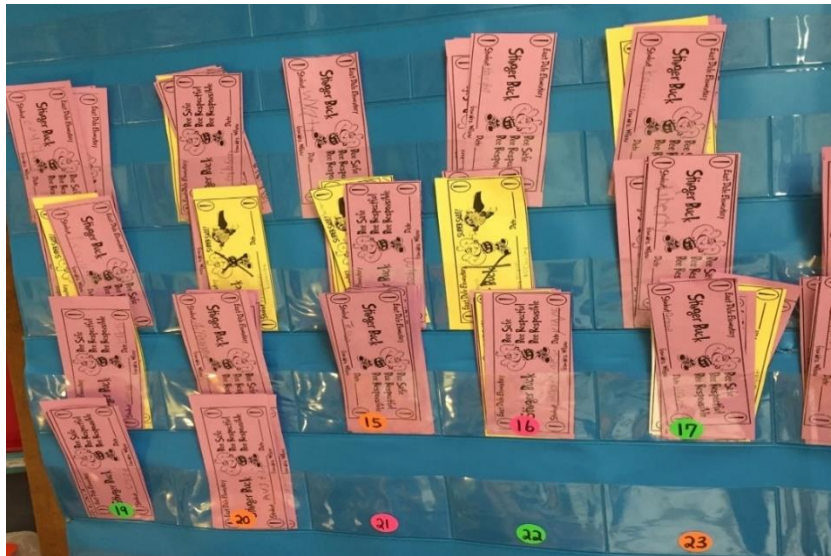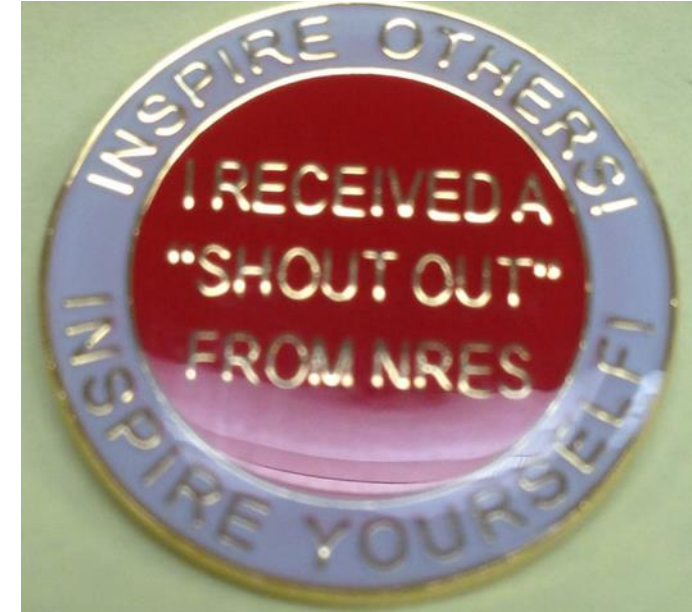TICKET   TICKET
KEEP THIS COUPON
TICKET
KEEP THIS COUPON
TICKET   TICKET
KEEP THIS COUPON
DROP THIS TICKET
KEEP THIS COUPON

I made the right CHOICE!

Using Acknowledgements:
Real School Examples

Using Acknowledgements:
Real School Examples

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

Using Acknowledgements

Using Acknowledgements:
What does the TFI say?

How are they being used?

- **Are they linked to your school-wide expectations?**

- **Are they used across settings?**
  - Common areas/school-wide
  - Classrooms
  - Grade-level clusters
  - Individual students

- **Is the system in place with fidelity?**
  - Are staff members giving them?
  - Are students receiving them?

Using Acknowledgements:
Guidelines for Providing Acknowledgement

A Layered Approach

How Often?

- Immediate
  - High Frequency
  - Predictable
- Intermittent
  - Unexpected
- Long Term

Using Acknowledgements:
What does the TFI say?

Is there a written set of procedures for specific behavior feedback?

Acknowledgements

- Tickets should be given out in classrooms for following the expectations.
  - If there's a problem area, you should FLOOD students with these to reinforce the positive behaviors you want to see!
  - Tickets are collected for a school drawing each week.
  - They should also be used for other incentives within your classrooms, so *GET CREATIVE* ☺
- "Caught ya" Coupons are passed out in common areas
  - These can be found around the school
  - Put them in the black mailbox outside of Mrs. Baker's room
- Student & Staff Shout-outs
  - Filled out when you see something GREAT & read during morning announcements!

Our behavior plan…

- Our school follows a positive behavior system of "Be Safe," "Be Respectful," and "Be Responsible." Students are rewarded for following these expectations by earning tickets. Tickets can be handed out at any time throughout the day that you see students making good choices. It's also a great strategy for helping maintain the behaviors you want to see during the day. For example, you might want to pass out tickets during morning work to students who are working quietly to help make sure all of the students are doing this. ☺

- There are red tickets to pass out in the pink basket by the whiteboard.

- When students receive tickets they will put their names on the back and then place them in the silver bucket.

- Our behavior plan is outlined on a blue folder that's under my teacher binder. In this folder there is a hierarchy to follow when students are causing a disruption/breaking a rule. *There are two pages in this binder to give you more info!

- Any other information/sheets you may need will be located in this blue folder. If you're following the hierarchy and a student earns 2 infractions, they will fill out a think sheet. These are in the folder. Likewise, you may need a pink referral sheet if a student receives 3 infractions.

Using Acknowledgements:
What does the TFI say?

Is there a written set of procedures for specific behavior feedback?

LCES Class Dojo
This is the system we use to communicate with our families, collect data for our PBIS program, and manage classroom behavior.

Positive Consequences

☆ Students earn Class Dojo points when they do things to follow our 3 expectations.

☆ I am leaving you a sheet to mark any points that students earn throughout the day!

☆ At the end of the day, students will write these down on a calendar in their folders.

☆ There are also student "shout outs" that you can fill out when you catch a student doing something great! These go in the center office by the phone.

Using Acknowledgements: What does the TFI say?

Is there a written set of procedures for specific behavior feedback?

Acknowledgement System Matrix

Type	What?	Who?	When?	Where?	How?	To whom?	Why? (purpose)
High Frequency • In the moment, predictable, happens all the time (i.e. Gotchas, Paws, High Fives)	ROAR Cards	Any staff member in building (classified & certified)	When any student exhibits ROAR behavior	Throughout the school • Classrooms • Hallways • Playground • Cafeteria • Library ROAR cards are in workroom	Staff member fills out ROAR ticket with student's name and what behavior they exhibited	All students	To acknowledge ROAR behavior expectations
Redemption of High Frequency • What happens once one gets a high-frequency acknowledgement? (i.e. school store, drawings)	ROAR Cards – Drawing and wearing of T-shirts	Admin TOSA draws names	Weekly – on Thursday	Students place ROAR card in grade level buckets in main hallway	• Random drawing • Students names are announced over intercom with Friday announcements • Students come down to office to pick up T-shirt after name is called • Whole group gets picture taken and posted in main hallway	One boy and one girl per grade level	To provide a public acknowledgement of 2 students per grade level

https://www.pbisapps.org/community/Documents/5%20Acknowledgement%20System%20Matrix%20example.pdf

Acknowledgement System Matrix: Secondary Example

Type	What?	Who?	When?	Where?	How?	To whom?	Why? (purpose)
High Frequency • In the moment, predictable, happens all the time	PRIDE signatures	Any staff member in building (classified & certified)	When any student exhibits PRIDE behavior	Throughout the school.	Staff signs under an expectation within the student's planner (see last page of this document)	All students	To acknowledge students for displaying behavior expectations
	Verbal praise	Any staff member in building (classified & certified)	When any student exhibits PRIDE behavior	Throughout the school.	Staff provide specific behavior praise to students when they display the expectations	All students	To acknowledge students for displaying behavior expectations and reinforce desired behavior
Redemption of High Frequency • What happens once a student receives a high-frequency acknowledgement?	Weekly random drawings	Administrator draws names for a random drawing. Students are eligible to win various prizes (e.g., first in line pass, supplies, t-shirt, etc)	Weekly – on Fridays	Students names are announced over intercom with Friday announcements	• Students are entered into the drawing if they have 10 signatures for the week. • Homeroom teachers submit names of eligible students using website. • Students' names are announced via intercom	2 students per grade level are drawn	To provide public recognition and reward for displaying expectations

https://www.cde.state.co.us/pbis/acknowledgementsystemsecondaryschoolexample

Using Acknowledgments:
Guidelines for Providing Acknowledgment

1. **When**
   a. Immediately after the target behavior occurs (expectation)
   b. Frequently after teaching an expectation
   c. In problem locations or situations

2. **Avoid**
   a. Long delays between the display of positive behavior and acknowledgement
   b. Only quarterly or semester events

3. **General**
   a. Students should always be eligible to earn acknowledgements

Using Acknowledgements:
Acknowledgment Recipients

- **Students**
    - Teach how acknowledgements will be earned

    - Every appropriate behavior will not be acknowledged

    - Matching to functions of behavior when appropriate/needed

- *Social*
    1. Time with friends
    2. Verbal praise

- *Activity*
    1. Teacher assistant
    2. School dance

- *Sensory*
    1. Lights
    2. Music

- *Escape*
    1. "1-Minute Ticket"
    2. Homework pass

- *Tangible*
    1. Materials
    2. Tokens

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Using Acknowledgements: Acknowledgment Recipients

- **Staff**
  - Acknowledge for using the system
  - Monitor fidelity of system use
  - Solicit ongoing feedback

- *Examples*
  - Extra planning period
  - Jeans pass
  - Raffles/drawings
  - Special parking spot
  - Shout-out Board

Using Acknowledgements:
Acknowledgment Recipients

- **Families**
  - Acknowledge for attendance or participation
  - Student attendance/on time
  - Solicit ongoing feedback

- *Examples*
  - Social Media Shout-Out
  - School Call-Out
  - Postcards
  - Phone Calls
  - School Sign

Rewards & Incentives

Rewards & Incentives:
Just for Kids?

Think about ways you're provided incentives and rewarded as an adult.
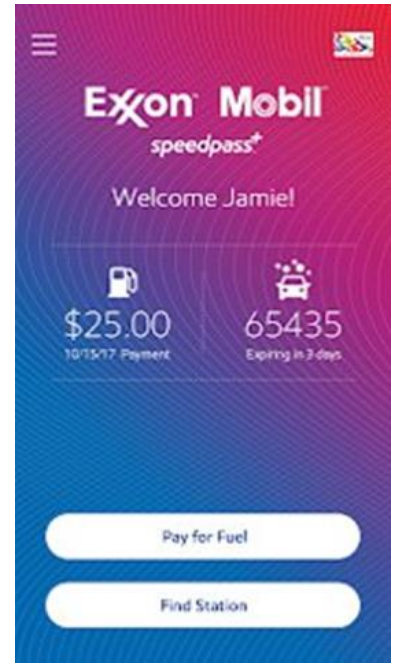
Rewards & Incentives :
Elementary School Incentives

- Lunch with the teacher
- Special helper
- Recognize during announcements
- Small tangibles like stickers
- Treasure box

Rewards & Incentives :
Middle School Incentives

- 2nd Chance (redo assignment)
- Homework pass
- Admission to dance
- Admission to school event
- Volunteer for field day or field trip
- Be a mentor or messenger
- Class DJ
- Erase a tardy

Rewards & Incentives:
ALC Incentives

- Earn extra credit
- Read/class outdoors
- No homework pass
- Phone Zone
- Free school supplies

Rewards & Incentives:
Real School Examples

YOU'RE PAWSITIVELY GREAT!

You deserve a reward for the Pawsitively AMAZING things you have done. Scratch the box below to reveal your reward!

free piece of pizza footba. concession:

This award is presented to:

_____

You deserve this reward because:

_____

_____

_____

From:

_____

15/15 PASS
good for one trip outside the classroom during the 15/15 restricted time. MUST RETURN TO TEACHER after returning to the classroom.
PBIS
Positive Behavior Intervention & Support

5 min Early to Lunch
good for one free early release to lunch single use only.
PBIS
Positive Behavior Intervention & Support

Sweeper Pass
give this ticket to hallway sweeper one free pass without write-up
PBIS
Positive Behavior Intervention & Support

HOMEWORK PASS
good for one standard homework assignment. not valid on major papers, quizzes, tests, or with some teachers.
PBIS
Positive Behavior Intervention & Support

This certificate entitles _____ to _____

For _____

Thank you!

Teacher Signature   Date:

Bring a furry friend to school!
(Stuffed animals only please...)

Rewards & Incentives:
Real School Examples

GOTCHA REWARD MENU

| Price	Menu Items
2 Gotchas	Pencil from the office
3 Gotchas	Hat Day Pass
3 Gotchas	Slipper Day Pass
3 Gotchas	Bring a stuffed animal to school for a day
3 Gotchas	Take your shoes off in class for a day
5 Gotchas	Picture of you and two friends on the Kiosk
5 Gotchas	Use your teacher's chair for one day
5 Gotchas	Move your desk to a different location in your classroom for one day
5 Gotchas	Read aloud a book in class of your choice
5 Gotchas	Assist teacher of your choice for 15 minutes
10 Gotchas	15 minutes of extra reading time as agreed upon with teacher
10 Gotchas	15 minutes of extra computer time as agreed upon with teacher
10 Gotchas	15 minutes of drawing time as agreed upon with teacher
10 Gotchas	Eat lunch in the classroom with a friend
10 Gotchas	Free homework pass on a daily assignment
10 Gotchas	Eat lunch with a specialist teacher of your choice
10 Gotchas	Use Dr. Stevenson's chair for one day
10 Gotchas	Eat chips and dip with Miss Brownlee during lunch
10 Gotchas	Dance in the music room with 2 friends and Mrs. Bruning
12 Gotchas	Serve as a workroom assistant for 20 minutes
12 Gotchas	Serve as a custodial assistant for 20 minutes
12 Gotchas	Serve as a lunchroom assistant for 20 minutes
12 Gotchas	Shoot baskets in gym with Mrs. Brenner for 20 minutes
12 Gotchas	Design a bulletin board with Mrs. Lantman for 20 minutes
12 Gotchas	Use headphones/I-Pod during computer class/class as agreed upon by teacher
15 Gotchas	Cook with Miss Wichert after school
15 Gotchas	Eat a snack and play a board game with Miss Eaton
15 Gotchas	Play a game of your choice with Mrs. Griffin
15 Gotchas	Serve as a library clerk with Mrs. Payton for 20 minutes
30 Gotchas	Have Mr. Wright as your own personal assistant for one hour
30 Gotchas	Shave Mr. Buss' head with appropriate design of your choice before school
30 Gotchas	Enjoy a free McDonald's lunch with Dr. Stevenson
30 Gotchas	15 minute extra recess for your entire class

TESTING PBIS IDEAS:

1. Bicycle (Grand Prize: 1 Boy/1 Girl)
2. Tablets (2nd level prizes: 8)
3. One month pass to Lunch in the Timberwolf Lounge (1 per GL)
4. Free Admission Pass to all Dances next year (1 per GL)
5. Free Admission Pass to all Athletic Contests next year (1 Per GL)
6. Free $5 Concessions Stand Debit Card at the Concessions Stand for every game next year (1 school wide)
7. Free LMS t-shirt (10? school wide)
8. Free LMS hat (10? school wide)
9. Free Pizza Party with Administration and Teachers (20-25 per GL?)
10. Admission into school Ping Pong Tournament (16 school wide: winner plays Joe Carroll)
11. Admission into school Air Hockey Tournament (16 school wide)
12. Admission into school Hot Shot Tournament (16 school wide)
13. Admission into School Pool Tournament (16 school wide: 9 ball)
14. Admission into Chess/Checkers Tournament on the Stage during Lunch (16 school wide)
15. Movie and Popcorn Pass in the Gym (40 total)
16. Be an Assistant Coach for one game in any sport next year Pass (No MVAC Playoff games)
17. Create your own Activity Club next year (1 school wide: Club subject to approval and one teacher would need to agree to run it for 9 Weeks)
18. Front of the lunch line for a month Pass (2 per GL?)
19. Wear a hat to school for a week Pass (10 per GL?)
20. Facebook post dedicated to you (1 school wide?)
21. Donated Coupons or $5 gift cards to Wendy's, McDonalds, Giovannis, Ginos, Gattis, etc: (Number varies according to what is donated relative to what we want to spend)
22. Bowling Alley Party: Go to the bowling alley for a couple of class periods one day (30 school wide?)
23. Declare your own Hat Day Pass: student decides a day LMS has a free hat day for everyone (1 school wide)
24. VIP Seating at every sporting event all year next year
25. Ice Cream and Cake Party: One hour 15 min of cake and ice cream in the commons and then into the gym to play 8th and Wolf Packs (30 school wide?)
26. Students versus Teachers Day: Kickball, Basketball, Wiffleball, Volleyball, etc: (10 students per GL) Nominating for the teacher team: Joe Carroll, Scott Grimmett, Gary Mullins, Zach Green, Wes Adkins, Darin Sigmon, Kayla Hall, Sarah Ferrell, Cortney Fortner, and Lindsey Tackett. HC Stephen Pritchard. Surely he can get you all a "W" with all those State Title rings)
27. Free ride in a Police Cruiser: (one per GL)
28. Pick a movie day in any class pass: (1 per GL) (Must be submitted a week ahead of time and movie relevant/appropriate to instruction)
29. Student gets to make a post on the school Facebook page: (1 school wide) (posting is to be something positive about school and requires authorization by staff)
30. Elevator VIP Pass for a Week: (1 school wide)

Using Rewards & Incentives

Using Rewards & Incentives:
Reward System Guidelines

1. Teach
   a. What behaviors will earn rewards (tie to expectations/acknowledgements)
   b. How and when to reward *(i.e., priority locations)*
2. Offer a variety of rewards
3. Feedback continuum
4. Survey students and families for ideas
5. Make it as easy as possible
6. Use and share data
   a. Decrease in problem behaviors
   b. Increased participation in reward events
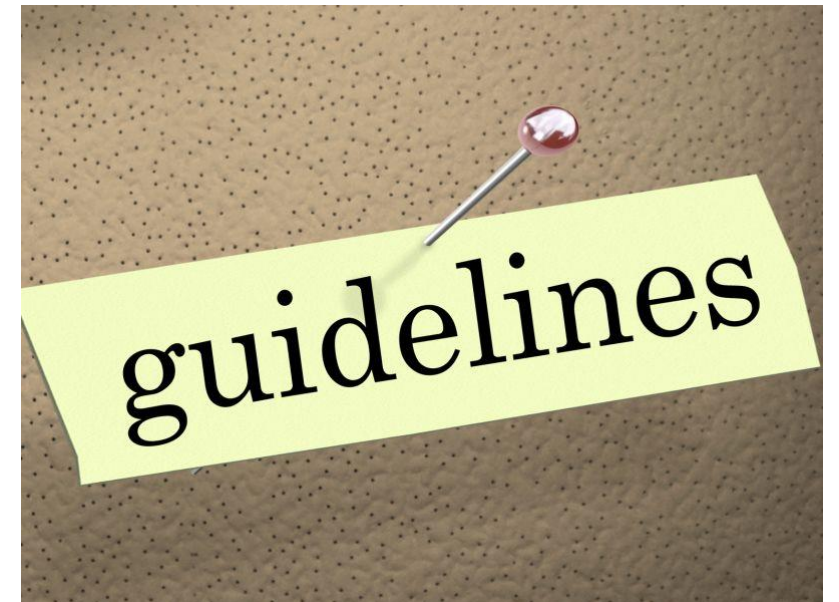
Using Rewards & Incentives :
Funding Rewards and Ideas

1. **School Improvement funds (SIP)**
2. **PTO, Community donations and/or partnerships**
3. **Fundraisers**
   a. School night at local restaurant
   b. School Yard Sale
4. **Grants**
5. **Educational websites**
   a. Learning Earnings (http://www.learningearnings.com)
6. **Low cost/No cost**
   a. Social activities
   b. School events
   c. Parking pass
   d. First-in-line

Using Rewards & Incentives:
Guidelines for Providing These

1. **When**
   a. Think about "layers"
   b. What is manageable?
   c. What is the most effective?

2. **Avoid**
   a. Long delays between the display of positive behavior and reward
   b. Only quarterly or semester events

3. **General**
   a. Some students may need shorter time intervals between rewards
   b. Balance of tangible and privileges
   c. Students should always be eligible to earn rewards
   d. 'No' parties should not be used in isolation
      ➢ tardies, referrals, dress code violations, etc.

Using Rewards & Incentives:
Guidelines for Providing Acknowledgements & Rewards

Guidelines for Gold Star Coupons/Classroom Systems

Gold Star Coupons
1. Coupons may be given by any staff member to any student displaying **specific, notable examples of respect, responsibility, or safety.**
   Note: Coupons are to be used to recognize specific behavior demonstrated at a particular point in time, not general or long-term behavior. For example, it is very appropriate to award a coupon to a student who had previously been having a difficult day, but who is now showing notably safe, responsible, or respectful behavior.
2. When giving a coupon, staff members should explain exactly what behavior was observed that led to the coupon.
3. Once earned, a coupon may not be taken away.
4. Each classroom will keep a display of coupons earned by each student during the week. This may be in the form of a pocket chart or bulletin board with student names and places to attach the earned coupons.
5. On Fridays, all coupons earned during the week will be placed in a classroom coupon jar.
6. One name will be chosen from each classroom jar to be the classroom's "Star Student of the Week". Teachers may write on the winning students' coupon the specific exemplary behavior(s) exhibited by the student. Star Students will have their pictures taken and displayed in the lobby showcase for the upcoming week. Star Students receive a certificate and their names will be announced school-wide.
7. Other uses of the Gold Star Coupons may include:
   a) setting a goal for number of coupons to be earned by each student in order to receive some classroom incentive,
   b) picking additional coupons randomly from the classroom jar for other incentives.
8. Students have the opportunity to earn one token per month to be used to obtain a prize from the Beall Treasure Tower. Each grade level team will determine the number of Gold Star Coupons students need to earn to receive a token.

9. Ms. Ashy will email a sheet of Gold Star Coupons to each staff member. Staff members may type their name on each coupon before printing, or print out the sheet and then write their name by hand. Staff members who wish parent workshop volunteers to make copies of coupons may give a master copy to Mrs. Mohler.

Lost Creek Reward & Reteach

Overview
Each Friday at 2:00 our whole school stops for Reward & Reteach! Students with 3 or more infractions in the week will go to a Reteach lesson and all remaining students will have a reward in their classroom. Our teachers take turns doing reteach lessons and coverage is provided for those teachers so they're able to leave their rooms to do a small-group lesson with those students needing more attention on learning how to follow the expectations.

Reteach Procedures

Primary Grades

The reteach teacher writes down the students' names and/or puts a check under the date on our tracking sheet. (See reteach folder for examples). This helps track how many times a student goes to reteach. We use this information for who would need the next step of intervention if they're not showing improvement after several reteach lessons.

The teacher then pulls out the reteach notice sheet and puts the child's name on it, as well as how many fractions they had that week. The teacher talks to students about why they are there and what they can do next week to make better choices and follow the expectations. The student either writes or draws a picture of what they did and then what they can do next time on the back. Sometimes for younger students, the teacher will write on the back of the sheet. This sheet is sent home to parents to be signed and returned.

*Students also seem to benefit from talking with each other about what choices SHOULD be made to follow expectations and have a better week to turn things around!

Intermediate Grades

By 12:00 on the day of reteach, please let the reteach teacher know how many of your students will be attending reteach. If a large volume of students or the "right" combination of students are attending, Mrs. Simmons will join the reteach teacher for reteach and her students earning reward will go with the Mrs. Manns' class for reward.

Upon arrival to reteach, students are given a ½ sheet reteach notice form. Teacher will check Dojo and tell each student how many points they have lost for the week and students will write it on the appropriate block on the reteach notice form.

On the back of the reteach notice form, students will write the reason for each Dojo point lost. If 3 points lost, they must have 3 reasons listed.

Given a new piece of paper, students will then make a list of how to turn things around next week based on their points lost. Once complete, have students talk individually about why they are in reteach and their plan.

Keeping Track & Next Steps
Those students who go to Reteach 3 times in a 9 weeks period (count back and check previous 9 weeks in log) will be referred to the counselor for Tier 2 Intervention. Make sure to check the log each week. There is a notice for parents that is sent home to let them know their child will be checking in with the counselor to help them review the school's expectations and make better choices throughout their week. Additionally, a blue Tier 2 referral form is filled out by the classroom teacher to provide Miss Jennifer with more information about the student's needs.

Ideas for Classroom Rewards

Movie/Video	Show & Tell
Extra Gym or Recess Time	"Nap" time
Organized Gym Game	GoNoodle
Technology Time	Music
Play Prodigy.com	Free Choice/Free Time
Slime Making	Special Project
STEAM Activity	Nature Trail Walk
Special Holiday Art Activity	Watercolor Painting
Board Games	Popsicle & Playground
Drawing of Special Character	Visit other classrooms
(Step by Step-ArtHub on YouTube)	

Don't Forget Your Data

Possible Data Sources

- Climate and Culture Survey
- Walkthrough/Observation Data
- Office Referrals
- Data Trends

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Walkthrough/Observation Data

- *How often are your interactions for direction or correction?*

- *How often are your interactions positive?*

D/C	+

Data Trends: The BIG 5

- Who
- What
- Where
- When
- How Often

Find the TFI online!
- ☐ Visit www.wvpbis.org
- ☐ Click on "Evaluation/Data"
- ☐ Click "TFI Tool V2.1"

Item	Current TFI Score	Actions	Person(s) Responsible	Timeline
1.9 Feedback and Acknowledgement	*Where are you now on the TFI?*	*What areas of focus do we have for these features?*	*Who should do it?*	*When do you want it done by?*

Subscale	Item	Current Score	Tier 1 Action Plan Actions		Person(s) Responsible	Timeline
Teams	1.1 Team Composition					
	1.2 Team Operating Procedures					
Implementation	1.3 Behavior Expectations					
	1.4 Teaching Expectations		Ideal Student Activity			
	1.5 Problem Behavior Definitions		Create Expectation Matrix			Sept 27th
	1.6 Discipline Policies					Oct 1st
	1.7 Professional Development					
	1.8 Classroom Procedures		**Handout**			

Find the TFI online!
- ☐ Visit www.wvpbis.org
- ☐ Click on "Evaluation/Data"
- ☐ Click "TFI Tool V2.1"

Session 2.1 Homework

1. Watch Video

- *"Academy Session 2.1 Homework" for details and examples.*

2. Team Brainstorming

- *Complete Homework Pages*
  - *Feedback & Acknowledgement Planning*
  - *Reward & Incentive Planning*

3. Review your TFI

- *Look at Essential Feature 1.9*

Session 2.1 Homework

Session 2.1 Homework: Feedback and Acknowledgement

1. **Think about the expectations you have or are creating for your students.**
   - *How can you acknowledge them when they're following/meeting these expectations?*
   - *Keep in mind that the more you acknowledge the appropriate behaviors you want to see, the more likely your students are to continue showing you these.*
2. **As a team, brainstorm some ideas for school-wide acknowledgements in the chart below (that will be used across all settings and by all staff members).**
3. **As you're working, check the boxes to see if your ideas will help you meet the criteria listed in your Tiered Fidelity Inventory and from the academy session on this topic.**
   - **TFI 1.9**: *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.*
   - **A note from me:** *Depending on your school's current teaching model, consider whether this acknowledgement can be adapted and used virtually.*

Acknowledgement Idea	Could this be….	Is it layered for…
	☐ linked to school-wide expectations? ☐ used across settings? ☐ used within classrooms? ☐ adapted and used virtually?	☐ immediate feedback? ☐ intermittent feedback? ☐ long-term feedback?
	☐ linked to school-wide expectations? ☐ used across settings? ☐ used within classrooms? ☐ adapted and used virtually?	☐ immediate feedback? ☐ intermittent feedback? ☐ long-term feedback?
	☐ linked to school-wide expectations? ☐ used across settings? ☐ used within classrooms? ☐ adapted and used virtually?	☐ immediate feedback? ☐ intermittent feedback? ☐ long-term feedback?
	☐ linked to school-wide expectations? ☐ used across settings? ☐ used within classrooms? ☐ adapted and used virtually?	☐ immediate feedback? ☐ intermittent feedback? ☐ long-term feedback?
	☐ linked to school-wide expectations? ☐ used across settings? ☐ used within classrooms? ☐ adapted and used virtually?	☐ immediate feedback? ☐ intermittent feedback? ☐ long-term feedback?

4. **Choose the acknowledgement(s) that you want to implement school wide. Be sure to choose things that "check all the boxes." This may mean that you use more than one form of acknowledgement to reinforce positive behaviors with your students.**

Session 2.1 Homework: Rewards & Incentives

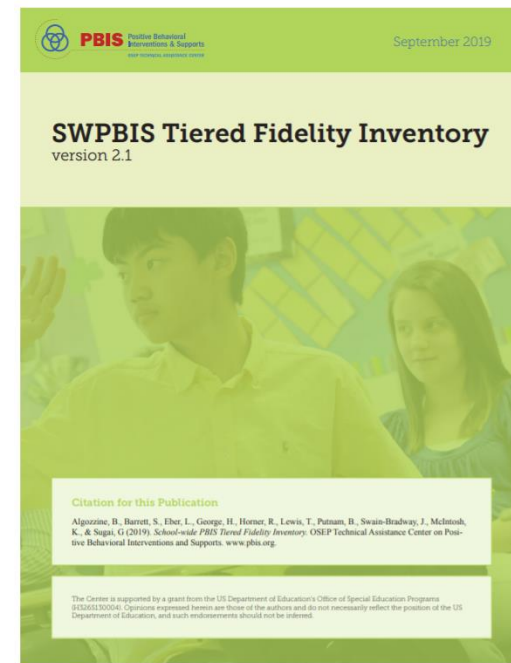1. **Think about the acknowledgements you've chosen.**
2. **As a team, brainstorm ideas for school-wide rewards/incentives in the chart below.**
3. **As you're working, fill out the chart and check the boxes to see if your ideas will help you meet the criteria listed in your Tiered Fidelity Inventory and from the academy session on this topic.**
   - **TFI 1.9**: *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.*
   - **A note from me:** *Depending on your school's current teaching model, consider whether these rewards/incentives can be adapted and given virtually.*

Reward Idea	Is this…	What will the criteria be to earn it?	How often will/can it be earned?
	☐ tangible? ☐ a privilege? ☐ able to be given virtually?		☐ Immediately ☐ Intermittently ☐ Long-term ☐ Other _____
	☐ tangible? ☐ a privilege? ☐ able to be given virtually?		☐ Immediately ☐ Intermittently ☐ Long-term ☐ Other _____
	☐ tangible? ☐ a privilege? ☐ able to be given virtually?		☐ Immediately ☐ Intermittently ☐ Long-term ☐ Other _____
	☐ tangible? ☐ a privilege? ☐ able to be given virtually?		☐ Immediately ☐ Intermittently ☐ Long-term ☐ Other _____
	☐ tangible? ☐ a privilege? ☐ able to be given virtually?		☐ Immediately ☐ Intermittently ☐ Long-term ☐ Other _____

4. **Choose the rewards(s) that you want to implement school wide. Be sure to choose things that "check all the boxes." This may mean that you use more than one reward/incentive to motivate students in earning acknowledgements.**

PBIS Positive Behavioral Interventions & Supports

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SWPBIS Tiered Fidelity Inventory
version 2.1

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	Feature	Possible Data Sources	Scoring Criteria
19	**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 • Staff handbook	0 = No formal system for acknowledging students 1 = Formal system is in place and is used by at least 90% of staff 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

Questions??

- Erin Day
  - Behavior Support Specialist – North
  - day137@marshall.edu

- *Next time…..*
  - ❏ Classroom Practices/SEL
  - ❏ Buy-In/PD
  - ❏ Family, Fidelity, and Figuring it Out