Positive Behavioral Interventions & Support

Module 4: Encouraging and Acknowledging Appropriate Behavior

Ohio | Department of Education

Ohio PBIS Training Modules

Ohio PBIS Network

Module 1

Introduction to PBIS

Module 2

Developing Clear School-wide Expectations

Module 3

Teaching Behavior Expectations Across All Settings

Module 4

Encouraging and Acknowledging Desired Behavior

Module 5

Discouraging Problem Behavior

Module 6

Data-Based Decision-Making

Learning Objectives

Ohio PBIS Network

Module 4: Encouraging and Acknowledging Appropriate Behavior

- Describe your building or district's current model of encouraging appropriate behavior
- Develop a systematic, proactive plan for encouraging appropriate behavior for your building or district
- Explore resources to assist in developing a systematic plan for encouraging appropriate behavior for all students

Putting the "P" in PBIS: Supporting Appropriate Behavior

After desired behavior has been defined, modeled, and taught explicitly, educators need to develop consistent building-wide strategies for encouraging appropriate behavior.

Considerations for Encouraging Positive Behavior

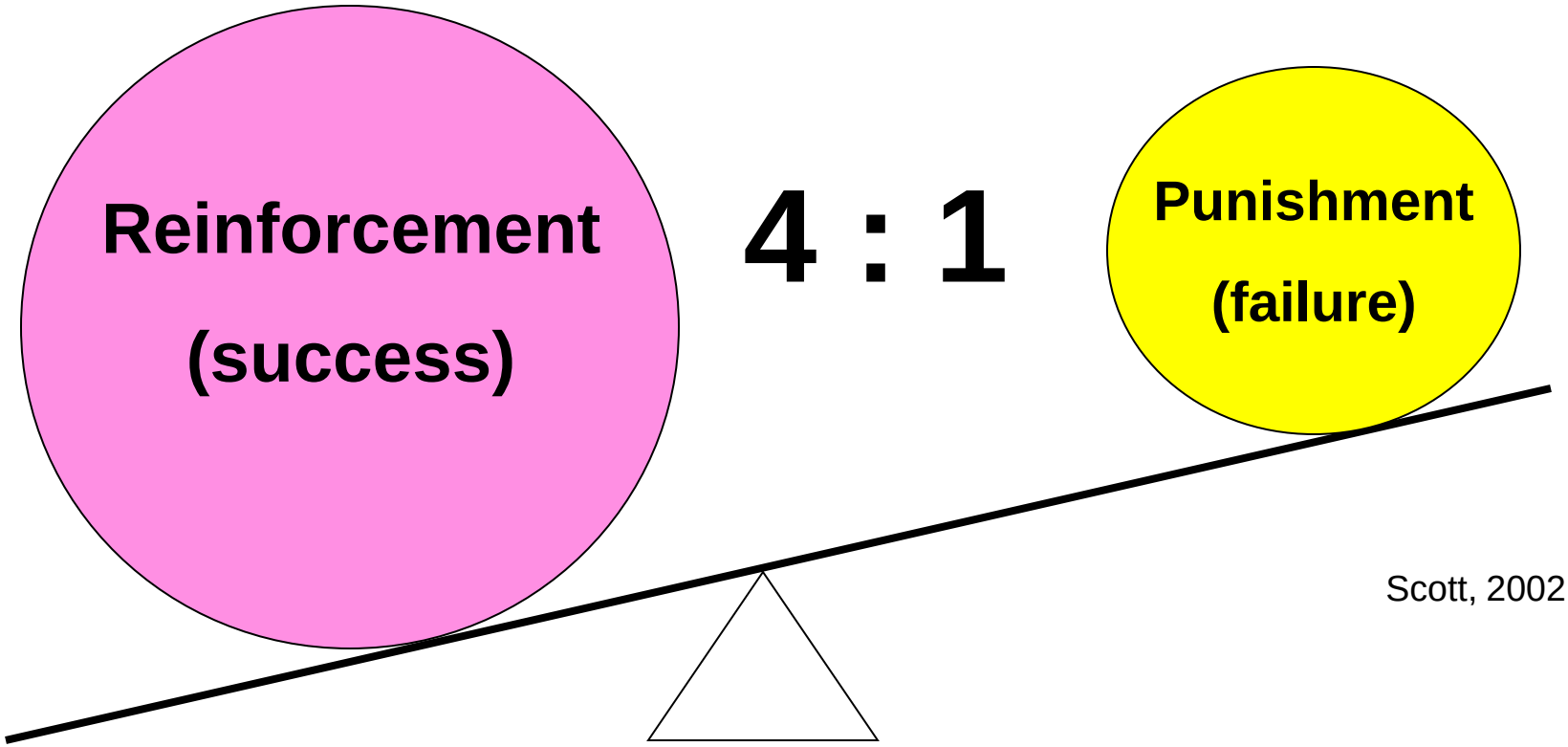
Two-pronged approach:

Proactive: Create an environment that increases likelihood of desired behavior

Responsive: Reinforce instances of desired behavior when they happen

Discipline Works When…

prevention creates more *positive* than negative consequences



Scott, 2002

Some “Food” for Thought…

Checkpoint: Current Practice

What is our current system for reinforcing student behavior?

- How long does a student have to work before being acknowledged?
- Do all students have the opportunity to be reinforced?
- Which behaviors do we reinforce?
- Which behaviors do we expect but not reinforce?

Considerations for Encouraging Positive Behavior

- Use least amount necessary (“K.I.S.S.”)
- Approximate and/or pair with natural reinforcers whenever possible
- Routine, systematic, and consistent: Pre-planned and taught
- Address students’ basic needs
- Acknowledgement, attention, belonging, generosity, competence, nurturing, purpose, stimulation/change

Effective Praise...

- Is specific
- Has variety
- Is genuine/credible
- Attributes success to both effort and ability
- Orients self-competition by relating accomplishment to student's own prior accomplishments
- Provides information on value of accomplishment
- Does not interrupt flow of student work

Brophy, 1981

A Few Words about Verbal Feedback

Feedback is one of the most effective influences on learning (Hattie, 2010).

Use specific, concrete feedback connected to building expectations

- *It was **responsible** of you to bring that note back.*
- *Thanks for making the **safe** choice to use walking feet.*
- *I like how friends are **respectful** of each other by listening when someone has something to say.*

“Gotcha’s” or “Caught Being Good”

- Physical token or note
- Given when desired behavior is observed
- Typically reference school-wide expectations, school mascot/logo, or both
- Can be given as a direct form of reinforcement (e.g., sticker)
- Can be collected to “buy” secondary reinforcers, or used as raffle tickets to win bigger reward/privilege

Positive Peer Reporting: “Tootling”

Children are encouraged to look for positive behavior among classmates

- Give tokens (“tootles”) to a peer
- Draw/write about observed behavior

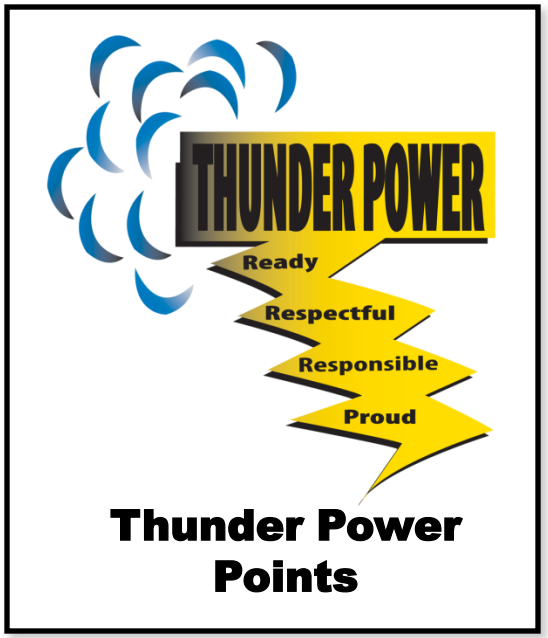
Teacher shares slips at specified times (e.g., before/after lunch, beginning/end of day, calendar or class meeting time)

Reinforcers for Encouraging Positive Behavior

- Verbal feedback
- Stickers
- Recognition, Certificates
- Grades
- Displaying student work
- Game
- Tangible Rewards
- Field trip
- Nonverbals: smiles, winks, etc.
- Free-reading time
- Privileges
- Behavior Contracts
- Humor
- Coupons for Restaurants
- Food
- Power of Choice
- Special Activities

Elementary

Middle



High

15

Ludington Area Schools
809 E. Tinkham Ave.
Ludington, Michigan 49431

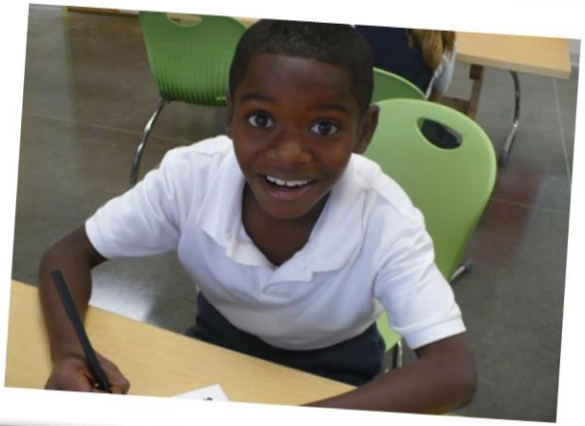
Pere Marquette Elementary School

Live Responsibly
a
Keep Positive
e
Respect self and others
Safety at all Times

Ask Me How I Showed
Holden Elementary
South Side Rider Pride!
Good Character Today!

Cobra®

OF THE WEEK



OUR STUDENTS
HAVE PLAYED
75 DAYS
WITHOUT
A PLAYGROUND
ACCIDENT
THE BEST PREVIOUS
RECORD WAS
68 DAYS
DO YOUR PART
TO KEEP OUR
SCHOOL SAFE

articles search May 3, 2013 sign in

VermilionToday.com

Abbeville Meridional The Gueydan Journal Kaplan Herald

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Dozier rewards students with PBIS celebration

a year ago | 453 views | 0 | 4 | |

Dozier Elementary hosted a PBIS Celebration on Friday, April 20. With the "Rocking Good Behavior" theme in place, the campus atmosphere offered a mixed feel from the "Girls Just Want to Have Fun" movie and rock stars from the 80's and 90's.

The PBIS (Positive Behavior Intervention and Support) program allowed students to participate in "Rocking Good Behavior" activities, if they had successfully earned enough bobcat bucks for positive behavior.

Play | Stop | << Previous | Next >>

The program was held on the school

Countryside ROCK Slip Purchase

SLIPPERS Day

Pass

_____ has purchased this pass in order to wear slippers of their choice in school for one entire day. This pass expires: _____.

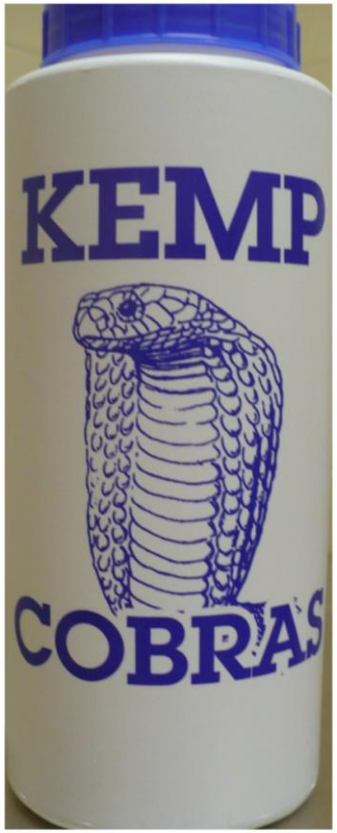
Student Name

_____

Teacher's Signature

Link to Countryside "Rocks" Reward Invoice Form

KMP
COBRAS


KEMP
COBRAS

KEMP COBRAS KEMP COBRAS KEMP COBRAS KEMP COBRAS KEMP COBRAS
BE SAFE BE RESPECTFUL BE RESPONSIBLE BE SAFE

KEMP
COBRAS

FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER
FOR ALL DEBTS, PUBLIC AND PRIVATE
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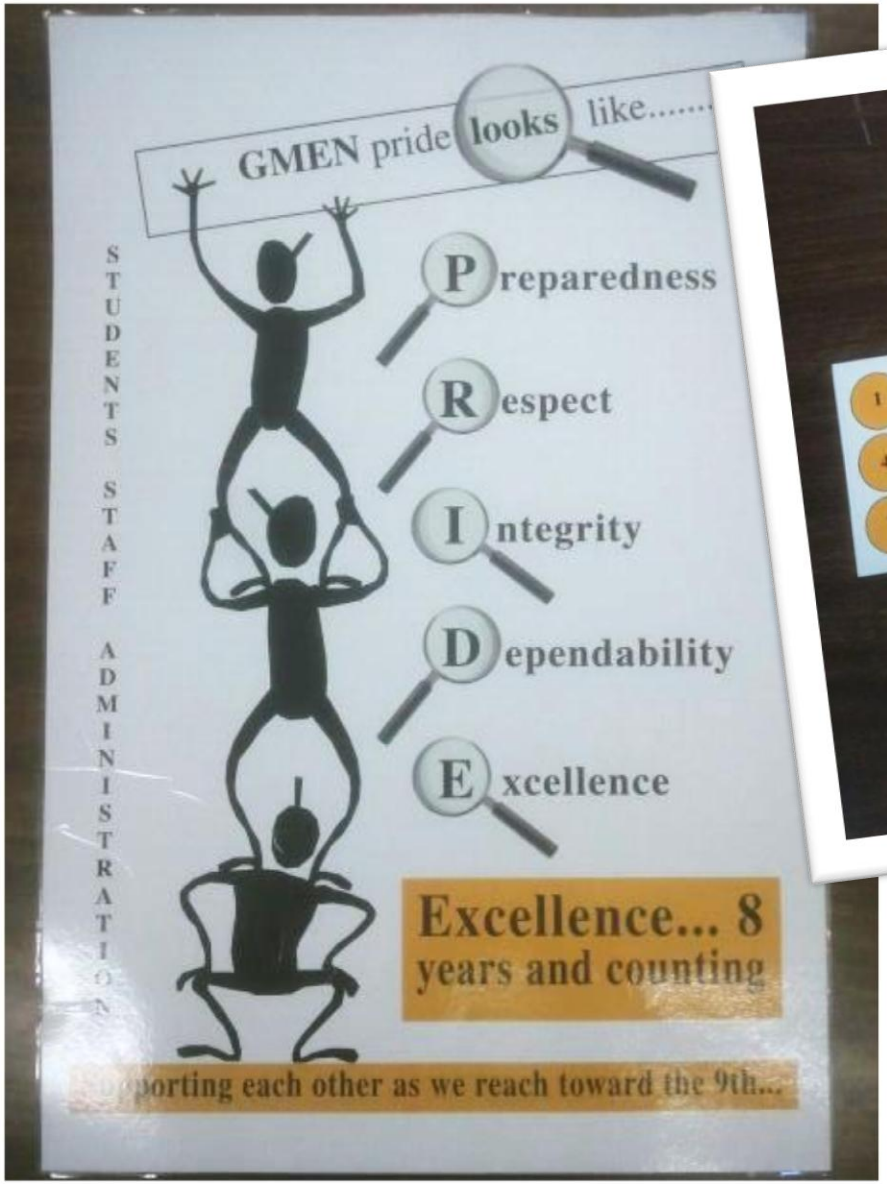
WASHINGTON, D.C.
L 11180916 G
SERIES 2003 A

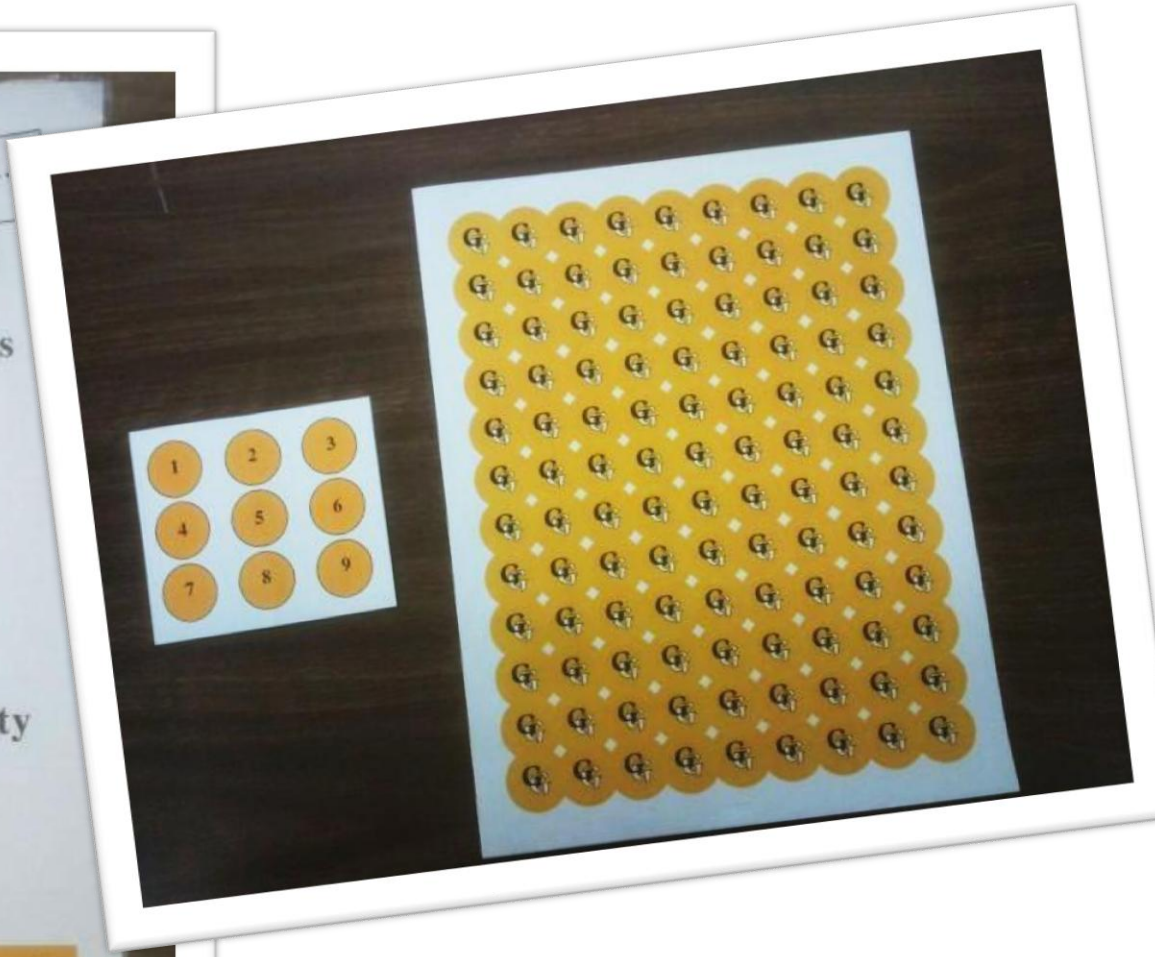
KEMP

Spinning Hills Middle School
PBS Monthly Reward Schedule

Month **Theme** **Date(s)**	**Continent**	**Reward(s)**		**Notes**
September ***World Cup*** October 1st-5th	Europe	Soccer	Leaf rubbings/collage	Individual classrooms
October ***Day of the Dead*** November 2nd	North America	Dodgeball	Paper skull masks or sugar skulls	School-wide
November ***Kwanzaa*** December 3rd – 7th	Africa	Board game competition *We will have a cart of games to sign out in workroom	Potato Stamps	Individual classrooms
December ***Winter Wonderland*** Friday, December 14th	Antarctica	*Happy Feet (movie)* Playing on TVs school-wide	Paper snowflakes	Individual classrooms

Note: The highlighted column offers reward alternatives suggested for students who may not want to participate in the planned activity. These are optional, and templates and/or directions will be placed in the workroom.


GMEN pride looks like.....
STUDENTS STAFF ADMINISTRATION
Preparedness
Respect
Integrity
Dependability
Excellence
Excellence... 8 years and counting
porting each other as we reach toward the 9th...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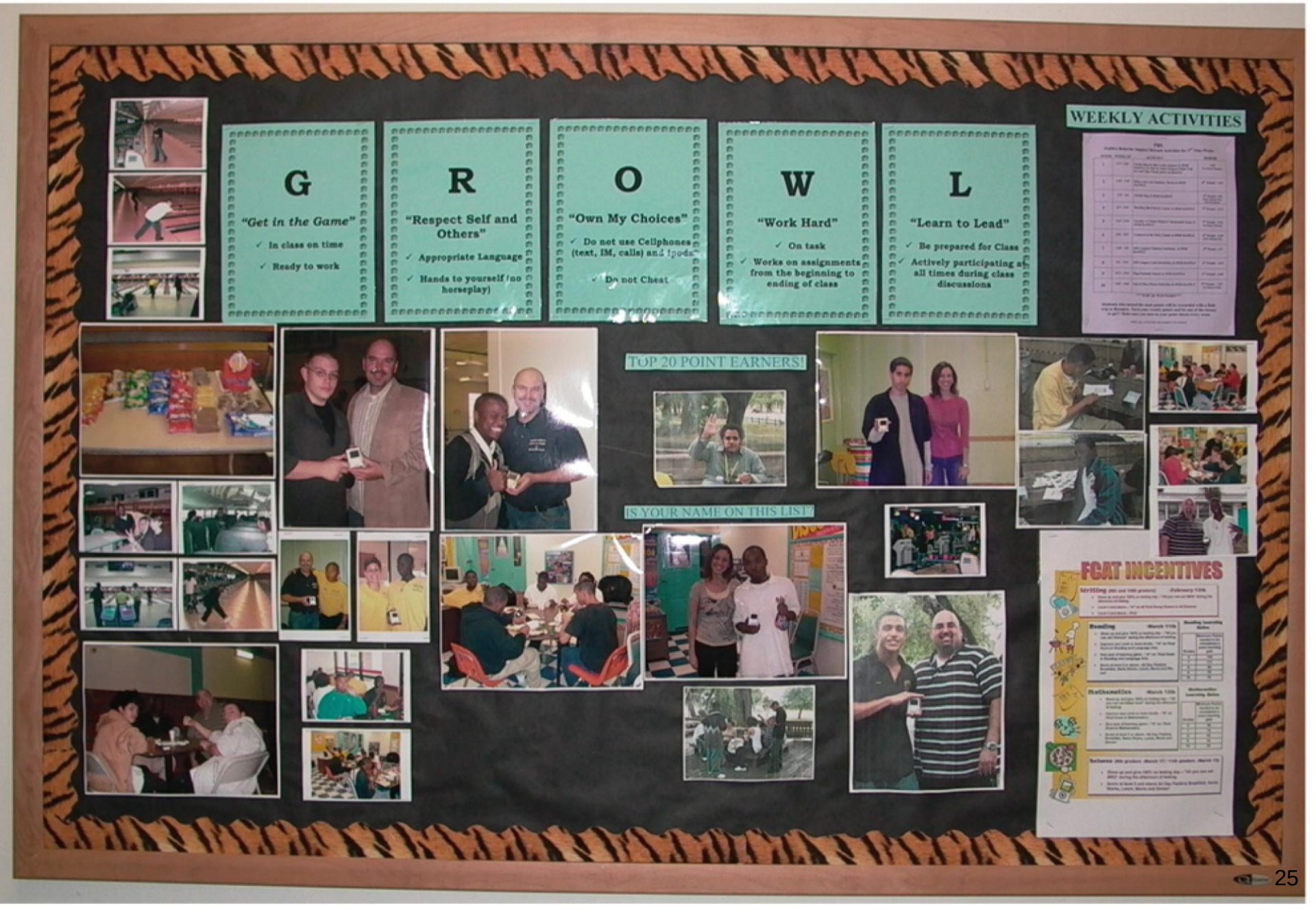
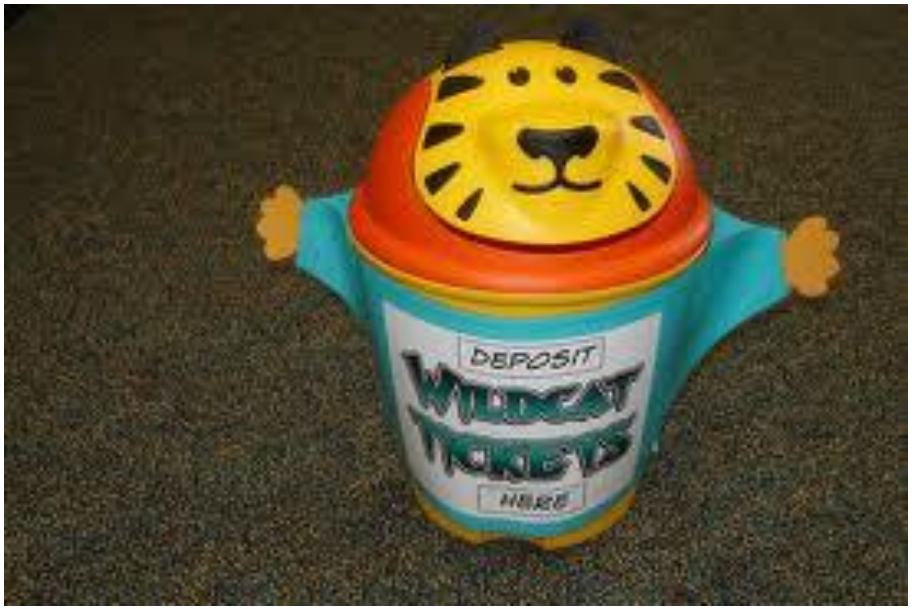

G
"Get in the Game"
✓ In class on time
✓ Ready to work
R
"Respect Self and Others"
✓ Appropriate Language
✓ Hands to yourself (no horseplay)
O
"Own My Choices"
✓ Do not use Cellphones (text, IM, calls) and Ipods
✓ Do not Cheat
W
"Work Hard"
✓ On task
✓ Works on assignments from the beginning to ending of class
L
"Learn to Lead"
✓ Be prepared for Class
✓ Actively participating at all times during class discussions
WEEKLY ACTIVITIES
TOP 20 POINT EARNERS!
IS YOUR NAME ON THIS LIST?
FCAT INCENTIVES

PBIS STORE

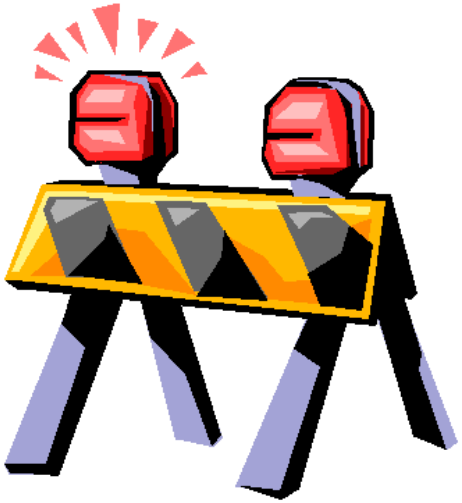

DEPOSIT
WILDCAT
TICKETS
HERE

Turkey Bowling

BRAVE
ALL-STARS

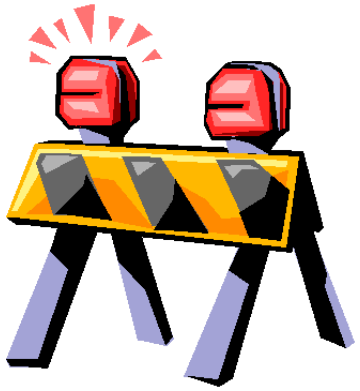
CAUTION:

Make sure your reinforcers are truly "reinforcing!"



POP QUIZ:

What is the only way to know whether a student is responding positively to a reinforcer?



CAUTION:
Make sure reinforcers are truly "reinforcing!"

Appropriate
Student behavior
INCREASES

Teams will need to monitor the use of encouraging reinforcers to ensure that they are having the intended effect at the building, classroom, and individual student level.

Where can we find more ideas?

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Gotcha Resources

Booster activities

"Gotcha" ideas

Lesson plans

INTERVENTION CENTRAL

Jackpot! Reward Finder

(Online Positive Reinforcer Database)

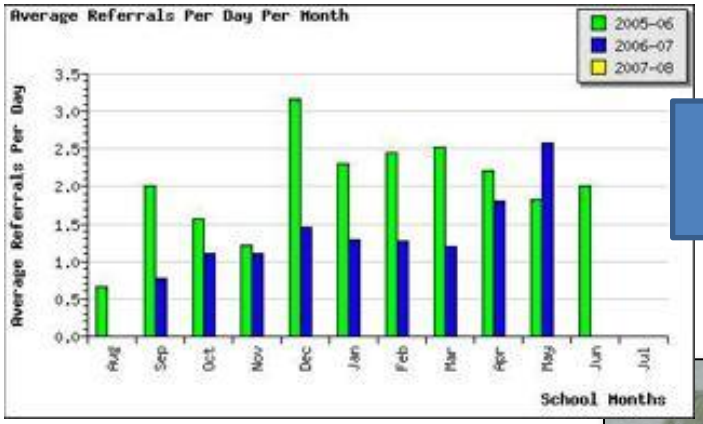
Successful Schools, Inc.
Turning Research Into Practice ©

No Salt, No Sugar, No Money

And finally…

Don't Forget to Reward STAFF!

Staff recognition lunch



Share data with staff

Acknowledgement & kudos

Celebrate success!

Certificate of training

If you are going to use a token system, have you considered…

Developing a Schoolwide Reward System

Task	Product/Procedure	Begin Date	End Date
Individualized student system			
What will serve as the token?			
Giving tokens • Where are tokens given? • By whom are tokens given? • For what specific behaviors are tokens given?			
Handing in tokens • Who keeps the tokens? • How are records maintained for tokens?			
Rewards for students • How often are rewards provided?			

Time

What is our current system for reinforcing student behavior?

How long does a student have to work before being acknowledged?

Do all students have the opportunity to be reinforced?

Which behaviors do we reinforce?

education.ohio.gov

Social Media

facebook	Ohio Families and Education Ohio Teachers' Homeroom
LinkedIn	ohio-department-of-education
Storify	storify.com/ohioEdDept
twitter	@OHEducation
YouTube	OhioEdDept