

# EXPECTATIONS

- We must first teach students behavioral expectations before we can hold them to behavioral standards
  - We wouldn't expect students to know algebra without first teaching it to them...



# ACKNOWLEDGEMENTS

- Behavior is learned and serves a specific purpose.
- Behavior is related to the context in which it occurs.
- For every year a behavior is in place it takes at least one month for that behavior to have a significant change.
- Children comply with the rules 80% of the time. However they are complimented for their behavior less than...

# ACKNOWLEDGEMENTS

RESEARCH INDICATES THAT YOU  
CAN IMPROVE BEHAVIOR  
BY 80% JUST BY POINTING OUT  
WHAT SOMEONE IS DOING  
CORRECTLY.

# ACKNOWLEDGEMENTS

- Give kids attention for being good!



ENERGY FLOWS WHERE ATTENTION GOES! ↓

## ACKNOWLEDGEMENTS: RATIONALE

- Focuses staff and student attention on *desired behaviors*
- Increases the likelihood that *desired behaviors will be repeated*
- Fosters a *positive school climate*
- Reduces the need for time consuming disciplinary measures, increasing student time on-task

GUIDELINES

ASHTON

ACKNOWLEDGEMENTS

# ACKNOWLEDGEMENTS: GUIDELINES

- Refrain from using the loss of rewards as a strategy for motivating desired behaviors
  - Earned = kept
- When giving a student acknowledgement provide specific feedback about how they are following the expectation; use common language.
  - For example: You are being safe by walking in the hallway.
  - For example: You are being respectful to others by using kind language

# acknowledgements: GUIDELINES

- Recognize students common areas who are not in your classes
- Acknowledge students throughout the day
- Share data



reinforcements

ashton

ACKNOWLEDGEMENTS

# ACKNOWLEDGEMENTS: REINFORCEMENT

- Effective and evidence-based
- Teaches new skills
- Punishment alone is ineffective
- Leads to long term/lasting change
- Motivates and engages youth, staff and families
- More positive environment

# acknowledgements: reinforcement

- Behaviors that are followed by pleasing/reinforcing events are more likely to occur in future
- Most people find common consequence outcomes, objects, & events to be pleasing/reinforcing
  - E.g., money, social contact, smiles, applause, recreation, escape or avoidance of tedious task, food, praise, academic/vocational success

# acknowledgements: reinforcement

FORMAL & FREQUENT USE OF  
POSITIVE acknowledgements  
FOR appropriate STUDENT  
BEHAVIOR CONTRIBUTES TO  
DEVELOPMENT OF ENVIRONMENTS  
THAT are DESCRIBED as POSITIVE,  
CARING, safe, FACILITATING, etc.

# ACKNOWLEDGEMENTS: recap

- Challenges:
  - Remaining focused on the positive
  - Providing meaningful acknowledgements
  - Maintaining consistency with all staff
  - Tracking your acknowledgement system
    - Keep track of the numbers, eg. turn in weekly
    - Class goals
    - Building goals
  - Keeping it interesting & exciting
  - Remembering that what reinforces one student will not necessarily work for others

# ACKNOWLEDGEMENTS: recap

- Acknowledgement is most powerful.....
  - When given randomly....intermittent reinforcement
  - When the behavior that is being acknowledge is described specifically and linked to common language
  - Because it focuses staff and student attention on what the student is doing right
  - When you get student input

# ACKNOWLEDGEMENTS: SCRIPTS

- 3 components of a proper acknowledgement
  1. Initiate positive interaction with praise.
  2. Specifically describe skill student has exhibited. Reference PRIDE component.
  3. Thank the student for the efforts and give them a Tiger PRIDE ticket.
- Example: “Alex, I noticed that you helped Emily pick up the materials she dropped! I’m sure she appreciates your kindness and you are being very respectful. Thanks so much for showing Tiger PRIDE!”

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