5 Encouraging Expected Behavior

"Teacher praise has been supported as among one of the most empirically sound teacher competencies."

John Maag

"I have not worked with a school that has been able to give enough feedback to students to maintain positive behavior without using a tangible item, like a Pride ticket. The tangible helps staff remember to give positive recognition to students."

Tim Lewis

"The purpose of school-wide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school-wide behavioral expectations."

Geoff Colvin

Learner Outcomes

At the conclusion of this chapter, you will be able to…

- Understand and explain to others the importance and impact of both contingent and non-contingent attention on student behavior and school climate.
- Use preferred adult behaviors to build relationships and positive school climate and effectively interact with students when talking about behavior.
- Demonstrate positive feedback that specifically describes behavior and uses rationales.
- Develop a tangible reinforcement system to enhance your use of positive feedback.
- Develop and implement an effective menu or continuum of positive reinforcement that serves to motivate all students across settings.
- Monitor staff's use of encouragement strategies with students.

Introduction to Encouraging Expected Behavior

Once we have a social behavioral curriculum or school-wide expectations and plans for the ongoing teaching of those expectations, we must then also have practices that encourage students to use those behaviors. SW-PBS includes a component for developing a continuum of procedures for encouraging expected behavior because we know teaching alone is not sufficient for success in learning social behavior. It is important to follow the desired behavior with consequences that are reinforcing to most students such as adult attention along with other forms of reinforcement.

It is typical for schools to have a variety of ways to encourage students to improve academic performance such as daily grades, quarterly and semester grades, honor roll, awards assemblies, math bowl trophies, music certificates, drama medals, etc. A school-wide menu for encouraging appropriate social behavior is similar to encouragement for academic performance. Yet often this continuum of encouragement for social behavior is not as organized or systematized in our schools.

There are many terms associated with encouraging student behavior: "acknowledgement," "teacher approval," "recognition," "encouragement," "reinforcement," "praise," "reward," and "positive feedback." While there are nuances in the meaning of these terms, the most commonly used terms are *reinforcement* and *positive feedback.* Reinforcement is an over-arching term for a contingently delivered positive consequence that is associated with an increase of future behavior. Reinforcement can take many forms (social or attention, tangible items, and activities). Positive feedback is perhaps the most common term for verbal reinforcement, which provides students with social attention along with specific information on their performance. Together they increase the likelihood of students using the desired behavior again in the future. Figure 12 helps to clarify some of the commonly used terms. We will generally use the terms *reinforcement* and *positive feedback*.

This chapter will focus on the practices needed to build a comprehensive system to encourage and motivate students, both as they are learning the expected behaviors and then to maintain those skills as students become more fluent with their use. There are four important inter-related topics we will explore to develop a comprehensive school-wide encouragement system: 1) adult non-contingent and contingent attention, 2) effective positive feedback, 3) use of a tangible reinforcement system, and 4) a menu or continuum of reinforcers.

Although these four components will be introduced separately in this chapter, all are needed for staff to be able to effectively recognize and encourage students when they display expected behaviors and to create a positive school environment where learning flourishes.

Terms Related to Encouraging Expected Behavior

Reinforcement–overarching term for a contingently delivered positive consequences associated with an increased likelihood of future behavior; reinforcement can take many forms, most commonly praise or positive feedback (social reinforcement), but also tangible reinforcement (tickets, tokens, coupons, etc.), and activity reinforcers. The positive consequence is only a reinforcer when it serves to strengthen or increase the use of the desired behavior; it is always based on the perspective of the learner, not the intentions of the adult delivering the reinforcement.

Reward–something that reinforces a desired behavior, most often a preferred tangible/object or activity; often used interchangeably with "reinforcement," but has acquired a controversial tone and misconstrued as bribery.

Positive feedback–verbal reinforcement; a form of social reinforcement that provides information on successful behavior while reinforcing or increasing the likelihood that behavior will be repeated; combines social attention, instruction, and reinforcement.

Praise–often used interchangeably with positive feedback; an expression of admiration for performance that serves to reinforce the behavior; verbal recognition.

Teacher approval–used in research to assess the relationship of teacher behavior to student learning; generally verbal praise and encouragement, but may also include non-verbal attention (e.g., smiles, facial attention, touch, etc.).

Figure 12

Before beginning to develop practices for encouraging behavior, it is important to revisit the A-B-Cs of behavior. Up to now our work has focused on altering antecedents. We now turn to look at consequences, making adult attention contingent on the performance of the expected behavior. The consequences of behavior affect future performance of that behavior. One effect is an increase in the likelihood the behavior will recur in the future, called *reinforcement*. Figure 13 illustrates this point by using a hallway behavior example. A consequence can also decrease the likelihood the behavior will recur in the future, which is called *punishment*.

A–B–C

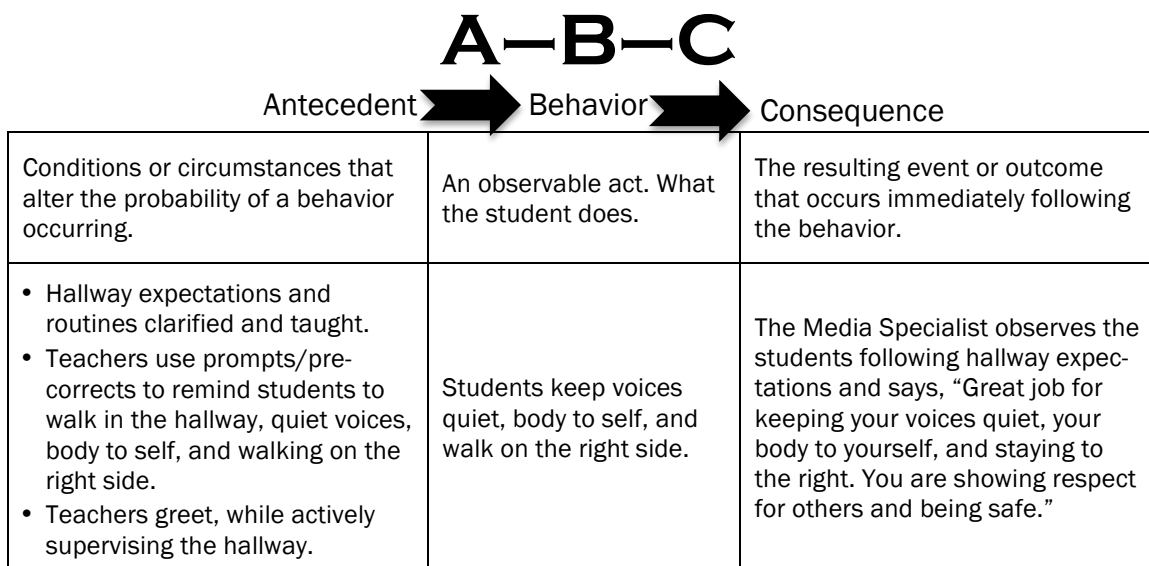| Antecedent	Behavior	Consequence
Conditions or circumstances that alter the probability of a behavior occurring.	An observable act. What the student does.	The resulting event or outcome that occurs immediately following the behavior.
• Hallway expectations and routines clarified and taught. • Teachers use prompts/pre-corrects to remind students to walk in the hallway, quiet voices, body to self, and walking on the right side. • Teachers greet, while actively supervising the hallway.	Students keep voices quiet, body to self, and walk on the right side.	The Media Specialist observes the students following hallway expectations and says, "Great job for keeping your voices quiet, your body to yourself, and staying to the right. You are showing respect for others and being safe."

Figure 13

Discussion:

List ways that your school reinforces students for academic performance. What are some of your thoughts on the parallel between academic reinforcement and social behavioral reinforcement? What are you currently doing to encourage student social behavior?

Understanding the Power of Adult Attention

One of the outcomes schools seek when deciding to implement school-wide positive behavior support is improvement of the school climate or environment. Encouraging expected behavior is crucial to help students learn the desired expectations and shift the focus from addressing misbehavior to responding with positive feedback for expected social behavior. Teacher and staff attention have a powerful influence on the behavior of individuals or small and whole groups of students. Adult attention helps create a positive and safe learning environment. All staff help set the tone or mood of the school through relationships with students and families and frequently recognizing students' efforts to meet academic and behavioral goals.

There are two types of adult attention and both have a positive impact on interactions in schools. *Non-contingent attention* is attention provided regardless of performance and includes greetings, proximity, smiles, conversations, jobs, etc. *Contingent attention* is provided based upon

student performance of an identified expectation or behavior. The attention is contingent upon the student performing a specific desirable behavior. Together, both types of attention create a positive school climate and build rapport and relationships, and help students learn social behavior expectations.

Non-contingent Attention

Non-contingent attention includes greetings, proximity, smiles, conversations, jobs, etc. which serve to build positive relationship between teachers and students. Non-contingent attention provides time and attention that is not tied to performance. It helps fulfill students' need to be noticed and valued. With much student inappropriate behavior based in a desire for attention, if we provide sufficient non-contingent attention, the frequency of behavior problems may decrease. As teachers report that positive student–teacher relationships increase, the number of suspensions students receive decreases. Also, as students report an increase of positive emotional quality in the student–

teacher relationship, the number of behavior referrals they receive decrease and the amount of time they spent on-task increases (Decker, Dona & Christenson 2007). Finally, non-contingent attention provides students with role models of positive social interactions. Some students do not have adults in their lives who are caring, positive, and sincere. Through smiles, friendly conversations about student's interests, inviting questions to engage in a conversation and listening, students see how these interactions take place. A caring smile and attention for being "you" can be the highlight of a student's day; especially students with challenging behavior. Non-contingent adult attention such as smiles, greetings, and community building activities are examples of antecedents that help establish positive relationships between students and staff and set the stage for students to display the desired academic and behavioral expectations. They also create the relationships that will help students accept correction when it is needed.

Contingent Attention

Contingent attention is attention given after the desired behavior takes place. The student must perform the expected behavior before a teacher responds with attention. The attention is contingent on the performance of an expected behavior. Research shows that contingent attention increases academic performance (Good, Eller, Spangler, & Stone, 1981) and on-task behavior (Sutherland, Wehby, & Copeland, 2000). We want to use positive, specific, contingent attention (positive feedback) when students display expected social behavior to increase the likelihood students will continue the desired behavior in the future. A familiar saying is "You get what you pay attention to." If you attend to the positive skills and behaviors that students show, you will continue to see those skills and behaviors in the future.

Most teachers agree it is important to provide contingent attention for students' academic work. Without this specific feedback students would not be able to discern the "right" answer from the "wrong" answer. For example, when a student is learning to use "their" and "there" in a sentence, the teacher can say, "Great job of using "their" to show the books belong to Jake and using "there" to show where Jake put the books." Because the feedback from the teacher is positive and specific, the likelihood the student will correctly use "their" and "there" in the future is significantly increased.

Giving contingent positive attention is equally important to help students learn the social behavior skills expected in school and for life. Although there are no universal reinforcers that will increase the likelihood that all students will repeat the social skill in the future, adult attention is reinforcing for most students, especially when adults have built a positive relationship with the student. The way we will know if adult attention is indeed a reinforcer is when students repeat the expected behavior again in the future. Positive reinforcement (e.g., positive adult attention or positive feedback) for most students increases the probability that the behavior it follows will recur (Maag, 2001). To repeat, "you get what you pay attention to."

Low Rates of Teacher Attention

In spite of the evidence that contingent attention can change the climate and learning conditions of the classroom, many teachers fail to take full advantage of this powerful tool. In her seminal article, White (1975) found that naturally occurring or typical teacher approval statements for academic responses far outweighed those for social behavior across all grade levels, with highest rates for each type of approval occurring in second grade and tapering off dramatically after that. In all grade levels, teachers responded to correct academic performance (20.36 per hour average) more frequently than disapprovals (7.56 per hour average). On the other hand, statements of disapproval for social behavior (19.20 per hour) were always more frequent than approvals (1.52 per hour). A summary of the findings is in Figure 14.

Since White's studies in the 1970's, subsequent research has found one constant–academic behavior of students is more likely to attract positive teacher attention than is social behavior. In addition, teachers respond far more frequently to inappropriate social behavior than to appropriate behavior (Beaman & Wheldall, 2000). The unfortunate result of teachers giving more attention to misbehavior is that their attention is inadvertently maintaining or increasing the misbehavior.

A school-wide focus on all staff ensuring high rates of non-contingent and contingent attention is important because it can improve interactions between students and staff and therefore, improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.

	Approval Statements	Disapproval Statements	Ratio of Positive to Negative
Academic	20.36 per hour	7.56 per hour	2.7:1
Social	1.52 per hour	19.20 per hour	1:12.6

Figure 14

Discussion:

Reflect on what you have learned about adult attention–both non-contingent and contingent. Teach someone the definitions of each and their power in working with students to create a positive school environment. List as many examples as you can of both non-contingent and contingent attention that are presently in place in your school.

Preferred Adult Behaviors

Related to teacher attention is the student-teacher relationship and preferred adult behaviors. There is a growing body of research that indicates academic achievement and students' behavior are both influenced by the quality of teacher-student relationship (Jones & Jones, 1998 and Algozzine, Wang, & Violette, 2010). When students are asked what makes a teacher special and worthy of respect, students consistently cite three characteristics: firmness, compassion, and an interesting, engaging, and challenging teaching style (Noguera, 1995).

Given these relationships, teachers and staff need to learn simple behaviors that will positively impact relationships. Adult behaviors that build relationship include: 1) communicating privately, in close proximity with the student, 2) listening, 3) eye contact, 4) pleasant voice tone, 5) smiles, 6) appropriate professional touch and 7) use of students' names.

Preferred Adult Behaviors
- Proximity
- Listening
- Eye contact
- Pleasant voice
- Smiles
- Touch
- Use of student's name

These behaviors express warmth, care and concern for students while also communicating respect. They increase student affect (the likelihood that they will say they like school or their teacher), compliance (the likelihood that they will do as asked) and also enhance learning. Not only do these adult behaviors impact relationships, but they also set the stage for effectively interacting with students and delivering genuine feedback. Wong (2005) describes these teachers as "intentionally inviting." Their professional attitude depicts their view of students as able, valuable, and responsible.

Discussion:

Review the list of preferred adult behaviors for building positive teacher-student relationships. What behaviors do you currently use that you want to *continue*? Which behaviors do you need to *add*? Are there behaviors, contrary to these that you want to *eliminate*? Do the staff in your school use these preferred adult behaviors when interacting with students? How can you share what you have learned about teacher attention and preferred adult behaviors with your staff?

Positive Feedback

The preferred adult behaviors and non-contingent attention we've been talking about are not sufficient to change and sustain behavior; just as we shared earlier, contingent attention or positive feedback is essential. With positive feedback you are recognizing attainment of specified performance criteria, effort, or successes at tasks that are difficult for the child. To ensure continued use, positive feedback is essential. General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the school-wide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. Effective positive feedback: 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.

Specifically describe the behavior. Students need to know explicitly what behavior they did that was correct and earned the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Teachers often use a rubric when reviewing academic work that helps specifically describe the desirable behavior displayed. Davis (2007) describes this as acting "like a video camera, helping students see their own positive behavior." In effective praise we simply describe the behavior observed to make the feedback

clear and specific. For example, "When I said it was time to begin your assignment, you cleared off your desk, got your materials out immediately, and began working quickly." It is a videotape replay of exactly what the student did, couched in the words of your expectations. Do not add any references to past mistakes the student has made or wishes for future behavior. Simply describe exactly what you saw that you want the student to continue doing in the future. Additionally, be cautious in adding "I'm proud of you." We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.

Provide a rationale. Explain the reason why the behavior is important. Rationales or reasons teach the students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching school-wide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. "Getting started right away like that shows cooperation and will help you avoid having homework."

Can include a positive consequence. Positive feedback can be followed with a positive consequence. For many students, the positive feedback alone is sufficiently reinforcing to strengthen the behavior and an additional consequence is unnecessary. However for some students, and when a behavior requires a great deal of effort, pairing the verbal feedback with

tangible or activity reinforcement may be helpful. When using a positive consequence it is imperative that you also use the complete verbal praise so that students are aware of exactly what they did that has resulted in earning the consequence. It is not the consequence that changes the behavior so much as the awareness of what is being reinforced; the consequence merely provides additional incentive. You will want to say something like, "Because you walked so quietly in the hallway, you have *earned* a Cardinal Card." Note that adults do not "give," instead students "earn." Careful use of these terms helps students to take ownership for their behaviors and teaches the link between appropriate behavior and positive outcomes.

It is also important that positive feedback be given <u>sincerely and appropriately</u> for student's age. Use a genuine, warm, sincere response to the desired behavior that is appropriate for the situation and the individual. This is especially important when working with older students. Staff need to find their own style to communicate sincere care and concern for the student. Use of a variety of phrases shows spontaneity and therefore credibility.

Finally there are some considerations for when and how to use positive feedback. Use positive feedback:

<u>Contingently.</u> Since students "earn" positive feedback and consequences, it is provided only when they have demonstrated the desired behavior.

<u>Immediately.</u> Positive feedback is best when it follows closely to the behavior so that students can connect what they did with the feedback they are receiving. The younger the student, the more important this is.

<u>Frequently when trying to build a new behavior.</u> When students are learning new skills, provide feedback on a continuous schedule. This means that every time the student displays the desired behavior, they receive positive feedback.

<u>Unpredictably or Intermittently to maintain behavior.</u> Once the skill or behavior has been learned, you can shift to use of general praise and occasional use of positive feedback. This intermittent use of positive feedback helps to maintain the behavior. We must be careful not to omit all positive feedback as students may not sustain the skills that they have learned.

Davis (2007) writes: "When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem." Isn't social competence and independence a goal of education?

Activity:

With a partner, role-play the examples of positive feedback that follow, being aware of the preferred adult behaviors along with your words. When you are comfortable with these, role-play delivering positive feedback spontaneously, using your school's expectations and specific behaviors from your Matrix.

"Dolly, you stopped and took some time to think about your decision and then walked away from Sam. That wasn't easy, but it can help to avoid an argument."

"Hey Tammy, thanks for throwing your trash away. That shows cooperation and respect for our school."

"Jack, thank you for getting your book out and getting started right away. We value our learning time here at school, and you will be more likely to get your work done here and avoid homework."

"Sue, you stayed calm when Jill got upset with you. You were responsible for your own actions and possibly avoided hurt feelings."

"I noticed you have been getting to class on time, Jose. That shows respect for your teachers and shows you are taking your classwork seriously."

"Jackson, you asked Fred to play the computer game with you. That shows caring, and when you include others they will be more likely to include you."

"Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That's being responsible."

When we acknowledge positive student behavior as described above we help student's learn behavior that will lead to success in school and adult life.

4:1 Ratio. We have discussed how to use adult attention (positive feedback) contingent upon performing a specific behavior to build or maintain that behavior. Another important point in building positive school-wide and classroom environments is to ensure that appropriate behavior receives much more attention (at a higher ratio) than inappropriate behavior. We want students to experience predominantly positive interactions across all school settings. As we shared earlier, that is unfortunately not always a day-by-day occurrence in our schools. In his literature review of teacher praise, Brophy (1981) showed the relative frequency of academic positive feedback was quite low, with an average of only 5 per hour and praise for good conduct occurring only once every 2-10 hours in early grades, and tapering to non-existent after that. Brophy went on to state that praise that should be used contingently, with specificity and credibility, and that it should occur in the range of a 3 or 4 positives to negative interactions in order to be the most encouraging to students. Reavis, Jenson, Kukic & Morgan (1993) recommend a ratio of 4:1; four comments in response to desired student behavior to one response to student misbehavior. Interactions with students are considered positive or negative based on the behavior of the student at the time the attention is given, not the demeanor of the teacher. Figure 15 summarizes the benefits of positive feedback.

Benefits of Positive Feedback

- Helps adults and students focus on positive social behaviors and actions.
- It is the most powerful behavior change tool teachers have in their repertoire.
- Increases the likelihood students will use the recognized behaviors and skills in the future.
- Decreases inappropriate behavior and therefore, reduces the need for correction.
- Enhances self-esteem and helps build internal locus of control

Figure 15

Discussion:

Reflect on the power of positive feedback. How extensively is it being used in your school? Is there a ratio of four times more positive interactions with students than negative? What are some ways that you can share what you have learned about the role of positive feedback in SW-PBS with your staff?

Tangible Reinforcers

One of the hallmarks of school-wide positive behavior support is the development and implementation of a menu of positive consequences that serves to motivate students across school settings. To begin the process of developing a menu of positive consequences, adoption of a school tangible reinforcer is often the first step. This tangible is typically in the form of a ticket or coupon (e.g., Compliment Cards, Bulldog Bucks, Braggin' Dragon Cards, Bee Tickets, etc.), which is a tangible item–in most

changed for. This might include a personally selected reinforcer from a menu, to help meet a jointly set goal, a free item from a school store, a raffle opportunity, etc. Some examples of the many creative ways "tickets" have been used in schools are in Figure 16.

Creative Ways to Use "Tickets"

- Set class or school goals
- Write name on ticket and drop in a raffle box
- Competition between grade levels
- "Golden Tray" award for class receiving most tickets during lunch
- Chart and graphs of tickets earned (math)
- Roaming trophy for the most tickets each month; current class prepares celebration for the next class who receives
- Display tickets in hallway, outside classroom door
- Tickets traded for piece of string and made into a giant string ball for the entire school
- Post tickets on a bulletin board
- Trade ticket for paper strip to make paper chain around the school
- Set a destination to "travel" to and learn about; each ticket equals a mile toward the destination on a map

Figure 16

cases a paper slip–that is awarded to students along with the positive feedback. These tangibles may be reinforcing in and of themselves to collect, but typically have further reinforcing value because of what they can be ex-
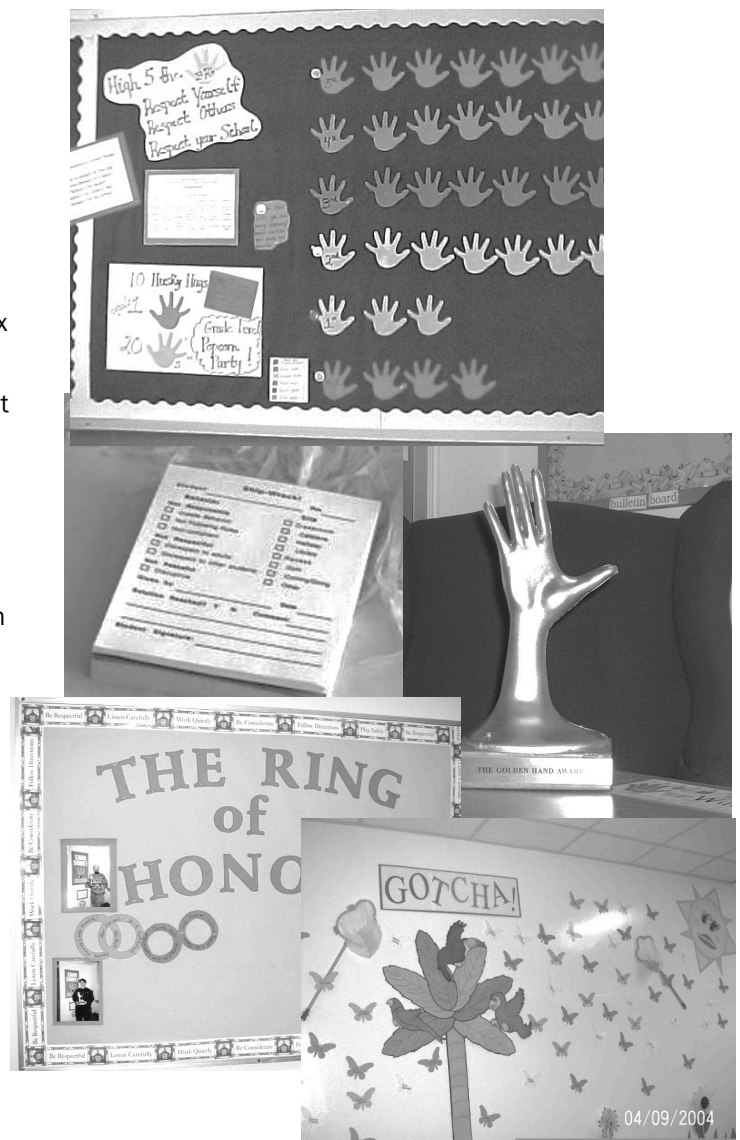
The benefits to students may be obvious, but another reason schools choose to use a tangible along with positive feedback is to ensure teachers' use of high rates of praise. Tangibles serve as a visual reminder for staff to watch and deliver specific positive feedback. Some schools replenish the teachers' supply of tickets daily, thus reminding them to catch students being good. In addition, the proximity required to deliver the ticket helps to ensure the effectiveness of the teacher's feedback. Looking a student in the eye, saying "You followed directions; that helped you complete your assignment quickly and accurately. Because your followed directions you have earned a Tiger Ticket," enhances the relationship between the student and teacher. In addition, these tangibles create a ready signal to all students, both to the ones who earn them as well as others near by who witness it. When the tangible item is used to count toward a classroom, grade level or school-wide goal, they work doubly–to provide the immediate reinforcement as the student earns the ticket, and then again as the ticket goes into the class bucket toward the class goal. When all students contribute to a class, grade or school-wide goal, it builds a sense of community. Once the goal is achieved *everyone* celebrates together.

There are some practical things to consider when developing your school-wide tangible system. First, make them easy to distribute to students. Consider creating them so that minimal writing is required at the time they are awarded. The easier to award tickets to students displaying the expected behavior, the better. You will also want to build a system to sustain your use of the tangible, considering such things as: 1) who will reproduce the tickets and supply teachers, 2) who will be in charge of raffle items or other items of exchange, and, 3) if tickets are to be counted for awards or data collection, who will handle the counting. Be sure to think through all details to sustain your tangible system. An example of how one school organized their system for a school-wide tangible is on page 161.

Some staff might be concerned that using a tangible item might be bribing students to behave or that the use of a tangible will diminish intrinsic motivation.

"Using a reward system is not the same as bribing a student to behave appropriately. A bribe is something offered or given to a person in a position of trust to influence or corrupt that person's views or conduct. SW-PBS acknowledges and rewards students for following school-wide expectations and rules. Appropriate behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior."

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Of course, our ultimate goal is for students to be intrinsically motivated. The reality is that schools award students with many tangible items for success in academics, sports, music, theater, etc. in the form of grades, trophies, medals, etc. Yet we continue to struggle with the idea of awarding

tangible items or positive feedback for success in social behavior skills. Indeed providing students with feedback to help them discriminate the difference between what behavior is desired and undesired helps students learn the difference between the two along with the power of using the desired behavior, which in turn fosters intrinsic motivation to master social behavior skills. The bottom line is that students need recognition and encouragement and they respond positively, as all of us do, to acts of appreciation.

Tangible Reinforcers…

- Help staff be accountable for recognizing student behavior and providing specific positive feedback.
- Provide all staff with an efficient and always-available system for providing feedback and a reinforcer to any and all students.
- Give faculty and support staff a tool to engage in a positive way with any student in the school.
- Can create a more positive culture in school where we are "all in this together."
- Can give us a gross measure of the frequency of positive feedback statements given; can help to guide staff to use higher rates of positive feedback.
- Are a universal sign to students that they have performed the expected behaviors.
- Should be easy to distribute with minimal, if any, writing required. The easier and quicker to award to students displaying the expected behavior, the better.
- Tangible "tickets" can be turned in and counted toward class, grade or school goals, activities or tangible items on the school-wide menu.

Figure 17

Discussion:

Explain the parallels between reinforcement for academic, artistic, or athletic performance and social behavior. What are some ideas for a creative school-wide tangible system in your school? How might you incorporate your school mascot or other school themes or slogans? How can you use the work group process to engage all staff in the development of a school-wide tangible system for your school?

Example

Missouri Middle School Cardinal Card Procedures
Respectful • Responsible •Ready • Safe

Why is Missouri High School Focusing on Having Students Earn Cardinal Cards?
- To increase student use of respectful, responsible, ready, and safe behaviors.
- To focus on positive social interactions between staff and students.
- To help us all be more positive this school year.

Who Awards Cardinal Cards?
- *All* staff will be supplied with Cardinal Cards each day to award *any* student who is being Respectful, Responsible, Ready and Safe.

Who Can Receive a Cardinal Card?
- Cardinal Cards are earned by individual students who are using behaviors that reflect being Respectful, Responsible, and Ready.
- Cardinal Cards can be earned for being Respectful, Responsible, Ready and Safe *anywhere* in the building and at any time.

What Do Staff Say When They Award a Cardinal Cards?
- The most important thing to remember about the Cardinal Cards is to provide the student specific, positive feedback about how they are being Respectful, Responsible, Ready, Safe learners. For example: "Wow, Fred, you are being respectful of others by walking quietly in the hall. Because you are using our hallway expectations, you have earned a Cardinal Card." "Ethel, thanks for remembering to push in your chair and clear off your table. You are showing respect for the cafeteria help as well as students that will follow you. You've earned a Cardinal Card for respect."

What Do Students Do When They Receive a Cardinal Card?
- Students write their name and grade on the back of the Cardinal Card.
- Students take their Cardinal Cards to their class office and put in the bucket.

What Will Happen With the Cardinal Cards?
- At the end of the month, office helpers will count the Cardinal Cards from each class office and post the number earned on a main office bulletin board.
- Every month there will be a drawing from all Cardinal Cards earned that month for individual prizes as well as privileges for each class. Names will be posted near each class office.
- Students whose Cardinal Card is posted can take it down and turn it into the secretary for their prize.

What Are Some Other Things to Consider About Cardinal Cards?
- Cardinal Cards can be earned but not lost. This is a positive system Once earned they are the student's property. If correction is needed, do so; but do not take cards away.
- If students ask for a Cardinal Cards kindly say something like: "I know you will get a Cardinal Cards soon. *All* students can earn them. Staff determine when to award."
- If you suspect "forgery" of Cardinal Cards, contact your School-wide PBS team representative.
- If you need more Cardinal Cards, contact Suzy Cue.

Who Will Answer My Questions About Cardinal Cards?
- Your SW-PBS Team representative or any member of the SW-PBS Team.

A Menu of Reinforcers

While a "ticket" or tangible school-wide system for encouraging expected behavior will cover many or your reinforcement needs, it is important to remember that not all students (and adults for that matter) are encouraged or motivated by the same things or in the same ways. As we discussed earlier, students struggling to learn new skills will need very immediate and frequent reinforcement (a continuous schedule) to build expected behavior. Students who have demonstrated mastery of expectations respond to intermittent or occasional reinforcement to maintain their social behavioral efforts.

Additionally, we should consider the nature of reinforcers. Many students desire or try to get or *seek* social attention, activities or tangible items, while others try to *avoid or escape* social attention. For these "avoiders" who do not like social attention, they may be reinforced by activities, privileges or tangibles. In addition, most young students are motivated by gaining adult attention, while that typically changes as students grow older and become more motivated by peer attention, activities, privileges or freedom. Therefore, it is recommended that a menu of ways to encourage students include social attention, activities, or tangible items that appeal to all student needs in your school (Lane, Kahberg & Menzies, 2009).

To ensure that reinforcers meet student interest and needs, you may simply want to ask students what they find motivating and involve them in planning the menu. A variety of reinforces for students who "seek," as well as those whose preference is to "avoid or escape" are listed below. Notice that these also include reinforcers that are easily or readily used so as to provide frequent and immediate reinforcement, while others are larger and would be used more intermittently.

Activities or Privileges

Seekers	Avoiders
• Special lunch or play time with a friend	• Extra computer time (avoid class time)
• Lunch with preferred adult	• 1 homework pass per semester
• Helper (teacher, office, janitor)	• Front of the lunch line pass
• Extra time doing preferred activity	• Additional free time
• Special game at recess	• Extra library time
• Participate in PBS Assembly	• 1 tardy pass (up to 5 minutes late)
• Extra recess	• Stay inside during recess
• Extra computer time	
• Game of choice	
• Ticket to school event (dance, party, sporting event)	
• Preferred cafeteria seating	
• Be "line leader"	

Social Attention

Seekers	Avoiders
• Winks, thumbs up, smiles • Positive feedback • Work with a friend of choice • Time to visit or walk with a friend • Preferential seating • Positive phone call or email home • Meet with principal (or preferred adult) • Photo on school bulletin board • Special lunch or play time with a friend • Lunch with parent, principal, preferred adult • Featured in PBIS video/skit • Tutor, assist younger class • Monthly or quarterly award (improved attendance, on-time to class) received in front of class/school • Respect, Responsible, Caring Party • Positive card or letter sent home • "Goal Achieved" award for improvement in personal social behavior • "Glad You Are Here" for perfect attendance	• Lunch in private area with preferred peer or staff • Extra computer time • Extra time to read • Pass out of assembly • Leave class 5 minutes early • Letter home for improved behavior

Tangible Items

Seekers	Avoiders
• School-wide "Ticket" • Items from class or school store • Stickers • "Fast pass" for lunch line • School supplies • School t-shirt • Food coupons • Candy, soft drinks • Gift cards • Discounted yearbook or parking tag • Ticket to school event (dance, party, sporting event) • Preferred parking	• Certificate to go to library instead of assembly • Certificate to stay inside during recess

Adapted from: Lane, K.L., Lakberg, J.R. & Menzies, H.M. (2009)

Cautions When Developing A Menu or Continuum of Reinforcers

When creating your menu or continuum of reinforcers to encourage expected behavior, it is important that you have a range of options to meet all students needs as discussed and shared above. Make sure there are ways to encourage improved behavior for all students, from those who struggle to behave as well as though who regularly demonstrate desired behavior. Be cautious if your system:

Is so difficult or cumbersome that staff will not use consistently. Keep the system simple, doable and yet effective.

Is based on an "all or nothing" criteria. A "No Tardy Party" reinforces only a certain portion of your school and may be demotivating to others. If I am tardy the first day of the month, why try? While you may want to keep this reinforcer for the few it serves (it is a bit like the Honor Roll), you could also celebrate improved on time behavior, thus encouraging all to improve or strive to meet the expectation.

Requires students to prolong their efforts for long extended periods of time. Again, some long-term reinforcement is okay if other immediate and short-term reinforcers are also available. With long-term reinforcers, there will be some students who see them a unobtainable.

Fails to motivate the at-risk students or consistently recognizes those student who need it the least. What activities are interesting and motivating to the at-risk students whose behavior you most desire to improve? Involving students in the planning of the school-wide reinforcement system may be a very effective way to hear their voice

Becomes boring and predictable. A school-wide system to encourage will need to be "tweaked" and kept fresh for students and staff.

Missouri Middle School's menu of reinforcers is on page 165.

Discussion:

Review the sample reinforcers along with the best practices in using above. Begin brainstorming a menu or continuum of reinforcers for your school using the template on page 166. Be sure to include short-term immediate reinforcers, as well as those that require more sustained effort. Be sure that you meet the needs of "seekers" as well as "avoiders." How will you engage staff in the creation of your continuum? How could the work group process provide a wealth of ideas as well as ensure buy-in from staff to encouraging student behavior?

Example

Missouri Middle School
Menu of Reinforcers

The below list of reinforcers includes those that can be used immediately in response to student appropriate behavior as well as some that are used periodically or are more long-term in nature. Select the reinforcer that best matches the effort required by the student and their individual interests. Also consider if they are "seekers" or "avoiders."

- Winks, thumbs up, smiles, etc. (individuals and groups)

- Positive feedback (individuals and groups)

- School-wide ticket–Cardinal Card (individuals; see guidelines for use)

- Special activities or privileges: (individuals or groups, where appropriate, for worthy effort)
  - Preferential seating
  - Lunch with adult of choice
  - Free time
  - Computer time
  - "Fast Pass" for lunch line
  - Tardy pass
  - Homework pass (only one per quarter)
  - 5 minute early dismissal

- Coupon for 25% off at school store (individuals for worthy effort)

- Positive phone call, note, or email home (individuals; significant improvement)

- Class party (popcorn or treat; spontaneous celebration for group improvement, e.g. no tardies for a week, all homework turned in on time, etc.)

- Goal Achieved certificate (improvement in difficult personal social behavior)

- Progress Report (individuals for improved attendance, on time to class; turned into office for inclusion in announcements and grade reports)

- Quarterly letter for perfect attendance (sent to parents)

Activity:

Brainstorm a list of possible reinforcers for your school below. Did you include your school-wide tangible? Do you have a range of reinforces that can be delivered immediately, are short-term and long-term? Do you have items that will meet the interests and needs of all your students (e.g., avoiders, seekers, etc.) How can you engage staff in developing your menu?

Possible Menu or Reinforcers

Item *Social Attention, Activity or Privilege, Tangible*	Notes/Discussion

Encouragement for Staff and Families

As schools create exciting ways to encourage students, you may also want to consider a menu of reinforcers to encourage the staff who are actively teaching and encouraging students. In addition, some schools consider ways they can "share the good news" about student behavior with families and therefore, reinforce their efforts at home to support your work. Some ideas follow.

Ideas for Encouraging Staff and Families

Staff	Families
• Award or recognition for efforts given during faculty meeting	• Their student featured in newsletter, bulletin board, website
• Recognition during an assembly	• Positive phone call or note from school
• Featured in PBIS video/skit	• Featured in PBIS video/skit
• Ticket to school event (play, sporting event)	• Ticket to school event (play, sporting event)
• Preferential parking spot	• Bumper sticker for car
• School t-shirt	• Postcard sent home regarding student's exemplary behavior
• Gift cards	• School t-shirt
• Lunch delivered	
• Special dessert	
• Restaurant coupon	
• Positive note from peer or administrator	
• Free yearbook	
• Car wash coupon	
• Movie pass	
• Released from duty (bus, recess, lunchroom, hallway	
• Principal teaches class for one hour	
• Pass to leave work early of arrive late	

Discussion:

What are some of the things you could do to encourage staff to regularly use SW-PBS practices? How might you reinforce parents?

Monitoring the Use of Positive Feedback

It is important to check on the use of feedback in classroom and non-classroom settings, both for fidelity of implementation and to determine if the rate of positive feedback students are earning is optimal for the environment you desire. Fidelity checks will determine if the majority of staff are effectively using contingent positive feedback for student behavior as described earlier in the chapter. In addition, the goal is always to maintain a 4 to 1 ratio of positive responses to correction. Checks can also determine if this optimal ratio is being met. Both a fidelity check and a ratio check will provide information for the SW-PBS Leadership Team to determine how to support staff to effectively encourage student behavior.

There are a number of ways to do this monitoring:

Observation. Do a simple observation and tally staff responses to positive student behavior and misbehavior. Periodically observe and record occurrences of positive feedback for a short time duration (5-10 minutes) and compare like settings and situations (e.g. classroom to classroom, cafeteria, etc.). These observations can be done by pairing teachers to do peer observations, or the SW-PBS Leadership Team members observing in non-classroom settings. For example, frequency of interactions in each hallway might be compared or during whole group lessons in all classrooms. If this tallying is done periodically throughout the year, the ratio can be compared over time. A simple format for tallying frequency of positive and negative attention follows in Figure 18.

Monitoring use of School-wide tangibles. If a school-wide raffle is used, tickets can simply be counted prior to the raffle. If student and staff names are on tickets, that data can be collected as well as the overall number. Classroom teachers can submit weekly counts to a designated person in the building who can then create regular reports of the number of tickets earned per class, grade level, or for the building as a whole. A visual graph of tickets earned per week or month can serve as a reminder to staff to focus on giving students feedback for expected behavior.

Self-monitoring. It's important that all staff get information about their personal efforts to respond to students who are displaying expected behavior, especially as staff are first learning how to effectively give specific, contingent feedback. Individual self-monitoring is one way to do this. Remember this data collection does not need to occur for the duration of an entire day. Rather, pick a 5–10 minute period and consistently collect over a few days each week. There are a number of easy ways to collect the rate of responses to positive student behavior compared to corrections, such as:

- Move pennies or paperclips from one pocket to another when positive student behavior is recognized. Put pennies or paperclips in one pocket when positive student behavior is recognized and use another pocket to collect pennies for corrections.

- Tear an index card to collect the number of positive responses to corrections.
- Make tally marks on a piece of tape on your arm or post-it note on clipboard.
- Move popsicle sticks into cans.

Remember as you are observing or self-monitoring, it is the *student behavior* that is occurring at the time of the interaction, not the tone of the interaction, which determines whether an interaction is positive or negative.

Frequency and Type of Student Interactions

Teacher: _____ Observer: _____

Date: _____ Time: _____ Activity: _____

Attention to Positive, Appropriate Student Behavior	Attention to Negative, Inappropriate Student Behavior
Ratio of Interactions: _____ attention to positives: _____ attention to negative	
Notes:	

Figure 18

Adapted from Sprick, R., Knight, J. Weinke,W., & McKale, T. (2006)

Discussion:

How might you monitor and ensure that staff are using high rates of encouragement with students?

Next Steps

Your tasks for developing a comprehensive system to encourage expected behavior for your school are listed below. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated. Some activities require planning and a written product; all involve some professional development and engagement of all staff. Action plan forms follow. You are encouraged to complete these tasks prior to your next SW-PBS training session. Please bring completed action plans and products with you to share and discuss.

1. **Conduct professional development to teach all staff the importance of adult attention and how to use effective positive feedback through examples and practice**. (Pages 147-157 and 168-169)

   - Power of attention, both non-contingent and contingent
   - Referred adult behaviors for relationship-building
   - How to use Effective Positive Feedback
   - Monitoring use of feedback

2. **Develop a school-wide tangible reinforcement system.** (Pages 158-161)

   - Creative, tied to school mascot, slogan, etc.
   - System for use and maintenance by staff as well as what students do with the tangible; easily used.
   - Full staff input or work group process; obtain consensus
   - Describe system in writing; included in staff and student handbook and substitute teacher folders

3. **Create a menu or continuum of reinforcement for your students and school.** (Pages 162-166)

   - A full continuum of immediate, short-term and long-term reinforcers to meet the needs of all students including social, activity or privileges, and tangible items.
   - Full staff input; obtain consensus
   - In writing; included staff handbook

School _____

SW-PBS Action Plan

Date _____

Goal: _Staff understand the importance of encouraging social behavior and know how to use effective specific positive feedback._

Measure of Success: _Staff development provided, staff demonstrate ongoing use of effective positive feedback as monitored_

Steps/Activities	Timeline	Resources /Support Needs	Person(s) Responsible	✔

Goal: _Staff understand the importance of encouraging and know how to use specific positive feedback._

Steps/Activities	Timeline	Resources /Support Needs	Person(s) Responsible	✔

School _____

SW-PBS Action Plan

Date _____

Goal: _Create a full continuum of reinforcers that include a tangible school-wide system as well as other social, activity, and tangible reinforcers._

Measure of Success: _tangible system complete, in writing, in use with students; menu complete, being used, and in staff handbook_

Steps/Activities	Timeline	Resources /Support Needs	Person(s) Responsible	✔

Goal: *Create a full continuum of reinforcers that include a tangible school-wide system as well as other social, activity, and tangible*

Steps/Activities	Timeline	Resources /Support Needs	Person(s) Responsible	✔