| **ACTIVITY: School-Wide Acknowledgements** |
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| *Complete the following worksheet to design a school-wide approach to recognizing appropriate student behavior and for recognizing staff (may be separate matrices).* |

Like academic skills, social behaviors must be shaped, encouraged, and acknowledged through positive performance feedback to ensure that accurate, fluent, and durable use is achieved. When designing a school-wide system for recognizing appropriate student behavior, consider the following guidelines:

| **Guidelines for Continuum of Procedures to Strengthen Appropriate Student Behavior** |
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| * Linked to school-wide expectations * Fit into daily activities, easy, and quick to deliver (avoid interrupting instructional time) * Used across all settings (non-classroom and classroom) * Considerate of strategies/processes that already exist * Culturally, developmentally, contextually appropriate/relevant * Allow for choice – at least in some of the systems * Describe the (a) social skills (e.g., respect), (b) appropriate behavior (e.g., waiting turn), and (c) context (e.g., argument in the classroom) |

Do **not** use withholding or removal of positive feedback as a threat, bribe, or manipulation to “encourage” social skills or “inhibit” problem behavior.

Please use one of the templates below (or create your own) to develop your acknowledgement system continuum.

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| --- | --- | --- | --- | --- |
| **Student Acknowledgements Worksheet** | | | | |
| **Consideration** | **Type of Acknowledgement** | | | |
|  |  |  |  |
| **What** |  |  |  |  |
| **When** |  |  |  |  |
| **By Whom** |  |  |  |  |
| **How Often** |  |  |  |  |
| **How Many** |  |  |  |  |
| **Where** |  |  |  |  |

OR

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **What** | **When** | **Who** |
| Immediate/High Frequency |  |  |  |
| Redemption of High Frequency |  |  |  |
| Intermittent/ Unpredictable |  |  |  |
| Long-term, School-wide Celebrations |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff Acknowledgement Worksheet** | | | | |
| **Consideration** | **Type of Acknowledgement** | | | |
|  |  |  |  |
| **What** |  |  |  |  |
| **When** |  |  |  |  |
| **By Whom** |  |  |  |  |
| **How Often** |  |  |  |  |
| **How Many** |  |  |  |  |
| **Where** |  |  |  |  |

When planning and implementing a school-wide system for recognizing appropriate student behavior, consider the following guidelines:

| **Guidelines for Continuum of Procedures to Strengthen Appropriate Student Behavior** |
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| * Develop written procedures for acknowledgements * Schedule (add to PD calendar) for teaching acknowledgement systems * Instructions and practice for staff (add to PD calendar) on how to pair tangible/activity acknowledgements with social acknowledgments * Schedule (add to school calendar) for initial introduction of acknowledgements to students and regular boosters or reimplementation of acknowledgements * Means for keeping track of the ratio of acknowledgements to ODRs or corrective actions * Schedule (add to PD and school calendars) for daily, weekly, monthly, and quarterly feedback to students and staff |

Use the guidelines below related to culture/context and systems to inform your action plan and development process.

| **Guidelines for Systems** | **Guidelines for Culture and Context** |
| --- | --- |
| * Agreement by > 80% faculty and staff * Include procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff) * Includes procedures for providing instruction to new faculty, staff, students, etc. * Schedule continuous evaluation of effectiveness, efficiency, and relevance * Include in school publications (e.g., handbook, posters, newsletters, etc.) | * Involve staff, students, & families in development * Contextually/culturally appropriate (e.g., age, level, language) * Examine disaggregated data to ensure implementation of each feature works for *all* subgroups of students |