Critical Element
Developing a School-Wide Reinforcement System
Objectives

• Describe the purpose of a school-wide reinforcement system.
• Identify the guidelines for developing a school-wide reinforcement system.
• Develop a school-wide reinforcement system.
Why Develop a School-Wide Reinforcement System?

- Increases the likelihood that desired behaviors will be repeated.
- Focuses staff and student attention on desired behaviors.
- Fosters a positive school climate.
- Increases instructional time.
Reinforcement System Guidelines

- Keep it simple.
- Everyone needs to have access to reinforcement.
- Provide opportunities to recognize recipients in common areas.
- Include reminders and encouraging messages on daily announcements.
- Reinforcements should appeal to 85-95% of recipients.
Guidelines

- Reinforce frequently in the beginning.
- Reinforcement contingent on desired behavior.
- Refrain from threatening the loss of reinforcements as a strategy for motivating desired behaviors.
- Refrain from taking earned items or activities away.
- Recipients should be eligible to earn reinforcements throughout the day.
Challenges

• Remaining focused on the positive
• Providing meaningful reinforcements
• Maintaining consistency with all staff
• Cumbersome and time-consuming reinforcement systems

Solutions

• Keep ratios of reinforcement to correction high (4:1)
• Involve all stakeholders to provide input regarding meaningful reinforcers
• Provide reinforcement system trainings to **ALL STAFF** annually and plan for booster trainings as needed
• Create a user-friendly reinforcement system
How to Provide a Reinforcement System for Students?

• Staff is trained to immediately:
  • recognize the behavior exhibited and the expectation observed
  • give positive verbal/social acknowledgement
  • give out token for access to reinforcement system
Tips ...

• Traditional rewards (i.e. stickers, cookies...) don’t always work, particularly when:
  • The reward is not preferred by the student.
  • The reward is not linked to the behavior.
  • It is more rewarding to do inappropriate behavior.
Give the student choices:

- Offer 3 choices for the reinforcement and allow the student to pick the one he or she likes best.
- This option will ensure the reinforcement is preferred and give the student a sense of ownership.
PAW PRIZES

Cougar Paws can be cashed in at the end the month for the following prizes/privileges to be used on PBS Prize Day.

**5 PAWS**
- Wear a Cap All Day
- or
- Bring a Toy to School (no electronics)
- or
- Get a Temporary Tattoo

**10 PAWS**
- Bring Item for Show and Tell
- or
- Wear Pajamas to School

**15 PAWS**
- Homework Pass (1 day for all subjects)
- or
- Make GRRR Announcement

**20 PAWS**
- Large Prize Drawing
- and
- Pick from Treasure Box
  (Drawing will be held at the end of each 9 weeks)

**25 PAWS**
- Ice Cream or Popcorn Party

**50 PAWS**
- Eat Lunch with the Principal

**75 PAWS**
- Assistant Rotation Teacher for the Day

**100 PAWS**
- Assistant Principal for the Day
TIPS...

Utilize community resources and local businesses.
How Do We Find Out What Students are Interested In?

- Survey
- Student government association
- Class discussions
- Voting
- Observation
Types of Reinforcements

• Social
• Activity
• Sensory

• Escape
• Tangible
  - Edibles
  - Materials
  - Tokens
# What Have Other Schools Found To Be Effective?

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>End of Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tardy Parties</td>
<td>• Tardy Parties</td>
<td>• Big Prize Token Cash-in, zero Office Disciple Referrals, Perfect Attendance</td>
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<tr>
<td>• Attendance Parties</td>
<td>• Attendance Parties</td>
<td>• Raffles for big prizes</td>
</tr>
<tr>
<td>• Good Behavior Parties</td>
<td>• Good Behavior Parties</td>
<td>• Dances/Social Events</td>
</tr>
<tr>
<td>• “Caught being good” Certificates</td>
<td>• Student of the Month</td>
<td>• Field Trips</td>
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<tr>
<td>• Class spotlights</td>
<td>• Classroom Competitions</td>
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<tr>
<td>• Classroom Competitions</td>
<td>• Good Behavior Count Downs</td>
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</tr>
<tr>
<td>• Token Cash-in Opportunities</td>
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<td></td>
</tr>
</tbody>
</table>
Sock Hop

Jersey Day

Extra Recess & Pickle
It’s like MasterCard...accepted everywhere!
Other Effective Strategies

- Positive parent telephone call, note, or e-mail with students present
- Coupons (purchased with established numbers of tokens) for the following:
  - Extra P.E.
  - Extra art
  - Extra music
  - No homework coupon (use with caution)
  - Free entrance into a sporting event/dance
  - Early release pass
  - Free dress day

(See List of Celebration Ideas)
# CRIMSON PRIDE PROGRAM

<table>
<thead>
<tr>
<th>Red Level</th>
<th>Blue Level</th>
<th>Green Level</th>
<th>Orange Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITERIA</strong></td>
<td><strong>CRITERIA</strong></td>
<td><strong>CRITERIA</strong></td>
<td><strong>CRITERIA</strong></td>
</tr>
<tr>
<td>1 or Fewer Tardiness/Term</td>
<td>4 or Fewer Tardiness/Term</td>
<td>8 or Fewer Tardiness/Term</td>
<td>12 or Fewer Tardiness/Term</td>
</tr>
<tr>
<td>0 Unexcused Absences</td>
<td>0 Unexcused Absences</td>
<td>0 Unexcused Absences</td>
<td>0 Unexcused Absences</td>
</tr>
<tr>
<td>0 Referrals/Suspensions</td>
<td>0 Referrals/Suspensions</td>
<td>1 Referral/No Suspensions</td>
<td>2 Referrals/No Suspensions</td>
</tr>
<tr>
<td><strong>REWARDS</strong></td>
<td><strong>REWARDS</strong></td>
<td><strong>REWARDS</strong></td>
<td><strong>REWARDS</strong></td>
</tr>
<tr>
<td>Free Admission to Home Events</td>
<td>Extracurricular Privilege</td>
<td>Extracurricular Privilege</td>
<td>Extracurricular Privilege</td>
</tr>
<tr>
<td>Pass Privilege</td>
<td>Pass Privilege</td>
<td>Pass Privilege</td>
<td>Pass Privilege</td>
</tr>
<tr>
<td>OCL Once Per Quarter - Must Be On Level Both Terms of QTR (11/5, 1/21, 3/25)</td>
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</tr>
<tr>
<td>Each Crimson Sticker Earns 1 Exam Exemption Per Semester</td>
<td>Two Blue Stickers Earns 1 Exam Exemption Per Semester</td>
<td><strong>REWARDS</strong></td>
<td><strong>REWARDS</strong></td>
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</table>
Considerations for Using a Token System

- **Token System:**
  - Refers to a reinforcement system that works in the same manner as money, where a “token” can be redeemed for “things” or “experiences.”

- **If tangible tokens are used:**
  - Ensure an adequate supply
  - Take steps to prohibit counterfeiting
  - Develop a system for “spending” tokens
  - Establish an efficient system of record keeping
Considerations for Using a Token System

- Use tokens that students can “cash in” for back-up reinforcers
  - Example: Earn a ticket to participate in the bicycle drawing
- Designate a percentage of the tokens to be used to reinforce students who are not on a teacher’s roll
To Provide a Reinforcement System for Staff?

• Staff and administrators should be provided with the opportunity to recognize the positive contributions of **ALL** staff members

• Recognition should be made publicly
# Reinforcing Staff

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>End of Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free duty day pass</td>
<td>Special parking spots</td>
<td>Raffles for big prizes (i.e. gift certificates for massages, restaurants, gas)</td>
</tr>
<tr>
<td>Recognition at staff meetings</td>
<td>Recognition at staff meetings</td>
<td>Vacation day</td>
</tr>
<tr>
<td>Brag Letters</td>
<td>Staff member of the month (voted on by students)</td>
<td>Teacher Appreciation Luncheon</td>
</tr>
<tr>
<td>GOOSE cards (Get out of school early)</td>
<td>Raffles</td>
<td>Room Service</td>
</tr>
<tr>
<td>Lunch off campus</td>
<td>After School Social</td>
<td></td>
</tr>
<tr>
<td>No Duty Day</td>
<td></td>
<td></td>
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<tr>
<td>Casual Friday</td>
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</tr>
</tbody>
</table>

(See List of Celebrations)
Reinforcement System Self-Check

- Clearly defined criteria for earning reinforcements
- Meaningful reinforcers
- Contingent access to reinforcements
- Supportive of and aligned with areas of need varied to maintain student interest
- Supportive of behavioral and academic success
- Plan for encouraging and monitoring use of reinforcement system
- Opportunities for naturally occurring reinforcement in multiple settings are promoted
- Include all staff in reinforcement system
- The system is simple to use
Points to Remember...

- This is only one element of PBIS
- Start small to achieve initial success
- Remember this is a process, it should change over time
Action Plan!
PBIS Critical Element
Developing a School-Wide Reinforcement System

• In the Overview Resource Section complete Benchmarks of Quality (22-28) and Action Plan form

• Reinforcement System is established (what, when how)
  ✓ For students
  ✓ For faculty and staff