# Florida PBIS

# Acknowledge Appropriate Behavior

**Classroom PBIS**
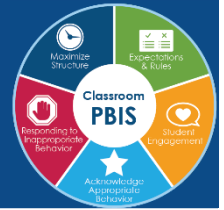
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| **What is it?** | A set of strategies that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion.

Strategies are chosen by the Tier 1 team, added to the school's discipline flowchart, and supported through professional development. |

## STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOR

| | Teach Behavior/ Routines | Preventative Prompts | Behavior Specific Praise | Individual Reinforcers | Group Contingencies |
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| **What does it look like?** | A written plan/schedule for teaching and practicing expectations, rules, or procedures | Prompting expected behavior just prior to when it is needed. "Before we transition to group work, remember *showing respect* looks like…" | "Diane, Awesome! You are showing <u>Listening to the speaker</u> by leaning in, that's being *respectful*." | Tiger tokens, bulldog bucks, table points, etc. | After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward. |
| **Why?** | Ensures all students have a clear understanding of expected behaviors and teaches new social-emotional competencies. | Prevents inappropriate behavior by setting the environment and students up for success. | Gives feedback about performance. Builds relationships. Helps establish a 4:1 praise to corrections ratio for growth mindset. | Individual acknowledgement systems remind adults to focus on skills they want to see students use, and to use Behavior Specific Praise | Keeps a focus on growth mindset. Use the benefits of social rewards to emphasize desired behaviors, build relationships, and build community. |
| **Trauma-Lens?** | These strategies (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma. | | | | |
| **How?** | Teach behavior like academics. Install new skills, and engage in ongoing intentional practice. Teach the identified rules and procedures in the teaching matrix. | Pleasantly prompt expected behaviors just prior to times it would be beneficial. | 1. Identify the student/group<br>2. Include term of specific positive praise<br>3. Describe rule being recognized<br>4. Link to school-wide expectation | Use the same school-wide acknowledgement token in classrooms. Tier 1 Team guides the recommended frequency; use data to target specific behaviors as needed. | Identify collective goals for frequent group rewards/ celebration. Layer larger/less-frequent rewards on top for bigger celebrations. |
| **Tips?** | Tier 1 team works collectively to create lesson plans all staff can use.<br><br>Follow the same design in lesson planning as you do with academics.<br><br>Consider social-emotional skills in addition to behavioral and procedural skills | Write an aligned target behavior on the board next to the academic objective for the period. | Use routine-building strategies (pennies in your pocket, etc.) and peer obs/self-reflection to build skillset for 5:1 ratio.<br><br>Be authentic and genuine in tone. "I really like how you…" can be delivered positively or neg, choose the former. | Once earned, reinforcers are not taken away.<br><br>Layer tangible and social rewards for additional value.<br><br>Avoid using a shaming response cost system (clip-charts, names on board, etc.) | Get student input on a menu of 5-10 min group rewards in advance.<br><br>Everyone is included in group celebrations<br><br>Deliver reward as quickly as possible.<br><br>Classroom celebrations are also group contingencies. |

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| **Notes:** | Connect classroom system to the school-wide system to: ensure consistency between staff, align efforts to school-wide priorities, and enable the Tier 1 Team to coordinate use of these implementation drivers for school-wide targets.
Consider adding other research validated strategies to your continuum (proactive circles, strategies to increase academic engagement, etc.) |

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).
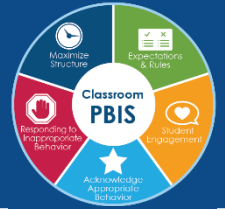
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## Self-Report and/or Peer Observation Tool

**Assessment Type** (circle): Self-Report or Direct Observation       **Schedule** (circle): Baseline or Follow-up

School:          Teacher:               Grade:        Subject:          Room:        Date:          Time:

| Teacher interview or review of written school-wide and/or classroom plan:<br>Expectations, rules, and routines are actively taught.<br>　1. How frequently are expectations, rules, routines formally taught?<br>　2. How is it decided which expectations, rules, routines to teach each week<br>　3. Request to see last behavior and academic lesson plans taught. | Notes: |
| --- | --- |

| Teaching Behavior/Routines &<br>Preventative Prompts | | | | |
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| **Yes = 2** | | **Somewhat = 1** | | **No = 0** |
| Lessons on expectations & examples are taught at least weekly *(lesson plans).* Expectations & rule prompts are embedded in daily lessons & activities. *(academic plans)* | | Rules & expectations are taught once per grading period. Occasional prompts & practice embedded into lessons & activities. | | Rules & expectations are not taught or are taught less than once per grading period. |
| Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency. | | Routines & procedures are taught & practiced quarterly to maintain student consistency & fluency. | | Routines & procedures are not in place or not taught & practiced at least 4 times throughout the year. |
| 80% - 100% of students demonstrate routine implementation of posted procedures throughout the day. | | Procedures are used at least weekly & are routine for 50% - 80% of students. | | Procedures are not in place or not routine for at least 50% of students |
| Students are prompted & acknowledged for using routines/procedures. Prompts prepare students to follow the routine. Teacher acknowledges success using behavior specific praise.<br>　1. Identifies student by name or group<br>　2. Identifies expectations & routine<br>　3. Provides acknowledgment<br>　4. Provides tangible rewards *(optional)* | | Students are either prompted or acknowledged for using routines and procedures. | | Routines & procedures are not in place or students are neither prompted or acknowledged for using routines and procedures. |
| Behavior Specific Praise (BSP) & Individual Reinforcers | | | | |
| **Yes = 2** | | **Somewhat = 1** | | **No = 0** |
| BSP is used & **all three** components are observed:<br>　1. Student/group identified by name<br>　2. Term of praise included<br>　3. Describes & acknowledges rule/ behavior being recognized.<br>**Examples:**<br>　1. "Javier, great job waiting your turn"<br>　2. "Class, terrific job *being safe* by walking in the hallway just as we practiced. Everyone is silent and hands are at sides." | | Only first 2 components are observed, general praise provided. | | No BSP or general praise provided. |
| BSP was linked to school-wide expectations 50% or more of the time. | | BSP was linked to school-wide expectations less than 50% of the time. | | BSP was not linked to SW expectations or was not used. |

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| BSP contingent *(student demonstrates behavior being reinforced)* & delivered immediately upon accurate display of desired behavior. | Teacher uses BSP within 10 minutes of student/group displaying the desired behavior. | Students receive BSP without demonstrating the behavior or BSP was not used. |
| Ratio of BSP statements are delivered at least 4 times as often as error corrections. | BSP statements delivered 2-3 times as often as negative feedback. | BSP statements are delivered fewer than 2 times as often as negative feedback or BSP was not used. |
| Ratio of all positive feedback *(BSP & general praise)* are delivered at least 4 times as often as all corrective feedback. | Positive feedback delivered 2-3 times as often as corrective feedback. | Positive feedback delivered fewer than 2 times as often as corrective feedback or praise was not used. |
| If tangible reinforcements are used, teacher uses BSP when students earn the reinforcement. *Note: Rate this item if a school-wide tangible reward system is in place (e.g. gotchas), or a class-wide tangible system (e.g. marbles, table-points, etc.) is in place.* | Teacher only uses first 2 components of BSP when tangible reinforcements are earned. | BSP is not used when students earn tangible reinforcements. |

| Group Contingencies | | |
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| **Yes = 2** | **Somewhat = 1** | **No = 0** |
| If the teacher implements a group contingency s/he identifies & teaches the group contingency rule *(specific behavior)* or procedure/routine & links it to school-wide expectation. | Teacher identifies & teaches the group contingency rule *(specific behavior)* or procedure/routine but does not link to it a school-wide expectation. | Rule or routine is not taught at the start of the group contingency. |
| All students included if class wins. *(e.g. class plays as entire team or by tables then whole or winning table picks award but all students participate)* | If class plays as smaller groups, only the winning group earns the reward. | One or more students are excluded from winning with their group or the whole class. |
| Teacher effectively provides pre-teaching during the playing period prior to difficult transitions when needed/applicable. | Teacher provides a simple & effective prompt to pre-corred for the rule or expectation. | No evidence of pre-corrections provided. |
| Class earns acknowledgements at a high rate for engaging in the identified behavior. | Class earns acknowledgements at a slow rate resulting in lost interest or focus on skill. | Class does not earn acknowledgement for engaging in desired behavior. |
| Monitoring system & target rule, behavior, or routine are prominently displayed & easy to see anywhere in the classroom. | Monitoring system is displayed, but target rule, behavior, or routine is not indicated. | Monitoring system is not displayed, or is not easy to see. |
| If inappropriate behavior occurs, teacher uses a continuum of strategies to respond to inappropriate behavior *(e.g. planned ignoring, prompting, re-teaching, etc.)* &the group contingency continues. | Teacher uses strategies from continuum to address inappropriate behaviors but they are ineffective & prevent the game from continuing. | Teacher doesn't respond to inappropriate behavior or strategies used are not recommended &/or supported. *(e.g. shouting, response cost, etc.)* |
| Teacher pairs BSP for students earning acknowledgement. *(individual or class-wide)* | Acknowledgements are earned only with generic praise. | Acknowledgements are earned without generic praise. |

Also consider using the **FLPBIS Classroom Assistance Tool (CAT)**.

Florida PBIS
Florida's Positive Behavioral Interventions & Support Project

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