# Consequence and Recognition Systems

## John Beach, Princeton Intermediate

## (formerly known as North Elementary)

Some Materials adapted from the Florida PBIS Project and Therese Sandomierski, Ph.D. Florida

### Maximizing Your Session Participation:

#### When Working In Your Team

* Consider 4 questions:
* Where are we in our implementation?
* What do I hope to learn?
* What did I learn?
* What will I do with what I learned?

#### Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

* We think we know what we need so we are planning to move forward (evidence-based)

Installation

* Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation

* Let’s give it a try & evaluate (demonstration)

Full Implementation

* That worked, let’s do it for real and implement all tiers across all schools (investment)
* Let’s make it our way of doing business & sustain implementation (institutionalized use)

### Session Objectives

1. Define critical features of effective reward and consequence systems
2. Obtain examples of practical applications of these critical features
3. Become familiar with different ways data can improve the effectiveness of reward and consequence systems

### Background

* 15 Years as Principal, North Elementary, Princeton – 750 Students grades 3 – 5
* Cohort 1 in Minnesota with 8 other schools in 2005-06
* 8 Years as a Minnesota PBIS Team Trainer

### 4 PBS Elements

* Supporting Social Competence & Academic Achievement
* Supporting Staff Behavior
* Supporting Student Behavior
* Supporting Decision Making

### Effective Consequence Systems

#### Effective Discipline Systems

1. Includes definitions, responses, & forms
   1. Data system provides information in a way that supports effective decision making
2. Utilizes an instructional approach, preventative strategies
   1. For students **and staff**
   2. Facilitates consistency across campus
3. Avoids long delays between the behavior and the disciplinary action
4. Communicates with stakeholders
   1. **Staff** involved
   2. **Families**: Reflects cultural values; Provides direct, timely notice
   3. **Students**: Reflects cultural values; Reviews their responsibilities
5. Establishes re-entry procedures for staff and students
6. Implemented with fidelity to facilitate data-based problem-solving

#### Defining Incident Levels

1. Office-Managed Incidents (Majors)
   1. Handled by the administration
   2. Physical fights, property damage, weapons, tobacco
2. Teacher-Managed Incidents (Minors)
   1. Handled quickly and efficiently
   2. Typically by the classroom teacher
   3. Handled where incident occurred
   4. Tardy, lack of materials, incomplete assignments, gum chewing
3. Crisis Incidents
   1. Require an immediate response from administration and/or crisis response team
   2. Bomb Threats, weapons alerts, intruder, fire evacuations, etc.

\*Consult district and school policies for crisis incidents

#### Effective Responses

* Based on function of behavior, developmentally appropriate
* Considers:
  + Context of incident
  + Cultural norms
  + Student’s learning history/contact with Tier 1
* Instructional
* Removes students from the classroom as a last resort
  + Ensure alternative settings provide academic instruction
  + Return students to class as soon as possible
* Utilizes data to design proactive, positive & preventative strategies used in concert with disciplinary action

\*Refrain from taking or threatening to take away an earned reward!

#### Preventing Problem Behavior

1. Develop positive relationships with students
2. Continuous teaching & rewarding
3. Active Supervision (video - [**https://www.youtube.com/watch?v=u23WEkt1FvM**](https://www.youtube.com/watch?v=u23WEkt1FvM))
4. Modify the environment and/or instruction
   1. Traffic flow, tempting materials, line of sight, organization, visual boundaries
   2. Change schedule
   3. Interesting & engaging instruction (adapt curriculum, special assignment, tutoring, computer/ internet work, role play)
5. Provide prompts/Pre-Correction
6. Provide Choices
7. Utilize verbal de-escalation techniques *(CPI Institute)*

#### Responses to Problem Behavior

Examples

* Eye contact
* Proximity control
* Remind/re-teach expectation or rule
* Re-direct to task
* Reward around the student
* Active engagement
* Self-Monitoring
* Cool-off pass
* Humor
* Change student’s seat
* Provide choices
* Give the student a responsibility
* Restorative practices

#### Disciplinary Actions

Examples

* Conference with student and/or parent
* Failure to earn a privilege or reward
* Student Contracts
* Loss of privileges
* Reflective activities
* Restitution/Apology
* Mini-courses
* Counseling
* Peer Mediation
* Community service
* Parent supervision
* Restorative practices

#### The Restorative Chat

(Lucille Eber)

McIntosh, K. (Oct. 27, 2014). Enhancing Equity through Effective Professional Development. PBIS Implementers’ Forum, Chicago, IL.

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What I can do to help you?

#### Major and Minor Forms

* Efficient and effective tools for data-based problem-solving that:
  + Identify patterns that can change behaviors
  + Generate ideas for intervention
  + Include function, context/activity taking place at the time of the incident
* One behavior at a time
  + If multiple behaviors occur, record the most problematic
* Completed by staff who witnessed incident
* Documents impact on academic engaged time (AET)
  + Time-Out
  + Think Area or Problem-Solving Room
  + Student sent home early

#### Resources

Behavior Flow Chart - <https://goo.gl/voHBwt>

Levels System - <https://goo.gl/7hMGtJ>

Classroom Routines / Expectations – <https://goo.gl/7Wwdzp>

Referral Form - <https://goo.gl/CLnPAc>

Tiger Pride Reference Sheet - <https://goo.gl/n8VmWI>

### Effective Reward Systems

#### Rewarding Appropriate Behavior

1. Serves as a teaching tool by providing feedback on appropriate behavior
2. Makes appropriate behavior more likely to occur
   1. Catch students ‘being good’
   2. Creates behavioral momentum
3. Builds positive student/teacher relationships, school climate
4. Counteracts negative peer influences
5. Increases intrinsic motivation

#### Types of Rewards

* Social
  + Time with friends
  + Verbal praise
* Activities
  + Teacher assistant
  + Art project
  + School dance
  + Staff/student games
* Sensory
  + Lights
  + Temperature
  + Music
  + Seating
* Escape
  + “1-Minute Ticket”
  + Homework pass
  + Library pass
* Tangible
  + Edibles
  + Materials
    - Praise notes
    - Pencils, notebooks
    - Stickers
    - Photos
    - T-Shirt
  + Tokens

#### Reward Systems

Token Economies

* **Benefits**
  + Fast & efficient feedback
  + Flexible
  + Bridge to long-term reward
* **Drawbacks**
  + Logistics can be intimidating
    - Ensure adequate supply
    - Consider group rewards (grade-level, classroom)
  + Counterfeiting
    - Color code, stamp
    - Signatures, expiration dates
  + Staff buy-in
    - Provide guidelines for use
    - Reward participation
    - Work around resisters
  + Target Tier I
    - Specific areas

#### Alternatives to Token Economies

1. Written or public recognition
2. Class/grade-level competitions (group contingencies)
   1. Tardies, attendance, dress code
   2. Expand to other behaviors (on-task, homework-turned in, etc.)
3. Surprise Events – Random call or visit to the classroom by the Principal
4. Visit to the media center, library, gym
5. Punch Cards
6. Positive Referrals
7. Phone Call Home

#### Guidelines for Providing Rewards

1. When
   1. Immediately after the target behavior occurs (expectation)
   2. Frequently after teaching an expectation
   3. In problem locations or situations
2. Avoid
   1. Long delays between the display of positive behavior and reward
   2. A single option for reinforcement
   3. Only quarterly or semester events
3. General
   1. Should be aligned to students’ behavioral functions
   2. Students should always be eligible to earn a reward
   3. ‘No’ parties should not be used in isolation (i.e., ‘No’ tardies, referrals, dress code violations, etc.)
   4. Some students may need shorter time intervals between rewards

#### How to Reward

1. Name the **behavior** the student demonstrated
2. Name the **expectation** the behavior matched
3. Provide positive acknowledgement (consider age and student preference)

Example:

“David, when you helped Susan with her tray you were being respectful and responsible. You earned a Wild Cat dollar for being such a great helper.”

\*Refrain from taking or threatening to take away a reward once it has been earned

#### Reward System Guidelines

1. Teach
   1. What behaviors will earn rewards
   2. How and when to reward (i.e., priority locations)
2. Offer a variety
3. Establish a hierarchy
4. Survey students and families for ideas
5. Make it as easy as possible
6. Use and share data
   1. Decrease in problem behaviors
   2. Increased participation in reward events

#### Funding Rewards and Ideas

* School Improvement funds (SIP)
* PTO, Community Partnerships, Community Donations
* Fundraisers
  + School night at local restaurant
  + School Yard Sale
* Grants
* Educational websites
  + Learning Earnings (https://www.learningearnings.com)
* Free / Low-cost
  + Social activities
  + School events
  + Parking pass
  + First-in-line

#### PBIS and the Classroom

Classroom Reward System

1. Developed by teachers
2. Incorporate Tier 1 rewards into classroom system
3. Immediate, specific praise
4. Minimum of 4:1 ratio positives to neutral/negative statements
5. Acknowledgement for meeting Tier 1 expectations and following classroom rules and routines

#### Recognition System Examples

* Themes
* Friday Tiger Paw Report
* Teaching the matrix in the first weeks – starting the second day
* Kick off assembly – first Friday of the year
* North Star
* Café Sub
* Sub Parties
* Tiger Bingo – end of tri 1 and 2
* Film festival
* Carnival
* Positive Playground Incentive
* Thermometer idea
* End of year assembly – last Friday of the year Tiger Pride News
* Staff Recognition

#### Themes

* We are North Elementary – I Belong!
* Be Brave!
* MN Nice
* Traveling Through Books
* Tiger Pride is Growing
* Traveling Through Time
* Traveling Through MN
* Traveling Around the World

### Expectations, Matrix, and Tiger Pride information

#### Tiger Pride Videos

* Main Page <http://goo.gl/H3baOs>
* 2013 National Film Festival Winner - <http://goo.gl/s389Qy>
* 2013 – 14 Music Video – MN Nice - <http://goo.gl/WSslrN>

#### Rewards

20 DAYS = Hat Day

40 DAYS = Extra Recess

60 DAYS = Specialist Surprise

80 DAYS = Mr. Beach activity

100 DAYS = Ice skating or

Boot Skating at Princeton Hockey Arena

120 DAYS = Movie and Popcorn

140 DAYS = Carnival

Tiger Pride News: <https://goo.gl/5wuRRY>

#### Recognition Systems – Staff

* Appreciation Certificate – one hour of time
* Tiger Torch
* All Staff Involved

### Positive Behavior Support Graduate Certificate

#### Applying Multi-Tiered Systems of Support

* Fully Online
* 12 Credit Hours
* Behavior Challenges in Young Children
* Consultation & Collaboration
* Intensive Individualized PBS
* School-Wide PBS
* [**http://pbs.cbcs.usf.edu**](http://pbs.cbcs.usf.edu/)

### Contact Information and Resources

#### FLPBIS:MTSS Project

* E-mail: [flpbs@fmhi.usf.edu](mailto:flpbs@fmhi.usf.edu)
* Website: [http://flpbs.fmhi.usf.edu](http://flpbs.fmhi.usf.edu/)
* Facebook: [www.facebook.com/flpbs](http://www.facebook.com/flpbs)
* YouTube: <https://www.youtube.com/user/flpbs1>

#### Tiger Pride at North Elementary

* Principal John Beach: [john.beach@isd477.org](mailto:john.beach@isd477.org)

#### OSEP TA Center on PBIS

* Website: [www.pbis.org](http://www.pbis.org/)

#### Association on PBIS

* Website: [www.apbs.org](http://www.apbs.org/)