**Strategies to Encourage Staff to Use the Reinforcement System Effectively**

* **Provide staff with professional development to**:
  + Use positive framing
  + Use the 4:1 positive interaction ratio
  + Deliver behavior specific praise statements
  + Providing feedback to students
* **Encourage staff to distribute tickets for a broad array of reasons**
  + **Implement a Pause for a Cause**
    - Using your school-wide data identify specific behaviors for teachers and staff to look for and acknowledge.
    - At random points during the school week announce a ‘Pause for the Cause’ and prompt all teachers and staff to stop and acknowledge every student for the target behavior (e.g., arriving on time, wearing ID, participating in class, etc.).
  + **Strategically plan for reminders and staff boosters**
    - Send email reminders with tips for distributing points/tickets and examples of reasons to distribute tickets or points (see list).
    - Share tips and reminders at staff meetings, team meetings, grade level meetings.
    - Plan for booster PD that ‘recalibrates’ staff use of the system to prevent a drift in procedures.
* **Ensure equity in ticket/point distribution**
  + Classroom teachers can self-monitor distribution of tickets to ensure that all students are receiving tickets regularly and equitably
    - If using a paper ticket system, teachers can use the class list to make a checkmark next to names of students that received tickets each period / day. If using a app-based point system, teachers can review their account to self-monitor point distribution patterns.
    - Review ticket / point distribution midweek to ensure that all students are receiving a ticket/point.
    - Pay special attention to students that have not yet received a ticket or point to identify a reason to provide them with positive feedback.
  + Write the names of all your students on the tickets beforehand. Each day keep a few of the slips on you and concentrate on finding times when these students are making good behavior choices and recognize them. Also keep some blank slips on you so you can acknowledge students that are exhibiting behaviors you’d like to recognize but haven’t targeted for that day. By the end of the week, you’ll have found opportunities to recognize ALL your students!
  + Have students keep their tickets on their desk during the day/class period. This can be a visual reminder about which students need tickets that day. Students can put their tickets into the bin as part of their end-of-day routine. The goal is for all students to have received tickets to display on their desk.

**Suggestions for Awarding Students School-Wide Tickets**

**[insert your ticket’s name]**

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| **Distribute tickets/points**  **when students have positive interactions with staff** | * Being helpful to adults or peers * Accepting responsibility for your own actions * Carrying a hall pass when necessary * Quickly getting started on an assignment * Having all materials for class * Turning in an assignment on time * Getting assignment information independently after an absence * Enter the classroom quickly and begin the assignment * Following directions given by staff * Submitting class, work, projects, and homework assignments on time * Entering or exiting an area quietly and orderly * Working quietly on a difficult task |
| **Distribute tickets/points**  **when students have positive interactions with peers** | * Apologizing when necessary * Including others into a group setting * Dealing with an upsetting or frustrating situation appropriately * Helping a student catch-up after being absent * Asking before using something that belongs to others * Going from one topic to another smoothly * Showing concern for others * Working well in a group * Congratulating another student who got a good grade or won a contest * Waiting for turn patiently * Assisting new students |
| **Distribute tickets/points**  **for following school and class routines and expectations** | * Raising his/her hand to answer a question or talk * Walking in the halls quietly and staying on the right * Telling an adult about a dangerous situation * Working on a task quietly and diligently * Using computers, laptops, or other materials appropriately * Lining up quickly and quietly when signaled * Being on time * Throwing out/ recycling garbage in the cafeteria * Playing safely on the playground or gym * Keeping his/her hands to themselves when walking in the hallway * Following the school dress code * Listening quietly to a speaker * Helping to clean up an area (e.g., picking up litter in the hallway) * Holding the door for others * Being a problem solver * Doing your best work * Using appropriate tone of voice throughout different school scenarios * Using good manners (i.e., Please and Thank you) * Speaking politely to another student or staff member * Indicating a difference of opinion in a respectful way * Using time wisely |

**Sample Responses to Common Scenarios**

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| **Scenario** | **Try…** | **Avoid** |
| Staff say they don’t give out tickets because they run out or they don’t have tickets on them | Once a month put a stack of cut up tickets in staff mailboxes  Have a central regularly accessed location where stacks of cut up tickets are kept (e.g., staff lounge, over the copy machine etc.)  Ask your PTA/PTO or office secretaries to assist with cutting tickets  Have stacks of tickets to give out at staff meetings  Order lanyard pouches that allow staff to insert extra tickets | Lecturing staff that it is their responsibility to have tickets  Making it too complicated or too much effort to have tickets on them (e.g., they have to print out and cut up the tickets) |
| If a student is exhibiting a low-level misbehavior (e.g., staring out window, doodling, talking quietly to a friend) | Giving a coupon to another nearby student and stating, “I appreciate you completing your work” or “You are doing a good job getting your work done quietly.” Then give the target student a coupon as soon as they begin working. | **Avoid**: Telling the student that he/she can get a coupon if he/she gets back to work. |
| You give a coupon to several students who were working appropriately and then one student says, “Why didn’t I get a coupon, I was working and should get one” | Here are some options for handling the situation:  “*You’re right; you were on task and doing your work. Great job! Sometimes you get a ticket, sometimes you don’t. That’s why you have to be your best all the time because you just never know when a teacher may decide to hand out tickets*.”  “*You were working and I really appreciate that. At some point everyone gets a coupon, today just wasn’t your day*.” | **Avoid**: Telling the student that he/she does not get coupons by asking for them. |
| A student says that you never give him/her coupons. | Acknowledge how the student is feeling. And in particular, if you haven’t given the student a ticket in awhile, acknowledge that as well.  “*You know you’re right, I haven’t given you a ticket in awhile. I’m going to pay special attention to how you are working in class over the next couple of days*.”  You could also extend this by asking the student to identify a particular goal or behavior they have been working on that you can pay attention for such as:  “*Is there something in class you have really been working hard at or trying really hard that you would like me to notice*?”  Over the next couple of days make a point of giving the student a ticket. | **Avoid**: Telling the student that he/she never does anything that is worth getting a coupon.  Telling the student that he/she does not get coupons by asking for them. |
| You notice students working appropriate but because of the instructional arrangement you are not able to get over the student(s) to give them a ticket or praise their work. | If it is appropriate to the setting, you could make an announcement thanking everyone for working so well. You may choose to cite specific students as examples “*Everyone is doing a great job working on their assignments. Jose is working on his assignment, Tyesha is working on her assignment, Ziba is working on her assignment, Sekou is working on his assignment. Please see me at the end of the class for a ticket*.”  Identify a specific behavior you are focusing on for the class (e.g., on task). Tell the class what you are looking for “Today we are focusing on…” Then write students’ names on the board under the heading “Today’s ticket recipients for ……” providing social praise as you right the name “nice job Maria for being on task.” then students see you at the end of class to pick up their ticket. | **Avoid**:  Not giving tickets at all  Handing tickets as students leave just to hand them out. |
| A student has engaged in past misbehavior receives a ticket and/or wins the weekly reward. Other students start laughing or complaining that the student never behaves. | Say something like:  “*Everyone has moments when we shine and moments when we are not at our best. We should encourage one another to shine. So you should be saying nice job! to your classmate to encourage them in their efforts to shine. Isn’t that what you would want when if you were having a difficult time*”  “*In this class, we encourage one another to do our best, congratulate one another when we succeed, and support one another when we are having difficulty.” Today we are congratulating our classmate for doing their best*.” | **Avoid saying**:  “*There must be some mistake*”  “*Just shows that the program does not work*.”  “*That student doesn’t deserve*…”  Or any other comments like this |