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| **Implementation Snapshot**  **Implementation Feature: Feedback and Acknowledgement (1.9)** | |
| ***What is it?***  A formal system (i.e., written set of procedures for specific behavior feedback that is[a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. | |
| ***Scoring Criteria***  0 = No formal system for acknowledging students  1 = Formal system is in place, is used by at least 90% of staff, and received by at least 50% of students  2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students | ***Possible Data Sources/Implementation Products***   * TFI Walkthough Tool * Tangible acknowledgement counts (e.g., tickets collected from students) * Tier I Implementation Manual |
| ***Supporting Implementation:*** | |
| **Role of District Coordinator:**   * Provide connections to community and school division resources   **Role of Administrator:**   * Include time during staff or grade level/core/department meetings to allow coach and team to facilitate teaching acknowledgement system * Include acknowledgements and 4:1 ratio as part of “look for” of walk through * Allocate resources (e.g., team meeting time, time for team to work with staff/students) * Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs * Review academic and social/behavioral data with school leadership teams * Arrange for additional support as needed   **Role of Coach:**   * Attend training * Support team action planning * Work with administration to provide necessary resources * Communicate with district coordinator for necessary resources * Review TFI and relevant training tools to ensure fidelity * Share implementation products and outcomes with district coordinator | **Role of Team:**   * Attend team training and develop action plan * Draft action plan for implementation that includes: * Time to provide professional development to staff on behavior-specific praise and the acknowledgement system * Time to facilitate staff/student input to identify preferred ways to acknowledge * Plan for on-going review of ways to acknowledge staff and students   **Role of Staff:**   * + Participate in staff development to learn about acknowledgement/reinforcement/feedback/behavior-specific praise   + Increase ratio of positive to corrective statements to a minimum of 4:1   + Use the teaching matrix and implement acknowledgment system   + Provide feedback as necessary   **Role of Student, Family, and Community:**   * Support this practice through modeling outside of the school building * Provide feedback as necessary |
| ***Additional Resources and Research*:** | |
| **Practitioner Resources**   * TBSP Brief: Behavior Specific Praise in the Classroom, Planning an Effective School-wide Student and Staff Acknowledgement System * TBSP Tip Sheets: Behavior Specific Praise, Acknowledgement System * TBSP RTI2-B in Action Videos: Student Incentives, Ideas for Staff Incentives, Celebrate Good Behavior * TBSP Training Resources: Determining Your Acknowledgment System handout, Student Incentives and Rewards, Staff Incentives and Morale Boosters, Common Objections to the Use of Tangible Reinforcement handout * TBSP Example Resources: Tickets, Menus, Reward Lists   **Research**   * Strategies to increase behavior-specific teacher praise in an inclusive environment (Rao & Haydon 2011) * A systematic review of teacher-delivered behavior-specific praise on K-12 student performance (Royer et al. 2018) * Increasing teacher’s use of behavior-specific praise using a multitiered system for professional development (Gage et al. 2017) | |