

CLASSROOM MANAGEMENT

for academic engagement



Resource Packet for

Module 3

*Acknowledgement
Systems*

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The Wisconsin RtI Center/Wisconsin PBIS Network (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this presentation and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

Module 3 Section 1: Terminology and Building Relationships agenda

I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
 - Equitable, multi-level systems of supports
 - Fidelity measurements
 - Trauma-sensitive care

II. Research (slides 8 – 12)

III. Content (slides 13 – 21)

- A. Terminology review and content development (slides 13 – 18)
- B. Activity 3.1: Self-reflection (slide 16):
 - Reflect: Use of contingent and non-contingent attention (reflection 5 min, discussion 10 min)
 - View video on impact of non-contingent attention (3.5 min)
- C. Content development: culturally responsive and family engagement (19 -21)
 - Activity 3.2: Family engagement (reading 5 min; discussion 10 min)

IV. Evaluation

- A. Check for understanding (slide 22)
- B. Self-reflection checklist (slide 23)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 24)

Activity 3.1: Discussion: non-contingent and contingent attention

List as many examples as you can of both non-contingent and contingent attention that are presently in place at your school.

Non-Contingent Attention	Contingent Attention

Discussion

Part 1. When do you use each type?

Part 2: How can you expand your use of acknowledgement to create positive relationships with all your students?

....with challenging students?

Activity 3.2: Classroom family engagement rubric



The teacher possesses the beliefs and mindsets to effectively engage families				
	Stage 1	Stage 2	Stage 3	Stage 4
1.1 The teacher values and respects families and sees them as important partners in supporting student learning.	<p>The teacher believes that engaging families will have no impact, or a negative one, on student achievement. Example statements: • “My students’ families are the reason my students are so far behind.” • “Engaging families won’t help my students do better in school.” • “My students’ families are not smart enough to help their children succeed in school.”</p>	<p>The teacher makes some effort to engage families because he or she believes it will prevent behavior problems and misunderstandings throughout the year. Example statements: • “If you don’t reach out to families now, you’ll have problems with them later.”</p>	<p>The teacher engages families because he or she believes that knowing families better will help him or her better know, understand and support students. Example statements: • “To really know my students, I must know my families.” • “I want to have positive relationships with my students’ families.”</p>	<p>The teacher engages families because he or she believes all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents’ socioeconomic background or education level. Example statements: • “My families are the most important partners in helping my students succeed.” • “All families want the best for their children.”</p>

<p>1.2 The teacher sees engaging all families as part of his or her core role and responsibility and works to continuously increase his or her effectiveness.</p>	<p>The teacher believes it is not his or her job to engage families in their child’s education. The teacher takes no initiative to engage families, or avoids having to “deal” with families. Example statements: • “I can’t engage families because they don’t care about school.” • “It’s not my job to engage families.” • “I send home information about Back to School Night, but family members never show up.”</p> <p>• “I know engaging all families is a good thing, but I have a lot of other things to do that are more important.”</p>	<p>The teacher believes that he or she should engage families, but that competing personal or professional obligations make it too difficult to reach all of them. The teacher believes that most families face barriers to their engagement that are too difficult to address. The teacher measures success by the extent of his or her outreach efforts—as long as he or she has tried to engage families, the teacher is satisfied. Example statements: • “I try, but there are some families that I just can’t get in touch with.”</p>	<p>The teacher believes that he or she should engage all families and that it is possible to do so. He or she makes efforts to engage families at the beginning and throughout the year. The teacher believes that he or she can engage most families, but there are a few families that face barriers to their engagement that are too difficult for the teacher to address. Example statements: • “I engage all my families—I definitely have talked to each of them at least once since the school year started.” Examples: • Counting the number of family members who attend parent-teacher conferences</p>	<p>The teacher is willing to spend time and energy to engage all families at the beginning and throughout the year because he or she believes it is a necessary investment in raising student achievement. The teacher believes it is possible to engage all families and works relentlessly and creatively to remove barriers to this engagement. Example statements: • “Families can effectively do their job of supporting their kids’ achievement when I provide the right support and tools.” • “I must engage all families so they can help their children achieve their goals.” • “It’s my job and my responsibility to engage families to support student achievement.” Examples Stage 3 plus: • Exit slips at parent- teacher conferences • Mid- and end-of-year family feedback surveys</p>
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Module 3 Section 2: Specific Positive Feedback agenda

I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
 - Equitable, multi-level systems of supports
 - Fidelity measurements
 - Trauma-sensitive care

II. Research (slides 8 – 9)

III. Content (slides 10 – 27)

A. Content development (slides 10 – 11)

Activity 3.3: Practice scenarios (Individually: 5 min; partner share: 5 min or small group 6 min and whip around share out)

B. Content development: levels of skill development (slides 12 – 16)

Activity 3.4: Use of specific positive feedback to improve skill level

C. 5:1 Ratio (slides 17 – 25)

Slide 18: Gottman video (90 seconds on research)

Slide 19: Teacher demo video (10 min)

Activity 3.5: Reflection on ratio (reflect 2 min; share 5 min)

Content development: Improve your ratio (slides 21 – 24)

Apply culturally responsive lens (slides 25 – 27)

IV. Evaluation

- A. Check for understanding (slide 28)
- B. Self-reflection checklist (slide 29)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 30)

Activity 3.3: Specific positive feedback practice scenarios

	Your specific positive feedback	What element makes it specific?
1. As you cruise the class during independent work time, you notice that Emil has correctly completed a problem.		
2. Your entire class followed the expectations during the transition to reading stations.		
3. Javon, who has a habit of calling out answers, raised his hand and waited to be called on.		
4. Margarite and Jesse, whom you had to redirect due to talking, are working quietly.		
5. Jose has turned in all of his homework this week. This is a big improvement from the last month.		
6. Anthony, who has difficulty with transitions, went directly to the computers and began working.		
7. The blue table was the first table to clean up their materials and prepare for the next activity.		
8. Shelly has been on time to class for the past 2 weeks.		
9. As you return class work, you notice that Jason has improved his performance on math assignments.		

	Your specific positive feedback	What element makes it specific?
1. As you cruise the class during independent work time, you notice that Emil has correctly completed a problem.	<i>Emil, you set up this problem correctly, which really helped you get the correct answer.</i>	This could be even more specific if the teacher pointed out why it was set up correctly
2. Your entire class followed the expectations during the transition to reading stations.	<i>Great job class! You all went directly to your reading stations, brought the needed materials, and began working right away. This transition only took 2 minutes! Congratulations!</i>	If there is a particular student that usually has a hard time, can add personalized feedback
3. Javon, who has a habit of calling out answers, raised his hand and waited to be called on.	<i>Thanks for raising your hand and waiting to be called on, Javon. Now everyone can hear what you have to say.</i>	The second part states the value of the behavior. In this case, it was the value to Javon. One could also state the value to his classmates, or the teacher, if this would be more motivating to Javon.
4. Margarite and Jesse, whom you had to redirect due to talking, are working quietly.	<i>Privately, to both: I can see you are both working quietly. If you keep this up, you'll be able to finish this work before recess!</i>	Same as above regarding a value statement.
5. Jose has turned in all of his homework this week. This is a big improvement from the last month.	<i>Jose, I've noticed that you turned in all of your homework this week. The effort you put into this will definitely make a difference in your grade.</i>	Note the emphasis on Jose's effort.
6. Anthony, who has difficulty with transitions, went directly to the computers and began working.	<i>Anthony has gone directly to his station and has already started his work.</i>	This would be one in many specific feedback statements the teacher makes during the transition.
7. The blue table was the first table to clean up their materials and prepare for the next activity.	<i>Blue table, you really wasted no time in cleaning up and preparing for math. You're the first table ready. Well done!</i>	If other tables are talking during the transition, but the blue table did not, the teacher could point that out in their feedback as a way to redirect the rest of the class.
8. Shelly has been on time to class for the past 2 weeks.	<i>Shelly, I appreciate your being on time to every class these past two weeks. What are you doing that is helping you get here on time?</i>	A great practice for older students is have them identify what they are doing that is helping them be successful.
9. As you return class work, you notice that Jason has improved his performance on math assignments.	<i>Jason, I noticed that your scores on the math assignments have improved. You're really mastering this concept.</i>	This is another place where effort could also be praised. Additionally, Jason could be asked to help other students, or demonstrate how he does a problem.

Activity 3.4: Loss of instructional time and student skill development

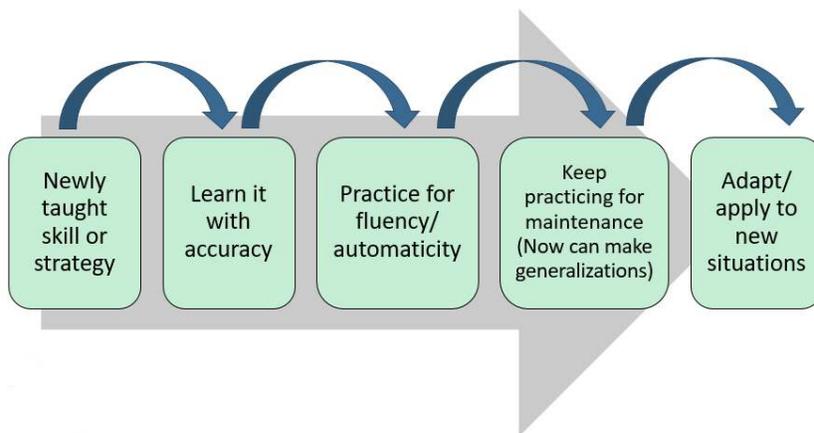
Reflect

1. Where do I lose instructional time? (Can refer to Handout 2.2, or list 2 or 3 key areas.)

-
-
-

2. List the skills (social, procedural and emotional) needed for your students to meet the behavioral expectations during these times?

3. Identify the current level of learning/development your students have for the skills you listed.



Pair and Share: How can you use specific positive feedback to improve skill development?

Activity 3.5: Reflection: specific positive feedback

Reflect on the power of specific positive feedback. How extensively is it being used in your classroom/office? Is there a ratio of five times more positive interactions with students than negative? How do you know?

Module 3 Section 3: Token Economies agenda

I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
 - Equitable, multi-level systems of supports
 - Fidelity measurements
 - Trauma-sensitive care

II. Research (slides 8)

III. Content (slides 9 – 18)

Types of Reinforcements (slides 9 – 11)

- A. Warm Up Activity: Carousel Brainstorm (slide 10)
- B. Activity 3.6 A: Reflect on Current use of Reinforcers (slide 11)
- C. Think Time – 5 min; Carousel and Group share- 10 min
- D. Frequency of Reinforcement: Levels of Skill Development (slides 12 – 17)
- E. Activity 3.6 B: Develop Class Continuum of Reinforcers (slide 17)
- F. Think Time – 10 min; Partner Share – 10 min
- G. CR Connection (slide 18)

IV. Evaluation

- A. Check for understanding (slide 19)
- B. Self-reflection checklist (slide 20)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 21)

Activity 3.6: Reinforcement continuum

PART A

Directions:

1. Use the examples below to refine your list. Cross out those you would not use. Leave the ones you currently do, or want to use. Add those not listed.

SENSORY	MATERIAL	GENERALIZED	SOCIAL
Listen to music Sit in a special chair Hold a stuffed toy Choose a poster Watch a movie Read a favorite book	Stickers School supplies Trading cards Movie tickets Food coupons Healthy snacks	Raffle tickets Tokens Poker chips Marbles in a jar Points/credits	Smile, wink, thumbs up Compliment Specific praise Proximity Free time with a friend Play a game

Adapted from Missouri PBIS Network

PART B

Directions:

Referring to chart in Part A, insert reinforcers into the chart below. Determine which to use for new learning, to reinforce and to maintain.

Classroom Continuum of Strategies		
FREE AND FREQUENT (NEW LEARNING)	INTERMITTENT (STRENGTHEN)	STRONG AND LONG TERM (MAINTAINING)

Critique your continuum using the following questions:

1. Is it simple to use?
2. Are the reinforcements motivating to students of all cultural backgrounds?
3. How much time and money will your system require?

Share this plan with a fellow teacher, to get more feedback.

Module 3 Section 4: Class/Group Contingencies agenda

I. Introduction (slides 1 – 7)

- A. Objectives
- B. Connections with
 - Equitable multi-level systems of supports
 - Fidelity measurements
 - Trauma-sensitive care

II. Research (slides 8)

III. Content (slides 9 – 18)

- A. Video of dependent contingencies (slide 9) 4 min
- B. Interdependent contingencies (slides 10 – 14)
Discussion (slide 15) 10 min
Activity 3.7 Jigsaw (slide 16) 20 min
- C. CR Connection (slide 17 - 18)

IV. Evaluation

- A. Check for understanding (slide 19)
- B. Self-reflection checklist (slide 20)
- C. KASAB: Ideas and resources to develop knowledge, attitudes, skills, aspirations and behavior (slide 21)

Activity 3.7: Group contingencies

DIRECTIONS

To get some more ideas on how to set up contingency systems in your class, we'll use a Jigsaw activity. The reading materials for this activity can be found in the Resource section, Activity 2.3. They are labeled 3.6A, 3.6B and 3.6C, which has 2 parts.

- Divide the three readings among your group.
- Take about 5-10 minutes becoming an expert on you reading
- Each person takes turns sharing about the reading.
- After each person has shared, discuss the system shown in the video.
- Finally, share personal experiences, and how you would adapt these systems for your class/subject.

3.7A GROUP CONTINGENCY EXAMPLE: POSITIVE BEHAVIOR GAME

Definition: The Positive Behavior Game is a classroom based game, adapted from the Good Behavior Game. It is a format to explicitly teach, remind, and reward positive student behavior and has been shown to increase student social and academic success without detracting from instruction.

Rationale: The Positive Behavior Game (PBG) is an “implementation driver”. It supports the use of classroom strategies by clarifying expectations and creating more opportunities for teachers and students to use the classroom strategies. The game format makes it more appealing to students, and focuses teacher attention on the positive behaviors students’ display.

Teaching Expected Behavior

- Determine the PBG goal based on the class-wide discipline data and teach the appropriate behavior to the students, interjecting when the appropriate behavior is exhibited, the group will earn another point.
- Teach the desired behavior to the class by creating a behavior lesson, modeling the expected behavior and allowing time for the class to practice the behavior.
- Once those steps are in place it is time to play the game with the class.

Playing the Game

- Play for 10-20 minutes, or for the duration of an activity (*such as lining up for recess*), making sure to continually use **Behavior Specific Praise** when students have earned points. Reinforcement does increase the likelihood that the behavior will continue in the future.
- Play 2-3 times throughout the day (or as needed), or during the most challenging times (transitions/difficult material) of the day
- If a student does not respond to a class correction, be sure to try prompting the student, or using proximity by standing close to him/her. Also deliver immediate, specific praise and a class point once the student demonstrates the desired behavior.

Set them up for success by:

- Pre-correcting, and re-teaching the desired behavior
- Providing multiple verbal reminders **BEFORE** you anticipate the problem behavior
- Consider a non-verbal cue to signal using the desired behavior
 - Example: Sign, thumbs up, wink, point to the tally marks on the board
- Make students needing extra support “special earners” to earn additional points for the class when they demonstrate the desired behaviors

3.7B ESTABLISHING A GROUP CONTINGENCY PROGRAM

As was noted earlier, a group contingency behavior management program can be as simple as the statement “Class, if you are all in your seats, on-task, and quiet this morning, you may have 5 extra minutes of recess.” However, a little more structure than this can increase the effectiveness of the group contingency.

1. Decide which behaviors will be reinforced. As in any whole-class behavior modification program, the first step in setting up a group contingency is to establish a set of class rules.
2. Set up a developmentally appropriate point system. There are essentially three ways to implement a group contingency behavior management program. One is simply to rate class behavior each period or during each activity. That is, an elementary school class might receive 0 to 5 points during each individual instructional period such as reading, language arts, and math. A secondary school class might receive one overall rating each period or separate ratings for behavior and completed assignments. The class would then be rewarded each day or week if they exceeded a pre-established number of points.

Another way to set up a group contingency program is to rate the class at various times during the day. For example, you might set a timer to ring on the average of once every 10 minutes (but varying randomly from 1 to 20 minutes). If the whole class is conforming to class rules when the timer rings, then the class earns a point. The same program can be used without the timer if the teacher gives the class a point every 10 minutes or so if all students are conforming to class rules. Canter and Canter (1992) suggest that teachers use a bag of marbles and a jar, putting a marble into the jar from time to time whenever the class is following rules. Each marble would be worth 30 seconds of extra recess. In secondary schools, where extra recess is not possible, each marble might represent 30 seconds of break time held at the end of the period on Friday.

3. When behavior improves, reduce the frequency of the points and reinforcers. Initially, the group contingency should be applied every day. When the class’s behavior improves and stabilizes at a new level for about a week, you may change to giving rewards once a week. Ultimately, the class may graduate from the point-and-reward system entirely, though feedback and praise based on class behavior should continue.
4. Combine group and individual contingencies if necessary. The use of group contingencies need not rule out individual contingencies for students who need them. For example, students who continue to have problems in a class using a group contingency might still receive daily or weekly report cards to take home to their parents.



How to: Manage Group Behaviors With the Element of Surprise: The Mystery Motivator

Description. Teachers often seek techniques to manage classroom behaviors that are both effective and feasible. The Mystery Motivator (MM) is an intervention that rewards students for appropriate behaviors (Moore et al., 1994; Rhode, Jenson, & Reavis, 1992). It includes two elements of uncertainty that give this intervention added power: (1) whether or not MM is in effect on a given day; and (2) what reward will be given when earned. The classwide version of the intervention described here (Kowalewicz & Coffee, 2014) is an interdependent group contingency: that is, all students contribute toward a successful session and rewards are delivered to the entire group.

Preparation: To prepare the Mystery Motivator group intervention, the teacher:

1. **decides when to schedule the intervention.** The Mystery Motivator can be played daily. However, the teacher will want to select MM during a group instructional activity (e.g., large-group instruction; independent seatwork) when behaviors are most challenging. It is also recommended that daily MM sessions not exceed 40 minutes or so to maintain student motivation.
2. **defines target and replacement behaviors.** The instructor defines 2-4 behaviors that are problematic and targeted to be reduced ('target/problem behaviors'). Target/problem-behavior examples are 'talking during instruction' and 'out of seat'. The teacher then matches each target/problem behavior with an appropriate replacement behavior: e.g., 'raises hand to be recognized before talking'; 'sitting up straight and facing the teacher'.
3. **calculates a behavior cut-off.** Students earn the chance for a Mystery Motivator reward in a session only when the total number of target/problem behaviors falls below an instructor-defined cut-off. The teacher can select any cut-off. However, a good way to determine a reasonable cut-off value is for the instructor to collect baseline data--keeping a tally across 2-3 days of the number of target/problem behaviors observed during the activity when MM is to be scheduled. Then the instructor can cut that baseline figure in half to come up with a realistic initial cut-off.

For example, a teacher who intends to use MM during a 40-minute large-group social studies period collects baseline data and finds that, on average, the class displays 12 target/problem behaviors. When MM begins, the teacher sets the cut-off for earning a chance for a MM reward at 6 or fewer problem behaviors. NOTE: As students show success with MM, the teacher will want gradually to lower this cut-off to reflect the improved behaviors.

4. **makes a poster of replacement behaviors.** The teacher writes the replacement behaviors on a poster visible to all students. Replacement behaviors are phrased in positive terms.
5. **creates the reward envelope.** The instructor identifies a range of motivating rewards that the class can earn for winning the Mystery Motivator, such as tangible (e.g., pencils, popcorn) and/or intangible (e.g., 5 minutes of additional free time) reinforcers. The teacher writes down each reward idea on a separate index card, places all cards into a manila reward envelope, and draws a large question-mark (?) on the outside of the envelope.
6. **formats the Mystery Motivator calendar.** The teacher prepares the Mystery Motivator calendar. Using a weekly or monthly calendar format, the instructor randomly selects 60 percent of the instructional days as dates



when the Mystery Motivator can be earned. The teacher writes a large 'M' on those Mystery Motivator days. The instructor then covers ALL instructional days on the calendar with blank post-it notes large enough to completely cover the dates and hide any letters underneath. NOTE: When students show success with this intervention, future calendars can have the percentage of Mystery Motivator dates reduced to 50 percent or even lower.

Procedure: Whenever the Mystery Motivator intervention is being used, the teacher:

1. **announces the Mystery Motivator game.** The teacher informs the class that the MM intervention is in effect, points to the posted replacement behaviors, and urges students to show appropriate behaviors.
2. **records target/problem behaviors.** During the MM session, the teacher keeps a running tally of target/problem behaviors. Each time a target/problem behavior is observed, the teacher adds to the tally, either by using a hand-held counter (e.g., 'golf clicker') or updating the tally using pen and paper.
3. **uncovers the date on the Mystery Motivator calendar.** At the end of the session, the teacher announces the final total of observed target/problem behaviors and notes whether the tally exceeds the cut-off. The instructor then uncovers the current date on the MM calendar, allowing the class to see whether an 'M' appears underneath the post-it as a signal that day that a reward is potentially available.
4. **provides MM feedback, reward, and/or encouragement.** The teacher provides the appropriate response: (1) If an 'M' appears on the calendar and the cumulative tally of target/problem behaviors falls at or below the cut-off, the teacher praises the class and chooses a student to reach into the reward envelope to select a reward card. Once selected, the reward card goes back into the envelope. The teacher then follows up to ensure that students receive the reward as quickly as possible; (2) If no 'M' appears on the calendar but target/problem behaviors fall at or below the cut-off, the teacher praises the class and reminds students that they will soon have another chance to earn a reward; (3) If an 'M' appears on the calendar but behaviors exceed the cut-off, the teacher reviews expected replacement behaviors and encourages the class to improve its performance in the next MM session.

Tips for Use. When the Mystery Motivator has been in place for several weeks and shown to be effective in reducing classwide target/problem behaviors, the teacher can start to fade the intervention. First, the instructor can reduce the frequency of 'M's appearing on the Mystery Motivator calendar from a starting point of 60% of days to 50%, then to 40%, etc. Second, the instructor can gradually lower the behavior cut-off from 50% of pre-intervention levels to 40%, then to 30%, etc. Eventually, the instructor can randomly schedule days when the MM intervention is or is not in effect. It is important, of course, while fading the Mystery Motivator, that the instructor continue consistently to acknowledge and praise improved class behaviors as a means of locking in these behavioral gains.

References

Kowalewicz, E. A., & Coffee, G. (2014). Mystery motivator: A tier 1 classroom behavioral intervention. *School Psychology Quarterly*, 29(2), 138-156.

Moore, L.A., Waguespack, A.M., Wickstrom, K.F., Witt, J.C., & Gaydon, G.R. (1994). Mystery Motivator: An effective and time efficient intervention. *School Psychology Review*, 23, 106-117.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book*. Longmont, CO: Sopriswest, Inc.

Mystery Motivator Chart

Class/Student: _____ Week of: _____

Behavior Goals:

1. _____
2. _____
3. _____

Monday	Tuesday	Wednesday	Thursday	Friday	Bonus

Self-Reflection Checklist for Module 3: Acknowledgement Systems

Adapted from Classroom Management: Self-Assessment

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place	Module 3: Acknowledgement Systems	High	Med	Low
SECTION 1: TERMINOLOGY AND ESTABLISHING RELATIONSHIPS						
			Use non-contingent attention to establish relationships and sense of belonging with each student.			
			Teacher attention is sensitive to student need.			
			Engage families to learn about your students and their cultures.			
SECTION 2: SPECIFIC POSITIVE FEEDBACK						
			Use specific positive feedback to reinforce new learning.			
			Positive feedback includes clear and specific behavioral statements.			
			Positive feedback includes one or more of the following: improvement, effort, positive effect of behavior.			
			Deliver 5 positives to every corrective, with a mix of contingent and non-contingent acknowledgement.			
			Delivered sincerely, and age appropriate			
			Clear procedures are developed that address where instructional time is lost.			
			Procedures have clear, sequential steps.			
SECTION 3: USE OF OTHER ACKNOWLEDGEMENT TOOLS						
			Check the systems(s) used: __ Group contingency __ Contracts __ Tokens __ Other: _____.			
			Simple to use			
			Clear criteria for earning reinforcers/incentives			
			Reinforcers used frequently when new skills are introduced, then faded out and replaced with non-tangibles			
			Flexible to meet needs of diverse students			
			Varied to keep student interest			
			Aligned with school-wide systems			

Action Plan: Identify one or two areas that you will implement. Be specific in your plan.

Adapted from: Colvin, G. (2006). *The Effective Elementary Classroom: Managing for Success*. Eugene, OR: Behavior Associates
 Simonsen, B., Fairbanks, S., Briesch, A., and Sugai, G. (2006). *Positive Behavior Support, The 7r: Classroom Management Self-Assessment Revised*. University of Connecticut.