



Step 5: Acknowledgement System Snapshot

"Since you change people every day, make sure you change them for the better."
-Aubrey C. Daniels

SWPBIS Tiered Fidelity Inventory

TFI 1.9 Feedback and Acknowledgement:

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.

- ▲ Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements?
- ▲ Are those acknowledgements linked to school-wide expectations?
- ▲ Are they distributed across school settings?
- ▲ Do at least 80% of students interviewed report receiving them?

Purpose of Acknowledgement Systems

- ▲ Reinforce teaching
- ▲ Encourage positive behaviors
- ▲ Harness the influence of the students demonstrating the expected behaviors
- ▲ Prompt adults to recognize expected behavior
- ▲ Encourage the likelihood the positive behavior will become the norm



Acknowledgement Systems are designed to ...

- ▲ Promote a safe and welcoming climate
- ▲ Reinforce school-wide expectations and rules
- ▲ Increase positive staff/student interactions
- ▲ Prompt adults to acknowledge appropriate behaviors
- ▲ Foster intrinsic motivation by autonomy, mastery and purpose
- ▲ Have vicarious effects with benefits that may be long lasting
- ▲ Increase on task behavior

Specific Positive Acknowledgment

General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. It is also important specific positive feedback be given sincerely and appropriately for student's age. This is especially important when working with older students. Staff need to find their own style to communicate sincere care and concern for the student. Using of a variety of phrases shows spontaneity and therefore credibility.

Specifically Describes the Behavior

Students need to know explicitly what behavior they did was correct and earned the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Reference only the current behavior when providing positive acknowledgment. Describe exactly what you saw that you want the student to continue doing in the future.

Provides Reasons or Rationales

Explain the reason why the behavior is important. Rationales or reasons teach students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. "Getting started right away shows cooperation and will help you avoid having homework."

Includes a Positive Acknowledgement

For many students, the specific positive feedback alone is sufficiently reinforcing to strengthen the behavior. Pairing the verbal feedback with tangible or activity reinforcement may be helpful for some students. When using a tangible item use the complete verbal praise so students are aware of exactly what they did to earn the acknowledgement. It is not the acknowledgement changing the behavior so much as the awareness of what is being reinforced.

ABC's of Behavior

ANTECEDENTS "PREVENT"	BEHAVIOR "TEACH"	CONSEQUENCES "REINFORCE"
<p>Design supportive environments using antecedent strategies <i>promoting</i> a positive and safe for all Students</p>	<p>Teach positive expectations, self-management and socially appropriate peer interactions supporting a positive and safe school climate for ALL students</p>	<p>Promote specific performance feedback and a continuum of positive reinforcements intrinsically motivating ALL students to engage in socially appropriate behaviors.</p>

Self-Determination Theory

RELATEDNESS (Belonging/Purpose)	COMPETENCE (Skill Acquisition & Mastery)	AUTONOMY (Choice)
<p>*tangibles contributing towards a group experience *defining behavior expectations as a school-wide community and using shared language *emphasizing how performance of positive behavior fits in with our school-wide expectations *creating opportunities for student to be, and feel part of the group</p>	<p>*encourage not praise *coaching not cheerleading *specific feedback *emphasize the skill *Specific data shared with students as well as staff</p>	<p>In a developmentally & contextually appropriate way *some student voice in design of visuals *some student voice in the menu of tangibles * some individual choice in picking an option from the menu of tangibles</p>

Building Internal Motivation

Most of us believe the best way to motivate ourselves and others is with external rewards like money—the carrot-and-stick approach. That's a mistake, Daniel H. Pink says in, *Drive: The Surprising Truth About What Motivates Us*. The secret to high performance and satisfaction—at work, at school, and at home—is the deeply held human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world. Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that affects every aspect of life. He demonstrates while carrots and sticks worked successfully in the twentieth century, that's precisely the wrong way to motivate people for today's challenges. The three elements of true motivation are:

**AUTONOMY
MASTER
PURPOSE**

Considerations for School-wide Acknowledgement Systems

- ▲ Regular recognition for socially appropriate behavior.
 - Establish an environment with at least a 5 to 1 ratio of "positive" to "negative" social contact
- ▲ Acknowledgements are age-appropriate, functional, varied (tangibles, social privileges) and of value to both students and staff
- ▲ Group as well as individual recognition
- ▲ Group and individual contingent recognition
- ▲ Tied to school-wide expectations
- ▲ Efficiently delivered
 - Fit into daily activities and avoids interrupting instructional time
 - Easy to teach, implement and paired with specific performance feedback

Acknowledgement Systems Checklist

	Be sure to consider BOTH students and staff when developing your acknowledgement system!
	Determine which types of acknowledgements (i.e. verbal praise, tangible rewards, award ceremonies, contingent reinforcers) will be used
	Establish <i>how</i> acknowledgements will be used to build internal motivation
	Clearly define criteria for earning rewards
	Determine the frequency of distributing acknowledgements (i.e. daily, weekly, monthly, quarterly, each semester, or yearly)

Rewards

#1

PSYCHOLOGY OF CLASSROOM LEARNING: AN ENCYCLOPEDIA
Robert H. Horner and Scott A. Spaulding, University of Oregon

Processing Activity: A-B Each Teach

Foursquare Guide Page: 2

- ▲ Watch & debrief Dr. Horner on REWARDS <http://www.pbiscaltac.org/resources-videos.html>
- ▲ Pairs or teams designate one group as A and one as B.
- ▲ Person or group **A** reads one section of text, **Defining Rewards**.
- ▲ Person or group **B** reads another section of text, **The Impact of Rewards on Intrinsic Motivation**.
- ▲ When both are ready, they teach their section to their partner or group.

A. Defining Rewards

Rewards (or the more accurate term: reinforcers) are technically defined as any contingently delivered consequence (e.g. event, activity, object) associated with an increase in the future likelihood of a behavior in similar situations. This definition has many problems when used in natural contexts like homes, schools and communities. When applied in a rigorous and precise manner, the definition allows an object or event to be classified as a reward, or reinforcer, only after demonstration that (a) the object/event was delivered contingent upon the performance of a behavior, and (b) the behavior became more likely to occur under similar conditions in the future. In practice, teachers and parents seldom wait to see the effect of a consequence on future occurrences of the behavior. It is far more likely that a teacher will simply *presume* that she/he has provided rewards when praise is delivered following "sharing," or points are assigned for correct problem completion, or access to preferred toys follows work completion.

Herein lies an important distinction. The technical definition of a reward (reinforcer) always adopts the perspective of the learner, not the intentions of the person delivering the reward. If the contingent delivery of a consequence resulted in increased likelihood of that behavior, then the consequence was a reward. If the consequence was a piece of preferred fruit, and the behavior increased, then the fruit was a reward; if the consequence was a sticker, and the behavior increased, then the sticker was a reward; if the consequence was a reprimand (which included adult attention), and the behavior increased, then the reprimand was a reward. It is the *effect* of the consequence on future behavior that determines if that consequence is a reward (reinforcer). If a consequence does not lead to increased likelihood of the behavior, then it was not a reward, even if the person delivering the consequence had the best of intentions. If a teacher's praise for "on-task" working is followed by a reduction in level of being "on-task" then the teacher's praise was not a functional reward (reinforcer). If the delivery of tokens for sharing on the playground does not lead to increased sharing, then the tokens were not a reward. From a technical perspective, rewards are defined by the effect they have on behavior, not on their intended desirability. In this way, we can never define an event, activity or object as a reward without connecting it to the behavior that was affected by contingent access to that event, activity or object. Practically, teachers will deliver feedback and consequences that they "presume" are rewards. Those teachers with technical knowledge, however, will always check the effect of that presumed reward on student behavior.

Understanding rewards is of special importance for teaching because while we want desirable behavior to be rewarded, we do **not** want undesirable behavior to be rewarded. A reprimand, for example, may not have been intended to be a reward, but may still function in that capacity. One of the more common findings in schools is that teachers inadvertently reward inappropriate child behavior by attending to talking out, or disruptive acts. Similarly, being sent to the office may be rewarding if it involves escaping from aversive or difficult work. If a behavior is contingently followed by (a) obtaining a desirable event/activity/object or (b) avoiding an aversive event/activity/object, then the behavior will become more likely to occur in similar situations in the future. Said differently, the behavior has been rewarded. Rewards are important for both encouraging appropriate behavior and preventing the encouragement of inappropriate behavior. What the science of human behavior teaches, is that we should adopt the perspective of the learner, not the teacher, when planning how to select and deliver rewards. The following are some basic guidelines:

1. Reward "behavior" not people. When rewards are provided be clear about the specific behavior that led to the reward.
2. Include the learner in identification of possible rewards. Use consequences that are likely to be rewarding to the students.
3. Use small rewards frequently, rather than large rewards infrequently.
4. Embed rewards in the activity/behavior you want to encourage.
5. Ensure that rewards closely follow the behavior you want to encourage. Generally, behavior is more likely to change when the reward is delivered quickly.
6. Use rewards that are natural to the context, appropriate to the developmental age of the learner and easy to administer.
7. Use several different kinds of rewards (objects, activities, privileges, attention, natural consequences) rather than relying on one strategy or pattern.
8. Use rewards more often than negative consequences. Students should experience at least five times the number of rewards as they do corrections or punishers.
9. Avoid delivering rewards (even inadvertently) for problem behaviors.

B. The Impact of Rewards on Intrinsic Motivation

Recently, there has been concern about the formal use of rewards in schools resulting in children failing to develop intrinsic, or self-managed motivation. Reading should be a behavior that becomes more frequent because the content of what is read is rewarding, not because a token or play period will follow reading. Sharing on the playground should occur because a child experiences personal satisfaction from behaving well, not because the child receives candy if she shares. Similarly, concern exists that if a teacher provides a reward to Child A for excellent math work, it will be a negative, or punishing, experience for Child B who did not receive a reward, tried just as hard, but did not get as many problems correct. These concerns are based on research conducted in the 1970s (Deci, 1971; 1975; Lepper, Greene & Nesbett, 1973) and have led to strong recommendations against the formal use of praise and extrinsic rewards (e.g. tokens, food, activities, privileges) in schools (Deci, Koestner, & Ryan, 2001; Kohn, 1993; 1996). There is evidence that rewards can be used poorly. The primary errors involve (a) providing rewards without being clear about the behavior being rewarded, (b) inadvertently providing rewards for problem behavior, (c) providing large rewards and then suddenly (rather than gradually) withdrawing the rewards, and (d) providing rewards so infrequently that a child never builds the skill fluency needed to attain the natural benefit of a skill (e.g. does not learn to read fast enough or well enough to enjoy reading). These errors are worth considering and avoiding.

The concern that rewards damage the intrinsic motivation of students is less well supported by research. Most educators will agree that academic and social skills learned in schools should be maintained by natural consequence, not artificial rewards. Reading, math and play skills should not end when a teacher is no longer present to offer verbal praise, toys, or stickers. The rewards provided for the behavior of one student should not function as a punisher for all others. There is less agreement (and much less evidence) that the use of rewards in schools leads to these ill effects.

To address these concerns several scholars recently examined the full body of research literature and concluded that not only have schools successfully employed the use of external rewards for decades (Slavin, 1997), but that the use of rewards following appropriate behavior is directly related to both initial, and durable academic and social success. Rewards are an effective, important and functional part of any educational context, and need not be detrimental to intrinsic motivation (Akin-Little, Eckert Lovett & Little, 2004; Cameron, Banko & Pierce, 2001; Reiss, 2005). Rewards are especially important for helping motivate a child to build early competence (fluency) with reading, math or social skills. Encouragement, guidance and reward of appropriate approximations of successful behavior are helpful for students to build the skills that can then be sustained by the natural consequences from reading well, joining games with peers, or playing a musical instrument. Rewards also are important for building a predictable, positive social culture in a school. Schools with clearly defined behavioral expectations, and formal strategies for acknowledging (rewarding) appropriate behavior, are perceived as safer, more effective learning environments. The delivery of rewards is one overt way that children learn that adults are serious about the social and academic goals they are teaching. Understanding and using rewards is an essential skill for any educator. Selecting the right type, level and form of rewards to encourage student behavior is a competence developed over time and is a hallmark of effective teaching.

Self-Determination Theory

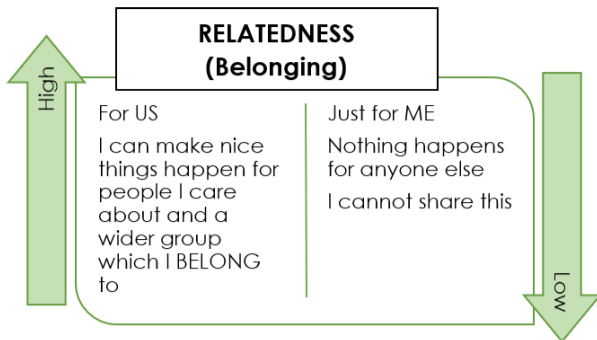
#2

Ryan & Deci, 2000

➤ Watch the brief video on Self-Determination Theory <https://www.youtube.com/watch?v=3sRBBNkSXpY>



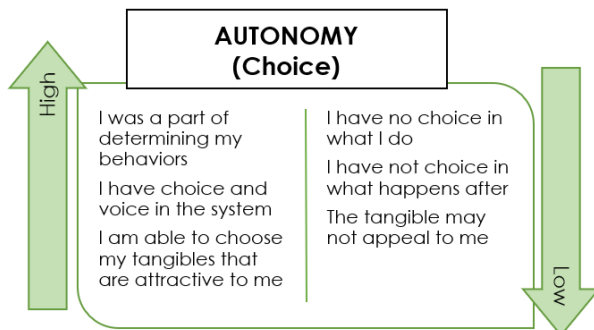
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Self-Determination Theory and SWPBIS

RELATEDNESS (Belonging/Purpose)	COMPETENCE (Skill Acquisition & Mastery)	AUTONOMY (Choice)
<ul style="list-style-type: none"> • Tangibles that contribute towards a group experience • Defining behavior expectations as a school-wide community and using shared language • Emphasizing how performance of positive behavior fits in with our school-wide expectations • Creating opportunities for student to be, and feel part of the group 	<ul style="list-style-type: none"> • Encourage not praise • Coaching not cheerleading • Specific feedback • Emphasize the skill • Specific data shared with students as well as staff 	<p><i>In a developmentally & contextually appropriate way</i></p> <ul style="list-style-type: none"> • Some student voice in design of visuals • Some student voice in the menu of tangibles • Some individual choice in picking an option from the menu of tangibles

What am I currently doing in support of all students developing...

RELATEDNESS (Belonging/Purpose)	COMPETENCE (Skill Acquisition & Mastery)	AUTONOMY (Choice)

Building Internal Motivation

#3

- Watch the video explaining Daniel Pink's book, DRIVE <https://youtu.be/rrkrvAUbU9Y>
- When planning or revisiting your Acknowledgment System, answer the question:

**How can we create an acknowledgement system supporting
RELATENESS, COMPETENCE, AUTONOMY and PURPOSE?**

The Price is Right

#4

Processing Activity: Game Show
Foursquare Guide Page: 8



- Ask questions regarding acknowledgments and rewards.
- How would you answer this question?
- Reveal the answers one at a time

Question #1:

Shouldn't our students already know what is expected of them and how to behave?

Answer: They may already know however...

- ▲ Behavior that is acknowledged is more likely to occur again and across environments
- ▲ Behavior that is ignored is less likely to be repeated.
- ▲ Good behavior should not be taken for granted or it may decline.

Question #2:

Isn't praise manipulative? Aren't you bribing students to do what you want?

Answer:

- ▲ To reinforce and increase positive behavior with the student's knowledge is our goal.
- ▲ When praise is specific and contingent it gives students feedback on how they are doing and their next steps.
- ▲ A bribe attempts to influence someone to produce a desired behavior that hasn't yet happened – a reward reinforces a desired behavior that has already happened.

Question #3:

Won't students come to depend on tangible rewards?
Don't extrinsic rewards decrease intrinsic motivation?

Answer:

- ▲ Tangible rewards should be accompanied with social rewards.
- ▲ When a tangible reward is accompanied with a verbal message, internal motivation will actually be strengthened.



Specific Positive Acknowledgement

#5

Adapted from the Missouri PBIS Tier I Module 5, page 169.

Processing Activity: Say Something
Foursquare Guide Page: 14

General praise or commonly used phrases such as "good job," though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. It is also important specific positive feedback be given sincerely and appropriately for the student's age. This is especially important when working with older students. Staff need to find their own style to communicate sincere care and concern for the student. Using of a variety of phrases shows spontaneity and therefore credibility.

- Readers stop after every section and dialogue about what they have just read.
- They can clear up any confusion, talk about a point they found powerful, or talk about a point they question.
- There will be three "mini burst" of conversations after every sign to "SAY SOMETHING"

Specifically Describes the Behavior

Students need to know explicitly what behavior they did was correct and earned the acknowledgement of the teacher. Teachers readily do this when giving feedback about academic work. Reference only the current behavior when providing positive acknowledgment. Simply describe exactly what you saw what you want the student to continue doing in the future. Additionally, be cautious in adding "I'm proud of you." We want students doing the appropriate behavior because of the benefits to them rather than simply to please the teacher.



Provides Reasons or Rationales

Explain the reason why the behavior is important. Rationales or reasons teach students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. "Getting started right away shows cooperation and will help you avoid having homework."



Includes a Positive Acknowledgement

For many students, the specific positive feedback alone is sufficiently reinforcing to strengthen the behavior. However, for some students, and when a behavior requires a great deal of effort, pairing the verbal feedback with tangible or activity reinforcement may be helpful. When using a tangible item or preferred activity it is imperative you also use the complete verbal praise, so students are aware of exactly what they did to earn the acknowledgement. It is not the acknowledgement changing the behavior so much as the awareness of what is being reinforced; the acknowledgement merely provides additional incentive. You will want to say something like, "Because you walked so quietly in the hallway, you have earned a Cardinal Card." Note adults do not "give," instead students "earn." Careful use of these terms helps students take ownership for their behaviors and teaches the link between appropriate behavior and positive outcomes.



Acknowledgement System CHECKLIST

#6

Be sure to consider BOTH **students and staff** when developing your acknowledgement system!

Plan:

Determine which **types** of acknowledgements (i.e. verbal praise, tangible rewards, award ceremonies, group/individual contingent) will be used.

Plan:

Establish *how* will acknowledgements be used to build **internal motivation**.

Plan:

Clearly define **criteria** for earning rewards.

Plan:

Determine the **frequency** of distributing acknowledgements (i.e. daily, weekly, monthly, quarterly, each semester, or yearly)

Plan:

Activities or Privileges

SEEKERS:

- Special lunch or play time with a friend
- Lunch with preferred adult
- Helper
- Extra time doing preferred activity
- Special game at recess
- Participate in PBIS Assembly
- Extra recess
- Extra computer time
- Game of choice
- Ticket to school event
- Preferred cafeteria seating

AVOIDERS:

- Extra computer time
- One homework-pass per semester
- Front of the lunch line pass
- Additional free time
- Extra library time
- One tardy pass
- Stay inside during recess

Social Behaviors

SEEKERS:

- Thumbs up, winks and smiles
- Specific positive feedback
- Work with a friend of choice
- Time to visit or walk with a friend
- Preferential seating
- Positive phone call or email home
- Meet with principal or preferred adult
- Photo on school bulletin board
- Special lunch or play time with a friend
- Lunch with parent, principal or preferred adult
- Featured in PBIS video/skit
- Tutor (assist younger class)
- Monthly or quarterly award
- Expectation part
- Positive card or letter sent home
- Goal achieved award for improvement in personal social behavior
- Glad you are here award for perfect attendance

AVOIDERS:

- Lunch in private area with preferred peer or staff
- Extra computer time
- Extra time to read
- Pass out of assembly
- Leave class 5 minutes early
- Letter home for improved behavior

What Do They Really Want?

Adapted from Dr. Laura Riffel, www.behaviordoctor.com

#8

Surveying student over the past ten years, Dr. Laura Riffel answers the question "What do student's really want?"

QUALITY TIME

Time and again students just named things that meant an adult spending time with them. We occasionally work in an alternative school and the biggest prize those students work for is to have hot chocolate with the principal. The students get to sit in the principal's office for fun and have a cup of hot chocolate with him and talk about their day. Kids who like going to the principal's office, who would have thought?

ESCAPE FROM A TASK OR CHORE

The number one response from teenagers was for a homework free night. They said they typically have anywhere from two to four hours of homework each evening. They said if all the teachers in the school would just get together and choose one night to not give homework it would be the best gift. They said, we don't have time for anything fun because homework takes up the evening.

EARNING SPECIAL PRIVILEGES

We found students liked special permission to wear sunglasses, take their shoes off, sit in the principal's chair, or get to run the Smartboard. Several of our PBIS schools have a special table in the lunchroom where the students listen to music and earning the privilege of sitting there means a lot to them.

PHYSICAL TOUCH

Many students said having a special handshake with someone was fun for them. They said they like it when their teachers "high five" them when they do a good job on something. This takes such little time from class and yet obviously has profound impact for kids.

EARNING LEADERSHIP ROLES

Being able to do the school news or lead the pledge over the intercom ranked well in both elementary and secondary. Many PBIS schools use student leaders to show visitors around their school and the students really enjoy this privilege.

SOCIAL PRAISE

When we taught every single day, every single student went home with a love note. These were little slips of paper recognizing something positive they did that day. One student who had the same teacher in kindergarten, third and fourth grade reported at 18 he still had all those love notes saved. Social praise can be verbal, written, or announced over the loudspeaker. Many PBIS schools announce the class with the best manners in PE or the bus with the best behavior of the week.

TANGIBLES

We added this even though no students asked for tangibles. The reason we added this is because of students who are low in socio-economic status. These students cannot afford the cool pencils, cool notebooks, or cool pencil cases. We believe tangibles of special school supplies are quite appropriate and those students who need them will choose them.

What's not on the List?

What you won't find on this list is to give students candy, stickers, or toys. You might see a pizza party, or a hot dog cook out; however, the reason for the food in these cases is the social gathering and not the food itself. Too many children are being rewarded with tangibles as evident in any toy aisle at a discount store where this mantra is heard, "I'll buy you this if you stop crying." We cannot buy good behavior. We must teach it. Then we imprint it by modeling it ourselves. Then we practice it with our children. "This is what good behavior looks like, sounds like, and feels like." Then we give behavior specific praise, "When you picked up that piece of trash on the floor and put it in the wastebasket that was being responsible of the environment."

Free & Inexpensive Rewards ~ Elementary

1. 10 minutes of computer time
2. 10 minutes of I-Pad time
3. 15 minutes of computer time
4. 15 minutes of free choice time
5. American Idol with your class- you get to be a judge
6. Art time with special art supplies (like clay, ceramic, bake dough etc.)
7. Assist the custodian
8. Assist with morning announcements over the PA system
9. Be a helper in another classroom
10. Be featured on a photo recognition board
11. Be recognized during announcements
12. Be the first one in the lunch line
13. Be the leader of a class game
14. Be the line leader or the caboose
15. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
16. Be the teacher's helper for the day
17. Borrow the principal's chair for the day
18. Breakfast with the custodian
19. Breakfast with the librarian
20. Breakfast with the music teacher
21. Breakfast with the PE teacher
22. Breakfast with the principal
23. Breakfast with the teacher
24. Bring your pet to school and share it with the class
25. Bubbles
26. Build a tent out of your desk using a towel and work under your desk
27. Buy Back a Bad Grade by getting to take another chance at a quiz
28. Buzz cut a design in an agreeable male's head
29. Cake Boss decorating cupcake with your class- you be the judge
30. Choose a book for the teacher to read aloud to the class
31. Choose any class job for the week
32. Choose music for the class to hear
33. Choose the game during physical education
34. Choose which homework problem the teacher answers for the whole class
35. Choose which homework problem the teacher will give the answer to for a freebie
36. Clean the teacher's desk
37. Craft Stamps during FREE Time tomorrow
38. Cup of hot chocolate with a preferred adult
39. Cut the principal's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
40. Dance to favorite music in the classroom
41. Decorate the class door
42. Design a class/school bulletin board
43. Design and make a bulletin board
44. Do freeze tag with the class
45. Do half of an assignment
46. Do the conga with the class
47. Do the Hand Jive with the class
48. Draw on a small white board at desk
49. Draw on the chalkboard
50. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
51. Duct tape the principal to the wall during lunch or an assembly
52. Earn a blue ribbon for an art display
53. Earn a certificate for free
54. Earn a free pass to a school event or game
55. Earn a gift certificate to the school store or book fair
56. Earn a pass to the zoo, aquarium, or museum
57. Earn a picnic for your class- might be indoors if weather is bad
58. Earn a trophy- teacher made trophies
59. Earn a trophy, plaque, ribbon or certificate
60. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
61. Earn extra computer time
62. Earn extra credit
63. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
64. Earn play money to be used for privileges
65. Earn points for good behavior to "buy" unique rewards (e. g. Autographed items with special meaning or lunch with the teacher)
66. Earn the privilege of emailing a parent at work telling of accomplishments
67. Eat lunch in the Classroom
68. Eat lunch outdoors with the class

69. Eat lunch with a teacher or principal
70. Eat lunch with an invited adult (grandparent, aunt, uncle)
71. Eat snack in the classroom
72. Eat with a friend in the classroom (with the teacher)
73. Enjoy a positive visit with the principal
74. Enjoy class outdoors for the whole class
75. Enter a drawing for donated prizes among students who meet certain grade standards
76. Extra session of Daily 5
77. Free 1-point gotcha for everyone in the class
78. Free pass on doing only half an assignment instead of whole assignment
79. Get "free choice" time at the end of the day
80. Get a "no homework" pass
81. Get a balloon attached to your desk with a secret message inside the balloon
82. Get a banner at your desk
83. Get a book dedicated to you in the library
84. Get a drink from the cold-water fountain (There is always one fountain that is better)
85. Get a flash cards set printed from a computer
86. Get a free choice for the whole class
87. Get a special crown to keep and wear
88. Get a special school supply from the teacher's closet
89. Get a video store or movie theatre coupon
90. Get chalk for recess to draw on the playground
91. Get extra art time
92. Get to ask your BFF to join you at a special table in the lunchroom
93. Get to be a mentor on the playground for recess
94. Get to be first in the lunch line
95. Get to be the assistant custodian for 30 minutes
96. Get to be the assistant librarian for 30 minutes
97. Get to be the assistant principal for 30 minutes
98. Get to be the caboose for the day
99. Get to be the line leader for the day
100. Get to be the Music teacher's helper for 30 minutes
101. Get to be the PE teacher's helper for 30 minutes
102. Get to be the secretary's helper for 30 minutes
103. Get to be the teacher's helper for the day
104. Get to blow bubbles at recess
105. Get to bring a special guest to class to read a story to the class
106. Get to bring in show and tell
107. Get to bring in something you collect from home and share it with the class
108. Get to bring your favorite game from home and share it with the class
109. Get to choose an art project for the class
110. Get to choose an extra book for story time
111. Get to choose the brain break activity
112. Get to dance with the class
113. Get to do a magic trick for the class
114. Get to draw on the whiteboard while the teacher is reading
115. Get to eat lunch with a different class
116. Get to eat lunch with the custodian
117. Get to eat lunch with the principal
118. Get to eat lunch with the teacher
119. Get to go help another teacher for one hour
120. Get to go help in a younger class
121. Get to have everyone write a positive sentence about you in a booklet
122. Get to help design a bulletin board and put it together
123. Get to hold the flag for the pledge in the morning
124. Get to invite three friends to eat lunch with you in the classroom
125. Get to make a special card using the stamps and ink
126. Get to paint something on the classroom easel
127. Get to perform a science experiment for the class
128. Get to play Angry Birds on class I-Pad
129. Get to play with Play dough or the Fuzzy Pumper Barber Shop
130. Get to put on a puppet show for the class- using the teacher's doorway curtain
131. Get to put together a puzzle in the back of the room
132. Get to read a comic book during DEAD time (Drop Everything and Read)
133. Get to read morning announcements over the Public Address System
134. Get to set up snack for the class- some schools have morning snack provided
135. Get to sing karaoke in the class
136. Get to sit in the class beanbag
137. Get to sit in the class rocking chair
138. Get to sit in the special chair during reading time
139. Get to sit on the floor to do your work- using teacher's pillow

140. Get to skip one test question
141. Get to take care of the class pet over the weekend or holiday
142. Get to take off your shoes for the day
143. Get to teach one topic for the day
144. Get to tell jokes to the class for 10 minutes
145. Get to text message your parents about a great behavior
146. Get to use the teacher's cell phone to call home about your great behavior
147. Get to use the teacher's computer to send an email to someone about your great behavior
148. Get to visit another classroom for one lesson of the day
149. Get to visit the principal for a prize (pencil)
150. Get to wear a diamond tiara for the day
151. Get to wear a super hero costume for the day
152. Get to wear ear buds for one hour and listen to music
153. Get to write the morning positive message
154. Get to write your name on a paper with the glitter pen
155. Get your name read over the morning announcements proclaiming your good behavior
156. Get your picture in the school newspaper
157. Get your picture on the school website
158. Go on a walking field trip (earn privilege for whole class)
159. Go to recess early
160. Go to the library to select a book to read
161. Gum in the classroom (this provides oral stimulation and increases retention) whole class reward
162. Hat day tomorrow
163. Have a drawing lesson
164. Have a free serving of milk (not a bad thing in low S.E.S. areas)
165. Have a teacher read a special book to the entire class
166. Have an extra recess
167. Have teacher share a special skill (e. g. Sing)
168. Have the class mascot at your desk
169. Have the teacher help you clean your desk
170. Have the teacher make a positive phone call home
171. Help in a lower level class
172. Hershey kiss for everyone with a positive message
173. Invite a parent, grandparent to eat lunch with you
174. Keep a stuffed animal at desk
175. Learn how to do something special on the computer- like graphics or adding sound
176. Learn how to draw something that looks hard, but with help is easy
177. Listen to music while working
178. Listen with a headset to a book on audiotape
179. Make deliveries to the office
180. Move desk for the day
181. Music in the classroom
182. Name put on scrolling marquee with a specific message "Emily Jones says smile and eat your veggies."
183. New pen for everyone
184. New pencil for everyone
185. No homework today
186. Operate the remote for a PowerPoint lesson
187. Overnight read-in for your class in the gym with sleeping bags and flashlights
188. Paint during FREE Time tomorrow
189. Pajama day tomorrow
190. Pick a game at recess that everyone plays including the teacher
191. Pick a Read Aloud Book for the teacher to read
192. Play a computer game
193. Play a favorite game or puzzle
194. Popcorn for the class
195. Principal dresses up in a funny costume for the day
196. Put your feet on your desk during DEAD time (Drop Everything and Read)
197. Read a book to the class
198. Read morning announcements
199. Read outdoors
200. Read to a younger class
201. Receive a "mystery pack" (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
202. Receive a 5-minute chat break at the end of the class or at the end of the day
203. Receive a note of recognition from the teacher or principal
204. Receive a plant, seeds and a pot for growing
205. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
206. Receive donated community gifts or coupons
207. Receive verbal praise
208. Request what teachers sing or act out what song during lunch for the whole lunch period to see
209. Root beer float with the principal
210. Select a paperback book to take home to read from the teacher's personal library

211. Sharpen pencils for the whole class
212. Shoot baskets at the trash can with foam balls
213. Show and Tell
214. Sit anywhere in the room today
215. Sit at the teacher's desk using his or her chair
216. Sit at the teacher's desk for the day or a set amount of time
217. Sit next to the teacher during story time
218. Sit next to the teacher during story time
219. Sit with a friend at lunch, assembly, etc.
220. SMART board game for everyone
221. Sour gummy worm for everyone as a writing springboard- write about what sour tastes like
222. Stay in at recess and help the teacher
223. Stuffed animal day tomorrow
224. Take a free homework pass
225. Take a trip to the treasure box (non-food items such as water bottles, pencils, pens, spiral notebooks)
226. Take care of the class animal
227. Take class animal home for school vacation time
228. Take home a class game for a night
229. Teach the class a favorite game
230. Teach the class a math lesson
231. Teacher does all the homework
232. Teacher dresses up in a funny costume for the day
233. Use colored chalk
234. Use the teacher's chair
235. Walk in the woods with a preferred adult during recess
236. Walk with a teacher during lunch
237. Watch a video instead of recess
238. Wear a hat for the day
239. Wii party with two BFFs
240. Work as the Principal apprentice for 20 minutes
241. Work in the lunchroom
242. Wrist smelly for everyone (use smelly lip balm)
243. Write with a marker for the day
244. Write with a special pen for the day
245. Write with a special pencil for the day

Free & Inexpensive Rewards ~ Secondary

1. 10 minutes of computer time
2. 10 minutes of I-Pad time
3. 15 minutes of computer time
4. 15 minutes of free choice time
5. Adult volunteers to write a job recommendation for the student
6. All school party on the weekend with different venues for all interests: (students with zero ODR's get to come) Have parents sponsor and chaperone:
 - a. Dance area
 - b. Basketball area
 - c. Game board area
 - d. Conversation pit
 - e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
 - f. Karaoke area
 - g. Computer animation area
7. American Idol with your class- you get to be a judge
8. Assisting Coach for any sport
9. Assisting PTO (PARENT TEACHER ORGANIZATION) (PARENT TEACHER ORGANIZATION) to develop ways to reward teachers who go out of their way to help students
10. Breakfast with the custodian
11. Breakfast with the librarian
12. Breakfast with the music teacher
13. Breakfast with the PE teacher
14. Breakfast with the principal
15. Breakfast with the teacher
16. Buy Back a Bad Grade by getting to take another chance at a quiz
17. Chance to go to grade school and teach students about a topic of interest
18. Choose which homework problem the teacher has to answer for the whole class
19. Choosing to do a PowerPoint for the class on a particular subject of interest
20. Choosing what assignment the class does for homework
21. Clean the teacher's desk
22. Cup of hot chocolate with a preferred adult
23. Decorate the class door
24. Designing theme for school dance, ice cream social, game night
25. Dress as the school mascot during a game
26. Earn a picnic for your class- might be indoors if weather is bad
27. Earning the chance to be the water/towel person at a sporting event
28. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
29. Earning the chance to scoreboard assist at a game
30. Eat lunch in the Classroom
31. Eat snack in the classroom
32. Eating lunch with a preferred adult
33. Facebook Status Updates on the Classroom Door
34. Free 1-point gotcha for everyone in the class
35. Free entrance to a dance
36. Free entrance to a football, basketball, etc. game
37. Free library pass to research a topic of interest
38. Free pass on doing only half an assignment instead of whole assignment
39. Get a balloon attached to your desk
40. Get a banner at your desk
41. Get a book dedicated to you in the library
42. Get a special school supply from the teacher's closet
43. Get to be first in the lunch line
44. Get to be the assistant custodian for 30 minutes
45. Get to be the assistant in the family living class
46. Get to be the assistant in the shop class
47. Get to be the assistant librarian for 30 minutes
48. Get to be the assistant principal for 30 minutes
49. Get to be the Music teacher's helper for 30 minutes

50. Get to be the PE teacher's helper for 30 minutes
51. Get to be the secretary's helper for 30 minutes
52. Get to be the teacher's helper for the hour
53. Get to choose the brain break activity
54. Get to dance with the class
55. Get to do a magic trick for the class
56. Get to draw on the whiteboard and be the teacher's secretary
57. Get to eat lunch with a different class
58. Get to eat lunch with the custodian
59. Get to eat lunch with the principal
60. Get to eat lunch with the teacher
61. Get to go help another teacher for one hour
62. Get to go help in a younger class
63. Get to have everyone write a positive sentence about you in a booklet
64. Get to help design a bulletin board and put it together
65. Get to invite three friends to eat lunch with you in the classroom
66. Get to perform a science experiment for the class
67. Get to play Angry Birds on class I-Pad
68. Get to put together a puzzle in the back of the room
69. Get to read a comic book during DEAR time (Drop Everything and Read)
70. Get to read morning announcements over the public-address system
71. Get to sing karaoke in the class
72. Get to sit in the class beanbag
73. Get to sit in the class rocking chair
74. Get to sit in the special chair during reading time
75. Get to sit on the floor to do your work- using teacher's pillow
76. Get to skip one test question
77. Get to take off your shoes for the day
78. Get to teach one portion of the class for the day
79. Get to tell one preapproved joke to the class
80. Get to text message your parents about a great behavior
81. Get to use the teacher's cell phone to call home about your great behavior
82. Get to use the teacher's computer to send an email to someone about your great behavior
83. Get to visit another classroom for one lesson of the day
84. Get to visit the principal for a prize (pencil)
85. Get to wear ear buds for one hour and listen to music
86. Get to write the morning positive message
87. Get your name read over the morning announcements proclaiming your good behavior
88. Get your picture in the school newspaper
89. Get your picture on the school website
90. Getting a postcard in the mail telling parents what teachers admire most about their child
91. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
92. Getting to buzz cut a design in the principal's hair (custodian's hair)
93. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
94. Getting to duct tape the principal to the wall
95. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
96. Getting to shoot a video about the school's expectations to show on CC TV
97. Gum in the classroom for whole class (promotes oral input and wakes students up)
98. Hall pass to leave class 5 minutes early and go by the coldest water fountain
99. Hat day tomorrow
100. Have the teacher help you clean your locker
101. Help from an adult of choice on a class they are struggling with (Free tutoring)
102. Homework free night
103. Invite a parent, grandparent to eat lunch with you
104. Learning how to do something of interest on the computer (animation, graphics, CAD)
105. Learning how to play chess
106. Learning how to play sports even if they didn't make the team
107. Learning how to run the light board or sound booth for a school performance
108. Let student make a bulletin board in the front hall highlighting an event of choice
109. Make the morning announcements

110. Move desk for the day
111. Music in the classroom
112. New Pen for everyone
113. New pencil for everyone
114. No homework today
115. Office aid for a period
116. Opportunity to be part of a brainstorming adult team at the school
117. Opportunity to eat lunch outdoors at a special table
118. Opportunity to eat lunch with a parent or grandparent at a special table
119. Opportunity to introduce the players over the PA during a home game
120. Opportunity to shadow business owner for a day- credit for writing about the experience
121. Opportunity to shadow the principal for an hour or the day
122. Opportunity to take care of lab animals in Science class
123. Opportunity to wear jeans instead of school uniform for a day
124. Popcorn for the class during a ten-minute reward chat time

Free & Inexpensive Rewards for Adults in the Building

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal's chair for the day
3. Ask PTO to do a pot luck- put a ladle in the teacher's boxes and message like this- "You've been dishing the learning. Since we have to stay late tonight for the meetings, we'd like to dish some treats your way. Meet us in the lounge for a delicious treat.
4. At Family Math Night all the adults are highlighted in a video montage
5. Bouncy Castle Moon Walk Bounce for the Adults- You've got to act like a kid again
6. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
7. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5-minute neck rubs during planning periods- Play restful music
8. Dollar Store Humming Bird Feeder- "You make this school hum because..."
9. Dollar Store Kneeling Pad- "Thank you for planting the seeds of knowledge"
10. Dollar Store- Oriental Trading Company- Cardboard coasters- make great clipboards for writing gotchas in the hallways- easy to have with you- coaster and a binder and you have an instant clipboard.
11. Donut day- These donuts are in honor of Peggy's contribution to the PTO (PARENT TEACHER ORGANIZATION) (PARENT TEACHER ORGANIZATION)
12. Draw a staff member's name and watch them all day and then report on what great deeds they did over the intercom that afternoon for all to hear. (Report good news)
13. During morning announcements highlight something that an adult in the building did and tell why
14. Duty free lunch period
15. Find a beauty school and get someone to volunteer to come in and do 5-minute manicures
16. Flowers on the desk from someone's garden (with permission)
17. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
18. Golden plunger award from custodian for classroom that was the cleanest
19. Golden spatula award from cafeteria staff for most polite class of the week
20. GOOSE- Get Out of School Early- No staying for the 30 after
21. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
22. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren't using the cars that day- Don't Tell rule applies
23. Melted crayon hearts- "You color my world because...."
24. Mini-fridge for a week in the adults' office area filled with his or her favorite drink
25. Once a month host an ice cream social with a "sister"- "brother" school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I'd like to duplicate
26. Permission to leave the building at lunch time for lunch off campus
27. Plan a big faculty meeting or in-service at someone's house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
28. Postcard sent home detailing something admired in the adult
29. Preferred parking space
30. Principal and staff member trade jobs for a day
31. Principal institutes a pineapple upside down day- Everyone comes in and is assigned a different job for half a day- Everyone has their job description or lesson plans written down step by step
32. Principal kidnaps a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you- American History- Art etc.
33. Principal leaves love notes on adults' desks – not the 6:00 news kind- the kudos kind
34. Principal takes over morning or afternoon duty for an adult in the building
35. Principal writes lesson plans for teacher for one period
36. Parent Teacher Organization designs 5 strokes for every poke lanyard for all adults in the building
37. PTO takes turns baking a casserole once a week for an adult "gotcha" receiver (it's their dinner that night)
38. Scrape ice off windshield of Staff of the Day's car
39. Sneak into the school over the weekend and write a note on each classroom white board telling them to "Have a Great Week"
40. Special table outdoors for teachers to enjoy sunshine during lunch
41. Stuart Smalley- Glitter Mirrors "You are good enough, you are strong enough and gosh darn it those kids need you."
42. Surprise an adult in the building by letting two or three students wash their car- be careful on this one though- There are also services that come on sight and wash cars for a fee- possibly PTO (Parent Teacher Organization) could sponsor
43. Treat bags- shovels with "I dig you because..."
44. Valet parking for a day
45. Ways to Pump up your Program with Balloons and Balloon Pump
46. Candy bar Sayings:
 - a. Magnificent and Marvelous Staff member
 - b. Much and Many Thanks
 - c. Magical and Marvelous Teacher
48. Cotton Candy-
 - a. "You make the fluffy stuff around here because..."
49. Peanut M&M's
 - a. You are anything but plain
50. 100 Grand Candy Bar

- a. You are worth a 100 Grand to us
- b. We wouldn't trade you for a 100 Grand
- 51. Reese's Pieces
 - a. We love you to pieces
 - b. We love how you helped keep us from falling to pieces
 - c. You were the piece we were missing
 - d. Thank you for teaching the kids the missing pieces this year
 - e. You are an important piece to our team
- 52. Milky Way:
 - a. You are the best in the Milky Way
 - b. You are the brightest star in the Milky Way
 - c. Your smile brightens the Milky Way
- 53. DOTS:
 - a. Thanks for helping us connect the dots
- 54. Mike and Ike's
 - a. Mike and Ike think you are special
- 55. Sweet-tarts
 - a. Thank you for being such a sweet-tart
- 56. Smarties
 - a. You are one of our smarties
- 57. Mints
 - a. We mint to tell you how much we appreciate you
 - b. You are a breath of fresh air
- 58. Snickers
 - a. You keep it together even when the kids want to make you snicker
 - b. Laugh and the whole world laughs with you
- 59. Lifesavers
 - a. You are a lifesaver
- 60. Whoppers
 - a. You go to great lengths to help the kids grow whoppers
 - b. You keep it together even when the kids tell whoppers
- 61. Three Musketeers
 - a. All for one and one for all- We are glad you are part of our "tiers"
- 62. Extra Gum
 - a. Thanks for going the extra mile
- 63. Bubble Gum
 - a. You are so bubbly- you make our team so much fun
- 64. Almond Joy
 - a. It's a joy to have such a great nut on our team
- 65. Double-mint Gum
 - a. You double our pleasure
 - b. We doubled our fun when we chews you to be part of our team
- 66. Jolly Rancher
 - a. You're a jolly good member of this team
- 67. Tootsie Roll
 - a. Stop, Drop and Have a Tootsie Roll
- 68. Twix Bar
 - a. Twix you and me- I hope you have a great week
 - b. Merry Twixmas
- 69. Mounds
 - a. It's mounds of fun with you on our team
- 70. Gummy Bears
 - a. Have a BEARY great week
- 71. Rice Crispy Treats
 - a. Thanks for putting some snap, crackle and pop in our school
- 72. York Peppermint Patty-
 - a. "You were "mint" to be here because.... "
- 73. Fanta pop-
 - a. "You're Fanta-stic because.... "
- 74. Pepsi Maxx-
 - a. "We know you enjoy your job to the maxx because.... "
- 75. Hydrive energy drink-
 - a. "We know you give everyone an extra boost because.... "
- 76. Whoppers-
 - a. "You smile even when the kids tell whoppers"
- 77. Zero Candy Bar-
 - a. "Thank You for Letting Zero Fail.... "
- 78. Bit O'Honey-
 - a. "You are as Sweet as Honey"
- 79. Turtles-

- a. "You don't hide when the going gets tough"
- 80. Air Heads- (cover up the air)-
 - a. Give out during planning meetings "Two Heads" are better than one.
- 81. Mamba Lemons-
 - a. Join us in the gym as "Mamba" better known as Jim- dances the Samba for us. (Get Jim to dress up crazy and dance the samba to lighten the mood when things get crazy and give everybody some lemon drops.
- 82. Snickers-
 - a. Give everyone a Snickers bar and ask them to tell a funny "kid" story from their classes.
- 83. Mountain Dew-
 - a. "We love the way you just "dew" it.
- 84. Shockers-
 - a. "Thanks for not letting the shockers send you flying"
- 85. Little plastic ice cream cones-
 - a. Put in staff boxes and invite them to the cafeteria with a saying like- "You've taken a licking this week- come have an ice cream cone and relax.
- 86. Twizzlers-
 - a. Principal leaves on teacher's desk after observing- cover up the "T" and "lers" and say You were a "WIZZ" at teaching the kids- and then leave specific praise about what the teacher did well.
- 87. Good and Plenty-
 - a. Pass out thesauruses and a message- We know the kids drive you nuts saying "Good and Plenty all the time- here's a class thesaurus.
- 88. Milky Way-
 - a. "You are the best in the whole Milky Way because...."
- 89. Halls-
 - a. During testing time (which is always when everyone has the sniffles)- pass out the halls cough drops and say "Thank you for keeping the Halls quiet"
- 90. Tootsie Rolls-
 - a. "Stop, Drop, and Have a Tootsie Roll.
- 91. Runts-
 - a. "You make this School Run (t)-(cover the t) like clockwork

Free & Inexpensive Rewards for Parents to Use

Young Children

1. Assist the parent with a household chore
2. Send an email to a relative telling them what a good job they had done on a project at school. In other words, email Aunt Linda and tell her about the "A" you got on your spelling test.
3. Get to decorate paper placemats for the dining room table for dinner that evening
4. Get to choose what is fixed for dinner that night- example: "You get to choose, I can make tacos or meatloaf. Which do you want me to fix?"
5. Get to help parent fix dinner- shell peas, peel potatoes, make art out of vegetables, make ants on a log etc.
6. Get to be the first person to share 3 stars and a wish at the dinner table (3 good things that happened that day and one thing they wish had gone better.)
7. Get to create a family night activity- roller skating, hiking in the park, picnic dinner on the living room floor or under the dining room table with blankets over the top.
8. Camp out in the backyard with a parent.
9. Get a car ride to or from school instead of the bus
10. Get to have a picture framed for mom or dad's office
11. Get to choose the game the family plays together that night
12. Get to choose the story the family reads out loud together (read the classics)
13. Get to go with a parent to volunteer at a retirement home (the children will get tons of attention)
14. Get to gather old toys and take to a shelter for children who have nothing
15. Get to ask friends to bring dog and cat food to their birthday party instead of toys that will break. Take the food to a shelter the day after as a reward. They will get a ton of attention from the staff.
16. Bury treasures in a sandbox for the child to find. Put letters in plastic Easter eggs and they put the letters together that spell treat the child will receive. (Ideas: a walk with grandma, bike riding at the park, etc.)
17. Make special mud pies in the backyard with mom or dad or have a family contest to see who can make the best mud pie.
18. Dig shapes in the sandbox and then decorate with items found around the house. Pour inexpensive plaster of Paris into the shape and wait to dry. When it's pulled out it will be a sandy relief that can be hung on the wall (if you remember to put a paper clip in the plaster of Paris on the top before it dries)
19. Get to go shopping with a parent as an only child. Give them a special task to look for something that you are seeking. For example: "Here's a picture of a blue blouse that I'm trying to find. Help me look for something that looks like this."
20. Take all the kids to grandma and grandpa's house except one and let that child stay home with mom and dad and be "only child" for the weekend. The other kids will get spoiled with lots of attention by grandma and grandpa and the "only child" will get lots of attention from mom and dad. (If you don't have grandma and grandpa nearby- trade with another family taking turns to keep each other's children.)
21. Download a fun recipe and let your child help you make that recipe as a surprise for the rest of the family that evening. (Put up signs that , "Secret Cooking in Progress". Must have special pass to enter the kitchen.
22. Surprise your child with a scavenger hunt around the house. If they read, give them written clues hinting as to where the next card is hiding. At the end have them find a note that tells them their big prize. (If your child can't read, you can use pictures.)
23. Make a story on the computer with your child using Microsoft's PowerPoint program. Let your child be the star of the story.
24. Let your child take the digital camera out in the back yard and then come back in and turn those pictures into a story on the computer. Help them print off their book for a distant family member.
25. Go outside and collect cool leaves and flowers. Come inside and put those leaves and flowers between two sheets of wax paper. The parent will iron these two sheets together and create placemats for everyone in the family for the evening.
26. Start a family story at the dinner table and each person in the family tells a part of the story. The child being rewarded gets to start and end the story.
27. Let your child earn 5 minutes of either staying up later or sleeping in in the morning. Use that time to read together if they stay up later.
28. Play secretary and let your child dictate a story to you. Type up the story and send it out to some relatives who will call them and tell them how much they liked the story.
29. Write a story for your child where the child or their personal hero is a character in the story.
30. Change the screen saver on your computer to say, "My child is the greatest." ...or something that would make them feel good about themselves. Do this at your office and then take a picture of it or take your child to your office on the weekend and let them see it.
31. Let your child help you do the laundry and then pay them with a special dessert for dinner. Be sure to say, "Since you helped me save time by helping me fold the laundry, I have time to make this special dessert for dinner."
32. Help your child organize their room giving them a mnemonic to help them remember where things go- for instance teach them the color order of the rainbow and then teach them to hang up their clothes in color groups matching the order of the rainbow (ROYGBIV). Later, when you catch them hanging up their clothes in the correct place draw a "rainbow" award for their good work and put it on their door as a surprise when they come home.
33. Have the bedroom fairy come while they are at school and choose the bedroom that is the neatest. Hang a fairy from the doorway of the room that is the neatest and that person gets to sit in "Dad's chair" to read that night. (Or something that would be appropriate at your house).
34. Mystery grab bag. Take an old pillow case and put slips of paper inside listing some of the prizes on this page and let the child draw out the prize they are going to get for their behavior reward.
35. Let your child dictate where you drive on the way home from a location. In other words, they tell you turn left here...turn right here. If they happen to steer you into a Baskin Robbins Ice Cream Parlor, it wouldn't be a horrible thing to stop and have a family treat together.
36. Give your child a special piece of jewelry that belongs to you to keep and wear for the day. (Nothing that costs a lot of money- but something that looks like it is special to you.) The child will feel special all day.
37. Take your children to the library one at a time and give them special one on one time at the library checking out books or listening to stories.

38. Sign your child up for acting lessons (they have to earn this privilege). Many universities offer free acting classes on the weekend for children.
39. Take your child to an art gallery and then have them draw a picture of their favorite painting or statue. Possibly stage a mini art gallery tour of the child's work for relatives who are coming to visit. Serve cheese and grape juice.
40. Take your child to the university astronomy lab. (It is usually free). Help them place stars on the ceiling of their room in their favorite constellation. If possible, they could paint the stars with "glow in the dark" paint.
41. Take your child on a nature walk and collect rocks. Bring the rocks back home and have a contest painting the rocks to look like animals.
42. Have your child collect some toys they have outgrown. Clean up the toys and take them to a local hospital children's ward and donate the toys to the ward. The child will get lots of attention and feel good.
43. Go to your local appliance store and ask them to save a refrigerator box for you. The next time your child earns a reward, give them the box and help them plan and decorate the box to turn it into anything their imagination desires.
44. Make Papier-mâché Halloween masks by taking punch ball balloons and spreading the paper strips over the balloon shape. Make noses, horns, tongues whatever they desire and then paint when dry. You will have a unique and free Halloween costume and you will have given your child tons of attention.
45. Find an old-fashioned popcorn popper (not an air popper). Spread an old sheet out on the living room floor, put a little oil in the popper and then have your children sit outside the perimeter of the sheet. Put a few kernels of popcorn in the popper and watch them fly up in the air. The kids will love watching this. For a special treat pour cinnamon sugar on the popcorn after it pops.
46. Find some light balsa wood and create a boat powered by a rubber band and paper clip paddle wheel. Make a unique sail and take the boat to a creek or lake nearby and help your child launch their boat. Be sure to take a butterfly net to retrieve the boat when it goes downstream. (Proactively, you could put an eye hook on the front of the boat and attach some fishing line to it so it can be brought back to shore.
47. Take your child fishing. It's a great place to have some really in-depth conversations.
48. Take your child for a ride looking for items that start with each letter of the alphabet. Take the child's picture in front of each item starting with that letter and then put it together as an ABC Book. For example: "This is Johnny in front of Applebees." "This is Johnny in front of BlockBuster." And so on....
49. Check with your local humane society and see if they allow children under 18 to volunteer to feed and water the animals. (Some shelters only allow adults over 18). Let your child earn the privilege of going to the shelter to feed and water the animals. Perhaps they can walk a small dog or pet a cat.
50. Take your child to the local fire department. If they are not busy, they will be glad to show the child around and give them some great attention. Most children have seen a fire truck, but few have gone to the fire department to see what it looks like.
51. Play the "Gatekeeper Game" with your child. A description of this game is available on www.behaviordoctor.org (under books- Stork Manual page 60.)
52. Tell your children you have a surprise performance for them. Get a stocking cap and lay on a sturdy table with your head hanging chin up in the air. Cover your face with the stocking cap except your chin and mouth. Draw two eyeballs on your chin and then lip sync to a silly song. It looks funny, like a little headed person with a big mouth singing. Then let your child put on a performance for you.
53. Play hide and go seek in your house in the dark. Turn out all the lights and have everyone hide. One person is "it" and they go around the house and find the people who are hiding. It's really a great way to help your children not be afraid of the dark. You can limit it to one or two rooms if your children are young.
54. Ask your children if they'd rather have a dollar a day for thirty days or a penny a day that doubles each day for 30 days. In other words on day one 1 cent, day two 2 more cents, day three 4 cents and so on. Once they decide then help them figure out which one would have been the better deal. \$10,737,418. 23 at the end of 30 days with the double the pennies per day. This is just hypothetical, they don't really get the money ☐
55. Give your child a nice piece of Manila paper and some wax crayons. Have them color a design on every inch of the paper- could be stripes or wavy lines- whatever they desire. Then have them cover the entire page with black crayon. They color over the entire page. Then give them a paper clip and have them open one end and scratch a cool design into the black crayon. The colors underneath will show through. Do an art gallery tour and have tea and cookies after looking at the different pictures.
56. Teach your child how to throw a football, shoot a basket, kick a field goal, hit a baseball, and putt a golf ball. Then for fun, switch hands and try to do all of those things with the opposite side of the body.
57. Find an old croquet set- probably on Ebay. Set up croquet in your yard and challenge your child to a game of croquet. The winning child gets to choose what the family eats for dinner.
58. Turn your dining room table into a cave by covering it with blankets, quilts and sheets that cover the top and sides down to the floor. Lay inside the cave and draw picture by flashlight to hang on the wall of the cave- just like the caveman drawings. You can safely pin the pictures to the "cave walls".
59. Have a talent night for the family. Have everyone keep it a secret what they are doing and then perform for each other.
60. Teach your child how to darn a sock and then turn it into a magical sock puppet. Put on puppet shows for each other.
61. Take a tension curtain rod and put it in the door frame with some old curtains attached. Let your child put on a talent show for you as they enter through the curtain.
62. Attach cork panels to a wall in the kitchen or put in a large picture frame and put a special piece of art, poetry, or an exceptional paper on the board and have the entire family view and comment at dinner on the highlighted piece.
63. Let your child design thank-you cards, birthday cards, or holiday cards and use them to send to friends and relatives. Make sure they sign their work.
64. Buy your child an inexpensive digital camera and have them take pictures and then gather the family with popcorn and watch the video on your television by hooking the camera to the television or upload to the computer and attach the computer to the television. Have everyone choose a favorite photo and talk about it.
65. Have a date night with your child as an only child. Take your child out to dinner and a play or a movie.

Teenagers

1. A gallon of paint is inexpensive. Let the child choose the color and help them paint their room. You can also buy mistake paint (colors that didn't work out for others) and let the child paint a mural on their bedroom wall.
2. Teenagers need extra-curricular activities; however, these activities are expensive. Work out a deal with the karate teacher, horse stable, art teacher, sport coach etc. Offer to provide transportation, house cleaning duties once a month, or precooked meals to get a discount on these classes for your teenager.
3. Teenagers have a difficult time with their emotions. Download yoga lessons from online and do yoga breathing exercises together as a family. Talk to your child about using these techniques when they feel tense at school.
4. Make a deal. If your child maintains the grades you agree upon, does not have any unnecessary absences, and has been agreeable, allow them to take a mental health day and stay home on a day you are home as well. Go window shopping together, fishing, go-kart riding, or whatever would float your child's boat. My mother did this with us when we were children and I still remember these days fondly.
5. Let your teenager play their music during dinner and talk to you about why they like each song that plays.
6. Watch an old black and white classic movie together and talk about how movies have changed. My children loved "Harvey" with Jimmy Stewart when they were teenagers.
7. Write half a story or poem and let your teenager write the other half. Submit the story for publication.
8. Scan your teenager's papers or art work and have them bound in a book (www.lulu.com has inexpensive binding available). Present the book to your teenager at a special dinner.
9. Make a scrap book of your teenager and their friends with ticket stubs and pictures and present at a surprise party.
10. Save your change for a year. Let your teenager choose what to do with that money. One family that I know saved enough to take a family of six to Disneyland.
11. One of the greatest gifts you can give to a teenager is to teach them charity. Sign up to work in a soup kitchen, nursing home, or other similar area and work with them once a month.
12. Organize a neighborhood football or basketball game "oldies" vs. "youngsters" or "men" vs. "Women" and then have a block barbecue afterwards.
13. Let them drive the "good" car for a special occasion.
14. Surprise them with their favorite dessert for no special reason.
15. Write a story about the 20 things you love about them. Include fun pictures.
16. Choose a family member of the month and make a poster of them. Let them choose Friday night dinners for the month.
17. Teach your children how to play a game like *Spoons*, *Canasta*, *Poker*, etc. And have a family game night.
18. Turn out all the lights in the house and play hide and go seek in the dark. The person that can stay hidden the longest gets to choose the movie the family watches on Saturday night. Our personal children loved this well into their teens because they got better at hiding.
19. Hire your child to be an interior decorator and using only items available in the house, redo a room in the house.
20. Do your own *Trading Spaces*. Parents redecorate the teen's bedroom and the teen redecorates the parent's bedroom.
21. Use plastic Easter eggs and put dollar amounts in the eggs on slips of paper and number the eggs with a permanent marker. Play *Deal or No Deal* with one of the parents playing the banker.
22. Help your teenager study for a test by downloading a free *Who Wants to be a Millionaire* PowerPoint game and put the answers to your teenagers' test into the game and then play to help them study.
23. Tape record your student's study questions onto a tape recorder, so they can listen to them while they are going to sleep.
24. Make flash cards for your student's exams to help them study for a big exam.
25. Help your teenager organize their notebook using color coded folders for each subject and pocket folders for study cards.
26. Hide positive messages all over your teenager's room, in their books they use at home (you don't want them to get embarrassed at school), on their bathroom mirror, etc.
27. Watch *Jeopardy* and give each family member a pad of post it notes or index cards. Have everyone write down what they think the answer is and keep points. The person who wins gets to pick what the family does as an activity that weekend.
28. Do some research for your teenager. For example, if your teen is studying Greek Mythology go to the library and check out all the books on Greek Mythology for them or download some appropriate materials from the Internet (be careful of the Internet as some information is not correct).
29. Take your teen to a museum, on a nature walk, to a sporting event, whatever would float their boat. It's the time you spend with them that is important and there are many free events you can attend.
30. Make a special mix CD for your teen of their favorite songs. You can upload I-tunes and then copy their own CD's into the program and mix and match their favorite songs onto one CD so they don't have to flip through CD's to listen to their favorite songs.
31. Have a contest to see who can find something that no one in the family can guess what it is. For example, a shirt stay, or the inside spring to a toy, things that might not be recognizable away from their use.
32. Have everyone come to the table with a quote and then a contest to see who can guess who made the quote famous.
33. Surprise your teen with a scavenger hunt all over the house when they get home from school. Make the clues hard to figure out. I always had a little prize at the end like baseball cards.
34. Let your teen host the training of a guide dog. This will teach them responsibility and give them a sense of pride.
35. Help your teen become a big brother or sister to a child who needs a mentor. There is no greater gift you can give yourself than that of service to someone in need.

Just for the FUN of it!

Just some fun ideas

1. Randomly put halos on kids who are doing kind things to themselves- like coming to school on time, having all their supplies etc.
2. Ringing a bell when they turn in their gotchas for the principal's drawing
3. Small Pringles cans decorated to keep gotchas in for cash in copy
4. Clothesline with clothespins for each child to keep gotchas on for classroom containment of cash in copies
5. Giant fishnet to "catch" gotchas in for principal's drawing
6. Electronic tool for graphing student gotchas- free-free-free
7. <http://behaviordoctor.org/files/tools/Gotcha%20Tracking%20Sample.xls>
8. Giant fish net to hang pictures of students who got caught exhibiting excellent behavior
9. Basketball goal with basketballs with student names of students who were caught exhibiting excellent behavior
10. Golden book- students get to write their name in the golden book when they get a gotcha- feather pencil
11. Draw one secret student and watch them all day and report over the intercom at the end of the day all their great deeds.
12. This student could wear a cape or a special T-shirt the next day indicating they were the mystery student the day before or the mystery hero.
13. Mystery walker- teachers choose a mystery walker- someone who is earning extra recess or extra free answers for homework (older students) – someone who exhibits good behavior in the hallways- like a secret shopper is out in the hallways looking for a secret person to be exhibiting these behaviors and then tags them and tells a teacher.
14. Brownie Points – brownies on a cookie sheet- (paper ones) when it's full- class reward
15. Feather in the principal's cap- hat that gets feathers added to it- as each class earns class of the day.
16. Classroom doesn't monkey around award- monkey hanging on door of class with best behavior the day before.
17. Knocked the principal's socks off- pair of principal's socks stuffed to look like feet- awarded to class with best behaviors
18. This class was caught "Eggs"ibiting "Eggs"ellent Behavior (Giant Egg on the door)
19. Weaving a class of good behavior (sink strainer with ribbons woven through it)
20. Gumball machine (add sticker gumballs until the machine is full)
21. This class never forgets elephant reward
22. Royal Reward for best manners- crown awarded to class
23. Florence Nightingale Reward for no absences- nurses' cap awarded to class
24. Mystery Prize- Like, reverse Hangman- students turn over letters to find out what the reward is
25. Marbles in the jar- use flat marbles
26. Whole school Bingo Board with Gotcha Drawings
27. Smarty Pants- using the Milton Bradley Plastic pants game
28. Line jumper- go to the head of the line
29. Smarty Pants- using little kids pants
30. Stinky Feet Award- Take off your shoes in class
31. Go read to the principal Award
32. Swap Desks with another student Award
33. Cool Cat in the Hat Award- Get to Wear a Hat at School All Day
34. Show and Tell Day
35. Use the teacher's special supplies
36. Picnic Lunch- or Friend Lunch Award
37. Recognition Rock Star- Get yourself recognized in the school or class newsletter
38. Bring a stuffed animal from home award
39. Call Dibs on the Computer
40. Special Reading Corner Spaces- Cash in Gotchas for DEAR time
41. Facebook Status Updates on the Classroom Door
42. Get your picture in Dr. Riffel's Presentation
43. Give Parents a jar of Popping Popcorn for Popping by
44. Give Watch Dog Dads a special parking place
45. Give Watch Dog Dads a special lunch table or special lunch
46. Give parents a special library with parent tips books and videos
47. Start a Mommy Mojo Group
48. Get Eagle Scouts to do big projects at your school
49. Outdoor Stage – kids love to perform
50. Walking trail
51. Fairy Ring
52. Irrigation System-
53. Get Communities and Families involved in your PBIS Projects
54. <http://behaviordoctor.org/files/powerpoints/SWPBS/commnfaminvovementinpbis.ppt>

55. Use advertising to get what you need

56. Grants for educators:

a. www.donorschoose.org

b. Innovative classroom (April 15 deadline) <http://www.grantwrangler.com/GrantManager/templates/?a=563&z=0>

c. Kohl's Community Cares

d. Limeades for Learning

e. <http://www.freakyfreddies.com/teacher.htm>

f. http://www.squidoo.com/free_stuff_for_teachers

g. <http://www.kalama.com/~zimba/freeforteachers.htm>

h. <http://freebies.about.com/cs/teacherfreebies/a/teacherfreebies.htm>

57. Stores that Love Teachers

a. <http://www.bradsdeals.com/blog/2010/08/10/71-stores-offering-discounts-to-teachers/>

58. Dollar Store Frame with positive quotes written on the glass every day.

a. Whether you think you can- or think you can't- You're Right (Henry Ford)

b. If you are feeling blue- trying painting yourself a different color

c. Life has no remote. Get up and change it yourself.

d. Those who are the happiest, never did have everything.

e. Everybody is a genius. But, if you judge a fish by its ability to climb a tree, it will its whole life believing it is stupid. (Albert Einstein)

f. Things turn out best for those who make the best out of the way things turn out.

g. Today, I will be happier than a bird with French fry.

h. Never judge a book by its movie.

i. Whatever you are, be a good one.

j. "Believe that you will succeed, and you will." *Dale Carnegie*

k. *Your beliefs don't make you a better person- your behavior does.*

Tiered Fidelity Inventory Action Planning Items

TFI 1.9 Feedback and Acknowledgement:

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.

Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements?

Are those acknowledgements linked to school-wide expectations?

Are they distributed across school settings?

Do at least 80% of students interviewed report receiving them?



TFI	Action Items <i>(Not in Place; Partially; Fully in Place)</i>	NI	PI	FI
1.9	There is documentation of the types of acknowledgements (i.e. verbal praise, tangible rewards, award ceremonies, group/individual contingent rewards) and frequency of distribution (i.e. daily, weekly, monthly, quarterly, each semester, or yearly).			
1.9	Acknowledgements are linked to schoolwide expectations.			
1.9	Staff is informed about how acknowledgements build internal motivation and support self-determination RELATEDNESS - Belonging/Purpose COMPETENCE - Skill Acquisition & Mastery AUTONOMY - Choice			
1.9	Tangible incentives are paired with specific performance feedback.			
1.9	There is student representation in identifying/developing acknowledgment system.			
1.9	The system includes incentives for students and staff/faculty.			
1.9	Ratios of acknowledgement to corrections are high (5:1).			

ACTION PLANNING

What? Who?	By When?

What? Who?	By When?