MODERATOR: Dr. Horner is the Alumni-Knight endowed professor of special education at the University of Oregon, where he directs the Educational and Community Supports research unit. He's also the co-director with Dr. George Sugai of OSEP Center on Positive Behavioral Intervention and Supports. For the past 20 years, he's been focusing most of his work on directly working with schools and school administrators to develop and implement school-wide systems of positive behavior support. If you've had the opportunity to hear Dr. Horner speak, you know what a powerful and empowering and practical presenter he is, and his work is really important to what we do. And if you haven't had the opportunity to hear him speak before, you're really in for a treat. So without further ado, I'd like to welcome Dr. Horner.

DR. HORNER: Thank you very much. Okay, lunch is settling in, right? The carbohydrates are starting to happen there. I hope all of you had cookie. How many people had a cookie at lunch? Excellent. Okay. The thing you need to know is the organizers were very careful in that they embedded some stimulants in the cookies, so you're going to start feeling a little more excited here in just a little bit as we go forward.

My hope is we've got two hours to do this, but I'd like to do it a little bit faster or a little bit, I think that that's a fair amount of time to deal with this particular topic. So those of you who have questions, or those of you who have issues, many of you have been dealing with the issue of acknowledging students and the role that that has for a long time. This is not a brand new topic.

So what I really am hoping is that let me do a couple of things. One is let me define what I think is the context in which we should consider this issue. Two, let me share with you the research that's been going on. And in all fairness, I was a little bit agnostic coming into this in terms of which way to go and what were the best things to do. And I've been quite convinced, after having spent about the last ten years looking at what the research really says. So I know that there's a lot of controversy. We want to be respectful. We want to recognize that reasonable people can disagree around some of these topics, but let me at least share with you some of what the research is telling us in terms of going forward.

The big theme that I want you to really take in is if we are to accomplish the goal of school-wide positive behavior support, if we're really going to create schools that are effective welcoming comfortable learning environments, one of the things that's going to be really essential is providing a regular system of feedback for students.

Of all the messages that I want you to take away, so of all the different little pieces that we've got, the reason why I'm going to advocate that you seriously consider the investment in systematic sources of acknowledgement is that the data are fairly compelling that for students who are greatest risk of failure, systematic systems of acknowledgement are most important.

I want you to think not about this as being a school-wide system that every single child needs all the time. I want you to think about it as a structure where

you're going to make your schools more accessible for a wider range of kids, especially those kids who come from environments where adults have taught them that we are not always that reliable or not all that consistent. So that's one of the big things that I really want to come back to.

One of the themes, there's a little two-page handout that Scott Spaulding and I wrote as part of an encyclopedia that you can download off the website and is also something that gives you one or two pages for summarizing what are the literature and how do things put together. So when you want something that takes an hour and a half and condenses it to a page, you should have that in addition to the slides that you've got.

So big idea, how does this fit? What is the research? And then I'm going to ask you take a little bit of time and actually work together at the tables. Part of what we're going to come back to is, if we want to create these positive environments, how are we going to do it in a way where the kids are actually getting the message that this is something that we really want?

Part of what I'm really struck by, and those of you who were here this morning, you know the number of times that we really try and go in and do surveys of students. We ask students about school-wide positive behavior support. We ask students about bullying. One of the other things that we ask is we ask students about the extent to which they perceive us, the adults, as being rewarding.

And I've got to tell you, one of the messages, the difference between saying, when you ask the staff how rewarding are you, it's here. When you ask the kids from the same school, it's here, all right? They don't perceive us as being quite as warm and comforting and consistently positive as we perceive ourselves to be. And perceptions are important within education. It makes a difference.

So big messages. What's the context? What's the research, and then what are some examples. And I'm actually going to use Michigan as an example of one state that has done this well. And in doing that, I want to acknowledge Dr. Steve Goodman from the Michigan Department of Education, who is really somebody who has done an absolutely superb job in terms of both implementing school-wide positive behavior support combining it with academic systems and documenting effects.

Okay, so for those of you who were here this morning, this is a little bit redundant. I expect you to join in at the choruses, all right? In fact, I've got to tell you. Not only do I recognize that many of you were here, but many of you are sitting in the same seats. Now I know that there are not assigned seats. I asked. But anyway, that's good. That's comforting. It all makes us all right.

You as a state are doing an excellent but cautious job of implementing school-wide positive behavior support. You've got about 140 schools in Pennsylvania, in the commonwealth, not a state, commonwealth. And part of what's happening is at 140, here's what I can tell you. I mean, we've been watching states do this for about 15 years. There are about nine states across the United States that have over 500 schools implementing school-wide behavior support. There are three states that have over 1,000 schools implementing

2

school-wide behavior support. There are about 14,000 schools doing what you're doing.

Part of what's going to happen when you do a few, when you get about, there's one thing you do to get about 50 schools. There's another thing you do to get about 150 to 200 schools, but to really move into a system where you then expand, you have to be very, very clear about what the core features are, and you have to develop multiple paths to build those core features. So in some cases, you'll start with the bottom up. In other cases, you'll start with the administrator getting very excited. In other cases you will build the capacity of the district to do the training and coaching, but part of what you're going to be seeing are more and more people who are developing, building, delivering training and support with respect to school-wide positive behavior support.

The critical theme, if you're going to expand PBS, if you're going to expand school-wide PBS well, it's got to be something where you're very, very clear about what the core issues are. So as I mentioned earlier this morning, for the people who weren't here, a major theme that George Sugai did in the early 1990's is he really said let's take everything that we know about evidence-based practice around behavior support, but let's deliver it at the whole school level.

So if somebody says, right, so one of the things that's going to happen out in the hallway when you leave, somebody's going to say, what is school-wide positive behavior support, really? I mean, come on, what is it really? And not looking at your notes, what is school-wide positive behavior support? And if you're going to be able to expand this and make it work, you need to be able to answer this. We talk about it as you've got the 15-second version.

The Secretary of Education for Pennsylvania is going to ask you, in the elevator, right, or the president of the school board is going to ask you as you're walking to your car in the parking lot, right? You're not going to be able to have PowerPoints and things of that nature. Part of what I want you to come back with over and over, school-wide positive behavior support is a framework for building a social culture, a social culture that builds both the academic and social supports necessary for all children to be successful.

So notice that PBIS incorporates academic success. Part of what we're really interested in is building the social context in which kids can be successful. And if you want to say what is really proven, the proven pieces are invest in prevention. And if you want to look at the smallest changes you can make, not everything we can think of, but the smallest changes that will produce the biggest effect, define with excruciating clarity what the behavioral expectations are for the school.

So what do we expect here? Give them the words. Show them what it means, and reward it on a regular basis. So if you do that, it will work. Build consequences for problem behavior. One of the things we don't recommend is just ignoring problem behavior.

But here's the big difference, and I want you to come back to this over and over again, especially those of you who are school psychologists. I need you to help to get his conceptual theory across the whole things. Consequences for problem behavior in school-wide behavior support are intended to interrupt,

prevent reward of, and prevent problem behaviors from interrupting the education of everyone else.

So you use negative consequences, being sent to the office, being reprimanded, losing a privilege, but you don't do it to change behavior. You do it to, one, interrupt the behavior from escalating into something worse. You do it to prevent it from being rewarded by peers. So you've got the kid who's engaging in simulated body noises, and everybody's laughing, right? You're laughing, okay. And so what do you do to interrupt so that those behaviors don't get rewarded?

And if you've got one kid who is just having a blast, right, being inappropriate. You use negative consequences as a way to prevent that student from interrupting the educational opportunities from everybody else.

But you've got to be careful about all those consequences and stuff like that. I remember one of the very first schools that I worked with, a middle school, 528 kids, and my man Derek was a seventh grader. This is a middle school, sixth, seventh, and eighth, and Derek was a seventh grader. Derek was sent to the office 91 times, 91 times in one academic year. I want you to start figuring out how many days there are. And I've got to tell you, my man showed up every day. There's no not being there. He was there, right?

And I was actually, I actually had the honor of being there for office referral 44. Right? I was there, and it was great, because what happened was I was there. We were in the office. The room, the door flew open, Derek came in . . . hey, I'm here. I was behaving badly. I got sent to the office. How is your daughter? Is she doing better? Because I was worried about her. I was doing, and good to see you. What are you in for? I don't know. You're in the wrong place. You're supposed to be over here, and it's the blue form that goes over there. The red form goes to Mrs. Elliot, okay? You got that?

Now this is going to be okay. We're going to work on you. Now listen, I feel bad about what I did. I'm going to try and do better next time. I know exactly what I'm going to do, and I've got to really do it well. Good to see you again. That's all right. Now I've got to tell you. We're actually going to have a video in class, so I don't want to spend a lot of time, and I want to really work hard, and I'll be able to see you next time. So hey, y'all, I'm out of here.

Look, that is only a little bit of hyperbole. All right, his accent was a little stronger, but the point was this was not working, right? Part of what I want you to take away, we get so frustrated as adults with the behavior of kids, right? We get so frustrated. Part of what I want you to take away over and over again is we create the environment in which they behave. You don't change the behavior. You change the environment. Good behavior support is the design of effective environments.

Effective environments have these features. It's absolutely clear what the expectations are. You're taught how to be successful. There are positive consequences for doing it the right way, and there are negative consequences for doing it the wrong way. If you build that environment, right, things will work.

Part of it is building an environment where we stop rewarding problem behavior. And one of the big things that I want you to take away when you think

about rewards, rewards involve not just ensuring that we recognize what we want. It means being cognizant of how inadvertently problem behavior gets rewarded. And you've all been through sessions where you've seen that happen.

Part of good systematic positive behavior support is building an environment where it's clear what's expected, where kids get taught what's expected, where the consequences both positive and negative are there.

Notice that the other part is ongoing, the ongoing collection and use of data for decision-making. You all, many of you are actually in schools on a regular basis. So in part, I want you to ask yourself this question. Do you know how many office referrals per day are occurring in your school? Do you know how many office referrals per day are occurring in your school? Do you know what they are occurring for? Do you know where they're most likely to happen? And do you know whether the pattern is increasing or decreasing? In schools that are going to be successful, you should be able to answer all of those questions.

Part of what we're learning is there's not one way to do it. There are multiple ways of doing this stuff effectively. So look for ways in which you can build these pieces. Build the full continuum, tier one, tier two, tier three. And the thing that is most important about PBS, and I think George Sugai's real legacy is this message that you never implement practices without implementing the organizational systems to sustain them with fidelity.

Now the organizational systems, meaning the meetings, the data, the policies, the structures that are necessary to get something in place. I want you to think about the number of times you've gone to conferences like this. You've sat through. You saw something that was really neat, and it was clear how you would do it for your classroom, right, what you would do for your class. But it wasn't clear how you'd make it happen across the whole school.

Part of what we're learning in school-wide behavior support, and this is a mantra that I gave you from this morning, never invest in an initiative that's not going to endure for a minimum of ten years. So put things in place with the precision, with the clarity, with the depth, with the organizational support that it will last for a decade.

Now part of what we also bring is the message that these actually are strategies that are research validated. So there's actually evidence supporting. This is a paper that you can download, and you can also send an e-mail to the organizers of this conference, and they'll send you a copy of the paper.

Essentially what it says is if you implement school-wide behavior support, systematic research, randomized control trials have demonstrated that you'll not only get reduction in problem behavior, you'll get improvement in the perceived competence of the teachers, the safety of the environment, and the academic performance of the students.

So implementing school-wide positive behavior support is about not just creating something where you avoid the pain of problem behavior. You're actually investing in the success of the kids. So that's a different way of thinking about how you'd put some of that stuff in place.

Now here's the other thing I want you to think about. This whole notion of, remember I talked about . . . You're thinking, somebody's going to say, what is school-wide positive behavior support? You're going to say, it's a framework for building a social culture. Well, that all sounds good, but what does that actually mean? What is a social culture? If you were to, somebody says, well, I'm not an anthropologist, so what is it?

So if somebody says, what is a social culture, here's a definition that I want you to look at. I want each child in your school to see herself or himself as a member of that environment. See where it says membership? I want them to be in that purple part.

Here's what it takes to establish membership. One, you need a common language. So remember we talked about behavioral expectations? If somebody says, what are the behavioral expectations, do the kids have the same words? Be respectful. Be responsible. Be caring. Be considerate. Try hard. Whatever they are, do all of the students know what the words are? If they don't know those same words, then they are going to get confused. So one of the things you're going to teach, you're going to teach those words.

But those words will have no real change in the behavior of the student unless you translate those words into a common vision, common behavioral expectations. So what does it mean to be responsible? I want you to think. Ready? I want you to write down actually on your page, write down what it takes to be responsible. Give me one example of being responsible in the cafeteria, responsible in the cafeteria.

Okay, for those of you in elementary schools, one example of being safe on the playground, one example of being safe on the playground. And then I've actually read some of the signs and the posters that you all had around. So another one, in class, one of the things is try hard or do your best, right? You've seen that one? What would be an example of try hard, do your best in class? Common language, but the language has to be translated into real behaviors, real behaviors.

All right, so give me an example of doing your best within the class. Raise hand, yes please. Trying your best would be having your materials ready for class. Excellent example. Give me an example of being responsible in the cafeteria. Yes, please. Eat you own food. I think the emphasis is on the own. That's good. And what about being safe on the playground, somebody from an elementary school? No pushing. Ah, no wait. Oh, you, that's very good. We want to write what we want rather than what we don't want, right? So we're always going to be teaching. So being safe would be an example. Transform it. Give it to me. Yes? Keep hands and feet to self. Heck of a deal. Nice job. Nice job.

So you see part of what happens? I want you to go through over and over and over again what that looks like. And I love the thing about no pushing, because as soon as you say no pushing to a group of kids, what is the first thing they think of? Exactly. So we want to, here you go. Write this in bold. Do not do deviancy training, right? Do not teach what you don't want. In fact, so everything needs to be about what you do want.

Now here's the biggest message of all. So you're going to build a social culture, common language, common vision or common expectations. The third part is common experience. Now this is the thing that we have overlooked. It's not good enough to teach these skills as individual.

The most important thing you'll teach is that everybody in the school knows the same thing. You are a member of a community of learning. And in that community, everybody here knows being respectful, being responsible, doing your best. See what happens? By creating something where everybody knows and everybody, you know what? Everybody knows you know.

Part of what you do is you is you alter the likelihood that students will expect appropriate behavior from each other. If you think about your schools, you think about your schools, and we talk about problem behavior and we worry about it, but really we've got 5% to 20% of the kids are the people who are really popping up. We've got 75% to 80% of the kids who are players. They come in ready to rock and roll. Of all the things that we do wrong, the single biggest thing we do is we do not empower and acknowledge the 80%. We do not empower and acknowledge the 80%.

I want you to build a culture. I want you to build a culture where everyone knows what the expectations are. I want you to build a culture in which students are frustrated and irritated and unaccepting of inappropriate behavior. When you do that, it's not a school in which the adults are controlling student behavior. It actually is a community of learning, where everybody is expecting appropriate behavior from each other.

When we survey students again and again and again, the message we get is that students value coherent, consistent, clear learning environments. And it really can work. A couple of quick examples.

An elementary school, elementary school, K to 5, one of the things that we've learned is when you have recess, you don't have recess one, two, three, and four and five. You have little kids and big kids on the recess at the same time. So you do one and four, two and five, right? Third graders don't get recess. No, but by spacing that out, it actually changes the social dynamic on the playground.

So in this one elementary school, second graders and fifth graders were having recess, and one of the behavioral expectations was be safe. And on the playground, everybody had been taught being safe means you go down the slide, not up the slide, right? Okay, so that was one of the behavioral expectations. So this little second grader was getting on the slide and was starting to go up the slide, and this fifth grader walked by, and the fifth grader turned to the kid and said, be safe, and walked on. The second grader got off the slide. He got off the slide because he knew that they knew that he knew, right? I mean, seriously.

Another example, sixth grade. One of the behavioral expectations in one of the middle schools that we work with is be there, be ready. Have you ever been in middle school where there are some, I know not in Pennsylvania, but in some states, kids don't show up right on time. Seriously, they don't always. So in this one school, that was actually a major thing that we were focusing on. So

be there, be ready. And so part of what was happening, the four weeks before winter break and the four weeks before spring break, we always up the level of intensity of the feedback, because we know that those four weeks are higher likelihood for problem behavior patterns. And in fact, we've got data from about 7,000 schools that document that.

So during those four weeks, the assistant principal, one of the things that he would do is each day he'd pick a class and one period. And he'd call that class over the intercom, and he would say, you know, at the beginning of class, just as everybody's getting started, has everybody in class come in respectfully? Or has everybody in class come in and been responsible, or has everybody been there and been ready when the class started?

So there was this one period where he called up, said has everybody, was everybody there and ready? And the teacher said, yup, they did a great job. He said, well, you know, can I actually send down a little treat for everybody? I mean, I know that that's an interruption, and he said, well, it's a big interruption, but okay, you can send a treat, as long as there's one for the teacher, too. So the treat came down, and then, so everybody's sitting there sort of having this treat, and one of our players, right, one of the kids who needs red level support came trotting in and sat down. And he looked at the person next to him and said, where'd you get that? And the kid was sitting there and he's eating the thing and said, man, you've got to be there and be ready.

Now I want you to think. I want you to think about the message that that gives, not from the teacher saying, Elliot, expect you to show up on time. Being there and being ready means, right, see the difference? The way in which you get the messages. One more example, this is one I've told a lot, so some of you may have heard it before.

One of the other middle schools we worked with, one of the behavioral expectations was hands and feet to self, so be respectful, be responsible, be there, be ready, hands and feet to self, follow instructions. And hands and feet to self in a middle school meant not only no hitting, kicking, spitting, biting, throwing, but it also meant do not walk down the hallway as a couple wrapped around each other in a simulated three-legged race. And you know you do the thing where you teach, we typically teach, can I borrow your right hand? So we would say, all right, hands and feet to self means you can walk down the hallway, and you can hold hands. Don't hold anything else.

So everybody has fun with that. And you can imagine the faculty having a great time doing the skit. And so we go through all of that routine. So about two weeks after that, the vice principal tells this story. There's this good-looking eighth grade girl comes walking down the hall. You know, she's walking down the hall, and this young man with his hat on backwards is watching her, and you look in his eyes, and you could easily see that he was thinking that he would like to make a social bid to this young woman or some equivalent.

And so she's walking down the hall, and she's walking, and he jumps out in front of her and hits her on the shoulders. I don't know where that came from, but she stops, and she looks at him, and she says, hands and feet to yourself, and walks on. That is a social skill training trial that we could never deliver.

I want you to build a social culture. I want you to build a social culture in which everybody knows what the expectations are. I want them all to know the words. I want them to know that everybody else knows, and I want them to be so confident, that when they walk down the hall, they know what's coming. It's fascinating. You walk into schools that use PBS, and you can tell the difference. You can feel it. Part of what you see is you see the students are comfortable. They're relaxed, and they approach adults. In buildings that use school-wide positive behavior support, the students approach adults.

So part of what I want you to do is I actually want you to build the social culture. A quick digression. This doesn't always work perfectly. In this same school, I'm thinking of this same administrator. He also tells this story. Remember, one of their behavioral expectations was be there, be ready, right? So being responsible meant you walked down the hallway quietly.

So this was just at the point at the end of a passing period, and there's one kid who was out there in the hallway, and he was clearly on the wrong side of the building, and he was sort of going down the building like this. And the vice principal was very proud of himself, because he didn't say, no running. Instead he said, what is being responsible? Right? And the kid, however, without even missing a beat, said, yeah, but I'm trying to be there and be ready.

Empowerment has its downside. If this is the context, what's the role? What's the role that acknowledgement plays? I want to argue a couple of really big messages. Message number one is you acknowledge and reward behavior, not people. You acknowledge and reward behavior, not people. Ah, and I see from the shuffling, I have cheated, and I apologize.

I have changed some of the slides for this session, partly because I got feedback when I first turned them in, but so those of you who are a little frustrated because you don't have exactly the slides, remember you can get all the slides exactly the way that they are, and I apologize for not having them as early as they needed to be. The organizers did everything that they were supposed to do, but I thought of some things that I wanted to add, so there are some slides that you don't have, and that actually is okay. It's okay. Deep breath. So here we go.

I want to argue that acknowledging student behavior is going to be important within school-wide positive behavior support for at least three different reasons. One is as part of teaching the behaviors you want. Second is part of getting generalization across settings, and third, for sustaining what you do.

Part of what we're looking for is how you put that in place. Now the message that I gave, the message that I gave just a minute ago, I want you to acknowledge and reward behavior, not people. So part of what that means is when you deliver an acknowledgement, you deliver and acknowledgement to a person or persons for behavior. Now this is really important.

I was just in Colorado, and a school was delivering acknowledgement for kids doing well, and Maria was the student of the month who had done well. And we were at an assembly, and Maria was called up for having been brilliant and wonderful. She came up. She got a package of things that contained objects

that were of value to her. She got social recognition. People were hooting and hollering, and she went over and she sat down.

And afterwards I walked up and said, Maria, congratulations. That's really great. What did you get? And she said, I got objects of value to me. No, no, she didn't really, but I said, what did you do to get this award? And she said, I don't have a clue.

Okay, that's an error, because the whole focus is on acknowledging behavior. You give rewards to people to acknowledge behavior. So in part, teach. Every time you recognize or affirm what somebody does, that is a recognition. This is a behavior that's appropriate. To the extent that you've got the behavioral expectations, use the behavioral expectations over and over and over. That is an example of being respectful. That is an example of being responsible. That is an example of trying hard, trying your best. See what I'm getting at? You don't have to label each behavior, but put it in the category of the school-wide expectations.

By doing that, you're teaching what we think of as a generalized skill. I don't want students to learn to be respectful in your school. I want them to learn the concept of being respectful, and I want you to think about how important that is. That's why you use the label. You show examples of what it is. You show examples of what it is not, but part of what you're trying to do is to teach the discrimination so they can tell the difference, but they can use it in lots of places. Never teach in just one place. You teach in multiple places because they learn this is what being considerate of other people, what being respectful is, being considerate of others. That's what it means. How would you be considerate here? How would you be considerate there? How would you be considerate there?

The little exercise that we just did, do that in one of your classes. How would you be responsible in this place? How would you be respectful in this place? How would you be whatever? See what I'm getting at? To the extent that the kids can write down and write quickly what it looks like, you've done well. After you've done it the first time, then write the list on the board, and then say, okay, without using any of these, let's do it again. Right? So don't just use the one that you can remember, the one that Mrs. Norris taught you. Let's use real ones.

So in part, teaching always involves giving recognition, for this is the right, this is not right. And recognition, all that means is you're giving somebody a message that what they did was correct.

Generalization, emphasize that new skills work in many contexts. Part of what you're looking for is really acknowledging that something that somebody learned in class also works in the assembly. Something that somebody learned in the cafeteria, also works on the bus. So use the acknowledgement system to get generalization.

The bottom line, the last one, all right, here you go. Of everything that has ever been learned within psychology, the single largest most well documented phenomenon is that things that happen over and over, at some point in the

learning history of the person, resulted in their being acknowledged and rewarded. Things will not sustain. They won't keep happening unless they work.

Now in all honesty, we want being rewarded, being acknowledged to not be something that comes from you. We want it to come from peers. We want it to come from self-delivered feedback, right, self-regulation. We want it to come from family. We want it to come from multiple sources. No one relies on a single source. Everyone is affected by multiple sources. Don't expect one source to work, but use the sources you've got.

We also need to be clear. We're talking about rewards and acknowledgements. We're talking not just about giving people money, tokens, pats. We're talking about any event, activity, or object that's presumed to be positive for the learner that's delivered contingent on a behavior. Contingent on a behavior means it's not delivered if the behavior doesn't happen. It is delivered, more likely to be delivered if the behavior does happen.

So rewards typically can come in two major forms. There's two major packages, getting something that you like or escaping something and avoiding something you don't like. It is rewarding to not have to do the dishes, to not have to do problem 19, to not have to stand in front of the class and be shown to be incompetent. So those things, there's two big classes of rewards, and most of you know this well. This would not be new stuff.

Rewards are effective, they really are rewards, only if they actually increase the likelihood of behavior. What that means is many, many times things that we think of as being rewards, students actually say are completely ineffective. So students say, that was not rewarding, right? I used to have aunt who was big on hugs. It was not a reinforcer, all right?

So part of it is be careful. Rewards are often delivered inadvertently. The other really big message, and something that I always have to chuckle when people talk about, well, we don't like rewards, or we don't use rewards. I've never been in an environment where rewards were not delivered contingent. It's just not always were they being clearly controlled. It may be that the adults weren't doing it, but the gang members were, right? So you may, over in the corner, you've got a group of people who are doing deviancy training. If you want to be a member of the gang, you need to be this and this and this, right? We're going to teach good job being a real wretch, right?

So in part, you've got lots of stuff going on, and unless you're aware of what's happening, you're as likely to use it poorly as you are to use it well. So the rewards are delivered by students as well as by adults. In fact, a whole lot of the research that I did when I was in graduate school and when I was first at the university was with kids with autism.

And one of the things that I really loved, there's this study that Ted Carr did, where he was looking at the extent to which students would be working successfully on their IEPs. And what he found is kids would have six to nine IEP goals that they were supposed to be working on, and one of the things that they were looking at is problem behavior during working on these IEP goals. And the consistent finding was that at the beginning there were lots of problem behavior

11

getting initiated. And within six weeks, four to six weeks, there was much less problem behavior.

And everybody was very, very excited about that until they found that to a kid, when they went in and took a look at these kids, instead of working on all nine IEP goals, they'd narrowed it down to three or four IEP goals. And the teachers always said, well, these are the ones that we think are most important and most effective. Well, Ted Carr did some research, and he looked at it. And what actually happened is these were kids who were very systematic about delivering tantrums. So if you'd said we were going to work on IEP goal one or four, I was going to tantrum. If you said we were going to work on IEP goal two or three, no problem, right?

Over time, those IEP goals that were associated with tantrums became far less likely to be done. Those IEP goals that didn't have tantrums became far more likely to work. So after four to six weeks, you walk in and you talk to the teacher, and you say, how's Elliot doing? And the teacher says, you know, he's really doing much better. We used to have a lot of tantrums, and now we've got much less.

You go out behind the bus barn, you say, Elliot, my man, how are you doing? And Elliot says, you know, she's really doing much better. We used to work on one and four a lot, real bad. So I had to beat the heck out of her. Now she's really come to . . . So part of it is this whole notion of delivering rewards and consequences. The kids are engaged in that as much as we are.

The message I gave right at the beginning, I want you to be thinking over and over and over again the recognition that you provide should be recognition for behavior. Do not recognize, you deliver to people for behavior.

All right, so main messages, big messages, contexts. Rewards are a core feature of building a positive school culture. No environment that we've been in that has worked successfully has not had a systematic way of acknowledging kids.

Now here's the second part to that. And this is, again, partly work from Gerald Paterson, John Reed, Tom Deshan(?), Tony Bigland. These are people who work with at-risk youth. The message that they have given is, quite frankly, for kids who come to school from high SES environments with strong vocabularies, excellent social skills. The likelihood and the difference for them is very low.

And here's the quick subset to that. Part of the reason for that is those kids have learned how to get reinforcers from us. If you are an administrator, walk into a classroom and watch the kids enter. We know over and over again that one of the most important things, and remember you're always looking for the smallest change that will produce the biggest effect. If you're in a middle school, you're in a high school, one of the biggest things you can do is acknowledge kids when they come into class. Right? Acknowledge them by name. Look at when they come in.

If you're an administrator and you want to sort out the kids who are really doing well and the ones that aren't, watch the kids come in, and you will see the highly successful kids will actually engage the adult. They will approach. They

will engage the adult. They'll get a little contact, and they'll move on. Kids who are at risk stay away.

Part of what we're learning, the reason why I want you to build a formal system, I want you to build a system so that your schools work with those kids who are at greatest risk. The greater the risk the student experiences, the more she will benefit from a systematic clear reward cycle.

What Paterson's data show us is when children come from families that are dysfunctional, part of what they learn is that adults are not consistent. Sometimes they get very, very strong positives. Sometimes they get very, very strong negatives, but the critical thing from at-risk children is they cannot predict adult behavior. Because they cannot predict adult behavior, they stay away from us. Staying away from adults in school is a very bad strategy. Part of what you're doing when you use a reward system is you're establishing an excruciatingly clear message. I like what you did, and here's something you value that's a token of my appreciation. I like what you did, and here's a token that is clear. It takes multiple trials.

So one of the messages, one of the reasons that we are so committed to embedding formal systems of acknowledgement within school-wide PBS is because of your commitment to those kids who come to school from the greatest risk areas. We can all identify Philip and Marian and Jolene who did not need this support. But you don't know exactly who the kids are, and you build something that's school wide, because part of what you're doing is you're building a coherent community for all kids.

Rewards make a difference. They make a difference in terms of initial, and they also make a difference in terms of the sustained implementation of school-wide behavior support. In fact, a woman named Jennifer Doolittle, who since got married and changed her name to Jennifer Kaffee(?) which is irrelevant, except she did a study looking at the sustainability of school-wide behavior support. Schools that implement school-wide positive behavior support and sustain it over time, and we've got schools in Oregon that have been doing this for 12 and 15 years, the likelihood that you would get sustainability was statistically predicted by whether the school had a systematic rewards system. If the school had a strategy for acknowledging appropriate behavior, the likelihood that they would sustain would work.

Now one of the other things I want to do, let's be really clear. This is education. We are in education. There is no good idea that we can't do badly, okay? So there's nothing that we, so let's actually talk. I want you to leave with at least four or five clear messages about, if we were to do this, what would be things we'd want to avoid? Because there are some systematic things we want to avoid.

One of the myths, though, is this idea that if you use clearly defined, systematic, extrinsic rewards, it violates the students' intrinsic motivation. Part of what I want to argue is, first off, everything we're about, is about creating independent successful adults. We do not want people to be crippled or dependent or only able to operate in some contexts. We all agree that the goal is to provide an educational environment that leaves these kids with the social and

academic skills that will allow them to be as successful as possible as adults when they leave the educational setting. We want them to have as many options as we can.

But if I thought that there was any evidence that this really violated something about them becoming independent, I would not support it. So partly what I want to do is I want to show you some of the research, because I think that this is something that, if you really believe that using external rewards violates or impinges on the development of intrinsic motivation, then that's a big problem. That's a big problem. The basic message that I want to give is, when you look across the research, it ain't there. All right? That's not the message that comes out.

Rewards can be used effectively in all school contexts. The other thing that's great, come on, can you really envision yourself doing this with high school kids? The answer is you do it differently but yes. We're currently working with 1,200 high schools. We work with high schools in Los Angeles, Chicago, New York, Kansas City. I mean, these are kids who cut you no slack at all. But if you work with them, if you start by saying, how do we create an environment that you want to be part of, if you build it that way, part of what you see is not just that the kids show up, not just that they're more engaged, but you see radical change in terms of the extent to which the adults identify the environment as a place that they want to be part of.

All right, so the other big message is this is not something that you only do with those kids who are in trouble. It's something you do with everybody. So those are the summary things. Let's get into what the challenge looks like. So here we go.

I know we're getting to the point here pretty soon where you're going to need to engage, but I need to get a little bit of the research piece out. So in part, if you're thinking about walking in and saying, whoa, we need to build a formal system for acknowledging the behavior of kids in our school, you should expect to get these kinds of worries. In fact, if you don't, I'd be very, very surprised.

In our school, the use of rewards is seen by several faculty members as expensive, time-consuming, unnecessary, and inappropriate. My gosh, by the time they're in seventh grade, they should know how to behave, right? You've heard that? Okay.

Rewards are fine for young children but are ineffective and inappropriate for us. Use of rewards will damage intrinsic motivation and actually result in reduction of desired behavior. In fact, D.C.(?) in 1999 summarized a body of research. Although rewards can control people's behavior, the primary negative effect of rewards is they tend to forestall self-regulation. The interesting thing is the people who actually do systematic research on self-regulation don't agree with that. So we'll come back.

The expectation of reward can actually undermine intrinsic motivation, creativity, and performance. A wide variety of rewards have now been tested, and everything from good player awards to marshmallows produces expected decrements in intrinsic motivation and in creative performance.

Now let's back up. I mean, this is always, remember, this whole thing about reasonable people can disagree? Reasonable people can disagree, but it's really important to back up and know where all this comes from. It actually comes out of work that Harlow did in 1950 with monkeys. And Harlow was looking at Rhesus monkeys, and everybody knows the Harlow thing with the cloth monkey and the real monkey, but he did a lot of other studies. One of the things that he did is he found that monkeys who were within captivity would actually solve problems without getting any rewards, right? They weren't doing sudokus, but they were doing something similar. I mean it was actually pretty neat. You watched them solve. It was interesting. It was valuable. That research is what led him to talk about the concept of intrinsic motivation.

Now here's what's most important. I've read these studies. I've actually seen the videos of Harlow's study. What Harlow was talking about is that the task had intrinsic rewards, not that there was something inside the monkey that was reward. So what he really was talking about were tasks that were rewarding.

So D.C. in 1971, and he actually did several studies in '71, '72, '73, did a series of studies, and they essentially replicated some of the things that Harlow found. He took some of Harlow's findings and added to it. I know this may be a little more detailed than after lunch warrants, but I want you to have a sense of what this looks like.

Here's what these studies would do. They would take a fairly non-preferred activity doing puzzles, playing cards, reading, doing something that these kids did not see as being a real, it wasn't drinking beer, all right? And these were college students. And they would keep track of how often they would do this just under normal, no consequence situations.

Then they would take half of the students and for half of them they'd say, look, if you'll do this, we'll give you a dollar. We'll give you a dollar every ten minutes if you do it. And they would keep track of whether they did it more if they got a dollar. Then they'd take the dollar away, and they'd say, okay, now let's watch how they do it.

So three phases. So two groups of kids. They would be doing an activity. Then second phase, one group would get a dollar or something else. They did it different ways. And then they'd go back to doing it the same way.

Well, here's essentially what the data would look like. So red are the people who get the dollar. Blue are people who don't, but they're the same. So here they are. This is before. So before they do anything, they look about the same, right? Now I'll give you a dollar for doing it. These people, they're just plugging along just like they were. But look at that. Those people go way up. Getting the dollar was a functional reinforcer, right? But here's the whole point. When you went back to here, the blue people stayed the same. The red people went down. That is the pattern, and it was repeated multiple times, that was used to argue that the intrinsic motivation decreased. Got it? All right.

Now since then, there's been a great deal of debate and discussion. I mean, these are academics, so everybody, there are 19 flavors of this discussion. There's over 100 studies that have been done. So what do we

15

know? Are you ready? This is the part that I really want you to remember. So let's start with what did we learn about how to do it the wrong way, and then what did we learn about how to do it the right way?

So here's what we learned about how to do it the wrong way. If you deliver rewards ambiguously, they have much less effect on behavior. So if you say, you get the Hershey Lodge pin. Ron, nice job, you get the Hershey Lodge pin, great. Okay, that was some, I mean, Ron, I've got to tell you, he has been longing for his very own Hershey Lodge pin for a long time. He's really pleased to have a Hershey Lodge pin, right? But it was completely unclear what he did to get it. So because the acknowledgement was delivered, it's ambiguous what it was for, it will have no effect on behavior. You reward behavior. You give acknowledgement to individuals to reward behavior. All right?

The other thing is what we deliver is not a reward from the learner's perspective. Right? So you come and you say, you know, you've really been doing a good job in class, and you get your own autographed copy of *Call of the Wild*. Right, right? To a kid who has real difficulty reading, it's not a reinforcer. In fact, getting something that is not a reinforcer and having it be called a reinforcer, you actually will try to avoid.

A punisher is actually anything that actually decreases the behavior. So essentially I get the book, *Call of the Wild*, and I think I'm going to do everything I can to never have that happen again. See the difference? This is, I mean, you laugh, but the number of times that I get stories from students describing what we do, it's important.

The other thing is partial rewards are delivered when a full reward is expected. So I promised that we'd be able to take a break, 15 minutes, but instead, you've done a really good job. You get five minutes, right? So now instead of getting a 15-minute break, what you get is a 5-minute break. The 5-minute break is a functional punisher, because a 15-minute break was expected. So in part, building expectations and not delivering is a punisher, not a reward.

Reward contingencies that actually create physiological pressure. I want you to worry about this, because we know when we teach math and reading, that building fluency is really important. If we build expectations that create such a level of physiological anxiety, then the contingency, this issue of doing the behavior that's going to be followed by a consequence, becomes a functional punisher, and kids will actually engage in behavior to avoid it.

So part of what I want you to get is I want you to get the sense that we can definitely do things badly. The other thing that is most common is I'm going to deliver a really big reinforcer, but it's only going to be, we're going to work on it. It's going to happen just a few times, and then it's all gone, right? So we're going to have a really big thing that happens. It happens this week. It happens this week, and then it's all over. So you'll get a spike in the behavior, and then everybody's lost. You haven't given them time to actually develop fluency of the response. You haven't given them the opportunity to learn how to get what that skill actually normally accesses.

So those are the things that we've learned. Rewards can be effective, however. They can be used to build new skills. Contingency of reward for

specific behavior when they're gradually faded over time. Aiken, Little, Eckert, Lovett, and Little did a meta-analysis in 2004. They actually looked at about 75 different studies. These meta-analyses basically start showing us over and over again. Cameron, Banko(?), and Pierce, same basic idea. When you use rewards well, you get increases in behavior that sustain across time. When you use rewards well, you actually get increases in behavior. The kid accesses the natural environment, and they sustain well over time.

For high-interest tasks, verbal rewards are found to increase free choice and interest. You don't have to be giving out a car after every time they do well in an exam. Little things delivered more frequently is far more effective than big things delivered infrequently. The other thing that they found was that delivering rewards in different ways, think about whole school, classroom, individual. Don't rely on one trick. If there's one strategy, that locks in, there's always one way that works and other ways that don't. When tasks are of low interest, rewards actually increase free choice and intrinsic motivation on the task.

Programs that show increased intrinsic motivation are those programs that incorporate the elements of good comprehensive behavioral intervention, relatively immediate, generalization, individual intervention. The implication is that any blanket rejection of programmed reinforcement is entirely unwarranted.

All right, so this is not from us. This is from anthropologists, sociologists, psychologists, and educators who have been doing this stuff for a long time. And part of what I'm going through is I'm going through a number of different ways in which you can put these things in place.

Now one that we know best, and many of you may have heard about it. You're old enough. Remember when we were in school and you could actually get pizza tokens if we read enough stuff, right? So they actually did a study looking at, they went back and several years later looked at the extent to which kids said, or adults, people who are now adults, said that the Book-It program, where they would, if they read enough books, they would get pizza, whether that would work.

Here were the results. One, women read more, and women had higher intrinsic motivation. Obvious, all right. Neither being reinforced with money or pizza increased or decreased the amount that the college students read nor did it influence their intrinsic motivation for reading. Answers to direct questions about Book-It indicate that when kids, when they were children, it was intrinsically reinforcing for reading, the child will increase the speed and efficiency of their reading. And when they do that, reading itself becomes more reinforcing.

So when people were asked, and again, these are young adults, about whether the amount that they read, the enjoyment in reading, or the learning to read, did being part of the program decrease, have no effect, or increase? So amount read increased. Enjoyment, no real effect. Learning to read, they didn't give it a big plus. I mean, it wasn't something that you'd want to invest a whole lot.

When you say parent pay, what about if the parents said, we'll give you 50 cents for everything you read, right? Amount read went up a little bit. Enjoyment no real effect. I mean, partly, these are kids, the last thing they want to do is

admit that what their parents paid them to do was functional, right? But essentially, part of what they've got is the thing I want you to notice. There was no indication that those decreased interest, frequency, or effectiveness of reading.

Another thing that I want you to think about, let's take a slightly different twist. My older brother was one of the 100 top executives at Hewlett-Packard. And this is something that I got from some of his work. This is a study done by Buckingham and Kauffman in 2002 working with a Gallup organization. What they were interested in is they wanted to know what the best managers, these were *Fortune 500* businesses, right? Best managers in a business, what separates really good managers from people who are less efficient? And they interviewed a million workers, 80,000 managers in 400 companies. I mean, that's a stunning amount of interviewing, right? And if you would like, you can contact Buckingham and Kauffman, and for $50,000 they will come and do a four-hour presentation.

If you don't have $50,000, here's the answer. If you want to create environments where employees are effective, right, we're going to talk about businesses first. Here's what you do. The very first thing you do is make it very clear what is expected. Make it very clear. Second is give them the materials, time, and equipment to do the job correctly. Don't tell somebody a job and then not let them do it. And the third item on the list, look at the third item. Receive recognition each week for the work that they do. Regular feedback.

Now you can go through and take a look at the rest of it, but the message I want to give is we talk about, well, you know, recognition of appropriate behavior may not be something that's appropriate. These are *Fortune 500* companies. These are multi-billion dollar businesses.

I want you to think about changing the words up there from managers and employees to administrators and faculty. All right, as a faculty member, are you clear what's expected? Do you have the materials, time, and resources to do it successfully? Come on, has anybody acknowledged you in the past two weeks for doing things the right way? Have you built within your school not just a system for acknowledging the students, but a system for acknowledging the families, a system for acknowledging the faculty, a system for acknowledging the staff? Right? If we really believe this, we create environments where people get recognized on a regular basis, and it doesn't have to be expensive. It doesn't have to be difficult. It just becomes part of the culture.

If you're a teacher, if you ask your kids, do you know what's expected? Do you have the time resources and skills to do it? And has anybody acknowledged you in the past two weeks for doing things the right way? What did you get? What did you do? When students are in schools that use school-wide behavior support, they can answer those questions.

Okay, so here's what I'm interested in you doing. I want you to start by self-assessing your school. I want you to think about the big picture, and I'm going to give you about five minutes to do that, and then what I want you to do is I want you to take from the big picture back to focusing only on the issue of rewards.

So the first thing, I want you to think, if you've got this slide, use it. If you don't have this slide, it's big enough that you don't need it. You're going to have five minutes. All by yourself and only by yourself, I want you to start by using staff perspective. So make a square. There's a difference between squares and circles. If you have trouble with that, ask somebody at your table, all right? I want you to make a square, and if you were to say in your school to what extent are the behavioral expectations in our school predictable, right? So what that means is if you were to ask kids, and you were to say, what's expected here? They could do the first two questions. They could say these are the words and this is what it means. That would be a five.

If you went to a number one, it would mean the kids would say I don't have a clue. Numbers two or three, I was in Iowa, and Iowa's a state that has had many initiatives focused on behavior, and I was in a middle school, and I asked one young lady. I said, what are the expectations here? And she said, which ones do you want? The character ed pillars, the behavior support list, or the DARE . . . she said, I can give you all, but I mean, which ones do you want? Very confusing. That would be a two or a three.

So what I'm interested in, predictable, consistent. This big message that we're getting is use the whole school. To what extent are the expectations consistent across people, place and time? And let's be fair. Nothing is consistent everywhere, right? So it's okay. It doesn't have to be perfect. I mean, you're thinking of Mrs. Elliot thinking she is not, so we're going to get a one. That's okay, right? To the extent that you've got 80% of your people on board, that would be a five.

Positive, here's what positive means. Have we created the environment in which kids are being acknowledged for doing things the right way? And if we ask them, have you been acknowledged, 80% of the kids would say yes. Now we're going to come back. Many of you have been through training before, and you're wondering when I'm going to get to the four-to-one ratio and that sort of stuff. But hold on for right now.

Basically it's this. To what extent do you perceive the environment as a positive environment for the students, and safe means both physically and emotionally safe. To what extent? So the first thing I want you to do is a square from the perspective of staff. Then what I want you to do is I want you to think from the students' perspective, if you were to give them this and ask them to do it, make circles, then what I want you to do is to share that at the table. Are you clear what the task is? Go for it.

These are lots and lots and lots of examples. And you can go to the PBIS.org website, and you can download the manuals. You can download the strategies. You can download the ways in which elementary, middle, and high school students have built strategies. Some have used little stamps as a way of getting acknowledged.

One of my favorite is this pad. This is from an elementary school, and I want you to look closely at the pad. See that there's a whole bunch of blue pages, and then there's a few white pages. The white pages are office discipline referral forms. They say what the kid did, what she or he was doing wrong,

when, and where. So you fill that out. That's the office discipline referral form.
The blue are gotcha tags, gotcha being good. And it each case, it's who you got
and what they were doing and which of the behavioral expectations they were
doing well. Now notice when you look up there, there are about four times as
many blues as there are whites. You know what this administrator did?
Basically he said you don't get a new pad until all the blues are gone. You can
get a new pad if all of your whites are still there and you don't have any blues.
But you don't get a new pad until all the blues are gone.

Now that doesn't prevent somebody from throwing all the blues, right?
But remember, this is not about, you know, you don't need to call in the guns.
The idea is to create a context where the expectations are clear. I want you to
do something. I want you to acknowledge. I want you to build a strategy in
which you make it work. For this particular school, the faculty were
overwhelmingly complimentary about this strategy.

There are different ways in which you can set it up and make it work.
There are many schools that not only have a way in which the teachers can
acknowledge the kids, but in which the teachers and the kids can acknowledge
other adults. Building strategies and making that work is something that really is
very, very helpful.

Now I told you I was going to share with you a little bit of the story from
Michigan. This is, those of you who haven't been there, this is Michigan, all
right? So this is the development of school-wide positive behavior support in
Michigan. There are about 613 schools in Michigan that are currently using
school-wide positive behavior support. Isn't that a great slide?

All right, so part of what I can show you, real quick messages. These are
the first cohorts of kids, schools. So here's a group of 15 schools. This was their
rate of office discipline referrals per 100 students when they started. This is after
three years of implementing school-wide behavior support. This was a different
cohort. You see the second cohort of 19 schools. They started much higher, but
again, they got dropped. Third cohort, 34 schools started, and they also have
dropped.

So first big message, implementation of school-wide positive behavior
support was associated with a reduction of 20% to 60% of problem behavior. So
why do this? In part, students behave better.

But they also kept track of their literacy performance. Now some of you
are aware of like oral reading fluency as an elementary school index. And when
you keep track of how fast kids are reading, the question is are they making
benchmarks in oral reading fluency? And these are Dibble's data. So this is the
proportion of students who are meeting expected standards.

Here's what I want you to think about. Think about the number of schools
that you're associated with that for five years in a row the average rate of literacy
performance increased. Remember, you've got new kids each time. This isn't
just that the kids got better. It's that the school became a more effective learning
environment.

And take a look at cohort two. Take a look at cohort three. Take a look at
cohort four. You know how there's always this problem with something like this.

You can always find ten schools and make them look good. But what is the likelihood that you'd get that pattern of performance, not across a few kids, but across 62,000 students?

Now part of what we're really interested in, remember this theme that the reason I want you to be interested in acknowledging behavior is that it will work with those kids who are most in need. Well, take a look at these data. These are their data for those kids with the most extreme literacy needs. Those kids needing red level supports, behaviors when down, academics went up, and the kids needing both literacy and behavior support in the red level decreased. Those are the sorts of things we're interested in.

Here's another story about remember the whole idea of looking at the whole school. So these are standardized tests. So this is the state's literacy standardized tests for fourth grade, and these are across six years, the district average, the average number of fourth graders who met the benchmark standard. Make sense? All right, so here's our little blue school. See the little blue school? Not doing as well as the district average, right?

Well, we all know what it feels like to not be doing as well as the district average. Not good. This is the point, in Michigan, they call school-wide positive behavior support My Blissy(?). My is Michigan, and behavior, literacy, systems, right? So part of what they look at is in that first year, that's when they implemented, they got it in place the second year, and these are their performance after that.

So part of this is tying back to the academics and to the literacy. Now this is a little, this is not hard data, but this is from a young woman who is currently going to college, or high school, she's going to high school in Kansas. And in September, she sent this letter to her Jackson Elementary School teacher in Oregon. And Jackson Elementary has been using school-wide positive behavior support for about 11 years. So if you read it quickly, well, those of you in the back can't read it, so I'll do it.

It says, I write to you today as a former Jackson Elementary School student who wishes to convey her fondest of gratitude towards a fantastic school. As I grow older and move from state to state, I never forget my roots and where my future began. Though I had only attended Jackson for roughly four years during kindergarten through third grade, I realize now that those years were just as important as any other, and I'm proud to say that I was once a Jaguar.

Without further ado, I would like to state that nine years later I still remember your kindness, your positivity, if that's a word, and most of all the three R's, respect yourself, respect others, respect property. Those three lessons have stuck with me and throughout the years from age 8 to 17 and have bettered me as a human being. In essence, I simply drop by to express my thanks and to reassure the staff at Jackson Elementary that their hard work does not go to waste. Even the simplest of actions or words can spur on a revolution. Thank you very much for giving me the opportunity to live my life to its fullest. Sincerely, bump, bump, bump.

All right, so clearly a Margaret Mead aficionado. The interesting thing, I showed this to my staff at the university. Five of them went and wrote to their

elementary teachers. This is, at some points, we've all got the stories about where you touch an individual kid. But what I really want is I want you to have the sense of how we can move to make things much more effective at a larger level.

So here's essentially some key messages that I think would be helpful. Build recognition systems at multiple levels, whole school, classroom, individual, faculty, and staff. In general, and you don't have these slides, in general, when you build these, one of the things that I want you to move away from is the idea of acknowledging one person without that benefiting everybody else. My bet is there are at least 20 examples in this room where we can talk about building school-wide, classroom-wide, or system-wide acknowledgement strategies, but what actually happened is each time we did it, those kids who learned and graduated and got something, what they got actually benefited the whole class or the whole school. Look at way in which benefits of one benefit all.

So think about in the classroom. The classroom systems where if I do something well, I add to the box. When we collectively get a number in the box, we all get something. We even have something in kindergarten, first, and second where instead of giving out tokens, one of the things we use is there are these little wrist things for making potholders that are elastic. You know? Yeah, she knows. So check with her, if you don't know about those. So when we say, hey, man, you're really doing a good job, and you get to put one of those on your wrist, at the end of recess or at the end of the day, all of those go off and go into something, right? When we get enough, then the whole class gets something.

So the point is one person getting acknowledged benefits everyone. One person getting acknowledged benefits everyone. Now there are variations on the theme. It's always nice when the student has something they can take home and the parent says, well, where'd you get that? So well, I was behaving brilliantly and doing things in a way that was really highly acknowledged and recognized and appreciated by the adults in the school. And I have a phone number in case you want to call them, right?

So in part, the messages that I want, and there are no here's the best way to do it. The one thing that we have learned over and over, partly from the classroom management pieces is when you build reinforcers in a classroom situation, when you're using feedback to change behavior, you want to acknowledge people at least four times as often as you deliver corrections or reprimands.

The four-to-one ratio comes from work from a guy named Bud Fredericks. And he worked primarily in elementary, preschool, and middle school. There's also similar work that was validated by a person named Glen Latham in Utah, and his numbers actually were a little bit higher. But if we take the most conservative, if the basic message is if you want to ask the students is this a positive environment, is this really an environment where the respect, responsibility, and trustworthiness is acknowledged, then what you need to look for is you need to look not just at the extent to which the kids are getting acknowledged a little bit but whether they're getting acknowledged at a rate that actually works.

The interesting thing, look at his face, right? Now with that particular kid, this is in, there's another school. It's called Bad Axe Elementary, all right? And you've got to deal with the community, right? Okay, so in part, when you ask these kids what were you acknowledged for, every one of the kids in Michigan was able to say what they did. Sometimes they just used the behavioral expectations, but most of the time, when I pushed beyond the behavioral expectations, they can actually tell you what worked. And I said, well, what happens to this particular kid? What happens when you don't do things the right way? And he said, it's very sad. Now I didn't go into what being very sad was, but the point was everybody knew the expectations. The kids were invested in each other doing well. The students were invested in each other doing well. Big messages.

Well, let me stick with the four-to-one ratio just for a little bit. The four-to-one ratio also comes from psychology and sociology. A guy named Gottlieb was doing research with couples in Washington State, and he was actually interested in the way that couples interacted and the extent to which young couples would stay together. So what he did is he brought them in and he had them talk about difficult subjects. They talked about politics, and the talked about money, and they talked about sex, and they talked about things that would create dialog. And he kept track of how they interacted with each other. And he kept track of these people over about an 18-month period. They kept track especially of whether the couple broke up, right, whether they separated.

And their hypothesis was that couples that said nice things to each other would stay together. Couples that criticized each other would not stay together. It turned out that was not the case. Many of the couples that stayed together had very high rates of critical comments of each other. The critical demarcator was whether they maintained a four-to-one ratio of positive statements to negative statements. So you could say negative statements. They could have high rates of negatives, but when the couple stayed together, they also had very, very high rates of positives. So there was the ratio was not one to one. It was four to one.

Now for those of you who are dealing with couples things, there's a quick caveat to that which is there are some things that you just can't say, all right? If you look at him and say, you know, I think you are fundamentally rotten at the core of your soul, you can't then say, but I like your shoes. You know, it doesn't.

That work actually led to some of the work that Bud Fredericks did. Part of what he did that was so important was to ask the students about the level of whether things were positive. Do teachers acknowledge kids for doing things well? That's the question. Do teachers recognize kids doing things well? If you acknowledge at about the same rate that you correct, they will score it as a highly punitive environment. The kids score the environment as being positive, right? In elementary school, she is nice. In middle and high school, the extent to which they think the teacher is a good teacher, if you maintain at least a four-to-one ratio.

So part of what we've learned from that process is build acknowledgement systems that are simple and efficient. Remember that it's 70% for the students, 30% for the adults. Make it easy for the adults to acknowledge the kids.

Second, use multiple strategies. Don't build one thing, you know, like the kid of the week. So we've got kid of the week. Now we've got a reinforcement system. Not good enough. Kid of the week is great, but you need some other strategies. In most cases, think about what you do at the whole school, what you do as the classroom, what you do with individual students.

In every case, acknowledgement of individuals should benefit the group. In every case, acknowledgement of individuals should benefit the group. Her success is to our benefit. When I do well, I get to put a star. When we get enough stars, we all benefit. When I do well, I get to, in second grade, put one of the colored marbles into the jar. When the jar gets up here, we all benefit. See the idea? So basically what you're doing is over and over again you're building strategies that are focused on community. This is a culture. What you want is you want kids to be invested in doing things well.

Quick example. I mean, everybody thinks this stuff won't work. In middle school, one of these schools that we worked in had sixth, seventh, and eighth. And this was one of those classic things where they had a school building that was designed for 300 students and had 605, right? And when the sixth graders were released, they had sixth grade lunch, seventh grade lunch, eighth grade lunch. And when they were released, they would walk down the hallway and go to lunch. Everybody had been taught be respectful, be responsible, right? Being respectful and responsible in the hallway means walking on the right quietly, right, except when they were going to lunch, they were just getting out. They were low blood sugar. They had not had much social contact. It was great to be going for lunch. Talking in the hall was disruptive for everybody else.

So part of what the school did is they sampled the staff and they said, is this a little thing or a big thing? And the faculty said this is a big thing. Help us out. So they said, why are people being noisy in the hallway? They don't go out in the hallway and think, my goodness, let's make noise and disrupt the seventh and eighth grade class, right? Why are they being noisy? They're being noisy to get social contact, right? They're interacting with each other. So what they did is they said we can post people in the hallway, and we can punish being loud. But what that creates are little pockets, and we don't have the people. That's not efficient. We already have somebody in the hallway who's using the S and D routine, the shh, shh, shh, detention, shh, shh, shh, detention, shh, shh, shh, detention, all right? And that creates this little pocket of quiet around her, but that's it.

So what we did is we said, look, let's do this. From now on here's the deal. If you can go three days in a row by going down to lunch quietly, we'll add five minutes at the end of the next lunch or the end of Friday's lunch, five complete extra minutes of unbrokered social contact with your peers, okay? And so instead of having the teaching assistant going shh, shh, shh, detention, what I did is I bought her a decibel reader. And she would be out there, and she would be keeping track of the amount of noise going down. And she would then post the median decibel. She didn't actually know what median was, but it just read out, right? And actually, she was a *Star Trek* person. I had to tell her it doesn't do anything to them. But I don't think it, anyway, here's the point. The point was

for all grades what we got was reduction in problem behavior going down to lunch.

The reason was not because we retaught and redefined. The reason was when kid A started being noisy, kid B said, shh, not now, because I want five minutes with the cute kid in room nine, right, and I don't want you to blow it. See what happens? By changing the social context, by making it something that everybody was invested, it altered what people were doing. Ah, here's Bad Axe Intermediate. Yes, I knew. So in part, think about ways in which you can build the structures that work.

Individual kids, individual kids, you go to individual kid systems when you have a student who is confused, and she or he needs much more precise feedback. Part of what you're going to do is individual kid systems should almost always be brief, because you should bring the kid up to a level of fluency that then she tags in to what the remaining system looks like. So here's Serena. Take a look at Serena.

Problem behaviors, she was engaging in high rates of problem behaviors, not coming to school. We introduced the individual reinforcement system. You can see her, this is her check in-check out data, the proportion of points that she was getting. Part of what we were able to do is within about a month and a half, six weeks, we were able to shift her off of that system. She had developed a pattern, and the pattern, as with all check in-check out systems, should move to self-management. Check in-check out is designed to be a structure where every time you put somebody on check out, they should be able to fade to the point where they move into a self-management system.

Now part of what I also want to put on the table, I really want you to do this. I mean, this is not just a feel-good message. If you build a system so that we also are having ways in which we have, and you don't need to be, don't overdo it. But if you had, think of something where what you did was there was a way in which you could say many thanks to Elliot for bump, bump, bump, bump, bump, right? And you simply post that. Little forms of recognition and figure out what works. Do what works within your system. My staff have actually done this. We do this at the university, all right, and we build it, we set it up, it works. It takes very little time and effort, and people really value the system. There are people who can make food. Making food is consistently a highly valued behavior, all right? This is actually food. This is the traditional green, yellow, and red triangle made into a food substance or a simulated food substance, all right?

So basically part of what I'm interested in you doing is I would like you now to take some time, and here's the activity that I'm most interested in you following through with. What I would like you to do is let's start with this. Let's make an assumption that you are interested in students being respectful of each other and of adults. Now notice those are two different things. I want students to be respectful to adults and respectful to peers. Pick the grade level that's most relevant for you and define a strategy for recognizing appropriate behavior at the whole school, at the classroom level, and for individual students.

So as a whole school, what would we do? In a classroom system, what would we do? For individual students, what would do? And then, pick one of the

other cells. Pick classroom for middle school or individual student for high school. Pick one other cell just to have a feel for how it would be different in that other cell. So one column plus one cell, four cells total. Are you clear? And you can do this as a team. You can do this as individuals. But what I want you to think about is my hope is about 80% of you already have at least two of the cells that you could fill in. You're already doing things where you should be able to fill in two cells. So what I want you to be thinking is what do we already do? What would we add? How would it look different at a different grade level? Are you clear? All right, go for it.

All right, we've got about five or six more minutes to pull things together. Here was the purpose for what I wanted to ask you to do. The feeling that I hope you're going to take away is, one, we already are doing some things really well. I mean, that's one of the things I really want you to see. Second, I want you to start thinking about ways in which you can expand the systems. Now I've focused on whole school, classroom, and individual. My bet is that some of you added another row and you put faculty and staff, all right? Good for you. All right, anybody who did that gets an extra cookie.

Now the real piece that I want you to think about is the extent to which you're building an environment where it is absolutely clear to everybody that we are a member of a learning community. Build an environment that is predictable, consistent, positive, and safe. Do not use recognition as a way to coerce. Use recognition as a way to acknowledge, to teach, and to build fluency. Part of what you're doing, you can do recognition in so many different ways. You don't have to always have tokens. You don't always have to have something you give. In fact, with most kids, what they want more than anything is your genuine personal acknowledgement.

The thing that I want to add, though, is for those kids who are at real social risk, they have trouble understanding the behavior of adults. Being clear is really important. So it's not either/or. It's you should always be delivering genuine social acknowledgement. But for some kids especially, it is really important to have concrete symbolic structure that allows them to pull it together. Look for ways in which you can do that so that everybody benefits. Look at ways that you do that so that the other students are actually prompting, supporting, and teaching the appropriate behaviors that you're looking for. Doing that is a critical part of building a community environment that is what we think about when we talk about positive behavior support.

So essentially I'd go this far. We place students at great risks if we do not use formal systems of acknowledgement. It's not just that it's good. We place them at risk. The claim that rewards are dangerous is vastly overstated, but let's be humble. There are many ways that we can use rewards badly. One of those is to not give them at all. All right, rewards can create reduction in problem behavior. They can be delivered globally, delivered in a manner that creates. We can do things that make things work.

So in part, I really want you to walk away with a sense that this is something that is doable, but it needs to be done with discretion. It's something for which we have a huge number of examples that you can download off the

website, but it's something that works when you make it fit the developmental level of the kids, the social context of the families and the staff. But above all, keep asking yourself this on a regular basis. Are your faculty, your staff, your kids, your family regularly acknowledged for doing things that are going to make this a more effective learning environment?

Now one question that came up while we were doing this goes like this. We are in a school where a few staff are not using the recognition system. I am shocked. And we are thinking about collecting data about who is and is not giving out recognitions and which kids are not getting recognitions. Is this a good idea? Basically not, all right? Here's the issue. Build something that will generally work. Document that it's working. Make it efficient, and make it easy.

Collecting the kind of data that's being proposed here is going to be more effort than it's worth. Use that effort to build the positive side. Remember, everything that we're using and learning operates on that 80% rule. If you can get 80% of the people in a context to behave well, you're going to get change over time, right? You do have to pay attention to the people who need yellow and red supports, and let's be fair. The teaching staff need green, yellow, and red supports, too, right? So that's okay.

But don't lock into a, I've got to tell you. God did not prescribe how this would work, right? There's great room for flexibility. The thing that will tell you if it's working, keep coming back. Do the kids know what they're doing? Are the kids responding well? Are you getting the academic outcomes? If you're creating an environment that is predictable, consistent, positive, and safe, you will create an environment, one, where they come, two, where they pay attention, and three, where they're academically successful. I wish you well. Thank you.