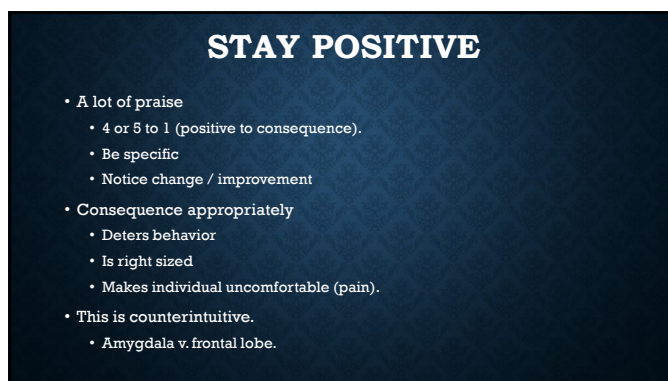




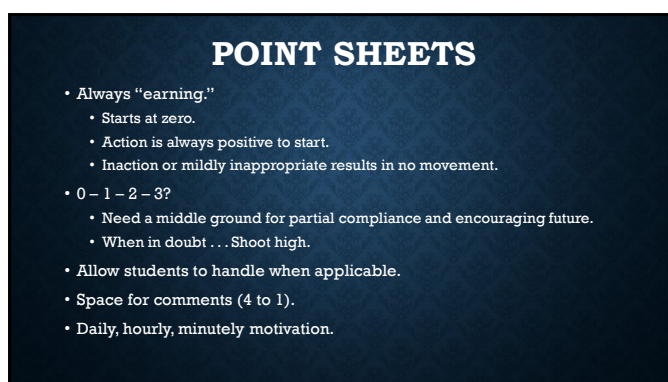
1



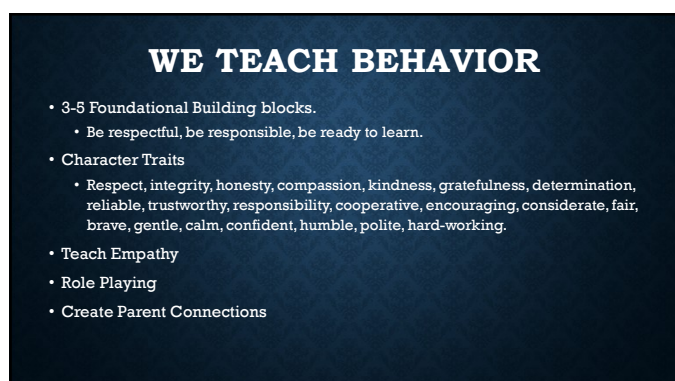
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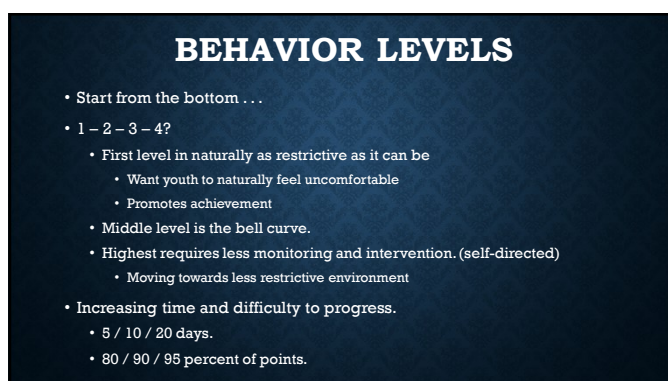
7



10



8



11

## BONUS PTS / TOKENS / BANK

- Be sure to motivate the good kids.
  - Increases desired behaviors by highlighting and rewarding.
- Bonus points
  - Separate from level percentage.
  - Are awarded in scale with regular points. (10-20% more)
- Tokens
  - Physical items used in raffle type reward for all levels.
- Bank
  - Points can be accumulated for tangible items.
    - Teaches saving. Rewards / promotes high level kids.

12

## PENALTIES, INTERVENTION, REENTRY

- Consequences have to be explicit.
  - 2 – 3 strikes.
- Levels of outside intervention have to be predictable and consistent.
  - TA, counselor, interventionist, therapist, social worker, principal.
  - What are the steps?
    - ABCA: antecedent (mood), behavior, consequence (empathy), alternative
- When student is removed, a conflict cycle is started.
  - Mediation is necessary to disrupt / end the cycle of conflict.
  - Trust the team approach.
    - Praise staff publicly; critique privately.

15

## SCHOOL STORE / HOT LUNCH

- Items have to motivate (give kids say).
  - Gift cards & hygiene. (limit candy)
  - Buy bad assignment back. (limit 1-2 per class)
  - End of week reward.
    - Gym time, movie w/ popcorn, video games, field trips.
    - Non-participants have to work on something meaningful.
- Hot lunch items:
  - Low level = 1-2 per week, Mid level = 1 per day, High level = multiple per day.
  - Semi-healthy, sugar free.
  - Hit up the food pantry.
- No Sharing!!!

13

## ½ BACK / FREEZE / DROP

- If students have a successful reentry, is there a positive for time remaining?
  - ½ back on points.
  - Restorative Justice.
- If behavior is egregious or repeated, is consequence in place?
  - Loss of days, level freeze, level drop.
- Does the level of intervention or consequence have an impact?
  - Are negative reinforcers uncomfortable for student?
  - Does student have positive goals worth working for?

17

## ADDRESSING MISBEHAVIOR

- Rely on Rapport
  - Kids will mimic behavior of people they trust / admire.
  - Give them some grace.
- Redirection
  - Naming negative behavior.
  - Explaining expectation.
- Rationale
  - Have a teaching interaction that connects with students goals.
- Explain choices with consequences.

14

## OUR WORK IS NEVER DONE

- All programs need to be adaptable to clientele and climate.
  - Weekly staff meetings.
    - Start with praise.
      - Personnel
      - Post cards
    - Who are our "frequent flyers?"
    - How do **WE** adapt to change them?
  - What needs changing?
  - Who's responsible for proposal, preparation & piloting?
  - When can we roll it out?

19