INCENTIVES/REWARDS

Overview
Incentives are used to reward appropriate behaviors that support the school-wide behavioral expectations.

Concepts
Reward/Recognition Program Established
- A system of rewards has elements that are consistent across campus.
- Rewards are available at a variety of levels (hierarchical, tangible, and intangible).
- Rewards are linked to expectations.
- Rewards are varied to maintain student interest.
- System includes opportunities for naturally occurring reinforcement.
- Ratios of reinforcement to corrections are high.
- Students are involved in identifying/developing incentives.
- The system includes incentives for staff and faculty.

Strategies
When developing your rewards system keep in mind that if it involves a tremendous amount of work on the team or any one person it may not be easy to maintain. Also, homeroom teachers are more likely to buy in if it does not involve an incredible amount of work for them. Keep it simple. Teachers also like to be recognized for all of their hard work and dedication. They are more likely to be involved if their efforts are also recognized.

Keep your rewards system in reach of your students. Don’t make it impossible for a large portion of your student population to obtain. Remember you will have a small percentage of students that will probably never receive the big rewards. Develop a system that also includes smaller rewards or possible rewards for these students.

A successful reward system does not have to cost a school an incredible amount of money. There are many ideas out there that do not cost a thing. Remember to rely on your community businesses for donations. Most of them are extremely happy to donate if they know the cause. Reward frequently to keep the students interested.
## Examples of Incentives

<table>
<thead>
<tr>
<th>School Name</th>
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<tbody>
<tr>
<td>Horseshoe Drive Elementary (Pre-K – 5th)</td>
<td>83</td>
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<tr>
<td>Luling Elementary School (Pre-K – 5th)</td>
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<tr>
<td>George Cox Elementary (Pre-K – 6th)</td>
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<tr>
<td>Linwood Middle (6th-8th)</td>
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<td>Denham Springs Freshman High (9th grade)</td>
<td>107</td>
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<td>Waggaman Special School</td>
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</table>
HORSESHOE DRIVE ELEMENTARY (Pre-K – 5)

As a school moves from punitive to positive disciplinary techniques it is important to consider incentives and rewarding students for making the right choices. Equally as important is recognizing the need to reward teachers and staff as they change their mindset to accommodate this process. A token economy was established to serve as a tangible reward. The Leadership Team chose as our symbol, “I Was Caught Being Good” doubloons.

The Leadership Team conducted an interest survey among students to determine incentives that they considered to be worth working for. *(See Survey in Evaluation Section)* A list of desired items was compiled for inclusion in the PBS Store. Activities were selected to address the interest of both lower and upper elementary age students. Frequency of rewards was established. On a monthly basis, students used tokens to purchase items in the store or attend a planned event. Long-range prizes were established and given out at the end of each semester. Faculty and staff incentives were created and awarded to individuals who consistently implemented PBS into the daily curriculum. Nominations were also considered in rewarding staff members.
Barriers in Establishing Reward System:

- In elementary school settings we must meet the needs of a wide age range. What is appealing to lower elementary is not appealing to upper elementary.

Successes in Establishing Reward System:

- Students are working hard to participate in the reward system.
- We have experienced a more positive school climate among students and staff.
- Our store includes uniforms, supplies, toys, educational items, and toiletries.
- Parents are excited about incentives offered to students and attend shopping nights with students when purchasing school supplies.

Questions and Answers:

Q. How do you fund your “PBS” store and activities?
A. We currently fund our store and activities through donations, P.T.O. support, and fund raisers. Schools that include “PBS” in their School Improvement Plan and are Title I schools are able to tap into these funds. We attempt to incorporate incentives that are free.
Luling's School-wide Incentive and Reward System
Care for all property
Use safety
Be ready to learn
Show respect for all

Luling Elementary
CUBS Incentive Program
2004-2005

A token economy system will be implemented using CUBS Cash. All adults will issue CUBS currency to reinforce students for their appropriate behavior. During the fall training activities and for a period of time after the first days of school, faculty/staff should generously distribute tickets to students so they will have plenty of opportunities to learn early on that following the CUBS expectations will result in something positive. The tokens clearly communicate that, when students follow the CUBS expectations, their behavior will be positively acknowledged. It gets the students’ attention and “hooks” them to the token economy system early in the school year.

CUBS CASH:
The overall goal is to find ways to reward students with CUBS Cash on a daily basis. All teachers will have CUBS Cash to give to students, and all students have an opportunity to earn it.
General Guidelines:

- CUBS Cash will be printed on one color paper only
- A Master copy will be used on an “as needed” basis
- Opportunities to exchange CUBS Cash for privileges/rewards will be available on a weekly and monthly basis.
- CUBS Cash should NEVER be taken away from students once it has been earned. It is best to be selective about how and when they earn them rather than to take it away as punishment.
- Students may not buy, sell, or give away coupons to other students.

Procedures:

- CUBS Cash may be given anywhere a student is caught following the school-wide expectations.
- Students will collect/save CUBS Cash as they will be able to exchange them for some type of reward during the initial training and the weeks that follow.
- When a substitute is in the classroom, students receive a different color of cash, which are worth double the value of the CUBS cash.

CUBS Cash Storing and Collection Ideas:

(Management procedures may vary depending upon grade levels.)

- Write first and last names on the back of CUBS Cash to prevent them from being stolen or lost.
- Lower grades could establish a central location in the classroom to house CUBS Cash such as a class bank, pocket charts, Ziploc bags, …
- Upper grades could use the above-mentioned procedures or they could teach the students to be responsible for their own CUBS Cash. If tickets are lost, they will not be replaced.

CUBS Cash redemption:

These are opportunities for students to spend their CUBS Cash for activities. These activities typically occur on Fridays. By Thursday afternoon, teachers should assist students with counting. Extra tickets do not carry over to the following week. All additional tickets will go into a drawing for a prize, by grade level.
Weekly School-wide Incentives (10 tickets to participate):
- Blue Jeans Day
- T-Shirt Day
- Jersey Day
- Hat Day
- Slipper Day
- Stuffed Animal Day
- Raffles
- Silly Day
- Mix-Match Day
- Twins Day
- Character Dress-Up Day
- NUT (No Uniform Today) Cards
- Extended Recess
- No Homework Passes
- Community Based Treats

Monthly School-wide Incentives: (options)
- Referral Free Celebrations
- Fun Fridays (journey odyssey from class to class)
- Freeze pop Friday
- Wet the teacher day
- Video game day/competition
- Movie day
- Faculty Basketball competition
- Picnic lunch with the teacher/administrator
- Pie-in-the-face of (the principal/assistant principal/a teacher nominated by the students)
- Talent Show
- Kiss the Pig
- Karaoke
- Game Day
- Art Day
- Performances
- Field Trips
- Field Day
- Board Game Day

**CUBS Cash FYI**

- Remember that this is a school-wide incentive; therefore, refrain from only giving out all tickets in the classroom setting.
- Occasionally, a school-wide focus may be given to targeted problem areas.
Barriers

- Weekly school-wide incentives can be time consuming
- Large school-wide activities can be costly (i.e. field days, dunk tanks, raffles....)

Successes

- Creating a reward schedule for the year
- Obtaining teacher/student input for their desired rewards
GEORGE COX ELEMENTARY (Pre-K – 6th)

There are several things that we do to recognize students who do the right thing. When we originally sat down as a team we realized that all students should have the opportunity to possibly earn rewards. We recognized that unfortunately we have students that have a hard time keeping the rules all of the time but still need to be motivated to stay on track and do the right thing. So, we came up with a plan that would also keep all students interested in the program.

One thing that we do is give out “good slips” to those students caught doing the right thing by following the school rules. Any student can earn a slip at anytime from any supervising adult in the school. The slips are kept very simple. The adult that gives the ticket signs his/ her initials to it and hands it to the child. The adults are encouraged to tell the child why they are getting the ticket. The student is then responsible for putting his/her name and homeroom number on it. The slip then goes into a designated container in the child’s homeroom. Every Friday a ticket is pulled from every homeroom container and that child wins a small prize. The school supplies the prize. The tickets are then counted in the homeroom and sent to the office and put into a big hopper. The teacher sends a tally of tickets to a designated person. The designated person keeps a running total. For every 1,000 tickets a class earns, they receive a popcorn party. Our popcorn is supplied to us for free by our local K-Mart. A bulletin board in the front of school has a visual with each class and the number of tickets they have accumulated. Students regularly check to see how many tickets they have earned. It was not designed to be a competition against the classes; however, classes regularly check the board and try to earn tickets to get ahead of the other classes.

At the end of every nine weeks we have a whole school assembly where we reward many. We take the hopper from the office where we keep all of the tickets and pull for prizes from there. We give out approximately 50 prizes during this time. Some of the prizes include: school supplies, stuffed animals, free movie rentals, games, etc…

We also give out two extremely desirable prizes. Examples that we have given away in the past are DVD players, bikes, scooters, shopping sprees and movies. Any child that earned a ticket during the nine weeks has a chance to win these prizes.

Another thing that we do to recognize the students that do the right thing all of the time is “band” them. Students have the opportunity to earn a wristband like you would possibly get when going to an amusement park or event. This process takes place approximately every three weeks. In order to receive a band a student has to be recommended by their homeroom teacher. We are a self-contained school. The teacher then sends the list to the physical education teacher. If a child has not been doing the right thing during P.E. the physical education teacher has the privilege to scratch their name off of the list and indicate why. The list then goes to the cafeteria to the supervising adults. They also have the opportunity to review the list and scratch off names if they feel a student has not been keeping the rules in the cafeteria. The list then goes back to the homeroom.
teacher to assess. Then, we hold a banding ceremony. Students who have successfully stayed on the list are rewarded with a wristband. This wristband then earns the student many deserved privileges, rewards and the recognition of being a banded student. With this band a student always has the privilege of cutting the line among other leader privileges. We also do something weekly for these students. Some of these privileges and rewards include jean days, popcorn parties, storytellers, a magic act, Shoney Bear visit, Ronald McDonald show, pencils, stickers, candy, pickles, cookies and extra recess. At the end of every nine weeks we also have a big event for the banded students. Some of these events have included a rock climbing wall, water slide, sock hop, and field trips. Also, at the beginning of every nine weeks we change the colors of bands. Therefore, if a student earned a band but maybe starts to slip up somewhat they may not be recommended for a new one. Only administrators can remove bands. Bands are removed for major infractions and a referral is written or 3 minor infractions. The teacher must fill out a band removal form for minor infractions if a student begins goofing off and not doing the right thing.

We also try to recognize our teachers for doing the right thing. We have Spirit Cards that adults write out to each other. When one adult notices another adult for doing the right thing they recognize that by jotting down a line or two expressing their gratitude. All of the Spirit Cards are then put into a container in the lounge. Once a month during our faculty breakfast we pull one card and the person that wrote the card is the actually winner of a prize. Occasionally we pull a student ticket from the hopper and reward the teacher who wrote the ticket a prize. Teachers love this as much as the students love getting prizes.

**Barriers in Establishing Reward System:**
- Many of the rewards do cost money. Sometimes trying to find rewards that are not costly and all students are interested in can be a challenge.
- It takes time to reward students. Finding staff available to help with rewards can sometimes be a challenge. Get your team to divide up responsibilities and make up a calendar of who is doing what.

**Successes in Establishing Reward System:**
- We set up a reward system so that all students have a chance to earn something. It is fairly easy for all students to earn tickets at all times. However, it is more of a challenge for them to earn the wristbands.
- Individuals as well as classes can earn prizes. Classes can earn a popcorn party for every 1,000 tickets they receive.
- The climate of the school has changed to a more positive one.
- Parents expect and encourage their children to earn the wristband.
- The system that we have set up does not require a tremendous amount of extra work for the teachers.
Questions and Answers:

Q. Where do you find the funds for all of this?
A. All of our funds are school-generated funds. We do get some donations from our local businesses. You would be surprised at what they are willing to donate when they find out what you are doing. We also try to do things that do not cost (jean days, Shoney Bear visit, Ronald McDonald show, local high school student as magician, and extra recess).

Q. Aren’t you taking students away from academic time with the out of class rewards?
A. Actually, the students that normally earn these rewards are the students that are the responsible students and know that they are responsible for making up any missed assignments. When we have these rewards the time is kept to a minimum.

Q. What about time out of class every three weeks when you hold the banding ceremonies?
A. The maximum amount of time that they are out of class for this is 20 minutes. Times are rotated so that students usually do not miss the same class period.

Q. Do you leave all of the tickets in the hopper for the entire year?
A. No, we empty to hopper after the prize drawings. Every nine weeks we change band colors and ticket colors. We run the tickets on the same color paper that the bands are for that nine weeks.

Q. Do you ever have students who do not earn bands retaliate against those who do?
A. We find that occasionally we have students that become angry with the teacher for not “giving” them a band. Occasionally, we have students who will become angry with banded students when they are allowed to cut the line. This happened frequently at first but now the students realize their responsibilities in order to get a band and getting angry is not one of them.

Q. Have you ever had a problem with bands being stolen?
A. For the most part we are a pretty small school and we know who has a band and who does not. We have had a few cases where bands were lost and found by another student that tried to use it. But, like I said, we are a small school and we know who has bands. We also write the name of the student who earned the band in the inside with a permanent pen.

Q. Where do you get your bands from and how much do they cost?
A. We get them from a company name MedTech Wristbands (medtechgroup.com).

Q. What happens if a child has to have their band cut off for family pictures or another event?
A. We do replace bands. A parent or teacher just has to write a note saying why the band was removed.
Bands

Procedure:
1. Homeroom teacher lists the names of the students who she thinks deserves a band on this sheet.
2. Homeroom teacher passes the list to P.E. When passing the list please do not send with a student. **We do not want the names revealed before the assembly.**
3. The P.E. staff scratches off any name they disagree with and initials next to the name. It would help out greatly if a note can be jotted next to name if it is scratched off. **P.E. staff member must initial here after viewing and before passing on:**
4. The P.E. staff gives back to the homeroom teacher.
5. The homeroom teacher gives the list to the duty person in the cafeteria. That duty person scratches off any names that she disagrees with and gives back to homeroom teacher. **Cafeteria duty person must initial here after reviewing and before giving back:**
6. Homeroom teacher puts list in Mrs. Stubbs’ mailbox by **Friday, April 1, (no joking) 2005**

Homeroom Teacher: __________________________ Room #: ________
P.E. Time: ______________________________ Lunch Time: ________

Homeroom teacher list only the students who you think deserves a bracelet. P.E. and cafeteria will scratch any name(s) they do not agree with and initial. Please provide feedback for homeroom teacher.

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Replacement Bands:

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George Cox Elementary
April 4, 2005

To the parents of students with new wrist bands:

Congratulations to you for the work you have done to encourage your child to be successful in school! We especially appreciate your child’s good behavior at school. Your child has earned a wristband, a program we began last year and are continuing again this year. The program is explained below:

This year we are rewarding students who keep the school rules. The teachers have boiled down the school rules to three things: 1. Be safe 2. Be respectful 3. Be responsible. We gave students written descriptions of what it means to be safe, respectful and responsible at different places on the school grounds, such as at recess, in the cafeteria, in the hallways, in the classroom, and in the bathrooms. Students who are keeping the three big rules consistently are given a sparkly wristband to wear. Each 9 weeks the students must earn the wristband and each 9 weeks the color of the wristband changes. While students are not required to wear the wristband, we think they will want to because students who have the band get prizes, treats, privileges and rewards. For example, students got a free ice cream the first week we gave the bands out. Students with bands are allowed to be first in line for lunch. Every Friday there is a treat for the students with wristbands. But the student must be wearing the band in order to get the treat. At the end of the 9 weeks students with bands always get to enjoy an extra special treat. About every three weeks students get the chance to earn the band. That way the band is never more then three weeks away for a student who decides to keep the school rules consistently.

If a student’s wristband has to come off at home because of some special event, the school will be happy to replace the band as long as the student brings in the old band. Students must be consistently in uniform and consistently properly dressed to earn and keep the wristband.

If you have any questions or concerns please do not hesitate to contact the school, 394-5890. We are happy to hear from you and value your input.

Sincerely,

Dr. Steckler,
Principal
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Tally Sheet for “Good Slips”

Please put your weekly and grand total of slips on this sheet every Friday and put in Claire Stubbs’ Box. Check the bulletin board to see when your class reaches their goal.

Teacher’s Name: _________________________________

Room Number: _________________________________

<table>
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<tr>
<th>For the week ending:</th>
<th>Number of Slips:</th>
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*Thermometer for bulletin board to track number of tickets.*
To:

From:

Re: Popcorn Party

Your class reached the 1,000-ticket mark. They have earned a popcorn party. A couple of days before you are ready for your popcorn let Mrs. Shelia know. She will call K-Mart and arrange to have the popcorn picked up. You should remind her again on the morning that you want the popcorn.

Thanks!

To:

From:

Re: Popcorn Party

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Thanks!
LINWOOD MIDDLE (6th-8th)

Deciding on incentives can be the most fun, and determining “prices” can be the most troublesome part of the SWPBS process. Linwood’s team developed the Linwood Buck early in the process and it was one of the least controversial decisions. The Buck is printed on carbon paper so that there is one copy for the student and one copy for the issuing teacher. It was discovered that students were taking Bucks to Kinko’s and copying them. Consequently the plan was changed so that the teacher keeps the top white copy and the student receives the yellow carbon copy. Bucks have been taken from rooms during times that substitute teachers were present, so it is also important that the person who “cashes in” the Bucks is familiar with the signatures of the teachers.

We created Bucks in different denominations so that it would be easier to distribute for “large ticket” behaviors. We had $2, $5, and $10 bills printed. We also had “Substitute Bucks” printed. Any Buck earned from a substitute teacher was worth twice what it would have been if it had been issued from the regular teacher. (The substitutes really appreciated that idea.) We also had “Teacher/Staff Bucks” printed. These were given to teachers, paraprofessionals, etc. by the administration for praise-worthy behaviors.

One drawback of the Buck is that it takes time to fill it out. In order to make it easier to distribute Bucks, particularly in the hallway, bathroom, cafeteria, bus area and common area, tokens were purchased that can be quickly and easily handed out to groups of students. The tokens are considered to be a quarter and when a student receives four of them they can redeem then for a Buck. This plan keeps students from having too many at one time and makes it less likely that they will be stolen. Persons on lunch duty make the exchange so it did not create another task that teachers had to perform.

Students receive a calendar at the beginning of every month that tells them what types of opportunities they will have to spend their Bucks. Options that have been used include: no uniform day, school dances, movies in the auditorium, extra computer time in the library, concession items that include school supplies as well as candy, chips, etc., entrance to school athletic activities, free-style rap with a microphone during lunch time (all lyrics approved by faculty), raffles for CD players, cameras, and other items donated by local vendors. The team struggled with prices at the beginning of the process but finally just decided to make some
arbitrary decisions. Prices have changed as the process has evolved and the students accept all changes. Students are very active in decisions about what activities are reinforcing.

Discussion on Linwood Bucks and new ways to use them are a natural part of most conversations at Linwood at this time. Since returning progress reports and other parent communication is considered to be “responsible” the earning of Bucks is frequently tied to these activities. Teachers are pleased with the way this helps them with important communication as well as improve student behavior so they are always thinking of new and better incentives to inspire the students to earn Bucks. Students are able to earn Linwood Bucks if their parents attend PTA meetings and the Back-to-School night this year was three times better attended than any year in the past.

Keeping data on the pattern of distribution is important. At one point in the year the Linwood SWPBS team discovered that there was a high rate of Buck earning just before major events. Teachers were giving out Bucks in order to assure that students would earn the admission price. It was explained to teachers that they were unintentionally sabotaging themselves. Students were not concentrating on earning Bucks at a steady rate through consistent good behavior because they felt like they would be able to come up with what they needed just before the event. Once teachers were made aware of what was happening the problem was solved.

One important Buck rule at Linwood is that if you ever ask for a Buck the answer is always “no”. Students have come to accept that they will not earn a Buck every time they display the desired behaviors. Teachers are urged at this point in the program to be sure that the reinforcement is intermittent. At the beginning of the process the reinforcement was at a much higher rate than it is now.

One concern has been for the students who “always do the right thing”. Sometimes they tend not to get as many reinforcers since teachers are concentrating on catching students with more challenging behaviors doing the right thing. A special color ID badge is being developed for these students that will allow them automatic admission to activities as well as more freedom privileges throughout the school day. This is one example of the type of changes in the program that have to be constantly addressed as they come to the attention of the team.

We developed a separate and specific incentive to deal with the issue of fighting. Our students come from neighborhoods where fights are the accepted way to settle disputes so we work
especially hard to teach them peaceful conflict resolution. A large “Count Up to Peaceful Days” poster is on the wall to the cafeteria that all students pass by during the day. On this poster we have a picture to represent the names of the six academic teams that all students are divided into. Next to the picture and name of the team is a large box where numbers can be written. The poster is laminated so non-permanent markers are used. For each peaceful day (no fights) that team has the number goes up. If anyone in that team participates in a fight the number reverts to zero. Incentives are based on the number of peaceful days that a team reaches. A pizza party was given for each team when they reached 10 peaceful days, a no uniform day was earned when the number of days reached 20, teams were able to chose what they wanted to work for—sometimes what they wanted surprised us. We didn’t have the teams compete with each other since we knew the 6th grade teams would never catch the 8th grade teams, they really just compete with themselves to get to the mark that earns a reward.
Barriers for Establishing Incentives:

- Coming up with ideas that are exciting, but not costly
- Developing a menu of options that is attractive to students with a wide range of age and interest
- Guarding against forgery

Successes in Establishing Incentives:

- Developing and distributing a monthly calendar of the reinforcers that will be available to help student set their goals.
- Allowing students to determine what items and events are reinforcing.
- After realizing that dances were not reinforcing for all students we developed concurrent options such as watching a movie and extra computer time.

Question and Answers

Q. What do you do about teachers who are resistant to distributing incentives?
A. Keep track of how many “tokens” teachers are distributing so discussions can be held with teachers who do not appear to be participating. Listen to their concerns and make a real effort to address their reservations. Encourage the sharing of success stories at all teacher meetings.

Q. How do you decide on the “cost” of the reinforcers?
A. This can be a very troubling first step. It is important to understand that this can be re-visited and changed so just go with your idea and don’t stall out at this stage. It is very easy to reduce the price of an item or event. We actually had to raise some prices and the students were OK with it, but it is not as easy.
Invalid if written in pencil.

Wildcat Buck

Student's Name: Teacher's Signature:

Reason:
Cooperative
Problem Solver
Respectful
Responsible

Date:

Linwood Middle School

Invalid if name and/or signature is scratched through.

Invalid if written in pencil.

Wildcat Buck

Student's Name: Teacher's Signature:

Reason:
Cooperative
Problem Solver
Respectful
Responsible

Date:

Linwood Middle School

Invalid if name and/or signature is scratched through.
La. SWPBS Implementation Resource Guide 2005

Incentives/Rewards

Linwood Middle School 105

Linwood Middle School

A Linwood Wildcat is:
Cooperative
Responsible
Respectful
A Problem Solver

APRIL 2005

3
Elective/P.E. Rotation
T-Th - 2nd, 4th, 6th
MWF - 3rd, 5th, 7th

4
Spring Pictures
Any referrals after this date
NO DANCE

5
CPR 2
RAFFLE

6
School Store
Concessions
Nutrition Fair
Gym

7
CPR 2
Mystery ?
Event

8
Free Style
Friday
8th Grade

9
Responsible

10
Elective/P.E. Rotation
MWF - 2nd, 4th, 6th
TTh - 3rd, 5th, 7th

11
CPR 2
Mystery ?
Event

12
CPR 2
RAFFLE

13
School Store
Concessions
Lee Hedges Stadium
4:00 P.M.

14
Sadie
Hawkins
Dance
5:00-7:00 P.M.
$3.00 - single
$5.00 - couple

15
Free Style
Friday
7th grade

16
Kids that
read. Succeed

17
Elective/P.E. Rotation
MWF - 2nd, 4th, 6th
TTh - 3rd, 5th, 7th

18
Any referrals after this date
NO TALENT SHOW or
FREE STYLE FRIDAY

19
CPR 2
RAFFLE

20
School Store
Concession
Track Meet

21
CPR 2
Mystery
Event

22
Free Style
Friday
6th grade

23
Respectful

24
Elective/P.E. Rotation
MWF - 2nd, 4th, 6th
TTh - 3rd, 5th, 7th

25
Cooperative

26
CPR 2
RAFFLE

27
School Store
Concession
League II
District
Track Meet

28
Problem
Solver

29
1:30-2:30

30
Talent Show
20 LMS Bucks

Saturday Academy Graduates may wear their regular clothes starting April 4 -- end of school

Perfect Attendance with no tardies will earn you 3 bucks from your homeroom teacher

Excusion stand open daily -- (end of lunch shift & after school)

-CPR 2-Bucks can be used Wednesdays & Fridays.

When you pass an AR text, you receive a Wildcat Buck.
When you meet your AR Goal for the 9 weeks you receive 20 Bucks!
COUNT UP OF PEACEFUL DAYS

Team 6  
Young Explorers

Team 6A  
Cool Cats

Team 7  
Achievers

Team 7A  
Outbacks

Team 8  
Shining Stars

Team 8A  
Acceleators
DENHAM SPRINGS FRESHMAN HIGH (9th Grade)

Every school has a discipline plan, but adding incentives for the students who are supporting the school-wide behavioral expectations was a new component to DSFH. We had incentives for perfect attendance, honor roll, but did not have incentives for those students with good behavior. A barrier most middle and high schools must overcome is recognizing students for good behavior. The goal of SWPBS is being proactive and focus on the positive behavior.

The SWPBS team created two types of incentives short-term incentives and long-term incentives. The short-term incentives were to give immediate reinforcement to the students who were obeying the school-wide behavioral expectations. This incentive was called the “Denham Dollar” and printed on lime green paper. Each faculty and staff members (this includes bus drivers, secretaries, etc.) received ten Denham Dollars per week to distribute to students. There was a second short-term incentive called “Caught Being Good”. This incentive was from student to student. Students could recognize other students exhibiting positive behavior by completing a Caught Being Good Slip. The long-term incentives were Fall Fun Day and Spring May Day for those students who have no major infractions each semester.
Short-Term Incentives – Denham Dollar and Caught Being Good

- Denham Dollars were earned by students for demonstrating school-wide behavioral expectations in class and around campus. These Denham Dollars could be cashed in for incentives.
  - $2 front of lunch line
  - $2 free restroom pass
  - $4 free hat on PBS Friday
  - $4 free shoes on PBS Friday
  - $6 free shirt on PBS Friday
  - $6 remove one tardy
  - $8 free jeans on PBS Friday

- PBS Friday was the last Friday of the month! Denham Dollars were cashed in the office during your recess time on the last Monday or Tuesday of the month.

Examples of the Denham Dollar:

- “Caught Being Good” was a recognition from student to student. A student can nominate another student for displaying school-wide behavioral expectations. Each student received two nomination forms per month at the beginning of the month. Nominations were placed in the lock box by the “Caught Being Good” bulletin board between the 300/400 hallways. Nominations were collected on the last Wednesday of the month and announced on the last Friday of the month.
Long-Term Incentives – Fall Fun Day & Spring May Day

Fall Fun Day and Spring May Day were celebration days for those students who had no major infractions (detention, Friday Clinic, suspension all semester) all semester. These students had an opportunity to participate in a half-day celebration filled with activities (i.e. face painting, D.J., basketball, football, etc.) and food (hamburgers, hotdogs, chips, drinks, etc.).

For Fall Fun Day & Spring May Day, the discipline records started over the 2nd semester. A student may receive a detention the 1st semester, which disqualifies him/her from Fall Fun Day, but may attend Spring May Day if he/she goes all 2nd semester with no major infractions. Minor infractions (warning, conference, recess detention) do not disqualify you from Fall Fun Day or Spring May Day. The following are pictures from Spring May Day 2004.

As your school develops incentives, be sure to gain input from all stakeholders (especially the students). You can gain student input through a student focus group and/or surveys. Our students suggested adding jeans to our incentives, so we did for the following school year. The teachers asked to change the format of the Denham Dollar to be less writing on their part, so it was altered. The incentives that work for one school, many not work for another school. The key is communication between all stakeholders and creating a system that works for your school.
Barriers for Establishing Incentives:
- At the high school level, it is hard to convince some faculty and staff to give incentives to students for doing appropriate behavior.
- Funding to support incentives can be an issue.

Successes in Establishing Incentives:
- Through given students tickets when they support our school wide expectations, adults are stopping and thanking students for being respectful, responsible, positive, and safe.
- Incentives have a positive influence on the climate and culture of the school. If students are happy and teachers are happy, learning occurs easier and pleasurable.

Questions and Answers:
Q. Where do you get funding to purchase incentives?
A. School wide fundraisers-volleyball game of the students vs. faculty, dance, etc. short term incentives are privileges and do not cost the school and money; for example, front of the line, free jean day, etc.

Q. How often do you give incentives?
A. The short term incentives are given daily through a ticket system when students support our school wide expectations. The long-term incentives (Fall Fun Day and Spring May Day) happen at the end of each semester for those students who have not received any major infractions.
## WAGGAMAN SPECIAL SCHOOL (K-7 Alternative)

### BARK Reward System 2003 - 2004

<table>
<thead>
<tr>
<th>Reward Level:</th>
<th>Type of Reward:</th>
<th>Rewarer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Level 3 students only.</td>
<td>&gt;Hall Pass Privilege</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>&gt;Weekly PowWow’s</td>
<td>Disciplinarian</td>
</tr>
<tr>
<td></td>
<td>&gt;Monthly Surprised Events</td>
<td></td>
</tr>
</tbody>
</table>

Group rewards will be given at least once a week, known as “PowWows”. PowWows are group gatherings for level 3 students only. Some of the activities will include, but are not limited to: art projects, playing video games, watching movies, dancing, and making treats (i.e. nachos, ice cream sundaes, “Dress Your Dog –loaded hotdogs, etc.)

| **POPULATION** |                 |          |
| * Any student of the school-wide student body, in compliance with BARK at a particular time of evaluation. | >small token items | Principal |
|                | >edible treats  | Social Worker |
|                | >raffle ticket for prize | Disciplinarian |

Population rewards will be given randomly. Students are expected to always be PREPARED, because they do not know when there will be an evaluation for BARK compliance. Students will be evaluated for: proper uniform appearance, appropriate behavior @ arrival & dismissal area, quietly listening during announcements, etc.

| **INDIVIDUAL** | Bone Coupon Awards |          |
| * Any student, particularly recognized, for their above & beyond positive behavior, by an adult. | >Free snack coupon, | Teachers |
|                | >Friday Free Dress Day | Para Educators |
|                | coupon, or               | Nutritionist  |
|                | >Above & Beyond Referral | Custodial Workers |

Any adult, other than the Principal, Social Worker, or Disciplinarian, can give individual rewards. Once a month, each adult will receive one “Bone Coupon” to be given / rewarded to a student of their choice. Students will use the “Bone Coupon” for a specified snack or a Friday free dress day. Adults may also refer a student for Above & Beyond recognition. Note, no student should be rewarded multiple times for a single positive behavior. Only one adult should reward a student for a particular good deed. One coupon/referral per student. Adults should not reward their coupon if they do not find a student worthy. Recommended behaviors are those displayed over time or continuously (i.e. excellent effort to achieve/try, peace maker, cooperative spirit, willingness to help others, 90% - 100% week, etc.)
The teachers at Waggaman are recognized for 1) a successful reduction in classroom referrals; 2) displaying model behavior/compliance; 3) supporting others; 4) making contributions to support the PBS program with suggestions of activities and other ideas, and 4) creating positive boards, posters, sign, etc.

Teachers are given incentives to participate with acknowledgements during faculty meetings and morning announcements. Awards are primarily provided by the principal and have included things like gift certificates, gift bags & baskets, and free meals.