### WHAT IS IT?
A set of strategies that encourage appropriate behaviour by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and inclusion.

### TEACH BEHAVIOUR ROUTINES
- **Preventative Prompts:** Prompt expected behaviour just prior to when it is needed. “Before we transition to group work, remember showing respect looks like...”
- **Specific Positive Feedback:** “Sally, Awesome! You are showing listening to the speaker by leaning in, that’s being respectful.”
- **Individual Reinforcers:** Tokens, table points.
- **Group Contingencies:** After tokens are earned among the group, everyone gets a 5-10 minute social reward.

### WHAT DOES IT LOOK LIKE?
- **Teach Behaviour Routines:** A written plan/schedule for teaching and practising expectations, rules or procedures.

### WHY?
- **Ensures all students have a clear understanding of expected behaviours and teaches new social-emotional competencies.**
- **Prevents inappropriate behaviour by setting the environment and students up for success.**
- **Gives feedback about performance. Builds relationships. Helps establish a 4:1 acknowledgement to corrections ratio.**
- **Individual acknowledgement systems remind adults to focus on student skills they want to see and to use Specific Positive Feedback.**
- **Keeps a focus on growth mindset. Uses the benefits of social rewards to emphasise desired behaviours and build relationships.**

### HOW?
- **Teach behaviour like academics. Install new skills and engage in ongoing intentional practice. Teach the identified rules and procedures in the teaching matrix.**
- **Pleasantly prompt expected behaviours just prior to the time when students will be required to demonstrate the behaviour.**
- **Identify the student/group. Include terms of acknowledgement. Describe rule being recognised. Link to school-wide expectation.**
- **Use the same school-wide acknowledgement token in classrooms. School team guides the recommended frequency.**
- **Identify collective goals for frequent group rewards/celebration. Layer larger/less-frequent rewards on top for bigger celebrations.**

### TIPS?
- **Work collectively to create lesson plans all staff can use. Follow the same design in lesson planning as you do with academics. Consider social-emotional skills and behavioural skills.**
- **Write an aligned target behaviour on the board next to the academic objective for the lesson.**
- **Use self-reflection to build 4:1 ratio consistently. Be authentic and genuine in tone. “I really like how you...” Delivered positively.**
- **Once earned, reinforcers are not taken away. Layer tangible and social rewards. Do not use shaming response cost systems.**
- **Seek student input on a menu of 5-10 minute group rewards in advance. Everyone is included in group celebrations. Deliver reward as quickly as possible.**