

## Lesson 4: Develop a Schoolwide System to Encourage Students' Use of Expected Behaviors (Your Matrix).

The purpose of tangibles in the positive consequence continuum is to prompt adults to provide feedback at rates or ratios that are likely to support consistent student demonstration of expected academic or social behaviors.

### Creative Ways To Use “Tickets”

- Set class or school goals.
- Write name on ticket and drop in a raffle box.
- Start a competition between grade levels.
- Award the “Golden Tray” for class receiving most tickets during lunch.
- Chart and graph the number of tickets earned (math).
- Establish roaming trophy for the most tickets each month; current class prepares celebration for the next class who receives trophy.
- Display tickets in hallway, outside classroom door.
- Trade tickets for piece of string and make into a giant string ball for the entire school.
- Post tickets on a bulletin board.
- Trade tickets for paper strip to make paper chain around the school.
- Set a destination to “travel” to and learn about; each ticket equals a mile toward the destination on a map.

While a “ticket” or tangible schoolwide system for encouraging expected behavior will cover many of your reinforcement needs, it is important to remember:

- Not all students are encouraged by the same thing or in the same ways.
- As students are learning new skills, they need immediate and frequent reinforcement.
- As students demonstrate mastery, they respond to intermittent to long-term reinforcement to maintain their social behavioral efforts.
- Many students try to get or seek social attention while others try to avoid it.
- Students who avoid social attention may be reinforced by solitary activities, privileges, or tangibles.
- Many young students are motivated by adult attention while older students typically are more motivated by peer attention, activities, privileges, or freedom.

### Examples

