

Welcome!

In the chat, let us know...

City & state where you work

Tell us an example of how you
acknowledged in another person
positively in the last 2 weeks





PBISApps Community

Practical, Easy, and Fun Acknowledgement Ideas for K-12
September 11, 2026

Danielle Triplett, M.Ed.
Senior Research Assistant and PBISApps Trainer
University of Oregon

Meet the Trainer- Danielle Triplett

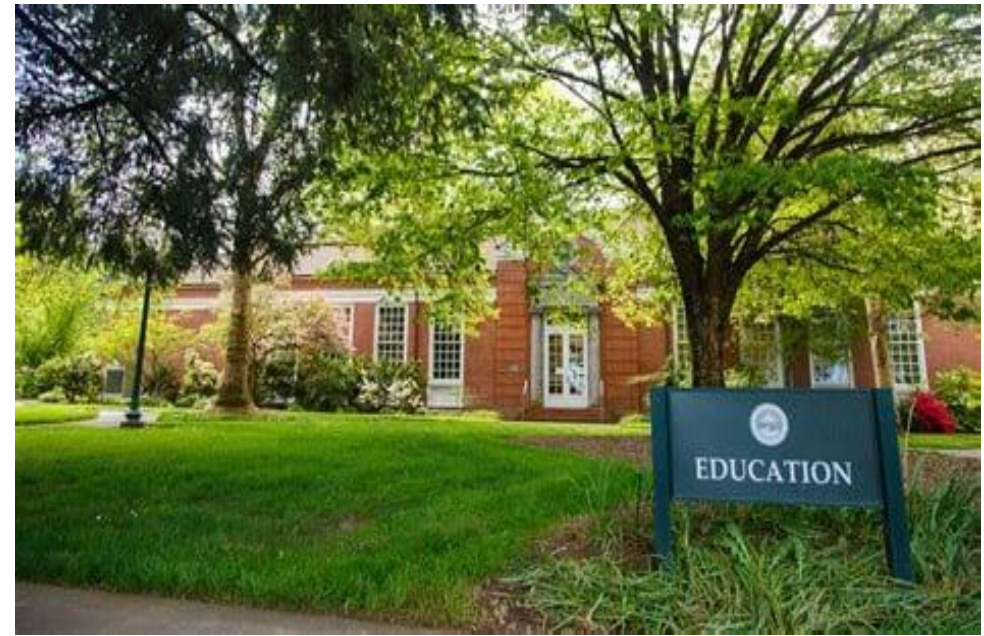


Danielle Triplett, M.Ed.

PBIS Applications Training Team

Training@pbisapps.org

- Middle school language arts teacher
- District PBIS Coach
- Researcher and trainer
- Mom and PTA member
- Lover of animals
- First in my family to go to college



PBISApps is a not-for-profit organization supporting educators to create more effective, equitable learning environments for all students through high-quality data systems and training. We are embedded in a research unit at the University of Oregon called Educational and Community Supports (ECS). ECS focuses on federal and state funded projects supporting research, teaching, and technical assistance through the Center on PBIS

Today's Plan

1. Introduction of theme for the year: The Domino Effect of PBIS
2. Acknowledgement best practices and examples
3. Listening to your community: Praise Preference Assessment



The PBIS Domino Effect

PBIS creates the predictability schools need to set positive outcomes in motion. Here's how strong implementation can create a domino effect for students, educators, and schools.



By Megan Cave | August 11, 2026





Numerous studies, conducted by multiple teams, consistently show that PBIS:

- Reduces the use and inequities in exclusionary discipline
- Improves social, emotional, and behavioral competencies
- Reduces disruptive behavior
- Can improve student outcomes
- Can positively influence attendance
- Improves school climate, school safety, and organizational health
- Enhances teacher use of classroom management practices and efficacy
- Can reduce student referrals for support

Latest Expert Instruction Podcast

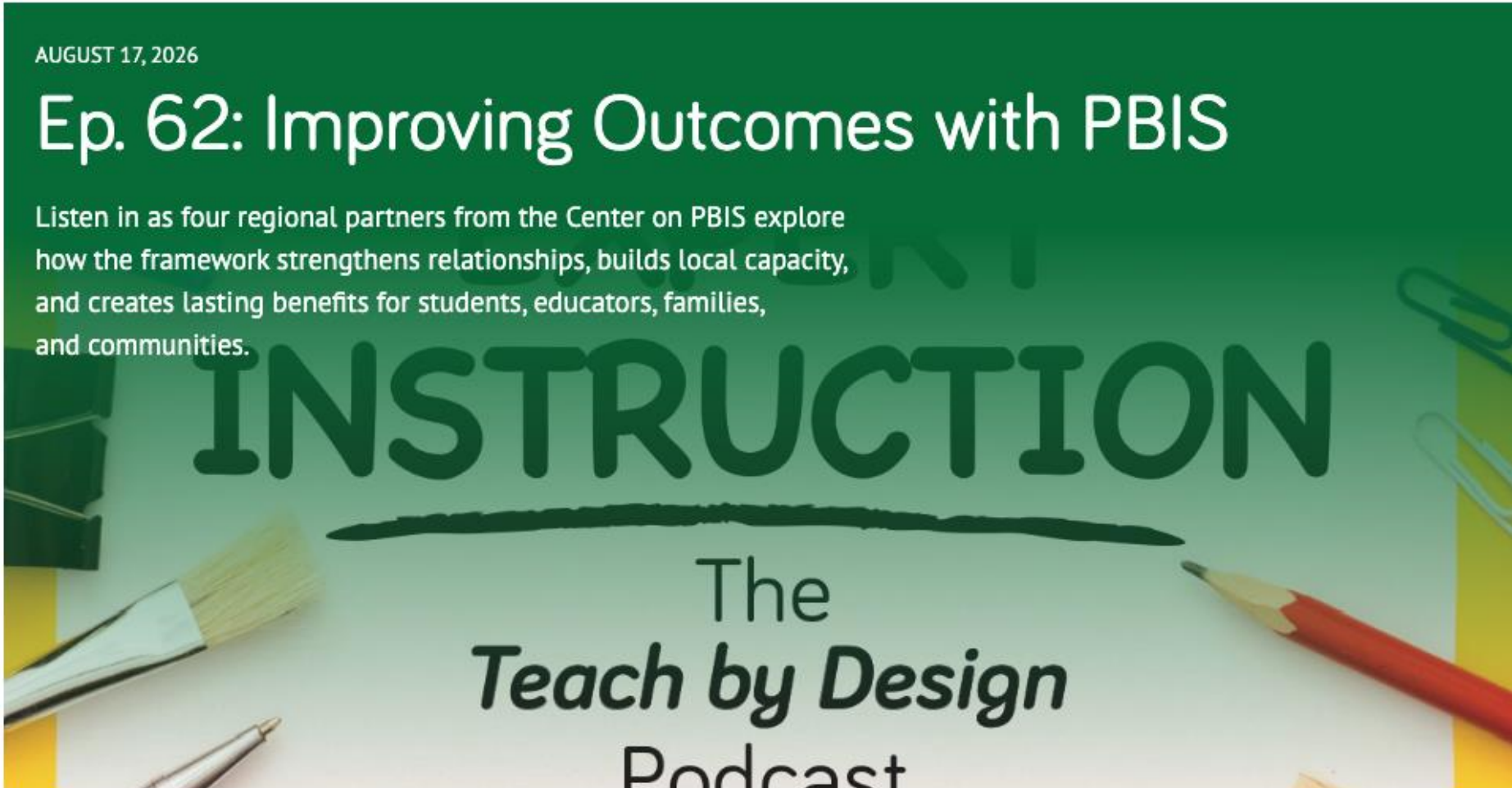
AUGUST 17, 2026

Ep. 62: Improving Outcomes with PBIS

Listen in as four regional partners from the Center on PBIS explore how the framework strengthens relationships, builds local capacity, and creates lasting benefits for students, educators, families, and communities.

INSTRUCTION

The
Teach by Design
Podcast



Acknowledgement Best Practices

First we define our behavior expectations.

Second we explicitly teach those expectations to all staff and students.

Third we recognize people for meeting those expectations regularly.

TFI Item 1.3: Schoolwide Expectations

Having schoolwide, positively stated social-emotional-behavioral (SEB) expectations promotes a positive and equitable school culture.

Subscale: Practices

1.3 SCHOOLWIDE EXPECTATIONS

The school has established a set of five or fewer positively stated schoolwide SEB expectations or values that are (a) aligned to the school vision for climate and culture (item 1.11), (b) posted accessibly (e.g., in at least the two most common home languages, developmentally appropriate) around the school, (c) defined in a schoolwide teaching matrix with specific examples by setting and routine, (d) known by staff, (e) aligned to SEB standards or curriculum.

Teaching expected behaviors is critical in establishing a positive school culture.

1.4 SCHOOLWIDE EXPECTATIONS TAUGHT

Educators explicitly teach expectations through the established examples and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing SEB or academic instruction.

Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and reinforcement of contextually appropriate behavior. Formal systems prompt teachers/staff to provide positive feedback.

1.5 SCHOOLWIDE ACKNOWLEDGMENT

Educators consistently and equitably implement a written process for delivering behavior-specific praise that is (a) linked to schoolwide expectations, (b) used across settings, (c) documented (e.g., electronically tracked, count of tokens) and (d) differentiated to meet students' needs to acknowledge students' academic and SEB skills in a manner valued by students.

Behavior Specific Praise

Behavior specific praise is “a positive statement... when a desired behavior occurs (contingent) to inform students specifically what they did well.” (Sim

Genuine

Relevant

Differentiated

Connected to Expectations

Thank you
for raising
your hand,
Penny.

Gavannah, you've
been on time to first period on
time every day this
week. You're really
taking responsibility
and managing your
time!

Examples!



Coyote Ridge Elementary School

	Howl Ticket	Recognition Assembly	Cody's Clubhouse	PAWsitive Postcards	Character Pins	Staff Acknowledgment
What?	Each staff member gets tickets to give to students who are caught following school rules. (substitute ticket) Link staff acknowledgment to this- encourage teachers to use it consistently!	Coyote of the Trimester + Character Counts Incorporate wheel	Classroom that can be used as an incentive for social gathering	Teachers are given labels + postcards	Flag with achievement pins, or dog tag necklaces- character trains, honor roll, etc. (schoollife.com)	Success Notes written to colleagues and pulled during meeting; PTA & Sunshine treats; admin traveling snack cart; verbal praise
Who give it?	All staff	Teachers	TBD	Teachers	staff	Admin, staff ,pta, sunshine
Who Receives it?	Students	Students	Choice on prize wheels Identified/ nominated students?	ALL students	students	everyone
How Often?	Weekly pull in the classrooms Monthly pull school-wide? (choice menu; K,1,2-3, 4-5)	Trimester	Monthly	At staff meetings, teachers fill out 5/month	TBD	varied
Cost	\$600 to print tickets \$500/year prizes	Certificates	donations?	\$300 postage \$25 Labels \$15 cardstock	TBD	varied

Husky Store

September

These are definitely FUN!

But what can you do that is FREE?

In the chat, list 3 ideas you have for rewards that don't cost money.



Mini Lego Kit
50 Husky Tickets



Donuts with Mr. Nielsen
70 Husky Tickets



Pizza with Mr. Nielsen
100 Husky Tickets



Click Pen
Husky Tickets

Olive Grove Elementary School

Positive Reward/Incentive	# for TK-3	# for 4-5	Frequency/Information
Soaring Eagles	N/A	N/A	Daily. Let students know WHY they have earned the Soaring Eagle. Turn in Soaring Eagle tickets to the office weekly for the House ticket pull. Class ticket pulls are optional, but encouraged.
Be the Difference	2-3	3-4	Monthly award given to students who are making a difference in academics, behavior, social/emotional learning, or in another way. These students attend a pizza lunch with the Principal.
Outstanding Achievement Award	3	3	Once per trimester. Given to students based on teacher discretion for outstanding achievement. Parents are notified and invited to a grade level assembly.
On a Roll Award	1	2	Once per trimester. Given at the Outstanding Achievement assembly to a student who is "on a roll" or showing a growth mindset, showing improvement, etc.
Positive Office Referral	Approx 1-2 per month		As earned - no more than one per week. Send the student to the office with their Positive Office Referral. The Principal and/or Office Staff will call home with the good news.

Acknowledgement System Matrix

Guiding Question	Student Ticket System	Toolza Lunch	Trimester Awards	Athletic Awards	Staff Acknowledgment
How does the system work?	Staff gives CLAWsome Act to student while stating reason for why award was given. Staff writes student name & staff name on ticket. Students turn in perforated section of CLAWsome Act. Students may also earn positive postcards home.	Teachers pick one student per month to have pizza in the student union 4-8 students get to bring a friend	Extraordinary Effort- Teachers pick 3 students who show extraordinary effort each trimester. Honor Roll/ GPA awards	Coaches pick based on student effort during team sports	Staff Member of Week, News10 Teacher of Month with parking space, Raptor Shout Out, Kind Bar for CLAWsome Act winner, Thankful Thursday, My Favorite Things Teacher who Makes a Difference
Which behaviors will be acknowledged?	Anything on Behavior Matrix	Character traits and toolbox Trait scheduled monthly	Extraordinary Effort, Honor Roll	Students picked for effort & Spirit Raptor Award, MVP Most Improved	Hard Work Effort Responsibility
Who will provide recognition?	All staff - including bus drivers, custodians, food services, campus sups, IAs, teachers, office staff, admin, resource officer	Each teacher will pick a student to honor at the monthly lunch. Principal & office staff	All Teachers can choose 3 students for extraordinary effort per trimester	Coaches or staff	Principal, Assistant Principal, Other teachers and staff
Who will receive recognition?	All students, aim for at least 50% of students each month	1 student per teacher	3 students picked by teacher Honor Roll given by GPA	3 players are picked per team	Any staff members

CVR Acknowledgement Ticket System - CLAWsome Acts

CLAWsome Act Ticket

- "I Displayed The Raptor Way" with "Show Respect," "Make Good Decisions," and "Solve Problems" checkboxes
- Just student name and staff name written on ticket, not grade and advisory teacher
- Kids could write in their own name to save time
- Staff members encouraged to fill in their names ahead of time (TAs, stamp)
- Perforated ticket instead of duplicate so students could keep a portion and turn in perforated portion
- When tickets are given to students, staff will EXPLICITLY STATE the reason why the student is earning the ticket. Example: "Thank you Sam for Showing Respect. I appreciate the way you were listening while another student was presenting"
- Less writing - more relationship building
- GIVE OUT AS MANY AS YOU CAN ALL DAY EVERY DAY

Turning In Process

- Each teacher has a “CLAWsome Act” ticket box in their rooms. Students will turn in tickets to their teacher/first period teacher regardless of who gave them the ticket.
- Teacher draws 10-15 tickets once a week on Mondays after the announcements and offers prizes from the teacher menu. Then the teacher sends runner to the office with remaining tickets to dump in the office bucket by the end of day.
- Office draws names on Friday for Monday’s announcements. Students will come up to the office for prizes from the prize wheel.
- Remaining tickets go to MPR for school wide display for school wide goal. Once school reaches lines on buckets ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ full), the whole school (students and staff) gets a prize from the school menu.
- Teacher can set room goals (whole class prizes) with class for reaching a certain number of CLAWsome Acts earned in their rooms.
- Margaret will look into customized ticket boxes

Menu Prizes:

Incentives will be provided on a menu in each class so that students may choose what they want to earn from the menu. There will be a TK-3 Menu, 4-5 Menu, and 6-8 Menu.

TK-3 Menu

- Teacher Choice
- Bean Bag
- Homework pass
- Pencil
- Sticker
- Teachers chair at student desk
- Lunch Fast Pass (front of line)
- Prize box
- Student Union at lunch recess with a guest

4-5 Menu

- Teacher Choice
- Bean Bag
- Lunch Fast Pass (front of line)
- Sticker
- Student Union at lunch recess
- Homework pass

6-8 Menu (drawn by 1st period teachers)

- Teacher Choice
- Teacher chair at student desk
- Lunch Fast Pass (front of line)
- Hydro Flask Sticker (raptor claw - Corey can make if given supplies)
- Student Union at lunch with a guest (on Mondays only)
- Music pass during class with teacher discretion
- 3 Minute Early to Lunch Pass
- Candy (Jolly Rancher, etc.)
- Snack (small bag of crackers, etc.)

STAFF Incentives to pass out CLAWsome Acts (possible ideas)

- Coffee and Donuts ($\frac{1}{4}$)
- Sweet Treat ($\frac{1}{2}$)
- Whole Latte-Love (coffee truck) ($\frac{3}{4}$)
- Catered Lunch (Full)

Passes (collected by staff, not laminated, coordinate to look official):

Student Union

Fast Pass

Early to Lunch

Student Union/Game Room (TK-5):

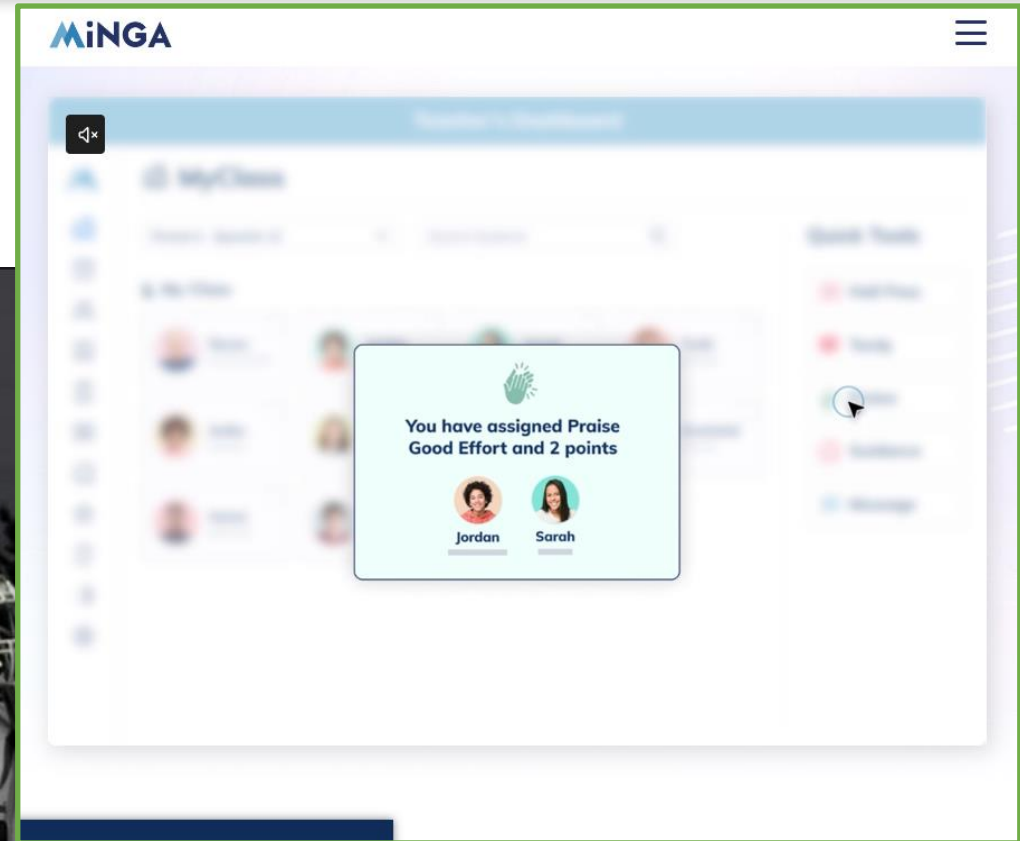
Monday at lunch recess with Campus Supervisor

Students take pass when their ticket is pulled, must present pass to campus sup to get in

Woodcreek High School

Video to teach school wide expectations created by students:

The
**WOODCREEK
WAY**



All staff use Minga to acknowledge students along with many other management tools (hall pass, communication)

CULTURE OF CARE

The Challenge Coin

Background information

To be read before formally presenting the coin



WHAT IS THE CHALLENGE COIN?

As part of the district's **Culture of Care**, the **Challenge Coin** recognizes individuals, staff, student, or community member who go above and beyond for their school community.

These custom-designed medallions are not tied to grade point averages or athletic achievements. Instead, they are reserved for quiet, everyday acts of care, leadership, and kindness.

This specifically honors those who work to **Ignite, Inspire, and Prepare** by embodying the elements of the **Culture of Care**

Today's coin is being awarded because of a very special impact:

[Insert the brief paragraph/story about the recipient's specific act of care here]

Along with this coin, the recipient will receive a personal note of gratitude, and their story will be featured on the district's Culture of Care spotlight webpage. Please join in celebrating today's recipient...

CULTURE OF CARE

The Challenge Coin

Recognition Program

A quick guide for Principals & APs



HOW THE PROGRAM WORKS:



Honor the core values — recognize staff & students who **Ignite, Inspire, and Prepare** by embodying the elements of our **Culture of Care**.



Two coins, per leader, per year — each Principal, AP & Cabinet member gets two coins annually (about 8–10 per school site).



Award every coin — all allocated coins should be given out by the end of the school year.



Recognize the unseen — honor quiet, everyday acts of the elements of the Culture of Care, it is not tied to academics, activities, arts, or athletics.



Present with meaning — pair each coin with the Culture of Care cardstock and a personal note on why it was earned.



Capture the moment — the presenter snaps a photo and writes a brief paragraph about the recognition.



Share the story — Communications Department features each moment on the district Culture of Care spotlight webpage.



Make it public — present at a staff meeting, classroom, rally, or assembly; notify parents when honoring a student.

Green Local Schools



#FeelGoodFriday 🧡💚 | The Heart of our Buildings!

There's just something special about our administrative assistants. They are often the first smile, first voice, first helping hand, and first connection families experience when they walk through our doors. And we think our Bulldog families are pretty lucky to have these gals in their corner!

This week, our amazing administrative assistants were invited to Starbucks on Massillon Road to share ideas, experiences, and a whole lot of great conversation about building connections, creating welcoming experiences, and making a positive difference for our students, families, and staff.

They are problem-solvers, cheerleaders, organizers, encouragers, information hubs, calm-in-the-storm experts, and so much more. They make the impossible look possible (especially with back-to-school activities), and they do it with a smile.

- ☕ A little coffee or refreshers! 😊
- 💬 A lot of conversation
- 💡 Plenty of great ideas
- 🧡 And a whole lot of Bulldog spirit!

To our incredible administrative assistants: **THANK YOU** for everything you do and for the heart you bring to Green Local Schools every single day. Special thanks to Mr. Keller and Starbucks for hosting the get-together! **See**

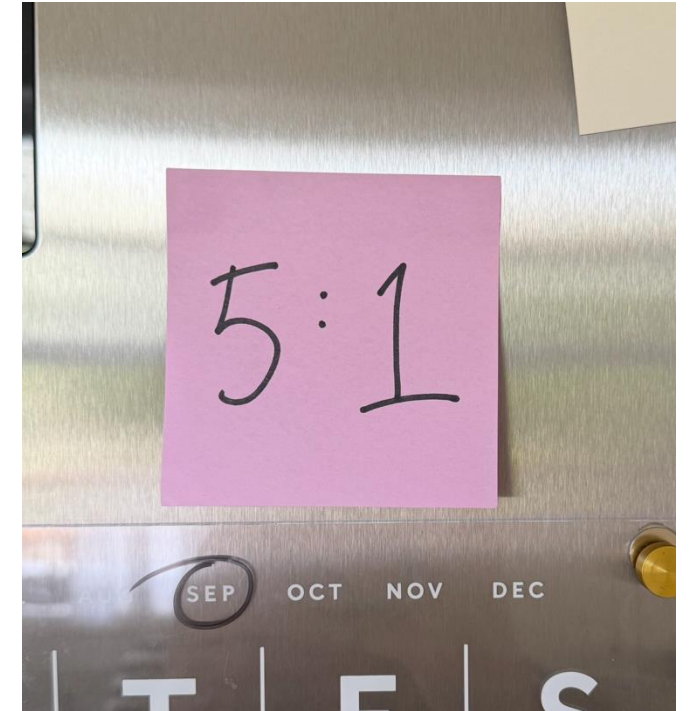


Example Pics



Rationale for Using Specific Praise

- It actually works!
 - Specific praise is an effective and easy Tier 1 practice
 - Decades of research support the relationship between specific praise and student outcomes
- Keep the 5:1 ratio in mind
 - Maintain a favorable ratio for positive to corrective feedback
 - Provide at least 5 positive statements for every 1 corrective statement



(e.g., Caldarella et al., 2019; Cook et al., 2017; Floress et al., 2017; O’Handley et al., 2020; Partin et al., 2010; Royer et al., 2019; Scott & Gage, 2018; Simonsen et al. 2008; Sutherland et al., 2000; Sutherland et al., 2019)

- Thinking of the last two weeks, how often have you been recognized in a positive way? It might be at home, at work, or anywhere else you spend time.
- How do you prefer to be acknowledged?
 - A text message or meme in your inbox
 - A handwritten note
 - A verbal comment in private
 - A verbal comment publicly (at a meeting, at dinner with family)
 - A comment posted online (Slack, Microsoft Teams)
 - A tangible item (gift card, treat, coffee)
 - A privilege (premium parking spot, an extra prep period)
 - Something else



Praise Preference Assessment

Praise Preference Assessment



Helps staff connect more authentically with students

Find out individual student preferred ways to be recognized for behaviors

Praise Preference Assessment

(Editable) Sample Praise Preference Form



My Name: _____

When I do something good, I would like you to:

(put a **star** by your favorite and an **X** by any you don't like)

_____ Give my class a classroom point

_____ Give me a school-wide ticket

_____ Tell the class I did a good job

_____ Tell me quietly or give me a thumbs up

_____ Something else: _____

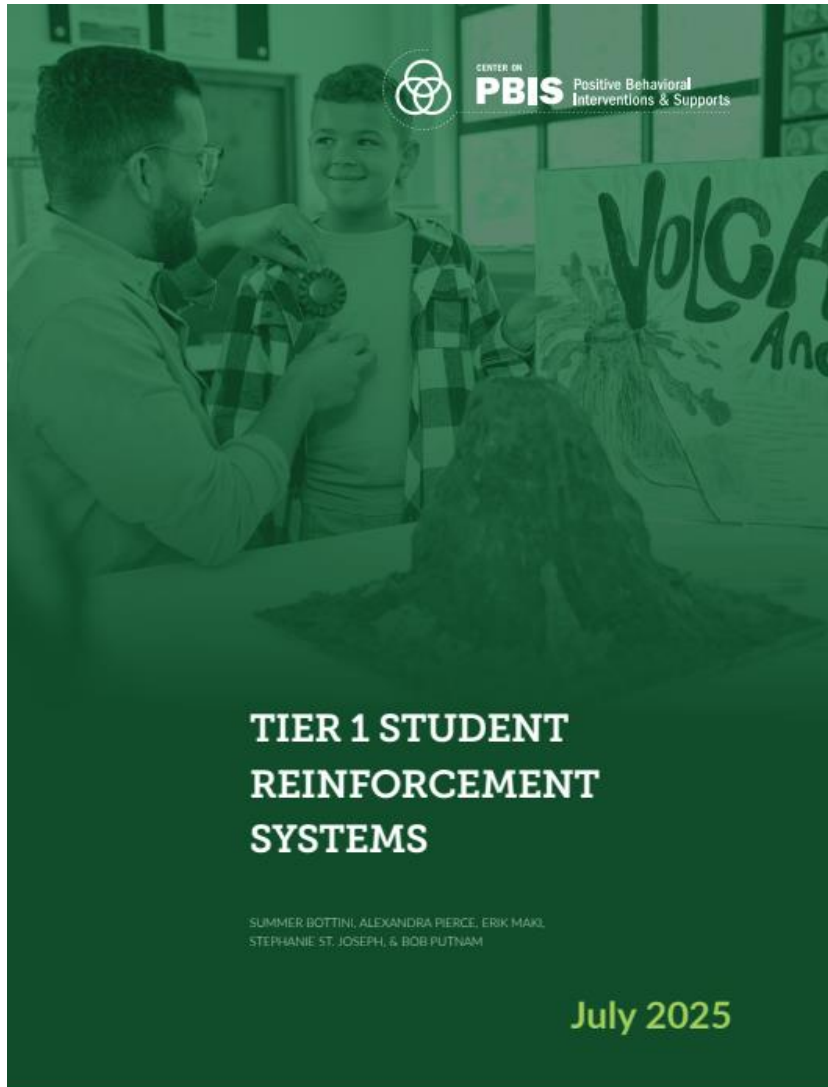
When I get off track, here is a good way to get me to refocus:

What are you
inspired by so far
this morning?

What barriers are
you facing
regarding
acknowledging
students and staff?

What is one next
step you can take
to get started?

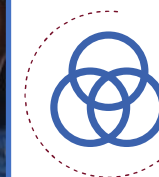
Resources: Websites and Links



Webinar Series: Promoting Positive Practice in the Classroom



Council for
Exceptional
Children



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

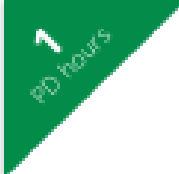
Resources: Training and PD



Wednesday, October 7 – Friday, October 9, 2026
Safe Credit Union Convention Center
Sacramento, California



Live FREE Webinars!
pbisapps.org
under the Training tab

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1
OCT

TFI 3.0 Tier 1 Deep Dive Series: Practices
🔄 LIVE ONLINE

Free

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14
OCT

TFI 3.0 T1 Deep Dive Series: Walkthrough &
Classroom Data Summary
🔄 LIVE ONLINE

Free

Wrap up with Intention



What stuck with
you the most
from today's
session?

Contact info:
training@pbisapps.org

5:1

Bonus Time!



11:00-11:15 open for questions, problem solving, resource sharing, etc.