Acknowledgment to Correction in Schools

Acknowledgments are instructional feedback on the appropriate display of core values and behavioral expectations. This can be in the form of a verbal acknowledgment (praise), a non-verbal gesture (smile, thumbs up), or the distribution of a tangible item (sticker, token). They are intended to reinforce and increase behavior.

Corrections are instructional feedback on violations of the core values and expectations, regardless of tone, facial expression, or demeanor. This can be in the form of a verbal redirection (directive, question), non-verbal cue (snapping of fingers, teacher look), or proximity (moving towards the student). They are intended to punish and decrease behavior.

Campuses should strive for all students to experience a **3:1** ratio across school settings. For students with increased risk status in behavior, a higher ratio of **5-7:1**, is recommended for greater impact. Unfortunately, decades of research demonstrate that schools often fail to reach this ratio. Consider some of the findings below:

- Approval to disapproval rates in schools were found to be **1.3 : 1** for early elementary, **.67 : 1** for late elementary, **.61 : 1** for middle school, and **.56 :1** for high school. (White, 1975).

- A rate of **.84 : 1** was found in Kindergarten through 3rd grade classrooms (Reinke, Herman, & Stormont, 2013).

- A rate of **.83 : 1** was found in middle & high school classrooms (Riedesel, 2019).

- Teacher praise does not occur at naturally high rates and becomes less frequent in secondary settings. Approval statements are most often linked to academic behaviors while disapproval statements are usually responses to social behaviors (Wheldall & Merrett, 2011).

- Students with challenging behaviors experience negative feedback **22%** of the time and positive feedback only **3%** (Shores, et al., 1993).

- Students at high risk for emotional and behavioral disorders experienced a **.5 : 1** ratio of positive to negative feedback (Sprouls, et al., 2015).

Campuses must develop intentional tools and processes to help create a 3:1 (minimum) environment for students.

Without intentional action staff will likely not achieve this ratio.

Developing Acknowledgment Procedures

The school-wide acknowledgment procedures should support <u>teachers</u> to implement a 3:1 acknowledgment to correction ratio, thereby improving the learning environment and increasing positive behaviors in students. The system is *not intended* to "reward" students with tangibles for good behavior, but rather to serve as a reminder to teachers to acknowledge students for displaying core values and expectations. There are 3 components to quality acknowledgment procedures:

Component	Description	Delivery Frequency	Purpose
Individual	Students are individually acknowledged for demonstrating school-wide core values and expectations for *Safe, Respectful*, and *Responsible* behavior. During this acknowledgment, staff explicitly state why the student is being acknowledged by naming the behavior and the core value demonstrated. This acknowledgment may be accompanied by a tangible symbol.	Students receive this acknowledgment on at least a daily basis. Students may receive multiple individual acknowledgments each day or class period.	Used as an instructional tool to identify examples and instances of core values and expectations for the student and their peers.
Class-Wide	Individual acknowledgments and whole group acknowledgments are collected/combined towards a class-wide goal. When this goal is met, the whole class engages in a simple celebration. All students in the class participate in the celebration regardless of individual contribution to the goal.	Class groups receive this acknowledgment on at least a monthly basis.	Develop a sense of community and working together for a common purpose.
School-Wide	Each time a class reaches their class-wide goal, it contributes to an overall school-wide goal. Progress towards this goal is displayed and accessible to all staff and students. Once reached, the entire campus engages in a celebration or recognition of the achievement and all students are invited to engage.	The entire school community receives this acknowledgment on at least a quarterly basis.	Unite the campus community and support a collaborative culture.