SCHOOL NAME

Ci3T TIPS FOR TICKETS

# There are several important things to remember when giving tickets for appropriate behavior:

1. When giving a ticket for positive behavior, always pair it with behavior specific praise so the student knows exactly what they did that met the expectation. Example: “Lori, you showed responsibility in the hallway by walking with a quiet voice and your hands at your side. For showing responsibility, you have earned a

ticket.”

1. In the first days and weeks of implementing a Ci3T plan, flood students with tickets to increase effectiveness. Then gradually fade tickets, providing intermittent reinforcement with tickets and continuing to use behavior specific praise.
2. School staff should be as consistent as possible with ticket distribution. Time during staff meetings can be used to discuss ticket distribution.
3. To ensure student buy-in, survey students to gain an understanding of what reinforcers are meaningful for your students.
4. Explicitly teach students how tickets can be earned and what tickets can be used for once they are received. Remember, tickets are given as intermittent reinforcement for meeting expectations.
5. Explain to students that they need to fill out all of the required information on the ticket in order for it to be valid.
6. Once a student has earned a ticket, *never* take the ticket back (even if they get in trouble later). Rewards or privileges that they earned should never be taken away even if they receive other consequences for problem behavior later. Problem behavior later does not invalidate appropriate behavior displayed earlier.
7. Students should be able to earn tickets for meeting the school-wide expectations in various settings as defined on your expectation matrix such as: arrival/dismissal, bus, cafeteria, hallway, playground, library, office, classroom, and specials classes (PE, art, etc.).
8. School-wide staff (e.g., teachers, administrators, bus drivers, custodial, culinary, librarians, nurse) should distribute tickets intermittently when appropriate behavior defined on the expectation matrix is displayed. Teachers should try to distribute tickets to students in the school besides those in their own class, because reinforcement from less familiar adults can be especially meaningful.
9. Tickets can also be used to decreasing inappropriate behavior by reinforcing appropriate behavior displayed by nearby students. For example, if you see a group of students walking down the hall and the first four students are talking and laughing but the others are quiet, you give the quiet students tickets with behavior specific praise, thanking them for walking down the hall quietly.
10. Reinforce students who are consistently meeting expectations, not exceeding expectations. Remember the quiet students who are consistently on time and ready to learn need your recognition through your ticket system.

# List other ticket tips here:

1.

2.

3.

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