

## Content

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## AFFIRMATIONS

*Function: access/obtain*

Affirmations provides students with written positive feedback related to schoolwide expectations throughout the day. Unexpected behavior is still supported, though not included in this form. It is particularly helpful for students who may become dysregulated when they feel their behavior might elicit less-than-desirable feedback. The attention/connection-maintained student has a brief exchange with an accessible staff member every day at the beginning and end of school to see how things are going: to celebrate, reflect, and problem-solve. The student receives regular asset-based feedback from his/her/their teachers throughout the day related to the schoolwide values.

## PROCEDURE

1. At the start of the day, an accessible staff member checks in with the student to see how the child is doing and briefly reviews the day's goals, providing encouragement.
2. During time intervals as indicated on the Affirmations sheet, as well as during specials, teachers follow these four steps:
  1. Check In. At the start of each class session or time interval (e.g. 8:00-9:30), the teacher meets briefly with the student to review the behavioral goals on the Affirmations sheet and to provide encouragement. The teacher also prompts the student to set a behavioral goal on at least one of the target behaviors (e.g., "Today I will use a level 0-2 voice in class.").
  2. Monitoring/Evaluation. During the session, the teacher observes the student's behaviors and provides asset-based feedback/encouragement by giving a sticker/star, etc. when the expected behavior is exhibited.
  3. Check-Out. At the end of the day, an accessible staff member again meets briefly with the student. The student reports out on a success related to the behavioral goal(s) discussed at the morning's check-in and they review the Affirmations sheet feedback together. A copy of the Affirmations sheet is either sent home with the student or sent to the parent(s) as an image in a text or email.
  4. The teacher enters the Positive Behavior Tracker data in the Progress Monitoring Data Chart weekly.

*Data Collection Tool:* [Synergy Intervention Tracking Module](#)

## RESOURCES

[Affirmations - Shapes](#) - This template may be more appropriate for elementary school students.

[Affirmations w/photo + notes](#) - This template uses a photograph of the student engaging in the expected behavior. This is a simple, one-expectation template that also has space for school/family communication.

[Affirmations w/three photos](#) - This template uses photographs of the student engaging in up to three expected behaviors.

[Affirmations - List](#) - This template may be more appropriate for middle- and high school students.

[CICO Progress Monitoring Synergy Module](#) - Daily progress monitoring data is entered into the MTSS Synergy module and is translated into a variety of graphical views. Information and training opportunities are [here](#).