

Positive Reinforcement:

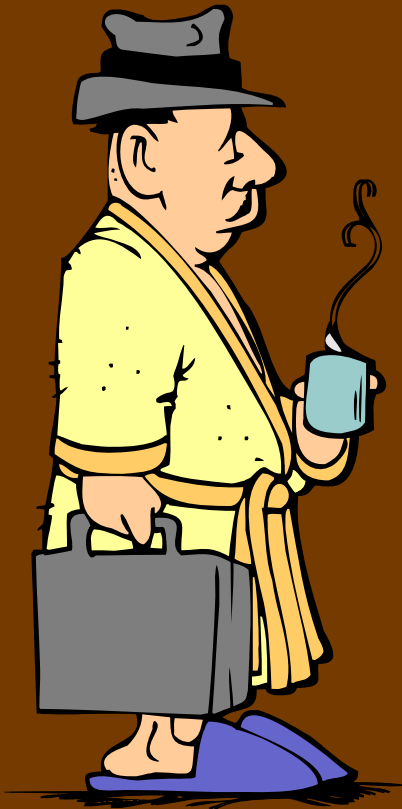
Will Work for Coffee



Johns & Patrick



Presentation Expectations



- ✦ Honor each other's time
- ✦ Actively listen:
turn off laptops, iPods, cell phones; avoid side conversations; put aside work
- ✦ Interact professionally:
avoid sarcasm, eye-rolling, blaming students and families for systemic failures

Positive Reinforcement: Definition

Positive reinforcement is the presentation of something pleasant or rewarding immediately following a behavior. It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior.



Positive Reinforcement

Responses which encourage, support, and empower students to achieve positive outcomes in school and in the community.



Positive to Negative Ratios

✦ Business teams:

- High Performance = 5.6+ to 1-
- Medium Performance = 1.9+ to 1-
- Low Performance = 1+ to 2.7-

✦ Successful marriages:

- 5.1+ to 1- (speech acts)
- 4.7+ to 1- (observed emotions)



Positive to Negative Ratios

Gottman observed 700 newlywed couples as they interacted during a 15 minute period. Based upon the positive to negative ratios, he was able to predict, with 94% accuracy, the divorce rate 10 years later.



Chris Borgmeier, Portland State University

Question #1

Shouldn't children this age already know what is expected of them and how to behave?



Answer:

- ✦ Behavior that is acknowledged is more likely to occur again.
- ✦ Behavior that is ignored is less likely to be repeated.
- ✦ No good behavior should be taken for granted, or it may decline.

Question #2

Praising feels unnatural. Won't kids think it sounds phony?

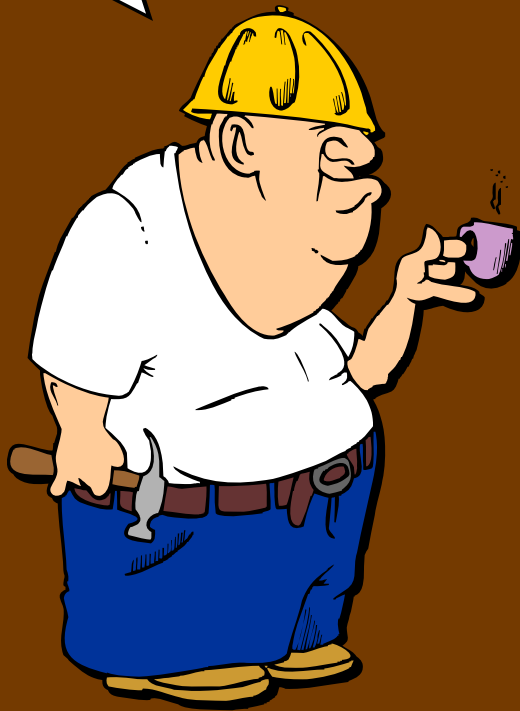


Answer:

- ✦ The more you praise, the more natural it will feel.
- ✦ If you praise appropriate behaviors that truly happened, there is nothing phony about it.
- ✦ Kids who get praise will tend to praise others.

Question #3

Isn't praise
manipulative and
coercive?



Answer:

- ✦ The purpose of praise is to reinforce and increase positive behavior with the student's knowledge.
- ✦ Praise helps clearly describe expectations so that students can successfully meet them.

Question #4

Isn't giving a reward like bribing students to do what you want them to do?



Answer:

- ✦ A bribe attempts to influence or persuade someone to produce a desired behavior that hasn't yet happened.
- ✦ A reward reinforces a desired behavior that has already happened.

Question #5

Won't students come to depend on tangible rewards? Don't extrinsic rewards decrease intrinsic motivation?

Answer:

- ✦ Tangible rewards should be accompanied with social rewards.
- ✦ When a message that recognizes a student's efforts as being responsible for success is given with a reward, internal motivation will actually be strengthened.



Question #6

Shouldn't rewards be saved for special achievements?

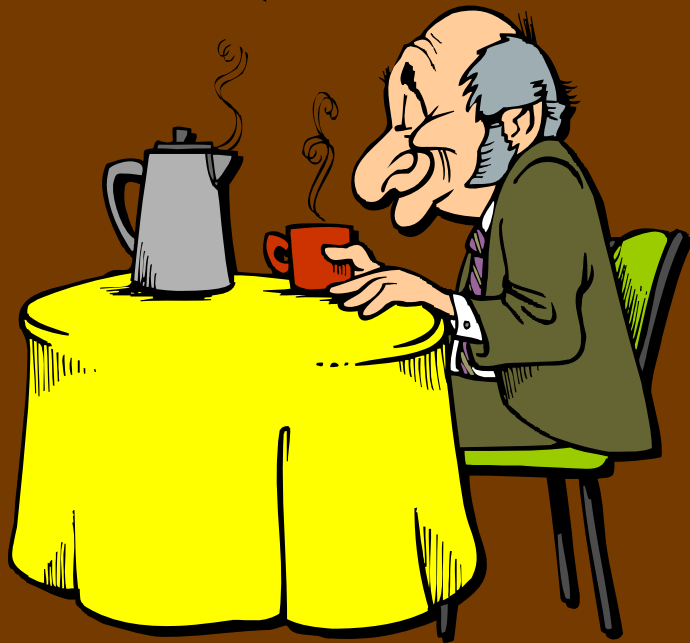


Answer:

- ✦ By acknowledging only the “big” behaviors, adults send the message that everyday behaviors of courtesy, responsibility, and respect are not important.
- ✦ Small steps on the way to achievement need to be recognized

Question #7

Do students in middle and high school still need acknowledgement?



Answer:

- ✦ People of all ages, including adults, need to be recognized and acknowledged for their efforts.
- ✦ Students of all ages need recognition, praise, and rewards particularly during the difficult transition of adolescence.

Reinforcing Behaviors

Only reinforce behaviors which are observable and measurable.

Clearly state the expectation -

- ✦ **Example:**
Students who are quietly standing in line, facing forward, keeping their hands and feet to them self
- ✦ **Non-Example:**
Students ready for lunch



Acknowledgement Systems

- ✦ Promote a safe and welcoming climate.
- ✦ Reinforce school-wide expectations and rules.
- ✦ Increase positive staff/student interactions.
- ✦ Prompt adults to acknowledge appropriate behaviors.



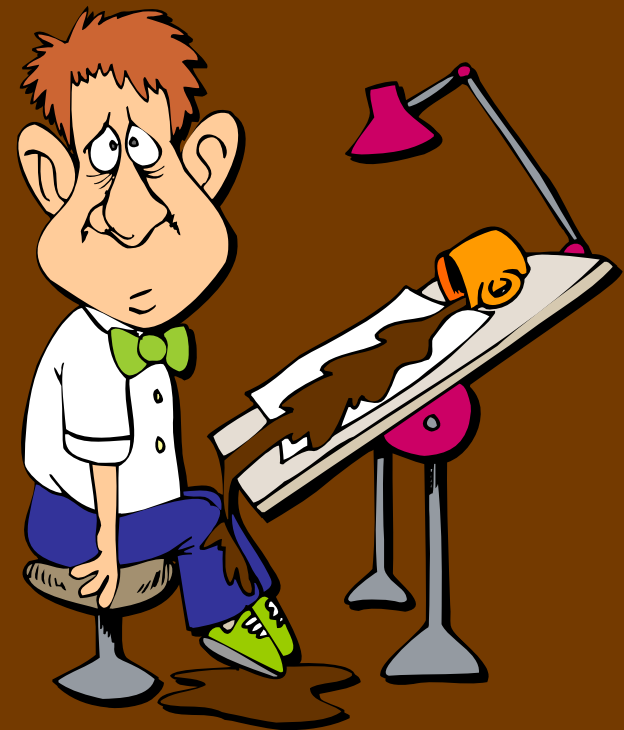
Why School-Wide?

- ✦ Fosters a positive school climate
 - ✦ Focuses staff & student attention on appropriate behaviors and success
 - ✦ Increases the chance that desired behaviors will be repeated
 - ✦ Reduces the time spent correcting misbehaviors



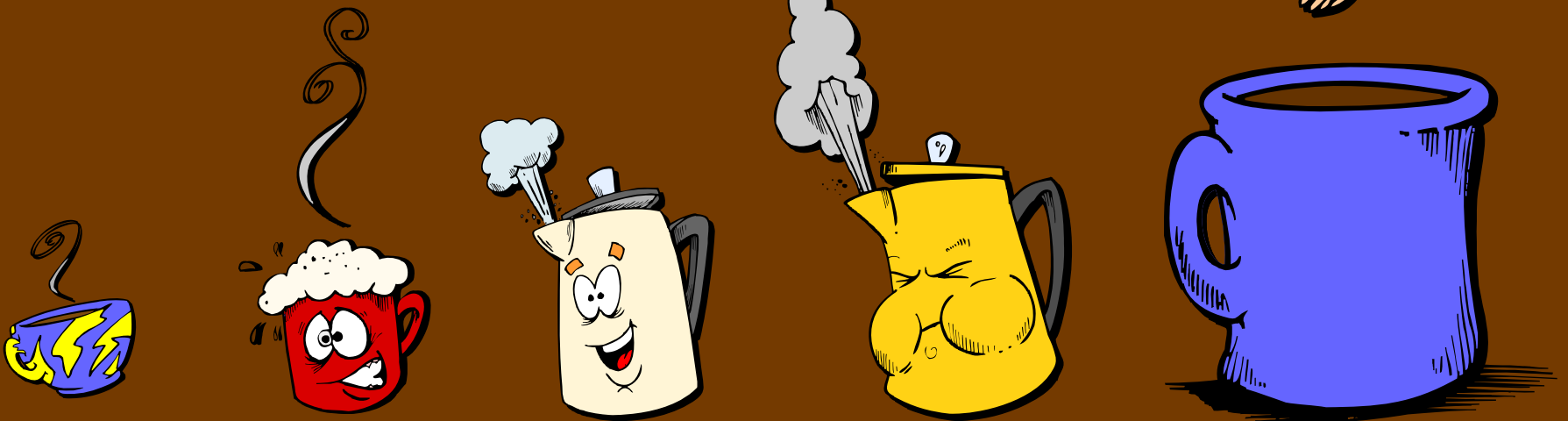
Guidelines

- ✦ Reward demonstration of school-wide expectations (contingent).
- ✦ Avoid trying to motivate by withholding incentives.
- ✦ Avoid taking away incentives already earned.
- ✦ Should target all students.



When Selecting Reinforcers. . .

- ✦ **Remember:** Not everyone is reinforced by the same reward.
- ✦ Try to personalize the reinforcers by offering variety.
- ✦ Rotate through different reinforcers so options vary throughout the year.



Tangible Reinforcement

- ✦ Pair tangible reinforcers with praise statements.
- ✦ Pairing tangibles with verbal praise gradually teaches students to become motivated by praise alone.



Types of Reinforcers

- ✦ Sensory
- ✦ Natural
- ✦ Material
- ✦ Generalized
- ✦ Social



Sensory Reinforcers

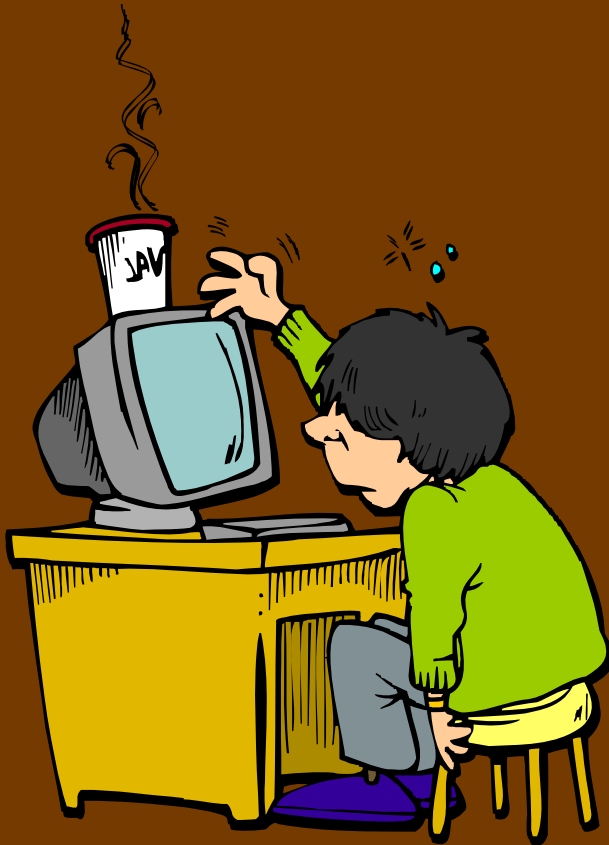
Sensory reinforcers are things you can hear, see, smell, or touch:

- ✦ Listen to music
- ✦ Sit in special chair
- ✦ Hold a stuffed animal
- ✦ Choose a poster
- ✦ Watch a movie



Natural Reinforcers

Natural reinforcers are things students like to do/ask to do during free time:



- ✦ Play a game
- ✦ Read a book
- ✦ Free time with a friend
- ✦ Play a sport
- ✦ Be in charge of materials
- ✦ Put up a bulletin board

Material Reinforcers

Material reinforcers work for students who require immediate reinforcement in smaller amounts:



- ✦ Stickers
- ✦ Materials: pencils, pens, paper, bookmarks
- ✦ Trading cards
- ✦ Movie tickets
- ✦ Food coupons
- ✦ Juice drinks

Generalized Reinforcers

Generalized reinforcers work for students who can delay gratification, as the reinforcer is exchanged for an item of value at a later time:



- ✦ Raffle tickets
- ✦ Tokens
- ✦ Poker chips
- ✦ Points/credits

Social Reinforcers

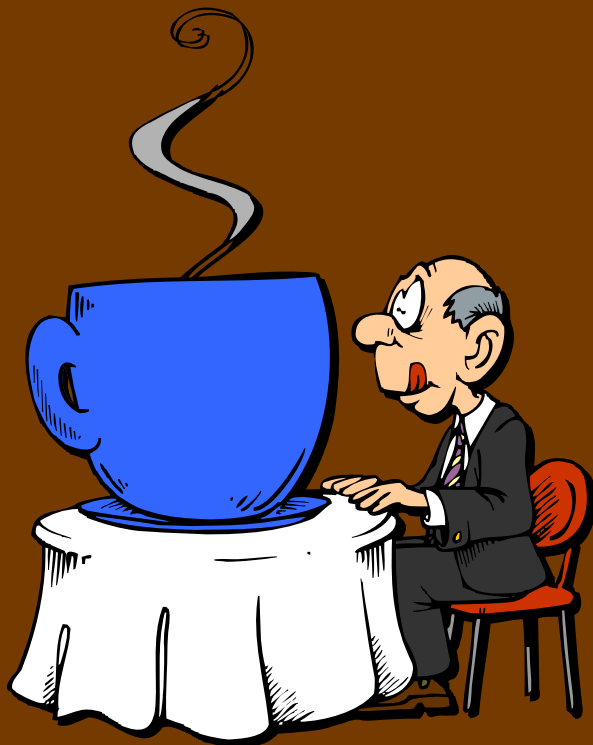
Social reinforcers should be paired with other types of reinforcers when students are first learning new skills:



- ✦ Smile
- ✦ Wink
- ✦ Compliment
- ✦ Effective praise
- ✦ proximity

Sample Interaction

Thank you, Suzy, for picking up the trash on the floor. Because you demonstrated responsibility, which is one of our expectations, I want to acknowledge you with a Beary Good Slip. Good job!



- ✦ Describe what the student did right.
- ✦ Explain how the behavior relates to the school-wide expectation.
- ✦ Verbally link the behavior with the reinforcer.

Acknowledgements

- ✦ Book – **Best Behavior: Building Positive Behavior Supports in Schools.** Sprague & Golly, 2004.
www.sopriswest.com
- ✦ PDF – ***LRBI Checklist: Positive Reinforcement.*** Utah State Office of Education: Least Restrictive Behavior Interventions (LRBI) Resources.
www.usu.edu/teachall/text/behavior/LRBIpdfs/Positive.pdf
- ✦ PPT – ***Acknowledgement Systems: Catch 'em being Good*** by Chris Borgemeier, PhD.
Portland State University.
www.web.pdx.edu/~cborgmei



PBS Coaches



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