

Fontys Opleidingscentrum Speciale Onderwijszorg Windesheim

Effective Use of Positive Reinforcement

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 11 November 2016
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PURPOSE

Enhance understanding & use of positive reinforcement

- Understanding
- Best Practices

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presentations

Positive Reinforcement Misrules

- Works for all behavior
 - Reinforcement related to learning history.
 - Reinforcement is defined by increase in future behavioral occurrence
- Damages intrinsic motivation
 - No evidence to suggest that student intrinsic motivation affected
 - Intrinsic motivation is self-management & learning outcome
- Limits development of person-to-person relationship
 - Enhances relationship
 - Increases reinforcement value of other person
- Interferes w/ instruction
 - Facilitates academic engagement

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Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Interactive Map of Core Features

Classroom Interventions and Supports

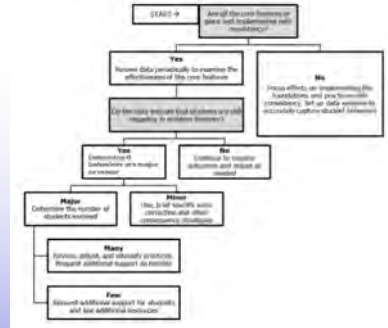
- Foundations (Table 1)**
 - 1.1 Settings: The physical layout of the classroom is designed to be effective.
 - 1.2 Routines: Predictable classroom routines are developed and taught.
 - 1.3 Expectations: Think to the classroom rules as clear, concise, specific, and socially taught.
 - 1.4 Prompts and Reminders: Provide reminders, before a behavior is expected, that clearly specify the expectation.
- Practices (Table 2)**
 - Prevention**
 - 2.1 Substitution: Predictable classroom routines are developed and taught.
 - 2.2 Opportunities: Provide high rates and varied opportunities for all students to respond.
 - 2.3 Acknowledgment: Using specific praise and other strategies, let students know when they meet classroom expectations.
 - Response**
 - 2.4 Error Corrections: Use brief, corrective, and specific statements when problematic occurs.
 - 2.5 Other Strategies: Use other strategies that prevent escalation, remove students from the problem, provide a learning opportunity for reinforcing desired behaviors, and increase positive reinforcement time.
 - 2.6 Additional Tools: More tips for teachers.
- Data Systems (Table 3)**
 - 3.1 Counting: Record how often or how many times a behavior occurs (also called frequency).
 - 3.2 Timing: Record how long a behavior lasts (also called duration).
 - 3.3 Sequence: Record how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval.
 - 3.4 ABC Cards, Incident Reports, or Other Discipline Methods: Record information about the events that occurred before, during, and after a behavior incident.

Classroom Practices & Systems Self-Assessment

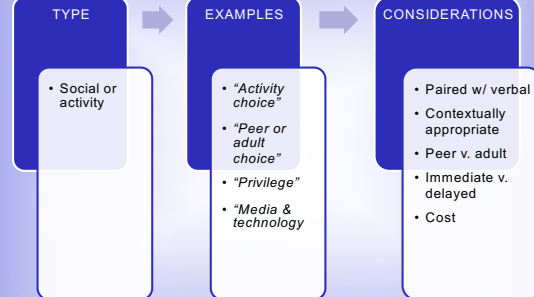
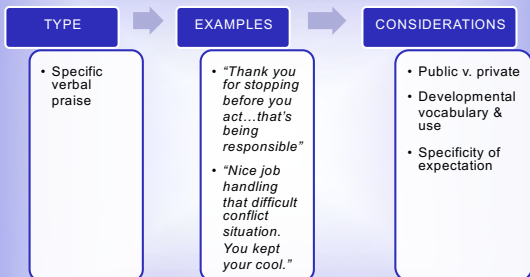
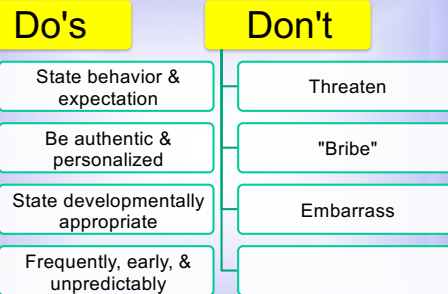
Classroom Interventions and Supports Self-Assessment

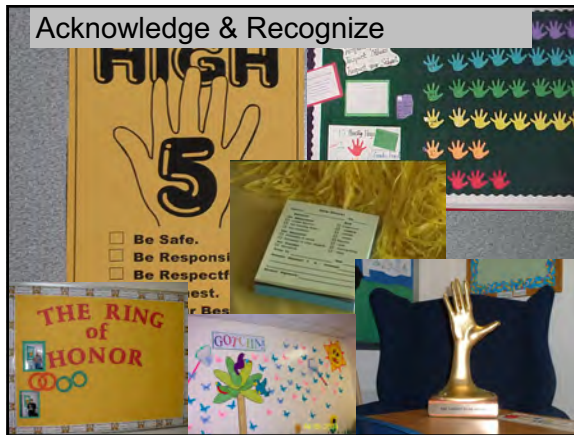
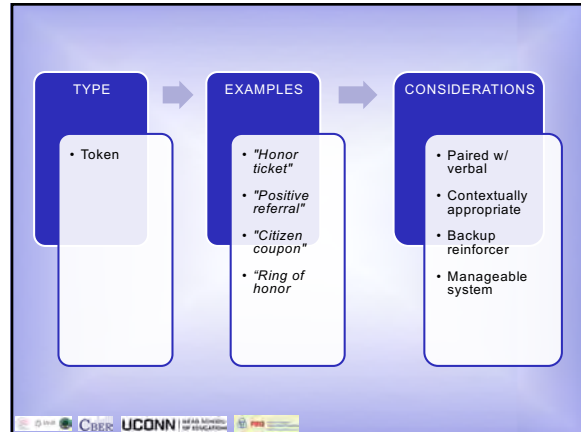
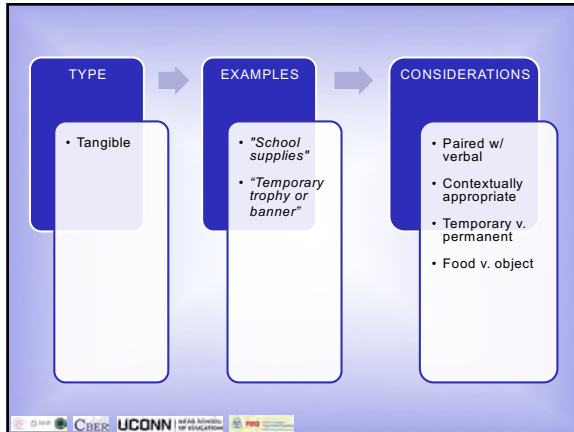
1. The classroom is **physically designed** to meet the needs of all students.
If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.
2. Classroom **routines** are developed, taught, and predictable.
If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.
3. Three to five positive classroom **expectations** are posted, defined, and explicitly taught.
If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.
4. **Prompts and active supervision** practices are used proactively.
If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.
5. **Opportunities to respond** are varied and are provided at high rates.
If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.
6. Specific praise and other strategies are used to **acknowledge behavior**.
If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.
7. **Reminders** are consistently given before a behavior might occur.
If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.
8. The **responses to misbehaviors** in the classroom are appropriate and systematic.
If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.
9. **Data systems** are used to collect information about classroom behavior.
If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.
If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.

Classroom Practices & Systems Decision Making



Behavioral Theory	ACTION	
	Give (+)	Take (-)
EFFECT	Increase (Reinf.)	Negative Reinforcement
	Positive Reinforcement	
Decrease (Punish.)	Positive Punishment	Negative Punishment





Are "Rewards" Dangerous?

"...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

- Cameron, 2002
 - Cameron & Pierce, 1994, 2002
 - Cameron, Banko & Pierce, 2001

BUS BUCKS

- Springfield P.S., OR
- Procedures
 - Review bus citations
 - On-going driver meetings
 - Teaching expectations
 - Link bus bucks w/ schools
 - Acknowledging bus drivers

SUPER SUBLIPS

- Empowering subs in Cottage Grove, OR
- Procedures
 - Give 5 per sub in subfolder
 - Give 2 out immediately

POSITIVE REFERRALS

- Balancing pos./neg. adult/student contacts in OR
- Procedures
 - Develop equivalent positive referral
 - Process like negative referral

"GOLDEN PLUNGER"

- Involve custodian
- Procedure
 - custodian selects one classroom/hallway each week that is clean & orderly
 - Sticks gold-painted plunger with banner on wall

"1 FREE PERIOD"

- Contributing to a safe, caring, effective school environment
- Procedures
 - Given by Principal
 - Principal takes over class for one hour
 - Used at any time

"G.O.O.S.E."

- "Get Out Of School Early"
 - Or "arrive late"
- Procedures
 - Kids/staff nominate
 - Kids/staff reward, then pick

"DINGER"

- Reminding staff to have positive interaction
- Procedures
 - Ring timer on regular, intermittent schedule
 - Engage in quick positive interaction

