Effective Use of Positive Reinforcement

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PURPOSE
Enhance understanding & use of positive reinforcement

• Understanding
• Best Practices

Positive Reinforcement Misrules

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

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

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Interactive Map of Core Features
Classroom Practices & Systems Self-Assessment

**Classroom Interventions and Supports Self-Assessment**

1. The classroom is thoughtfully designed to meet the needs of all students.
2. Classroom routines are developed, taught, and practiced.
3. Learners are given specific, observable, measurable, and achievable classroom expectations.
4. Prompts and active supervision practices are used proactively.
5. Opportunities to respond are varied and are provided at high rates.
6. Punishment-negative reinforcement-negative punishment
7. Routines are consistently given before a behavior might occur.
8. State behavior & expectation.
9. State developmentally appropriate.
10. Frequently, early, & unpredictably

**Classroom Practices & Systems Decision Making**

**Do's**
- State behavior & expectation
- Be authentic & personalized
- State developmentally appropriate
- Frequently, early, & unpredictably

**Don't**
- Threaten
- "Bribe"
- Embarrass

**Behavioral Theory**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase (Reinf.)</td>
<td>Positive Reinforcement</td>
</tr>
<tr>
<td>Decrease (Punish.)</td>
<td>Positive Punishment</td>
</tr>
<tr>
<td>Take (-)</td>
<td>Negative Reinforcement</td>
</tr>
<tr>
<td>Take (-)</td>
<td>Negative Punishment</td>
</tr>
</tbody>
</table>

**Type**

- Specific verbal praise

**Examples**

- "Thank you for stopping before you act...that's being responsible"  
- "Nice job handling that difficult conflict situation. You kept your cool."

**Considerations**

- Public v. private
- Developmental vocabulary & use
- Specificity of expectation

**Type**

- Social or activity

**Examples**

- "Activity choice"
- "Peer or adult choice"
- "Privilege"
- "Media & technology"

**Considerations**

- Paired w/ verbal
- Contextually appropriate
- Peer v. adult
- Immediate v. delayed
- Cost
**Acknowledge & Recognize**

**BUS BUCKS**
- Springfield P.S., OR
- Procedures
  - Review bus citations
  - Ongoing driver meetings
  - Teaching expectations
  - Link bus bucks w/ schools
  - Acknowledging bus drivers

**SUPER SUBSLIPS**
- 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

**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

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**“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
Universal*, Targeted*, Intensive*

Continuum of Support for ALL:
“Molcom”

Dec 7, 2007

Problem solving

Cooperative play

Adult relationships

Anger management

Attendance

Peer interactions

Independent play

Label*behavior…..not*kids*

Self-regulation

Homework

Technology

Common%

Vision/Values%

Common%

Language%

Common%

Experience%

Quality

Leadership

Effective Organizations’

Classroom

School

District

State