

Consequences

Reinforce - Acknowledge

PURPOSE: Create consistent approach to teach and strengthen expected behaviors.

- What is schoolwide acknowledgement?
- What role does schoolwide acknowledgement play in behavior change?
- How does schoolwide acknowledgement contribute to reduced use of punishment?
- What are the steps in creating a schoolwide acknowledgement program?

Start where we all agree

- Our goal is to create a learning environment where students are engaged and successful.
- Schools should teach, support, and encourage students to be “self-managers”
 - Student should not “depend” on rewards to behave well.
- We want students to sustain and expand the skills they learn in school to life experiences beyond school.

“Rewards” defined

- A presumed positive event/activity/object
- Contrast with “reinforcer” which is change in behavior as a result of contingent delivery of a consequence.
 - For “positive reinforcement” the event “is” positive
 - For “reward” the event is presumed to be positive.

Purposes of Acknowledgments

- Reinforce the teaching of new behaviors
- Encourage the behaviors we want to occur again in the future
- Harness the influence of the students who are showing expected behaviors to encourage the students who are not
- Strengthen positive behaviors that can compete with problem behavior
- **Prompt for adults to recognize expected behavior**

Purposes of Acknowledgment

- Reinforce the teaching of new behaviors
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- **Prompt for adults to recognize expected behavior**

What do acknowledgements not do?

- Teach new behaviors
- Build your school culture
- Support positive relationships
- Model positive social skills

Questions regarding use of rewards

Please answer Agree or Disagree

- Children at this age should know what is expected
- Praising feels unnatural
- Praise is manipulative and coercive
- Reward is the same as bribing
- Students will come to depend on tangible rewards?
- External rewards weaken internal motivation
- Awards are only for special achievements

The Challenge

- **“In our school the use of rewards is seen by several faculty members as:”**
 - Expensive
 - Time consuming/ effortful
 - Unnecessary
 - “they should know how to behave by now”
 - Inappropriate
- **“Rewards are fine for elementary school but are ineffective and inappropriate in middle or high school.”**

The Challenge

- The use of rewards will damage “intrinsic motivation” and actually result in reduction of desired behaviors.
- “...although rewards can control people’s behavior ...the primary negative effect of rewards is that they tend to forestall self-regulation.”

» Deci et al., 1999 p. 659

Examples

- Concerns you have encountered,
 - Personally, or
 - With Colleagues

What do we know?

- Be clear about what you define as a “reward”
- **We can use rewards badly**
 - If rewards are delivered ambiguously
 - If what we deliver is not a “reward” from the learner’s perspective. **(Reward as Punisher)**
 - If partial rewards are delivered when full reward is expected/ promised **(Reward as Punisher)**
 - Rules for getting a reward create physiological pressure **(Reward as Punisher)**
 - If large rewards are delivered **briefly** and then withdrawn completely

What do we know?

- Rewards are effective when used:
 - To build new skills or sustain desired skills, with
 - contingent delivery of rewards for specific behavior, and
 - gradually faded over time.

» Akin-Little, Eckert, Lovett, Little, 2004

- **“In terms of the overall effects of reward, our meta-analysis indicates no evidence for detrimental effects of reward on measures of intrinsic motivation.”**

» Cameron, Banko & Pierce, 2001 p.21

What do we know?

- “For high-interest tasks, **verbal rewards** are found to increase free choice and task interest. This finding replicates”
 - » Cameron and Pierce, 1994; Deci et al., 1999).
- “When tasks ... are of low initial interest, rewards increase free-choice, and intrinsic motivation...”
 - » Cameron, Banko & Pierce, 2001 p.21

What do we know?

- ...programs that show increased intrinsic motivation are those programs that incorporate the elements of good, comprehensive behavioral intervention:
 - Relatively immediate reinforcement
 - Generalization strategies
 - Individualized Intervention
- **“The implication is that any blanket rejection of programmed reinforcement ... is entirely unwarranted.”**
 - » Akin-Little, Eckert, Lovett, Little, 2004 p. 358

Individuals who receive regular recognition and praise:

- increase their individual productivity
- increase engagement among their colleagues
- are more likely to stay with their organization
- receive higher loyalty and satisfaction scores from customers
- have better safety records and fewer accidents on the job

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Summary

- We actually place students at risk by not using rewards.
- The claims that rewards are dangerous are vastly overstated

“Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.....”

Rob Horner

NUTS AND BOLTS OF A SYSTEM OF ACKNOWLEDGEMENT

On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
 - **5 to 1 ratio** of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff
- Students should be acknowledged regularly (at least every 2 weeks)
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
 - Beginning of class recognition
 - Raffles
 - Open gym
 - Social acknowledgement

PBIS School-wide Acknowledgement Matrix

TYPE	WHAT	WHEN	WHERE	WHO
Immediate/High Frequency In the moment, predictable (e.g., Gotchas, Paws, High Fives)	STUDENTS: ADULTS:	High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data		ALL STUDENTS, ALL ADULTS
Redemption of high frequency (e.g., school store, drawings)	STUDENTS: ADULTS:	At least monthly		ALL STUDENTS, ALL ADULTS
Intermittent/Unpredictable (e.g., surprise homework completion treat, random use of gotchas in hallway)	STUDENTS: ADULTS:	Maintaining a taught behavior (fading)		ALL STUDENTS, ALL ADULTS
Long-term School-wide Celebrations (school-wide not individually based) FOR: Ex: ODR reduction, school-wide target met for certain setting/behavior area ACTIVITY: (e.g., ice cream social, dance, game day)	BOTH TOGETHER:	At least quarterly		ALL STUDENTS, ALL ADULTS

You Can't Build Desired Performance without Specific Performance Feedback

- Reward can be social and/or tangible performance feedback.

School-wide Acknowledgement Plan (cont.)

- Criteria definition
 - Who is eligible, how often award is delivered, how many students receive award
 - Should be implemented consistently
 - Strict criteria are needed for more public awards (student of month) Looser criteria for awards distributed at higher rate (recess tickets)
- Presentation
 - Location and form in which award is presented
 - School assembly, classroom, privately
- Dissemination
 - Bulletin boards, newsletters, parent letters

School-wide
Acknowledgement
Plan:
Example #1 more
formal system

- Title
 - “Self-Manager”
- Criteria
 - Satisfactory grades
 - Follow school rules
 - No discipline referrals
 - Class work completed
 - Five staff signatures (for example, teacher, teaching assistant)
 - Students listed in office for all staff to review
- Presentation
 - Monthly award assembly
- Award
 - Button
 - Privileges
 - In hallways without pass
 - Early lunch
 - Self-manager lunch table
 - Early release (1-2 min. max) from class when appropriate
- Dissemination
 - Honor list in classroom
 - Parent notes

School-wide
Acknowledge
Plan:
Example #2
less formal
system

- Title
 - “Gotcha”
- Criteria
 - Demonstration of school-wide expected behavior
- Presentation
 - Individual staff member
- Award
 - Sign in the honor roll log at office
 - Sticker
 - Monthly raffle at awards assembly
- Dissemination
 - Signed awards log kept at office (name and room number)

Reward Audit

	Name of reward	Criteria for obtaining reward	Process for delivering reward	Connected to Schoolwide expectations	Status of Implementation
Schoolwide formal recognitions				<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Schoolwide "quick" acknowledgements				<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Classroom reward system				<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Individual student reward system				<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place
Staff reward system				<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In place <input type="checkbox"/> Partial in place <input type="checkbox"/> Not in place

Sustainability: What is the procedure to inform new staff of the various reward systems.

Extras

- Reward the “behavior” not the “person”
 - **Not good:** “you are selected as student of the week, congratulations?”
 - **Good:** “You were working hard, on-task and quiet during independent seat work...that is respectful of others trying to get their work done... nice job.”

Extras

- Use reward systems that have multiple effects:
 - Reward for Student A
 - Reward for the students who saw Student A be recognized
 - Reward for all students in Student A's class

Main Messages

- Rewards are a core feature of building a positive school culture.
- Rewards make a difference
 - Initial behavior change
 - Sustained behavior change (Doolittle, 2006)
- Rewards can be used badly
 - But they do NOT inhibit intrinsic motivation
- Rewards can be used effectively in all school contexts.

What awards do you currently have in place???

Helpful Examples on the Web

- <http://www.pbismaryland.org/>
 - [http://www.pbismaryland.org/schoolexamples.htm#Chase Elementary](http://www.pbismaryland.org/schoolexamples.htm#Chase_Elementary)
 - <http://www.pbismaryland.org/schoolexamples.htm#MiltonMS>
 - <http://www.pbismaryland.org/schoolexamples.htm#Lansdowne>

Create School-Wide Award System

- Use the School-wide Recognition Categories to create one award.

Group Work

- ***“Punishment alone, without a balance of support and efforts to restore school engagement, weakens academic outcomes and maintains the antisocial trajectory of at risk students. Instead, the discipline process should help students accept responsibility, place high value on academic engagement and achievement, teach alternative ways to behave, and focus on restoring a positive environment and social relationships in the school.”***
(Jeffrey Sprague, 2004)

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Schoowide “Quick” Acknowledgements

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Classroom Reward Systems

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