Effective Use of Positive Reinforcement

Terrance M. Scott, Ph.D.
University of Louisville

CIBRS
Center for Instructional and
Behavioral Research in Schools
www.cibrs.com

Acknowledgement!

NOTICE
THANK YOU FOR NOTICING THIS NEW NOTICE
YOUR NOTICING IT HAS BEEN NOTED
AND WILL BE REPORTED TO THE AUTHORITIES

Positive Feedback

The most powerful intervention we know of – but can only be used when the student is correct

Big Idea: Students need to be acknowledged when they are correct or appropriate. This increases the probability that they will do it again and again until we no longer need to acknowledge.

- Use the least amount necessary
- Immediate and consistent to begin
- Fade

- Avoid the use of tangibles (food, toys, items, etc)
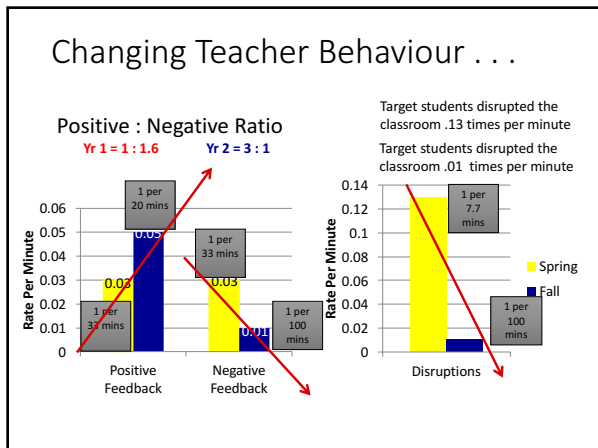
- Use more group contingencies

School Instruction, Practice, & Assessment *Systemic PD and Danielson*

	Increase Knowledge	Skill Demonstration	Use in the Classroom
Presentation/Discussion	10%	5%	0%
+Demonstration	30%	20%	0%
+Practice and Feedback	60%	60%	5%
+Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002

Keys to Facilitating Sustainable Change
- Provide a logic – *why should I do this?*
- Teach discrimination – *do I understand the keys?*
- Discuss relevance – *how would I use with my kids?*
- Observe and evaluate – *can I assess others?*
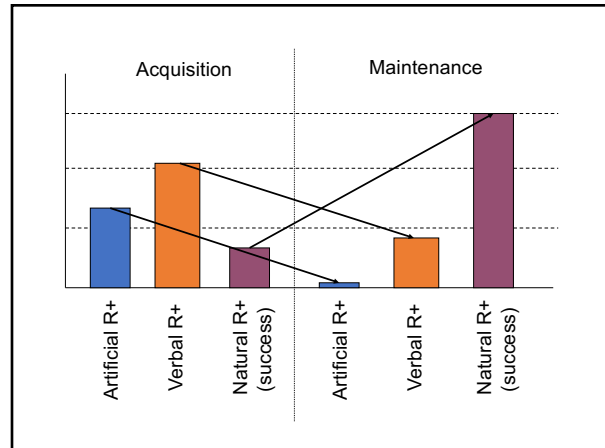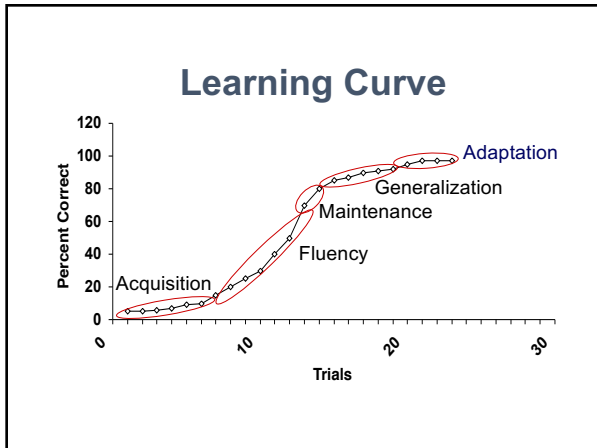- Formative practice – *do I think about this all year?*

Changing Teacher Behaviour . . .

Positive : Negative Ratio
Yr 1 = 1 : 1.6   Yr 2 = 3 : 1

Target students disrupted the classroom .13 times per minute
Target students disrupted the classroom .01 times per minute

Frequent Feedback

Positive acknowledgement is associated with positive relationships and increased student achievement
- *Feedback is a Teacher Behaviour*

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t.scott@louisville.edu

Learning Curve

Percent Correct vs Trials. Regions labeled: Acquisition, Fluency, Maintenance, Generalization, Adaptation.

Acquisition | Maintenance — bar chart: Artificial R+, Verbal R+, Natural R+ (success)

Acknowledge Success

- Level 1: Verbal Praise
  - Age appropriate
    - "thanks"   "I appreciate"   "I'm impressed" etc.
  - Delivered with specificity "you did XX correctly"
  - Mix up use of superlatives
    - Exactly, super, awesome, perfect, thank you, etc

Acknowledge Success

- Level 2: Access to Privilege
  - Things that are already exist and are used
  - Make contingent

Acknowledge Success

- Level 3: Public Acknowledgement
  - For those who like it
  - For those deserving more
  - Free

Acknowledge Success

- Level 4: Token Reinforcement
  - For specific behaviors, times, & contexts based on data
  - Token may be the reinforcement for young children
  - Trade for existing privileges
  - Drawings and Chances to Win
    - More tokens = better chance

Effective Use of Positive Reinforcement

Positive Acknowledgement - Elementary

Positive Acknowledgement - Secondary

Positive Reinforcement

Acknowledge Errors with Correction

1. Feedback that Behaviour is inappropriate
   - *"is that the right way?"*
   - *"is there a better way?"*
   - *"are you being respectful – why not?"*
2. Re-teach appropriate Behaviour
   - *"what is a better way?"*
   - *"what would it look like if it was done better?"*
   - *"what is a more respectful Behaviour?"*
3. Facilitate success with positive feedback
   - *"Show me that --- thanks – remember to do that."*

Elem Rate = .007 Middle School Rate = .004 High School Rate = .005

Error Correction

Behaviour Correction - Elementary

Behaviour Correction - Secondary
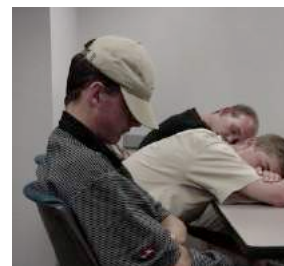

High Probability Teacher Responses

- Provide extra praise to others
- Begin with a question or statement of why it is a problem – lead to demonstration of correct way
- Give very specific directions (redirection)
- Private talk after class
- Change seat (assigned seat)
- Make-up work for time off-task
- Engage in other ways (redirect)

## Differential Reinforcement

Negative Consequences to Decrease Behavior

- Does this look like a negative consequence for these students?
- Consequences don't need to be big to be effective
- Effective consequences for negative behavior make behavior decrease

What Do You Think Average Feedback Rates Look Like for Students?

Rate per Minute

■ Positive
■ Negative

Elem	MS	HS
3.5 : 1	2 : 1	.66 : 1

(Scott, Hirn, & Cooper, 2017)
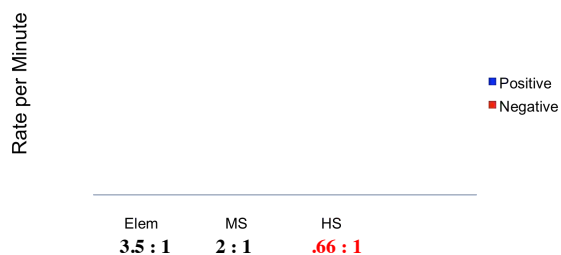
The University of Louisville
Doctoral Program In Behaviour Disorders

Terry Scott
Professor and Distinguished University Scholar
Director, *Center for Instructional & Behavioural Research in Schools*
College of Education and Human Deve
University of Louisville
Louisville, KY 40292
t.scott@louisville.edu

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Center for Instructional and
Behavioral Research in Schools

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t.scott@louisville.edu