

Behavior goes where reinforcement flows:

using reinforcement at a system and individual level to
shape and change behavior.



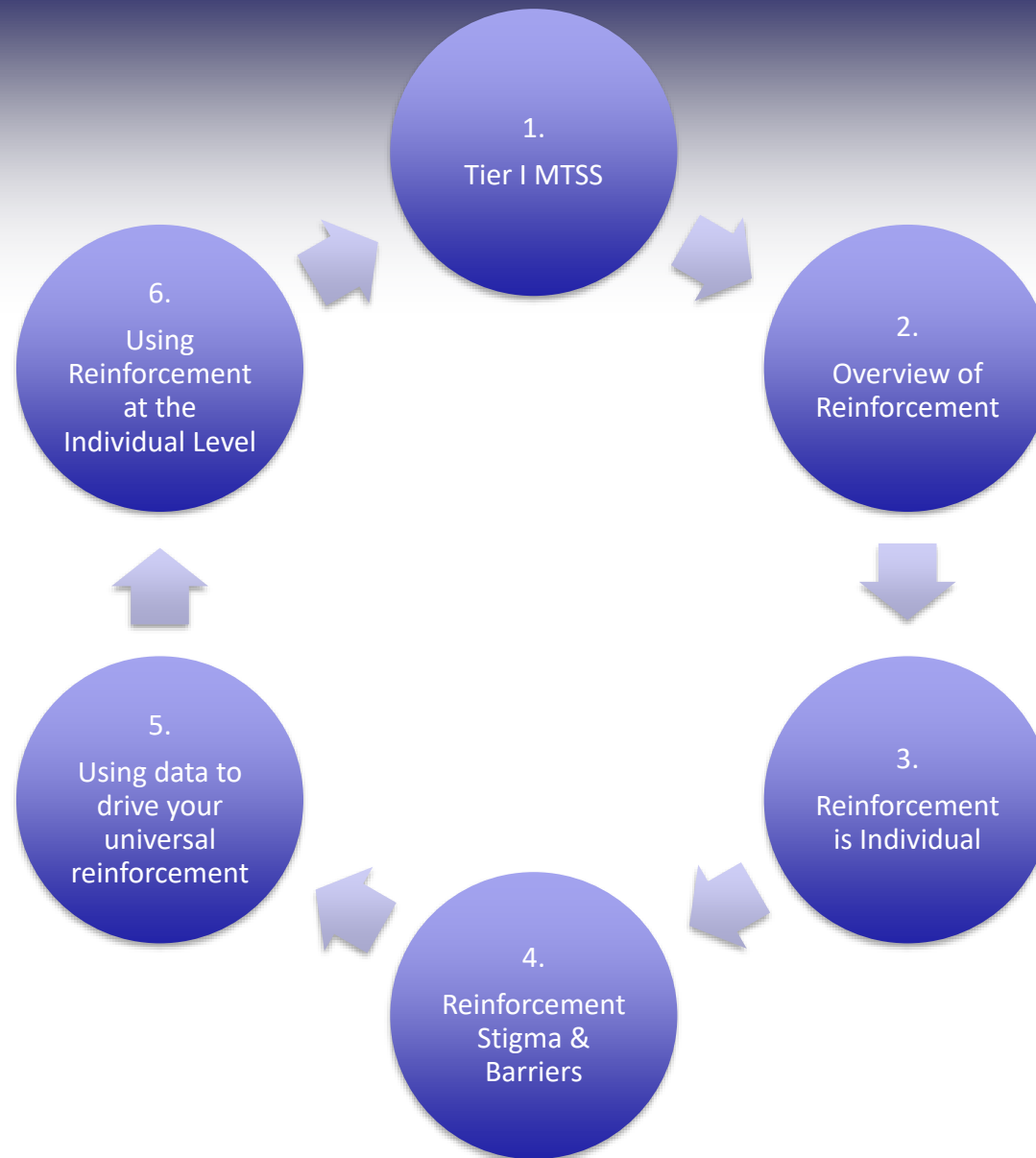
Who is joining us today? What is your role?

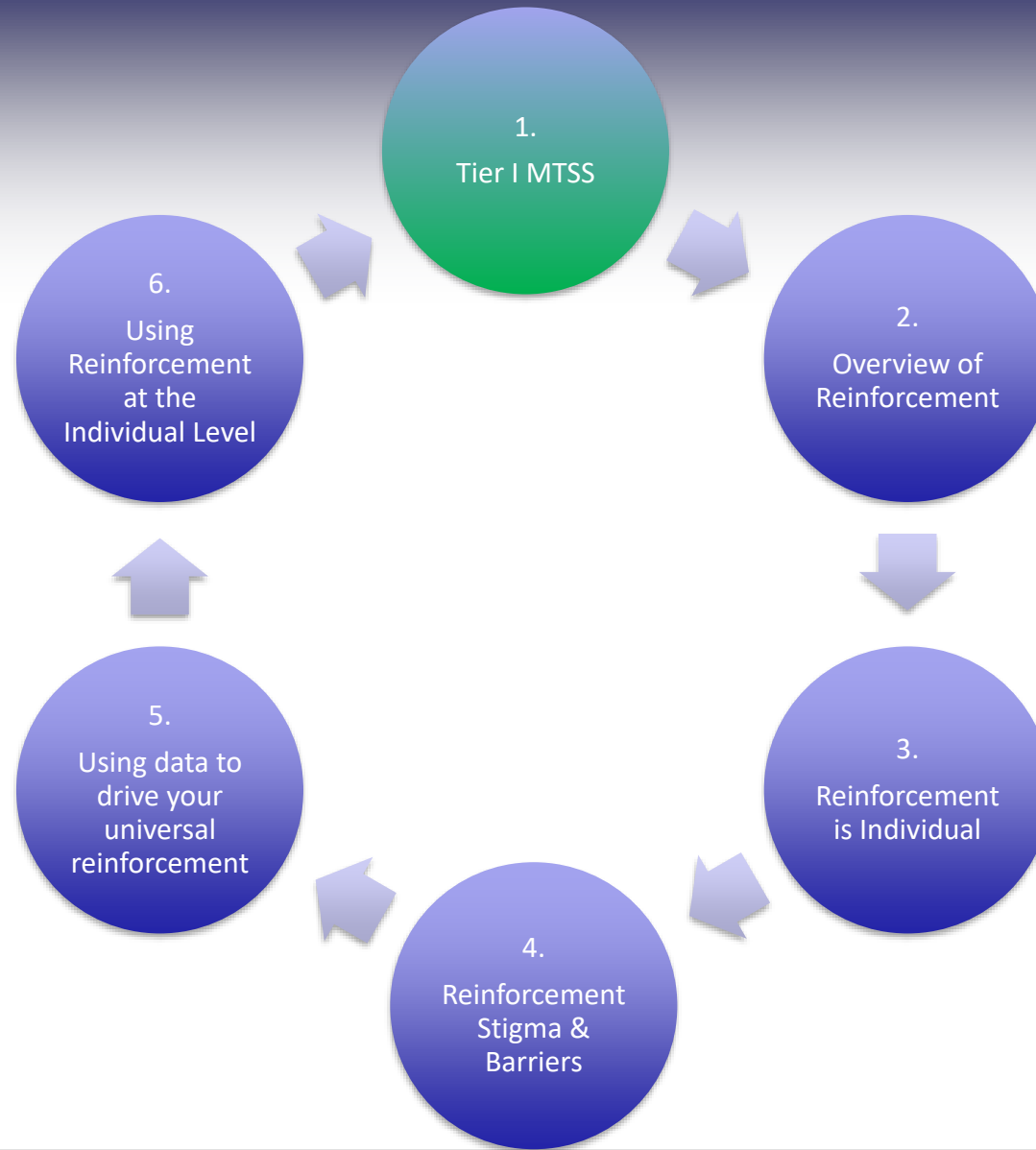


Objectives

- 1: Describe how a successful Tier I system is a prevention method to reduce the need for higher intensity services at Tier II and Tier III in an MTSS.
- 2: Describe the research surrounding reinforcement as a strategy to shape and change behavior
- 3: Demonstrate how to use reinforcement at an individual and system level to shape and change behavior.







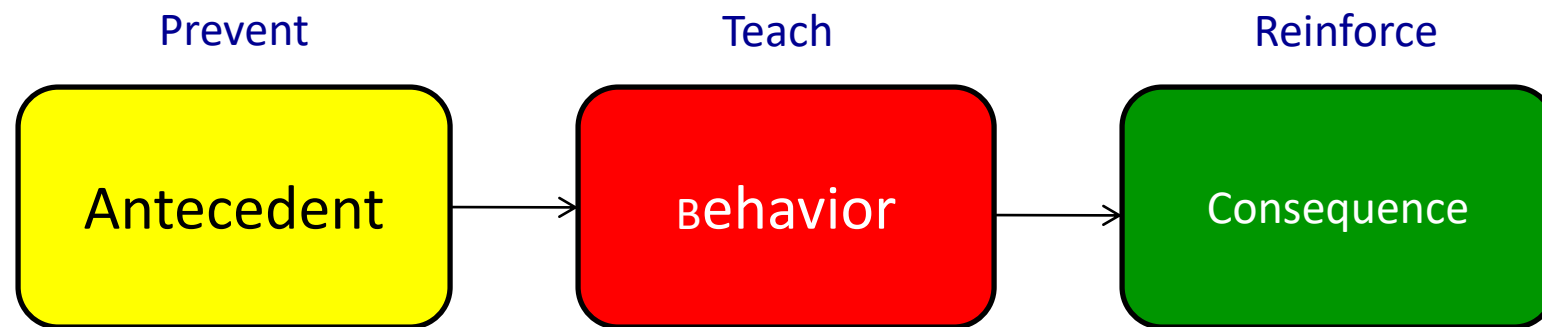
PBIS: Positive Behavior Interventions and Supports

1. MULTI-TIERED SYSTEMS OF SUPPORTS



What is this thing called PBS?

- *Positive Behavior Support* is the science of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.



Positive Behavioral Interventions and Supports

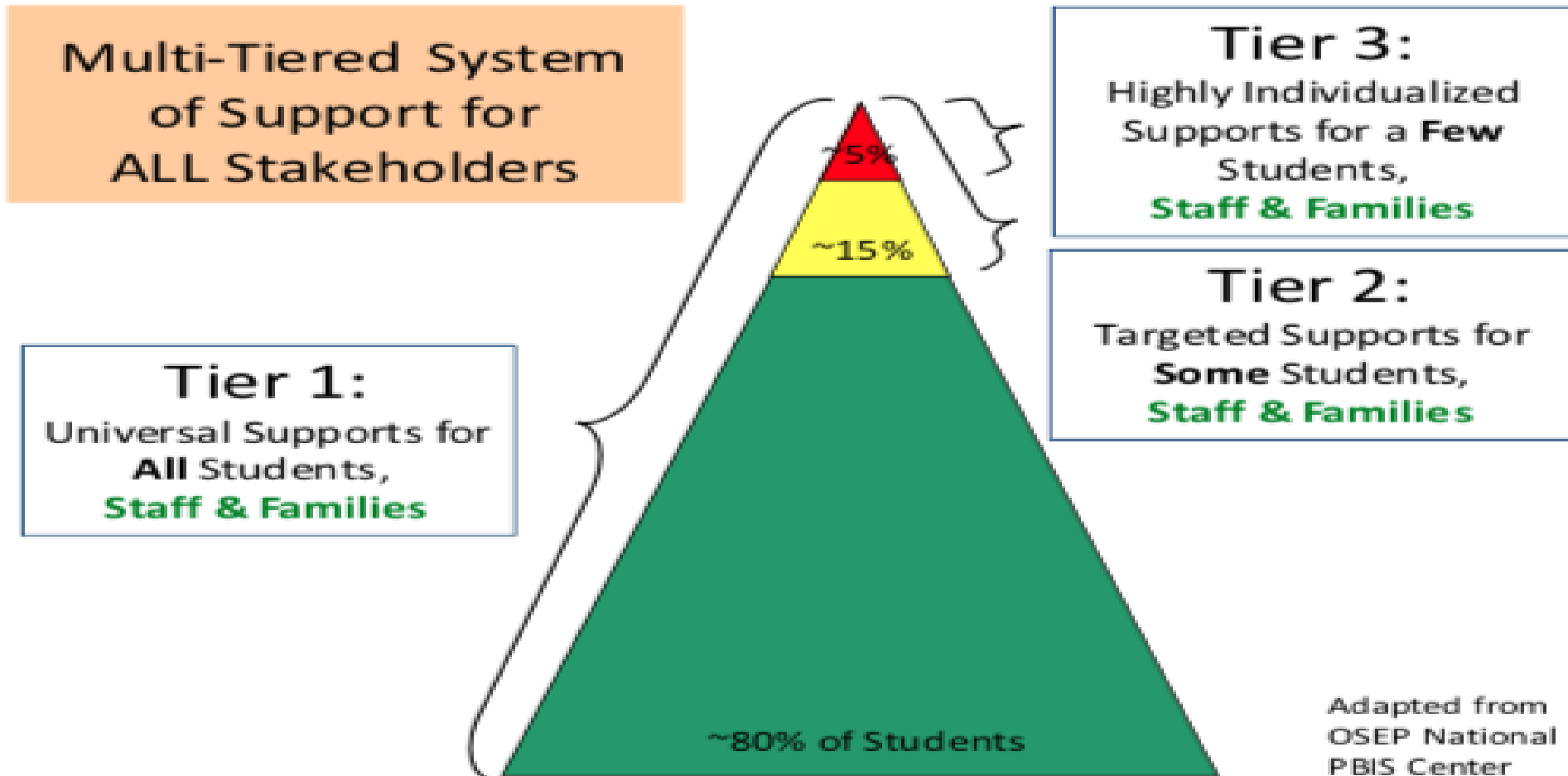
PBS:

the science of building effective **environments** that teach and encourage appropriate behaviors to **replace** the use of inappropriate behavior.

School-wide PBIS:

the application of PBIS to the whole school. Thus, it is a broad range of **systemic and individualized strategies** for achieving important **social and learning outcomes** while preventing problem behavior with **all** students. It is a school discipline and positive school climate model.

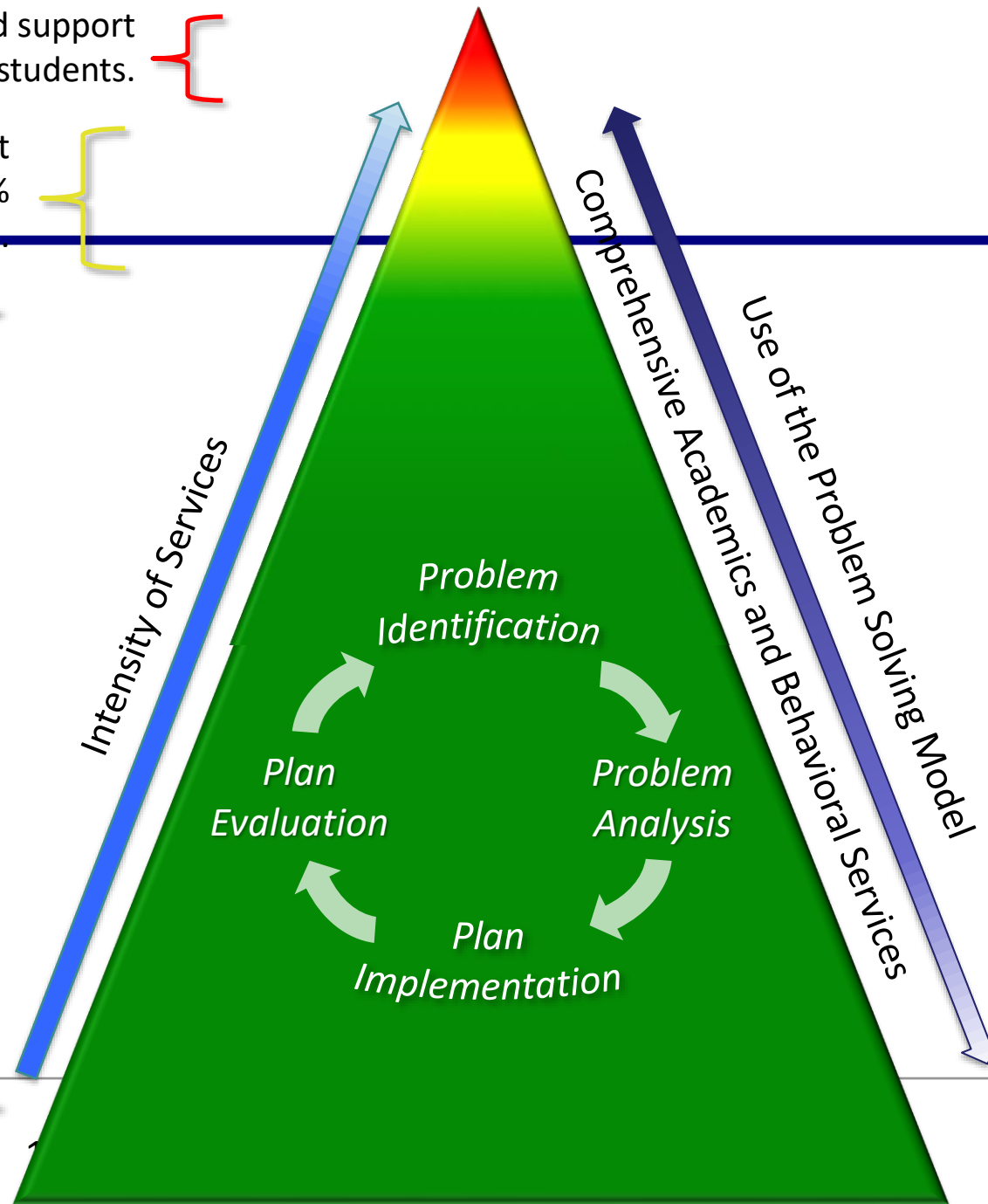
MTSS, what is this thing?



Intensive individualized support provided to 3-5% of students.

Targeted group support provided to 10-15% of students.

Universal instruction and support is provided to all students. At least 80% of students' needs are met through this level of support.



Positive Behavior Support- Nevada

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School-wide Systems - Create a positive school culture:

School environment is predictable

1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is positive

regular recognition for positive behavior

School environment is safe

violent and disruptive behavior is not tolerated

School environment is consistent

adults use similar expectations.



5 Major Steps for Tier 1 SW-PBS

1. Clear set of **expectations** for whole school
2. Procedures for **teaching** expectations
3. Continuum of procedures for **encouraging** expectations
4. Continuum of procedures for **discouraging** inappropriate behavior
5. Procedures for on-going **monitoring** and evaluation



PCMS Expectation Matrix

PCMS PBIS Expectation Matrix

	Hallway	Classroom	Lunchroom	Outside	Bathroom	Events
Respect (C.O.L.T.S.)	<ul style="list-style-type: none"> *Hands and feet to yourself *Level 2 voice in the hallway *Keep pathway clear *School appropriate language *Electronics & accessories turned off and stored 	<ul style="list-style-type: none"> *Hands and feet to yourself *School appropriate language *Comply with individual teachers' rules *Wait to be called *Use and 	<ul style="list-style-type: none"> *Hands and feet to yourself *School appropriate language *Clean up after yourself and others *Use polite table manners 	<ul style="list-style-type: none"> *Hands and feet to yourself *School appropriate language *Return borrowed equipment *Clean up after yourself *Respect all 	<ul style="list-style-type: none"> *Hands and feet to yourself *School appropriate language *Clean up after yourself *Respect all school property 	<ul style="list-style-type: none"> *Hands and feet to yourself *School appropriate language *Positive school spirit and representation *Appreciate the activity
Responsibility	<ul style="list-style-type: none"> *Keep free of garbage and graffiti *Store belongings in your own locker/backpack *Respect all school property 	<ul style="list-style-type: none"> *I *C work 			<ul style="list-style-type: none"> Use bathroom between classes and at lunch 	

What does it look like, observable behavior

Home Example

Respectful
On Task
Achievement
Responsible

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Meal time	Other
H Help Out							
O Own Your Behavior							
M Manners Count							
Responsible							
E	V	E	R	Y	D	A	



We **MUST** show students exactly what we expect (Expectation Matrix), model, and offer feedback on the expected behaviors



Level 1:
Expectation and rationale;
applicable to all settings

Level 2:
Rules and examples;
tailored to specific settings and staff



Lesson & Teaching & Expectation!	
Step 1: Identify the expectation/expected behavior!	
We will be respectful in the hall	
Step 2: Provide the rationale for teaching the expectation!	
We need to be respectful in the hallway so that students in class can focus on their learning. Being respectful in the hallway shows strong social awareness .	
Step 3: Define a Range of Examples!	
Positive Teaching Examples!	Negative Teaching Examples!
<ul style="list-style-type: none"> ! Walking with a level 2 voice ! Being respectful of bulletins and displays in the hallways ! by admiring with our eyes 	<ul style="list-style-type: none"> ! Being too loud (3 or +) ! Touching teacher displays or student work that doesn't belong to you
Step 4: Describe activities/role playing for practice of expectation!	
<ul style="list-style-type: none"> ! 1. Teacher will model how to walk respectfully in the hallway, narrating how he/she is demonstrating social awareness. ! 2. A couple of students will attempt with teacher, positive/corrective feedback is provided. ! 3. Whole class practices while teacher observes- provides praise. 	
Step 5: List methods to prompt/remind expectation!	
<ul style="list-style-type: none"> ! 1. Verbally prompt student to "be respectful in the hall" ! 2. Stop student, refer to matrix about what hall respect looks like ! 3. Briefly reteach with a model & practice 	
Step 6: Describe how you will assess student progress!	
<ul style="list-style-type: none"> ! ! ! 	

Lesson Plans

Acknowledgement Matrix

Acknowledgment Matrix

Title	Criteria	Award	Frequency	Presentation	Dissemination
Verbal Praise	-Demonstrating expected behaviors	-Personal, positive connections	-Daily (as earned)	-Anywhere on campus (matrix areas)	-Teachers -Admin -Staff
Tiger Ticket	-Demonstrating expected behaviors	-Merchandise from the	-20 tickets per week/	-Anywhere on campus	-Teachers -Admin
Super Tiger (Self-Manager)	-Academic Excellence -No unexcused tardies -No truancy -No referrals				

TIGER STRIPES

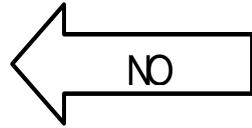
Intended to create access to REINFORCEMENT for ALL STUDENTS

Carson Valley Middle School's System for Encouraging Positive Behavior

Be Safe, Be Respectful, Be Responsible! Do you have the right STRIPES?



MINOR



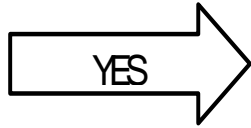
- 1st Step
- Verbal warning
 - Ret each expect at ion

- 2nd Step
- (same behavior)
 - Complete TRACKI NGFORM
 - Ret each expect at ion
 - I nt ervent ion

- 3rd Step
- (same behavior)
 - Complete TRACKI NGFORM
 - Ret each expect at ion
 - NEW I nt ervent ion

- 4th Step
- (same behavior)
 - Complete TRACKI NGFORM as a MAJOR
 - Print of f and send to OFF CE

Is the incident managed in the OFFICE?



Major

- 1st Step
- Document on TRACKI NGFORM
 - Send student with the TRACKI NGFORM to of fice
 - FaceTime with adrn if on a remote site

- 2nd Step
- Adrn det ermines course of action or consequences

- 3rd Step
- Copy of referral and/ or letter sent to parent
 - Schol retains copy
 - Copy of referral to teacher

- Possible Interventions
- Seating Change
 - Student Conference/ Ret each
 - Student Contract
 - Redirection
 - Proximity
 - Loss of Privilege
 - Restit ution
 - Apology
 - Verbal and Non-Verbal Prompt
 - Take a Break
 - Peer Mediat ion
 - Reward A lternat ive Behavior
 - Behavior Essay
- build on as a staff -

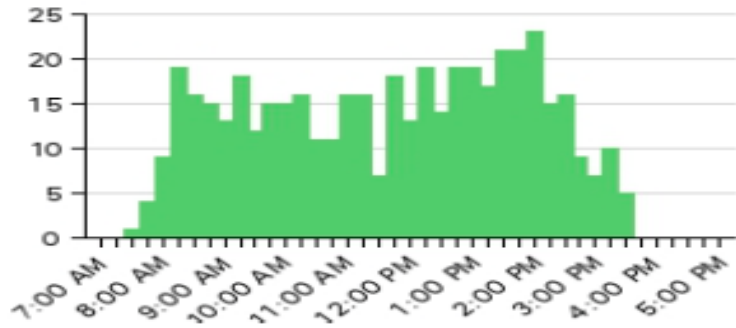
Data Based Decisions



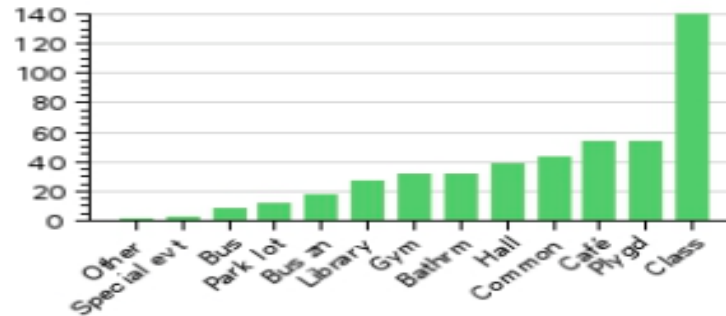
Average Referrals Per Day Per Month



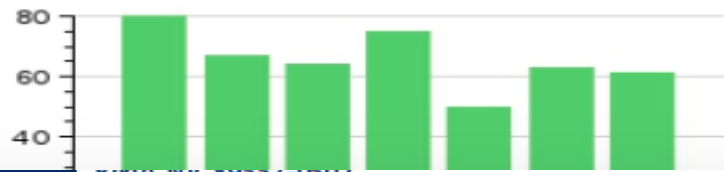
Referrals By Time



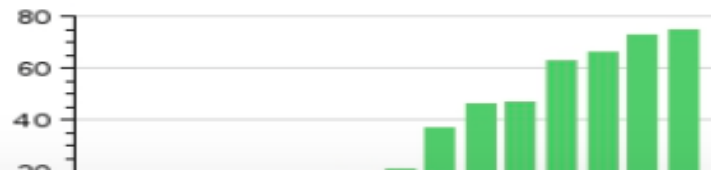
Referrals By Location



Referrals By Day Of Week



Referrals By Problem Behavior

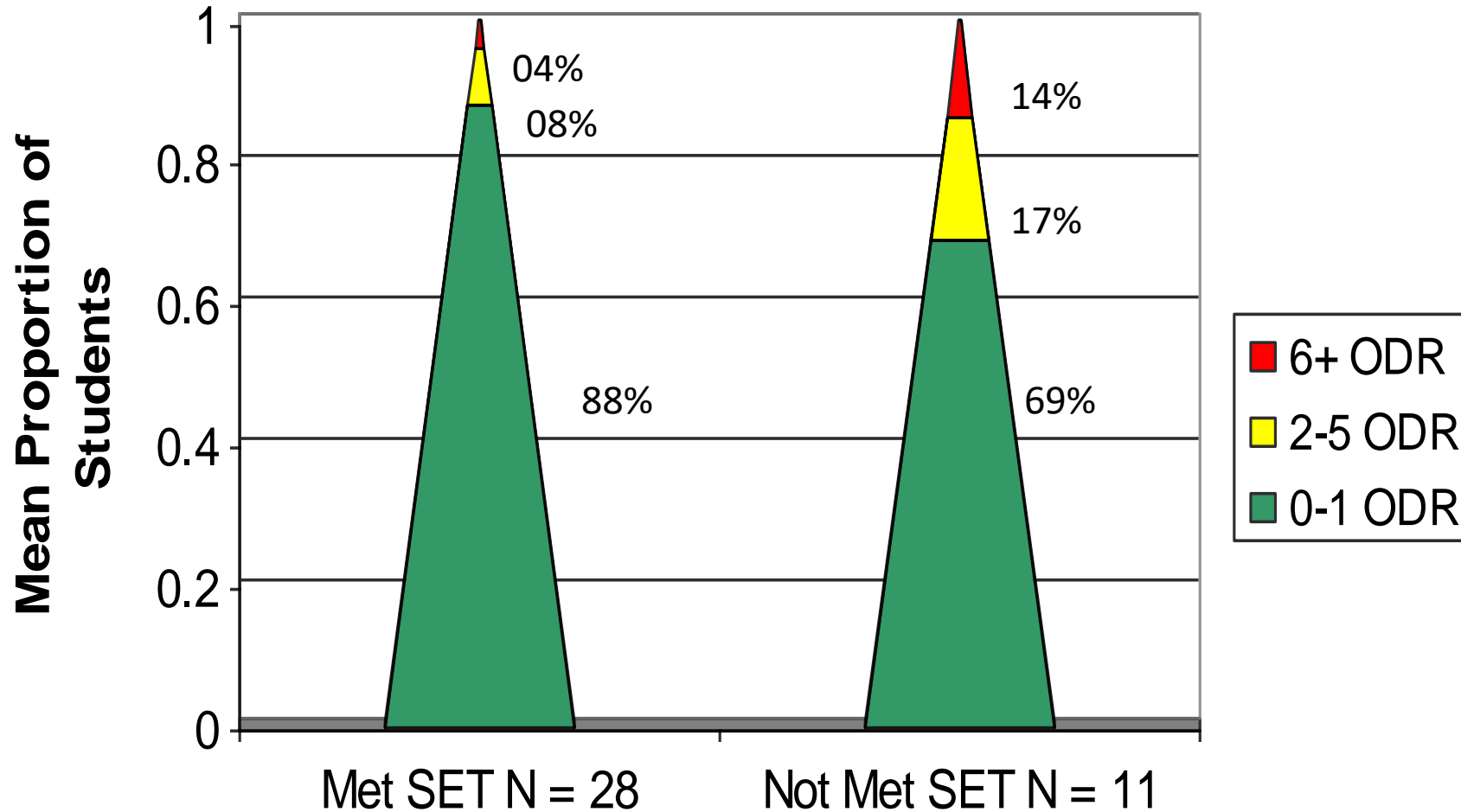


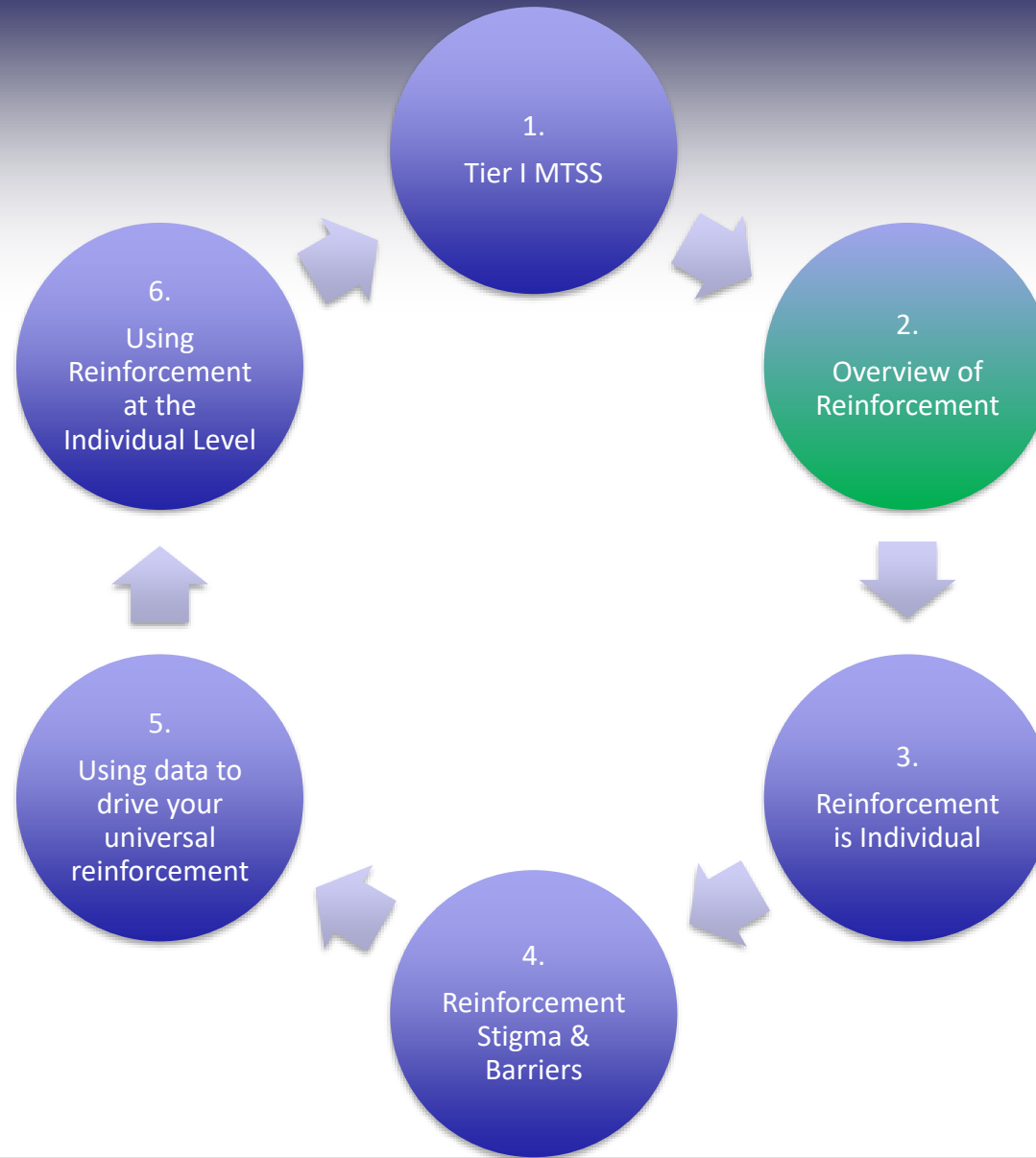
A Tier I approach

- Not enough staff to deal with all students challenging behavior individually
- Systematic approach to draw down the number of students who need advanced support
- Reinforcement will shape the skills at a universal level, allowing us to offer advanced supports to ONLY those students that require the most support.
- Prevention now, means more time later



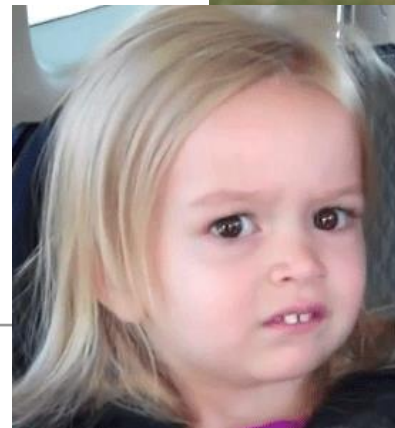
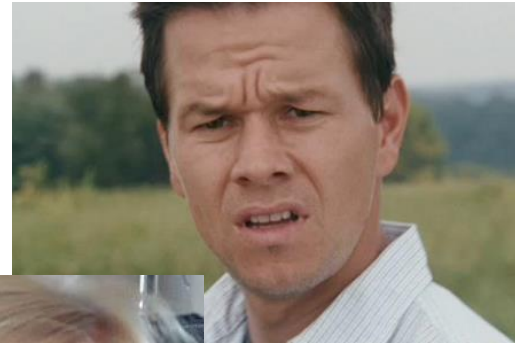
Distribution based on Fidelity of PBIS Implementation





What is this Reinforcement Stuff?

2. REINFORCEMENT: OVERVIEW



Why should we Encourage Behavior.....Reinforce?




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By Definition....but what does this really mean?

re·in·force·ment

/ˌreɪnˈfɔːsmənt/ 

noun

the action or process of reinforcing or strengthening.

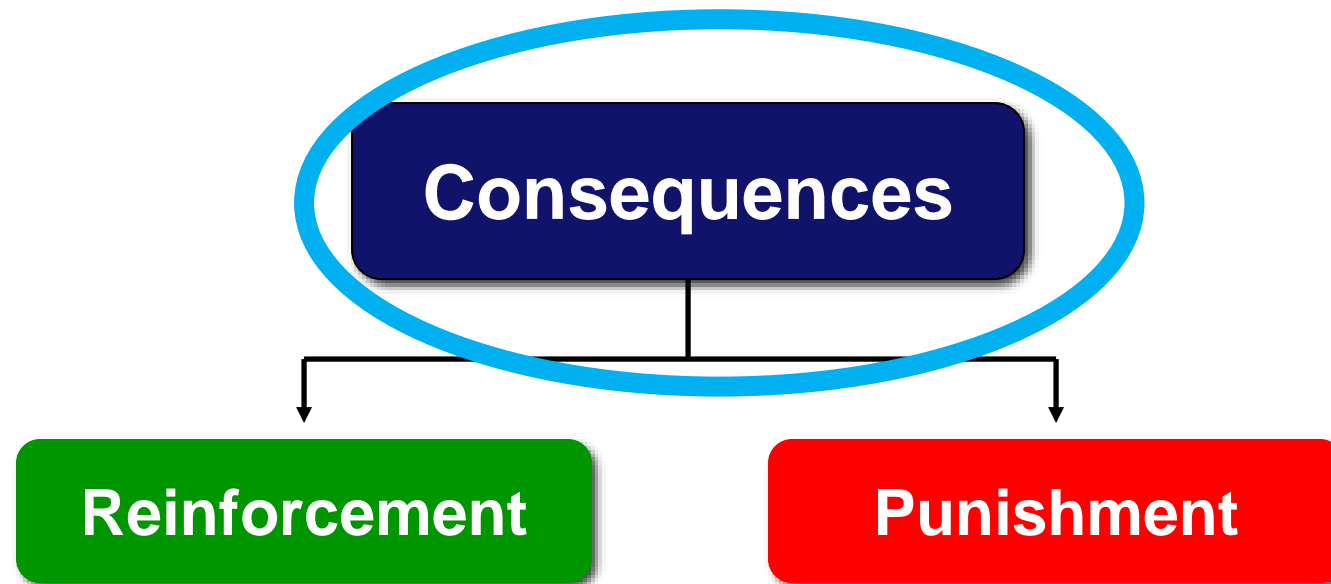
synonyms: **augmentation**, **increase**, supplementing, boosting, topping up
"reinforcement of the bomber force"

- the process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward.
- extra personnel sent to increase the strength of an army or similar force.
plural noun: **reinforcements**
"a small force would hold the position until reinforcements could be sent"
synonyms: additional troops, fresh troops, auxiliaries, reserves; **More**



Principles of Behavior

- Consequences are what occur after a behavior that affect the likelihood of that behavior reoccurring



How to Deliver Reinforcement!!

What is the most important piece when rewarding the individual for displaying the expectations/behavior?

**The social interaction
and verbal praise**



Praise

General

Students are given an approval, but the behavior is not specified.

- “Good job!”
- “Way to go!”
- “That’s money!”



Behavior Specific

Staff specifically identifies the behavior for which the student is being praised.

- “Joanne, I like the way you sitting quietly and comple k.”



How is your Ratio,.....Let's be real....This is hard!

5:1

**Five positive interactions
to every**

One negative or neutral interaction



#TRUTH.....Reinforcement is a thing!

- John Gottman, Ph.D.
- Statistics of the outcomes of the interactions of the
- Predictions of the ratios of
- How
- He can
- 90%
- 1 Hour
- 95%

Would our
kids/students
divorce us if they
could?

After....



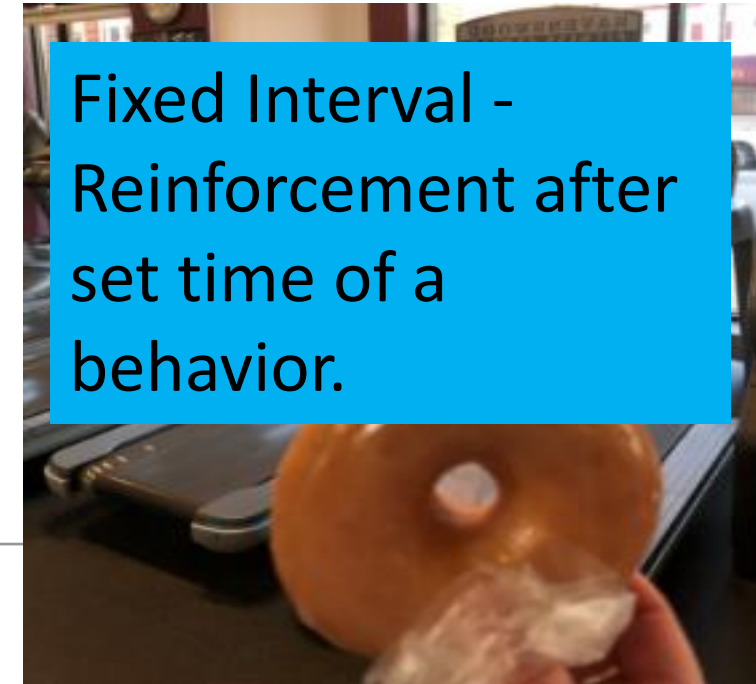
Why do we do it?

- The immediate impact of acknowledgement in a system:
 - acts as a **teaching tool** for desired behavior
 - is a **bridge** to long-term rewards
 - is a **bridge** for natural/social consequences
 - **increases likelihood** of repeating the desired behavior



Let's Talk Frequency.....Schedules

- There are Fixed Ratio Schedules (FR), Variable Ratio Schedules (VR), Fixed Interval Schedules (FI), and Variable Interval Schedules (VI).....BUT....What does this mean to you?



What does this mean to you?

- Rewards/Reinforcers are effective when:
 - used to **build new skills** or sustain desired skills
 - used with **contingent** delivery of rewards for specific behavior
 - gradually **faded** over time
 - linked to **natural** consequences

Article. Akin-Little et al.(2004). Extrinsic reinforcement in the classroom: Bribery or best practice, School Psychology Review, 33(3), 344-362.



#REALLIFE

- Back to our potty training pic
- Who here has every potty trained another human?
- Did it go like this?
- Fading the reinforcer



Guidelines for Reinforcement

- Don't be afraid to reward (Flow those M&M's at first, FR-1)
- Reinforce FREQUENTLY to begin
- Target a behavior, and be thoughtful about when to use reinforcement (potty training, M&M's were just for that)
- As behavioral fluency is developed, fade the reinforcers to a thinner schedule and then to more natural consequences



Why Develop a School-Wide Reward System?

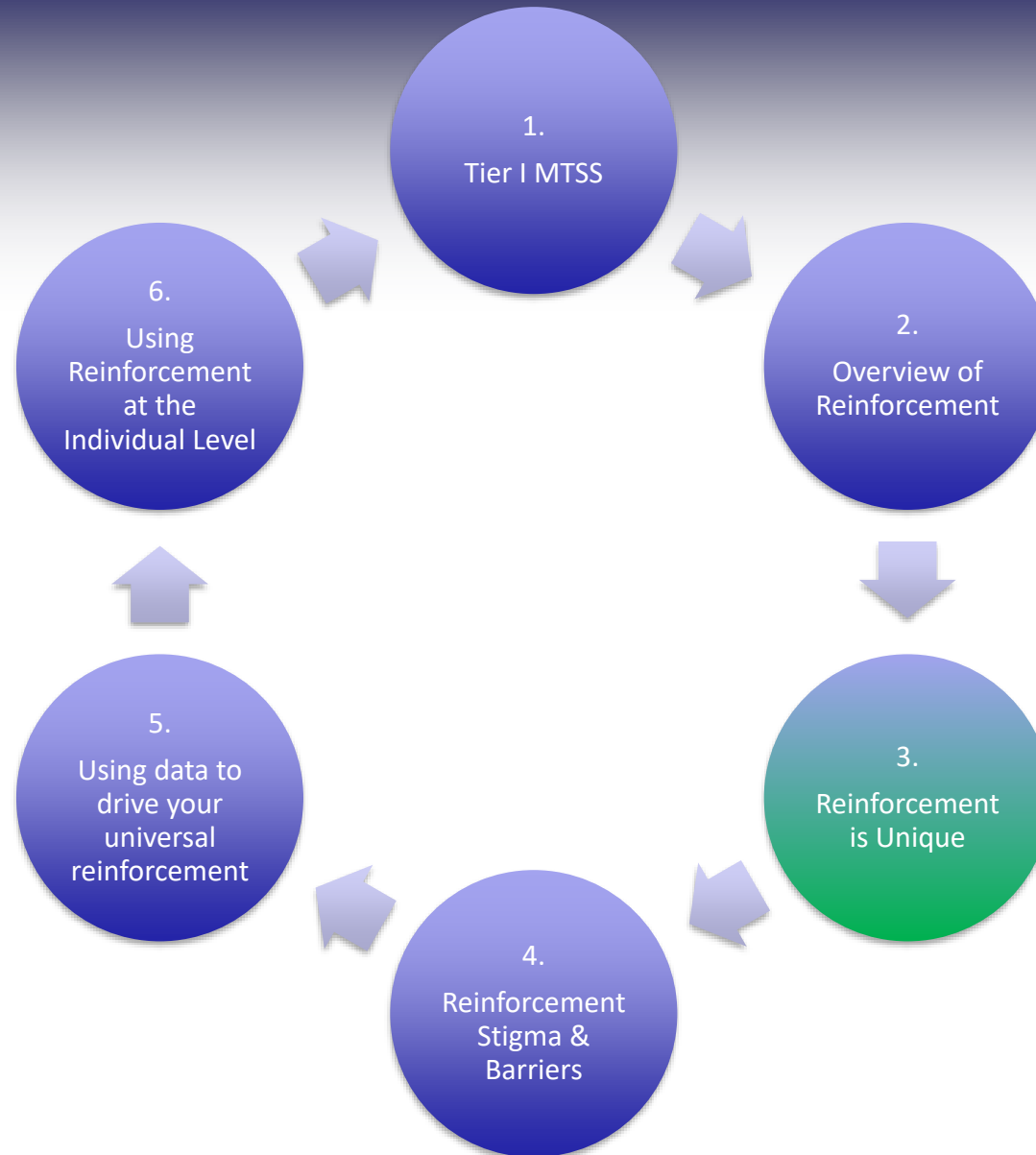
1. Students have different backgrounds and perceptions of okay vs. not okay
2. Need reinforcement to strengthen new skills
3. Need feedback and practice of new skills



Support

- Praise increased student motivation, accuracy of responding & task persistence. (Keller, Brady, & Taylor, 2005)
- Levels of on-task behavior were significantly greater when praise was given for specific behavior versus general praise.
(Chalk & Bizo, 2004)
- Effective for all populations:
 - Students with emotional/behavioral disorders
 - College students





3. REINFORCEMENT IS UNIQUE



Reinforcement is.....



This is adorable and reinforcing for some, but.....Uhm.....No Thanks!!!



Reinforcement is Unique

- Reinforcement is as unique as your fingerprint
- It is only reinforcing if it causes the behavior to rise?
Increases the production of the behavior.



5 chips	Pencil from the office
5 chips	Hat Day Pass
5 chips	Slipper Day Pass
5 chips	Bring a stuffed animal to school for a day.
5 chips	Take your shoes off in class for a day.
5 chips	Picture of you and two friends on the Kiosk.
10 chips	Use of the teacher's chair for a day.
10 chips	Read aloud a book of your choice.
10 chips	15 minutes of extra reading time as agreed upon with teacher.
10 chips	15 minutes of extra computer time as agreed upon with teacher.
10 chips	15 minutes of drawing time as agreed upon with teacher.
10 chips	Free homework pass on a daily assignment.
15 chips	Use the Champion Chair for a day.
15 chips	Use headphones/I-pod during computer class/class as agreed upon by teacher.
20 chips	Move your desk to a different location in your classroom for one day.
20 chips	Assist teacher/staff member of your choice for 15 minutes.
20 chips	Eat lunch with a specialist of your choice.
20 chips	Dance in the music room for 20 minutes with 2 friends and Mrs. ****.
20 chips	Serve as a workroom assistant for 20 minutes with Mrs. ****.& Mrs. ****..
20 chips	Serve as a custodial assistant for 20 minutes.
20 chips	Serve as a lunchroom assistant for 20 minutes with Mrs. ****.& Mrs. ****..



Ways to Reinforce

- Special lunch table
- Listen to music in class for a bit
- Parking space for high school students
- One free late pass
- Homework pass/
Homework help pass
- Teacher chair
- Pancake breakfast
- Elevator Passes
- Brownie Jar
- “Achievements”



What is your reinforcer?

- I'll show you mine if you show me yours
- Cats....NO Thanks, but I will work for.....



The sweet spot.....

- When the standards are **too high**, students may exhibit little behavioral change
 - 10,000 Schrute Bucks to equal 1 cent
- When the reward is given **without consideration** of the quality of performance (**Too Low**), students may exhibit little behavioral change (Don't make it rain tickets/reinforcers)



Guidelines for Reinforcement

- Value of reinforcers change over time, so adjust accordingly (satiation)
- Poll the students/individuals: *What do you want to earn?*
- Easiest way to know, is to ask them
- Preference assessments are a formal way to learn what is highly preferred
- If they refuse the ticket/reinforcer, that is a sign



Counterfeits are good??.....YES!

Our team was:


- Productive
- Respectful
- Timely
- Engaged



School: _____

OUR TEAM WAS

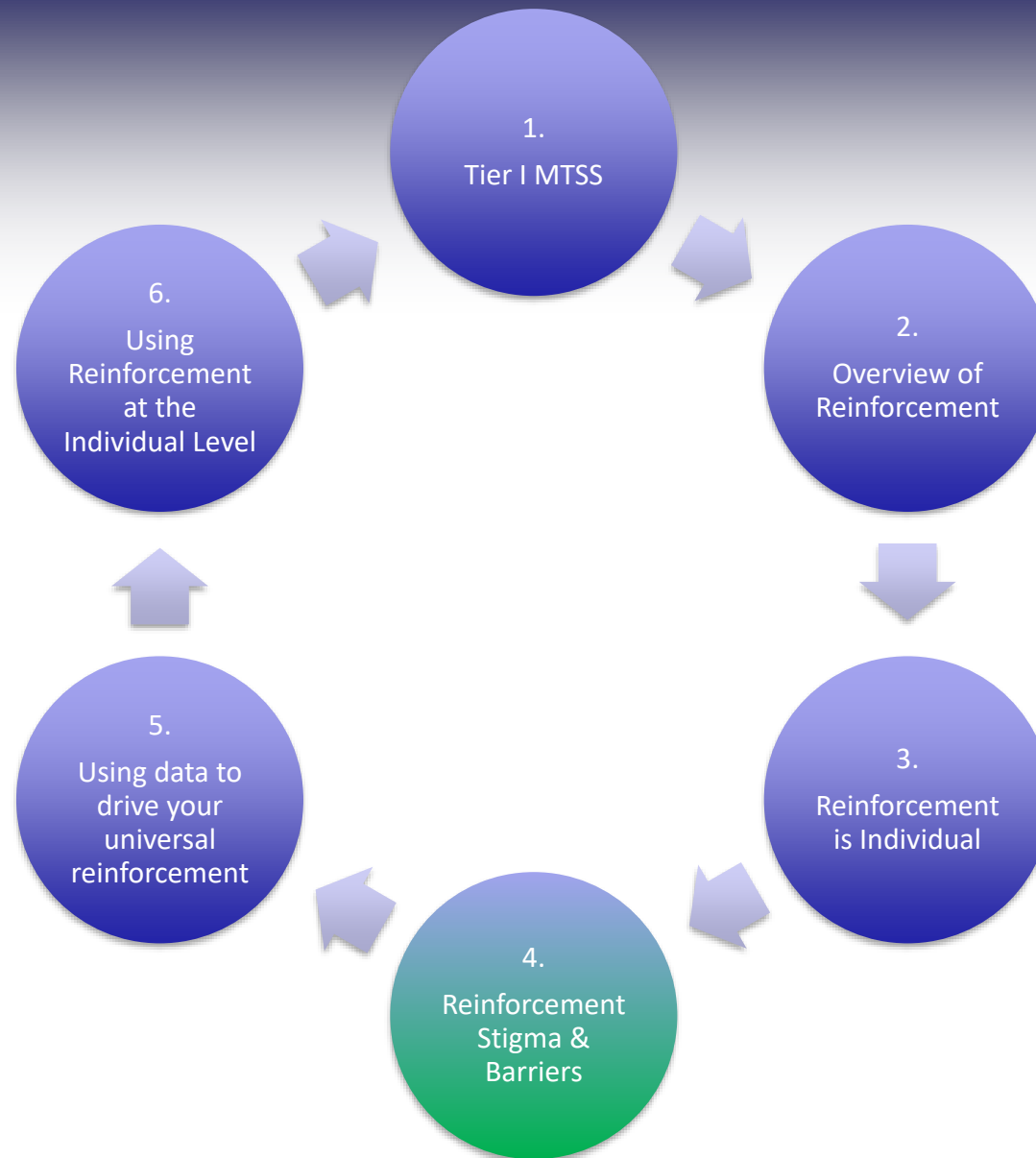
- Productive
- Respectful
- Timely
- Engaged



*School: _____

Reinforcement should be fun....make it "Reinforcing"





4. REINFORCEMENT STIGMA & BARRIERS



What's wrong here?



Hopefully you can avoid this...



The sweet spot.....are you in range?



Don't give M&M's or Shoes willy nilly!

- Save Highly Preferred items for the behaviors that are the highest priority
- Have lesser preferred items for other behaviors (Vary the reinforcer)
- Offer variety in presentation of reinforcers
- Satiation can occur if you overuse the
reinforcer



Ever hear this?

- *“Kids should just know how to behave!”*
- *“I don’t teach that!”*
- *“Kids do well if they want to!”*
- *“I don’t believe in reinforcement”*
- *“It doesn't work”*
- *“Why should I have to do it”*



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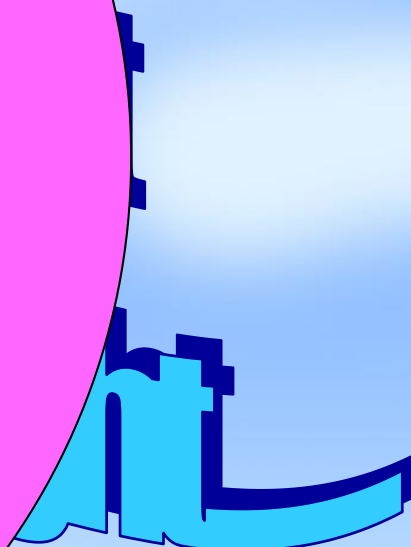
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The quickest way to change behavior....in



Research indicates that you
can improve behavior
by 80% just by pointing out
what someone is doing
correctly.



UNDER WHAT

WHY?

CONDITIONS?



When we look for the
behavior we want to see,
we will see it more often.

-Stolen from Kent McIntosh



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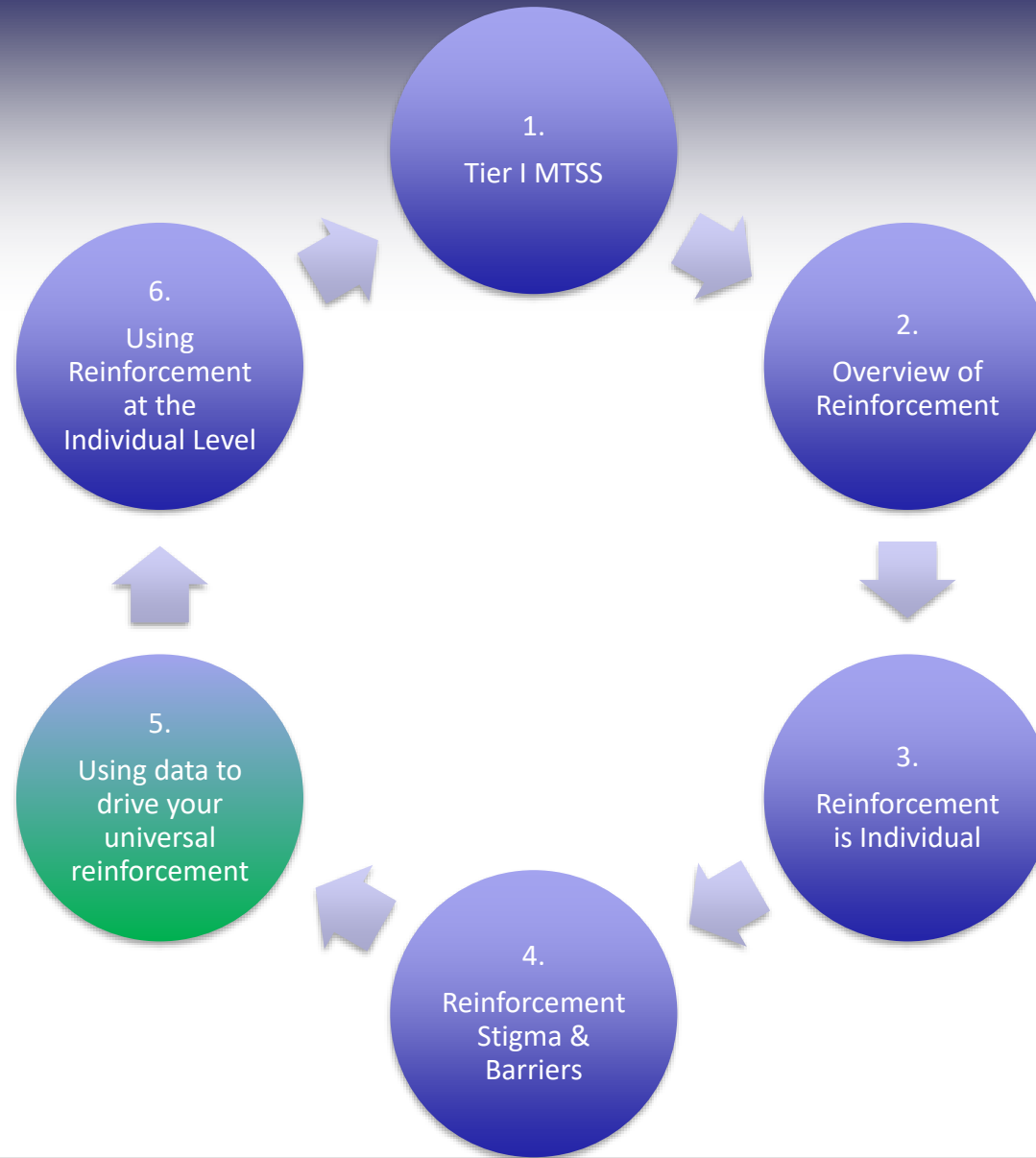
Can you tell I LOVE Reinforcement yet?



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5. UNIVERSAL REINFORCEMENT: DATA DRIVEN



Is it a systems issue, or an individual issue?

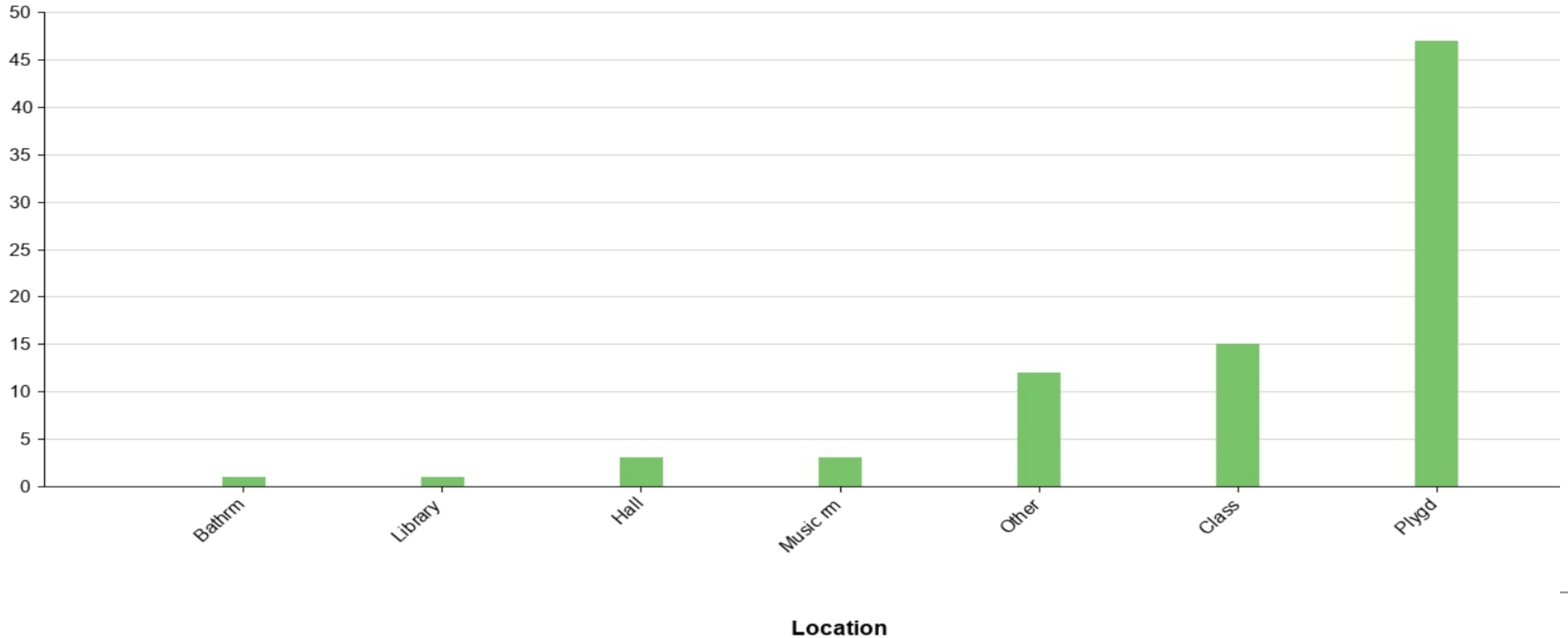
- If it is between 8-10 students, it is worth the time to deal with individually.
- If it is above 10, it is a systems issue. Look to addressing the system wide acknowledgement.



What is your data system telling you?

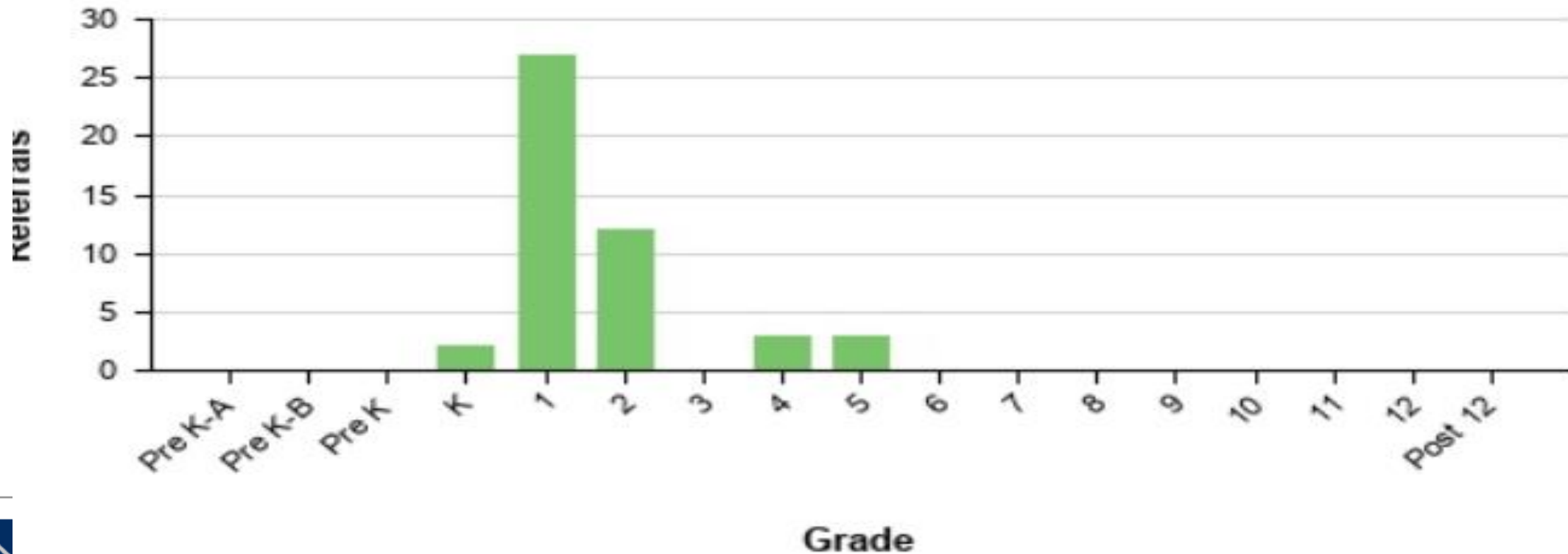
Referrals by Location

All, Aug 1, 2018 - Oct 10, 2018



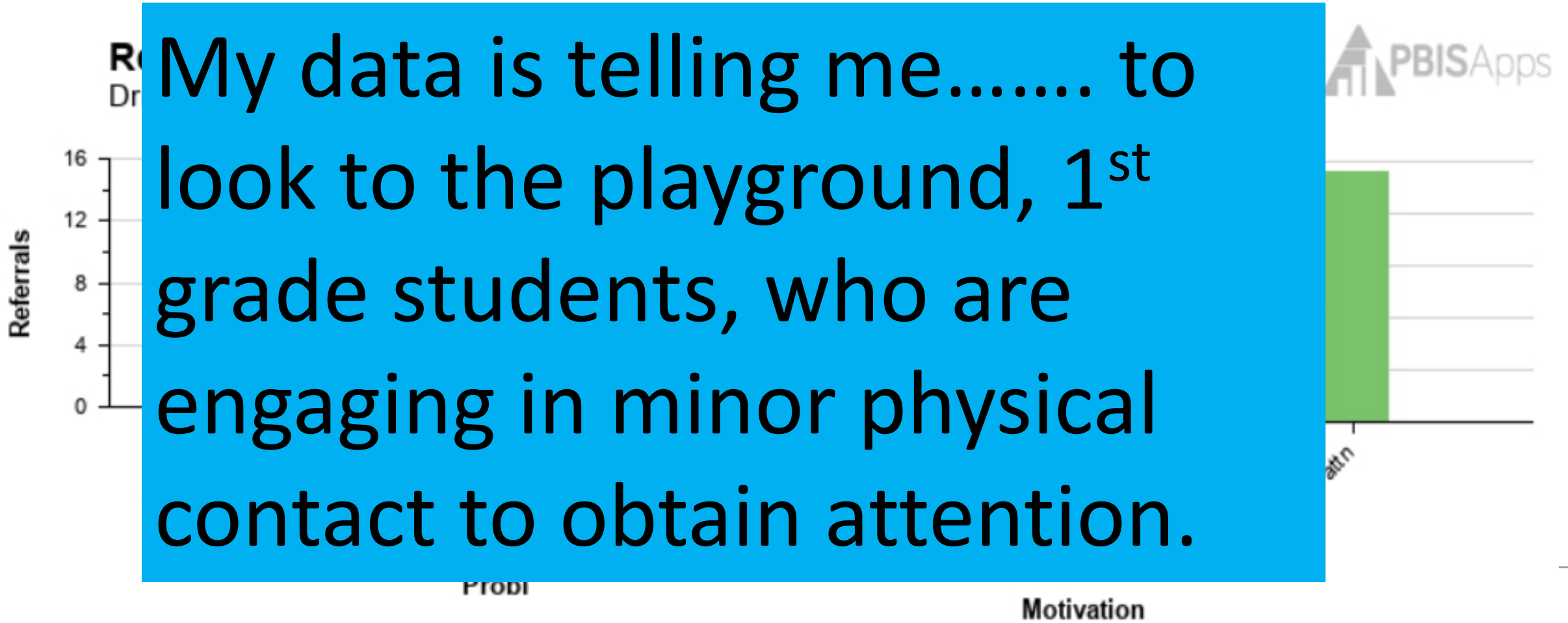
Lets analyze it.....or “drill it down”

Referrals by Grade
Drill Down



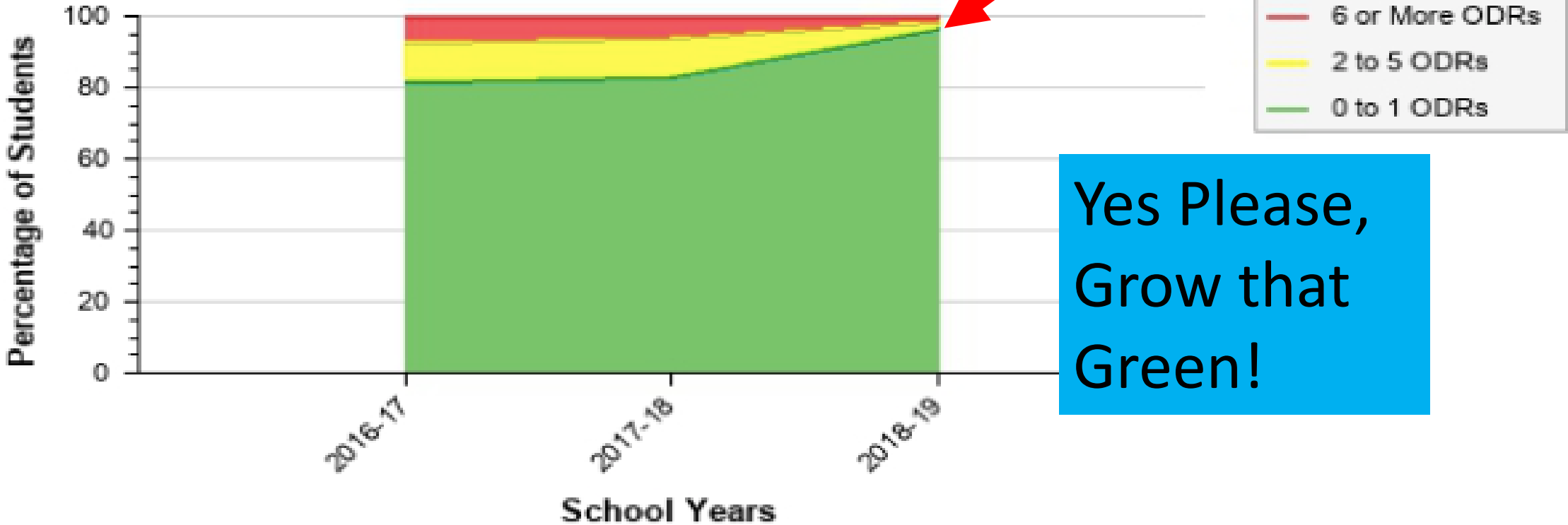
What does this data tell me?

My data is telling me..... to look to the playground, 1st grade students, who are engaging in minor physical contact to obtain attention.



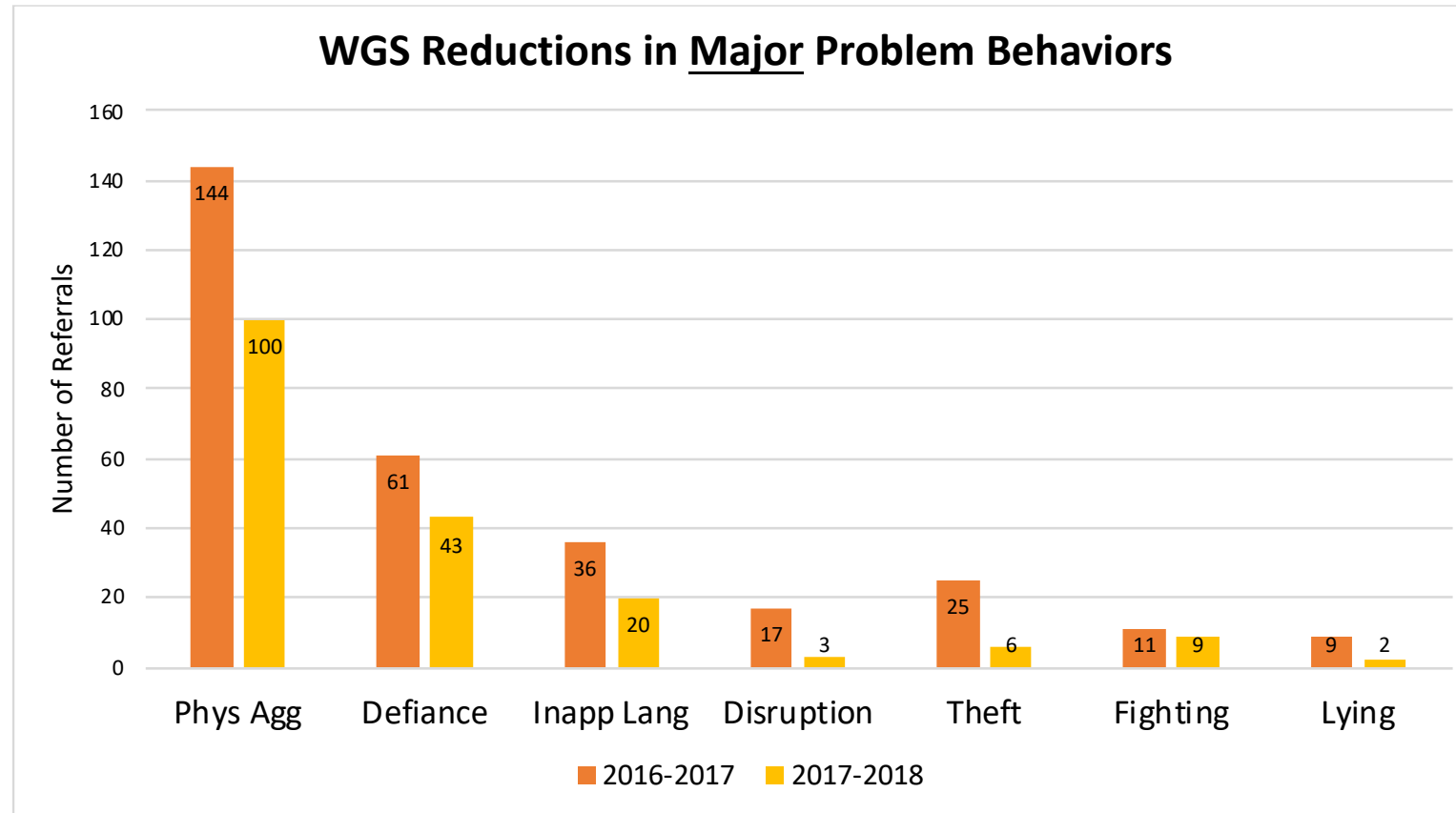
Universal prevention draws down the need

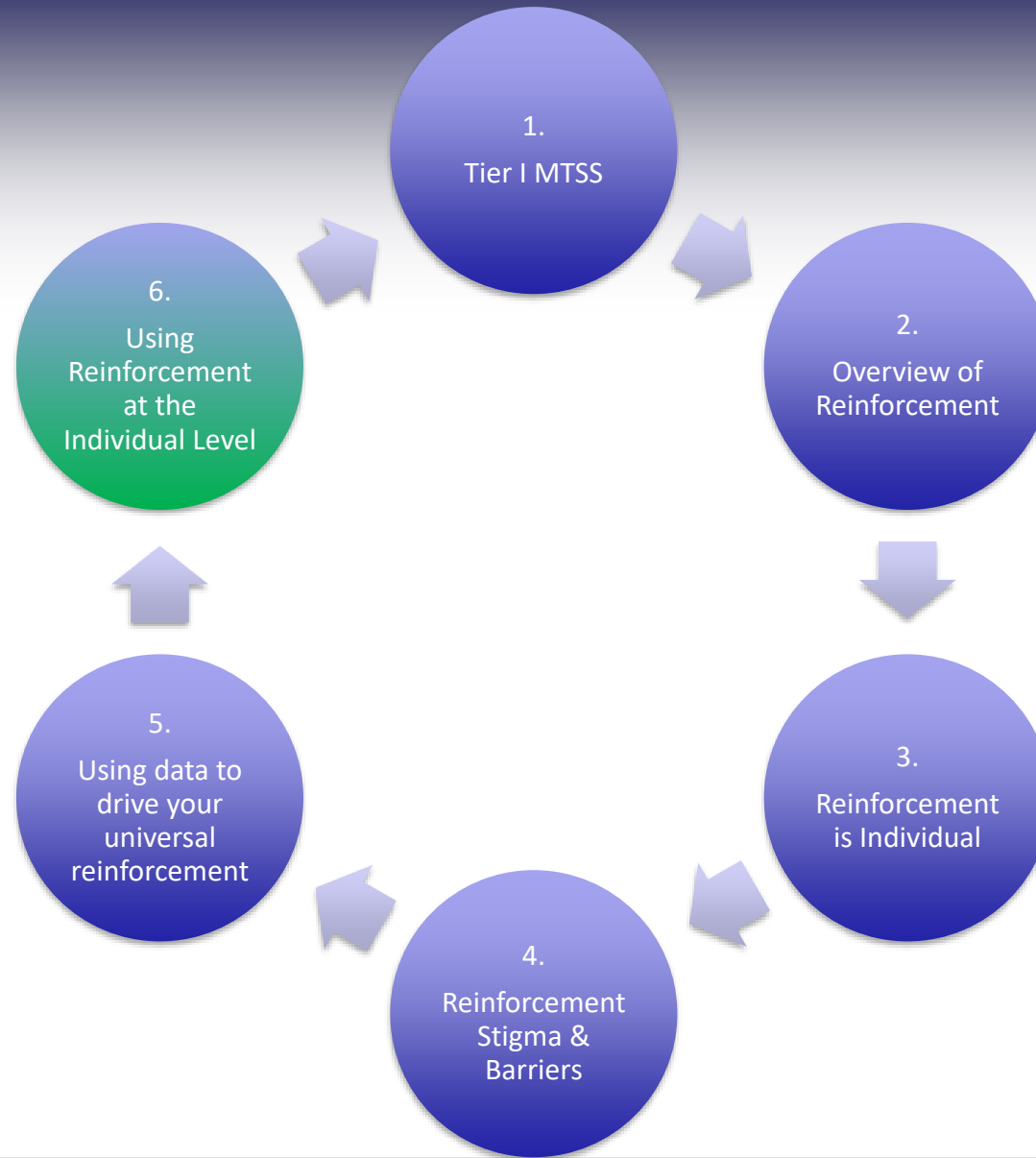
Triangle Data Report
All, 2016-17 - 2018-19



Yes Please,
Grow that
Green!

System impact at a universal level





6. INDIVIDUAL REINFORCEMENT





That's not real life



Yes, it certainly is!

2012 - Table 4.000a				Pay Period 08/01/12 to 08/31/12		Required Deductions	
Contribs				Federal Income Tax	0.000	80.000	
Medicare	0.000			ACA - ACA/ACA	0.000	0.000	
Health	0.000	0.000	0.000	FTD State Income Tax	0.000	0.000	
Group Term Life		0.000	0.000	Other - Other Deductions	0.000	0.000	
				Other Deductions			
				Health Insurance	0.000	0.000	
				ACA	0.000	0.000	
				Parking	0.000	0.000	
				NET PAY	0.000	0.000	
Your Employer 1234 Central Street Milwaukee, WI 53201				Union Number: 00000 Pay Date: 08/16/12			
PAY 444 Four hundred eighty-two dollars and 00 cents *****418.00							
At the order of Table 4.000a 0000 State Street Milwaukee, WI 53201							



Why do we do it?

- To incorporate new skills into their repertoire, people need to be taught the skill, time to practice, & feedback to know they are performing it correctly.

“Train and hope” won’t work, we must reinforce replacement behavior and new skills!



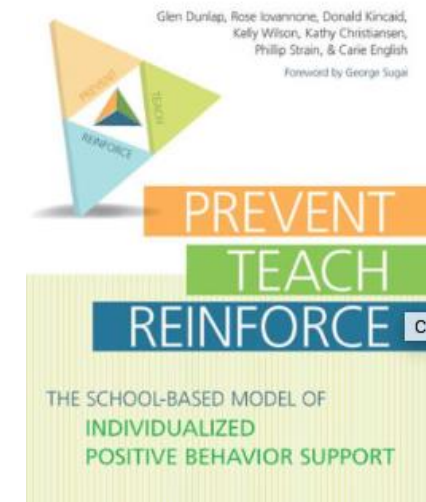
Cant just make it rain and expect behavior change

- Reinforcement to have an impact is thoughtfully done, with behavior, replacement behavior and reinforcement in mind.
- What is the target behavior I want to choose?
- What is the behavior I would like instead?
- How can I get them from A to B, what things to I need to teach them?
- Then.....watch for that new skill andreinforce, reinforce, reinforce.

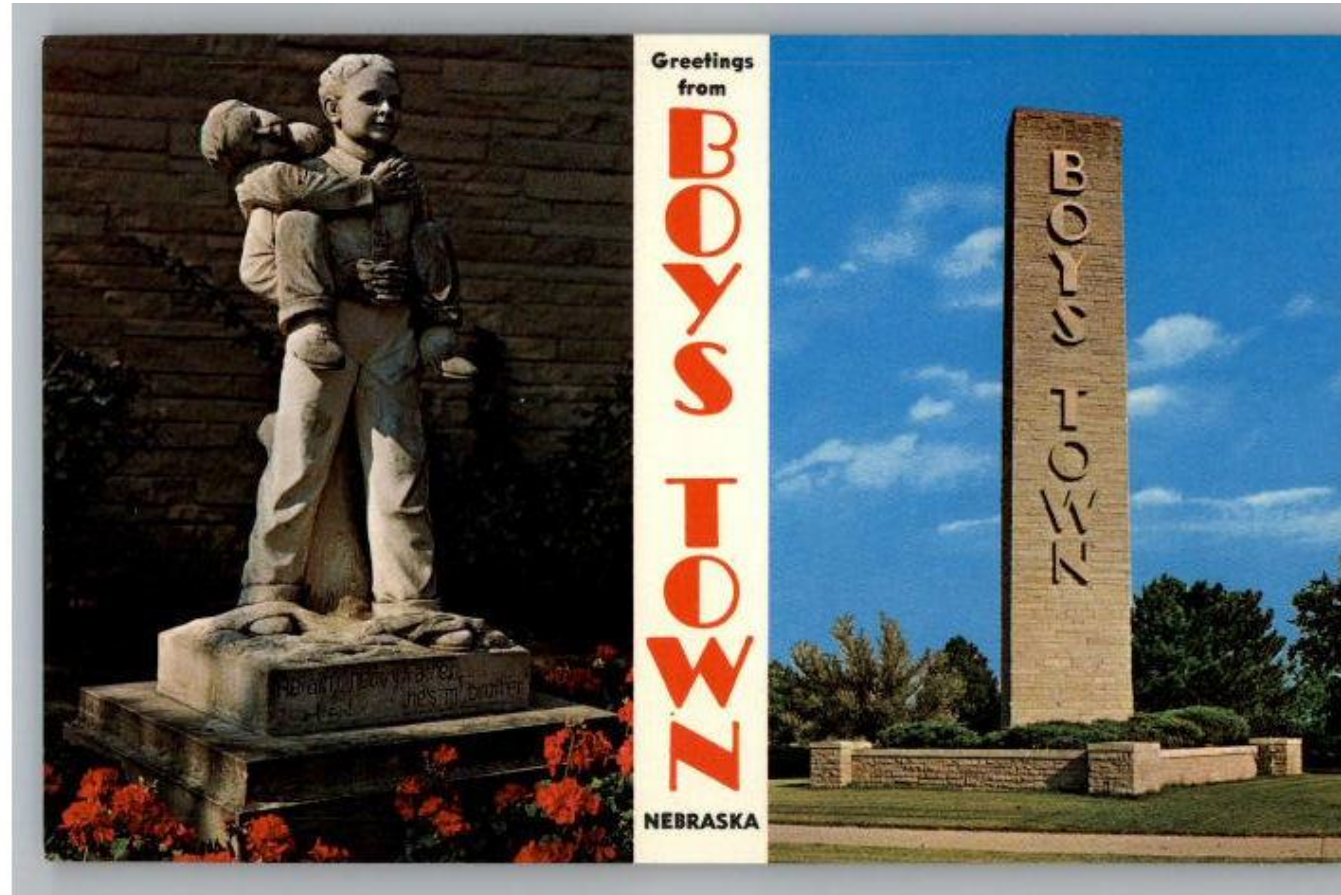


Most Challenging Behaviors

- Tier III behaviors, some of the most challenging, often require a Functional Behavior Analysis or Competing pathways assessment.....but always REQUIRE....
- a REINFORCEMENT component
- New skills are shaped and developed through reinforcement.....Period!



And now....Brooke's Soap Box



Don't make it rain tickets, use it thoughtfully
and with purpose!

Our team was:

I should know why I earned this reinforcement, for what production of behavior. What the heck did I do right that you want me to repeat?

School: _____



Thoughts to Ponder.....

- Do you currently use reinforcement? In what form (verbal, reward system)?
- Could you use it more?
- Are you using it in a targeted way, or more haphazardly?
- Are you seeing the outcomes you desire?
- Do you expect perfection? Or are the expectations realistic? (Brayden, 100 percent accuracy on cellphone)



Now what?

- Now, knowing all that you know, what do you do with it now?
 - How can you use this to shape a behavior?
 - Choose a student/child/individual and try this!



Now What?!!



Lets choose someone.....

- Choose a human you have had a difficult time with a behavior
- Target that behavior
- What does it look like?
- What would be a better way to accomplish that behavior?
- What skills are they lacking?
- What do I need to teach/model for them?
- Now.....watch closely.....wait for opportunity to point out the new skill...



My example.....

- Deficit Skill: Plugging in the phone in my room at night
- Response effort is not in balance with the reinforcer
- So....what am I going to do about it?
 - Complain? Yes, sometimes
 - Yell? Yes, sometimes
 - OR.....





Reinforcement is one
of the most powerful
ways **People** can
encourage good
behavior.



Thank you!!



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775-224-0302

Follow us on all the “Socials”



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**Nevada’s School Climate
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Additional Resources about Reinforcement

- 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
- PPT-Maximizing Effectiveness Using Positive Behavior Support Methods in the Classroom: Reward Systems, Florida's Positive Behavior Support Project
- PPT-Effective Classroom Practice: Strategies to Acknowledge Appropriate Behavior-Center for PBS, College of Education, University of Missouri



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PTR Research Resources

- Prevent Teach Reinforce Research Study:
- <https://new.apbs.org/sites/default/files/conference-2016/presentations/f5-iovannone-apbs2016.pdf>

