

# Reinforcement & Recognition

## Strengthening Wanted Behaviors

Nebraska Department of Education



Positive Behavioral Interventions and Supports (PBIS)



# REINFORCEMENT & RECOGNITION

## STRENGTHENING WANTED BEHAVIORS

Positive Behavioral Interventions & Supports (PBiS) is a team based school-wide process which includes *all* students and *all* staff in *all* settings.



The intent of this document is to provide guidelines for reinforcement and recognition of desired behaviors in the PBiS process rather than as a stand alone training document.

# Reinforcement & Recognition

## Strengthening Wanted Behaviors

**Positive Behavior Interventions and Supports (PBiS)** is a school-wide proactive, preventive process focusing on reinforcing and recognizing positive behavior. *All* staff and *all* students in *all* settings are involved. Behavior routines and consistent language create a basis for a positive school culture.

The main components of PBiS include:

- Identifying behavior expectations
- Developing a school-wide behavior matrix
- Teaching/re-teaching behaviors from the matrix
- ❖ *Reinforcing/Recognizing* students and staff when expected behaviors are met
- Responding to unwanted behaviors

Moving from a punitive, consequence-based orientation to a positive focus requires a paradigm shift. When students and staff increase desired behaviors a positive culture is developed making the paradigm shift possible. All behavior change is an instructional process.

*Students learn appropriate behavior in the same way a child learns how to read-- through instruction, practice, feedback, and encouragement.*

Marla Dewhirst & Kelly Davis 2011

Good behavior should not be taken for granted, or it may decline (Sprague and Golly, 2004). Reinforcement and recognition increase the probability that positive behaviors will be repeated. Reinforcement systems are always add on **never** take away. Once earned an incentive is never lost. Taking away something earned is punitive. In the PBiS process defined behaviors will be reinforced and other



desired behaviors will be recognized. The definitions for reinforcement and recognition are as follows:

***Reinforcement*** – *the act of being reinforced: to strengthen by additional assistance, material, or support: make stronger or more pronounced*

***Recognition***- *the action or process of recognizing: acknowledgement, acclaim, special notice or attention for an achievement or service*

The PBiS process uses:

- **Reinforcement** to acknowledge and strengthen behaviors defined on the matrix.
- **Recognition** to acknowledge other desired behaviors.

Reinforcement and recognition motivate students to learn and maintain positive behaviors.

**Pointing out what someone is doing *correctly* can improve behavior by 80%.**

Shores, Gunter, Jack, 1993

## ACKNOWLEDGEMENT of POSITIVE BEHAVIORS

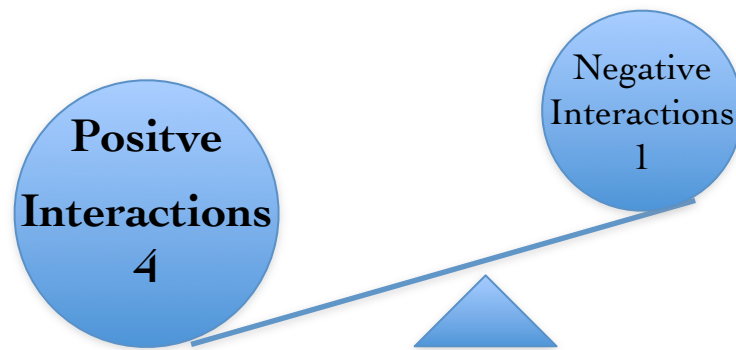
Acknowledgement is key when teaching desired behavior. It may be used with individuals or groups. It is effective when it is:

- ✚ **Intentional**
- ✚ **Immediate**
- ✚ **Intermittent**
- ✚ **Unexpected**

**INTENTIONAL:** to make conscious decisions about responses to behavior

- Plan ahead, think about positive words you will use to acknowledge behaviors
- Use specific language to describe the observed behavior  
Example: I noticed you came prepared with all your materials.
- Choose desired, age appropriate incentives that reflect various student needs: social, tangible or an activity

- Give at least 4 positive comments for every negative comment (Scott, Anderson & Alter, 2011)



- Increase the rate (comments per hour) of positive interactions in a day
- Increase acknowledgements when responding to behaviors in challenging populations or situations
- Use continuous reinforcement when teaching a new behavior.
- Move from tangible to social incentives

**IMMEDIATE:** reinforce or recognize the behavior when it is observed

- Acknowledge the behavior immediately using the teachable moment to increase personal impact
- Acknowledge behavior when it is observed to impact others nearby

**INTERMITTENT:**  
use planned, occasional incentives to maintain a learned behavior

- Give incentives frequently at first and then fade.
- Use intermittent reinforcement to encourage students to maintain a mastered behavior
- Use a variety of acknowledgements: verbal, tokens, Paw Pats & Bronco Bucks, first to lunch, extra recess & early dismissal

**UNEXPECTED:** be unpredictable, surprising

- Use formal or anecdotal data to identify the expected behaviors for maintenance reinforcement
- Randomly acknowledge an expected behavior for an unspecified period of time

#### Acknowledgement systems are effective when:

- The systems are understood so all staff and all students will want to participate.
- Tied to a specific behavior and delivered immediately.
- Incentives are age appropriate and students want to earn them.
- Success is tracked and evaluated.
- The systems are modified for different or difficult times of the year based on data.
- The systems are updated as needed to maintain interest.

- Acknowledgements are positive, specific, timely and sincere (See video below)



Some behaviors will be targeted for reinforcement and others for recognition. Both reinforcement and recognition increase the focus on desired behaviors. Keep acknowledgement systems simple for sustainability. Positive verbal acknowledgement may be sufficient to strengthen a behavior.

**REINFORCEMENT SYSTEMS** are focused on matrix expectations. When reinforcing expectations on the *global classroom matrix* the all school reinforcement system may be used (e.g. Bronco Bucks, Paw Pats, Lanyards.) For reinforcing expectations on the *specific classroom matrix* a separate system may be developed.

Link 1: [Global Classroom Reinforcement Example](#)

Link 2: [Specific Classroom Reinforcement Example](#)

When selecting incentives for individuals or groups, staff and student input are vital. The incentives need to pass three tests:

- ✚ Acceptability – is the teacher comfortable using the incentive in his/her classroom? Will the parents be likely to approve?
- ✚ Availability – is the incentive easy to obtain? Easy to implement?
- ✚ Motivation – do the students want the incentive?

When first learning a new behavior set a goal that is attainable. Track success. Modify systems for different or difficult times of the year based on data.

Link 3: [Specific Expectation Reinforcement Example](#)

Link 4: [Acknowledgement Strategies](#)

Link 5: [Types of Incentives](#)

**RECOGNITION** is used to maintain desired behaviors not included on the matrices. Recognition is given respectfully with a smile. Describe the desired behavior so the child knows the reason for the recognition.



**Summary:** Moving from a punitive, reactive culture to a preventive culture requires thoughtful responses to behavior. Acknowledging the desired behavior is the first response to unwanted behavior. When reinforcement and recognition are used to strengthen desired behaviors, students receive opportunities for self-correction and unwanted behaviors decrease.

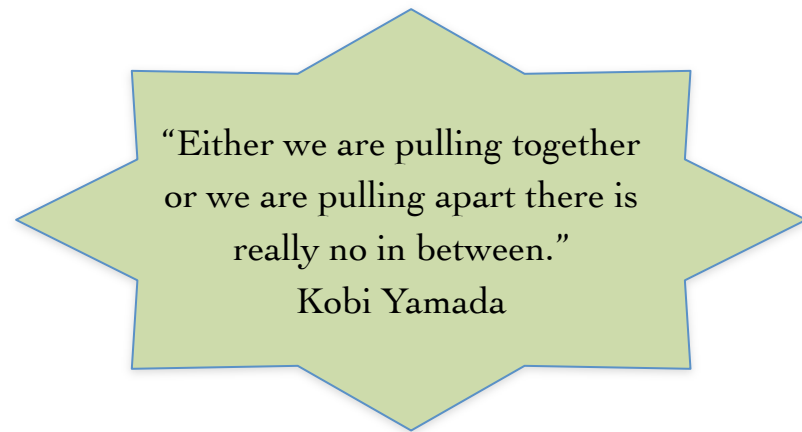
The reinforcement system is used to acknowledge behaviors defined on the behavior matrix. Keep reinforcement simple to increase sustainability. Reinforce immediately and state specifically why the reinforcement was earned. Incentives are earned, never lost.

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Link 6: [Laura Riffel Response Cost Paper](#)

Acknowledgement of positive behavior creates connections between staff and students. When adults model the appropriate behavior it is reinforced for students. It is important to remember that positive contact can be maintained even when giving a corrective response or delivering an intervention.

Link 7: [Positive Contact/Reinforcement](#)



Positive language and actions are contagious. They create an improved climate for the classroom and the school at large. Staff and students who are focused on positive interactions and behaviors will create a preventive culture.

Link 8: [Ideas for Classroom Incentives](#)

Link 9: [Elementary Incentive Ideas](#)

Link 10: [Secondary Incentive Ideas](#)



## Link 1: Global Classroom Reinforcement Example

### Global Classroom Matrix Behavior Reinforcement Example

The expectations for the global classroom matrix for Anywhere School, USA are listed below.

Be Responsible	Be Respectful	Be Safe
Be on time	Use appropriate language	Keep hands, feet and objects to yourself
Be prepared	Monitor your voice level	
Be at school everyday		

Currently in this classroom we are reinforcing the responsible behavior of being on time. On time behavior has been defined as:

- In your seat prior to the bell
- Working or beginning to work on the bell ringer activity
- No or zero voices

Students have decorated a popsicle stick with their name in bold, easy to read letters. When a student enters the room on time and begins working without talking his/her popsicle stick is placed in the Jar of Opportunity. A verbal acknowledgement may or may not accompany this action. When the bell rings the Jar of Opportunity goes on the windowsill. Class begins. At end of the day a popsicle stick is drawn and the person whose name is on the stick receives the all school incentive (e.g. Paw Pat, Bronco Buck, etc.)

Possible Change for Middle School or High School students would be to use tickets with the student's name on them.

## Link 2: Specific Classroom Reinforcement Example

### Specific Classroom Matrix Behavior Reinforcement Example

The expectations on the specific classroom matrix for Mrs. Everyone in Anywhere School, USA are listed below.

	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<b>All Times</b>	Bring pencil, paper, planner and books to class	Raise your hand Wait for permission to speak or leave your seat	Keep hands, feet and objects to yourself
	Start work immediately upon entering the classroom	Focus on the speaker <ul style="list-style-type: none"><li>• Look at them</li><li>• Sit up straight</li><li>• Think about what they are saying</li></ul>	Access only approved websites when using the internet
	Turn in assignments on time		
<b>Labs</b>	Follow all steps carefully and in order	Share all work with your partner(s)	Wear safety goggles
<b>Working at tables</b>	Stay on task	Use quiet voices	Use all equipment in the approved manner
<b>Working alone</b>	If you finish early recheck your work	If you have rechecked your work go to another assignment or read from your book of choice.	

Currently the students in Mrs. Everyone's classroom are working on staying on task. Mrs. Everyone selects a time in the day and tells the class that she will be reinforcing on task behavior for the next ten minutes. She reviews what it looks like and sounds like when the class is on task. Mrs. Everyone circulates through the classroom giving both tokens and verbal reinforcement to all students on task. Sometimes Mrs. Everyone will even tell the students a goal of how many tokens they could earn in the ten minutes time. All tokens are saved in the student wallets and exchanged at a designated time. Mrs. Everyone reinforces more frequently (e.g. two or three times per week) when first reinforcing a behavior.

## Link 3: Specific Expectation Reinforcement Example

### Specific Expectation Reinforcement Example

When data indicates a need regarding a specific matrix behavior, address the behavior with a reinforcement system. The data is either factual data (minor/major office referral numbers high in a specific area, e.g. tardy) or anecdotal data (e.g. the frequency of disruption/confusion at the beginning of a class)

#### **Example: Reinforcement of a school-wide behavior expectation**

Based on current data 75% of students were tardy one or fewer times to first hour during first quarter. The objective of the reinforcement system is to increase the percentage of students who arrive on time. (Remind staff of the importance of modeling this behavior for students.)

**Step One** - revisit the expected behavior making sure it is well defined.

Non-example: Everyone is expected to be on time.

Example: On time behavior for Anywhere School means:

- Student is in the classroom
- Student begins the bell activity upon entering the classroom

**Step Two** – review the expected behavior and practice it in the classroom.

**Step Three** – Share the guidelines for the incentive. When 98% of the students arrive at school on time a character will be earned from the phrase “Let’s Be On Time!” The number of character equals 14 days. Once the whole school has earned all 14 characters in the phrase a celebration day will be set. Students will be allowed to wear hats and pajama pants on the celebration day.

**Step Four** – monitor progress and share data with the students and staff. Celebrate improvement.

**Step Five** – celebrate success with a Hat & Pajama Pants Day

**Note:** *Once earned, characters are not taken away. It may take more than 14 days to earn all 14 characters.*

#### **Example: Reinforcement system for an individual classroom**

Students have been lingering in the halls to visit with their friends. Minor office referrals for tardiness to class has increased from 2 incidents the previous month to 10 incidents this month. The objective of the reinforcement system is to increase on time behavior.

**Step One** - revisit the expected behavior making sure it is well defined.

Non-example: Everyone is expected to be on time.





Example: On time behavior for Anywhere School means:

- Student is in the classroom
- Student begins the bell activity upon entering the classroom

**Step Two** – review the expected behavior and practice it in the classroom.

**Step Three** - discuss incentives that the class would like to earn.

Narrow the choices to those that pass the first two tests: acceptability and availability. Have the class vote for one of the acceptable incentives. The incentive with the most votes passes the motivation test.

**Step Four** – share the guidelines for the incentive. What will success look like and sound like? How often will the class be evaluated? How will the class know the goal has been reached? Put up some type of creative visual to chart movement toward the goal.

Non-example: “If you are on time the class will earn a fun day.”

Example: “For the next few weeks we are going to strengthen our on time behavior. We have reviewed and you all know what it looks like to be on time and working. Now we are going to put what you know to use. For every class period we are all on time we will earn a character in the phrase “Let’s Be On Time.” The number of characters equals 14 days.

When we have earned all 14 characters we will have a celebration. You chose a computer game activity for the last 20 minutes of class as your incentive.”

**Step Five** - monitor progress and share data with the students, acknowledge improvement.

**Step Six** - Celebrate success.

## [Link 4: Acknowledgement Strategies](#)

### Acknowledgement Strategies

Frequent/Immediate	Intermittent	Long Term
Verbal praise	Tokens	Group Contingency
Smile	Special Tasks	Field Trip
Stickers	Computer Time	Recognition
Stamps	Social/Free time	Celebration
Thumbs Up	Special Seat	Lunch with Principal
Home Notes	Longer Recess	Principal for a Day

## Types of Incentives

### **Sensory (things you can hear, see, smell, or touch):**

- Listen to music
- Sit in special chair
- Hold a stuffed animal, squeeze a fidget
- Choose a poster
- Watch a movie

### **Tangible (typically for immediate reinforcement):**

- Stickers
- School supplies: pencils, pens, markers, paper, bookmarks
- Trading cards
- Tickets to school event (game, dance, etc.)
- Food coupons
- Juice drinks, popcorn party, allowed to chew gum, etc.
- Homework pass
- Reserved parking
- Movie pass

### **Social (pair with other types of acknowledgement when students are first learning new skills):**

- Smile
- Compliment
- Effective praise
- Proximity

### **Natural (things students would normally do during free time):**

- Play a game
- Read a book
- Computer time
- Free time with a friend
- Additional recess time for class
- Be in charge of materials
- First in line to eat lunch
- Be a teacher helper
- Eat lunch with a teacher or friend
- Read to a younger class

### **Generalized (work for delaying gratification)**

- Raffle tickets
- Tokens/chips
- Points/credits



## Link 6: Laura Riffel Response Cost Paper



### Against the Use of the Response Cost Strategy of the Red, Yellow, and Green Flip Charts

Written by

Laura A. Riffel, Ph.D.

Many people ask me how I feel about the red, yellow, and green strips where children flip their card if they produce misbehaviors. Typically, the set up is that all students start on green and every time they misbehave they have to flip their chart. Most of the teachers interviewed have the students miss their recess if they get flipped to red. Most of the time, the children who end up on flipping their card to red are the very children who NEED to go outside and run during recess. The teacher does not realize they have caused their own pain in this case.

I personally am against the use of these charts for several reasons: 1) Public Display, 2) Defeatism and 3) Punishment redemption.

#### **Public Display**

A public display of who is appropriate and who is not appropriate would be like posting grades in the hallway. In my opinion it is a gross violation of privacy. Any visitor to the room has instant access to private information.

#### **Defeatism**

Many children who are continually singled out as the “bad” student accept that role and provide supporting documentation to fulfill that role. If I feel like a zero; I will behave as a zero.

#### **Punishment and Redemption**

The United States houses 5% of the world population and 25% of the world population of incarcerated. If the threat of jail and loss of freedom does not stop 25% of the world population from engaging in criminal activities, then why do some teachers believe taking away recess will stop inappropriate behavior? Response cost and punishment work for 75% of us, but for 25% of the world it doesn't work. Typically, the children whose behavior we wish to target for change are in the 25% so it is a futile attempt at changing their behavior.

#### **Discussion**

On numerous occasions, this researcher has been called into a school to assist with a child whose behaviors are impeding his or her learning or that of others. When observations were completed, it



was discovered the root of continued behavioral issues stemmed from the child's perceived loss of a privilege and their negative reaction regarding that loss. Three cases will be discussed:

- 1) A sixth grade student who was basically known as public enemy number one in the school was engaging in many disruptive behaviors. These behaviors became so disruptive the school called in a behavioral specialist. After observing the student for a day and interviewing the staff, the behavior specialist interviewed the student. When the student was asked why he engaged in these behaviors his response was this: "I've been a student at this school since Kindergarten. When you enter Kindergarten here you know that the sixth graders get to go to the zoo on a class field trip in May. I've been looking forward to that trip since I was in Kindergarten. In October, I messed up and got in a fight with another student. The principal told me that I didn't get to go on the field trip in May now. So, I figure what else do I have to lose?" When adults take away the one thing kids have to look forward to like field trips and recess, they just gave the student permission to be as bad as they want to be.
- 2) A third grade girl had been a model student since preschool. Suddenly, her third grade teacher implemented the red, yellow, and green flip chart and was very stringent about behaviors earning yellow and red flips. The girl daily had to flip her chart for the following behaviors: 1) not having her feet flat on the floor, 2) erasing too much, 3) not putting her name on her paper. The mother reported having to take her daughter to the doctor for frequent vomiting, diarrhea, and weight loss. In this case the child was a "good" child as reported by more than three years of previous teachers, and became clinically stressed when unrealistic expectations were placed on her using a public display of her behavior.
- 3) The third case involves a mother contacting me and bragging about the successful implementation of the flip chart for her son. From August through April the student remained on green each day, thus the mother believing this was working for her child. In April, the distraught mother called proclaiming "help" her son was on yellow three days in a row. I asked her if she had asked him why he was on yellow, she replied no and told me she would call me back. She called a few minutes later and said, "You are not going to believe what he said." I said, "Oh, I bet I have a good idea." She went on to tell me this, "He told me that he was tired of sitting and he figured out that if he had one behavior he could get up and walk around the room and yet still not miss out on recess so he was doing something to get himself to flip a card each day when he wanted to get up and walk around." Bingo, the child had figured out the system.



## **Research**

### **Same Results**

The Porteus Maze Test was given to sixty children in the fourth grade (Porteus, 1965). The first series was given as a baseline, and the second series was administered under one of four different experimental conditions: control, response cost, positive reinforcement, or negative verbal feedback.

Response cost and positive reinforcement, but not negative verbal feedback, led to significant decreases in the number of all types of qualitative errors in relation to the control group. The reduction of non-targeted as well as targeted errors provides evidence for the generalized effects of both techniques equally. If both work equally, then why employ the one with the potential for public display, defeatism, and punishment redemption? Positive reinforcement is just as effective and produces less stress producing protocols for children.

### **Decreased Critical Statements and Increased Praise Statements**

Three behavior management strategies were investigated for efficacy as used in a Head Start classroom (Tiano, et.al, 2005). The three strategies included: (a) techniques currently used by the teacher, (b) response cost, and (c) the Level System (token economy). This study used an ABACA single subject withdrawal design with follow-up where all conditions were implemented until stability was reached. Classroom behavior was evaluated by both behavioral observation and teacher report. Children's and teacher's behavior were examined. No conclusions could be made concerning the efficacy (i.e., inappropriate behavior) of the techniques. However, Teachers used more labeled praise statements and lower critical statements during the Level System condition than all other conditions. Shores, Gunter, Jack (1993) indicate we can improve behavior by 80% by pointing out what one student is doing correctly.

### **Overgeneralization of a Special Education Technique**

With the exception of the Salend and Henry study (1981), research on response- cost systems has been limited to special education classrooms (Spencer, et. al., 1988). The red, yellow, and green flip chart system is a response cost system applied to a typically developing class of which there is limited research on its effectiveness.

### **Conclusion**

What does work? Token economies work with most children and allow the educational staff to label appropriate behavior; which increases appropriate behavior (Shores, Gunter, & Jack, 1993; Horner & Sugai, 2005). If a child exhibits behavior impeding their learning or that of others, the educational staff can then have a discussion with the child about the targeted behavior and have them earn extra tokens for the preferred payoff. In other words, if a child is working on a token economy and 5 tickets equals 15 minutes on the computer, a preferred activity, and then the child has a behavioral learning





opportunity ( a misbehavior), the staff should use the following intervention: “It’s a bummer that you chose to throw paper towels on the ceiling in the bathroom. We have discussed how this is not respecting others and property and we have a plan for how we will conduct ourselves in the restroom the next time. Due to this behavioral learning opportunity you will have the opportunity to earn six tickets instead of 5 to earn your computer time. I believe behavior change can be effectively mastered when we up the ante requirement for inappropriate behavior rather than taking away a previously earned privilege such as recess or field trips.



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## Link 7: Positive Contact/Reinforcement

### Positive Contact/Reinforcement

**Positive Contact** is not contingent upon behavior and should be free and frequent. Greeting students at the door each time they enter a classroom is a way of providing active supervision with a positive contact. Positive contacts should be friendly, helpful and cultivate a personal touch. The goal is to establish yourself as a caring member of the school/classroom, while still maintaining an authoritative role. Frequent use of positive contact fosters trust and respect with students.

Positive contact should be proactive – meaning teachers should actively pursue opportunities to engage and interact with students in a positive manner. Deliberately engineering positive contact with at risk and high-risk students may prevent problems from occurring or escalating.

**Positive reinforcement** is contingent upon specific behavior. For example, “Good morning Betty it’s nice to see you!” is a positive contact. Positive reinforcement is “Jimmy, I saw you helping Sally pick up the things that spilled from her backpack. That’s a good way to be kind and respectful to other members of the class. I’m going to give you a RRKS Ribbon” (school wide reinforcement). Positive reinforcement should be delivered as soon after the desired behavior as possible and provided at high rates.

**It is important to remember that positive contact can be maintained even when giving a corrective response or delivering an intervention.**



## Link 8: Ideas for Classroom Incentives

### CLASSROOM INCENTIVES

#### Intangible Incentives

Help the teacher to present a lesson  
Sit in the principal's chair  
Listen to books on tape  
Read a story to a younger student  
Select one group member on the next group assignment  
Select a "study buddy" for an in class work assignment  
Time on the computer (playing a game to build a skill)  
An extra trip to the library  
First choice for random seating (floor, special pillow, bean bag chair) during free reading (as long as not distracting for others)  
Time on the computer (playing a game of choice)  
Dismissed from the classroom 2 minutes early  
Lunch with the teacher or principal  
Dismissed for recess 2 minutes early  
Choose your seat on the seating chart  
Lead the line to lunch  
One free visit to the bathroom  
One redo of a quiz or homework assignment without loss of points  
One pass for "Cut my homework in half"  
Play a game with a friend  
Drawing time  
Work on a jigsaw or other puzzle  
Select a friend to share a fun activity  
Listen to music  
Stickers or stamps  
Complete helpful activities around the classroom  
Work at the school store  
Help a staff member(media specialist, custodian, specials teachers)

#### Tangible Incentives

Raffle ticket that the student puts his/her name on and places it in a "fishbowl drawing" for a prize  
Draw a prize from the prize box  
Receive tokens to be redeemed for prizes or privileges  
Candy, gum or other edible treat  
Receive a coupon to be redeemed at a later time for a preferred activity

## Link 9: Elementary Incentive Ideas

### 100 Free or Inexpensive Reinforcement Ideas for Individual Students

#### Elementary Level

1. Assist the custodian
2. Assist with morning announcements over the PA system
3. Be a helper in another classroom
4. Be featured on a photo recognition board
5. Be recognized during announcements
6. Be the first one in the lunch line
7. Be the leader of a class game
8. Be the line leader or the caboose
9. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
10. Be the teacher's helper for the day
11. Borrow the principal's chair for the day
12. Buzz cut a design in an agreeable male's head
13. Choose a book for the teacher to read aloud to the class
14. Choose any class job for the week
15. Choose music for the class to hear
16. Choose the game during physical education
17. Choose which homework problem the teacher will give the answer to for a freebie
18. Cut the principal's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
19. Dance to favorite music in the classroom
20. Design a class/school bulletin board
21. Design and make a bulletin board
22. Do half of an assignment
23. Draw on the chalkboard
24. Draw on a small white board at desk
25. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
26. Duct tape the principal to the wall during lunch or an assembly
27. Earn a free pass to a school event or game
28. Earn a gift certificate to the school store or book fair
29. Earn a pass to the zoo, aquarium, or museum
30. Earn a trophy, plaque, ribbon or certificate
31. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
32. Earn extra computer time
33. Earn extra credit
34. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
35. Earn play money to be used for privileges
36. Earn points for good behavior to "buy" unique rewards (e.g. Autographed items with special meaning or lunch with the teacher)
37. Earn the privilege of emailing a parent at work telling of accomplishments
38. Eat lunch outdoors with the class
39. Eat lunch with a teacher or principal
40. Eat lunch with an invited adult (grandparent, aunt, uncle)
41. Eat with a friend in the classroom (with the teacher)
42. Enjoy a positive visit with the principal
43. Enjoy class outdoors for the whole class



44. Enter a drawing for donated prizes among students who meet certain grade standards
45. Get “free choice” time at the end of the day
46. Get a “no homework” pass
47. Get a drink from the cold water fountain (There is always one fountain that is better)
48. Get a flash cards set printed from a computer
49. Get a video store or movie theatre coupon
50. Get extra art time
51. Go on a walking field trip (earn privilege for whole class)
52. Go to the library to select a book to read
53. Have a drawing lesson
54. Have a free serving of milk
55. Have a teacher read a special book to the entire class
56. Have an extra recess
57. Have teacher share a special skill (e.g. Sing)
58. Have the teacher make a positive phone call home
59. Help in a lower level class
60. Keep a stuffed animal at desk
61. Learn how to do something special on the computer- like graphics or adding sound
62. Learn how to draw something that looks hard, but with help is easy
63. Listen to music while working
64. Listen with a headset to a book on audiotape
65. Make deliveries to the office
66. Name put on scrolling marquee with a specific message “Emily Jones says smile and eat your veggies.”
67. Operate the remote for a PowerPoint lesson
68. Pick a game at recess that everyone plays including the teacher
69. Play a computer game
70. Play a favorite game or puzzle
71. Read a book to the class
72. Read morning announcements
73. Read outdoors
74. Read to a younger class
75. Receive a “mystery pack” (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
76. Receive a 5-minute chat break at the end of the class or at the end of the day
77. Receive a note of recognition from the teacher or principal
78. Receive a plant, seeds and a pot for growing
79. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
80. Receive verbal praise
81. Select a paper back book to take home to read from the teacher’s personal library
82. Sit at the teacher’s desk for the day or a set amount of time
83. Sit next to the teacher during story time
84. Sit with a friend at lunch, assembly, etc.
85. Take a free homework pass
86. Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo’s, bubbles, spider rings, charms and pencil toppers)
87. Take care of the class animal
88. Take class animal home for school vacation time
89. Take home a class game for a night
90. Teach the class a favorite game



91. Teach the class a math lesson
92. Use colored chalk
93. Use the teacher's chair
94. Walk with a teacher during lunch
95. Watch a video instead of recess
96. Work as the Principal apprentice for 20 minutes
97. Work in the lunchroom
98. Write with a marker for the day
99. Write with a special pen for the day
100. Write with a special pencil for the day

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# Link 10: Secondary Incentive Ideas

## Free or Inexpensive Reinforcement Ideas for Individual Students

### Secondary Level

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests: (students with zero ODR's get to come) Have parents sponsor and chaperone:
  - a. Dance area
  - b. Basketball area
  - c. Game board area
  - d. Conversation pit
  - e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
  - f. Karaoke area
  - g. Computer animation area
3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal's hair (custodian's hair)
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics, CAD)
28. Learning how to play chess
29. Learning how to play sports even if they didn't make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice
32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors at a special table





36. Opportunity to eat lunch with a parent or grandparent at a special table
37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a “page” for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher’s chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a freebie answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for special needs classroom
60. Teaching special needs student how to play a game

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