Creating a Motivating Classroom:
Classroom Wide Reinforcement Systems

Overview

1. Rational for Reinforcement Systems
2. Types of Reinforcement Systems
3. Setting Up Reinforcement Systems
4. Teaching Reinforcement Systems
5. Starting Simple: Making it Feasible for Your Classroom
Learning Objectives

- Discuss the role and importance of reinforcement as it relates to student motivation and learning
- Discuss the benefits of reinforcements systems to students with varying abilities and review case-study and research examples
- Understand varying methods for including individual and whole group classroom reinforcement systems
- Identify strategies for implementing reinforcement systems in a thorough and simple manner for your classroom

1. Rationale for Reinforcement Systems

WHY is this important?
Defining Reinforcement

“Reinforcement is the most ______________ and most widely ______________ principle of behavior analysis” – Cooper, Heron, Heward, 2007

What is Reinforcement?

▷ Something a student is ______________ to work for
▷ In order to be considered reinforcement, it must increase the future frequency of the behavior

<table>
<thead>
<tr>
<th>Reward</th>
<th>Reinfocer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consequence following a behavior that _______ make it more likely to happen again</td>
<td>• Consequence following a behavior that _______ to happen again</td>
</tr>
<tr>
<td>• I like drinking coffee but won’t work for it!</td>
<td>• I like getting a paycheck and will work for it!</td>
</tr>
</tbody>
</table>

A reinforcer can also be called a reward, but a reward is not necessarily a reinforcer
Backed by Science: Research Examples of Applied Reinforcement.

- The case of Dickie and the glasses
  - (Wolf, Risley and Mees, 1964).

- Number of research articles
  - 1,970,000 results on Google Scholar Search for reinforcements

- Used to address a variety of skills
  - social, communication, behavior, joint attention, play, cognitive, school readiness, academic, motor, adaptive, and vocational outcomes
  - weight management, smoking cessation, sports training, etc.

Benefits of Reinforcement: For the Student **AND** Teacher

- **Student:**
  - Access to preferred items/activities for ____________desired behaviors
  - Able to ____________ new skills/behaviors when motivated
  - ____________ self-efficacy, by highlighting successes

- **Teacher:**
  - The Deliverer of Good Things!
  - The reinforcement procedures become the teacher
  - ____________ in teacher stress
  - Satisfaction of seeing student progress

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Benefits of Reinforcement with Students who Have Developmental Differences

- Provides ______________
- Clarifies ______________
- Considers developmental and learning differences
- Promotes ______________ through classroom wide reinforcement program

Reinforcement: Common Misconceptions

“They need to do the right thing because it’s the right thing to do.”
Using reinforcement is teaching them what the right thing is to do!

“They aren’t always going to get an M&M.”
You’re right, so we are working to teach them the natural reinforcer of verbal praise is valuable by associating it with other things they like.

“The other students will see them getting extra rewards.”
You’re right, we should work to identify and implement a reinforcement system for all students to have the focus of the classroom be on positive behaviors.
2. Types of Reinforcement Systems

How CAN we do this?

- The reinforcement of the group is based on the behavior of the group as a whole.
- The reinforcement of the individuals is based on the behavior of the individual.
Group Reinforcement Systems

Behavior Contract: Tweens and Teens

I promise to work on these behaviors this week:

Choose 3 of the following or create your own:

☐ I will get to bed when asked.
☐ I will not interrupt.
☐ I will not sigh and be disrespectful.
☐ I will not give in to peer pressure.
☐ I will not text or play on my phone while doing homework.
☐ I will be nice to everyone.
☐ I will not interrupt when others are speaking.
☐ I will complete my homework on time.
☐ I will listen when asked.
☐ I will spend time with my family.

Rewards for meeting these expectations:

Consequences for not meeting these expectations:

Teen Signature: ____________________________ Date: ____________________________

Parent Signature: ____________________________ Date: ____________________________

Terms of this agreement will be reviewed every ______days, weeks, months and changes made accordingly.
Individual Reinforcement Systems

My Goals by ____________

My Goal is:

My Target Date is:

To reach my goal, I will do these 3 things:
1. 
2. 
3. 

I will know I've reached my goal because:

1. 
2. 

2 things that will help me stick to reaching my goal are:
1. 
2. 

Individual Contract
Behavior Clip Chart

The Good –
▷ students are able to move up and earn ______________ for good behavior

The Bad –
▷ students can move down and negative behaviors earn ___________ which can serve as a reinforcer
▷ once a student moves down they may lose ______________ to move up
▷ currently, __ research on effectiveness of system (not evidence-based)

3. Setting Up Reinforcement Systems

How do WE do this?
Setting It Up

1. Identify and Define Appropriate Behaviors
2. Identify Motivating Items for Students
3. Determine How Many “Tokens”

Setting It Up

1. Identify and Define Appropriate Behaviors (non-negotiable)

Identify what you want your students ______ more of instead of ________

NOT TALK OUT versus RAISING HAND

Use class rules to identify how students can earn “tokens”
What behaviors appropriate for reinforcement system?

▷ Good to ___________ on general classroom behaviors
  • Following directions, helping others, raising hand, etc.

▷ Can be used to ___________ more specific behaviors
  • On task behavior, work completion, etc.

Not required to teach new skill, but also helps ___________ current student performance for appropriate behaviors

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Setting It Up

2

Identify Motivating Items for Students

(negotiable)

Need to identify “tokens” & back up reinforcer

Identifying Reinforcers

1. Ask your ____________
   • Open-ended questions
   • Asking about specific items
   • Choice format
   • Rank order format

2. Watch what they ____________ with
   • Open-ended questions
## Examples

<table>
<thead>
<tr>
<th>“Tokens”</th>
<th>Back Up Reinforcers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Break</td>
</tr>
<tr>
<td>Punch card</td>
<td>Homework passes</td>
</tr>
<tr>
<td>Letters</td>
<td>Extra privilege</td>
</tr>
<tr>
<td>Stickers</td>
<td>Working with a partner</td>
</tr>
<tr>
<td>Bucks/cash</td>
<td>Visiting another teacher</td>
</tr>
<tr>
<td>Marbles</td>
<td>Class role</td>
</tr>
<tr>
<td>Etc.</td>
<td>Call home</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
</tbody>
</table>

## Setting It Up

- **Determine How Many “Tokens”**
  - Start by requiring a small number and gradually _______when appropriate.
    - Identify what student is already doing
    - Gradually increase based on student success
  - When will they ____________tokens?
    - More immediate the better
  - How ____________will the system last?
    - Hours, days, weeks, year?
4. Teaching Reinforcement Systems

How do THEY do this?

Teaching Token Economy Systems

- Pair social praise with the tokens
- The student should ______________ with the token economy
- School staff may share the responsibility of ______________ tokens
- Flood the student with tokens in the beginning so ______________ to the reinforcer is frequent.
- Upon exchange, the student should be given ______________ access to the back-up reinforcer.
- Gradually ______________ the time between giving tokens and/or increase the number of tokens required.
Fading Out the Reinforcement System

- Goal is to generalize appropriate behaviors to _______ environment
- Must plan for fading to prevent dependency on system
- Gradually lengthen the time between giving tokens and/or increase the number of tokens required
- Can also transition to a ______________

We all need reinforcement

- Don't continue to do your job once you've demonstrated your success to superiors without continued reinforcement (pay & recognition)

5.

Starting Simple: Making it Feasible for your Classroom

WHY is this important?
Start Simple:
Making it Feasible for Your Classroom

1. Identify, ____________ and communicate the behavior(s) that you want to target.
   • Hand raising, Arriving to class on time, Helping other students in class

2. Conduct a quick survey by a show of hands
   • Ask students what they like (motivated to work for)

3. Pick a form of exchange (tokens) and backup reinforcer
   • Poker chips, Tick marks

4. Provide ____________
   • Deliver reinforcement as immediate as possible
   • Follow through with agreement (*Always pair reinforcer with praise)

Troubleshooting

It is not working!?
What if it isn’t working?

▷ Do you have the right reinforcers?
▷ Are they being provided often enough?
▷ How often can they exchange?
▷ Are you targeting the right behaviors?
▷ Have you accurately defined target behavior?
▷ Are the expectations clear?

Resources

Printable Behavior Charts:
▷ [www.stickersandcharts.com/](http://www.stickersandcharts.com/)
▷ [www.chartjungle.com/behavior.html](http://www.chartjungle.com/behavior.html)
▷ [www.handipoints.com/printable-chart/behavior-chart.html](http://www.handipoints.com/printable-chart/behavior-chart.html)

Chore Charts:
▷ [www.myjobchart.com/](http://www.myjobchart.com/)
▷ [www.chorecharts.com](http://www.chorecharts.com)

Reinforcement Survey

Apps
▷ Working4 (iPad, iPod touch, iPhone, and Android)
▷ ChorePad HD (iPad, iPod touch, and iPhone)
▷ iReward (iPhone, iPod touch)

More on Token Economy
▷ [www.kcbehavioranalysts.com/aba-toolbox/token-economy](http://www.kcbehavioranalysts.com/aba-toolbox/token-economy)
Thank You.

Any questions?

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