

## Highly Structured Systems for Positive Reinforcement and Corrective Consequences

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### Session Objectives

- Understand the importance of highly-structured systems for students with intensive behavioral needs
- Understand critical components of positive reinforcement systems
- Determine a variety of structured reinforcement systems for use with individuals, small groups, and whole classes
- Understand critical components of corrective consequence systems
- Utilize a framework for a highly-structured system of corrective consequences

### Critical Concepts for Students with Intensive Behavioral Needs

- Require increased frequency and specificity of explicit teaching then positive and corrective feedback
- Students often receive disproportionate amounts of corrective feedback without having received explicit teaching or appropriate rates of positive feedback

### Structured Systems of Reinforcement and Corrective Consequences

Prompt a teacher to focus on:

- Teaching behavior while teaching the system
- Providing high rates of positive feedback
- Providing effective corrective feedback
- Collecting data

## REINFORCEMENT SYSTEMS

### Your Student

- As I present these concepts, consider issues you see in your classroom and which systems might be most beneficial
- You will share with a partner at end of this section

## Why Reinforcement Systems?

For students with major behavioral issues or lagging motivation, tangible and extrinsic systems may be necessary:

- Students with trust issues
- Students who have experienced years of failure
- Students who have learned negative behavior get them more attention/whatever they want than positive behavior
- Students who have learned negative behavior helps them avoid uncomfortable experiences

## Goal

Help students develop skills and intrinsic motivation to behave well, then fade extrinsic rewards

## Critical Components of Positive Reinforcement Systems

- Use to help achieve 5:1 ratio
- Feedback tied to reinforcement system should focus on the behavior/success not the system or reinforcement
- When determining possible rewards, seek student input

## Effective Positive Feedback

Not in Handout

- Quick and accurate – don't over-talk
- Specific – avoid the "good job" syndrome
- Contingent – based upon behavior not trait
  - Something new
  - Something challenging
  - Something the student is proud of
- Student first – avoid "I" statements
- Reasonably private – non-embarrassing

## Critical Components of Positive Reinforcement Systems

- When designing systems, consider whether to use a fixed or intermittent/mystery reinforcement schedule
  - At early stages, earning rewards should be relatively easy, short-term, and predictable
- Preplan ways to fade/adjust system
  - Making more difficult to earn rewards
  - Moving toward natural reinforcers

## Types of Systems

Those that provide reinforcement based on:

- Individual behavior
- Group behavior

We will discuss pros and cons and provide examples of each

## Individual Reinforcement Systems

### Individual Pros:

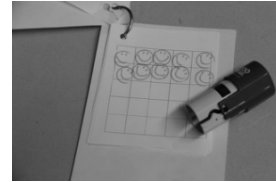
- Targeted to individual student behaviors of concern
- Can be used with as many or few students as needed
- Can be increased or faded with more flexibility depending on student's needs
- Individualized student preferences for rewards will be more motivating

### Individual Cons:

- Can be more time intensive to develop and track

## Individual Example 1: Bonus Points

Students earn points as currency for use in school/class store



## Individual Example 1: Bonus Points

### In-the-moment method

- If student is having difficulty, reward others
- If there is disruption to normal routine
  - Subs!
  - Guest speaker
  - New student
- A new expectation is introduced
- Attention is waning
- Difficult times of year

Biggest benefit is flexibility of system

## Individual Example 2: Individual Behavior Goal

### For use with a student:

- Whose behavior is frequent and chronic
- Who has not responded to less intensive systems like bonus points

### Set criteria with the student:

- The behaviors to change
- The goal: Set the goal at a reasonable initial level
- How a student earns tallies toward a long-term reinforcer

## Individual Example 2: Individual Behavior Goal

- Student 1 swore frequently (10/period) and tossed objects into the air (20/period). He earned tallies for reduction of these behaviors. Student 1 worked for skateboard decal stickers
- Student 2 exhibited major incidents of out-of-control, escalated behavior (earning him below 70% on his behavior points). He earned tallies for each period in which his behavior score was 70% or higher. By end of 1<sup>st</sup> year, it was 90% or higher. Student 2 worked for action figures

Both students eventually extinguished these behaviors

## Individual Example 3: Raffle System

Students receive raffle tickets for demonstrating key behaviors. Names are drawn every week/month/term, and winning students draw from a bucket with reward cards

- Adds a competitive and mystery component that many students enjoy
- Provide tangible and intangible rewards
- Provide high and low level rewards

- Self Contained Class Example: Self-Control Tickets
- General Education Example: On-Time Tickets (random days)



## Group Reinforcement Systems

- Pros:
  - Students encourage and motivate each other
  - Places increased emphasis on importance of the behavior
- Cons:
  - Difficult in classes that lack community
  - Must teach skills like appropriate encouragement
  - Consider contingencies for if one student constantly disrupts system

## Group Example 1: Behavior/Participation Points

- Used to reward the group when everyone exhibits positive behavior for a period of time
- Students earn a group reward when every students' behavior/participation points are above a certain percentage

Be Safe	Be Kind	Be Responsible	Always Try	Goal (personal)
0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

- Example: 80% and above for week, students earn a reward period with a movie. For 90% and above for two weeks, students also get pizza!
- General education example: Everyone has 100% of homework turned in for 10 non-consecutive days = group reward

## Group Example 2: Specific Behavioral Goal

Used to:

- Reduce a negative behavior that is demonstrated by multiple students
- Increase a positive behavior that is generally lacking amongst the group



## Group Example 2: Specific Behavioral Goal

Setup procedure:

- Pick one behavior to reduce or increase
- Plan to mark a tally any time you observe the behavior
- Set a criteria for how many behaviors (tallies) the students must demonstrate or not demonstrate during a period. If they meet the criteria, they earn one point per period towards a long-term reward
- Determine what students can earn and how many reward points it will take for reward

## Group Example 2: Specific Behavioral Goal

### • Daily procedure

- Tally the behaviors throughout each period
- At the end of the period, review whether or not students earned the reward point for the day and how to improve the next day

## Group Example 2: Case Example

Blurt Tally

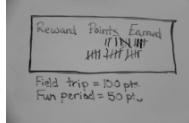
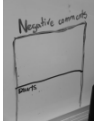
Before system:

- 30-40 blurts/side conversations a period
- Students were difficult to redirect
- Frequent minor consequences were used with little positive change over time

Introduced specific group behavior system:

- Less than 10 in a period, earn one tally
- 10-19 in a period, no tally
- For every 20, lose a point
- 50 tallies = reward period, 100 tallies = field trip

## Blurt Tally Results



After two weeks:

- Typically 1-2 blurts/side conversations a period
- Time commitment: About 15 seconds per period
- After students demonstrated success, increased difficulty with negative comment component

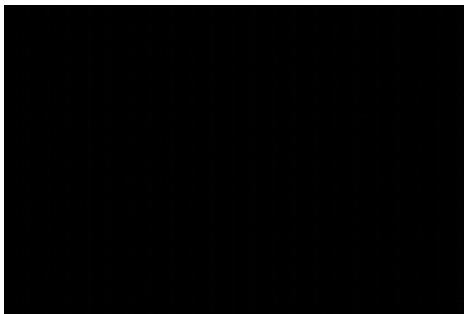
## CORRECTIVE CONSEQUENCE SYSTEMS

### To Give a Consequence or Not to Give?

- Corrective consequences are a necessary part of any teacher/school's management plan
- However, they are often:
  - Over-emphasized
    - Ratios of interactions skewed to negative
    - Too much attention given to misbehavior
    - Viewed as an intervention
  - Ineffectively implemented
    - Given inconsistently
    - Delivered emotionally

### Effective Corrective Consequences

- Utilize effective delivery skills
- Watch Video 1 and make note of things to avoid when correcting misbehavior
- Watch Video 2 and make note of effective delivery skills



### Effective Delivery

Not in Handout

- Get within 3 feet of the student
- Use a quiet voice and non-confrontational body language
- State the student's name
- Do not use a question\*
- Refer to the rule or expectation rather than yourself or "You need to"

### Principles of Fluent Correctives

Not in Handout

- Corrective consequences are delivered:
  - Briefly: as short an interaction as possible
  - Calmly: act unemotional
    - "Rule of one"
  - Consistently: misbehavior addressed every time
  - Immediately: when possible delivered in the setting
  - Privately: when possible, work to reduce attention
- Role-play with staff or family member (especially with difficult behaviors/particular student in mind)

### Principles of Effective Corrections

Not in Handout

- It's perfectly acceptable to buy time
  - "That was not acceptable. I will speak to you later so we can figure out what needs to happen next. Now class, as I was saying..."
  - "That behavior violated our class expectation to... I will speak with the principal later about what we should do. Please show me appropriate participation and I will take that into account when I speak with the principal"
- It's okay if you make a mistake
  - Power of apology

### Effective Consequences

- Explicitly teach expectations and precorrect when possible
- Pair with reinforcement
- Tie to classroom rules and expectations
- Consistently implement a correction every time the student exhibits a behavior that is a rule violation
- Must be fluent, unemotional, and respectful
- The consequence itself is unlikely to change behavior
- If behavior is chronic, you must teach and reinforce

### Flexibility vs. Consistency

- My struggle
    - Be conscious and understanding of student's individual needs
    - Be consistent with correctives
    - HOW????????!!!!
- Create a broad system that is automatic, easily taught and implemented...  
 ...THEN tailor to individual needs as necessary

### Setting Up Consequence System

Outline all minor, moderate, and severe behaviors you see or expect you might see in your class

Minor	Moderate	Severe
Initial distraction: loud voice, side conversation, blurts, tossing object, banging items (pencils)	Continuation of minor behavior after warning Throwing item across room but not at anyone	Repeated or ongoing refusal to accept corrective consequences for moderate behavior
Brief refusal to put something away	Swearing not directed at someone Unkind comments to peers/name calling	Unsafe behaviors that endanger others
Out of seat without permission	Pushing chair or desk without risk to others Refusing to give item to staff	Swearing at someone Continued bullying/name calling/antagonizing peers

## List Possible Consequences

Consider consequences for the three levels that you would feel comfortable implementing every time you see the misbehavior

- Verbal reprimand
- Timeout
- Planned ignoring
- Time owed
- Lunch detention
- Conference with student
- Conference with student and administration
- Call home
- Conference with guardian
- Loss of privilege
- Restitution
- ISS/OSS

## Timeout System

### Timeout Procedure

Students may receive a 2-minute timeout for any of the following behaviors:

**Minor misbehaviors = Warning**  
 After 5 misbehaviors:  
 • Brief refusal to put something away  
 • Loudly whispering or talking  
 • Putting something small (papers) off desk  
 • Out of seat once without permission

**Moderate misbehaviors = Timeout**  
 • Throwing something not at somebody but across room  
 • Leaving seat at anytime  
 • Pushing a chair or desk (not unsafe)  
 • Refusing to give item to staff member

**Refusal to take timeout = Start timer (3 minutes) Docked points**  
 Continued refusal to take timeout more than 3 min. = removal from class and more serious consequences

**Escalation of moderate misbehaviors during timeout = Time start over, 2 times will count as a second timeout**  
**Chronic timeouts = 3 or more timeouts in one period, becomes severe and requires more serious consequences**

- Explicitly taught
- Practiced with active participation
- Expectations posted

## Timeout System



## Conclusion

- THANK YOU!!
- When you find yourself relying too much on your corrective consequence systems, go back to thinking about positive reinforcement
- Raffle
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