Barriers

• “I don’t believe in rewards”

• “We can’t afford prizes”

Facilitators

• Kids are expected to learn the right academic answers in school, but we still acknowledge the correct answers with A’s + B’s when they are earned. We need to acknowledge social behavior in the same way, when they are earned.

• Our acknowledgement increases the correct behavior - not the ticket or the prize. Tickets just reminds adults to hand out acknowledgment frequently (multiple times a day)!
Materials

• Reinforcement Matrix

Activities

• Several video examples
Reinforcement System

C.A.R.E.s about Summit by:

- Being an active listener
- Doing their personal best
- Being safe
- Being responsible
- Being respectful
- Other __________

Recognized by __________

Student Name: __________

Staff Name: __________
Creating a robust Reinforcement System is one piece of the SW-PBIS puzzle.
SW-PBIS

Tier 1
Universal Support

Tier 2
Targeted Support

Tier 3
Individual Support

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KOI PBIS
Tier 1

Systems

Ownership

Expectations

Teaching

Reinforcement

Data

Assessment

Accountability

Data Analysis

Practices

Vision
Information
Media

Quantitative Data
Qualitative Data
Anecdotal Data

3-5 Expectations
Common Locations
Specific Rules

Display Expectations
Lesson Plans
Schedule Training

Frequent
Intermediate
Long Term
Staff

Defined Behaviors
Behavior Flowchart
Forms & Procedures
Database

Big 5
Data-Based
Data Sharing

Staff
Students
Parents & Community

Boosters
Turn Over
Data Sharing
Learning Objectives

1. Address Reinforcement Myths
2. Create a Four Part Reinforcement Matrix
3. Teach the Reinforcement System to Staff and Students
What happens when students demonstrate **correct** academic behaviors?
What happens when students demonstrate correct social behaviors?

Incorrect?
Research says:

Whatever we attend to usually occurs more frequently
Let’s See Reinforcement In Action!
(Part I)

The Big Bang Theory TV Show
Address Reinforcement Myths
Reinforcement ≠ Reward
Reinforcement Myths

1. Reinforcing students spoils them
Reinforcement Myths

2. Reinforcement is bribing students
Reinforcement Myths

3. Reinforcing students reduces intrinsic motivation
In terms of the overall effects of rewards (reinforcement), our meta-analysis indicates no evidence for detrimental effects of reward on measures of intrinsic motivation.

Cameron, Banko & Pierce, 2001, p.21
Reinforcement Myths

4. Reinforcement costs too much time and money
Free & Inexpensive Ideas . . .

- 31 pages
- Collection of SW-PBIS reinforcement ideas (permission to copy) available on our website
- www.Koi-Education.com/Resources
Reflection

Take 1 minute to teach someone what you just learned

• Partner A read one myth, then Partner B respond using the facts you just learned.

• Switch
Four Part Reinforcement Matrix
Reinforcement Matrix

1. Frequent Reinforcement
2. Intermediate
3. Longterm
4. Staff
# Reinforcement Matrix

| Reinforcement | When                                                                 | What                                                                                           |
|---------------|----------------------------------------------------------------------|                                                                                                |
| Frequent      | • When student is observed demonstrating a PBIS expectation/rule they receive a Ticket from staff  | • Tickets are carried by all staff                                                            |
|               | • Ticket lists expectation plus student and staff names              | • Prize is a pen/pencil from office (immediate) and student name on a ‘Paw’ posted in the main school hallway (end of day) |
|               | • Take ticket to office before/after class to redeem prize and ‘Paw’ |                                                                                                |
|               | • Ticket placed in PBIS box                                        |                                                                                                |
| Intermediate  | • Principal draws 20 names from PBIS Box every Friday at 2 PM       | • Certificate to take home                                                                    |
|               | • Students pick up prizes from office at 3 PM                       | • Photo on PBIS bulletin board                                                               |
|               | • Principal draws 10 names from PBIS Box on the 1st of each month   | • VISA (Very Important Student Access) pass for following month                             |
| Long Term     | • Principal draws 5 names from PBIS Box at end of semester assembly | • Donated prizes sponsored by parent teacher organization or community                        |
|               | • Students given prize in front of school                           | • Gift certificates, books, school branded clothes, other merchandise                         |
| Staff         | • @ all drawings, when student is recognized, the referring teacher is also recognized | • Free lunch @ weekly draw                                                                    |
|               |                                                                      | • Preferred parking @ monthly draw                                                            |
|               |                                                                      | • Gift card @ semester assembly                                                              |
APPENDIX VI – 3 (continued)
Reinforcement Ticket

List the Expectations

Student Name

Staff Name

MARANA
EXPECTATIONS

BE HERE, BE ON TIME
BE RESPONSIBLE
BE RESPECTFUL
BE SAFE

Student Name:

Teacher Name:

Please redeem at the bookstore during your break or lunch
Positively Great!!
Frequent Reinforcement
Intermediate Reinforcement
Long Term
Staff Reinforcement
3 Second / 3 Step Reinforcement System

1. State the Expectation
2. State the Skill or Behavior
3. Give the Ticket
3 Second / 3 Step Reinforcement System
Reinforcement is effective when used to build new skills or sustain desired skills, with contingent delivery of rewards (reinforcements) for a specific behavior.

(Akin-Little, Eckert, Lovett, Little, 2004)
Rule of Thumb

• Reinforce every student in school at least twice per week

• Each staff should reinforce at least 10 students per day
Activity

Reinforcement Matrix non-example
Reflection

Take 1 minute to teach someone what you just learned

• What challenges do you anticipate with the Reinforcement System and how do you propose to overcome them?
Teach the Reinforcement System
Lesson Plans

- Plan to teach the Reinforcement Matrix to both staff and students
- Staff need practice using the 3-second/3-step reinforcement system.
Staff Into to BEE Tickets

Bee tickets have buzzed back to Loma Linda!
What’s All the Buzz About?

Bee tickets have buzzed back to Loma Linda!
Reflection

Take 1 minute to discuss what you just saw:

• What elements did you like from the two videos? Why?
Advanced Reinforcement Strategies

Review and implement these AFTER your team analyzes your data to determine what strategies you need.
Learning Objectives
1. Address Reinforcement Myths
2. Create a Four Part Reinforcement Matrix
3. Teach the Reinforcement System to Staff and Students
4. Advanced Reinforcement Strategies
Action Plan

Put Your PLAN into ACTION