

# APPENDIX VI – 3



## 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





E D U C A T I O N

Knowledge. Outcomes. Impact.  
[koi-education.com](http://koi-education.com)



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: \_\_\_\_\_

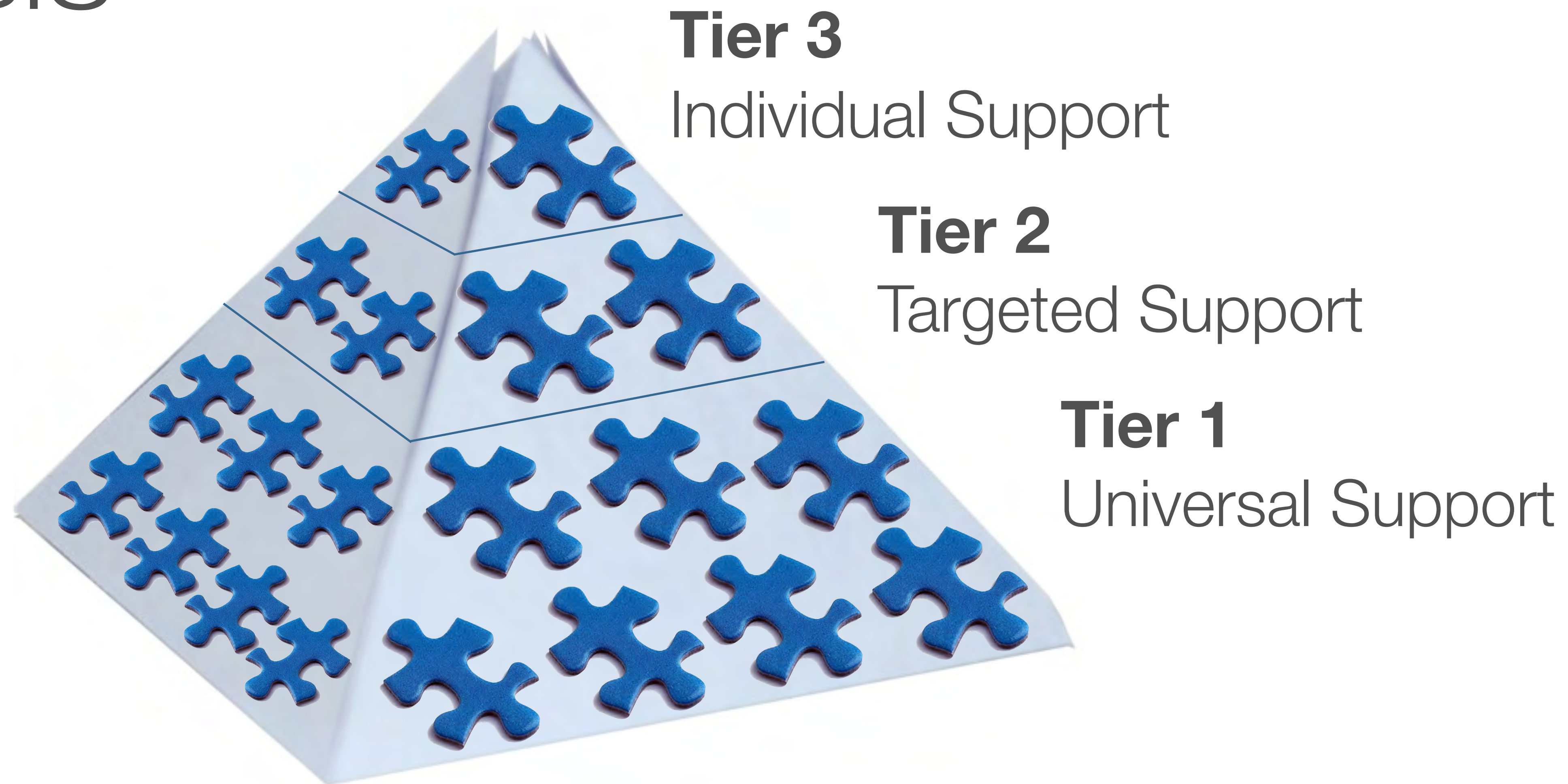
Reinforcement System



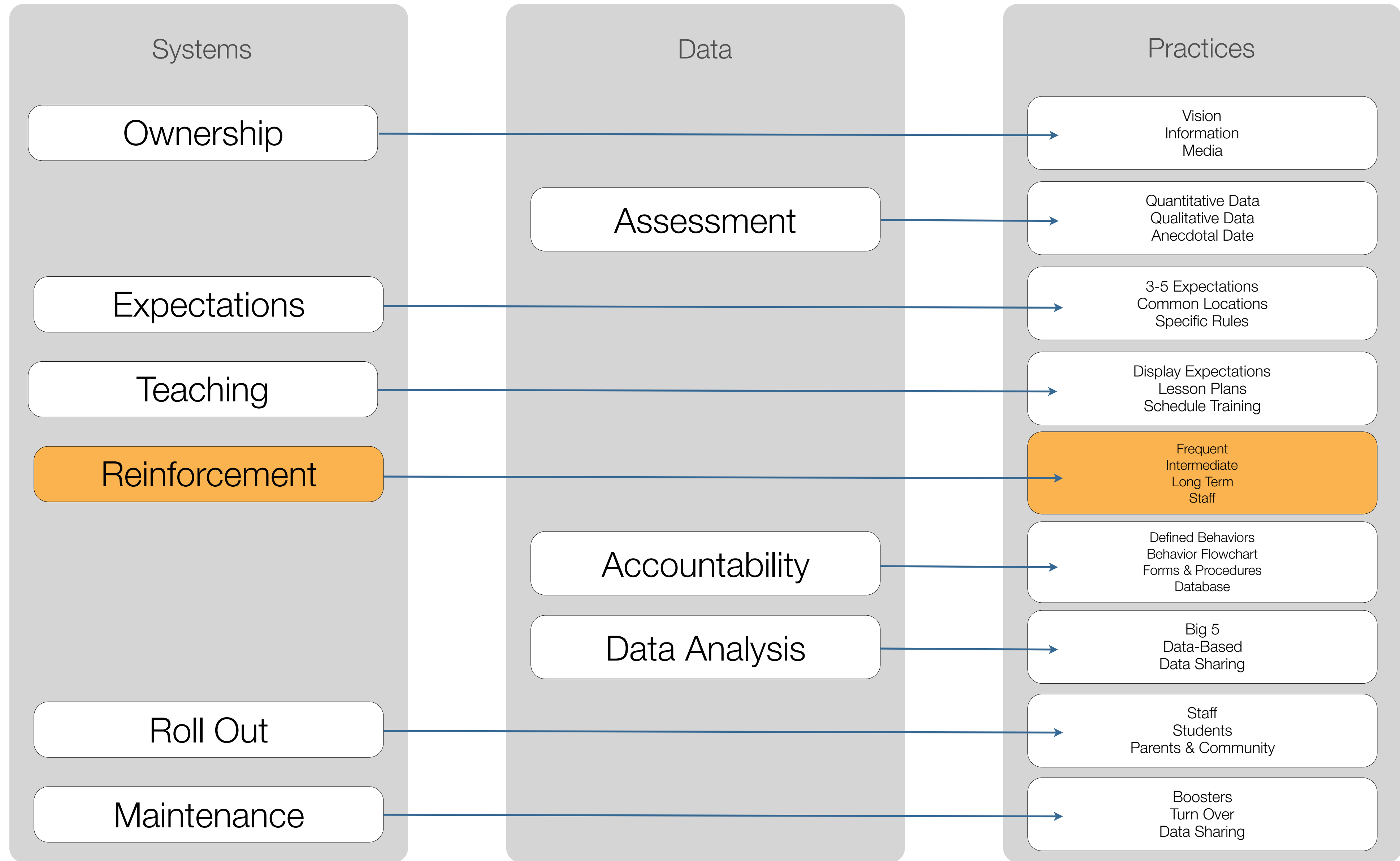
Creating a robust  
Reinforcement System is  
one piece of the SW-PBIS  
puzzle.



# SW-PBIS



# KOI PBIS Tier 1

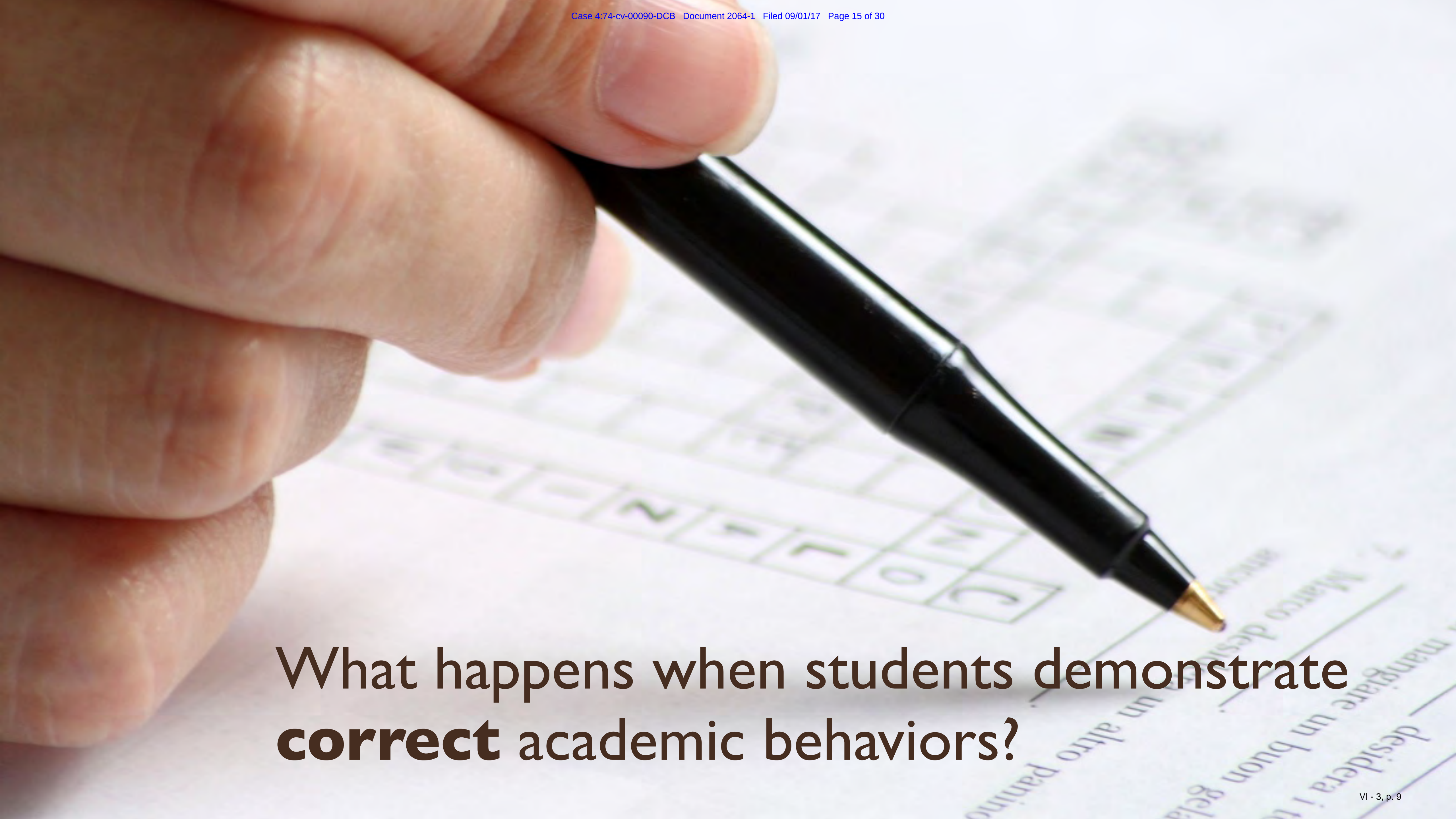




# Learning Objectives

1. Address Reinforcement Myths
2. Create a Four Part Reinforcement Matrix
3. Teach the Reinforcement System to Staff and Students



A close-up photograph of a hand holding a black pen with a gold tip, positioned over a document. The document features a grid of letters and some text in Italian. The text includes "desidera i", "mangiare un buon bel", "un altro panino", and "Marco desidera". The word "CORRECT" is written in large, bold, black letters across the middle of the image.

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 $\neq$ 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 or Inexpensive Rewards for Students and Staff

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from schools implementing School-wide PBIS

[www.behaviordocor.org](http://www.behaviordocor.org)

[caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com)

To download PowerPoint go to:  
<http://behaviordocor.org/havingfun.html>

ISBN:  
978-1-257-03459-8

# Free & Inexpensive Ideas ...

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



KOI EDUCATION Reinforcement Matrix		
Reinforcement	When	What
Frequent		
Intermediate		
Long Term		
Staff		



# Reinforcement Matrix

## Example

Reinforcement	When	What
Frequent	<ul style="list-style-type: none"> <li>When student is observed demonstrating a PBIS expectation/rule they receive a Ticket from staff</li> <li>Ticket lists expectation plus student and staff names</li> <li>Take ticket to office before/after class to redeem prize and 'Paw'</li> <li>Ticket placed in PBIS box</li> </ul>	<ul style="list-style-type: none"> <li>Tickets are carried by all staff</li> <li>Prize is a pen/pencil from office (immediate) and student name on a 'Paw' posted in the main school hallway (end of day)</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>Principal draws 20 names from PBIS Box every Friday at 2 PM</li> <li>Students pick up prizes from office at 3 PM</li> </ul>	<ul style="list-style-type: none"> <li>Certificate to take home</li> <li>Photo on PBIS bulletin board</li> </ul>
	<ul style="list-style-type: none"> <li>Principal draws 10 names from PBIS Box on the 1<sup>st</sup> of each month</li> </ul>	<ul style="list-style-type: none"> <li>VISA (Very Important Student Access) pass for following month</li> </ul>
Long Term	<ul style="list-style-type: none"> <li>Principal draws 5 names from PBIS Box at end of semester assembly</li> <li>Students given prize in front of school</li> </ul>	<ul style="list-style-type: none"> <li>Donated prizes sponsored by parent teacher organization or community</li> <li>Gift certificates, books, school branded clothes, other merchandise</li> </ul>
Staff	<ul style="list-style-type: none"> <li>@ all drawings, when student is recognized, the referring teacher is also recognized</li> </ul>	<ul style="list-style-type: none"> <li>Free lunch @ weekly draw</li> <li>Preferred parking @ monthly draw</li> <li>Gift card @ semester assembly</li> </ul>



# 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

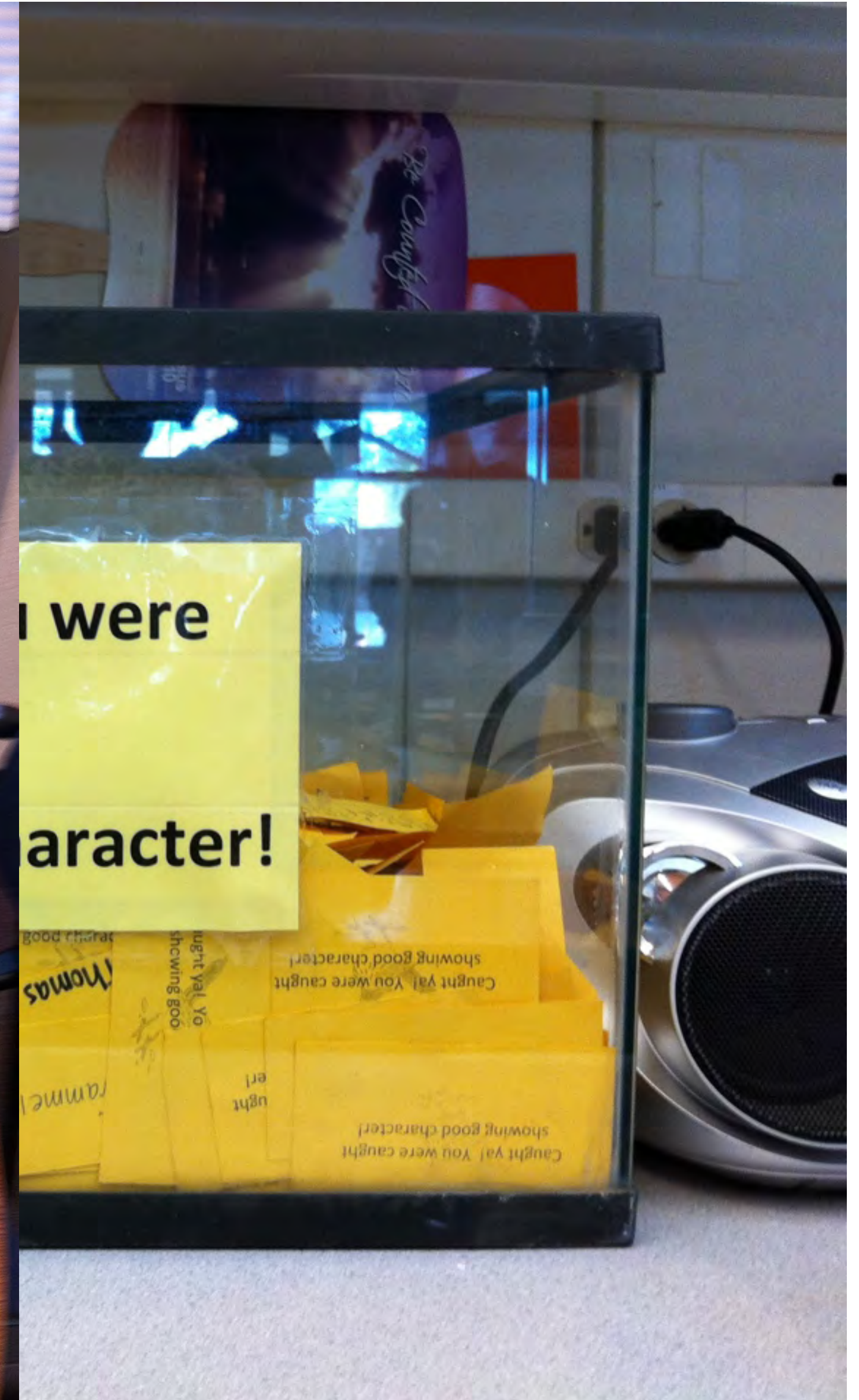
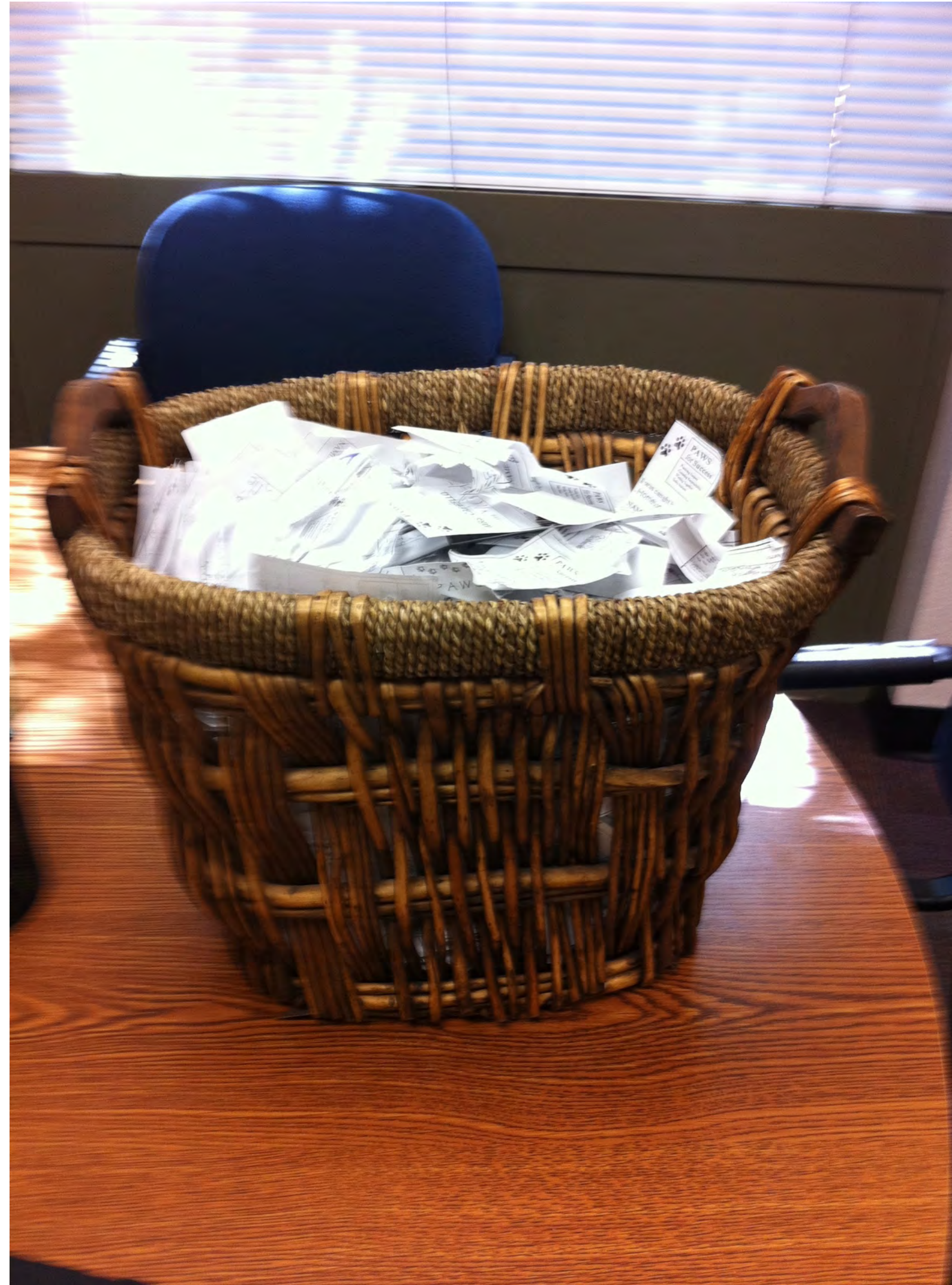
*Positively Great!!*



# Frequent Reinforcement



# Intermediate Reinforcement



# Long Term



# Staff Reinforcement

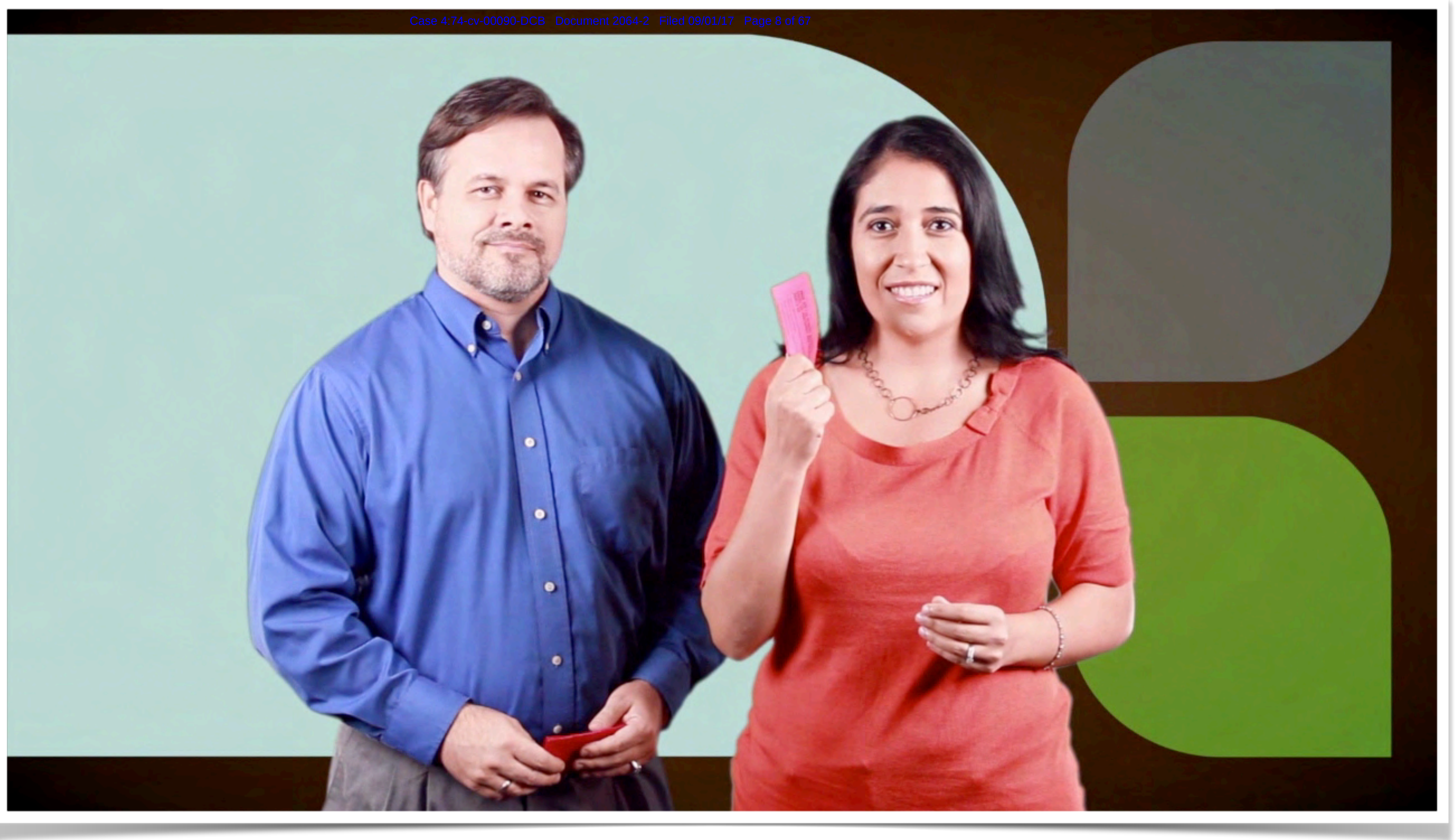


# 3 Second / 3 Step Reinforcement System

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

# Knowledge. Outcomes. Impact.

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