



# It's ALL Good...

Maude Yacapsin

Messiah College

[myacapsin@messiah.edu](mailto:myacapsin@messiah.edu)

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# Today's agenda WELCOME!

- ▶ Devotion
- ▶ Introductions
- ▶ Let's get to work!


# Strategies

## ► Pro-active

Do in order to PREVENT the behavior from occurring

## ► Re-active

Do once the behavior has occurred

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- Routines
  - Visuals
  - Consistency

# Why use Positive reinforcement?

- ▶ Places “control” on the desired behavior (***RULE: the reward for replacement behavior MUST mean more to the child than what he’s doing or what HE wants***)
- ▶ It WORKS! Use with any CHILD, any AGE!
- ▶ It’s EASY
- ▶ It is NOT “bribery” (we are not reinforcing negative behavior)
- ▶ Builds self-esteem and confidence
- ▶ WE ALL need it (why do *you* work??)
- ▶ Can be used with your whole class or individual student(s)





# Types of Positive reinforcement

- Verbal praise
- Social (smile, thumbs up)
- Privileges (class helper, computer time, free time)
- Tangibles (candy, prize)
- Secondary (trade in later)
- “mystery”

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# Positive reinforcement

- ▶ May give a child a “token” (sticker, points, coupon, etc.) that can be traded later so they are given something immediately
- ▶ When students are frustrated or having a difficult time, you **INCREASE** the rate of reinforcement
- ▶ Reinforce **OFTEN** in beginning (when introducing new concept or trying to teach a new behavior) then **FADE** (reduce how often)



# Did you know that YOU are an important reinforcer?

You need to establish yourself as a “reinforcer” to the student.

If the student does not want to be around you, that will interfere greatly with your effectiveness!

Have a positive attitude with the student

Slowly introduce demands, then reward for compliance.



“Fair is not giving every child the SAME thing, fair is giving every child what they NEED”



# It's NOT bribery

You are reinforcing the behavior you WANT

HOWEVER, if you give a reward to make child stop a negative behavior (i.e. "Fine, you can be first in line, now stop whining") you just reinforced the negative behavior! NOT what you want. You must wait until the child is doing the desired behavior.



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# Replacement behaviors

- ▶ WHAT do you want the student to do? Then ask self:
  - ▶ Does it serve the same function?
  - ▶ Can the student perform the skill/behavior you want them to or does it need taught first?
  - ▶ Does she/he have the “tools in their toolbox?”

# Replacement behavior

- ➔ Determine **WHAT** the student can do instead that will serve the **SAME** function.

Example: reinforce the student for raising his hand instead of calling out



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# Behind every behavior is a SKILL deficit

Communication

Organization

Self-regulation

Study skills

Motor skills

Functional skills

Play skills

Academic

Participation

Social

# Rules for VERBAL prompts

▶ Rule #1

LESS is MORE

▶ Rule #2

LESS is MORE

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# Rules for non-verbal and visual prompts

- ▶ Make sure child understands your non-verbal cue (i.e. child may not understand that pointing at floor means to put your feet down or holding out hand means to pass something)
- ▶ Establish eye-contact before giving (make sure you have child's attention)

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# Pro-active Classroom management

- Provide consistent daily routine
  - (i.e. lunch count, collecting homework) name???
  - schedule
  - transitions
- Post rules and expectations (ALL grade levels)
- Allow time for organization tasks
  - Writing in agenda book (**can't teach up until bell**)
  - Putting papers away at end of class





## Classroom management, cont.

Explicitly and deliberately teach classroom routines

- how to ask for help
- Organization tasks (hw bk, heading on paper)
- how and when to sharpen pencil
- handing in homework
- when use bathroom
- how to transition (between activities and classes)
- lining up
- beginning of day
- lunch
- end of day
- when go to locker
- policy for when absent

# Build in Movement activities

- ▶ Transition from floor to desk
- ▶ Movement songs
- ▶ Incorporate into academic activities (i.e. “stand up if you agree” )
- ▶ Bathroom/water fountain break
- ▶ Carry heavy item
- ▶ Hand presses, chair push-ups
- ▶ Fidget toys (have a basket)
- ▶ Pass out papers
- ▶ Exercise, wiggle, jump
- ▶ Hard candy, water bottle
- ▶ Speak with animated high and low voice
- ▶ Tip: always end with a deep breath to “center” self



# Visual supports

- Give information
  - Show a picture of a student sitting down in a chair as you ask the student to sit down
  - Show a picture of the new teacher when you tell the student
- Provide Structure
  - Shows student schedule

