When and How to Use Structured Reward Systems – Whole Class and Individual Student, K-12

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Practical Solutions, Positive Results!

Purpose:

Establish a positive behavior.

Eliminate a negative behavior.

Rationale:

Some students may not know how to be successful.

Some students may need additional motivation because learning and using new behavior requires a lot of effort.

Some students may not value school success.

Some students may find their needs are more fulfilled when they engage in inappropriate behavior than when they behave appropriately.

Other things to consider:

Does the student know your concern? Intervention A
Does the student know the goal? Intervention B
Is the behavior directly related to academic deficits? Intervention C
Have you tried simple data collection and debriefing? Intervention D
Have you systematically tried to build a positive relationship with the student? Intervention E
Have you analyzed and STOICally addressed the function of the misbehavior? Intervention F (Structure, Teach, Observe, Interact positively, Correct fluently)

Common Concerns About Using Reinforcers

Isn't this bribery?

Shouldn't students behave appropriately without rewards and reinforcers?

Won't students stop working as soon as the reinforcers are removed?

Why should students who misbehave get extra rewards and privileges?

Shouldn't we avoid "reinforcing" students and focus more on "encouraging" students and "facilitating" learning?

Won't other students object?

Will students become the kind of people who always ask, "What will you give me if I do that?"

Implementation Steps:

Step 1: Develop a plan.

A. Identify specific behavioral objectives.

B. If the behavior is not currently in the student's repertoire, design lessons to teach the student the appropriate behavior.

C. Design a reinforcement system.

1. Choose a method for monitoring student behaviors and counting points.

Counting a positive behavior

Counting both a positive and a negative behavior

Counting the absence or reduction of a negative behavior or increase of a positive behavior within specific time intervals

Rating a positive behavior on a predetermined scale

Recording the length of time a student engages in a particular behavior

Counting completed work

2. Identify a menu of possible rewards and privileges

Brainstorm with the student.

Observe the student.

3. Determine how many points will be required for the student to earn each reward or privilege.

Reinforcers should be quickly learned in the initial phases of the intervention.

Reinforcement menus are useful so that the student has a variety of reinforcers from which to choose.

If the student shows no interest in small reinforcers but needs fairly immediate gratification, structure a reinforcement ladder.

Avoid putting time limits on what the student must do to earn reinforcers.

D. Specify consequences for misbehavior if necessary.

E. Determine whether and how to include the parents as active participants in the system.

F. Summarize the reinforcement system and review the procedures.

G. Identify ways to determine whether the intervention is helping the student reach her goals.

H. Identify procedures for increasing the sophistication of the system.

Require more points to earn the same reinforcers—that is, increase the price.

Increase the time intervals.

Redefine the expectations.

I. Determine who will meet with the student.

Step 2: Meet with the student.

      A. Describe the behavioral objectives, the planned reinforcement system, and any consequences for misbehavior that may be used.

      B. Set up a schedule for any lessons and regular debriefings with the student.

      C. Review everyone's roles and responsibilities and write up the plan.

      D. Conclude the meeting with words of encouragement.

Step 3: Implement the plan.

      A. Provide continued support and encouragement.

      B. Meet again during the first week of the plan to make any necessary modifications.

      C. Periodically evaluate and revise the plan, eventually fading the system.

If the student is largely successful over a two week period:

Change reinforcers to reflect increasingly natural reinforcers (i.e., privileges and responsbilities).

Require more points for the same or different reinforcers.

Increase the amount of time the student needs to work to earn the same reinforcers.

Redefine the expectations.

Increase the intervals of time between earning reinforcers by increasing the number of points required to earn more sophisticated reinforcers.

Increase the sophistication of reinforcers.

Intervention Summary Form

Student: _____ Date: _____

OBJECTIVE

_____

RESPONSIBILITIES

_____

_____

_____

_____

_____

CONSEQUENCES

_____

POINTS

_____

_____

_____

_____

SIGNATURES

Student Signature: _____

Teacher Signature: _____

Interventionist Signature: _____

Behavior Counting Form

Student _____ Grade/Class _____ Teacher _____ Week of _____

Monday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Tuesday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Wednesday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Thursday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Friday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Monday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Tuesday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Wednesday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Thursday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Friday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Monday

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Tuesday

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Wednesday

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Thursday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Friday

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |

Scatterplot Data Collection

Student _____ Grade _____ Teacher _____ Dates _____

Behavior _____

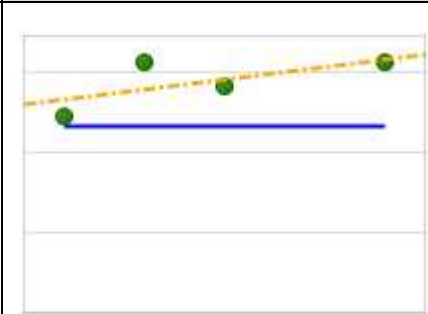| Activity	Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

Behavior Rating (see key below)

If yes, fill out Homework section.

Schedule	Complete work	Follow Directions	Use time efficiently	Classwork Complete	Homework Complete	Homework Assigned	Student Initials	Staff Comments
Spelling	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Reading	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Writing	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Recess	⓪ ① ②	⓪ ① ②	⓪ ① ②			Y N		
Computer Lab	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Lunch	⓪ ① ②	⓪ ① ②	⓪ ① ②			Y N		
Math	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Science	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Music	⓪ ① ②	⓪ ① ②	⓪ ① ②	Ⓨ Ⓝ	Ⓨ Ⓝ	Y N		
Bus Waiting	⓪ ① ②	⓪ ① ②	⓪ ① ②			Y N		

KEY ⓪ Student did not consistently demonstrate a target behavior, required repeated reminders, and did not appear to be trying. ① Student demonstrated the target behavior most of the time or responded to reminders quickly and respectfully. ② Student demonstrated the target behavior consistently and did not need reminders.

| FOR COORDINATOR USE ONLY	Bonus Points (Each bubble adds 1% to total.)	Homework/Reading (Write title of assignment. Include missing work. If no homework is due, student should read.)	Parent Initials	Parent/Guardian Comments
Parent/Guardian Signature (adds 10% to to Ⓨ Ⓝ	○ ○ ○			
	○ ○ ○			
	○ ○ ○			
	○ ○ ○			
	○ ○ ○			
	○ ○ ○	All Homework/Reading Completed Parent/Guardian Signature:		
Progress over the last 14 days	○ ○ ○	(adds 10% to total) Ⓨ Ⓝ		

(Parent/Guardian: Sign to acknowledge that student showed you this Daily Monitor. Fill in a bubble to indicate whether homework was or was not completed)

References and Resources
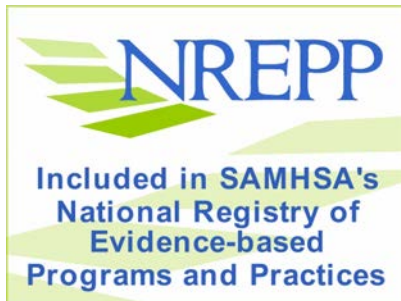
Materials in the *Safe & Civil Schools* Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the *Safe & Civil Schools* Positive Behavior Interventions and Supports Model, visit:

www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242

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- *Foundations*
- *CHAMPS*
- *Interventions*

For more information, visit: www.casecec.org

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Events

Visit **www.safeandcivilschools.com** for information about the annual *Safe & Civil Schools* National Conference along with details on presentations across the country that are open to the public.