

Behavior Modification & Increasing Student Motivation

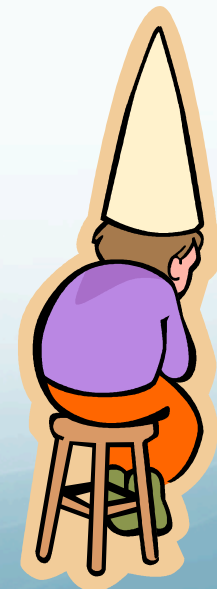
Dr. Kathleen Hogan
10/11/2012
3:30-5:50

Last Month's Homework

- What types of positive and negative consequences did you see being used in your classrooms?
- How is motivation being enhanced in your classrooms?

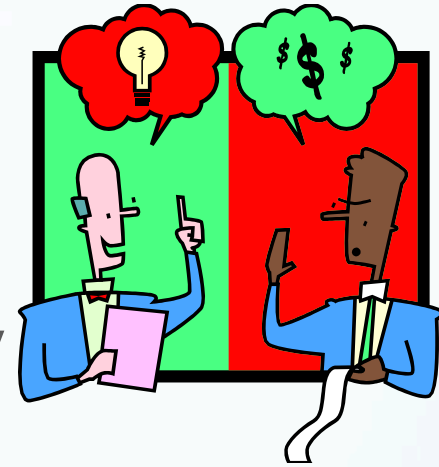
Consequences

- Can be positive or negative
- Key to changing behavior
- Logical and natural consequences
 - Clearly connected to a behavior
 - Punishment should fit the crime
- Congruent consequences
 - Teacher and student interpret the consequence the same way
 - Natural consequences are more congruent than logical because there is no need for interpretation
 - Consequences change depending on the situation
- Assertive consequences
 - Should not be physically or psychologically harmful
 - Consequences are choices the students made
 - Do not need to be severe to be effective
 - Hierarchy of consequences
- Three R's (key requirements for consequences)
 - Must be related to misbehavior
 - Must be reasonable
 - Must be respectfully applied



What about consequences?

- Establish consequences for both reinforcement and punishment
- Consequences work best when they are...
 - Clear and specific
 - Directly related to rules and procedures
 - Arranged in a hierarchy
 - Natural and logical



Your Turn

- As a group we will decide if the following are positive or negative consequences, or inappropriate.
- <http://iris.peabody.vanderbilt.edu/posnegv2/default.htm>



Reinforcement vs. Punishment

	Positive (+) (giving something)	Negative (-) (taking something away)
Reinforcement (😊)	+ 😊	- 😊
Punishment (😞)	+ 😞	- 😞

Examples

- Positive Reinforcement
 - Sticker for good work
- Positive Punishment
 - Extra homework since you misbehaved in class
- Negative Reinforcement
 - No homework tonight since you worked so hard in class
- Negative Punishment
 - You lose 5 minutes of recess for hitting your friend in class

Punishment

- Stops behaviors but does not teach any replaceable behaviors
- According to behaviorists
 - Presenting or removing a stimulus that reduces a problem behavior
 - Example
 - Student is noncompliant in math and you put her in the hall...you are removing her from what she doesn't want to do, so you are positively reinforcing her behavior because she does not have to do her math in the hall
 - We will talk about more about this in a few weeks
- Punishments and consequences are not the same
 - Punishment = authority
 - Consequences = level the playing field; generally accepted by students
- If you use punishment too often, your students will not care about being punished anymore and the adult loses control of the situation
- Students learn to not trust adults

Behavior Modification

- Premise is changing the environment
- Target behavior – observable behavior
- Three types
 - Positive Reinforcement
 - Negative Reinforcement
 - Modeling



**“FAIR IS OFTEN
NOT IDENTICAL
TREATMENT, BUT
RATHER GIVING
WHAT IS NEEDED”**

Positive Reinforcement

Reinforcing a behavior to INCREASE a behavior

Tangible reinforcers

Food, stickers, pencils, stamps, etc.

Social reinforcers

Hugs, praise, smiles

Token reinforcers – used as tangible reinforcers and are traded for something else at a later time

Easy to administer but sometimes delay gratification

Reinforcement considerations

Opt for social reinforcement first

Use tangible with social reinforcement and eventually gradually remove tangibles

Natural reinforcers

Goal is to get the students to a point where they are naturally reinforced for appropriate behavior

Group Contingencies

Reinforcement based on group behavior



Positive Consequences

Free and Frequent	Intermittent	Strong and Long-term
Verbal praise	Notes home	Field trips
Smiles	Phone calls	Special projects
Stickers	Special privileges	Recognition to the principal
Rubber stamps	Extra computer time	Student of the week
Thumbs up	Special seat	Honor roll

Reinforcement Suggestions- Individual (Elementary)

- Feeding pets
- Playing a board game
- Arts and Crafts
- Computer time
- Line leader
- Teachers helper
- Delivering messages
- Music
- Reading
- Playing sports
- Snack
- Stickers
- Pencils
- Positive time with the principal
- Play with dolls or cars
- Play with puppets
- Puzzles
- Drawing/coloring on chalkboard/dry erase
- Buddy time

Reinforcement Strategies- Individual (Secondary)

- Computer time
- Time to sleep
- Reading magazines/
newspapers/books
- Listening to music
- Working on a hobby
- Arts and crafts
- Snacks
- Library/Teacher/
Coach assistant
- Game playing
- Running errands
- Extra time in high interest
areas (shop, PE, art, etc.)
- Puzzle time
- Assist with younger children
- Socialization time
- Sitting at teachers desk
- Door prizes/drawings
- Crosswords/Word Searches

Reinforcement Strategies (Class)

- Class visitor/guest speaker
- Field Trip
- Class outside
- Lunch outside
- Class movie
- Longer recess
- Special snack
- Class party



Cougar Traits

Student Name _____

Displayed the Cougar Trait of:

Show Respect

Show Responsibility

Show Caring

Show Citizenship

(Circle the trait you observed)

Signature _____

If you would like to write on the back the details of what you observed
feel free!



Good Behavior Award

Date

Signed





Student of the Week

**is the
Student of the Week
because**

Negative Reinforcement

- Negative Reinforcement
 - Remember that punishment decreases the behavior
 - Removing a stimulus which INCREASES a behavior
 - Example...Driving in heavy traffic is a negative condition for most of us. You leave home earlier than usual one morning, and don't run into heavy traffic. You leave home earlier again the next morning and again you avoid heavy traffic. Your behavior of leaving home earlier is strengthened by the consequence of the avoidance of heavy traffic.



Modeling



- Teaching by demonstration
- Teachers must model appropriate behavior
- Students can model appropriate behavior especially through the use of peer tutoring and cooperative learning
 - Child must developmentally and intellectually capable of imitating role models
 - May lack intrinsic motivation and need social or tangible reinforcers
 - Choose role models carefully

Break Time



Enhancing Student Motivation



Motivation

- Students who are motivated are more likely to be successful students both socially and academically
- School Dropout
 - 1983 = 40% of 12th graders found school meaningful
 - 2000 = 28% of 12th graders found school meaningful
 - Recommendations to close the dropout gap between white and other ethnic groups include...
 - Tailoring instruction to draw on student's cultures and real world experiences
 - Make greater efforts to coordinate with community social and health services
 - Break down comprehensive high schools into smaller learning communities
 - Eliminate formal and informal tracking of students
 - Pair students and families with an adult advocate who can help them navigate academic and personal challenges (Gehring, 2003)

Failure Syndrome

- Self-Handicapping Behavior
 - Students who are not high academic achievers will display inappropriate behaviors in order to cover up their feelings regarding class displays of academic achievement
 - It is better to appear lazy, bad, busy, or give excuses than it is to appear “dumb”
- Afraid of Failure
 - Students avoid taking risks for fear of making a mistake and looking “dumb”

What Students Think

- 3 Factors that motivate HS students
 - Relationships
 - Involvement
 - Independence
- Student Voices
 - Students who are at-risk try to avoid...
 - Making a mistake
 - Being wrong
 - Demonstration of ignorance
 - 6 qualities of good teachers
 - Good teachers push students
 - Good teachers maintain order
 - Good teachers explain until everyone understands
 - Good teachers vary classroom activities
 - Good teachers try to understand students
 - Good teachers are willing to help

Motivation Approaches

- Extrinsic Motivation
 - Motivation is propelled by the environment
 - Examples = stickers, rewards, certificates, candy
 - Use of positive reinforcement and tangibles
 - Tangible Incentives
 - Good idea until the student becomes satiated
 - Social Incentives
 - Praise
 - Best Practices
 - Link positive feedback to specific criteria
 - Give the class preferred activity time as an incentive
 - Praise effort rather than intelligence
 - Inform parents of noteworthy accomplishments
 - Instill a sense of personal satisfaction
 - Put tangible rewards with positive verbal comments
 - Use tangible rewards sparingly
 - Incentives work best when dull tasks need to be completed
 - Direct positive feedback at competent behavior rather than negative feedback at problem behaviors
 - Give incentives in a low-key non-controlling manner

Motivation Approaches

- Intrinsic Motivation
 - Accomplishing tasks because of enjoyment or feeling of accomplishment (internal)
 - Intrinsic needs must be met in order for students to be motivated
 - Intrinsic need areas
 - Survival
 - Provide opportunities to get food
 - Maintain behavioral goals
 - Develop consistent rules and procedures
 - Belonging
 - Learn student names as soon as possible
 - Greet students at door
 - Let students get to know you personally
 - Teach students how to work cooperatively
 - Power
 - Solicit student's input
 - Meet students at their instructional level
 - Teach to a variety of learning styles
 - Use research-based instructional practices
 - Freedom
 - Provide choices to students
 - Listen to students
 - Set classroom goals together
 - Fun
 - Begin class with team-building activities
 - Incorporate music and art
 - Use brain teasers and games

Motivation Approaches

- Intrinsic Motivation
 - Best practices
 - Meet students' trust and competence needs by giving them responsibilities
 - Attribute students' success to things student can control, such as planning and effort
 - Look for ways to increase student decision making in the classroom
 - Recognize that misbehavior can be caused by unmet needs for attention, mastery, and belonging
 - Try to inject fun into activities
 - Inject enthusiasm into teaching
 - Focus on mastery
 - Provide learning activities that encourage socialization and affiliation
 - Remember that deadlines, evaluations, and imposed goals undermine intrinsic motivation

Self-Efficacy

- Ways to boost self-efficacy
 - Mastery experiences
 - Identify students strengths and interests and use those to motivate students
 - Vicarious experiences
 - Inspiring effort by modeling
 - Social Persuasion
 - Use verbal encouragement along with successful experiences
 - Physical and emotional states
 - Help students understand that fear and anxiety are normal emotions
 - Best Practices
 - Praise students for effort rather than intelligence
 - Praise the person not the process
 - State your confidence in your students ability
 - Do not characterize activities are easy or hard
 - Structure tasks so they can be achieved with reasonable effort
 - Emphasize the value of learning over grades
 - Give reasons to strive
 - Build on students' mistakes
 - Acknowledge your own mistakes

Encourage Effort

- Recommendations to encourage effort
 - Dignify “wrong “ answers
 - Remind students that answers require thoughts and expand on partial answers
 - Allow the Three R’s...Redo, Retake, and Revise
 - Encourages students to keep trying
 - Provide students with frequent feedback about their progress
 - Reframe unmotivated behavior
 - Identify the positive aspects of what your students do and highlight those over the negatives
 - Give students a reason to strive
 - Search out examples of the relationship between effort and accomplishment
- Attribution Training
 - Teach students to attribute success to factors they control
 - Helps students to be accountable for their behavior

Motivational Guidelines

- Use novelty to hold attention and create interests
 - Vary instruction
- Every day, allow students to make some choices about how or what they learn
 - Control empowers students
- Encourage students to set their own goals and evaluate their learning in terms of incremental progress
 - Gives direction to learning and jump starts effort
- Use tangible incentives such as prizes only as last resort

Homework

- Identify a student who lacks motivation. Once you have identified this student, determine what you believe the reason for the lack of motivation.
- Then identify ways to increase both their intrinsic and extrinsic motivation. Implement the motivation strategies and bring the results to our next meeting.
- We will meet again on November 1, 2012 and will be discussing the following
 - Understanding the Acting Out Cycle
 - Disciplining students with behavior problems
 - Addressing disruptive and non-compliant behaviors