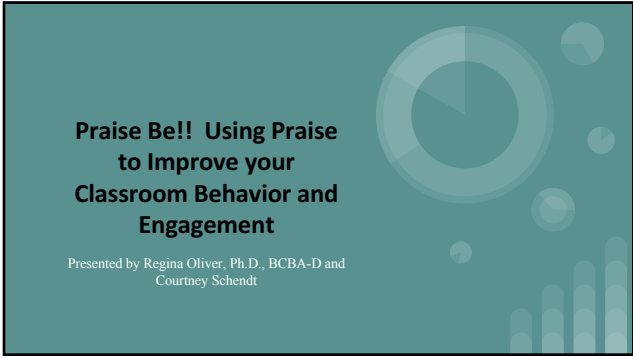


Praise Be!! Using Praise to Improve your Classroom Behavior and Engagement

Presented by Regina Oliver, Ph.D., BCBA-D and Courtney Schendt



The science of behavior has taught us that students...

- Are NOT born with “bad behaviors.”
- Do NOT learn when presented aversive consequences
- DO learn better ways of behaving by being:
 - Taught
 - Receiving positive feedback





Reinforcement

Definition: Any consequence that follows behavior that has the effect of increasing or maintaining the future occurrence of that behavior.

Positive Reinforcement

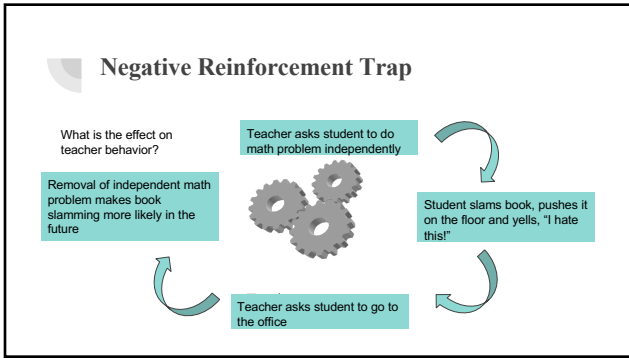
Gift card

GOOD WORK!

\$5

Thank You!

Good Dog!





Specific Contingent Praise

Praise should be...

- ...contingent: immediately follow the behavior you are trying to increase or maintain
- ...specific: tell the learner exactly what it is they are doing correctly

The Praise Makeover	
Before	After
"Great job!"	"I like the way you kept trying even when the problems became harder!"
"I'm proud of you!"	"You went back to check your work - that extra step was a great idea."
"You got an A!"	"Those extra practice problems you did really made a difference!"
"You're so smart!"	"The ideas you thought of are unique. Where did you learn about that?"

All that researchery stuff!

- Wheldall & Beaman (1994) 79 teachers 1:6 ratios of approvals to reprimands
- Beaman & Wheldall (2000) showed that even though there is ample evidence that positive praise is extremely effective, teachers do not use a systematic approach to consistently use verbal praise
- Sutherland (2000) showed that students get praised roughly once every 1.2 – 4.5 per hour per student
- White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands – Class at about 56 % on task
- After adult intervention went to about a 12:1 ratio and increased class on task behavior to roughly 85%.

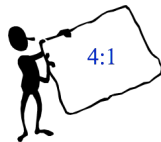
More researchery stuff

- Research showed that the more frequent criticism and reprimands were associated directly with increased perception by teachers and students of hyperactive behavior and low self worth.
- Alternatively, more frequent praise demonstrated less withdrawn behavior out of students and less hyperactive behavior.

(Split, Leflot, Onghena, & Colpin, 2016)

Praise Guidelines

- I-Feed-V**
 I = immediate
 F = frequent
 E = enthusiasm
 E = eye contact (?)
 D = describe the behavior
 V = variety



Why does it work?

- Direct instruction of the behavior
- Immediate feedback and practice of skill
- Generalization of skill in other areas and at different times
- Reinforces skill level with more than one student
- Allows for precorrection of skill
- Encourages self-management and pride
- Improves student-teacher relationships
- Promotes intrinsic motivation and reinforcement



Reinforcement Continuum & Phases of Teaching

Stages of Learning/Teaching

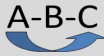
Acquisition → Fluency → Maintenance

Continuous → Intermittent.....fading...

Rates of Review & Reinforcement

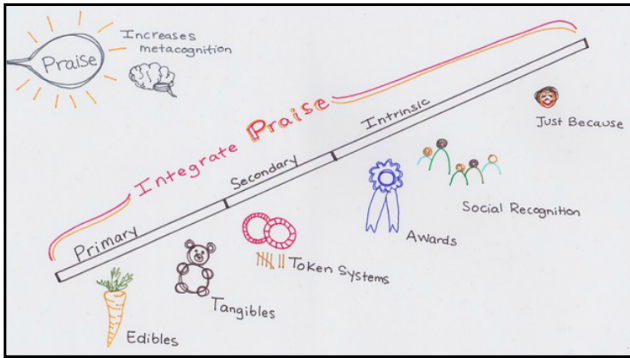
Continuous – provide reinforcement/corrective feedback on every occurrence of behavior – reinforcement may be tangible paired w/ verbal praise

Intermittent – fade tangible, continue w/ intermittent verbal praise
Can usually anticipate that academic success or social benefits will continue to maintain desired behavior.



Types of Positive Reinforcement

- Natural and Direct Reinforcement
- Social Reinforcers
- Activity Reinforcers
- Tangible Reinforcers
- Token Reinforcement



How to increase praise

- Use a 4:1 ratio of positive comments to criticisms
- Cueing (Timer, PA System, Visual Cues)
- Self Monitoring (Pennies, Marks, Tokens)
- Student Recruiting – Asking adult if they are doing a good job
- Performance Feedback (Checking rate against other staff, supervisor, public posting)
- Written
- Self-record and Goal Setting
- Experimenting with praise types:
 - Sandwich praise
 - Nonverbal and verbal codes (wink, thumbs up)
 - Traditions and ceremonies (round of applause, big hand)

Group Contingencies

- Dependent Group Contingency
 - “One for all”
 - Depends on one student’s behavior
- Independent Group Contingency
 - “To each his own”
 - Each student’s individual behavior
- Interdependent Group Contingency
 - “All for one”
 - All students have to meet criterion

 **Dependent Group Contingency**

Real Life Application:

One student is chosen and the behaviors are observed. If that one student successfully demonstrates that behavior, the group is reinforced. This can be told to the students beforehand or have mystery students chosen by lottery.

Hero Procedure - Target student is made aware that they will be watched but others are not aware.

 **Interdependent Group Contingency**

Real Life Application:

Students are expected to perform certain behaviors. Any student who performs the behavior will be reinforced. Any student not performing the behavior will not be reprimanded but also will not be reinforced.

An example would be a lottery ticket system or specific token systems.

 **Interdependent Group Contingency**

Real Life Application:

This is an "all or nothing" proposal. Either all of the students are doing the appropriate behavior to get the reinforcement or no one gets the reinforcement. This can be split up into groups like for the Good Behavior Game or CW-FTT.

Target behaviors are chosen and times for reinforcement are chosen or set at random intervals. If the students in the group are performing the behaviors (i.e. being attentive, being in their seat, quiet behavior, etc.), the students get reinforcement. This may be through praise, tokens, tickets, points, or direct reinforcement.



Contact Information

Regina Oliver, Ph.D. - roliver@esu5.org

Courtney Schendt – cschendt@esu5.org
