Behavior goes where reinforcement flows:
using reinforcement at a system and individual level to shape and change behavior.

Brooke Wagner, MSC-SC M. Ed.
Who is joining us today? What is your role?
Objectives

• 1: Describe how a successful Tier I system is a prevention method to reduce the need for higher intensity services at Tier II and Tier III in an MTSS.

• 2: Describe the research surrounding reinforcement as a strategy to shape and change behavior.

• 3: Demonstrate how to use reinforcement at an individual and system level to shape and change behavior.
1. Tier I MTSS
2. Overview of Reinforcement
3. Reinforcement is Individual
4. Reinforcement Stigma & Barriers
5. Using data to drive your universal reinforcement
6. Using Reinforcement at the Individual Level
1. Tier I MTSS

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PBIS: Positive Behavior Interventions and Supports

1. MULTI-TIERED SYSTEMS OF SUPPORTS
What is this thing called PBS?

- **Positive Behavior Support** is the science of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.
Positive Behavioral Interventions and Supports

**PBS:**
the science of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.

**School-wide PBIS:**
the application of PBIS to the whole school. Thus, it is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. It is a school discipline and positive school climate model.
MTSS, what is this thing?

- **Tier 1:** Universal Supports for All Students, Staff & Families
  - ~80% of Students

- **Tier 2:** Targeted Supports for Some Students, Staff & Families
  - ~15%

- **Tier 3:** Highly Individualized Supports for a Few Students, Staff & Families
  - ~5%
Universal instruction and support is provided to all students. At least 80% of students’ needs are met through this level of support.

Targeted group support provided to 10-15% of students.

Intensive individualized support provided to 3-5% of students.

Problem Analysis, Plan, Identification, Evaluation, Plan Implementation, Use of the Problem Solving Model, Comprehensive Academics and Behavioral Services

Intensity of Services

Positive Behavior Support - Nevada
Nevada Center for Excellence in Disabilities
School-wide Systems - Create a positive school culture:

School environment is **predictable**
1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is **positive**
regular recognition for positive behavior

School environment is **safe**
vient and disruptive behavior is not tolerated

School environment is **consistent**
adults use similar expectations.
5 Major Steps for Tier 1 SW-PBS

1. Clear set of **expectations** for whole school
2. Procedures for **teaching** expectations
3. Continuum of procedures for **encouraging** expectations
4. Continuum of procedures for **discouraging** inappropriate behavior
5. Procedures for on-going **monitoring** and evaluation
### PCMS Expectation Matrix

#### PCMS PBIS Expectation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Hallway</th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Outside</th>
<th>Bathroom</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td><em>Hands and feet to yourself</em></td>
<td><em>Hands and feet to yourself</em></td>
<td><em>Hands and feet to yourself</em></td>
<td><em>Hands and feet to yourself</em></td>
<td><em>Hands and feet to yourself</em></td>
<td><em>Hands and feet to yourself</em></td>
</tr>
<tr>
<td>(C.O.L.T.S.)</td>
<td><em>Level 2 volume in the hallway</em></td>
<td><em>School appropriate language</em></td>
<td><em>School appropriate language</em></td>
<td><em>School appropriate language</em></td>
<td><em>School appropriate language</em></td>
<td><em>School appropriate language</em></td>
</tr>
<tr>
<td></td>
<td><em>Keep pathway clear</em></td>
<td><em>Comply with individual teachers' rules</em></td>
<td><em>Clean up after yourself and others</em></td>
<td><em>Return borrowed equipment</em></td>
<td><em>Clean up after yourself</em></td>
<td><em>Positive school spirit and representation</em></td>
</tr>
<tr>
<td></td>
<td><em>School appropriate language</em></td>
<td><em>Use polite table manners</em></td>
<td></td>
<td><em>Clean up after yourself</em></td>
<td><em>Respect all school property</em></td>
<td><em>Appreciate the activity</em></td>
</tr>
<tr>
<td></td>
<td><em>Electronics &amp; accessories turned off and stored</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td><em>Keep free of garbage and graffiti</em></td>
<td></td>
<td></td>
<td></td>
<td><em>Use bathroom between classes and at lunch</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Store belongings in your own locker/backpack</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Respect all school property</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What does it look like, observable behavior**
## Home Example

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Getting up in the morning</th>
<th>Getting to school</th>
<th>Clean-up time</th>
<th>Time to relax</th>
<th>Homework time</th>
<th>Meal time</th>
<th>Chore time</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Help Out</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>O Own Your Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Manners Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible Everyday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Image source: www.pecm.org]
We MUST show students exactly what we expect (Expectation Matrix), model, and offer feedback on the expected behaviors.
We will be respectful in the hall

We need to be respectful in the hallway so that students in class can focus on their learning. Being respectful in the hallway shows **strong social awareness.**

<table>
<thead>
<tr>
<th>Positive Teaching Examples</th>
<th>Negative Teaching Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking with a level 2 voice</td>
<td>Being too loud (3 or +)</td>
</tr>
<tr>
<td>Being respectful of bulletins and displays in the hallways by admiring with our eyes</td>
<td>Touching teacher displays or student work that doesn’t belong to you</td>
</tr>
</tbody>
</table>

**Step 1:** Identify the expectation/expected behavior.

**Step 2:** Provide the rationale for teaching the expectation!

**Step 3:** Define a range of examples!

1. Teacher will model how to walk respectfully in the hallway, **narrating how he/she is demonstrating social awareness.** 2. A couple of students will attempt with the teacher, positive/corrective feedback is provided. 3. Whole class practices while teacher observes - provides praise.

**Step 4:** Describe activities role playing for practicing the expectation!

1. Verbally prompt student to “be respectful in the hall”
2. Stop student, refer to matrix about what hall respect looks like like 3. Briefly reteach with a model & practice

**Step 5:** List methods to prompt/Remind expectation!

**Step 6:** Describe how you will assess student progress!

Lesson Plans

**Level 1:**
Expectation and rationale; applicable to all settings

**Level 2:**
Rules and examples; tailored to specific settings and staff
Acknowledgement Matrix

<table>
<thead>
<tr>
<th>Title</th>
<th>Criteria</th>
<th>Award</th>
<th>Frequency</th>
<th>Presentation</th>
<th>Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Praise</td>
<td>-Demonstrating expected behaviors</td>
<td>-Personal, positive connections</td>
<td>-Daily (as earned)</td>
<td>-Anywhere on campus (matrix areas)</td>
<td>-Teachers, Admin, Staff</td>
</tr>
<tr>
<td>Tiger Ticket</td>
<td>-Demonstrating expected behaviors</td>
<td>-Merchandise from the</td>
<td>-20 tickets per week</td>
<td>-Anywhere on campus</td>
<td>-Teachers, Admin</td>
</tr>
<tr>
<td>Super Tiger (Self-Manager)</td>
<td>-Academic Excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Carson Valley Middle School’s System for Encouraging Positive Behavior

Be Safe, Be Respectful, Be Responsible! Do you have the right STRIPES?

Intended to create access to REINFORCEMENT for ALL STUDENTS
Possible Interventions

Seating Change
Student Conference/Reteach
Student Contract
Redirection
Proximity
Loss of Privilege
Restitution
Apology
Verbal and Non-Verbal Prompt
Take a Break
Peer Mediation
Reward Alternative Behavior
Behavior Essay

Build on as a staff
Data Based Decisions

Average Referrals Per Day Per Month

Referrals By Time

Referrals By Location

Referrals By Day Of Week

Referrals By Problem Behavior
A Tier I approach

• Not enough staff to deal with all students challenging behavior individually
• Systematic approach to draw down the number of students who need advanced support
• Reinforcement will shape the skills at a universal level, allowing us to offer advanced supports to ONLY those students that require the most support.
• Prevention now, means more time later
Distribution based on Fidelity of PBIS Implementation

- Met SET N = 28
- Not Met SET N = 11

Mean Proportion of Students

Distribution based on Fidelity of PBIS Implementation

- 6+ ODR
- 2-5 ODR
- 0-1 ODR

88%
17%
69%
14%
08%
04%
1. Tier I MTSS

2. Overview of Reinforcement

3. Reinforcement is Individual

4. Reinforcement Stigma & Barriers

5. Using data to drive your universal reinforcement

6. Using Reinforcement at the Individual Level
2. REINFORCEMENT: OVERVIEW

What is this Reinforcement Stuff?
Why should we Encourage Behavior......Reinforce?
By Definition....but what does this really mean?

re·in·force·ment

noun

the action or process of reinforcing or strengthening.
synonyms: augmentation, increase, supplementing, boosting, topping up
"reinforcement of the bomber force"

- the process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward.
- extra personnel sent to increase the strength of an army or similar force.

plural noun: reinforcements
"a small force would hold the position until reinforcements could be sent"
synonyms: additional troops, fresh troops, auxiliaries, reserves; More
Principles of Behavior

- Consequences are what occur after a behavior that affect the likelihood of that behavior reoccurring.

Diagram:
- Consequences
  - Reinforcement
  - Punishment
How to Deliver Reinforcement!!

What is the most important piece when rewarding the individual for displaying the expectations/behavior?

The social interaction and verbal praise
Praise

General
Students are given an approval, but the behavior is not specified.

• “Good job!”
• “Way to go!”
• “That’s money!”

Behavior Specific
Staff specifically identifies the behavior for which the student is being praised.

• “Joanne, I like the way you sitting quietly and completing your work.”

Caroline Wallace, USM
How is your Ratio, .... Let’s be real.... This is hard!

5:1

Five positive interactions to every One negative or neutral interaction
#TRUTH.....Reinforcement is a thing!

- John Gottman, Ph.D.
- Statistics tell the story: 96% of the time, you can predict the outcome of a conversation based on the first three minutes of the interaction.
- Predicts divorce rate by observing the negative to positive ratios of how people speak to one another.
- He calls it “Flooding” or negativity in partners.
- 90% accuracy
- 1 Hour Observation – 95% accuracy

Would our kids/students divorce us if they could?
Why do we do it?

• The immediate impact of acknowledgement in a system:
  – acts as a **teaching tool** for desired behavior
  – is a **bridge** to long-term rewards
  – is a **bridge** for natural/social consequences
  – increases **likelihood** of repeating the desired behavior
Let’s Talk Frequency......Schedules

• There are Fixed Ratio Schedules (FR), Variable Ratio Schedules (VR), Fixed Interval Schedules (FI), and Variable Interval Schedules (VI) .......BUT....What does this mean to you?

Variable Ratio-Strong!

CRF or FR-1 (Fixed Ratio)

Fixed Interval - Reinforcement after set time of a behavior.
What does this mean to you?

- Rewards/Reinforcers are effective when:
  - used to **build new skills** or sustain desired skills
  - used with **contingent** delivery of rewards for specific behavior
  - gradually **faded** over time
  - linked to **natural** consequences

Back to our potty training pic
Who here has every potty trained another human?
Did it go like this?
Fading the reinforcer
Guidelines for Reinforcement

• Don’t be afraid to reward (Flow those M&M’s at first, FR-1)
• Reinforce FREQUENTLY to begin
• Target a behavior, and be thoughtful about when to use reinforcement (potty training, M&M’s were just for that)
• As behavioral fluency is developed, fade the reinforcers to a thinner schedule and then to more natural consequences
Why Develop a School-Wide Reward System?

1. Students have different backgrounds and perceptions of okay vs. not okay
2. Need reinforcement to strengthen new skills
3. Need feedback and practice of new skills
Support

• Praise increased student motivation, accuracy of responding & task persistence. (Keller, Brady, & Taylor, 2005)

• Levels of on-task behavior were significantly greater when praise was given for specific behavior versus general praise. (Chalk & Bizo, 2004)

• Effective for all populations:
  – Students with emotional/behavioral disorders
  – College students
1. Tier I MTSS
2. Overview of Reinforcement
3. Reinforcement is Unique
4. Reinforcement Stigma & Barriers
5. Using data to drive your universal reinforcement
6. Using Reinforcement at the Individual Level
3. REINFORCEMENT IS UNIQUE
Reinforcement is.......

- This is adorable and reinforcing for some,
- but.......Uhm.....No Thanks!!!
Reinforcement is Unique

• Reinforcement is as unique as your fingerprint
• It is only reinforcing if it causes the behavior to rise? Increases the production of the behavior.
<table>
<thead>
<tr>
<th>Chips</th>
<th>Reward Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Pencil from the office</td>
</tr>
<tr>
<td>5</td>
<td>Hat Day Pass</td>
</tr>
<tr>
<td>5</td>
<td>Slipper Day Pass</td>
</tr>
<tr>
<td>5</td>
<td>Bring a stuffed animal to school for a day.</td>
</tr>
<tr>
<td>5</td>
<td>Take your shoes off in class for a day.</td>
</tr>
<tr>
<td>5</td>
<td>Picture of you and two friends on the Kiosk.</td>
</tr>
<tr>
<td>10</td>
<td>Use of the teacher’s chair for a day.</td>
</tr>
<tr>
<td>10</td>
<td>Read aloud a book of your choice.</td>
</tr>
<tr>
<td>10</td>
<td>15 minutes of extra reading time as agreed upon with teacher.</td>
</tr>
<tr>
<td>10</td>
<td>15 minutes of extra computer time as agreed upon with teacher.</td>
</tr>
<tr>
<td>10</td>
<td>15 minutes of drawing time as agreed upon with teacher.</td>
</tr>
<tr>
<td>10</td>
<td>Free homework pass on a daily assignment.</td>
</tr>
<tr>
<td>15</td>
<td>Use the Champion Chair for a day.</td>
</tr>
<tr>
<td>15</td>
<td>Use headphones/I-pod during computer class/class as agreed upon by teacher.</td>
</tr>
<tr>
<td>20</td>
<td>Move your desk to a different location in your classroom for one day.</td>
</tr>
<tr>
<td>20</td>
<td>Assist teacher/staff member of your choice for 15 minutes.</td>
</tr>
<tr>
<td>20</td>
<td>Eat lunch with a specialist of your choice.</td>
</tr>
<tr>
<td>20</td>
<td>Dance in the music room for 20 minutes with 2 friends and Mrs. *****.</td>
</tr>
<tr>
<td>20</td>
<td>Serve as a workroom assistant for 20 minutes with Mrs. ***** &amp; Mrs. *****.</td>
</tr>
<tr>
<td>20</td>
<td>Serve as a custodial assistant for 20 minutes.</td>
</tr>
<tr>
<td>20</td>
<td>Serve as a lunchroom assistant for 20 minutes with Mrs. ***** &amp; Mrs. *****.</td>
</tr>
</tbody>
</table>
Ways to Reinforce

- Special lunch table
- Listen to music in class for a bit
- Parking space for high school students
- One free late pass
- Homework pass/Homework help pass
- Teacher chair
- Pancake breakfast
- Elevator Passes
- Brownie Jar
- “Achievements”
What is your reinforcer?

- I’ll show you mine if you show me yours
- Cats....NO Thanks, but I will work for......
The sweet spot......

• When the standards are **too high**, students may exhibit little behavioral change
  
  • 10,000 Schrute Bucks to equal 1 cent

• When the reward is given **without consideration** of the quality of performance (**Too Low**), students may exhibit little behavioral change (Don’t make it rain tickets/reinforcers)
Guidelines for Reinforcement

• Value of reinforcers change over time, so adjust accordingly (satiation)
• Poll the students/individuals: What do you want to earn?
• Easiest way to know, is to ask them
• Preference assessments are a formal way to learn what is highly preferred
• If they refuse the ticket/reinforcer, that is a sign
Counterfeits are good??----------YES!
Reinforcement should be fun.....make it “Reinforcing”
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4. REINFORCEMENT STIGMA & BARRIERS
What’s wrong here?
Hopefully you can avoid this...
The sweet spot.......are you in range?

YOUR STANDARDS ARE TOO DAMN LOW

YOUR STANDARDS ARE TOO DAMN HIGH
Don’t give M&M’s or Shoes willy nilly!

- Save Highly Preferred items for the behaviors that are the highest priority
- Have lesser preferred items for other behaviors (Vary the reinforcer)
- Offer variety in presentation of reinforcers
- Satiation can occur if you overuse the reinforcer
Ever hear this?

• “Kids should just know how to behave!”
• “I don’t teach that!”
• “Kids do well if they want to!”
• “I don’t believe in reinforcement”
• “It doesn’t work”
• “Why should I have to do it”
Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.
UNDER WHAT CONDITIONS?
When we look for the behavior we want to see, we will see it more often.

-Stolen from Kent McIntosh
Can you tell I LOVE Reinforcement yet?
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5. UNIVERSAL REINFORCEMENT: DATA DRIVEN
Is it a systems issue, or an individual issue?

• If it is between 8-10 students, it is worth the time to deal with individually.

• If it is above 10, it is a systems issue. Look to addressing the system wide acknowledgement.
What is your data system telling you?
Lets analyze it......or “drill it down”
My data is telling me to look to the playground, 1st grade students, who are engaging in minor physical contact to obtain attention.
Universal prevention draws down the need

Triangle Data Report
All, 2016-17 - 2018-19

Yes Please, Grow that Green!
System impact at a universal level

![Graph showing WGS Reductions in Major Problem Behaviors](image)

- **Phys Agg**: 144 (2016-2017) vs. 100 (2017-2018)
- **Defiance**: 61 (2016-2017) vs. 43 (2017-2018)
- **Disruption**: 17 (2016-2017) vs. 3 (2017-2018)
- **Theft**: 25 (2016-2017) vs. 6 (2017-2018)
- **Fighting**: 11 (2016-2017) vs. 9 (2017-2018)
- **Lying**: 9 (2016-2017) vs. 2 (2017-2018)
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6. INDIVIDUAL REINFORCEMENT
That’s not real life

Yes, it certainly is!
Why do we do it?

- To incorporate new skills into their repertoire, people need to be taught the skill, time to practice, & feedback to know they are performing it correctly.

“Train and hope” won’t work, we must reinforce replacement behavior and new skills!
Cant just make it rain and expect behavior change

• Reinforcement to have an impact is thoughtfully done, with behavior, replacement behavior and reinforcement in mind.
• What is the target behavior I want to choose?
• What is the behavior I would like instead?
• How can I get them from A to B, what things do I need to teach them?
• Then……watch for that new skill and ….reinforce, reinforce, reinforce.
Most Challenging Behaviors

• Tier III behaviors, some of the most challenging, often require a Functional Behavior Analysis or Competing pathways assessment……but ……… always REQUIRE….
• a REINFORCEMENT component
• New skills are shaped and developed through reinforcement......Period!
And now....Brooke’s Soap Box
Don’t make it rain tickets, use it thoughtfully and with purpose!

Our team was:

I should know why I earned this reinforcement, for what production of behavior. What the heck did I do right that you want me to repeat?

School: _______________
Thoughts to Ponder.....

• Do you currently use reinforcement? In what form (verbal, reward system)?
• Could you use it more?
• Are you using it in a targeted way, or more haphazardly?
• Are you seeing the outcomes you desire?
• Do you expect perfection? Or are the expectations realistic? (Brayden, 100 percent accuracy on cellphone)
Now what?

- Now, knowing all that you know, what do you do with it now?
  - How can you use this to shape a behavior?
  - Choose a student/child/individual and try this!
Lets choose someone........

- Choose a human you have had a difficult time with a behavior
- Target that behavior
- What does it look like?
- What would be a better way to accomplish that behavior?
- What skills are they lacking?
- What do I need to teach/model for them?
- Now.....watch closely.......wait for opportunity to point out the new skill...
Deficit Skill: Plugging in the phone in my room at night
Response effort is not in balance with the reinforcer
So....what am I going to do about it?
  – Complain? Yes, sometimes
  – Yell? Yes, sometimes
  – OR......
Reinforcement is one of the most powerful ways people can encourage good behavior.
Thank you!!

Follow us on all the “Socials”

Nevada_pbis
Nevada’s School Climate Transformation Project
@nevadapbis

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External PBIS Coach
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Additional Resources about Reinforcement

- PPT-Acknowledgement Systems: Catch ‘em being Good by Chris Borgemeier, PhD. Portland State University [www.web.pdx.edu/~cborgmei](http://www.web.pdx.edu/~cborgmei)
- PPT-Effective Classroom Practice: Strategies to Acknowledge Appropriate Behavior-Center for PBS, College of Education, University of Missouri
Research

PTR Research Resources

- Prevent Teach Reinforce Research Study: