**Developing and Implementing a Positive Reinforcement System** 

**School Resource**

A positive reinforcement system is an acknowledgement of the student using positive and preferred behaviours. This acknowledgement can increase the likelihood of positive behaviours occurring again in the future and in turn reducing the behaviours of concern.

**Steps**

* **Know what the young person prefers as a positive reinforcement -** have the student complete *The Positive Reinforcement Survey-Primary*& tally up the student preferred choices

|  |  |
| --- | --- |
| **Category** | |
| Adult Approval (A) | Peer Approval (P) |
| Competitive Approval (C) | Preferred Activities (PR) |

* **Create a visual positive reinforcement** **chart and menu- with the what, how, when of the rewards.** Make sure the positive reinforcements are manageable and sustainable for the teacher/ school to implement
* **Identify which 1 specific target behaviour** you want the student to address

Make sure the target behaviour **goal is achievable and appropriate**

*Eg.*

To use his/ her help request card at least once per day by the end of week 3 & twice p/d ongoing

To use his/ her exit card, as part of the calm plan as needed or as directed by an adult

To arrive to class on time, 3 out of 5 days p/w for 2 weeks, then 5 out of 5 days ongoing

* **Put support strategies in place** to assist the student to attempt and achieve these target behaviours.

Problem solve with the student what are/ have been the blockers or problems in achieving the expected behaviour

* **Work with the student to develop the plan,** thespecific target behaviour,the supports and how/ when the targeted positive reinforcers will be given.

NB. Never withdraw an earntpositive reinforcement because of subsequent behaviours of concern

* As well as the targeted positive reinforcement system, **provide regular verbal feedback to the student.**

Be specific about what they have achieved

* **Provide feedback to the parents/ carer** of the student’s successes/ challenges
* **Review the target behaviour with the student-** Incrementally increase the frequency of the expected behaviour. Once the student has reached the ultimate behaviour targetconsistently for 4-6 weeks, as per the SMART goal, reduce the frequency of giving targeted positive reinforcers.

Continue to give verbal praise for the student independently maintaining the desired positive behaviour. Replace with another target behaviour goal if applicable

* It is hoped that in the long term the student will learn intrinsic motivation and not be reliant on a targeted positive reinforcement system

Other resources: <http://www.pbisworld.com/tier-1/rewards-simple-reward-systems-incentives/>

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| --- | --- | --- |
| **Example of types of Positive Reinforcements** | | ***Points needed- eg*** |
| **Preferred activity** | * 15 minutes of free choice activity * 15 minutes free drawing * 15 minutes reading * 15 minutes of computer/ ipad activity. * 15 minutes construction- lego * 15 minutes outside ball game * 10 minutes extra recess time * Listen to music will working in class * Get a *no homework pass* for 1 week | 6  6  6  8  10  12  14  14  20 |
| **Competitive Approval**  friends Icon 3324987 | * Show and tell to class * Jobs of responsibility to class for 1 week * Team captain of game for 1 week | 4  8  8 |
| **Peer approval**  friends Icon 3324987 | * 15-minute game with friend during class time * Job of responsibility in/ for class * Award of recognition presented at class   meeting/ school assembly   * Teacher to read to class for 15 minutes a book   of your choice   * Show and tell to class | 8  8  10  8 |
| **Adult approval** | * 15 minutes catch up with favourite teacher * Morning tea with favourite staff member | 6  10 |

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| --- | --- |
| **Student Name:** | **Date:** |

|  |  |  |
| --- | --- | --- |
| **Preferred positive reinforcements** | **Rating** | **Order of preference** |
| 1. Preferred activity |  |  |
| 2. Competitive Approval |  |  |
| 3. Peer approval |  |  |
| 4. Adult approval |  |  |

Results from *The**Positive Reinforcement Survey* *completed by the student on:*

|  |  |  |
| --- | --- | --- |
| **Target Behaviour Focus- SMART goal** |  | |
| ***Category*** | **What is the Positive Reinforcement** | ***Points needed*** |
| Preferred activity |  |  |
| Competitive Approval |  |  |
| Peer approval |  |  |
| Adult approval |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Positive Reinforcement Monitoring Chart

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term-- | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Monday |  |  |  |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |  |  |  |
| **Total for week** |  |  |  |  |  |  |  |  |  |  |