

Positive Behavior Reinforcement: Instruction Sheet for Teachers

Objective:

To provide strategies for reinforcing positive behavior in the classroom, ensuring a supportive and productive learning environment.

1. Verbal Praise

What It Is:

Acknowledging positive behavior with encouraging words during class.

How to Use:

- Give immediate feedback when you notice positive behavior.
- Be specific in your praise, highlighting the exact behavior you want to reinforce (e.g., “*Great job participating in the discussion!*” or “*Thank you for helping your classmate!*”).

When to Use:

- Use verbal praise daily for any student who demonstrates initiative, kindness, leadership, or consistent effort.

Response Tiers:

- **Tier 1:** Casual praise for everyday positive behavior.
- **Tier 2:** Enthusiastic praise for exceptional or improved behavior.
- **Tier 3:** Public recognition in front of the class for standout behavior.

2. Classroom Rewards

What It Is:

A reward system for students who consistently follow the rules and contribute positively.

How to Use:

- Create a point system where students can earn rewards for positive behavior.
- Set clear criteria for earning points or rewards.
- Offer a variety of rewards, such as extra free time, fun activities, or small treats.

When to Use:

- Apply this system regularly to encourage consistent positive behavior over time.

Response Tiers:

- **Tier 1:** Points or small rewards for daily positive behavior.

- **Tier 2:** Mid-level rewards for consistent behavior over a week or more.
- **Tier 3:** High-level rewards for sustained behavior across a term or semester.

3. Positive Notes Home

What It Is:

Communicating outstanding behavior to parents through notes or phone calls.

How to Use:

- Identify students who have demonstrated exceptional behavior or significant improvement.
- Send personalized notes or make phone calls highlighting specific positive behaviors.

When to Use:

- Make it a weekly routine to send positive notes or make calls.
- Keep a record to ensure all students receive recognition over time.

Response Tiers:

- **Tier 1:** Positive notes for consistent, day-to-day behavior.
- **Tier 2:** Phone calls for exceptional behavior.
- **Tier 3:** Both notes and calls for extraordinary contributions or sustained improvement.

4. Recognition

What It Is:

Recognizing students with certificates, awards, or special privileges.

How to Use:

- Establish criteria for recognition (e.g., “Student of the Week” or “Leadership Award”).
- Hold regular ceremonies or presentations to acknowledge students.
- Offer special privileges such as being a classroom helper or leading an activity.

When to Use:

- Rotate recognition to ensure all students have the opportunity to be acknowledged.

Response Tiers:

- **Tier 1:** Weekly or bi-weekly certificates or small recognitions.
- **Tier 2:** Monthly awards or special privileges.
- **Tier 3:** End-of-term recognition ceremonies with significant awards.

Identifying Positive Behavior Triggers

Look for:

- Students helping peers, volunteering, demonstrating leadership, showing consistent effort, and regularly participating in class.

Monitor for Intervention:

- Students who consistently withdraw, disrupt, or show signs of frustration or disengagement.

Tiers of Responses Based on Severity and Frequency

Tier 1: Immediate and Low-Intensity Responses

- **Frequency:** Daily or frequent occurrences.
- **Action:** Use verbal praise, award points, and provide informal positive feedback.

Tier 2: Mid-Level Responses

- **Frequency:** Weekly recognition.
- **Action:** Send positive notes home, offer small rewards, and acknowledge students in class.

Tier 3: High-Intensity Responses

- **Frequency:** Monthly or term-based recognition.
- **Action:** Award certificates, grant special privileges, and hold recognition ceremonies.