

## Chapter 1 : Seven Strategies for Building Positive Classrooms - Educational Leadership

*PBIS in the Classroom. When PBIS is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms.*

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**Chapter 2 : Using Positive Reinforcement in the Classroom: Rewarding Student's Good Choices**

*A positive classroom begins with you Read ideas and find resources on establishing and maintaining acceptable behavior in your students. New teachers, who are determining the most effective teaching methods for their classrooms, will find this behavior management resource particularly valuable.*

Received Mar 9; Accepted Apr The use, distribution or reproduction in other forums is permitted, provided the original author s or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms. This article has been cited by other articles in PMC. Initial evidence suggests that they also matter for school success e. Additionally, school achievement was assessed: We found that several character strengths were associated with both positive classroom behavior and school achievement. Across both samples, school achievement was correlated with love of learning, perseverance, zest, gratitude, hope, and perspective. The strongest correlations with positive classroom behavior were found for perseverance, self-regulation, prudence, social intelligence, and hope. For both samples, there were indirect effects of some of the character strengths on school achievement through teacher-rated positive classroom behavior. The converging findings from the two samples support the notion that character strengths contribute to positive classroom behavior, which in turn enhances school achievement. Results are discussed in terms of their implications for future research and for school interventions based on character strengths. Behavior in the classroom was found to predict later academic achievement Alvidrez and Weinstein, and also important life outcomes in education and the labor market, even beyond the influence of achievement in standardized tests Segal, Therefore, studying the influence of non-intellectual aspects on educational outcomes has a long tradition. Also specifically studying good character or positive personality traits had already been addressed by early educational psychologists e. Only with the advent of positive psychology, it has received revived interest. Within positive psychology, education is seen as an important area of application. Inherent in positive education is the idea that good character, positive behaviors at school and academic achievement are not only aims of education, but also closely intertwined. However, little is known empirically about this interplay. The importance of good character in education has recently been emphasized both in scientific and popular literature e. More specifically, we examine whether character strengths facilitate positive classroom behaviors, which in turn facilitate attaining higher grades. Character strengths are not only expressed in thoughts and feelings, but importantly, also in behaviors Peterson and Seligman, We expected that a number of strengths are very helpful for schoolwork and are thus robustly related to positive behaviors in the classroom, as the teachers can observe it. Such positive classroom behaviors, e. We aim to provide a better insight into which aspects of good character are reliably linked with school achievement and positive classroom behavior and for which of the character strengths the link between them and school achievement is mediated by positive classroom behavior. To achieve this aim, we use two samples representing primary and secondary education, and perform analyses on the level of single character strengths. This detailed level of analysis may be especially interesting when relating the results to programs that emphasize the cultivation of certain character strengths. The VIA classification describes 24 character strengths, that are organized under six, more abstract, virtues wisdom and knowledge, courage, humanity, justice, temperance, and transcendence and are seen as ways to reach these virtues. Character strengths are seen as inherently valuable, but also contribute to positive outcomes Peterson and Seligman, Character strengths can be seen as the components of a good character, and are described as the inner determinants of a good life, complemented by external determinants such as safety, education, and health; cf. Since the development of the VIA classification and the Values in Action Inventory of Strengths for Youth VIA-Youth; Park and Peterson, , which reliably assesses the 24 character strengths in children and adolescents between 10 and 17 years, a number studies in different cultures have revealed substantial links between character strengths and subjective well-being of children and adolescents Van Eeden et al. Character Strengths and School Achievement A large number of studies have examined the links between broad personality traits and academic achievement. These links are largely independent of

intelligence Poropat, and personality traits have even been found to be equally strong predictors of academic achievement than intelligence when they were self-rated, and even stronger predictors when they were other-rated Poropat, a. In the available meta-analyses on the relationship between self-rated personality traits and academic achievement, almost all included studies examined students in tertiary education Poropat, or they even focused only on postsecondary education e. A recent meta-analysis Poropat, b , however, examined the predictive validity of adult-rated personality traits for academic achievement in primary education and found that conscientiousness and openness had the strongest correlations with measures of school achievement. Still, it has to be noted that we know a lot more about how personality, especially when it is self-rated, is related to academic achievement, and about what might be relevant mechanisms behind it, in young adults than we know about these relationships in children and adolescents. Some aspects of good character have been studied in relation to school achievement. Duckworth and colleagues Duckworth and Seligman, ; Duckworth et al. Also other character strengths, such as hope e. In contrast to approaches that consider only some aspects of good character, the VIA classification Peterson and Seligman, offers a comprehensive catalogue of character strengths. Weber and Ruch provided an initial investigation of the role of the 24 character strengths in school. In a sample of year old Swiss school children, they studied the relationship between character strengths, positive experiences at school, teacher-rated positive classroom behavior, and school achievement. A factor representing character strengths of the mind e. Specific character strengths e. Similarly, in a sample of Israeli adolescents at the beginning of middle school, Shoshani and Slone found intellectual and temperance strengths to be predictors of grade point average GPA. Character Strengths and Positive Classroom Behavior Park and Peterson found moderate convergence between self- and teacher-reported character strengths and argued that certain strengths may be more readily observable in the classroom than others. Especially phasic strengths, which can only be displayed when the situation demands it e. Peterson and Seligman, Even though the frequency might vary, character strengths are expressed in overt behavior, so they should also contribute to positive behavior in the classroom. In particular, temperance strengths e. Other strengths, such as social intelligence should be helpful to manage conflict and relationships with classmates successfully, and thus be related to social aspects of positive classroom behavior e. Finally, strengths that were found to be related to school achievement, such as perseverance and love of learning, should also be associated with achievement-related aspects of positive classroom behavior e. Empirically, Shoshani and Slone found interpersonal strengths to be related with social functioning at school, which was rated by the teachers, and thus might represent positive social classroom behavior. Weber and Ruch have studied the relationship with character strengths and positive classroom behavior using their Classroom Behavior Rating Scale CBRS , assessing both achievement-related and social classroom behavior. Perseverance, prudence, and love of learning showed the most substantial correlations with teacher-rated positive classroom behavior. Positive Classroom Behavior as a Mediator of the Relationship between Character Strengths and School Achievement High scores in good character do not automatically and directly lead to high levels of school achievement, but they will predispose students to show a set of more proximate behaviors, which in turn predispose for higher grades later on. Thus, if certain character strengths are identified as being related to school achievement, it is of course interesting to examine potential mechanisms involved. One likely candidate for explaining this link is positive behavior in the classroom, since the grading of students is largely depending on the behaviors that teachers can observe in the classroom, and especially such behaviors that they value e. Weber and Ruch used a latent variable representing classroom-relevant character strengths love of learning, perseverance, and prudence showed an indirect effect on school achievement mediated by positive classroom behavior. After adding the mediator to the model, there was no direct effect of character strengths on school achievement, which is in line with a full mediation by positive classroom behavior. Aims of the Present Study The presented studies strongly suggest that character strengths are indeed important resources at school, supporting school achievement either directly, or also indirectly via the display of positive behavior in the classroom. There is, however, a need to further investigate these relationships to examine their robustness and also potential moderators. In addition, these initial studies also have several limitations. First, many included only students in rather narrow age ranges and from one level of

education. While the study by Weber and Ruch does include a broader range of level of education, it may be somewhat limited by the fact that teachers only knew their students for about three months when they were rating their positive classroom behavior. Second, in most studies, character strengths were analyzed only on the factor level—four factors in Shoshani and Slone and two factors in Weber and Ruch—and it is difficult to draw conclusions on the level of specific strengths based on these results. Doing so may be especially interesting when evaluating the results in light of programs or interventions that build on the cultivation of certain strengths.

The present studies aimed at replicating the findings by Weber and Ruch and extending them by including students in different school types. Study 1: We will also investigate for each of the character strengths individually whether the potential link with school achievement is mediated by positive classroom behavior. In doing so, the present study will add to the knowledge on the role of positive traits for positive behavior and achievement at school. While none of the 24 character strengths should be detrimental for positive classroom behavior or school achievement, certain strengths should be more important than others. Based on theoretical assumptions and previous empirical findings, we expect certain character strengths to be related to positive classroom behavior and school achievement most strongly. These nine character strengths are:

Firstly, we expect perseverance to be robustly related to the educational outcomes measured. Such behaviors are highly advantageous in a school environment, in which challenging goals are presented and sustained efforts despite obstacles are needed to accomplish them. Since perseverant individuals enjoy finishing tasks, the completion of, e. Thus, perseverance can be seen as a helpful resource both for displaying positive behavior in the classroom e. Secondly, self-regulation is expected to be associated with educational outcomes. Self-regulation helps to control own feelings and appetites. Thus, it is helpful to avoid obstacles and reach goals or meet expectations of others cf. Ivcevic and Brackett, Consequently, self-regulation will likely go along with helpful behaviors and strategies at school, such as managing time well, making plans and sticking to them, and adhere to rules. These positive behaviors will be observable in the classroom and may also contribute to higher grades. Thirdly, we expect prudence to be related mostly to positive behavior in the classroom, but also to school achievement. Students high in prudence that are particularly careful in their choices cf. Consequently, they are more likely to comply with rules and work toward achieving what is expected of them. Being prudent may also help to avoid interpersonal problems, and thus lead to better relationships with teachers and classmates, which then may be supportive of school achievement. Recently, Ruch et al. When we assume that class clowns would score quite low on teacher-rated positive classroom behavior and that their characteristics do not fit well with what is required in the classroom, this suggests that being prudent might be crucial for displaying positive behavior in the classroom. Fourthly, we expect love of learning to be relevant for predicting behavior and success at school. Individuals high in love of learning experience positive emotions when learning new things, and enjoy doing so whenever possible cf. In any case, attending a school will offer opportunities to learn new things on a daily basis. It is likely that the high intrinsic motivation to learn also leads to better learning outcomes, and that the positive emotions associated with learning additionally foster school achievement cf. Schutz and Lanehart, ; Weber et al. In the initial study by Weber and Ruch, love of learning, perseverance and prudence were among the most important variables in predicting positive classroom behavior and also had an indirect effect on school achievement through positive classroom behavior. In addition to these four strengths that are assumed to be helpful at school, we also expect hope to be related to behavior and achievement at school. Hopeful individuals are not only characterized by believing that a positive future is likely, but also by acting in ways supposed to make desired outcomes e. These desired outcomes can be both in relation to positive behavior in the classroom and to thoughts and behaviors that support achievement, but are not directly observable in the classroom such as favorable attributions, etc. Earlier studies have also found that hope predicts future academic achievement e.

**Chapter 3 : Positive Behavior and Procedures in the Classroom**

*This document focuses on the behavior influence process as it is related to modeling and role playing applied in classroom settings. The topics discussed are divided into six sections, with an.*

Lines could be a thing of the past with a class full of perfectly behaved students. Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly. Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice. Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction or escalation. Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups: The countdown technique is more effective as it is time related and does not rely on students seeing you. The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. You are assuming and encouraging a positive response; making it awkward for the student to respond negatively. Behaviour management tip 4 Get out and about Perhaps your greatest contribution to managing behaviour around the school site is your presence. They will grow used to your interventions in social areas and your presence will slowly have an impact on their behaviour. The relationships you forge will be strengthened, with opportunities for less formal conversation presenting themselves daily. In more challenging institutions there can be a tendency to avoid social areas or stray too far away from teaching areas. For a while it may seem that life is easier that way but by taking the long way round to the staff room to avoid potential problem areas and you risk being effective only within the confines of your classroom. A well organised year 5 teacher will have students handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The students learn how to share responsibility with others and accept responsibility for themselves. It is often said that primary schools teach students to be independent and secondary schools teach them not to be. The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation. It is certainly not what I am suggesting, although it would be fun to watch. Chose your opportunities to build a relationship with a student carefully. Open up casual conversation when the student appears relaxed and unguarded. Try asking for help or advice, giving the student something you know they are interested in a newspaper cutting, web reference, loan copy of a book or simply say hello and pass the time of day. You may choose to wait until you find a situation that is not pressured or time limited. Aim for little and often rather than launching into a lengthy and involved conversation. Remember, your intervention may be unwelcome at first. Your aim is to gently persuade the student that you are committed to building trust. Be prepared for your approaches to be rejected. The student may be testing you to see how committed to developing the relationship you really are. He may not welcome any informal conversation with you because it is easier for him to deal with a conflict than a relationship of trust. Or quite simply, he may have decided that all teachers need to be given a wide berth. Give your time freely and expect nothing in return; in time and with persistence your reward can be a positive relationship that others will be amazed at In my lessons he has made a home under the table and is refusing visitors. What to do with secondary behaviours Secondary behaviours are those that occur during your intervention or as you leave a conversation with a student. When you have exhausted all of your positive reinforcement, redirection techniques, warnings and sanctions and need Darren to leave the room, the secondary behaviours are the chair being thrown back, or door being slammed, or the infuriating smile that slowly cracks across his face. He may want to divert the conversation away from the original behaviour or encourage an adrenalin fuelled confrontation in the corridor. Resist the temptation to address the secondary behaviours in the moment. Instead record them and deal with them later on. The fact that Darren has left the room means that he has followed your instructions; the

dramatic trail of disruption that he has left in his wake can be dealt with when he is calm. Your calm and considered response will be closely observed by the rest of the class and they will be impressed by your confidence even in those emotionally fuelled moments. Darren may slowly begin to realise that his usual pattern of behaviour will not work with you. This can often be interpreted as leaning over a student rather than standing above them or sitting down next to them. I prefer the student to be looking down at me; teachers who do this know that crouching down lower than eye level is not weak but assertive and confident physical language. If you are teaching in an open space or would prefer to speak to students standing at the side of the room, double the personal space that you allow the student or stand side by side with him or her and it will have a similar effect. Behaviour management tip 9 Duty at the school gates Duty at the school gates is not a popular pastime for many teachers. Yet just as you can nurture a positive atmosphere in the classroom by standing at the door welcoming students or reinforcing positive behaviour at the end of the lesson so you can have an impact at the school gates. Your physical and verbal language is read by students as they pass; if you are calm, confident, positive, smiling, softly spoken and can reinforce students who are following the rules, it will set the right tone. Patrol like a cartoon policeman and you will attract negative responses and aggression. It is your behaviour that has the greatest single impact on how safe students feel. It may not be wise to try and challenge every incident of inappropriate behaviour immediately and in such a public arena so arrive at the gate prepared; a pen and paper to record when you choose not to intervene and a walkie talkie as back up for when you do. Thirty years ago the classroom was arranged for students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain. When designing the layout of your room you also need to consider the management of behaviour. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behaviour are broadcast for everyone to hear. Confrontations become more frequent, delivery of praise less subtle and as the teacher retreats behind the desk the physical divide can easily develop into a psychological one. As a reaction to the overuse of the blackboard much work was done to encourage teachers to use more dynamic classroom configurations. They may be able to see the screen but are they engaging with it or with you?

*The second section focuses on approaches to behavior management that are used in most classrooms with most students; these are the procedures that are needed to create classroom order and harmony. The guide's final section includes strategies and approaches that are used with individual children when they are having particular problems, with an.*

Be a group leader Thursday: Add another piece to class mural Friday: Help plan the Friday group activity  
Daily Specials Monday: Appear as a guest lecturer in another math class Tuesday: Do a special crossword puzzle involving geometry concepts Wednesday: Play a math game with another student Thursday: Construct a special paper model using geometrical figures Friday: Solve mysteries involving mathematical solutions  
Figure 4. Toward Positive Classroom Discipline, 3rd ed. Reprinted by permission of Pearson Education, Inc.

A number of simple, effective ways exist to deal with this problem. If you are using negative reinforcement, pay attention to the student until the assignment is completed. Although this too is negative reinforcement, it teaches the child that the only way to get rid of the aversive consequence is. A second alternative involves the use of differential attention or ignoring. The term differential attention applies when ignoring is used as the negative consequence for exhibiting the undesirable behavior, and attention is used as a positive consequence for exhibiting the competing desirable behavior. This is an active process in which the teacher ignores the child engaged in an off-task activity but pays attention immediately when the child begins working. It is important, however, to reinforce the child when working so that a pattern of working to earn positive reinforcement rather than working to avoid negative reinforcement is developed. Secondary school teachers at times complain that if they ignore the adolescent with ADHD during an hour-long class, they never have the opportunity to pay positive attention as the student may never exhibit positive behavior. Waiting, however, even if one has to wait until the next day, is more effective in the long run than paying attention to off-task behavior. You need to make a distinction between off-task behavior that disrupts and off-task behavior that does not disrupt. Differential attention works effectively for the latter. However, when a child is off task and disturbing his or her neighbor, you may find that being a negative reinforcer holds an advantage in stemming the tide of an off-task behavior that involves other students as well. In part, we suggest that many factors other than teacher attention maintain and influence student behavior. Differential attention is a powerful intervention when used appropriately. Once the strategy of ignoring inappropriate behavior is employed, it must be continued despite escalation. If not, you run the risk of intermittently reinforcing the negative behavior, thereby strengthening its occurrence. The 10 minutes of ignoring will quickly be lost in the one incident of negative attention. If the teacher yells, "Sit down," the child has received the desired attention by persisting in a negative behavior. Madsen, Becker, and Thomas evaluated rules, praise, and ignoring for inappropriate behavior in two children in a typical second-grade classroom and in one child in a kindergarten class. The results indicated that in the absence of praise, rules and ignoring were ineffective. Inappropriate behavior decreased only after praise was added. Specifically, whenever teacher approval was withdrawn, disruptive behaviors increased. Overall, however, the research on differential attention with children with ADHD has been inconsistent. Rosen and colleagues evaluated the results of praise and reprimands in maintaining appropriate social and academic behaviors in second- and third-grade children with ADHD. Dramatic deterioration in on-task behavior was observed when reprimands were subsequently withdrawn, even though the teacher was still delivering praise for appropriate behavior. Children with ADHD perform as well as typical children with a continuous schedule of reinforcement but perform significantly worse with a partial schedule of reinforcement e. In addition, the opposite is also true: A large amount of punishment can negatively affect emotional development and self-esteem. Modeling Through modeling, observation, and then imitation, children develop new behaviors. Modeling can be as simple as having a child watch another child sharpen a pencil. By watching the model, a child can learn a new behavior, inhibit another behavior, or strengthen previously learned behavior e. To use modeling effectively, you must determine whether a child has the capacity to observe and then imitate the model. Children are more likely to respond to teacher

modeling when they view their teachers as competent, nurturing, supportive, fun, and interesting. Children are also more likely to imitate behavior that results in a positive consequence. Younger children have been reported as more frequently imitating others than older children. Children consistently model someone whom they value or look up to. They also imitate the behavior of a same-sex child more often than that of a different-sex child. They model someone whom they perceive as successful and socially valued regardless of whether the teacher perceives that child as successful and socially valued. Finally, if a child observes a model being reinforced or punished for certain behavior, this influences the likelihood that the child will then model that behavior. Modeling is a powerful tool, often underutilized by teachers. When teachers are cheerful and enthusiastic, their attitudes are contagious. When they are respectful of students, students respect each other. When teachers are patient, fair, consistent, and optimistic, their students exhibit these traits as well. Teacher behavior sets the tone for the classroom environment. In , Kaplan described a ripple effect in transactions between teachers and misbehaving students that affected not only those students but also the entire classroom. Teachers who were firm reduced the problem behaviors both from the first child who misbehaved and from those students who saw the initial problem behavior. When teachers enforced rules, the ripple effect worked in their favor. When they failed to follow through with rules, the ripple effect worked against them. When teachers successfully managed the behavior of high-status troublemakers, their control tended to benefit the entire classroom. Likewise, the ripple effect when high-status offenders were not managed increased negative behaviors among others. Finally, when managing a disruptive behavior, it is important to focus on tasks and behaviors rather than on approval. In the latter situation, teachers may focus on their relationship with the disruptive student when trying to get that student to behave. This strategy, unfortunately, is usually ineffective over the long term. Shaping Waiting for the appropriate target behavior or something close to that behavior to occur before reinforcing the behavior is referred to as shaping. Shaping can be used to establish behaviors that are not routinely exhibited. Walker and Shea described the steps to effective shaping: Select a target behavior and define it. Observe how often the behavior is exhibited. Decide on close approximations and reinforce successive approximations to the target behavior each time it occurs. Reinforce the newly established behavior. Reinforce the old behavior on a variable schedule, and begin reinforcing the new behavior on an every-time or continuous schedule. The key to successful shaping is to reinforce closer approximations and not reinforce lesser approximations. Any behavior that remotely resembles the target behavior should initially be reinforced. Prompts can be used and then faded. Shaping can be used for all kinds of behavior in the classroom, including academics. Steps toward successive approximation, however, must be carefully thought out; otherwise, behaviors that are not working toward the desired goal may inadvertently be reinforced. Punishment Punishment suppresses undesirable behavior but may not necessarily eliminate it McDaniel, In some cases, suppression may be of short duration, and when the punishment is removed, the behavior may reoccur. Punishment can involve presentation of an unpleasant consequence or the loss of a pleasurable consequence following the occurrence of the undesirable behavior. Punishment is designed to reduce the probability that the behavior that precedes it will reoccur. Although punishment is an efficient way of changing behavior, it can become seductive and reinforcing for classroom teachers and can be overused. The greatest problem with punishment is that it does not provide an appropriate model of acceptable behavior. Furthermore, in many classrooms, punishment is accompanied by an emotional response from the teacher. Although most teachers consider punishment as involving a reprimand, time-out, or loss of an activity such as recess, in many classrooms, physical punishment designed to embarrass children into submission is still used, even though it has a high emotional cost. Shea and Bauer made a strong case for minimizing the use of punishment, especially more severe punishment, such as embarrassment or spanking, because these interventions are likely to erode self-esteem and further impair an already strained teacher-student relationship. When punishments are used, these guidelines should be followed: All students are aware of which behaviors are punished and how they are punished. Appropriate models for acceptable behavior are provided. Punishments are offered immediately, consistently, and fairly. Punishments are offered impersonally. A natural or logical consequence should be used as often as possible. The student being punished must understand the relationship between his or her behavior and the punishment. Loss of the

privilege during which the inappropriate behavior is exhibited is fair. Warning, nagging, threatening, and debating, however, should be avoided. Punishment can exert a complex, negative effect in the classroom and on teacher-student relationships. Furthermore, when less punishing interventions are combined with positive reinforcers, they tend to be effective in the long run. In , Anderson and Brewer reported that teachers using dominating behaviors of force, threat, shame, and blame had classrooms in which children displayed nonconforming behavior at rates higher than in classrooms in which teachers were more positive and supportive. Personal hostility from teachers and punishments in an atmosphere containing minimal positive reinforcement and emotional warmth are unproductive. To be effective, punishment must be related in form to the misbehavior.

**Chapter 5 : Constructivist teaching methods - Wikipedia**

*Yet just as you can nurture a positive atmosphere in the classroom by standing at the door welcoming students or reinforcing positive behaviour at the end of the lesson so you can have an impact.*

Early Child Development Teacher Preparation and Development Reinforcement is a stimulus that follows and is contingent upon a behavior and increases the probability of a behavior being repeated. Positive reinforcement can increase the probability of not only desirable behavior but also undesirable behavior. For example, if a student whines to get attention and is successful in getting it, the attention serves as positive reinforcement, which increases the likelihood that the student will continue to whine. These tips describe different kinds of reinforcers that have been found to be effective in changing student behavior and a discussion of how to select and deliver appropriate and effective reinforcers. There is much literature on this topic, and you are strongly encouraged to consult additional resources for a more in-depth discussion of positive reinforcement. Additionally, negative reinforcement and satiation when a reinforcer loses its effectiveness are also discussed.

**What are Different Types of Reinforcers? Natural and Direct Reinforcement:** This type of reinforcement results directly from the appropriate behavior. For example, interacting appropriately with peers in group activities will lead to more invitations to join such activities. The natural reinforcement for appropriate bids for attention, help, participation, etc. The goal should always be to move the student to natural and intrinsic reinforcement. These are reinforcers that are socially mediated by teachers, parents, other adults and peers which express approval and praise for appropriate behavior. Activity reinforcers are very effective and positive for students. Allowing students to participate in preferred activities such as games, computer time, etc. This also provides social reinforcement from the partner. This category includes edibles, toys, balloons, stickers and awards. Edibles and toys should be used with caution. Parents may have reason to object to edibles as reinforcement for example, if a student has a weight problem and toys can make other students envious. These are powerfully motivating reinforcers. Token reinforcement involves awarding points or tokens for appropriate behavior. These rewards have little value in themselves but can be exchanged for something of value. Planned positive reinforcement is very effective in promoting desirable change in student behavior. Some teachers question whether reinforcing or rewarding students for improving their behavior is really just bribing them to do what is desired. This is not the case. A bribe is something which is unacceptable or inappropriate and illegal. Reinforcement is given to bring about desirable change and to teach students to take responsibility for behavior. Your paycheck is reinforcement for doing your job, and commendations and bonuses are reinforcements for going above and beyond expectations. Without these reinforcements, how likely is it that you would exhibit the appropriate behavior of showing up at work each day?

**How Should I Choose a Reinforcer?** Reinforcers must be valued, preferred and individualized. What may be extremely motivating for one student may be entirely useless for another. Use the following guidelines in choosing a reinforcer: What kinds of activities does he or she seek out? What objects or events are presently serving to reinforce his or her behavior? When designing a plan to modify behavior, give the student a list of choices and ask what he or she would like to try to earn. For example, if setting up a token economy for work completed, let the student choose from a list of activities to find out which he or she is interested in earning. Periodically review by observation and discussion whether the reinforcer remains preferred or whether a new reinforcer is necessary. Do a formal preference assessment.

**How Should Reinforcement be Delivered?** In order to make positive reinforcement an effective intervention, use the following guidelines: Reinforcement must be consistently delivered. Use a planned reinforcement schedule. If it is not, no connection will develop between appropriate behavior and the reinforcement and the behavior will not change. Reinforcement must be delivered immediately. Students should know when they can expect reinforcement. If you wait until the end of the day to reinforce a student for remaining in her seat during second period, the effect of reinforcement is reduced if not lost. If it is impossible to deliver reinforcement immediately, verbal reinforcement should be given and the student should be told when he or she can expect to receive other reinforcement. In this way, a contingency between behavior and reinforcement will be strengthened or maintained. Improvement should be

reinforced. You should recognize improvement and let the student know that you recognize the effort. Reinforcement must be contingent on behavior. Do not give reinforcement because you feel sorry for a student. If a student does not achieve the required criterion, delivering reinforcement will only teach the student that rewards are readily available regardless of behavior and may even lead to an escalation of the behavior. Rather, recognize that you know the student is disappointed but that they will have the opportunity to try again tomorrow. Whenever possible, pair any reinforcement with social reinforcement. Make sure that social reinforcers are not ambiguous. They should be sincere, clear and identify the specific behavior for which they are being delivered. Reinforcement should be age-appropriate. Expecting a high school student to change his behavior by rewarding him with stickers is likely to be ineffective and insulting to the student.

**What is Negative Reinforcement?** Negative reinforcement is often, mistakenly, equated with punishment. Punishment is the application of aversive stimuli to reduce the chance of a behavior being repeated. Negative reinforcement is the removal of aversive stimuli to increase the probability of a behavior being repeated. For example, reinforcing students for using class time to do math work appropriately by removing five story problems from the math homework negatively reinforces appropriate behavior by removing the undesirable stimuli of a longer homework assignment. Negative reinforcement can be very effective, especially to create an environment that feels safe to a student. It is often more naturally occurring than, for example, tangible reinforcers. As with the other reinforcement categories, it is important to pair negative with social reinforcement.

**What is Satiation and How Should it be Handled?** Satiation is the term used to describe the situation of a reinforcer losing its effectiveness. For example, if a student is receiving jellybeans as reinforcement, it is likely that after a period of time he or she will tire of them and no longer find them desirable. Satiation can also occur if too much reinforcement is being delivered. Earning up to 10 minutes of computer time a day may serve as reinforcement for a long period of time, while being given the opportunity to earn an hour of computer time, for example, may quickly lead to satiation. When satiation begins, the rate at which the desired behavior is displayed tapers off until it halts. This is very common with edible reinforcers. Reinforcement in the form of activities, social opportunities and learning activities tend to be more immune to satiation. Here are some tips to prevent satiation: Vary the reinforcer or use a different reinforcer for each target behavior. Avoid edible reinforcers if you must use edibles, vary and apply minimally. Move from a constant to an intermittent schedule of reinforcement as soon as possible. Move from primary to secondary reinforcers as soon as possible. Furthermore, any type of reinforcement schedule or system should include ongoing, systematic assessment of the reinforcement effectiveness through observation. Another option is incorporating a menu of potential reinforcers and allowing the student to choose his or her reinforcement. It is likely that satiation will eventually occur with any type of reinforcement. If systematic assessment is diligently carried out, however, one can maintain the behavior modification plan by changing reinforcers before satiation occurs and by delivering reinforcement on varying schedules. Finally, in designing a positive reinforcement plan, it is very important to move from less natural reinforcement tokens, tangibles to more natural reinforcement social, direct and natural reinforcement.

## Chapter 6 : Constructive Classroom Rewards fact sheet | Center for Science in the Public Interest

*Positive reinforcement can increase the probability of not only desirable behavior but also undesirable behavior. For example, if a student whines to get attention and is successful in getting it, the attention serves as positive reinforcement, which increases the likelihood that the student will continue to whine.*

Are you having a difficult time controlling your class? Do they tattle, make poor choices, argue, or complain? This post will provide ideas to handle these types of situations in a positive manner. Putting a positive spin on classroom management will reduce your stress and make your classroom a happier place! Students will be more apt to help each other, open up to you, build relationships, and participate in class. Try some of the following ideas in your classroom! Even if you create a class rules list, more than likely they will boil down to these 5 rules like the following and the class will still feel like they were part of the decision making. Follow directions the first time. Raise hand for permission to speak. Keep hands, feet, and objects to yourself. Be polite to others. If you are frustrated. Here is a list of other positive statements. Keep the chair in your room, not in the hall, so they can still get something out of the lesson. Tell them that they can excuse themselves back to the class after they reflect on a positive solution. Make prior arrangements with another teacher that when you need to use her soar chair, you will bring the child over. Tell the student, "I really want you to be a part of the class, so write your thoughts down and we will discuss later! What behavior do I need to change? How can I change my behavior in a positive manner? I am ready to go back to my seat. Yes or No Note to teacher: Allow them to calm down, which also gives you time to think. Continue with your lesson. I would like to help you, but not during a lesson. I can talk about it during recess or another time. Students can collect them in their agendas or take them home to place on the fridge. It is never too much to hand them out monthly or even weekly! Encourage students to do the same in your classroom. A simple praise will go a long way! It is even nice to call home or email a parent to let them know something positive. The students will love it! You can just randomly give them a reward or have them keep track of their awards or positive behavior on a card. For example, get 5 stars to get a reward! Pick out of the basket or jar for the reward or have a treasure chest filled with items for rewards. Some reward ideas to place in a basket or jar: Be first in line. Take shoes off for the day. Sit next to a friend. Pick a free pencil. Have lunch with your teacher. It will help students to encourage each other to have positive behavior. Keep a goal chart or fill a marble jar for the class so they can see their progress! When they reach a goal, then the class gets a reward! It is a great idea to have rewards ready. You can either tell them the reward they are working towards or put reward ideas in a basket and pick one once they reach the goal. Some class reward ideas: Everyone picks out of the treasure chest.

**Chapter 7 : How to manage behaviour in the classroom | Education | The Guardian**

*"When you are in a classroom with a teacher who reinforces positive behavior, kids calm down," says Franklin. "Think four positives to any corrective feedback." Franklin argues that correcting students is the weakest way of teaching rules.*

Give your students the boost they need to make the right choices in their lives inside and outside of the classroom. The more focus that is placed on the positive behavior, the more the behavior will be enhanced. As a result of this type of behavior modification program, the negative behaviors will naturally become less important and thus less active for the individual. This is especially important for students who have behavioral or emotional issues that cause them to act out. Whether your students in your special education classroom have behavioral issues, learning disorders or emotional issues, they are already facing challenges in their behavior patterns. Many times they have difficulty learning positive behaviors. This may be due to the disorder itself or due to the response that the children receive based on having the disorder. We must not forget that children can be cruel. Some of the children in the special education classroom get made fun of or are encouraged by other students to do negative things. This entertains the students. Those in the special education classroom may think they are making new friends and that they are liked because the other children are laughing and paying attention to them. Your job is to make sure that the student is able to differentiate between negative behavior and positive behavior. Positive reinforcement for classroom behavior means that an individual is rewarded when they make a good choice. All too often good choices go unnoticed while bad choices are flagrantly obvious and draw lots of attention. This may in fact be the only form of attention that some children get. Use the tips below to guide you in developing a plan to reward students for making good choices.

**Progressive rewards-** One way to create a reward system is by using the progressive method. This means that students receive some type of marker, such as tongue depressors to keep a tally of their "points". Once the student reaches a specific amount of points, they receive a reward. You can either have specific small rewards or allow the student to "save up" for a larger one. Make sure to acknowledge a good choice when you see one.

**Individual plans-** Some things may come easily to students while other things are more difficult to incorporate into every day behavior. Make sure to recognize that each individual has their own strengths and weaknesses.

**Charts-** These can be helpful visual aids for students. They can see their progress as it is marked on a chart using stars or some other form of marker to display progress.

**Levels-** Creating a level system is a great way to acknowledge the progress of a student as they learn to make good choices. The higher the level, the more good choices have been made and the more privileges that are rewarded. Rewards can vary by age group and economic availability. Use the suggestions below to develop your reward system. Never use food as a reward. This can create eating disorders and problems with diet and self esteem. Stickers can be used to mark progress or as actual rewards. Notebooks are a good choice for rewards if the student has specific areas of interest that are depicted by the notebook. Coupons for free time or other select activities are a great way to work with individualized plans. Group trips are a wonderful way to reward the entire class for the group effort. Various school supplies such as pens, pencils and erasers are a unique way to make sure that the student is rewarded while also ensuring that they have adequate school supplies! Students are more likely to make good choices when they receive some type of reward or acknowledgment for doing so.

## Chapter 8 : Promoting positive behaviour in the classroom | [blog.quintoapp.com](http://blog.quintoapp.com)

*Bring positive behavior to your school through strong, consistent, and positive discipline. Two experienced administrators offer school leaders practical strategies for creating a positive school climate, reducing problem behaviors, and building behavior management skills.*

Clearly, there is no one-size-fits-all when it comes to classroom behavior management. Kids just respond differently to corrective initiatives. Surround them with people who care about their success in school and who are willing to exercise the appropriate tough love. Comments Have your say about what you just read! Leave me a comment in the box below. Talking avatars teach 30 language arts mini-lessons via digital projector or SMART Board while you relax, 20 writing tutorials, 60 multimedia warm ups. Great for Journalism and Language Arts This free writing software is designed for individual workstations. Strategies and Methods Tools Motivating Students: Free downloads are available. Step by step examples for planning, implementing, and evaluating inductive and deductive activities that really work with kids. The deductive approach is a great way to deliver concepts quickly and efficiently. How to Effectively Use Inductive Teaching Activities with Kids These inductive teaching methods are guaranteed to increase student motivation and participation. Kids learn content while sharpening processing skills. Students learn content while establishing their confidence as learners. Establishing classroom routines, providing warm up activities, structuring instructional time, the "Going to the Movies" approach, setting expectations, and. Organizing to Enhance Discipline and Order Organizing for effective classroom management: Use these reliable strategies to greatly improve discipline and order. A place for everything and. Controlling traffic, preparing students for instruction, obtaining materials, managing the pencil sharpener, maximizing instructional time, more. How to develop strategies for multiple instructional approaches, tips on how to implement strategies, examples of CHAMPs strategies, and. Tools for Teaching Writing Writing Prompts: Over for Practice Essays, Journal Entries, and More Persuasive and expository essay writing prompts, reader response questions and statements, and journal writing prompts for every day of the school year. These high-interest prompts will encourage kids to describe, explain, persuade, and narrate every day of the school year. These prompts give students focus and purpose as they respond in writing to fiction and nonfiction they have read. Use them for practice or for the. Great Tips for Enhancing Effectiveness Ideas for first year teachers: Establishing connections with kids, showcasing relevance, managing the classroom, using classroom routines, communicating with parents, and. First Day of School: Factor, create immediate opportunity for success, establish the tone, provide motivation, describe expectations, and. Teaching Resource Tools Classroom Libraries: Everything from acquiring and organizing books to establishing procedures. Free downloads of several pertinent documents. A strategy or procedure, perhaps? Something that you have found to be effective with kids? All you need is card stock paper for this pile of ready-to-use, fully-customizable signs and posters. These downloadables are entirely free of charge.

## Chapter 9 : Classroom Behavior Management: A Comprehensive Set of Strategies

*A positive and productive classroom requires a common understanding of positive and negative behaviors. To establish this understanding, teachers ask students to identify the ways they like to be treated.*

April 10, Categories: I noticed that you remembered to walk quietly and safely in the hall the way we practiced. Positive adult language is the professional use of words and tone of voice to enable students to learn in an engaged, active way. This includes learning social skills. To guide children toward choosing and maintaining positive behaviors, school adults need to carefully choose the words and tone of voice we use when speaking to them. Learning to use positive language with children takes time. Any enhancements you make in your language will do much to help children choose positive behaviors. The following three essentials offer a good starting place. Convey belief in children To choose positive behaviors, children need to see themselves as capable individuals and responsible community members. Adults can use positive language to help children build that self-perception. Imagine Shayna bouncing through the school doors in the morning. She loves school and sometimes forgets the school rule about walking down the hallway. But today she remembers. As she starts toward her classroom, an adult in the hallway speaks to her. Compare these two statements: These two ways of talking send very different messages: With words, tone of voice, facial expression, and body posture, you can communicate calmness and respect. That helped make lunchtime pleasant for everyone at your table. He also helps them see how they and their classmates benefited from those behaviors. The following guidelines will help you use this kind of language to highlight a variety of student strengths: Name concrete, specific behaviors. Your illustrations show so much detail. Use a warm but professional tone. You really remembered our rule about including everyone! Emphasize description over personal approval. When you stay in your seats and talk to your seatmates, the ride is more pleasant for everyone. Find positives to name in all students. You stayed focused during writing time and used some strategies to help you finish all your other work. A student at an all-school meeting begins to interrupt a classmate but catches himself mid-sentence. Language matters Our words and tone of voice have a profound effect on children. By tuning in to the language we use with children, day in and day out, everywhere in school, we can empower our students, helping them to learn new skills and become their best selves. This article was adapted from *Responsive School Discipline: Essentials for Elementary School Leaders*, by Chip Wood and Babs Freeman-Loftis Bring positive behavior to your school through strong, consistent, and positive discipline. Two experienced administrators offer school leaders practical strategies for creating a positive school climate, reducing problem behaviors, and building behavior management skills. Each chapter targets one key discipline issue and starts with an action checklist. More on Positive Language.