Supporting Positive Behaviour In Alberta Schools:
Key Element #6: Positive reinforcement

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Participant Worksheet

1. What are two important things that students need to know to increase the frequency of desired behavior?
   a. _____________________________
   b. _____________________________

2. What is one of the most important factors in the success of a positive reinforcement system on a school wide basis?
   _______________________________________________________

3. What are 5 criteria for successful reinforcement systems at a school wide level?
   a. _____________________________
   b. _____________________________
   c. _____________________________
   d. _____________________________
   e. _____________________________

4. Kevin is frequently out of his desk – so are many of the others in the class - What is 1 thing that you could do on a classroom basis to promote the desired behaviour?
   ___________________________________________________________________

5. What are the two aspects that define positive reinforcement?
   a. _____________________________
   b. _____________________________

6. Develop a reinforcement menu for a student?
7. Give two examples of short–term (immediate) reinforcement and two examples of long term (delayed) reinforcement.
   
   a. ________________________________
   
   b. ________________________________
   
   c. ________________________________
   
   d. ________________________________

8. Identify the following….
   
   a. An undesired behaviour that you would like to see changed__________________
   
   b. A desired replacement behaviour_______________________________________
   
   c. A positive reinforcement for the replacement behaviour__________________

9. What are 6 considerations when using positive reinforcers?
   
   a. ________________________________
   
   b. ________________________________
   
   c. ________________________________
   
   d. ________________________________
   
   e. ________________________________
   
   f. ________________________________

10. What are three “Rules of Thumb” to be considered when using positive reinforcers?
    
    a. ________________________________
    
    b. ________________________________
    
    c. ________________________________
11. What is the problem with the following sequences? (Choose 1)

a. Every time that Johnny does not know how to do a task or is off task when the instructions are given the EA tells him what to do.

b. Peter, who has Autism, sent out of the room whenever he becomes agitated

c. Betty gets into a verbal confrontation with Sally – she is sent to the principal’s office to work – during the time in the principal’s office she completes her homework

12. What is the suggested ratio of positive to negative consequences? ___________________

13. What is an example of negative reinforcement? _______________________________

14. What is the difference between intrinsic and extrinsic motivation? ________________

15. When would you use extrinsic motivation? _________________________________
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