

## Wise Ways

**All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22)**

### Evidence Review:

Research demonstrates that teachers who establish an orderly and positive classroom environment by teaching and reinforcing rules and routines reduce behavior problems. Teacher's acknowledgement of appropriate behavior is related to both initial and long-term academic engagement and social success (Akin-Little et al. (2004); Cameron et al.(2001). Rewards (such as approval, praise, recognition, special privileges, points, or other incentives) are most effective in reinforcing students' appropriate behavior when teachers:

- Use small rewards frequently, rather than large rewards infrequently;
- Deliver rewards quickly after the desired behavior is exhibited;
- Reward behavior, not the individual, and communicate to students the specific behavior that led to the reward;
- Use several different kinds of rewards selected carefully to ensure that they are reinforcing positive behavior; and
- Gradually begin to reduce and then eliminate rewards.

Research also shows that the amount of praise that students receive for appropriate behavior should exceed the amount of times they are corrected or reprimanded by a ratio of four to one to improve student academic and behavioral outcomes.

**Source-** IES Practice Guide for Reducing Behavior Problems in the Elementary School Classroom

### References and Other Resources:

Akin-Little, K., Eckert, T., Lovett, B., Y Little, S. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice. *School Psychology Review*, 33, 344-62.  
Cameron, J., Banko, K., & Pierce, W. (2001). Pervasive negative effects of rewards on intrinsic motivation: The myth continues. *The Behavior Analyst*, 24, 1-44.

### Evidence Review:

Deci, Koestner, and Ryan (2001) conducted a meta-analysis in which they examined the effect of extrinsic rewards on intrinsic motivation. They found that verbal rewards can enhance intrinsic motivation; however, verbal rewards are less likely to have a positive effect for children than for older individuals (i.e., college students). Verbal rewards can have a negative effect on intrinsic motivation if they are administered in a controlling rather than informational way. When presenting high-level interest tasks, the use of tangible rewards can have negative consequences for subsequent interest, persistence and preference for challenge, especially for children.

**Source-** Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again

### Evidence Review:

There is compelling meta-analytic evidence that appropriate disciplinary interventions including teacher reaction to students appropriate and inappropriate behavior produce positive change in student behavior. Simple and often subtle teacher reactions have been shown to decrease student misbehavior including eye contact, moving closer to the student, a shake of the head, a simple verbal reminder-ideally as privately and subtly as possible, reminder of the desired appropriate behavior, and simply telling the student to stop the inappropriate behavior (Madsen, Becker, & Thomas, 1968). Teachers should also quietly and privately acknowledge appropriate behavior.

**Source-** Classroom Management that Works, Research-Based Strategies for Every Teacher, Marzano, et.al, 2003

**Evidence Review:**

Research has shown that when students are taught replacement behaviors (such as appropriate attention-seeking, social skills, problem-solving, and self-management strategies) reductions in inappropriate behaviors such as disruption and aggression are more likely. Teachers can help students acquire the skills by providing instruction and reinforcement of new, appropriate replacement behaviors. Teachers can show students when and how to:

- Gain attention from others in an appropriate and respectful way;
- Share, communicate, cooperate, and problem solve in group settings; and
- Develop emotional awareness and self regulation.

**Source-** IES Practice Guide for Reducing Behavior Problems in the Elementary School Classroom