

Bribe Versus Incentive

Reinforcer	Has the effect of increasing a specific behavior
Bribe	<p><u>Purpose:</u> To leverage a specific behavior that serves the purpose of the “briber”</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ❖ To get the student to do something that moment ❖ Not linked to building a durable skill ❖ Happens in reaction to a behavior ❖ Momentary effect ❖ Coercive ❖ Increases the future likelihood that the student will engage in unwanted behavior to solicit a bribe
Incentive	<p><u>Purpose:</u> To motivate the use of a goal directed behavior that benefits the student</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ❖ Connected to a comprehensive goal-directed plan ❖ Criteria established and communicated ahead of time ❖ Increases the future likelihood that the student will engaged in the positive behavior in the future ❖ Long term ❖ Planned ahead

What Can Parents Do To Help?

- ❖ Educate yourself about PBIS. Visit the NJ PBSIS website at www.njpbs.org
- ❖ Help reinforce to your child the importance of school-wide expectations at home, at school, and in the community.
- ❖ Teach the expectation.
- ❖ Provide examples of what the expectation looks like and what it does not look like at school and within your home.
- ❖ Reward them for demonstrating the expectation.
- ❖ Provide re-learning and consequences when they struggle.
- ❖ Volunteer to help with the school-wide PBIS activities.
- ❖ Demonstrate to your child that this program is worth your time as well his.
- ❖ Express your belief that the program will make the school a better place to learn and a safer place to attend.
- ❖ Offer to help with a PBIS reward activity.
- ❖ Communicate with the school about aspects of the program you like and ones that cause you concern.

Click [here](#) for the link to the schoolwide expectations

MacAfee Road School



Reach High!

High rates of positive praise is one of the “most powerful tools” to prevent problem behaviors and increase learning (Conroy et al., 2009)

What is PBIS?

PBSIS is a data-driven program designed to increase a positive consistent school environment. PBSIS supports the development of positive school climate practices to address the continuum of behavior, conduct and climate needs of the school. Through NJ PBSIS our school will promote and encourage positive social behavior and climate school-wide, apply function-based problem solving to address the needs of the students engaging in repeated behavior problems and engage staff in routine reflecting and data-based decision making to guide intervention planning decision. The PBSIS program allows students to be praised for desired behavior, as opposed to corrected for undesired behaviors.

How It Works In The Beginning....

Students will be rewarded and recognized for desired behaviors. Each time a staff member sees a desired behavior exhibited by a student, the staff member will give social praise and then give that student a ticket. The tickets will go into a raffle drawing for prizes, rewards, and/or fun activities/events.

Why PBIS?

- ❖ PBSIS will provide the foundation for a positive and respectful learning environment for all students, including those with disabilities.
- ❖ Implementation of PBSIS results in consistency across staff and settings regarding:
 - o The stated expectations for student behavior
 - o The opportunity for positive feedback and encouragement for desired student behavior
 - o The use of a problem solving process to resolve emerging behavior issues
 - o The use of practices that convey a welcoming atmosphere (e.g., caring, help, listening)
 - o The use of constructive practices in response to occurrences of unwanted behaviors and conduct infractions.

Two Levels Of Reinforcement

- ❖ The immediate feedback a student receives in the moment about their behavior (the praise and the ticket)
 - o Linked to feeling good about oneself
- ❖ A temporarily delayed intermittent external reward (the raffle drawing)
 - o A little extra something to keep the motivation high

Common Concerns

- ❖ Using incentives inhibits the development of intrinsic motivation.
- ❖ Giving a “prize” to students will make students dependent on getting the prize.
- ❖ Students know what to do and should just do it.
- ❖ They’re old enough to know better
- ❖ We shouldn’t be bribing kids to act the right way.

Research Says

- ❖ Reviews conducted on the use of rewards have concluded that there is no inherent negative outcomes associated with the use of rewards
- ❖ Arguments against the use of rewards is an overgeneralization of
- ❖ There is no proof that using extrinsic rewards undermines the development of intrinsic motivation a minority of narrowly conducted research studies (Cameron, 2002; Cameron & Pierce, 1994-2001; Cameron, Banko & Pierce, 2001)