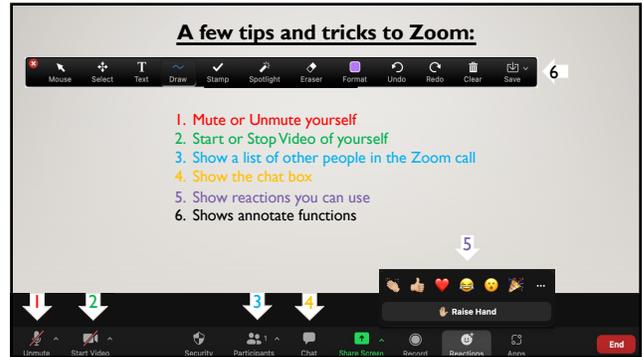
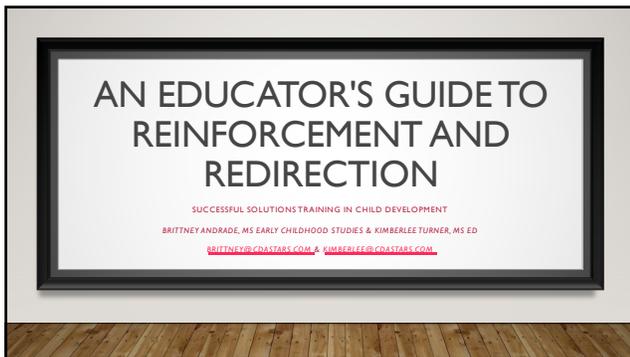


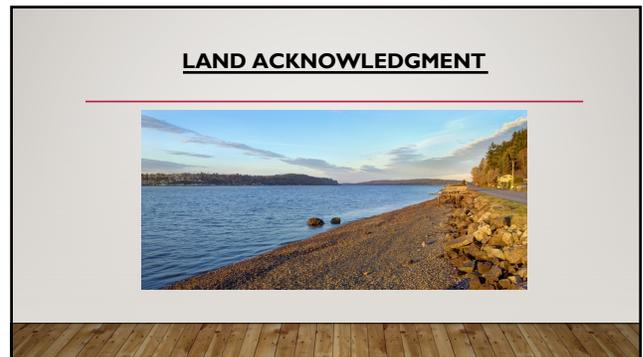
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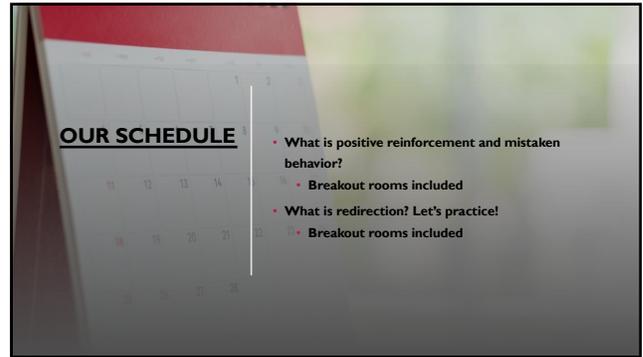
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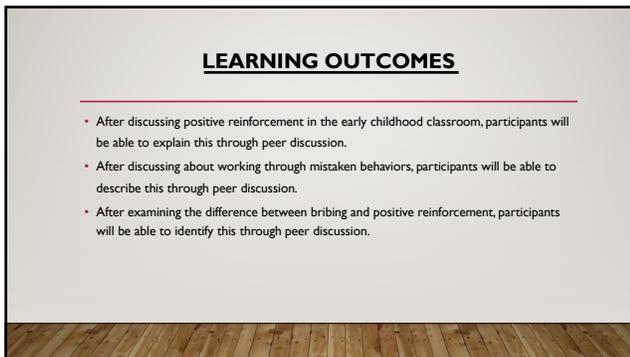
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**WHAT IS POSITIVE REINFORCEMENT?**



**Positive reinforcement describes anything that occurs directly after a behavior and increases the likelihood of that behavior repeating itself.**

In its simplest form, this means that if you ask a child to pick up their toys and then give them a high five when they are finished, you just used positive reinforcement.

This method of shaping behavior can be used by both parents and child care professionals.

9

**BENEFITS OF POSITIVE REINFORCEMENT**

- Increases desired behaviors that are long-lasting IF reinforcement is maintained
- Often quick to administer and can be highly effective
- Shows children what positive behavior looks like and what others expect from them
- Heavily researched and developed into a recognized technique for behavior management in children of varying abilities

10

**METHODS OF REINFORCEMENT**

- Praise
- Tangible Reinforcement
- Token Economy
- Attention from Adults
- Special Privileges/Activities

11

**METHOD 1: PRAISE**

Praise that targets the *specific behavior* can help the child to understand what exactly they did *appropriately*.



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### METHOD 2: TANGIBLE REINFORCEMENT



- These are any *physical items* that are given to the child directly following an *appropriate* behavior.

13

### METHOD 3: TOKEN ECONOMY



- A token economy is when a teacher provides a child with "tokens" (play coins, check marks, etc.) in exchange for desired behaviors and the child is allowed to redeem a prize (reinforcer) once they have saved up enough tokens.

14

### METHOD 4: ATTENTION FROM ADULTS



- Children often seek attention and acceptance from adults which makes this method quite motivating to most children.

15

### METHOD 5: SPECIAL PRIVILEGES/ACTIVITIES



- These generally include board games, playground games, sports, special jobs, art activities, etc.

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### POSITIVE REINFORCEMENT IN THE CLASSROOM

- 1 – Can be used with any child of varying abilities to help shape misbehavior into productive behavior
- 2 – Avoids any aversive techniques of behavior management that can damage self-esteem and social and emotional development
- 3 – Help strengthen the relationship between child and educator
- 4 – Reinforcing desired behavior can help to create an intrinsic motivation for the child to want to succeed
- 5 – Aide in preventing future problem behaviors or tantrums
- 6 – Easy to use and implement in classrooms or at home

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### REINFORCEMENT EXAMPLE

The teacher announced that the classroom will need to start cleaning up to go outside. Mabel walks over to the block area and tells the other children "Guys! We are going outside! Do you need help cleaning up?" The teacher walks over and gives Mabel a thumbs up and walks to help another group clean up their areas.

18

### BREAKOUT ROOMS

- Share in your groups what you think of when you hear the word "misbehavior:"
- Share in your groups what you think of when you hear the phrase "mistaken behavior:"
- Are they different? Are they the same? What do you think?

19

### MISBEHAVIOR

Share what you discussed about "misbehavior" and "mistaken behavior."



20

**MISTAKEN BEHAVIOR**

A new way to think about "misbehavior" is "mistaken behavior."

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**MISTAKEN BEHAVIOR CHART**

<p><b>Misbehavior</b></p> <ul style="list-style-type: none"> <li>• Implies willful wrong doing for which a child must be disciplined or punished.</li> <li>• Children can internalize the negative label of the behavior and will start to feel negative about themselves.</li> </ul>	<p><b>Mistaken behavior reminds us:</b></p> <ul style="list-style-type: none"> <li>• Children are just at the beginning of a lifelong learning process. (in the process of learning we all make mistakes)</li> </ul>
---	--

22

**GUIDE FOR WORKING THROUGH MISTAKEN BEHAVIORS**

- Assess why the problem behavior may be happening.
- Consider the activity levels of children.
- Once you have identified the mistaken behavior and ruled out any outside factors, start to strategize about what you want to reinforce.
- Heavily reinforce the desired behavior at first by using as many different types of reinforcement as necessary.

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**MANAGING MISTAKEN BEHAVIOR**

- Providing children with positive reinforcement does not have to be a complicated process and often just involves assessment and action.
- It is important to give children praise periodically for desired behavior, but there are instances when a particular behavior is repeatedly presented.

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**AGE APPROPRIATE CHILD GUIDANCE**

Age-Appropriate Techniques for Childhood Discipline	NEWBORN	TODDLER	SCHOOL AGE	ADOLESCENT
Positive reinforcement	+	+	+	+
Redirecting	+	+	+	0
Verbal instruction/explanation	0	Ltd	+	+
Time-out	0	+	+	0
Establishment of rules	0	0	+	+
Grounding	0	0	+	+
Withholding privileges	0	0	+	+

0 = Little or no effectiveness; + = effective/recommended; Ltd = limited, may work in certain situations or with more mature toddlers.

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**DIFFERENCE BETWEEN REINFORCEMENT AND BRIBES**

26

**BRIBES**

Reinforcing a desired behavior can often be misunderstood as bribing a child.

Bribing is described as offering a reward before a behavior occurs.

27

**POSITIVE REINFORCEMENT**

In order for a reward to be considered reinforcement it needs to occur after the behavior does, thereby reinforcing that behavior.

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29

**CHECK IN QUESTION #1**

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The goal for positive reinforcement is to help create an intrinsic desire for the child's good behaviors. In other words, we want the child to see the \_\_\_\_\_ instead of fear of punishment for misbehaving.

- A. the rules
- B. the light
- C. the joy in good behavior

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**CHECK IN QUESTION #2**

---

Positive reinforcement describes anything that occurs directly \_\_\_\_\_ and increases the likelihood of that behavior repeating itself. In its simplest form, this means that if you ask a child to pick up their toys and then give them a high five when they are finished, you just used positive reinforcement.

- A. before a behavior
- B. after a behavior

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**CHECK IN QUESTION #3**

---

The problem with bribing is that the reward and behavior will happen too far apart, causing the child to miss the association between what they did correctly with receiving reinforcement.

- A. True
- B. False

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### WHAT IS REDIRECTION?

Redirection is taking less desirable behaviors and emotions and trying to turn them into a positive situation.

Using redirection will avoid giving into what the child wants or rewarding undesirable behavior, and instead bring their attention to another activity or item.

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### REDIRECTION EXAMPLE

Alex is building a garage with blocks for his cars and starts crying because he accidentally knocked over his blocks for the third time. Each time it fell over Alex became upset and tried building it again. He is getting more and more frustrated and angry.

Alex's teacher recognizes that he is about to have a tantrum and quickly asks him what they could build that is flat and cars drive on. Alex's teacher successfully redirects him to building a road for his cars using the blocks flat on the floor.

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### CHECK IN QUESTION #1

Using redirection gives into what the child wants and rewards undesirable behavior.

- A. True
- B. False

35

### CHECK IN QUESTION #2

When applying reinforcement and redirection the age of the child doesn't matter.

- A. True
- B. False

36

**CHECK IN QUESTION #3**

---

The goal of redirection is to focus an upset child's attention onto something that is not upsetting to them in order to calm them down.

- A. True
- B. False

37

**CHECK IN QUESTION #4**

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In order to successfully redirect it is important to use:

- A. a consistent "reward" for everyone in the class.
- B. a game, activity, toy, or video that the child will find engaging and enjoy.

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**LET'S PRACTICE!**

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This child just mastered her tower after trying for days and becoming very upset about it previously.

How can you reinforce her behavior?



40

**LET'S PRACTICE!**

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This child is upset about his letters.  
How could you redirect his behavior?



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**BREAKOUT ROOMS**

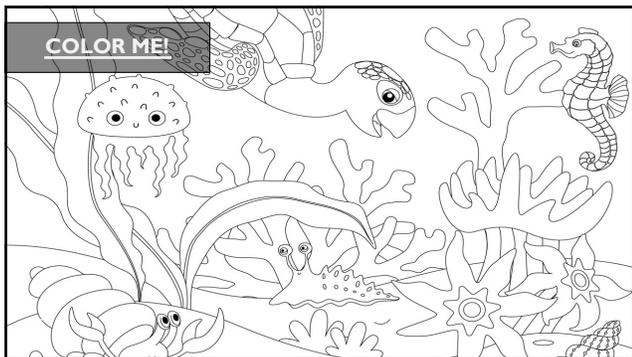
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Group 1 - scenario #1 for reinforcement and scenario #1 for redirection

Group 2 - scenario #2 for reinforcement and scenario #2 for redirection

ETC.

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**POSITIVE REINFORCEMENT SCENARIO #1**

Sarah is a very shy child in your classroom. She just stood up in front of the class and shared her favorite toy during show and tell.  
How would you respond using positive reinforcement to increase this behavior?

44

**REDIRECTION**  
**SCENARIO #1**

When lunch comes out, Gretchen runs over and puts her fingers in the bowls of food.

What could you do or say to redirect her?

45

**POSITIVE**  
**REINFORCEMENT**  
**SCENARIO #2**

Ryan is an active child and does not like to sit still during circle time. He tends to stand up in the middle of circle time and this distracts the other children.

What positive reinforcement technique would you recommend to combat this behavior and how would you implement it?

46

**REDIRECTION**  
**SCENARIO #2**

Owen and Matthew are fighting over the red toy truck.

How could you use redirection for this situation?

47

**POSITIVE**  
**REINFORCEMENT**  
**SCENARIO #3**

You see two children helping each other clean up the toys they were playing with.

How would you use positive reinforcement to encourage this behavior in the future?

48

**REDIRECTION  
SCENARIO #3**

Bailey is running around the classroom.  
What could you do or say to redirect her?

49

**POSITIVE  
REINFORCEMENT  
SCENARIO #4**

Cooper is typically the child to run the opposite direction when it is time to line up to go back in the classroom. On Wednesday, he came over and lined up right away.

What could you say using positive reinforcement to increase the likelihood of this behavior?

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**REDIRECTION  
SCENARIO #4**

Clark gets upset when his mother drops him off in the morning.  
How could you use redirection for this situation?

51

**POSITIVE  
REINFORCEMENT  
SCENARIO #5**

You hear Finnegan ask Callahan if he needed help with his shoes. Callahan agrees and sits down to get help.

What could you say using positive reinforcement to increase the likelihood of this behavior?

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**REDIRECTION  
SCENARIO #5**

Emmett always wants to be first in line to go outside.  
How could you use redirection for this situation?

53

**POSITIVE  
REINFORCEMENT  
SCENARIO #6**

Eloise always asks for help holding her hand when going down the slide. On Friday, she went down the slide all by herself.  
What could you say using positive reinforcement to increase the likelihood of this behavior?

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**REDIRECTION  
SCENARIO #6**

Knoxley gets very excited when talking to people and interrupts them often.  
How could you use redirection for this situation?

55



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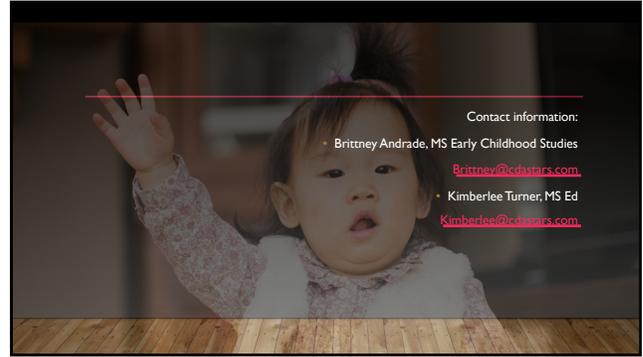
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