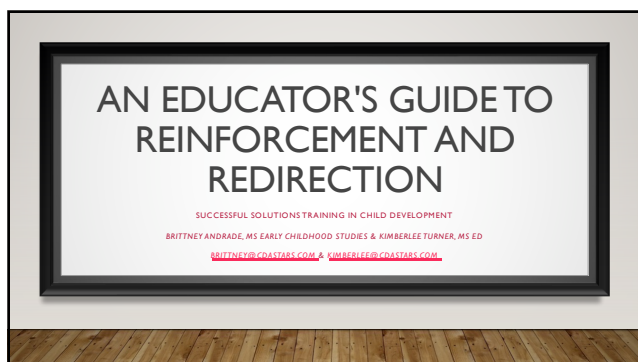
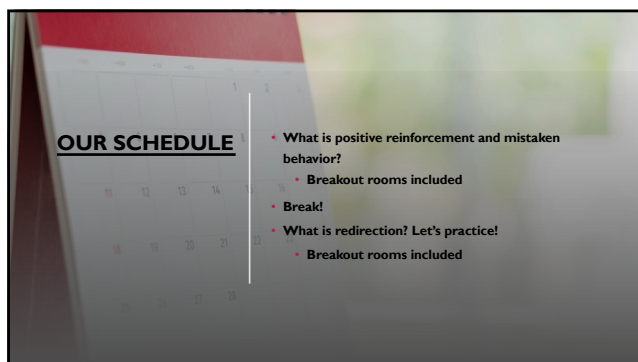




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LEARNING OUTCOMES

- After discussing positive reinforcement in the early childhood classroom, participants will be able to explain this through peer discussion.
- After discussing about working through mistaken behaviors, participants will be able to describe this through peer discussion.
- After examining the difference between bribing and positive reinforcement, participants will be able to identify this through peer discussion.

4



5

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.

6

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

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METHODS OF REINFORCEMENT

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

8

METHOD I: PRAISE

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

WAY WELL
TO DONE
GO
THUMBS UP

9

METHOD 2:TANGIBLE REINFORCEMENT

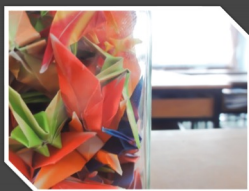


- These are any *physical items* that are given to the child directly following an *appropriate* behavior.

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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.



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METHOD 4:ATTENTION FROM ADULTS



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

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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 children are all outside playing and the teacher announces it's time to line up to go back inside. Tamryn, who previously has run under the slide when it's time to line up, walks to the door and stands in line. The teacher notices and gives a high five to Tamryn, then walks down the line and gives everyone a high-five.

What type of reinforcement is this?

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MISTAKEN BEHAVIOR

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

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MISTAKEN BEHAVIOR CHART

<p>Misbehavior</p> <ul style="list-style-type: none"> • Implies willful wrong doing for which a child must be disciplined or punished. • Children can internalize the negative label of the behavior and will start to feel negative about themselves. 	<p>Mistaken behavior reminds us:</p> <ul style="list-style-type: none"> • Children are just at the beginning of a lifelong learning process. (in the process of learning we all make mistakes)
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17

BREAKOUT ROOMS

- Share in your groups what you think about the switch from "misbehavior" to "mistaken behavior."
- Do you think they're really different? The same? Why or why not?

18

MISBEHAVIOR

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



19

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/Intervention	INFANT	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

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BRIBES

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

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


24

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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CHECK FOR UNDERSTANDING



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CHECK IN QUESTION #1

The goal for positive reinforcement is to help create an intrinsic desire for the child's good behaviors. 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.

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

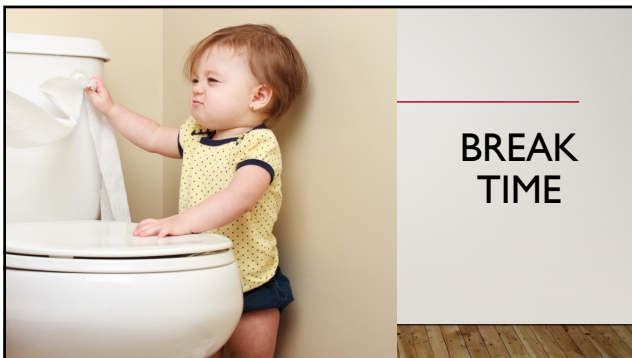
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CHECK IN QUESTION #3

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

Marcel walked over to the art easel and started painting. A few minutes later, Milton decided he wanted his turn to paint. Ms. Zoe noticed Milton tell Marcel it's his turn to paint. She saw that Marcel started to get angry about giving up his turn. Ms. Zoe walked over to the art easel and asked if they needed help. When Marcel and Milton explained what the issue was, Ms. Zoe pointed at the art timer on the shelf and asked if any of them had set it. Marcel said that he forgot. Ms. Zoe said she would set it for the 5 minutes because she knows that Marcel had just started painting and asked Milton if he could help her set up the library until the timer went off. They both were happy with the decision.

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CHECK IN QUESTION #1

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

- A. True
- B. False

34

CHECK IN QUESTION #2

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

- A. True
- B. False

35

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

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CHECK IN QUESTION #4

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!

This child just mastered writing their "E" and "G" after getting upset about it for the past week.


What can you do to reinforce this positive behavior?



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LET'S PRACTICE!

This child is upset about their block tower.
How could you redirect their behavior?



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BREAKOUT ROOMS

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

Harmony is a talkative child in your classroom. During story time, she sat quietly and didn't interrupt. How would you respond using positive reinforcement to increase this behavior?

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**REDIRECTION
SCENARIO #1**

When lunch comes out, Bobby insists on helping carry all of the plates and bowls to the tables when it's not their job for the day.

What could you do or say to redirect them?

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**POSITIVE
REINFORCEMENT
SCENARIO #2**

Mason is often caught putting toys in the fish tank.

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

44

**REDIRECTION
SCENARIO #2**

Helen and Arya both picked the same spot for circle time.

How could you use redirection for this situation?

45

POSITIVE REINFORCEMENT SCENARIO #3

You see Addison wiping up the wet floor by the water fountain.
How would you use positive reinforcement to encourage this behavior in the future?

46

REDIRECTION SCENARIO #3

Harlyn enjoyed the outdoor activity of throwing balls into a basket but has now started to throw toys into buckets in the classroom.
What could you do or say to redirect her?

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POSITIVE REINFORCEMENT SCENARIO #4

Boston usually throws his plate away with his food. Today, he scraped his plate and put it in the bucket.
What could you say using positive reinforcement to increase the likelihood of this behavior?

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**REDIRECTION
SCENARIO #4**

Piper gets very upset when Ms. Shannon leaves for her break or for the day and another teacher steps in.
How could you use redirection for this situation?

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**POSITIVE
REINFORCEMENT
SCENARIO #5**

You hear Miriam ask Kinsey for help on a puzzle. Miriam has previously not asked or accepted help from other children.
What could you say using positive reinforcement to increase the likelihood of this behavior?

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**REDIRECTION
SCENARIO #5**

Hayden and Henry are fighting over who was in line first to the sink to wash their hands for snack.
How could you use redirection for this situation?

51

POSITIVE REINFORCEMENT SCENARIO #6

Marleigh doesn't usually leave the teacher's side on the playground. On Wednesday, she went to play in the water table outside without a teacher nearby. What could you say using positive reinforcement to increase the likelihood of this behavior?

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REDIRECTION SCENARIO #6

Victor wants to stand up and eat his breakfast or lunch. How could you use redirection for this situation?

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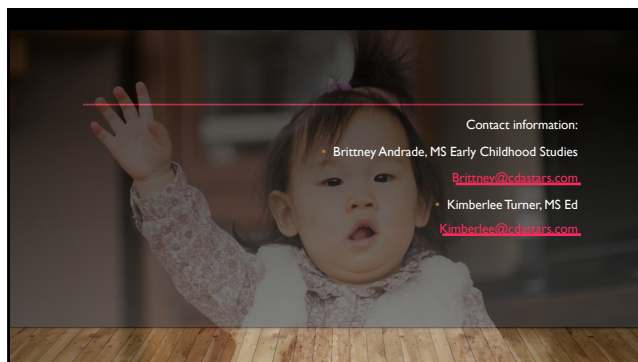
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Contact information:
 Brittney Andrade, MS Early Childhood Studies
Brittney@cedastars.com
 Kimberlee Turner, MS Ed
Kimberlee@cedastars.com

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