

Non Tangible Rewards as Motivators/Positive Reinforcers

(Adapted from: **Jackpot! Ideas for Classroom Rewards** at: <http://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards>. Accessed: March 28, 2013)

Academic Activities

- Go to the library to select a book
- Help a classmate with an academic assignment or in a group therapy session
- Help the teacher to present a lesson (e.g., on blackboard, reading a passage aloud, assisting cooperative learning groups on an activity)
- Invite adult "reading buddy" to read to class or adult as participation buddy for therapy
- Listen to books-on-tape
- Play academic computer games
- Read a book of his/her choice
- Read a story aloud to younger children
- Read aloud to the class
- Select a class learning activity from a list of choices
- Select a friend as a "study buddy" on an in-class work assignment or therapy session
- Select friends to sit with to complete a cooperative learning activity (select location too)
- Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
- Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over (include a fun buzzer, timer, pointer, etc)
- Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- Complete chores or helpful activities around the classroom
- Deliver school-wide announcements
- Help the custodian
- Help the library media specialist
- Help a specials teacher (e.g., art, music, gym)
- Take a note to the main office or other destination
- Work at the school store/or help design a school store

Praise/Recognition

- Be awarded a trophy, medal, or other honor for good behavior/caring attitude
- Be praised on school-wide announcements for good behavior or caring attitude
- Be praised privately by the teacher or other adult
- Design--or post work on--a class or hall bulletin board or at therapy clinic
- Get a silent "thumbs up" or other sign from teacher indicating praise and approval

- Have the teacher call the student's parent/guardian to give positive feedback about the student
- Have the teacher write a positive note to the student's parent/guardian
- Post drawings or other artwork in a public place
- Post writings in a public place
- Receive a "good job" note from the teacher

Prizes/Privileges/Rewards

- Allow student to call parent(s)
- Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other children) during story time or independent seat work
- Be dismissed from school 2 minutes early
- Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- Be permitted to sit in a reserved section of the lunchroom
- Be sent to recess 2 minutes earlier than the rest of the class
- Draw a prize from the class 'prize box'
- Earn behavior-points or -tokens to be redeemed for prizes or privileges
- Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments
- Have lunch in the classroom with the teacher
- IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- Receive a coupon to be redeemed at a later time for a preferred activity
- Receive a sticker
- Receive candy or other edible treats
- Receive pass to "Get out of one task of your choice"
- Select a class fun activity from a list of choices
- Select the pizza toppings for a class pizza party
- Sit near the teacher
- Take the lead position in line
- Tell a joke or riddle to the class

Recreation

- Be selected by the teacher to accompany another student to a fun activity
- Get extra gym time with another class or Get extra recess time with another class
- Listen to music or have a dance party with a buddy
- Play a game with a friend
- Play non-academic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games)
- Spend time (with appropriate supervision) on the Internet at recreational sites
- Watch part or all of a video (preselected by teacher, approved by parent)
- Work on a jigsaw or other puzzle
- Write or draw on blackboard/whiteboard/easel paper

Non Tangible Rewards as Motivators		
• Select friends to perform a cooperative learning activity	Choose a group game during recess	Work on a puzzle
• 'Adopt' a younger student/child and be allowed to check in with that student/child as a mentor	Write or draw using a blackboard/whiteboard/easel paper	Play a favorite game
• Eat lunch with a preferred adult	Select a fun activity from the "Activity Shelf" (stocked with play materials, games)	5 minutes free computer time
• Be the teacher's helper/therapist's helper for the day	10 minutes play an active game	Have a special job
• Be a teacher helper in another classroom	Take one turn in an ongoing board game with adult, with the staff member then taking the next turn at a convenient time	Time keeper, announce when 5 minute left
• Help a staff member (secretary, library media specialist, custodian)	Tell a joke or riddle to the class	5 minutes with active video game
• Choose a book to be read aloud in class	Student chooses seat in class	Game of tag
• Listen to a book on tape/audio book	Listen to music while working	Choose a video to watch 5 minutes
• Have 5 minutes on the Internet researching a topic of interest	Child helps send a postcard or email to parent(s) – showcasing student	Bubble machine party 5 minutes
Invite an older student or adult to read aloud to the class	Select a friend as a 'study buddy' to work with on an in-class assignment	Silly hat day in therapy
Be given a pass to go to the library during free class time	Assist a coach of any sport (older child)	Teacher for 5 minutes
Post art work/school work/work from therapy on a bulletin board	Shadow a business owner for part or all of a day or school staff (older child)	Help make an exercise video for indoor recess
Make a book or video to display therapy	Earn a 5 minute dance break	"paint" the school with water
Choose a therapy activity to bring in from home	Design a bulletin board	5 minutes of opposite time
Choose music to begin therapy	Be given a pass to go ____ in clinic	
Reserved seating for child and friends in cafeteria or therapy clinic	Invite an adult to participate in therapy	
Reserved place for coat/back pack/walker, etc in therapy clinic	Receive a ticket to be redeemed at a later time for preferred activity	

Interest Inventory References page 1 of 2:

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Appendix A. Interest Inventory References page 2 of 2:

The Work Interest Inventory for Special Education. WIISE Manual. Available at: www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED267332 (PW Facchini 1985). Accessed: March 28, 2013.

Things My Child Likes to Do. Available at: www.gifted.uconn.edu/sem/pdf/thingsdo.pdf. Accessed: March 28, 2013.

Transition Resource Guide - Fairfax County Public Schools. Available at: www.fcps.edu/dss/sei/careertransition/.../TransitionResourceGuide.pdf... Accessed: March 28, 2013.

Using Interest Inventories with Struggling and Unmotivated Readers. Available at: cw.routledge.com/textbooks/.../news-updates/interest-inventories.pdf. Accessed: March 28, 2013.

Effective Praise

- 1) <http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students>
- 2) **Effective Praise: Available at:**
<http://www.kellybear.com/TeacherArticles/TeacherTip37.html>. Accessed: October 7, 2012. By Leah Davies, M.Ed.

A goal of educators is to help children to become intrinsically motivated. Children's self-worth develops as an aside from working hard, surmounting frustrations, and overcoming obstacles. Honest praise provides children with the opportunity to gain a realistic understanding of their strengths and weaknesses. In order to feel strong, confident and independent, children must receive truthful valuation. Children, who have grown accustomed to continuous applause, may develop anxiety about their abilities, a fear of failure, a reluctance to try new things, and be ill-prepared to cope with future setbacks.

Effective praise focuses on a child's effort rather than on what is actually accomplished. When educators give genuine praise that is specific, spontaneous and well-deserved, it encourages continuous learning and decreases competition among students.

How can educators use praise effectively?

1. Think in terms of acknowledgment and encouragement rather than praise. Praise helps most when it conveys not only approval but information about the progress a child is making. For example, *"You have been trying so hard to learn those new words and now you are able to read the whole story!"*
2. Demonstrate interest and acceptance in children because they have innate value that is not contingent on their work. For example, say, *"(Child's name), I'm glad you are in my class."*
3. Use positive body language such as smiling, looking directly at the child, standing close, listening intently, and assisting when needed.
4. Acknowledge a child's effort or progress without judgment using clear, specific language. Offering descriptive praise shows that you are paying close attention. For example:

"I noticed how you took time to show the new student around the school. I am sure she appreciated the help."

"I can see that you enjoy math. You have worked on these problems for over half an hour!"

"I'm glad to see you are working so hard on your spelling words!"

Whenever possible, take the time to say something similar to the above examples, instead of using a generic response like, *"Great work," "That's terrific!"* or *"You're super!"*

5. Communicate constructive observations. For example, say,

"You listened without interrupting."

"John is sharing with Thomas."

"Lily is waiting patiently in line."

"Margaret and Suzanne are working quietly."

"You put the books away without being asked."

6. Acknowledge a child's specific behavior rather than commenting on his/her character. For example, *"Since you have been doing all your math homework, you have brought up your grade!"* rather than saying, *"You are such a good student."*
7. Foster children's discussion and evaluation of their work by asking questions, *"I can see that you worked hard on this project. Can you tell me about it?"* or *"How do you feel about your report? Is there anything else that needs to be done?"* When adults listen to children, they are demonstrating interest and caring.
8. Encourage positive character traits in students by naming them. For example, *"Boys and girls, I appreciate each of you being quiet while I talked to Mrs. Jones. You were being respectful."*
9. Relate praise to effort and to how it benefited the child as well as others. Say things like, *"Since you remembered to return your homework this week, you have done better in math and I have had more time to spend helping the other students."*
10. Promote initiative and attempting new skills. For example, *"You listened well and followed directions without any help,"* and *"Last week you could not kick the ball, but you practiced, and now you can!"*
11. Encourage perseverance and independence by saying things such as, *"That experiment did not work out. What's next?"* and *"Instead of asking for help, you looked up the word in the dictionary!"*
12. Acknowledge independent thought and creativity, *"That's an interesting idea. Tell me more."*
13. Reinforce problem-solving skills by saying things like, *"As a group you decided who would be responsible for each part of the project."*
14. Sometimes privately compliment in order to provide an opportunity for an open, honest exchange. This will also decrease student competition that can occur when children feel that you favor some more than others.

15. Reserve exuberant praise for outstanding effort.