

BEHAVIOUR MANAGEMENT

Positive reinforcements are effective within a classroom environment.

Discuss.

Positive reinforcements are an essential intervention within a classroom setting as it strengthens a child's behaviour. Burrhus Frederic Skinner created the operant conditioning theory, where behaviours lead to consequences. One of the consequences within the theory is positive reinforcements. Positive reinforcements involve strengthening behaviour by offering a desired stimulus to the person immediately after the behaviour is displayed (Woolfolk and Margetts, 2012). This encourages the person to continue this behaviour in the future. Positive reinforcements can be effective in helping provide a positive environment for students to thrive and reach their potential within the classroom. Positive reinforcements help to reduce behaviour problems in children; it also increases self-esteem in children as they are being acknowledged for their behaviour or work. Motivation can increase when teachers give students rewards and incentives for positive behaviour; this helps students to have a positive attitude towards school and learning. In order for positive reinforcements to be effective within the classroom environment, teachers must consider each student's learning ability and be aware of students with disabilities, as teachers can easily decrease a student's interest in school and learning if they do not use positive reinforcements correctly.

Positive reinforcements are effective in reducing behavioural problems in children.

When a child has worked or behaved well it is important that teachers give the child immediate praise or a reward, so they are aware why they are receiving a positive reinforcement. Arthur-Kelly, Lyons, Butterfield and Gordon (2007) states that reinforcements must be immediate because if there is a delay the student may link another behaviour to the consequence, this behaviour may be undesirable. Praise is a powerful tool for changing and improving behaviour, as students are aware of their strengths and it helps them acknowledge appropriate skills and behaviour that are displayed in the classroom. Effective praise includes

Comment [JV1]: 4.3 Manage challenging behaviour

Positive reinforcements are an effective way to manage classroom behaviour as you are giving the student a positive reinforcement (praise or a prize) immediately after they have displayed the positive behaviour. This encourages the student to continue displaying the behaviour.

Comment [JV2]: 4.3 Manage challenging behaviour

Positive reinforcements help to reduce behavioural problems in students.

Instead of teachers focusing on the negative behaviours that students display they focus on the positive behaviours. This also helps create a positive learning environment for students.

Comment [JV3]: 4.3 Manage challenging behaviour

Positive reinforcements can be given as praise or a reward. I believe praise is effective as students are able to identify what they did right and why they are receiving the positive reinforcement.

being contingent and specific statements about the behaviour the child has displayed, as children need to know why they are receiving praise (Conroy, Sutherland, Snyder, Al-Hendawi and Vo, 2009). The writer observed effective praise on a recent teaching round, the praise was very specific and the teacher described the appropriate behaviour to the students, so they were aware of what they displayed. Evertson and Weinstein (2006) believe reinforcements are ineffective, due to teachers being incompetent and inconsistent when giving children consequences. Mackay (2008), states that positive behaviour did not occur within their school environment due to the lack of consistency and because children were learning nothing from there consequences. In helping fix these issues the school developed core values, which were truth, responsibility, respect, kindness, loyalty and best effort. Positive reinforcement was displayed, as teachers would reinforce the students when the core values were displayed. The writer believes that positive reinforcements are effective within the classroom environment; however, teachers need reinforce positive behaviour immediately, so that students are aware of their behaviour and so the desired behaviour is more likely to occur again. The writer states that teachers need to have consistency, they must have the same expectations for behaviours and they must be applied to every student. Positive reinforcements help reduce behavioural problems in children when they are consistent and instant.

References

- Arthur-Kelly, M., Lyons, G., Butterfield, N., & Gordon, C. (2007). *Classroom management. Creating positive learning environment*. (2nd ed). South Melbourne, Victoria: Cengage Learning Australia.
- Conroy, A., Sutherland, S., Snyder, A., Al-Hendawi, M., & Vo, A. (2009). Creating a Positive Classroom Atmosphere: Teachers' Use of Effective Praise and Feedback. *Beyond Behavior*, 18(2), 18-26.
- Evertson, C and Weinstein, C. (2006). *Handbook of Classroom management. Research, Practice, and Contemporary Issues*. (2nd ed.). New York: Taylor and Francis Group.
- Mackay, M. (2008). Promoting positive behaviour in primary school. *Special Education Perspectives*, 17(2), 3-9. Retrieved from <http://search.informit.com.au.ezproxy2.acu.edu.au/fullText;dn=173501;res=AEIPT>

Professional Experience School Visit Supervision Report Form

Placement Progress Review

Lesson Observation (2nd opinion)

School: St Augustine's Primary School - Keilor, KEILOR	Pre-service teacher: Jessica Vella
Supervising Teacher: Olivia Boyd	EDFX unit: EDFX310
Grade: 4 Number of pupils: 28	Date: 25.11.15
Lesson focus:	Tertiary Supervisor: BeBe
Photocopy given to PST:	<input checked="" type="radio"/> YES <input type="radio"/> NO

Summary of achievements:

Jessica has enjoyed a positive placement experience thus far. She has been professional in all her interactions with staff & students.

Jessica is very aware of the variety of learning needs in her classroom. She consequently plans variations of whole class activities to suitably cater for these individual differences.

Jessica's lessons are organised & carefully planned. They include appropriate detail, & evidence of reflection. Jessica also plans organised assessment, using an assessment grid or anecdotal notes based on collected work samples.

Jessica manages the behaviour of students in the classroom with a prominent 'teacher presence'. She also values the effectiveness of positive reinforcement and uses this strategy constantly throughout the day. Students respond well to being praised.

Congratulations Jessica, on a successful placement experience!

Concluding statement and recommendations including goals for remainder of placement:

Jessica is going to continue to develop her ability to appropriately cater for the varying learning abilities in her classroom.

Jessica will also continue to refine her practice & understanding of the assessment cycle.

As the school year comes to a close, Jessica will be mindful of managing the behaviour of increasingly excited & tired students, & a changing timetable.

Provisional grade:

SATISFACTORY (PS)

UNSATISFACTORY (NN)

Signed: J. Vella

(Pre-service teacher)

Signed: BeBe

(Tertiary Supervisor)