

MENU OF CLASSWIDE SYSTEMS

The rest of this chapter describes a variety of classwide systems for increasing student motivation—a menu of procedures. Those appropriate for high-structure classes are presented first, followed by those for medium- and then low-structure classes. Read through the systems that fit the level of structure your class needs (you will probably want to read others as well to gain some perspective), then choose the system or systems that you think will be practical to implement and will improve the motivation of your students. You can also use the ideas presented here as a basis for creating your own system, if you wish. Figure 8.1 lists the systems described in the menu in the order they appear.

Figure 8.1 *Motivation Systems by Level of Classroom Structure*

REWARD-BASED SYSTEMS APPROPRIATE FOR HIGH-STRUCTURE CLASSES	REWARD-BASED SYSTEMS APPROPRIATE FOR MEDIUM-STRUCTURE CLASSES	NONREWARD-BASED SYSTEMS APPROPRIATE FOR LOW-STRUCTURE CLASSES
<ul style="list-style-type: none"> • Whole-Class Points (Time Interval) • Economic Simulation • Reinforcement Based on Reducing Misbehavior • Good Behavior Game • Behavioral Grading 	<ul style="list-style-type: none"> • 100 Squares • Group Response Cost • Lottery Tickets • Mystery Behavior of the Day • Public Posting (Classwide) • Public Posting (Individual) • Self-Evaluation of On- and Off-Task Behavior • Target and Reward a Specific Behavior • Mystery Motivators • Team Competition with Response Cost Lottery • Whole-Class Points (Intermittent) 	<p>GOAL-SETTING PROCEDURES</p> <ul style="list-style-type: none"> • Teacher sets goals for students • Teacher guides students in setting goals • Teacher guides students in setting a classwide goal

REWARD-BASED SYSTEMS APPROPRIATE FOR HIGH-STRUCTURE CLASSES

WHOLE-CLASS POINTS (TIME INTERVAL)

In this system you provide feedback, both positive and corrective, to the entire class at regular intervals. For each interval during which the behavior of the class meets your expectations, the group earns a point, or if you prefer, a range of points (for example, zero to three points). Once the group earns a predetermined number of

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This type of motivation system has several advantages. First, you can monitor the nature of your interactions with students simply by scanning your completed daily or weekly recording sheet. Are you paying more attention to positive behavior or negative behavior? Are there some students with whom you rarely interact? Are there some students you interact with only in a corrective capacity? Every week you can quickly consider these issues as you review the data, then plan any necessary adjustments in your behavior for the following week.

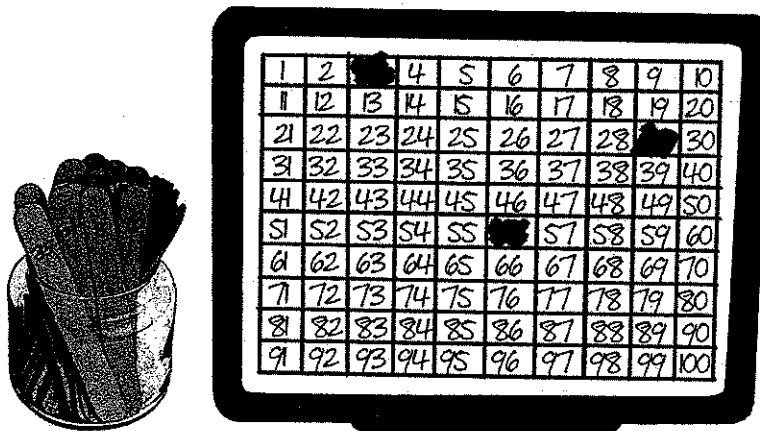
Another advantage to this type of system is that it provides you with a lot of specific and objective data that you can share with families during conferences or when speaking with them about reoccurring behavioral problems. Finally, you will probably find that students tend to take your praise and your corrections more seriously when they know you are keeping a record of their behaviors—appropriate and inappropriate—and that the record will be reflected in their grades.

REWARD-BASED SYSTEMS APPROPRIATE FOR MEDIUM-STRUCTURE CLASSES

1 100 SQUARES

100 Squares is a combination of tic-tac-toe and bingo. It uses intermittent rewards to acknowledge the behavior of the entire class. 100 Squares is especially useful when trying to improve student behavior regarding a specific rule (“work during all work times,” for example).

Figure 8.6 100 Squares Tokens and Chart



Draw a large 10-square by 10-square grid (100 spaces total) on a white board or flip chart. Number each square from 1 to 100 (see Figure 8.6). Place the chart in a prominent place in the room. Get two containers (bowls or hats, for example) and 100 small tokens such as poker chips, small tag board squares, or Popsicle sticks. On each token, write a number from 1 to 100. Place all of them into one of the two containers.

On *some* occasions when the entire class is working well, stop what is going on and have a student draw one of the tokens from the full container. Identify the number written on the token, then fill in—initial or color—the space on the chart that has the same number. Put the token into the empty (second) container. When ten squares in a row—horizontally, vertically, or diagonally—have been filled in, the entire class gets one of the group rewards identified by you or by the class during a brainstorming session. Once a full line has been completed and a reward given, erase the filled-in squares or put up a new grid on the flip chart, and return all the drawn tokens to the original container. Identify the next reward students will work toward (you choose or have the class vote) and begin the system again.

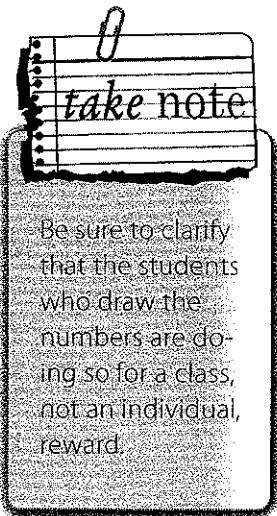
Have a different student draw the number each time so that eventually every student has a chance. In the early stages of using the system, try to have at least ten drawings per day, but *do not* have a drawing unless everyone in the class is doing well at that particular moment.

Class, right now everyone is seated, with eyes on the overhead, and anyone who wants to talk is waiting for me to call on them. Micah, please draw a number from the bowl and tell me the numbered space that we will fill in.

After the class has earned at least six or more rewards, modify the system to make the chart an 11 x 11 grid with 121 spaces and add the additional tokens. This allows you to continue to hold frequent drawings, but it also means that it takes longer for students to earn a reward. As time goes on, if the system continues to have a positive effect on student behavior, you can make the chart a 12 x 12 grid with 144 spaces and eventually even a 15 x 15 grid with 225 spaces.

At some point, plan to have a class discussion to see whether students want to continue the system. If they think they can continue to behave responsibly without the system, let them know that you will periodically give them free time or other favorite rewards. If students want to continue the system, double the number of tokens in the container—so that there are two tokens for each number. If a number is drawn and its space is already filled in, the token just goes into the second container. This doubling of tokens makes the actual reward harder to earn and moves students one step closer to working without the system.

Students find this system more interesting than simply filling in successive boxes because there is an element of chance—they hope, but can't be sure, that the number drawn is one that brings a row closer to completion.



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an unreasonable goal, it will be very difficult to achieve that goal. Explain that a realistic goal—say, no more than 32 incidents—increases their chances of success. Also tell them that once they achieve their initial (reasonable) goal, they can start setting more challenging goals for themselves.

Have the class generate a list of classwide rewards. Create a Grab Bag—write each reward on a small card and put all the cards in a container. On any day that the class meets the goal, one of the students gets to draw a card from the container. The class receives the reward written on the card. When you are ready to start fading the system, let students know that you have put some cards into the container that say, “Congratulations! Today you have the satisfaction of having attained your goal.” Explain that when one of these cards is drawn, students will not get an actual reward that day. Instead, it will give them the opportunity to learn that people do many things in life not for any reward but simply for the satisfaction of doing something well. The more of these cards you add, the closer you move students toward eliminating the system completely.

2

MYSTERY MOTIVATORS: A VARIATION OF “TARGET AND REWARD A SPECIFIC BEHAVIOR”

A variation of the previous system is called Mystery Motivators. This variation makes the system even more of a gamble, which may mean that it is more interesting and compelling for some classes. On a calendar for the next month, use an invisible-ink pen to mark an X on approximately 60 percent of the school days. (Invisible-ink pens are available at novelty stores.) *The Tough Kid Tool Box*, available from Pacific Northwest Publishing, has many reproducible samples of Mystery Motivator forms that are fun and interesting.



Choose one of the rewards from the list generated by the class, write it on a card, then place the card in an envelope labeled Mystery Motivator. Do not tell students what reward is written on the card. On days when the class meets its behavior goal, one student gets to color in that day on the calendar to see if there is an X (previously invisible) in the square.

If there is an X, have another student open the Mystery Motivator envelope and announce which Mystery Motivator the class has earned. If there is no X when the calendar square is colored in, enthusiastically congratulate students on meeting their goal, but don't award or reveal the Mystery Motivator. On days when the class does not meet the goal because there were too many incidents of the misbehavior, students do not get to check to see whether there is an X. If the system is effective, you can begin fading it during the second month by putting fewer Xs on the calendar, thereby creating fewer chances to get an extrinsic reward.

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- Have students purchase certain privileges.
- Arrange to pay students extra for special projects (extra-credit assignments).
- Establish charitable foundations to which students can contribute.
- Assess taxes on the money students are paid.
- Give every student a class job for which he or she is paid.

Examples include:

Managers of student store

Accountants (help you compute payments)

Bankers (manage savings accounts)

City council (paid from taxes collected)

Supply managers

Tutors or helpers who assist in kindergarten

Real estate agents (determine and collect rents for desks)

Zoologists (care for class animals)

Computer maintenance

Graphic artists (prepare bulletin boards and displays)

3

REINFORCEMENT BASED ON REDUCING MISBEHAVIOR

This system is designed to reward an entire class for significant reductions in the total number of misbehaviors that occur on any given day. It is particularly effective when many different students in the class exhibit a wide variety of misbehavior.

To implement the system, use either a daily or weekly Misbehavior Recording Sheet (see Chapter 6, Tool 3) and keep data on class misbehavior for at least five days. Design a chart with spaces to record the data from those five days along with at least another 20 or 30 days. Then determine the average number of misbehaviors per day that occurred during your five-day baseline period (add the total number of misbehaviors you recorded and divide by five).

From the average number of incidents per day, build a sliding scale for awarding points. Create the scale so that if the average number of incidents (or more) occurs, students earn no points, but as progressively fewer incidents occur, they earn an increasing number of points that can be applied toward a reward.

for example

If the average number of incidents for the five days was 33 (obviously this hypothetical class has a lot of misbehavior), your point scale might look like this:

More than 32 incidents	=	0 points
22–32 incidents	=	1 point
15–21 incidents	=	2 points
7–14 incidents	=	3 points
3–6 incidents	=	4 points
1–2 incidents	=	5 points
0 incidents	=	6 points

Post the chart and point out to students the number of incidents that occurred over the preceding five days. Explain your concern and inform students that you are willing to provide the class with some rewards if they work on reducing the amount of misbehavior that occurs each day. Then show students your scale of number of incidents and corresponding points. Next, have students brainstorm a list of class reward ideas.

Once you have a reasonable list, set prices for each of the possible rewards in terms of how many points will be required to get it. The prices need to be set by you, and you should base the prices on the instructional, personnel, and/or monetary costs of the items. Monetary cost is clear—the more expensive the item, the more points should be required to earn it. Instructional cost refers to the amount of instructional time lost or interrupted as the result of a particular reward—for example, an extra ten minutes of recess means ten minutes taken from instructional time. Any reward that results in the class missing academic instruction should cost more points than one that does not result in missed instruction, such as a reward the class can do during recess time. Personnel cost refers to the time required for you or other staff to give the reward. An extra recess that requires arranging for extra supervision costs more than playing music for students during an independent work period.

Have the class vote on the rewards. Students will work for the winning reward first. The items that come in second and third in the voting will be the second and third rewards that students have a chance to win.

Each day, keep a careful count of the number of incidents of misbehavior. At the end of the day, record the total number of misbehavior incidents and tell the class how many points they earned that day. Also let students know each day the total number of points they have accumulated to date. When the class has enough points, they get the designated reward. Then the

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system starts again, and they have zero points. Remind the class of the next reward they are working toward (the item that got the second most votes).

GOOD BEHAVIOR GAME

The Good Behavior Game (Barrish, Saunders, & Wolf, 1969) is a simple but effective system that has been used successfully in elementary classrooms. Divide the class into two teams and list each team on the board. Tell students that every time they misbehave (be sure to specify the behavior you are looking for), you will place a mark next to their team name on the board. The team with the fewest marks at the end of the day, or both teams if they each stay under five marks, receives a reward such as first to line up or a couple of minutes of extra recess. In the original 1969 study, the Good Behavior Game was implemented in a fourth-grade classroom. The intervention resulted in decreases in disruptive behavior and was well liked by both the implementing teacher and the students. Since the 1969 study, versions of the game have been implemented in a variety of general and special education settings, primarily with students in first through sixth grade. Although the exact procedures implemented across studies vary, the core components include:

- Specifically teach expected and unacceptable behaviors.
- Divide the class into two or more teams to use peer influence to increase appropriate behavior and minimize problem behaviors.
- Reinforce appropriate behaviors by acknowledging social behavior successes and allowing students to earn rewards (Barrish, Saunders, & Wolf, 1969).

The Good Behavior Game has resulted in decreased disruptive behaviors and increases in appropriate social behaviors (Darch & Thorpe, 1977; Patrick, Ward, & Crouch, 1998; Robertshaw & Hiebert, 1973; Swiezy, Matson, & Box, 1992; Tingstrom, Sterling-Turner, & Wilczynski, 2006). It has also resulted in improvements in students' work completion rates (Darveaux, 1984; Harris & Sherman, 1973; Maloney & Hopkins, 1973; Robertshaw & Hiebert, 1973).

BEHAVIORAL GRADING

Behavioral Grading involves keeping records on each individual student's behavior and translating those records into grades. It is a classwide system in that every student is graded on the same behaviors, but it is individualized in that each student receives his or her own grades. This is an especially useful system with middle school students. It may also be effective with fourth- and fifth-grade students, but is likely to be less effective with primary students than some of the other systems in this menu, such as Whole-Class Points. The behavioral grades may be incorporated as part of students' academic grades, or they may stand alone as something like citizenship

5 **DOTS for Motivation:
The Gates' Program to Motivate
Nonmotivated Students**

William R. Jenson, Deb Andrews, and Ken Reavis

They drive its crazy. Kids who are capable of doing academic work, but they will not. We blame them. They are called nonmotivated, passive, or lazy. But are they really? Most of these students have never been rewarded for academic performance in their early years. In fact, they may have been punished when they were learning too slowly; they were inattentive; or they simply could not keep up with the class. Calling them unmotivated or lazy is counter productive. The majority of these students may feel stupid and are unsure of their capabilities. Often they pretend not to care, or that the academic work is beneath them. In reality, academic work for them is a chore and a stimulus for past punishing or humiliating experiences. It is sort of like a puppy who has had his nose repeatedly pushed in it, and hit with a newspaper. In the future, they are going to avoid newspapers no matter what you do.

Nonmotivated students are especially frustrating to teachers who use positive techniques and care about their progress. However, nothing seems to motivate them. There appears to be no effective positives, and they are immune to most punishers.

Nonmotivation is one of the most commonly complained about problems by teachers.

Dr. Ginger Gates, a school psychologist in Houston, Texas, has developed an effective motivation program for many of these students. She had an extremely difficult, nonmotivated fifth grade boy who would do nothing. She remembered an adage from one of her education classes, "Watch what a child does and it will tell you what he likes." She watched. The student did nothing. She correctly surmised that he was reinforced by doing nothing and would probably work to do nothing. However, working for a free homework pass was too delayed and involved too much bookkeeping. She decided to use "dots."

The dots are the little dots used to mark folder files. They are colored, sticky on one side, and come in packages of 20. Ginger cut up the dots so that each one was separate. She also taped an envelope on the side of the student's desk to store the dots. She started with small steps. She would give him a dot when he was on-task and working. When he came to a problem he could not or did not want to do, he could use one of his dots which he stuck by the problem. This meant a free problem he did not have to do. Within a week, this student was completing more work than he had ever completed in three years. In essence, he was working more now to get out of work. Soon Ginger had to cut the dots in half and finally into quarters because he was working so much.

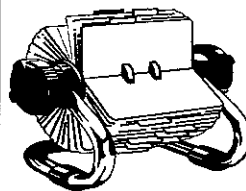
There are several variations on this program. First, different colored dots can be used for different subjects. Second, two dots can be used for a test question. Third, the program can also be

used with a Mystery Motivator (envelope with a reward inside). After you earn twenty-five dots, you also get a mystery motivator. Dots can be used as a shaping procedure for being on-task and working, and then expanded to the number of problems completed. For example, for the first couples of weeks, dots are given for being on-task and working, and then about the third week, for the problems the student completes (after every five problems you get a dot). Then it can be expanded to ten problems and so on. Dots can be give to teams in cooperative learning situations. Each team has a different color and each student has to do so many problems before the team gets a dot. Or, dots can be given on a larger scale. After you complete so many assignments, you get a dot that will get you out of a future assignment or test.

The pitfall of the program is that some students work until they get out of all of their work. Then you have to do what Ginger did and go to half dots and then quarter dots. Making students wait too long for a dot or doing too much work (particularly at first) kills this program and motivation. Ginger also warns, secondary students know where to buy dots. If this happens, initial each dot when you give it.

The Gates Dot program is probably one of the most effective motivation interventions I have come across in years. It uses as a reward the very thing nonmotivated students want the most to get out of work. It is also an excellent approach for reducing assignment size when a student's agreement calls for a reduction in the amount of work given to a disabled student. In a sense, the student reduces his own assignment by working.

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