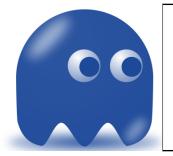
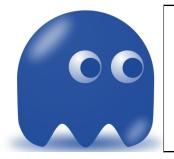
PROBLEM WITH REWARD SYSTEMS

MATURATION	 Students are "good" for the reward and not because they "want to" Can make an unselfish behaviour into a selfish behaviour Use what students value to try to get "good behaviour" Gains are lost as soon as the power of the reward diminishes
VULNERABILITY	 Increases frustration Increases alarm Can provoke disengagement when the reward is not possible or less than expected
ATTACHMENT	 Makes it feel that the relationship contingent upon performance Can be insulting to the children who naturally want to behave The students can feel manipulated or their effort unrecognized



USING A DIGITAL BEHAVIOUR MANAGEMENT SYSTEM What does it really do?

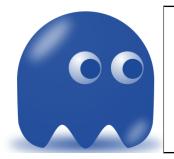
- i. Puts the child into state of <u>facing separation</u> keenly imagining the DISAPPOINTMENT of the parent if they didn't EARN "enough" points or if points are <u>removed</u>.
- ii. The child in such a classroom is now very aware of what behaviour is expected, and wishing to be "acknowledged" will put a lot of effort into <u>acting</u> in a way that will get noticed by the teacher.
- iii. When children focus energy on acting appropriately, CONSEQUENTLY they will have less energy to engage in real learning. They may <u>look more engaged</u> in the task assigned, but are their brains fully engaged in the learning process?



USING A DIGITAL BEHAVIOUR MANAGEMENT SYSTEM What does it really do?

- iv. What if:
 - a student is having a bad day (they are tired, feeling sick, were just rejected by a friend)?
 - a student is immature and over-reactive and finds the behavioural demands of a full day in school overwhelming?
 - a student is trying very hard, and the teacher doesn't notice?
 - a student consistently receives fewer points than their classmates?

HOW DOES NOT RECEIVING POINTS MAKE THOSE STUDENTS FEEL?



USING A DIGITAL BEHAVIOUR MANAGEMENT SYSTEM What does it really do?

v. If the parents can receive the "results" before seeing their child – they can start to question their child's performance.

Now, instead of a "happy face" that summarizes the day, Mommy and Daddy can know <u>exactly how many times</u> the child behaved appropriately.

A child said to his mother,

"Mommy, I could have gotten 45 points today, but I only got 35 points. CAN YOU STILL LOVE ME?"

- vi. "Good" children can become alarmed fearful of not getting enough points = Sunday night meltdowns.
- vii. The adults at school are not seen as "safe" because they are the ones reporting the behavior to the parents.
- viii. Children's anxiety increases or they start not caring.

ALTERNATIVE: ADULT SUPPORT

- Improve STUDENT-ADULT RELATIONSHIP to increase the student's NATURAL DESIRE TO BE GOOD for those to whom they are attached.
- Provide "rewards" JUST BECAUSE:
 - Attachment increases when students are provided with MORE than what is being pursued.
- Use incentives sparingly:
 - To provide extra motivation for something that HAS TO be done
 - But make sure to recognize EFFORT so everyone can participate

Instead of REWARD SYSTEMS