



Handouts Motivating Children Through Incentives



NOTE: Download these handouts on our website,
www.incredibleyears.com/resources/gl/teacher-program/

Visit the website for updates to these handouts, and for editable versions that can be sent electronically and completed prior to the next workshop.

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The
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Years**

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by Carolyn Webster-Stratton, Ph.D.

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Teacher Workshop Three

Suggested Activities for the Month

TO DO

- Choose three ways to use small privileges or incentives to help motivate a student to learn a particularly difficult new behavior. Write your plan on your behavior plan worksheet.
- Let the student's parent know what you are doing and suggest how they might add to the impact by praising their child's successes at home. Bring your plan to the next workshop.
- Identify a student with challenging behavior and continue your behavior plan worksheet using proactive strategies, praise and incentives.
Write the plan out on the Behavior Plan Worksheet and describe how it worked.
Bring the plan to share at the next session.
- Practice using the "dialogic reading" strategies
- Call your buddy and share a success.

TO READ



Chapter Six from *Incredible Teachers* book.



Using Incentives to Motivate Students Workshop #3 Behavior Plan



Behavior Plan For: _____

Step #1 & 3 <i>Classroom behaviors</i>	Step #4 <i>Proactive Strategies & Relationship Strategies</i>	Step #5 <i>Coaching & Praise</i>	Step #6 <i>Specific Reinforcers</i>
1. Negative			
2. Positive Opposite Behaviors & Location			
1. Negative			
2. Positive Opposite Behaviors & Location			

Using Incentives to Motivate Students Workshop #3 Behavior Plan



Example of Behavior Plan: Jenny, Grade 1

Step #1 & 3	Step #4	Step #5	Step#6
<p><i>Negative classroom behaviors</i> Positive Opposites</p> <ol style="list-style-type: none"> Poking, touching Speaks without raising hand Talks while directions are given Off-task, day dreaming Keep hands to own body Raise a quiet hand (circle time) Listen quietly when directions are given (large classroom) Pay attention & concentrate (independent work time) 	<p><i>Proactive strategies & Relationship Strategies</i></p> <ul style="list-style-type: none"> Seat close to teacher Give opportunities to move by helping teacher Get eye contact before giving directions Use positive redirect when distracted Use listening and quiet hand up rules cue cards to signal behavior 	<p><i>Coaching and Praise</i></p> <ul style="list-style-type: none"> Praise hands to self & quiet hand up & listening during circle time Continue persistence coaching during circle time Encourage child to ask permission to hug Call on child when quiet hand is raised 	<ul style="list-style-type: none"> Responds well to praise Hand stamps for quiet hand. 6 stamps = choose book for story hour Help distribute handouts Use "I can listen" sticker for listening behaviors

Behavior Plan For: _____

Step #1 & 3	Step #4	Step #5	Step #6
<p><i>Negative classroom behaviors</i> Positive Opposites</p>	<p><i>Proactive Strategies & Relationship Strategies</i></p>	<p><i>Praise & Encouragement</i></p>	<p><i>Specific Reinforcers to Use</i></p>

Blackboard Notes

About Motivating Children

- Identify one to two positive behaviors you want to increase first. These may be contracted with the whole class or set up as individual goals according to children's particular needs and goals.
- Explain to the class or individual child which behaviors will result in a reward.
- Select the incentives. Stars, stickers, hand or bracelet stamps can be good motivators for young preschool children. School-age children like to earn points, tickets or beans and trade them in for something they have chosen on a reinforcement menu.
- The reinforcement menu should be planned in advance with children — it should not be vague.
- Allow young children to earn rewards daily. Older school-age children should earn something every few days.
- Don't reward "almost" performances.
- Be sure to fulfill your end of the agreements.
- Always combine tangible rewards with social rewards, such as positive attention, labeled praise and encouragement.
- Remember, what is a meaningful reinforcer for one child may not be reinforcing for another child. Individualize the incentives as much as possible.
- If you use charts to keep track of progress, review the charts every day with your class.
- Set a goal to increase the number of positive notes and phone calls you make home to parents and children each week.
- Write on the board the names of children who make a special achievement — either academic or social. This reinforces good behavior and is a reminder to all the class of the expected behavior.



Making Learning Tangible

Learning is hard to see or touch and a hard concept for children to understand. Many students, particularly those with learning difficulties or behavior problems, will need precise feedback to realize learning has occurred. You can make learning tangible by:

- Putting “I can” notes in a can
- Having children make accomplishment albums
- Using checklists of things learned (e.g. problems solved, books read, skills demonstrated)
- Teaching students to applaud each others’ accomplishments
- Using stickers, stars, beans, snack food or markers for specified behaviors
- Having award assemblies
- Using positive time out
- Teaching students to express self-approval

Some Do’s and Don’ts

Do:

1. Clearly define the desired academic, social or emotion behaviors.
2. Identify small steps towards the goals.
3. Gradually increase the criteria for the reward (make it challenging).
4. Begin by choosing only one or two behaviors to work on.
5. Focus on positive behaviors.
6. Choose inexpensive rewards.
7. Offer rewards that can be earned on a daily basis.
8. Involve students in choosing the incentives.
9. Give the reward after the behavior occurs (first/then).
10. Reward everyday achievements and successes.

Don’t:

1. Be vague about the desired behaviors.
2. Make the steps too big for the child.
3. Make the steps too easy for the child.
4. Create complex programs involving too many behaviors.
5. Focus on negative behaviors.
6. Offer expensive rewards, or rewards that cannot be furnished immediately.
7. Use rewards that take too long to earn.
8. Choose rewards that are not motivating to the child.
9. Offer rewards as bribes.
10. Be stingy with social rewards.

Examples of Classroom Rewards

- Special video
- Extra free time in class
- Popcorn or ice cream party
- Field trip
- Extra PE time
- Invite special visitor to class
- Share special talent or hobby with class (e.g., magic tricks, pets)
- Positive behavior bulletin board
- Team score board
- CARE reading time with teacher



Prizes Children Enjoy (Under \$1)

- Pencils, erasers, markers, scissors
- Small note pads
- "Cool" stickers
- Baseball cards
- Bubbles
- Holiday pins
- Small cars & animals
- Pretzels, crackers, sugarless gum
- Surprise notes (e.g., lunch with teacher, your choice of reading book for class, team leader)
- Bubble bath, oil, small soap
- art supplies — special paper, sequins, glue stick
- post card, special note paper
- puzzle, mazes, "brain teaser"
- Stamp pad, stamp
- Marbles
- Glow-in-dark decals
- Play Dough
- Beads (for necklace making)
- Pennies



Examples of Individual Positive Recognition

- Praise, attention, physical touch
- Notes home to child
- Notes to parent about child's positive successes
- Phone calls to parents and/or child
- Special privileges such as eating lunch with teacher, reading favorite book, working on favorite activity
- Special recognition — Behavior awards
- Tangible reward systems — points, stickers, beans, snacks



Sample
Student of the Month

Dear (Parents),

The staff at (school's name) is very proud of all students who strive to do their very best every day. These students work hard academically, demonstrate positive behaviors, and provide services to other students and/or teachers.

This year our grade level teachers are recognizing student efforts each month. Students can be nominated for a "Student of the Month" award throughout the school year. More than one child from each class may be nominated. The purpose of this endeavor is to acknowledge as many students as possible for the positive contribution they make here at (name of school). Each student will receive a certificate awarded by the principal.

We are pleased to nominate your child, (name of child) to be Student of the Month for (name of month). To be nominated for "Student of the Month," a student must demonstrate one or more of the following qualities:

1. Working hard to excel academically.
2. Supporting other students in a number of ways.
3. Providing a service to the staff or school.
4. Making good decisions regarding personal behavior.
5. Volunteering time or talent both here and outside of school.

(Name of child) was specifically nominated because she is caring and considerate of others.

It is so exciting to see young people mature and excel, both academically and socially. (Name of child)'s accomplishments reflect consistent and caring parenting. We trust that you'll share in this commendation.

Sincerely,

(Name of Principal)

Parents And Teachers As Partners Keys to Success Regarding Daily Report Cards

Daily report cards, also called home-school contracts, are often extremely helpful for improving children’s social and academic behaviors. They do not need to be complicated! The form the teacher uses should be as simple as possible.

1. Work out all the details in advance with the parent.
2. Everyone’s roles and responsibilities should be carefully spelled out. For example, it is the teacher’s responsibility to remember to complete the form each day. The child is responsible for remembering to bring it home. Determine what will happen if the child doesn’t bring it home.
3. List what the teacher will do—e.g., praise, points, notes home, healthy snacks, trade points in for extra time on the computer, etc. Initially start with daily rewards, and eventually this can be extended to earn rewards over several days.
4. Be sure to list the times of day the contract will be in effect, so if the child doesn’t earn it for the first quarter of the day, s/he has a chance to earn it in the next period.
5. List what the parent will do—e.g., praise, one point for each good day and trade in 10 points for special activity (e.g., extra 1/2 hour of TV; 15-minute activity with parent; prize). Choose more than one reward before implementing the contract!
6. Specify consequences for breaking rules at school (e.g., loss of TV, phone or bike for that evening, etc.).
7. Adjust criteria as necessary. Remember: flexibility is the key to success. Build expectations gradually.

Sample Daily Report Card (Child’s Name)

	9 a.m. to 10 a.m.	Coming in From Recess	2 p.m. to 3 p.m.
Completed work	_____	_____	_____
Kept hands to self	_____	_____	_____
Worked quietly	_____	_____	_____

Bonus for:

*Independent Work Period and Transition Times

Date:

Signatures:



7 How did I do?

Name _____ Date: _____

Dina's Daily Behavior Chart

Green = Outstanding for _____

Blue = Good for _____

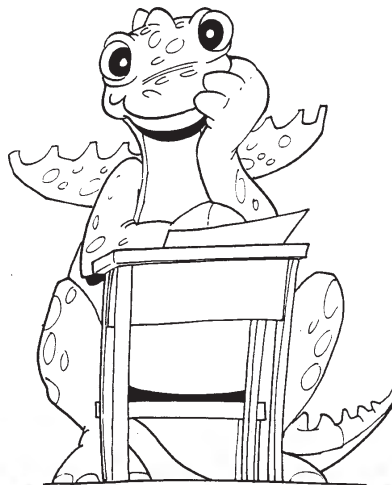
PM

Bonus For:

Lunch

AM

Recess

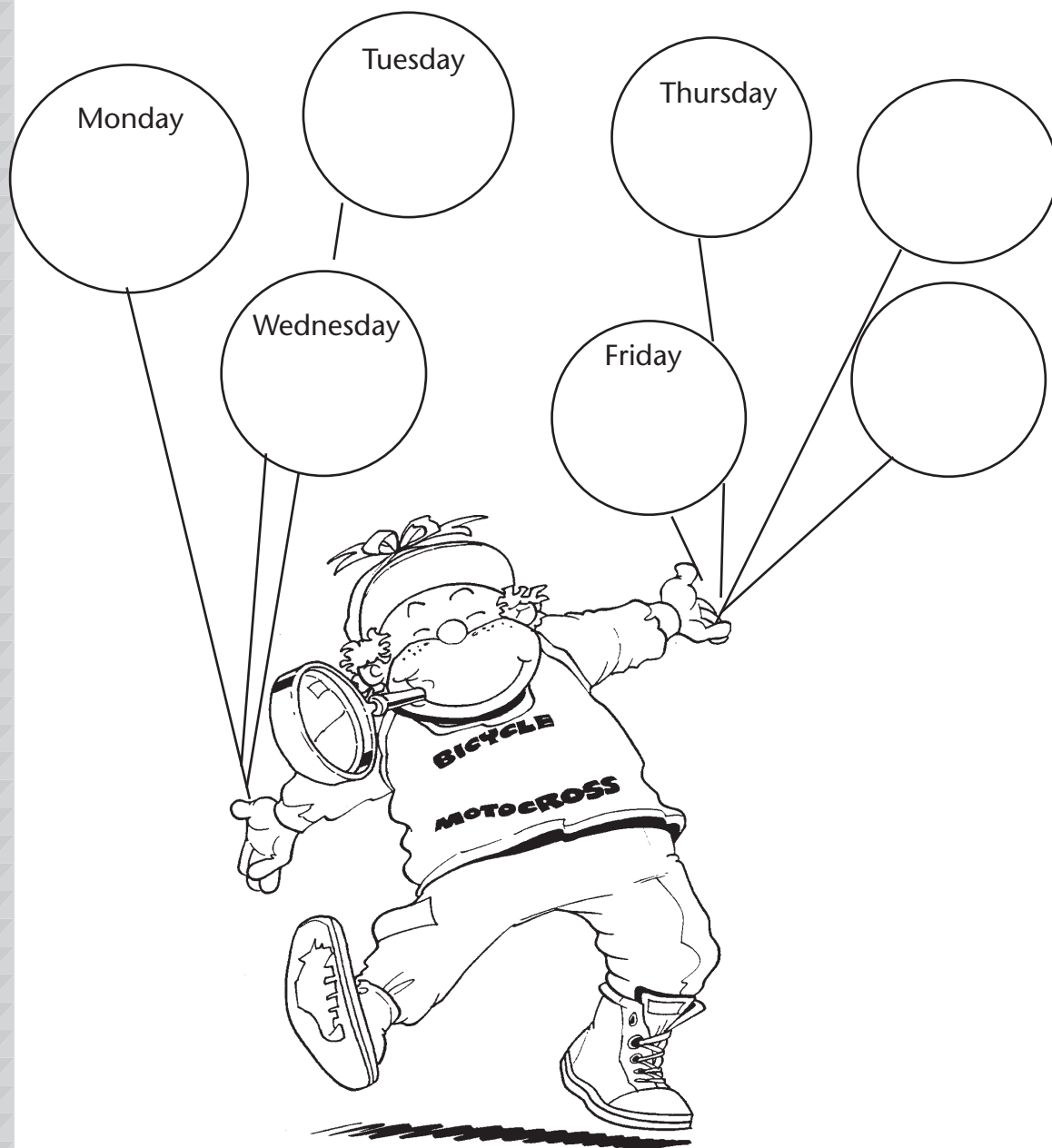


Name _____ Date: _____

Wally's Weekly Behavior Chart

Green = Outstanding for _____

Blue = Good for _____



Super Star Award

presented to

because

Signed

Date



© Incredible Years®

Super Star Award

presented to

because

Signed

Date



© Incredible Years®

Attention:

_____ Parent's Name

I'm very proud to announce that

_____ Student's Name

**has made an AWESOME IMPROVEMENT
in our classroom because**



Signed

Date

© Incredible Years®

Attention:

_____ Parent's Name

I'm very proud to announce that

_____ Student's Name

**has made an AWESOME IMPROVEMENT
in our classroom because**



Signed

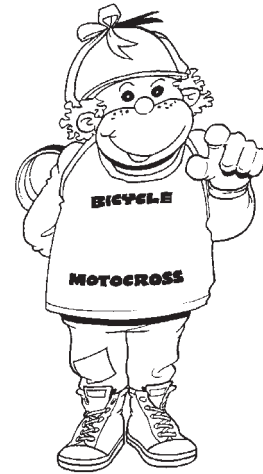
Date

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Parent-to-Teacher Communication Form

To:

Comments:



From:

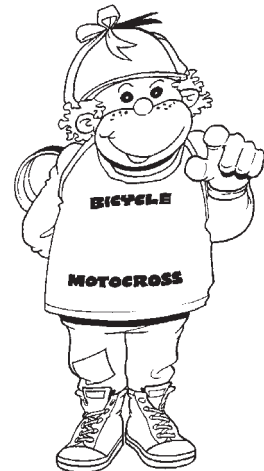
Date:

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Parent-to-Teacher Communication Form

To:

Comments:



From:

Date:

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COOL DUDE AWARD

Presented to

_____ for

- ___ being strong enough to control anger
- ___ staying “cool” when faced with a problem
- ___ finding problem-solving solutions
- ___ helping and supporting another child
- ___ teamwork in the classroom



_____ Signed _____ Date _____

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COOL DUDE AWARD

Presented to

_____ for

- ___ being strong enough to control anger
- ___ staying “cool” when faced with a problem
- ___ finding problem-solving solutions
- ___ helping and supporting another child
- ___ teamwork in the classroom



_____ Signed _____ Date _____

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Happy Gram!

It gives me great pleasure to report to you
that _____

has

Student's Name



Thanks for your support!

Teacher's Name

Date

© Incredible Years®

Happy Gram!

It gives me great pleasure to report to you
that _____

has

Student's Name



Thanks for your support!

Teacher's Name

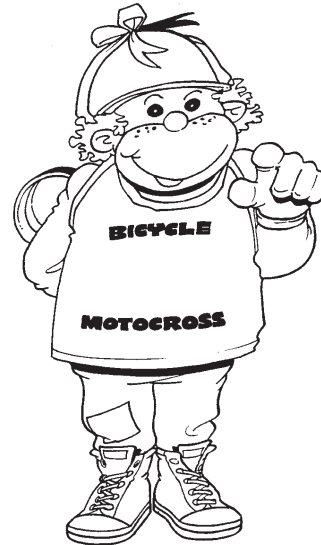
Date

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A Word from Wally

To:

Comments:



From:

Date:

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A Word from Wally

To:

Comments:



From:

Date:

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A Word from Dina

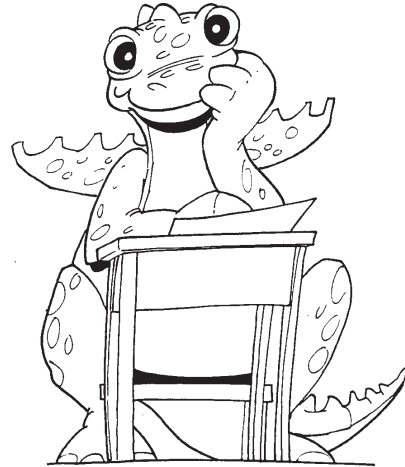
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From:

Date:



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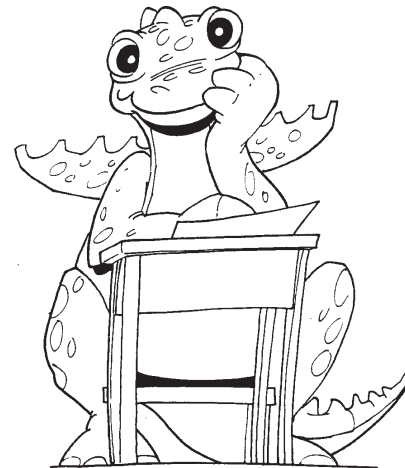
A Word from Dina

To:

Comments:

From:

Date:



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Friendship Award
to



For using the skill of

Signed

Date

© Incredible Years®

Friendship Award
to



For using the skill of

Signed

Date

© Incredible Years®

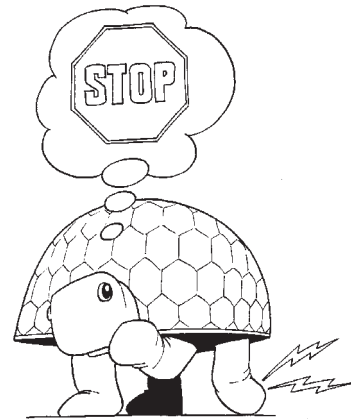
Self Control Award

to

For using the skill of

Signed

Date



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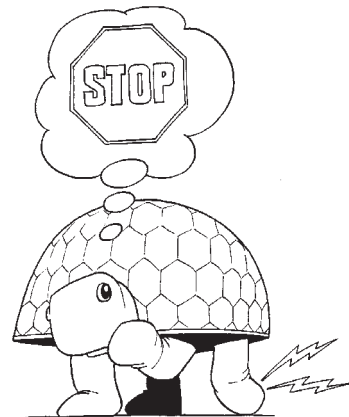
Self Control Award

to

For using the skill of

Signed

Date



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Feelings Award

to

For using the skill of

Signed

Date



© Incredible Years®

Feelings Award

to

For using the skill of

Signed

Date

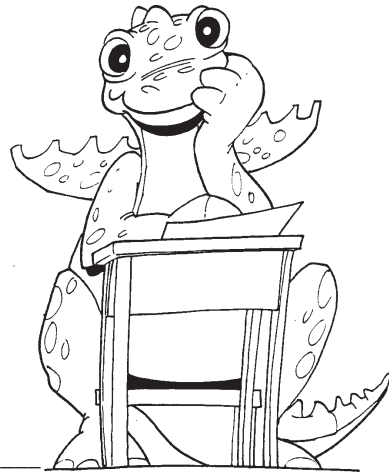


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Dear _____,

Your child, _____,
has done a SUPER job
in my classroom.

I'm so pleased because



Signed

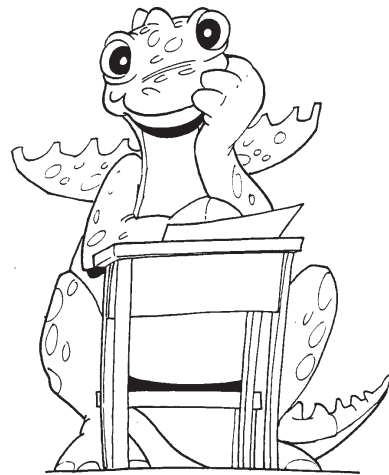
Date

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Dear _____,

Your child, _____,
has done a SUPER job
in my classroom.

I'm so pleased because



Signed

Date

© Incredible Years®

To: _____

Parent's Name

CONGRATULATIONS!
I'm pleased to announce that

Student's Name

had a GREAT DAY because

Signed

Date



© Incredible Years®

To: _____

Parent's Name

CONGRATULATIONS!
I'm pleased to announce that

Student's Name

had a GREAT DAY because

Signed

Date



© Incredible Years®

Teacher-to-Parent Reply

To: _____

Comments:



From: _____ Date: _____

© Incredible Years®

Teacher-to-Parent Reply

To: _____

Comments:



From: _____ Date: _____

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PLAYGROUND POWER AWARD

Presented to

for

- _____ sharing
- _____ taking turns
- _____ helping a friend
- _____ waiting a turn
- _____ including someone left out



Signed

Date

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PLAYGROUND POWER AWARD

Presented to

for

- _____ sharing
- _____ taking turns
- _____ helping a friend
- _____ waiting a turn
- _____ including someone left out



Signed

Date

© Incredible Years®

Happy Gram!

Dear _____,
Parent's Name

Thought you'd like to know that _____
Student's Name
is doing a **SUPER** job on homework because

Thanks for your support!

Teacher's Name Date

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Happy Gram!

Dear _____,
Parent's Name

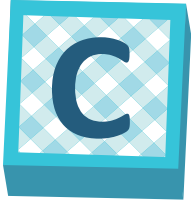
Thought you'd like to know that _____
Student's Name
is doing a **SUPER** job on homework because

Thanks for your support!

Teacher's Name Date

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Building Blocks for Reading With



Comment and describe objects, colors, numbers, sizes, letters, emotions, and actions of pictures in books. Talk about the pictures while you point to them, or run your finger under the lines of the words as you read them. Take turns interacting and let the child turn the pages and be the storyteller by encouraging and listening to the child talk about the pictures or retell memorized stories.



Ask open-ended questions. Ask questions that show you are interested in the child's thoughts and ideas. E.g. "What do you think will happen next?" Avoid asking too many questions or the child will think you are testing them. To keep a balance you can intersperse open-ended questions with descriptive comments. E.g. "I see a red car and one, two, three, four trees. Oh, there's a little mouse. What do you see?" When you ask questions, don't "test" the child about facts (e.g., "what color is this?"). Questions with right or wrong answers put the child on the spot and may cause anxiety or resistance.

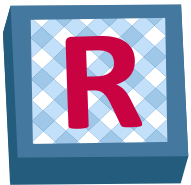
"What do you see on this page?" (observing and reporting)

"What's happening here?" (story telling)

"What is that a picture of?" (promoting academic skills)

"How is she feeling now?" (exploring feelings)

"What is going to happen next?" (predicting)

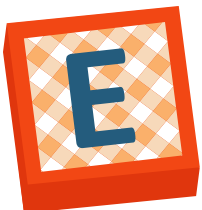


Respond with praise and encouragement to the child's thinking and responses. Follow the child's lead and empower their confidence.

"That's right!"

"You are really thinking about that."

"Wow, you know a lot about that."



Expand on what the child says. You can expand by adding a new word or similar word to what the child says or by reminding them of a personal experience or event in his/her life that is similar to the story in the book.

"Yes, I think he's feeling excited, too, and he might be a little scared as well."

"Yes, that boy is going to the park. Do you remember going to the park?"

Brainstorm/Buzz–Reward Yourself!

Think about rewarding yourself. Have you ever used an incentive system to reward yourself for accomplishing difficult tasks or goals, like completing lesson plans, or working hard as a teacher? Think about ways you could reward yourself for your hard work as a teacher.



Good Incentives for Me

A walk in the park

Tea/coffee with a teacher colleague

Buy myself a good book

Goal:

I will commit to doing something positive for myself this week. This will include:



Brainstorm/Buzz—Classroom Incentives

Make a list of possible individual or group incentives you can use in your classroom to encourage specific behaviors.



Classroom Incentives

Lunch with teacher

Hand stamps

Stickers

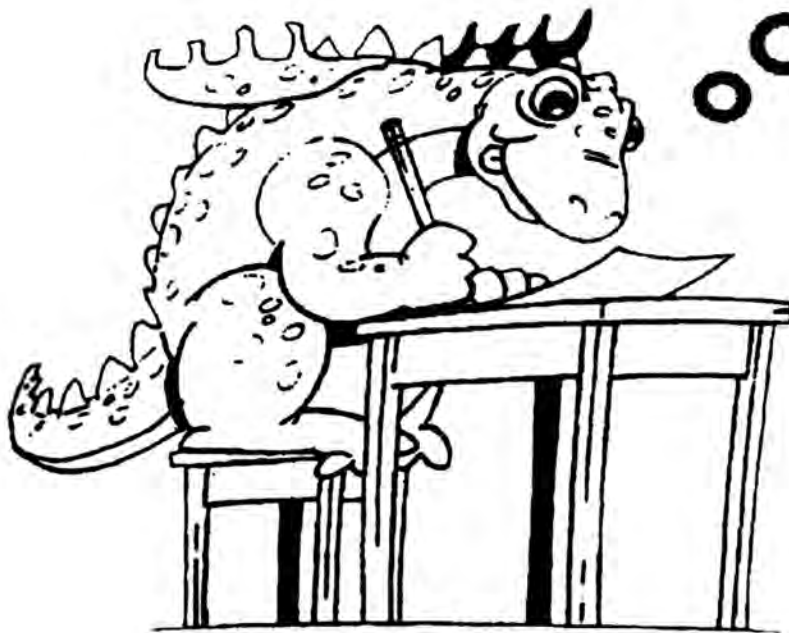
Goal:

I will set up an incentive program for _____.

This will include _____ for

_____ behavior.

I can work quietly at my seat and stay in my seat.



Student Name				
Monday	Tuesday	Wednesday	Thursday	Friday

I can listen when others speak. I can pay attention to the teacher.



Student Name				
Monday	Tuesday	Wednesday	Thursday	Friday

I can put up my quiet hand without calling out.



Student Name				
Monday	Tuesday	Wednesday	Thursday	Friday

Teacher-to-Parent Communication Form

Encouraging Your Child's Social Skills

At school the children are learning about how to make good friends. You can help support your child's learning by commenting and praising when you notice him or her doing any of the following behaviors:

Sharing: Praise your child whenever you notice him or her sharing toys with another child or with you. "Thank you for sharing your toys with me and for letting me play with you."

Helping: Praise your child whenever you notice him or her helping someone else. "You are really helping your sister with picking up her things. That is so helpful and your sister looks happy about getting your help."

Taking Turns: Praise your child whenever you notice him or her waiting her turn and being patient while waiting. "You are so strong at waiting your turn. You found something else to do while your friend finished her turn on the computer."

Record on the *Parent-to-Teacher Communication Form* a time when you see your child doing one of the three behaviors and send this form back to school with your child.



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The
Incredible
Years



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Teacher Motivating Children Through Incentives

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using, which are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

Attention, coaching, praise, & incentives	
1. I use labeled praise statements with positive affect – I get close to child, smile and gain eye contact. I give praise immediately when prosocial behavior occurs.	1 2 3 4 5
2. I give more attention to positive social behaviors than to inappropriate behaviors. (5:1)	1 2 3 4 5
3. My coaching and praise is sincere and enthusiastic with the more difficult students when they are appropriate.	1 2 3 4 5
4. I have identified positive academic and social behaviors I want to coach and praise immediately and give attention to with all students.	1 2 3 4 5
5. I have identified positive opposite behaviors I want to reward with stickers or hand stamps in targeted children with behavioral difficulties. This has been developed on my behavior plans.	1 2 3 4 5
6. I am using proximal praise strategically (e.g., praise nearby child for behavior I want from another child).	1 2 3 4 5
7. I use group incentives to promote teamwork. (e.g., when the jar is full of chips the whole class can have a pizza party).	1 2 3 4 5
8. I have talked with parents about possible incentives they can use at home to reinforce behavior goals set for my students' behavior plans or to reinforce their learning in the classroom.	1 2 3 4 5
9. I make positive calls to parents to compliment them about their children's successes and positive behavior.	1 2 3 4 5

10. I communicate my belief to children that they can succeed and promote their positive self-talk.	1 2 3 4 5
11. I continue to teach children how to compliment each other and have compliment circle times.	1 2 3 4 5
12. I prompt other children in the classroom to reward another child's special accomplishment (e.g., gets to give out the friendship cape or bear).	1 2 3 4 5
13. I use "positive forecasting" statements to predict a child's success in earning a prize.	1 2 3 4 5
14. I set up incentive programs for individual children as well as whole class.	1 2 3 4 5
15. I combine enthusiastic and labeled praise along with incentives given to students for targeted behaviors.	1 2 3 4 5
16. The behavior plans for incentive systems that I have developed are developmentally appropriate and individualized for each student.	1 2 3 4 5
17. I send home positive report cards, happy grams, and special awards with children (super star award, awesome improvement, self-control award, feelings award, helping award, etc.)	1 2 3 4 5
18. I have identified special privileges that students might work toward earning.	1 2 3 4 5
19. I encourage my students to applaud and reward each other's accomplishments.	1 2 3 4 5
20. I combine persistence, social and emotional coaching along side my use of praise and incentives.	1 2 3 4 5
21. I use the Teacher-to-Parent Communication Home Activity letters and encourage parents to praise and/or use incentives for positive social behaviors.	1 2 3 4 5

Future Goals Regarding Incentive Strategies