Rypple

Raising young people in positive learning environments

Motivation and Rewards (and encouragement/ acknowledgement systems) Know what you're doing when you give a "reward"

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Acknowledgements

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- **Sharonne Telfer**, Rypple WA www.rypple.org.au (slides will be posted here)

INDIAN OCEAN
SOUTH PACIFIC OCEAN
WESTERN AUSTRALIA
NORTHERN TERRITORY
QUEENSLAND
SOUTH AUSTRALIA
NEW SOUTH WALES
AUSTRALIA
SOUTHERN OCEAN
TASMAN SEA

TIMOR SEA
KIMBERLEY

For real
KIMBERLEY

1043 km or
648 miles
KIMBERLEY

Total landmass
163,521 sq miles
(about the same
as California)
KIMBERLEY

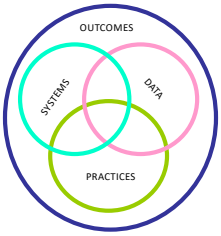
Total Population
approx 34000
people
KIMBERLEY

Our schools are awesome

- 10 currently implementing PBS (since 2013)
- Service a range of students, from wealthy students to students from very disadvantaged Aborigin …

SW-Positive Behavior Support: Problem Solving Logic

Social, Behavioural, Emotional and Academic success



Supporting Decision Making

Supporting Staff

Supporting Students

Evidence Based Practices in Classroom Management

(Simonsen, Fairbanks, Briesch, Myers, & Sugai,)

5. Establish a continuum of strategies to respond to inappropriate behaviour.
4. Establish a continuum of strategies to acknowledge appropriate behaviour.
3. Actively engage students in observable ways.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
1. Maximize structure in your classroom.

In every school (well, the ones I work with anyway)

There are people who are really keen and easily embrace Positive Behaviour Support, and the use of encouragement and tangibles to promote positive behaviour.

Aaaand

there are those who worry about/resist the use of rewards...

Heard this?

"I don't believe in rewards because rewards reduce children's intrinsic motivation"

Lets look at the research and examine this statement in more detail

It's a commonly held belief

Alfie Kohn, authored a famous Harvard Business Review article titled, "Why Incentive Plans Cannot Work", and a book called "Punished by Rewards".

He states:

"Possibly the most compelling reason that incentive systems fail is ... (that) extrinsic motivators ... **actually reduce intrinsic motivation** ... and (the more we rely on them) **the more damage we do**" (p.140).

Cripes. That sounds bad.

A debate of definition

How would you define

Intrinsic

And

Extrinsic

Motivation ?

Share with the person next to you

The core of the problem… (I reckon)

The colloquial/common understanding of Intrinsic Motivation:

"motivation that comes from **inside an individual**"

"the person choosing to do something for themselves"

The RESEARCH definition of Intrinsic Motivation:

"doing something because it is **inherently interesting or enjoyable**, with no expectation of it **leading to a *separable outcome***."

The core of the problem

- We may be using the same WORDS (Intrinsic Motivation) to actually describe different things…

(Intrinsic Motivation VS Internal Regulation – we will look at Internal Regulation a bit more later on)

- This can lead to great confusion and incorrect interpretation of research results!
- The findings around **Intrinsic Motivation** are very valuable and have much to teach us

BUT have been dangerously **over-applied**

Lets focus on INTRINSIC motivation

Regulatory style (type of motivation)	**Intrinsic Motivation**
Associated processes	Fun, interest, enjoyment
Locus of control ***(Who is in charge?)***	**Internal**
Typical thoughts	*"I do this because it is fun/ enjoyable!"*
Example	*Kids playing on the swings 'cos it's fun!*

Its true…

- Tangible reward CAN reduce **intrinsic** motivation.
- My question will be: **Do we care?**
- Lets look at some of the original studies…

The Classic: Deci 1971

- University student
  "Make pictures wi
  the Soma cube"

- 30 minutes, **8 minutes break**, 30 more minutes
- For 3 days in a row

The experimental design

- The **control group** received **no monetary reward** at any time.
- The **experimental group** received
  - **no compensation** on day 1,
  - an incentive of **$1 per puzzle** completed on day 2, and
  - **no compensation on day 3**. (give, then take away)

The measure…

- During an eight-minute period in the middle of the session, the subjects were **observed as they were left alone**; they were free to play with the Soma cube or read magazines left in the room.
- The researchers measured **how much of their 8 minutes free time** the group chose to spend playing with the Soma cube.

The results…

- The **experimental group** spent **significantly more time** than the **control group** playing with the puzzle in their free time on day 2 (when they received an incentive)

but

- **significantly less on day 3** (when the incentive was suddenly withdrawn).

This was interpreted as evidence that the extrinsic reward for the experimental group had significantly reduced their intrinsic motivation ***(do it just for fun-ness)*** to engage in the task.

This effect was called The Overjustification Effect

Which occurs when an expected external incentive such as money or prizes **decreases a person's intrinsic motivation** to perform a task.

Once rewards are gone, interest in the activity is lost; prior intrinsic motivation ***(do it just for fun-ness)*** does not return, and extrinsic rewards must be continuously offered as motivation to sustain the activity.

- **That would be bad, right? Let's test it on children!**

Lepper, Greene & Nisbett 1973

- Got a group of Kindergarten children
- Chose only the ones who LIKED drawing and did it for fun **(intrinsic motivation)**

Lepper, Greene & Nisbett 1973

Lepper Greene & Nisbett 1973

Lepper, Greene & Nisbett 1973

The experimental design:

- Divided the **draw-for-fun** kids into 3 groups:
  - **1. Expected reward** ("I'm going to give you...")
  - **2. Unexpected reward**
  - **3. No reward**

Lepper, Greene & Nisbett 1973

The experiment:

"do me a drawing"

1. "because you'll get this beautiful certificate"
2. "just because" (and then gave them a reward afterward – surprise!)
3. "just because" and then gave them nothing

Lepper, Greene & Nisbett 1973

Expected Reward

UN expected reward

NO reward

Lepper, Greene & Nisbett 1972

The measure:

How much **time** (as a **% of free time**)

the children spent drawing

in the week AFTER the experiment

Observed the kids for 1 week AFTER the experiment

Results

- The **EXPECTED REWARD** kids spent **less** time doing drawing after the experiment than
- The **UNEXPECTED reward** kids and the **NO-reward** kids who spent the **same** amount of time drawing

TABLE 1 Mean Percentage of Free-Choice Time That Subjects Chose to Play with the Target Activity, by Treatments

Experimental condition	*n*	%
Expected award	18	8.59
No award	15	16.73
Unexpected award	18	18.09

And that study....

Is the foundational argument for

"rewards kill intrinsic motivation"

Pretty much every experiment (check Alfie Kohn's book) which finds

"rewards decrease intrinsic motivation"

Has as the measure, time spent on a task **during free choice time**

NOT

How much was done/achieved

Question:

What do we need to measure/ do in schools? In life?

Question:

How much is that experimental design like the day to day activities you expect your students to do?

Reading,
writing,
walking on the verandah,
sitting school-way,
attempting unfamiliar and difficult tasks...

Lepper, Green & Nisbett said:

"The present experiment does **not** speak to situations which **depart very greatly from the present situation**."

(ie - do not extrapolate too greatly from this very artificial circumstance)

(pity nobody listened)

Other things they said (that no-one listened to)

"...extrinsic incentives may often be used effectively to increase student interest in a broad range of activities...particularly true when a) the level of **initial intrinsic interest in the activity is very low** and some extrinsic device is essential for producing involvement with the activity"

Question: which of our school behaviours are fun to do/ intrinsically motivating?

Other things they said (than no-one listened to):

"or b) the activity is one whose **attractiveness becomes apparent only after engaging in it for a long time** or only after some **minimal level of mastery has been attained**."

Question: Which the activities children are asked to do at school are they already masterful at when the arrive on Day 1 of Kindy?

Which things require some learning and practice?

Back to INTRINSIC motivation

Regulatory style (type of motivation)	Intrinsic Motivation
Associated processes	Fun, interest, enjoyment
Locus of control *(Who is in charge?)*	**Internal**
Typical thoughts	*"I do this because it is fun/ enjoyable!"*
Example	*Kids playing on the swings 'cos it's fun!*

So about you

- What do you do, during the course of the school day, **JUST for enjoyment and expecting NOTHING else to happen** out of it? (That is, what are you **intrinsically motivated** to do?)
- How about in your whole life?

(keep it G rated please)

How does this relate to us at school?

Do we want our students to be **INTRINSICALLY motivated?**

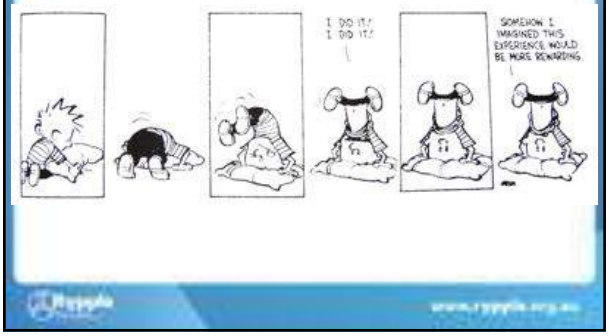
Do we want them to:

- Do their maths work
- Walk on the verandah
- Use English manners

JUST FOR FUN?

Or because it will help them attain a separable outcome in the future (great knowledge of math, being safe, being able to succeed socially in society) for themselves or others?

Intrinsic Motivation has its limits...



Perhaps we need to look at another type of motivation

"focusing only on intrinsic motivation is **not a practical strategy**. Total motivation is a function of external plus internal motivation, and **extrinsic motivation cannot be ignored."** (Ledford, Fang & Gerhardt 2013)

Extrinsic motivation: maybe not the big baddie we think it is...

Extract from Ryan & Deci's model: subtypes of Extrinsic Motivation (for a separable outcome)

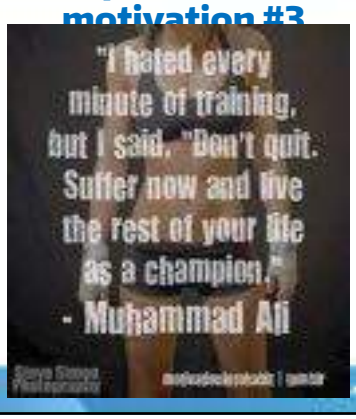
Regulatory style (type of motivation)	Extrinsic Motivation (4 subtypes of Extrinsic Motivation)			
	External regulation	Introjection	Identification	Integration
Associated processes	Salience of rewards/punishments, compliance, Reactance	Ego involvement. Focus on approval from self or others	Conscious valuing of activity. Self endorsement of goals	Hierarchical synthesis of goals Congruence of values with wider group
Locus of control/ regulation *(Who is in charge?)*	External	Somewhat External	Somewhat Internal	Internal

Example of Extrinsic motivation #1 (and NO example of reward use)

The Big Bang Theory Sheldon and Penny video from youtube
https://www.youtube.com/watch?v=JA96Fba-WHk

Example of Extrinsic motivation #2

Example of Extrinsic motivation #3



Example of Extrinsic motivation # 4

Extrinsic motivation

(Doing something to **get something else to happen**)

Is actually what we want for our students

The good news:

- It is **NOT** damaged by encouragement systems, including tangibles *(you don't stop working hard when they pay you…)*
- It is possible to design encouragement systems that move children from **Externally regulated (Penny)** to **Internally regulated (Nelson Mandela)** – if we design them cleverly.

Self Determination Theory has the answer:

We can design our environment to facilitate the shift from
External Regulation
("I'm doing this because Miss says I have to") to
INTERNAL Regulation
("I choose to do this")

By increasing students experiences of:

1. Relatedness 2. Competence 3. Autonomy

To be effective, a class encouragement system should include a menu of reinforcers

Level One	**Free and Frequent**	**Non-contingent** (Winning Over) **Contingent** (May include a tangible) All staff use every day in all school settings
Level Two	**Short Term**	Awarded occasionally Individual or whole class
Level Three	**Strong and Long Term**	Term or year long types of recognition

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	External regulation	Introjection	Identification	Integration
Associated processes	Salience of rewards/punish	Ego involvement. Focus on	Conscious valuing of activity.	Hierarchical synthesis of goals ience of values er group
	Low: "I don't care about you"	Relatedness	High: "I care about US"	
Locus of control *(Who is in charge?)*	External	Somewhat External	Somewhat Internal	Internal

Universal Needs

Student's perception of acceptance by teachers and peers is critical to fostering internalisation of regulation

Maslow (1968)	Glasser (1986)	Brendtro, Brokenleg, & Van Bockern (1990)	Stanley et.al (2005)
Survival	Survival	Mastery	Competence
Belonging	**Belonging**	**Belonging**	**Belonging**
Love	Power	Independence Autonomy	Independence
Esteem	Fun	Generosity	Connectedness
Self-Actualisation	Freedom		

Examples of High Relatedness/ belonging rewards

Examples of High Relatedness/ belonging rewards

Students and teachers enjoying sponge dodge

How can we increase RELATEDNESS?

- Tangibles that contribute towards a **group experience** (watching a youtube clip, playing a game, etc)
- Defining behaviour expectations as a whole school community and using shared language
- Emphasizing how performance of the positive behaviour fits in with our whole school behaviour expectations (eg The Wyndham Way)
- Creating opportunities for children to be, and feel part of the group

The Wyndham Way

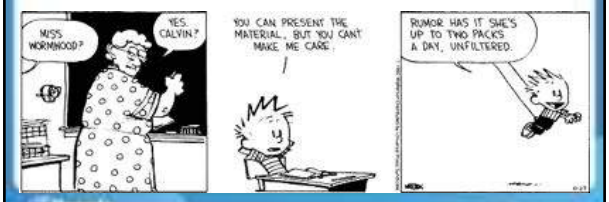
Activity:

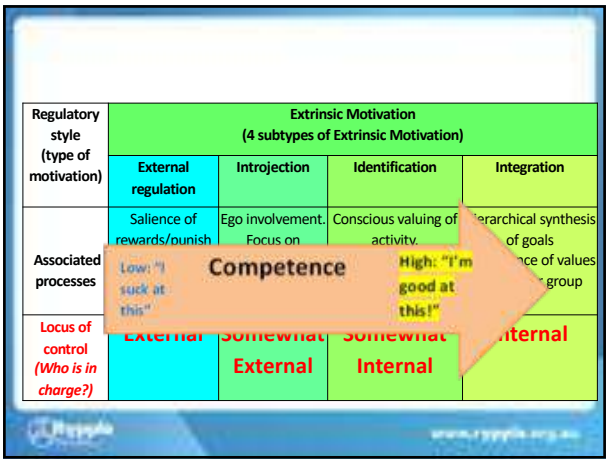
On your continuum,

Draft some **high relatedness** rewards
(rewards that are
for a **group**,
contribute to a **group experience**,
or can be **shared**)

The NO example

- Consequences which reject the child will reduce relatedness/ internalization of regulation for school behaviours





Praise vs. Encouragement

Championship Basketball Carol Dweck video
http://championshipbasketballschool.com/2014/01/30/carol-dweck-praise/

Is it possible

That students could develop a fixed mindset about their behaviour/how they are as a person if we use:

"Good girl"

"You're a wonderful helper"

Or

"You're irresponsible"

?

We are trying to change the adult language…

From Praise to

Encouragement/Acknowledgement

Praise	Encouragement Guidelines
• To express favorable judgment of • An expression of approval **Examples:** *Good girl/boy* *Good job* *I like your work* *I'm proud of you*	1. Is specific and detailed feedback 2. Is contingent upon desired behaviour 3. Is used in an instructional manner 4. Focuses on effort and improvement 5. Is not judgmental and invites students to evaluate their own efforts and achievements. 6. Avoids competition and comparison between students 7. Focuses on contribution 8. Is generally given in private

What Students Say…

- over 80% of students **preferred to be encouraged for their efforts** rather than actual academic ability
- over half of students preferred to receive encouragement/acknowledgement individually and without too much focus being on them while in the presence of other students

Burnett (2001) and Merrett & Tang (1994)

Activity

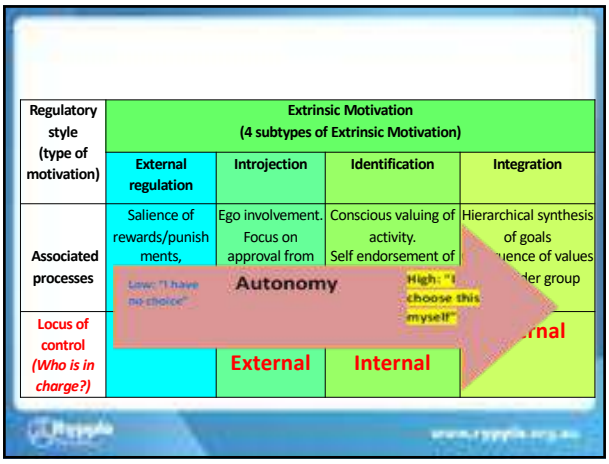
- Write some low competence PRAISE statements (then scribble them out 'cos they're no good)
- Write some competence-emphasising ENCOURAGEMENT/acknowledgement statements to use instead.

To be effective, a class encouragement system should include a menu of reinforcers

Level One	**Free and Frequent**	**Non-contingent** (Winning Over) **Contingent** (May include a tangible) All staff use every day in all school settings
Level Two	**Short Term**	Awarded occasionally Individual or whole class
Level Three	**Strong and Long Term**	Term or year long types of recognition

HOW can we increase COMPETENCE?

- Encouragement not praise
- Coaching not cheerleading
- Specific feedback
- Emphasise the skill
- Specific data shared with students as well as staff (this can be individual and group)



Activity: How can we increase (in a developmentally appropriate way…) our student's autonomy in:
1. How behaviours are defined,
2. Which behaviours are emphasised and
3. How tangibles are given?

How can we increase AUTONOMY*

** in a developmentally and contextually appropriate way!*

- Some student voice in design of visuals
- Some student voice in the menu of tangibles
- Some individual choice in picking an option from the menu of tangibles (the merit certificate example)

To be effective, a class encouragement system should include a menu of reinforcers

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Take home messages

Intrinsic Motivation does not get us though the day. Most of what WE and OUR STUDENTS do is **Extrinsically Motivated** (we do it to get a separable outcome/something to change in the world) **and that is ok.**

T Shirt design!

Takeaways…

- Big problems have been caused by people extrapolating from research data and using the same words to describe different things (**intrinsic motivation** vs **Internal regulation**)
- We actually want our students to be **extrinsically motivated** (do things to get something to happen) but working towards **INTERNAL REGULATION** of behaviours

Takeaways:

We can design an encouragement system to facilitate **internal regulation** by increasing

RELATEDNESS,

COMPETENCE and

AUTONOMY

in our design of encouragement/ acknowledgement/ tangibles

Using **Self Determination Theory** to guide us

References

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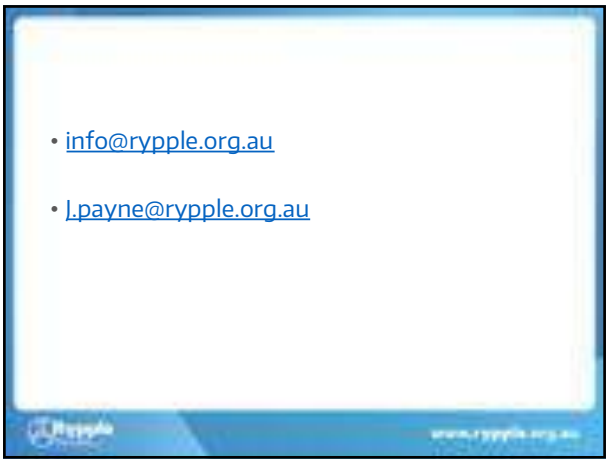
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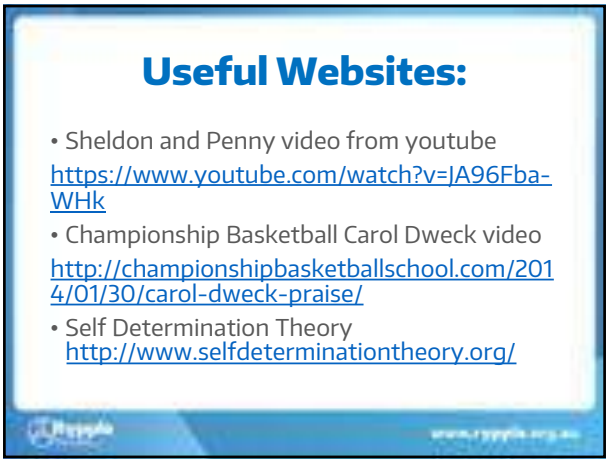
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• Championship Basketball Carol Dweck video
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http://www.selfdeterminationtheory.org/