The British Standard

The Power of ***Positivity***

Teacher's Seminar Booklet

Contents

- Punishments – Why we do it
  - The Effects of Neglect, Punishment and Stress
  - Student Relationship
- Developing Positivity
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Punishment – Why we do it

Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools
JOHN W. MAAG
The Council for Exceptional Children, 2001. Vol. 67, No. 2, pp.173-18 6

Machiavelli –

"it is much safer to be feared than loved“

- Advocated since biblical times and is reflected in the proverb **"spare the rod and spoil the child."**
- Most teachers embrace punishment because it is easy to administer, works for many students without challenging behaviours

Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools
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- Positive reinforcement increases the probability that the behaviour it follows recurs
  - Punishment decreases the probability that the behaviour it follows recurs in the future
- Punishment often can produce a rapid – although often temporary – suppression in most students' inappropriate behaviours
- Works for about 95% of students attending public schools

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"Negative Reinforcement Trap"

- Punishment techniques quickly and easily administered, quite desirable to suppress a variety of classroom disruptions
  - Example, a student was removed from the classroom for engaging in behaviours the teacher found obnoxious. If the student lacked the necessary skills for performing the stipulated assignment or found it boring, then being removed from the classroom negatively reinforced the student's performance of obnoxious behaviours because these behaviours terminated the perceived unpleasantness of the assignment

Case Study

- Rewards are more effective than punishment. Dutch neuroscientists have just found out why that seems to be the case
  - Their work involved 8/9- and 11/12-year olds who were given the opportunity to learn some basic tasks by means of positive, rewarding feedback or negative, "punishing" feedback.
  - Specifically, all children were given a computer task which required them to discover rules and when they correctly inferred a rule, as revealed by choices they made in the task, a check--positive reward--appeared on the screen; but if their choice indicated that they had not correctly figured out the rule of the task, then a cross--punishment--appeared on the screen.
  - Repeated running of the task showed that performance improved substantially more when the feedback was positive in the case of the younger children, telling them they did well when they did, rather than negative, telling them that they did poorly when they did.
  - Just the opposite proved true in the case of older children, who functioned just like young adults aged 18-25 who were also tested. That is, negative feedback improved performance more for these individuals than did positive feedback.

Case Study Results

- Brain control centres were more strongly activated in the face of negative feedback in the case of older children and adults, but more strongly activated when receiving positive feedback in the case of younger children
  - Information which stipulates that you did something wrong is more complicated than information stipulating that you did something well
  - Younger children may simply have an easier time processing simpler, positive, rewarding information than negative feedback

The Effects of Neglect, Punishment and Stress

Altered brain development following global neglect in early childhood (2012)
Perry, BD and Pollard, D. Altered brain development following global neglect in early childhood. Society For Neuroscience: Proceedings from Annual Meeting, New Orleans, 1997

- Left brain, which belongs to a normal 3-year-old, is significantly larger and contains fewer spots and dark "fuzzy" areas than the right brain, which belongs to that of a 3-year-old who has suffered extreme neglect
- Evidence that the way children are treated in their early years is important:
  - child's emotional development,
  - determining the size of their brains.
- Researchers explained brain scan on the right shows that the child lacks some of the most fundamental areas that are present in the image of the brain scan on the left.

Altered brain development following global neglect in early childhood (2012)
Perry, BD and Pollard, D. Altered brain development following global neglect in early childhood. Society For Neuroscience: Proceedings from Annual Meeting, New Orleans, 1997

- Larger brain will be:
  - more intelligent,
  - more likely to develop the social ability to empathize with others
- Smaller brain on the right will be:
  - more likely to become addicted to drugs,
  - be involved in violent crimes,
  - be unemployed and dependent on government benefits in the future.
- Furthermore, the child with the shrunken brain is significantly more likely to develop mental and other serious health-related problems

Altered brain development following global neglect in early childhood (2012)
Perry, BD and Pollard, D. Altered brain development following global neglect in early childhood. Society For Neuroscience: Proceedings from Annual Meeting, New Orleans, 1997

- 80 percent of brain cells grow in the first two years of life, problems in that development can affect people for the rest of their lives.
- The latest study supports research released earlier this year that showed that children brought up by mothers who provide love and affection early in life are smarter and have a greater capacity to learn.

Effects of stress throughout the lifespan on the brain, behaviour and cognition
Sonia J. Lupien*, Bruce S. McEwen‡, Megan R. Gunnar § and Christine Heim
Nature Reviews | Neuroscience, June 2009 | Volume 10, page 434 – 445

- Cortex
  - Responsible for higher thought processes,
  - Thinking
  - Processing information from the five senses
- Hippocampus
  - Memory
  - Regulates Emotions
  - Spatial Navigation

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- Children exposed to abuse early in life do not exhibit reduced hippocampal volume (relative to whole-brain size) as adolescents, although adults with these histories do show volume reductions
  - This finding holds even when the abused children have been selected for chronic post-traumatic stress disorder (PTSD), and even though in some cases they exhibit overall reductions in brain volume
  - By contrast, alterations in grey matter volume and the neuronal integrity of the frontal cortex, and reduced size of the anterior cingulate cortex, have been reported in adolescents exposed to early (and continued) adversity
  - Together, these results suggest that in humans the frontal cortex, which continues to develop during adolescence, might be particularly vulnerable to the effects of **stress** during adolescence. By contrast, the hippocampus, which develops mainly in the first years of life, might be less affected by exposure to adversity in adolescence.

Student Relationship

Dynamics of Teacher-Student Relationships: Stability and Change across Elementary School and the Influence on Children's Academic Success
Jantine L. Spilt, Jan N. Hughes, Jiun-Yu Wu, Oi-Man Kwok
Child Dev . 2012 July ; 83(4): 1180–1195

- Supportive relationships with teachers are believed to foster students' engagement in learning activities and progress in academic achievement
- Poor relationships with teachers thwart children's basic need for relatedness and diminish children's feelings of belonging at school and perceived academic competence, thereby obstructing motivational processes that drive academic achievement.
- Conversely, children who perceive their teacher as caring and accepting are likely to internalize academic and prosocial goals valued by their teacher

Teachers' Use Of Positive And Negative Feedback: Implications For Student Behaviour
Ashlie Pankonin and Rebekah Myers

- Teachers' feedback has been found to influence their relationships with students and students' outcomes, including their academic engagement and aspects of their self-perceptions
  - Teachers who use more positive feedback develop supportive relationships, teachers who use more negative feedback tend to develop conflictual relationships
  - Recent research suggests that students from low-income households experience conflictual, negative teacher- student interactions more often than their higher income peers
    - Highly supportive teachers are able to keep children at risk of low achievement engaged in their work and provide better assistance for developing children's skills
    - Low-income students appear to experience larger rates of growth when exposed to positive teacher- student relationships, such growth occurs because the students are being exposed to substantial amounts of positive feedback

Teachers' Use Of Positive And Negative Feedback: Implications For Student Behaviour
Ashlie Pankonin and Rebekah Myers

- Negative feedback is used more often in the classroom with relatively direct, negative effects
- Research demonstrates that when teachers reprimand students, students often continue to engage in the disruptive behaviour
- Because reprimands and negative statements about students' efforts tend to be **nonspecific**, such as saying, "Don't do that," **without providing any justification** for ending the disruptive behaviour or what behaviour **should be done instead**

Teachers' Use Of Positive And Negative Feedback: Implications For Student Behaviour
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- Instances where negative feedback was provided, students continued their behaviours 20% of the time
  - When the behaviour continued despite the use of negative feedback, the feedback **did not explicitly address the problematic behaviour** (e.g., "Come on, let's be serious now;" "Hey!")
    - Although, when the negative feedback provided an explanation of why the behaviour should be stopped (e.g., "Don't do that. I don't think that is safe"), **allowed the student to think about the morality of the behaviour** (e.g., "Are you doing the right thing?"), and the behaviour stopped

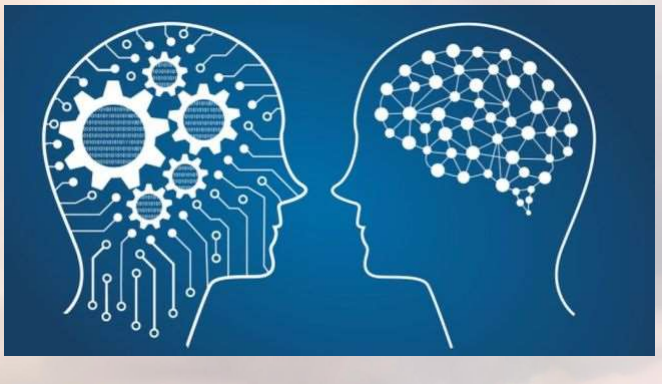
Teachers' Use Of Positive And Negative Feedback: Implications For Student Behaviour
Ashlie Pankonin and Rebekah Myers

- Negative feedback also affects students' behaviours indirectly by decreasing student's self-concepts and feelings of self-worth
  - More specifically, teachers' consistent use of negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic motivation, and require a reward in order to do a task
  - Thus, teachers' consistent use of negative feedback can have long-term effects on students' behaviour by causing students to develop negative self-perceptions. Having negative self-perceptions is especially concerning because it has been documented that self-perceptions have more **influence on students' success in the classroom** than their actual skills

What can be done?

- When teachers provide high levels of support, they engage with students with more eye contact, clearer directions, and positive feedback. These positive behaviours, then, reinforce students' behaviours by making them feel encouraged, interested in their immediate task, and motivated to continue their behaviour

Different Types of Intelligence/Mind Set



Messages That Motivate: How Praise Molds Students' Beliefs, Motivation, and Performance (in Surprising Ways)
CAROL S. DWECK

- Fix Intelligence VS Malleable Intelligence
  - Fixed – Nothing can be changed,
  - Malleable – Can learn and change

Messages That Motivate: How Praise Moulds Students' Beliefs, Motivation, and Performance (in Surprising Ways)
CAROL S. DWECK

TABLE 1
Theories of Intelligence

	Intelligence is fixed	Intelligence is malleable
Students' goal	To look smart even if sacrificing learning	To learn new things even if hard or risky
What does failure mean?	Failure means low intelligence	Failure means low effort, poor strategy
What does effort mean?	Effort means low intelligence	Effort activates and uses intelligence
Strategy after difficulty	Less effort	More effort
Self-defeating defensiveness	High	Low
Performance after difficulty	Impaired	Equal or improved

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- Fixed Intelligence mind set
  - Prone to stress and fear of not doing well
  - Failure leads to demotivation/shame
  - Leads to poor performance
- Malleable Intelligence mind set
  - Revels when facing challenges
  - Huge Satisfaction when overcoming challenges
  - Try again and work harder when facing failures

Case Study

- At the University of Hong Kong, all classes, class assignments, and examinations are in English. But not all students come to the university knowing much English. In the study, researchers assessed new students' theories about their intelligence and obtained their scores on their English proficiency exams. They were then asked if they would be willing to take a remedial English course if the faculty offered it.
  - Students who had low English proficiency and believed in malleable intelligence said yes, but students with low English proficiency and a fixed view of intelligence did not.
  - They were not willing to expose their ignorance or risk errors, even though, by not doing so, they were placing their academic career in jeopardy.

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- Can Intelligence Type be change? – YES!
  - Explain and Show the two different Types
  - Praise the Students correctly

Types of Praises

Praise and Feedback in the Primary Classroom: Teachers' and Students' Perspectives
Paul C. Burnett & Valerie Mandel
Australian Journal of Educational & Developmental Psychology. Vol 10, 2010, pp. 145-154

- Students **DO** want to be praised and acknowledged
  - Burnett (2001) reported that 91% of 747 Australian children wanted to be praised for their achievements and behaviours
    - Most (52%) wanted to be praised quietly and individually
    - Only 32% wanted to be praised loudly in front of their peers
    - Some 17 % did not want to be praised at all either individually or publicly

Praise and Feedback in the Primary Classroom: Teachers' and Students' Perspectives
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- The results of this study suggest that teachers should be strategic when giving students praise and feedback.
  - Teachers should not assume that all children want to be praised loudly and publicly for being smart.
  - Conversely, if primary teachers were to praise students quietly and individually for their efforts, then the majority of students' preferences would be met.

Messages That Motivate: How Praise Molds Students' Beliefs, Motivation, and Performance (in Surprising Ways)
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- 3 Types of Praises
  - Effort Praise: Reinforces to Malleable Intelligence
    - "Wow, you did really well. . . . That's a really high score. Your must have worked hard at these problems."
    - Promotes Self-Development
  - Intelligence/Ability Praise: Reinforces to Fix Intelligence
    - "Wow, you did really well on these problems. You got (eight) right. That's a really high score. You must be smart at these problems."
    - Feel Good Effect
  - General Non-specific
    - "Wow, you did really well, excellent work."
    - Mostly not effective, but depends on situation

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TABLE 2
Impact of Praise

	Intelligence praise	Effort praise
Theory of intelligence	Promotes a fixed theory	Promotes a malleable theory
Students' goal	To look smart even if sacrificing learning	To learn new things even if hard or risky
What does failure mean?	Failure means low intelligence	Failure means low effort
Enjoyment after difficulty	Low	High
Persistence after difficulty	Low	High
Defensiveness after difficulty (lying)	High	Low
Performance after difficulty	Impaired	Improved

Case Study

- Students were given 3 Sets of increasingly challenging problems. Results:
  - The effort-praised students did the best of the three groups on the final set and they improved significantly from the first set to the third. This means that their continued involvement and effort paid off. They actually became better ("smarter") at the problems.
  - In contrast, the intelligence-praised students did the worst of the three groups on the last set of problems, and declined significantly from the first to the third set. So, not only does this mind-set lead to self-denigration and loss of enjoyment in the face of difficulty, but it also leads to impaired performance.

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- When students received the intelligence praise, they often displayed a proud, satisfied smile that they did not display in the other conditions. That smile was, however, short-lived, as the students were soon overwhelmed by a host of concerns.
- In contrast, the effort praise, although perhaps not as thrilling initially, had a host of beneficial effects.

Practical Methods

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Anyone Can Give Process Feedback

- What Are Some Ways to Give Process Feedback?
  - "O-oops, I'm sorry I wasted your time. Let's go onto something harder that you can learn from."
  - "Wow, this is hard, this is fun. Well, that strategy didn't work; it tells us that's not the right way. What should we try next?"

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Performance Goals VS Learning Goal

- Avoid Public Rankings
  - High Performers – High Pressure, fear of failure
  - Low Performers – Feel Terrible, hit to self esteem
  - Ingrain the importance of facing learning challenges, current performance is from current skill, can be improved

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- Address students' achievement and their self-esteem:
  - Teaching students about malleable intelligence
  - Teaching them to value hard work, learning, and challenges
  - Teaching them how to cope with disappointing performance by planning new strategies and exerting more effort

Dimensions of Person-Centered Classroom Management
H. Jerome Freiberg & Stacey M. Lamb (2009) Dimensions of Person-Centered Classroom Management, Theory Into Practice, 48:2, 99-105

To make students love school, they need 4 things:

- Trust and respect—people care about them (social-emotional emphasis);
- As part of a family (school connectedness);
- Feel their teachers were helpers, encouraging them to succeed and listening to their opinions and ideas (positive climate);
- Have opportunities to be responsible, with freedom and choices, but not license to do whatever they wished (self-discipline).

Dimensions of Person-Centered Classroom Management
H. Jerome Freiberg & Stacey M. Lamb (2009) Dimensions of Person-Centered Classroom Management, Theory Into Practice, 48:2, 99-105

- In teacher-centred classrooms, the teacher is in control. Students wait for instructions, rarely taking initiative
- Is there discipline in a person-centred classroom? Yes, there is much more. By sharing control, learners begin the process of becoming self-disciplined
  - Self-discipline is knowledge about yourself and the ability to determine the appropriate actions needed to grow and develop as a person, without someone monitoring you.
  - In a student-centred classroom, the focus shifts to students, often neglecting what teachers require to function.
    - A student-centred seventh grade algebra teacher stated, "I was burning out from trying to do everything for the students. I realized it was not possible to do it alone. I began to enlist the students to form study groups, peer tutoring, and cooperative lessons. I had a more facilitative role—it had some balance." Creating this balance of needs facilitates a person-centred classroom

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Table 1
Classroom Management in Teacher-Centered and Person-Centered Settings

Teacher-Centered Classrooms	Person-Centered Classrooms
Teacher is the sole leader.	Leadership is shared.
Management is a form of oversight.	Management is a form of guidance.
Teacher takes responsibility for all the paperwork and organization.	Students are facilitators for the operations of the classroom.
Discipline comes from the teacher.	Discipline comes from the self.
A few students are the teacher's helpers.	All students have the opportunity to become an integral part of the management of the classroom.
Teacher makes the rules and posts them for the students.	Rules are developed by the teacher and students in the form of a classroom constitution or compact.
Consequences are fixed for all students.	Consequences reflect individual differences.
Rewards are mostly extrinsic.	Rewards are mostly intrinsic.
Students are allowed limited responsibilities.	Students share in classroom responsibilities.
Few members of the community enter the classroom.	Partnerships are formed with business and community groups to enrich and broaden the learning opportunities for students.

Note. From Carl Rogers and H. Jerome Freiberg (1994). *Freedom to Learn*, 3rd Edition, p. 240. Columbus: Merrill Publishing.

Social–Emotional Emphasis

- Teaching is about building relationships— knowing your students, sharing ideas and all life events. In a time of test-driven schools, the need for relationships is greater. To be genuine in the classroom is difficult, but it is necessary. Some students don't learn from people they don't like (Cornelius-White, 2007). Building relationships with students can be crucial to their academic, social, and emotional success. The following illustrates this perspective
- Person-centred teachers extend their roles to become encouragers, facilitators, and connectors of learning. Students are given opportunities to express their ideas privately or publicly (through weekly class meetings). To facilitate a person-centred classroom, teachers should place themselves in the students' condition. Students often want to know how much you care long before they want to learn how much you know

School Connectedness

- Students need to know that they have a personal connection with their teacher, principal, or another adult within the school. It is important that someone notices when they are absent. Inherent to the sense of belonging is the sense of importance—if a teacher notices a student is late and expresses concern, a clear message is sent: "My teacher cares about me enough to worry." When class begins on time, that also sends a message: Learning is important here. Promoting school connectedness through a person-centred environment diminishes risk behaviours. Students want to belong. Shared leadership and increased student classroom responsibility facilitate this process. When teachers release responsibility to student managers for important classroom tasks, the outcomes are mutually beneficial: students feel empowered, while teachers have more time to teach
- When students are given opportunities to be responsible, they become connected and invested in making teaching and learning work

Positive Classroom and School Climate

- We want to feel safe in school. The sense of WE is built and modelled as teachers and students determine shared norms and begin to establish trust in the classroom. In a person-centred environment, put-downs or disses are not tolerated; the social skills necessary to nurture a caring environment are taught through daily experiences. When students feel safe, they are more apt to demonstrate creativity, intellectual curiosity, and higher-level thinking. Freedom and choice motivate students to be active participants in the learning process.
- Nurturing a positive climate enables students to take risks, build trust, and develop a strong sense of community.

Creating Student Self-Discipline

- For students to achieve self-discipline, they have to be allowed to make mistakes and learn from them to grow socially and emotionally. Student self-discipline is built on responsible consequences. Fixed consequences (i.e., name on board and multiple checks, with disciplinary actions for each mark) often assign punishment for student behaviour, without time for reflection or the taking of responsibility. Unlike fixed consequences, responsible consequences require students to reflect on the behaviour, consider alternatives, and make written or verbal apologies (or undo what was done). This multistep process builds self-discipline. When confronted with similar situations in the future, students can make better decisions. Freedom and choice build self-discipline, a necessary foundation for more complex instruction, including cooperative learning, learning centres, and independent projects. Students learn how to be responsible, cooperate, resolve conflicts, manage their own time, complete relevant social and/or academic contracts, and set goals for learning. Behaviourally, students have specific role responsibilities within the classroom. Collectively, they work together to make decisions that affect the entire group. In the following example, a shared classroom constitution is established.
- Students who help make classroom decisions have ownership, building the foundation for selfdiscipline. Teaching is, above all, about relationships.

Person-Centred Classroom Management Model

- Consistency management (CM) focuses on classroom and instructional organization and teacher planning. Teachers provide a flexible, but predictable learning environment, enabling students to feel comfortable, cared for, and at liberty to take intellectual risks. Assignments, objectives for the lesson, and the homework are listed on the board daily or on the teacher's blog. Questions are asked to individuals by pulling students' sticks from a cup, or using a random generator on the computer, projected on a white board. A countdown poster near the door charts projects and long-term assignments. Overall, the teacher's role within consistency management is to fashion a support system that creates a fair, consistent instructional process where students are active participants, not passive observers.

Person-Centred Classroom Management Model

- Cooperative discipline (CD) expands the leadership roles and responsibilities of instructional management from solely the teacher's to shared responsibility between students and teacher. CMCD provides all students the opportunity to become leaders in the classroom. Students know what to do when the teacher is not present and understand how to effectively solve disputes, prevent problems, and work in groups. New job responsibilities (CMCD student managers) are established for some fifty tasks that teachers usually complete themselves; students apply for classroom jobs through applications and interviews. Through opportunities to take ownership, students learn to trust and be trusted. Linked together, the CMCD program takes the philosophy of person-centred learning and successfully applies it to enhance classroom practice.