

## Chapter 12: Reflective Practice

Use the five activities in this reproducible—(1) reflect on current practices, (2) use classical conditioning with students, (3) use operant conditioning with students, (4) combine classical conditioning with loss version, and (5) document your experiences—to plan and utilize rewards with your students.

### Reflect on Current Practices

Think about your current views and practices in regard to using rewards in your classroom, and then complete the following chart. Why do you do what you do in regard to your use of rewards? Do you have strong beliefs about using rewards in your classroom? Do you have past experiences with rewards (either as a student or in your teaching practice) that have resulted in your beliefs and practices?

Three ways I currently utilize rewards in my teaching practice are:	I do or don't do this because of: <i>(Describe your beliefs or past experiences with this reward strategy.)</i>
1.	1.
2.	2.
3.	3.

### Use Classical Conditioning With Students

Recall that *classical conditioning* involves promising the reward *before* the desired task or behavior. Implement the following steps for using this form of conditioning with your students.

1. Determine something you want from your class. This could be a change in certain behaviors, or it could be an improvement in a certain area of academic achievement.  
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2. Determine something that all or most of your students would want. It could be a movie afternoon, extended gym time, or a free class. You know your students best, so the reward is up to you.  
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3. Tell your students very specifically what it is you want from them, when you want it, and how you will know whether or not they have achieved this goal. Then tell them the reward they will get if they meet the mark. Please keep in mind what was discussed in regard to rewards being more effective for simple (algorithmic) tasks than for creative and complex (heuristic) tasks. *Optional: Try this strategy with both kinds of tasks or go with the research and only apply it to simpler tasks.*
4. Record your observations in the space provided. What impact, if any, does this have on future behaviors?

## Use Operant Conditioning With Students

Recall that *operant conditioning* involves promising the reward after the desired task or behavior. Implement the following steps for using this form of conditioning with your students.

1. Determine something you want from your class. This could be a change in certain behaviors, or it could be an improvement in a certain area of academic achievement. Do not tell your students about this.

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2. Determine something that all or most of your students would want. As in the previous exercise, use your insider knowledge of students to decide what the reward should be.

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3. On whatever occasion your students have met this expectation, whatever it may be, give them the reward you determined, and tell them what it is for. Again, please keep in mind this chapter's information with regard to rewards being more effective for simple (algorithmic) tasks than for creative and complex (heuristic) tasks. *Optional: Try this strategy with both kinds of tasks or go with the research and only apply it to simpler tasks.*
4. Record your observations in the space provided. What impact, if any, does this have on future behaviors?

## Combine Classical Conditioning With Loss Aversion

Combining classical conditioning and loss aversion means giving the reward before the desired task or behavior but then committing to take the reward away if students don't achieve your expectations. Implement the following steps for using this form of conditioning with your students.

1. Determine something you want from your class. This could be a change in certain behaviors, or it could be an improvement in a certain area of academic achievement.

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2. Determine something that all or most of your students would want. As in the previous exercise, use your insider knowledge of students to decide what the reward should be. However, in this case, the reward needs to be something tangible that you can take back.

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3. Tell your students very specifically what it is you want from them, when you want it, and how you will know whether or not they have achieved this goal.
4. Give students their reward *before* they engage with the performance task you selected.
5. Let students know that if they do not achieve this task, let's say a 5 percent increase in the class average on the next unit test or a 10 percent improvement in attendance for the week, you will take the reward back from the entire class. Again, please keep in mind this chapter's information with regard to rewards being more effective for simple (algorithmic) tasks than for creative and complex (heuristic) tasks. *Optional: Try this strategy with both kinds of tasks or go with the research and only apply it to simpler tasks.*
6. Record your observations in the space provided. What impact, if any, does this have on future behaviors?

### **Document Your Experiences**

After experimenting with your class and the various kinds of reward structures and the different ways to apply them, determine what you have learned in regard to using rewards with your class. Describe your findings in the space provided. What would you do differently to improve your effectiveness with using rewards?