

# Skill of reinforcement

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**REINFORCEMENT**



## Introduction

- The term reinforcement was introduced by Pavlov in 1903.
- The concept of reinforcement means getting the work completed by giving some incentives or rewards to the certain person.
- Refers to anything stimulus which strengthens, encouraging the designated behavior, or increases the probability of a specific response.

## AIMS:

- **The main aim of use of the skill is to increase pupils' participation to the maximum and likely to happen in future.**

# Why...?

- ❑ to increase pupils attention and participation
- ❑ to motivate pupils and to sustain motivation
- ❑ to facilitate pupils behavior
- ❑ to control disruptive pupils behavior
- ❑ to recognize pupils' achievements and efforts
- ❑ to reduce the chance of extinction of pupils behaviours

# Types of reinforcement:

- **Positive reinforcement:**

- Strengthening of desirable behaviors of the pupils. It increases pupils participation in teaching learning process.
- It helps mould and change behavior which then makes more likely to happen in future.

- **Negative reinforcement:**

- Weakening of undesirable behaviors of the pupils. It decreases pupils participation in teaching learning process.
- It gives a punishing feeling to the pupil hence makes more likely to extinct in future.



## Negative reinforcers:

- Those behaviours of the teachers which discourage the pupils participation. They have an unpleasant or punishing effect on pupils.
- Example: { No, you are not good, do something else, nonsense, wrong, stupid, incorrect, stop it, I don't like what you are doing, is that all?? Etc.}

*.....of course*

- Reinforcement involves the use of '+ve' reinforcers more and more and decrease the use of '-ve' reinforcers so that pupils participate to the maximum.



## Points to ponder.....

- 1. Use wide range of reinforcers. Don't use **similar** reinforcers for different responses ( viz. easy answer: good, difficult answer: good, partially correct answer: good)
- 2. Try to **involve all pupils and encourage their participations.** Don't neglect shy and passive pupils.
- 3. Use reinforcing words or statements **sparingly**. Don't use reinforcers for each and every responses of the pupils. It leads situation artificial.

# Components of the skill of Reinforcement

- ∅ Positive verbal reinforcement (PVR)
- ∅ Positive non-verbal reinforcement (PNVR)
- ∅ Negative verbal reinforcement (NVR)
- ∅ Negative non-verbal reinforcement (NNVR)
- ∅ Extra verbal reinforces (EVR)
- ∅ Repeating and rephrasing pupils' responses (RRPR)
- ∅ Writing pupils answers on the black-board. (WPSB)

# **∅ POSITIVE VERBAL REINFORCEMENT (PVR)**

- **The teachers have to use verbal or linguistic expressions in order to reinforce learning.**
- **For example: “Good”, “Yes”, “Correct”, “Fine”, “Very Good”, “Well Done”, are stated by the teacher if the student has answered well in order to reinforce him/her.**
- **Sometimes words and phrases like ‘go on’, ‘carry on’, ‘go ahead’, and ‘continue’ etc. can be used by the teacher to encourage the student in order to continue his/her answer. The important points given by the student can be re-emphasized or highlighted by the teacher.**

# **POSITIVE NON-VERBAL REINFORCEMENT (PNVR)**

- **When a teacher uses gestures and performs behaviors to reinforce the students' responses, it is known as positive non-verbal reinforcement.**

**This component has four elements:**

- (a). Nods and smiles,**
- (b). Moving towards the responding pupil,**
- (c). Giving a friendly look, and**
- (d). Writing pupils' responses on the black-board.**

**The teacher gives gestures in order to reinforce the student's behavior.**

# **NEGATIVE VERBAL REINFORCEMENT (NVR)**

- **Expressions like “wrong”, “no”, “incorrect”, “not true”, “foolish”, “nonsense”, “shut up” are some of the examples of negative verbal reinforcers.**
- **The use of certain undesirable reinforcers can strengthen the occurrence of a particular behavior. The negative verbal reinforcers should not be used extensively in order to facilitate learning.**

# **NEGATIVE NON-VERBAL REINFORCEMENT(NNVR)**

- **This type of reinforcers is used by the teacher in order to make the students to be aware of certain undesirable behaviors.**
- **This can be done through such behaviors like ‘frowning’, ‘widening of eyes’, ‘nodding the head’. ‘tapping impatiently with hands’, ‘avoiding the particular pupil and moving away from him’.**



# **EXTRA VERBAL REINFORCES ( or) CUES (EVR)**

- **Sometimes the teacher uses the utterances; ‘aha’, ‘hummm’ etc. to encourage the pupil continue with his answer. These cues are given when the pupil’s response is lengthy. Preferably, such cues may be given at places where the pupil has uttered significant words and phrases.**

# **REPEATING AND REPHRASING PUPIL'S RESPONSE (RRPR)**

- **Teacher repeats the correct response of the pupil or rephrases it for the benefit of the pupils in the class. Such behaviors have reinforcing effect on the pupils, but the teacher should repeat only those answers by the pupils which are novel and significant.**

# **WRITING PUPIL'S RESPONSE ON THE BLACK-BOARD (WPSB)**

- **Teacher may at times write correct and original pupil responses on the black board to give reinforcement to the pupils.**