

SKILL OF REINFORCEMENT



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MEANING OF REINFORCEMENT SKILL



- It refers to any stimulus which strengthens and encourages the designated behavior or increase the probability of specific response(s)/participation.
- Reinforcement is used to promote learning and to draw the attention of the students.
- It also provides a greater motivation to the students.
- The student's behavior should be approved by the teacher and then they would feel motivated to participate with great enthusiasm.

AIM OF REINFORCEMENT SKILL



- Main aim of use of the skill is to increase pupils' participation to the maximum and likely to happen in future

TYPES OF REINFORCEMENT SKILL



- **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

POSITIVE REINFORCERS



- These are the behaviours of the teachers which increase the chance for the pupils to participate / respond correctly. They generate a pleasing effect on pupils.
- Example: { right, that's good, yes, correct, fine, excellent, splendid, well done, I like what you are saying, continue, go ahead, carry on, think again etc. }

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.}

COMPONENTS OF REINFORCEMENT SKILL

<i>Positive verbal reinforcement</i>	<i>(PVR)</i>
<i>Positive non-verbal reinforcement</i>	<i>(PNVR)</i>
<i>Negative verbal reinforcement</i>	<i>(NVR)</i>
<i>Negative non-verbal reinforcement</i>	<i>(NNVR)</i>
<i>Extra verbal reinforcers</i>	<i>(EVR)</i>
<i>Repeating and rephrasing pupils' responses</i>	<i>(RRPR)</i>
<i>Writing pupils answers on the black-board</i>	<i>(WPSB)</i>

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”

POSITIVE NON-VERBAL REINFORCEMENT (PNVR)



- Here a teacher uses gestures and performs behaviors to reinforce the students' responses
- 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.

NEGATIVE VERBAL REINFORCEMENT (NVR)



- The use of certain undesirable reinforcers can strengthen the occurrence of a particular behavior. Should not be used extensively in order to facilitate learning.
- Examples: “wrong”, “no”, “incorrect”, “not true”, “foolish”, “nonsense”, “shut up”

NEGATIVE NON-VERBAL REINFORCEMENT (NNVR)



- Used by the teacher in order to make the students to be aware of certain undesirable behaviors
- 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 (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

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. Don't use reinforcers for each and every responses of the pupils. It leads situation artificial.



THANK YOU !