

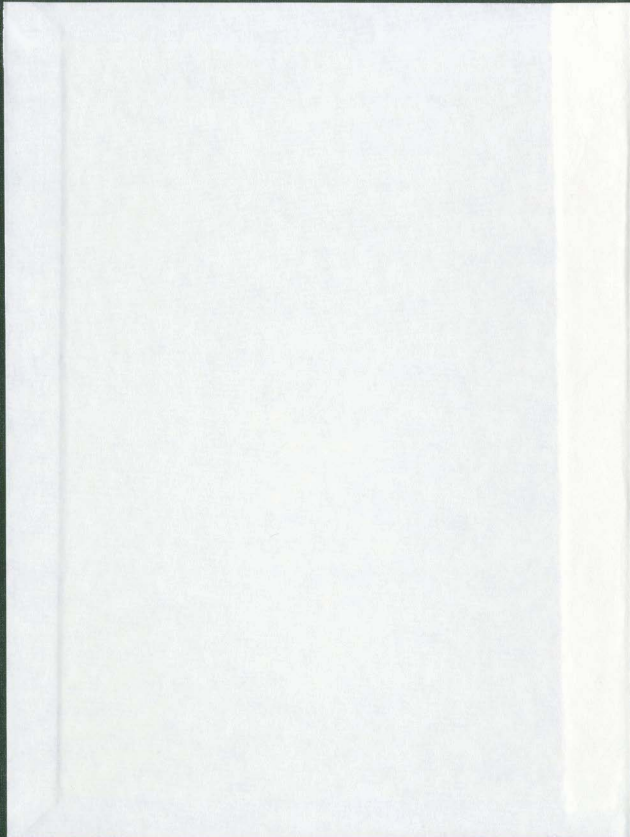
CHILDREN'S PERCEPTIONS OF REWARDS

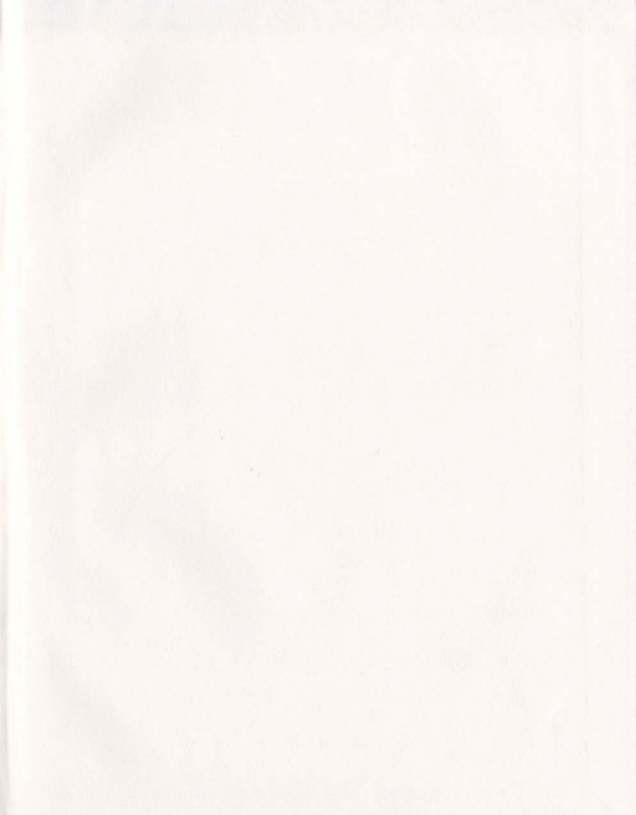
CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

KEVIN DUNPHY





INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

Bell & Howell Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]



National Library
of Canada

Acquisitions and
Bibliographic Services

395 Wellington Street
Ottawa ON K1A 0N4
Canada

Bibliothèque nationale
du Canada

Acquisitions et
services bibliographiques

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file / Votre référence

Our file / Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-54881-3

Canada

CHILDREN'S PERCEPTIONS OF REWARDS

By

Kevin Dunphy, B.Sc., B.Ed.

**An Internship Report submitted to the School of Graduate Studies
in partial fulfillment of the requirements for the degree of Master
of Education**

**Faculty of Education
Memorial University of Newfoundland
September 1999**

ABSTRACT

The internship component of the Master of Education was completed in Stephenville, Newfoundland with School District #4. The internship report consists of a placement component and a research component. The placement component of the report provides an overview of the internship goals and a description of the placement setting, as well as descriptions of the various activities in which the intern was involved during the placement.

The research component examines students' perceptions on the effects of using rewards as a means of motivation. Twelve grade six students volunteered to be audio-tapped during interviews which addressed their feelings and perceptions toward the use of rewards as incentives to motivate students in regards to their studies. Findings indicated a mixture of feelings pertaining to rewards. Some students indicated that rewards are a useful and positive means of motivation, while others suggested that the use of rewards have negative consequences and may discourage students from studying. Relevance of the findings are discussed as well as limitations of the research.

Acknowledgment

The intern gratefully acknowledges the following individuals for their support and input: Darlene Styles (Field Supervisor, School Psychologist with District #4), Dr. William Kennedy (Internship Supervisor with Memorial University), Dr. Timothy Seifert (Research Supervisor with Memorial University), Dale McLean (School Psychologist with School District #4), Tom George (School Psychologist with School District #4), Mr. Andrew Butt (Director of School District #4), Mr. Peter Doyle (Assistant Director with School District #4), Mrs. Paula Gillis (Coordinator of Special Services with School District #4), Ms. Geneva Bennett, Mr. Donald Dunphy, Mr. Gregory Penny (Administrator with School District #4), and all the students who volunteered to be involved in the research component of the internship.

Internship Report
Table of Contents

Abstract	i
Acknowledgment	ii
PART I: PLACEMENT COMPONENT	
CHAPTER 1: DESCRIPTION OF THE INTERNSHIP SETTING	5
a. Introduction	5
b. Rationale for the Internship	6
c. Goals and Objectives	6
d. Roles and responsibilities of the School Psychologist	8
CHAPTER 2: THE INTERNSHIP EXPERIENCE	13
a. Overview	13
b. Consultation	13
c. Program Planning	15
d. Psycho-educational Assessments	18
- The Assessment Procedure	18
- Referral Intake	20
- Gathering of Background information	22
- Rapport Building With Clients	22
- Administration of Assessment Instruments	23
- Interpretation of Data	25
- Psycho-educational Report Writing	25
- Debriefing	26
e. Referral Writing	28
f. Record Keeping	29
g. Provision of Documentation for Specialized Teacher Allocation	33
h. Attending In-services	35
i. Gathering Research Data	36
j. Summary	37

PART II: RESEARCH COMPONENT**CHAPTER 3 CHILDREN'S PERCEPTIONS OF REWARDS**

a. Introduction/Literature Review	40
b. Research Questions	44
c. Procedure	45
d. Research Findings	46
- Students general feeling about rewards	48
- Students feelings about the effectiveness of rewards as motivators	49
- Students feelings pertaining to the affects of rewards on intrinsic motivation	50
- The effects of discontinuing contingent reward systems	51
- Students perceptions of effective teachers	51
e. Discussion of Findings	52
- Other Motivation Alternatives	56
f. Limitations of Research	58
g. Summary	59
h. Bibliography	61
i. Appendix A Letters of Permission	63
j. Interview Schedule	71
k. Summary of the Major Points from Students Response	75

PART I: PLACEMENT COMPONENT

Chapter 1 (Internship Setting)

INTRODUCTION

The internship component of the author's Master of Educational Psychology program at Memorial University of Newfoundland began on April 26, 1999 and ended on July 30, 1999. Of these fourteen weeks, one full week was dedicated to collecting data for the research component of the internship and the other thirteen weeks were spent practicing specific educational psychology duties and responsibilities.

The internship placement was with School District # 4 on the West Coast of Newfoundland; it involved providing educational psychology services to eight schools within, and surrounding, the town of Stephenville. The schools included grade levels that ranged from Kindergarten to Level III and also included an alternate school for students with extreme difficulties in coping with the regular school system. The main base of operations during the internship was an educational psychology office located in the alternate school.

Field supervision during the placement was provided by Darlene Styles a registered psychologist employed as a district educational psychologist with School District #4. Supervision from Memorial University was provided by Dr. William Kennedy and Dr. Tim Seifert. Dr. Seifert supervised the research component of the internship, while Dr. Kennedy supervised all other aspects.

A RATIONALE FOR THE INTERNSHIP

In order to meet the requirements of the Master of Education program at Memorial University of Newfoundland this graduate student selected the graduate internship option. This option was selected because of its practical value in providing an opportunity to exercise the professional responsibilities associated with the role of a school psychologist. It is this graduate student's goal to pursue a career in the field of school psychology and the internship experience can provide a very worthwhile preparation for this career. It was anticipated that this experience would provide an opportunity for utilizing the knowledge that has been acquired throughout the course of the Educational Psychology program. It was also anticipated that this experience would provide many new learning opportunities and challenges which could be addressed under the guidance and mentorship, of a professional school psychologist.

GOALS AND OBJECTIVES

Throughout this internship this graduate student hoped to become familiar, and comfortable, with carrying out the duties of a school psychologist. This student also hoped to expand networking with resource personnel and agencies, as well as gain an awareness of, and access to, more materials and techniques that could be utilized on a professional basis. It was anticipated that through the internship the following goals and objectives could be met:

GOAL: It was anticipated that the internship would provide an opportunity to gain improved consultation skills by meeting the following objectives:

- observing the consultation skills modeled by the field supervisor.
- attending team planning meetings involving various clients, parents and professionals in which consultation services are both provided and received.

- interacting with various clients, school personnel and other professionals while carrying out the roles and responsibilities associated with the position of school psychologist on a day to day basis.

GOAL: To become more efficient in the area of assessment by meeting the following objectives under the supervision of the field supervisor:

- becoming involved in the referral process and in making decisions about which instruments would be most suitable, informative and beneficial for each individual case.
- administering various standardized instruments that are utilized by the school board.
- scoring and interpreting the various instruments used.
- writing psychological reports which would incorporate the results from various instruments, as well as clinical observations, interpretations, and recommendations.
- meeting with clients, parents, teachers and other professionals to interpret and discuss the results and recommendations included in the psychological reports.

GOAL: To learn more about the types of problems experienced by various students and to acquire increased knowledge on how these problems can be addressed most efficiently.

GOAL: To assist in the development of educational program plans for individual students.

GOAL: To participate and assist in any professional development workshops that the school psychologist may be required to deliver.

GOAL: To develop an efficient system of record keeping which incorporates various legal and ethical considerations.

GOAL: To carry out a research project which attempts to add to the knowledge concerning student motivation by investigating students' perceptions regarding the use of rewards in relation to motivation and performance in learning.

ROLES AND RESPONSIBILITIES OF THE SCHOOL PSYCHOLOGIST

School District #4 follows the policy and guidelines set out in the document *The School Psychologist in Newfoundland and Labrador, Policy, Guidelines and Professional Practice Standards*, which was produced by the Division of Student Support Services, Department of Education, Government of Newfoundland and Labrador (1997). In this document the following roles and functions of school psychologists are stated:

A. Consultation and Collaboration

- *Consult and collaborate with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.*
- *Design and develop procedures for preventing educational and personal difficulties, promoting mental health and learning, and improving educational systems.*
- *Provide in service and other skill enhancement activities to school personnel, parents, and others in the community, regarding issues of human learning, development, and behavior.*
- *Develop collaborative relationships in their practice and are involved in assessment, intervention, and program evaluation procedures.*

B. Intervention

- *Provide direct and indirect intervention to facilitate the functioning of individuals. This may include working with groups and organizations.*
- *Design programs with collaboration to enhance cognitive, affective, and social development.*
- *Facilitate the delivery of services by assisting those who play major roles in the educational systems (i.e., parents, school personnel, community*

agencies). *Such interventions consist of, but are not limited to: in-service training, organization development, parent counseling, program planning and evaluation, parent education programs.* (The School Psychologist, 1997, pp. 15-19)

C. Supervision

The document, The School Psychologist in Newfoundland & Labrador Policy, Guidelines and Professional Practice Standards section 7, describes the responsibilities of the school psychologist regarding supervision. It emphasizes that registered school psychologists may be assigned the responsibility of supervising un-registered persons working in the area of school psychology. This requirement is in accordance with An Act To Provide For The Registration of Psychologists (1986) in Newfoundland and Labrador, and is provided to ensure quality services in the area of school psychology. Particular guidelines pertaining to this supervision are outlined in section 7 of the document. (The School Psychologist, 1997).

D. Program Planning and Evaluation

- . *School psychologists participate in program planning and evaluation services. These include, but are not limited to individual program planning teams.*
- . *School psychologists serve as needed on committees responsible for developing and planning educational and educationally-related activities.*

E. Psychological and Psycho-educational Assessment

- . *Adhere to provincial policy guidelines such as the Special Education Policy Manual and professional standards regarding non-biased assessment and programming for all students.*
- . *Conduct psychological and Psycho-educational assessments of children and youth as appropriate.*
- . *Psychological and Psycho-educational assessments include considerations, as appropriate, of the areas of personal-social adjustment, intelligence-scholastic aptitude, adaptive behavior,*

language and communication skills, academic achievement, sensory and perceptual-motor functioning, environmental and cultural influences.

- . Utilize informal and formal instruments, procedures, and techniques which include interviews, observations, and behavioral evaluations and use of departmental documents such as Math Match and the Reading and Writing Handbook.*
- . When conducting psychological and Psycho-educational assessments, school psychologists have explicit regard for the context and setting in which those assessments take place.*

F. Research

- . May design, conduct, report and utilize the results of research of a Psychological and educational nature.*
- . All research conducted is in accordance with relevant ethical guidelines of the profession. Applied and/or basic research may be pursued, focusing on:
 - a) psychological functioning of human beings;*
 - b) Psycho-educational assessment tools and procedures;*
 - c) educational programs and techniques applied in individual cases and groups of various sizes;*
 - d) educational processes;*
 - e) psychological treatments and techniques applied to individual cases or groups;**
- . School psychologists involvement in research can range from support or advisory services to having direct responsibility for one or more components of a research project. These components may include planning, data collecting, data analyzing, disseminating, and translating research into practical applications within the school community.*

G. Continuing Professional Development

- . The practice of school psychology has and will continue to undergo significant changes as new knowledge and technological advances are introduced. The development of new intervention techniques, assessment procedures, computer assistance, and so forth, will require that practitioners keep abreast of these innovations as well as obtain appropriate professional education and training in these areas. All school psychologists:*
 - . actively participate and engage in activities designed to continue, enhance, and upgrade their professional training and skills to help ensure quality services.*
 - . document their efforts through formal professional development programs, although they are not limited to such activities.*
 - . subscribe to memberships in professional organizations, read professional journals and books, and discuss professional issues with colleagues to ensure participation in complete and overall professional development activities.*
 - . are obligated to participate in Continuing Professionals Development (CPD) activities and the maintenance of high professional standards and practice. These obligations are assumed when one initially engages in the practice of school psychology and should be required for continued credentialing.*
 - . who, after two years no longer supervision available engage in peer review activities. These may include discussion of cases and professional issues designed to assist with problem solving, decision making, and appropriate practice.*
 - . readily seek additional consultation with supervisors, peers, or colleagues with particularly difficult or complex cases, and/or when expanding their services into new areas or those in which they infrequently practice.*

H. Accountability

- . School psychologists are accountable for their services both to their*

profession. They assist in devising systems of accountability and outcome evaluation which aid in documenting the effectiveness of their interventions and other services they provide. Evaluation of school psychologists should be periodic, systematic, and effective. Any such evaluation should be in line with provincial policy and in collaboration with school psychologists who are qualified to assess competencies and services particular to the profession. (The School Psychologist, 1997).

Chapter 2 (THE INTERNSHIP EXPERIENCE)

Overview

The internship experience provided a variety of opportunities to observe and engage in the activities associated with the role of an educational psychologist. These activities included: consultation, program planning, psycho-educational assessment, writing referrals, record keeping, providing documentation for students requiring special criteria teachers, attending In-services, and gathering research data.

Consultation

A large percentage of time was dedicated to the consultation role. Consultation was conducted through a series of formal meetings, as well as through informal visits and telephone conversations, with parents, teachers and other professionals. The intern initially spent the majority of time observing the field supervisor in the consultant role but participation in consultation increased as the internship progressed and the intern took on a caseload of clients.

A series of formal meetings were held to discuss the issues and plans pertaining to various students. Several of these meetings were held with teachers and guidance counselors who initiated case conferences on particular students and sought possible advice on how to proceed with helping these students. A number of the meetings were multi-disciplinary in nature and involved the clients, the parents/guardians, teachers and school administrators, social workers, medical personnel, representatives from the department of justice, and various other

professionals involved with the particular clients. Several of these meetings were arranged to discuss the Individual Special Service Plans (ISSPs) for particular students. These meetings involved the various participants discussing the strengths and needs of students and attempting to establish relevant goals and objectives to be attained. The roles of the various team members in helping students obtain particular goals and objectives were also discussed at these meetings and future meeting times were set to assess the effectiveness of the ISSPs and to make any necessary modifications

Two full days of consultation meetings were also held for case conferencing with the psychiatrist from the Janeway Traveling Pediatric Clinic. Discussions during these sessions included the diagnosing of some students with particular learning disabilities and behavioral/emotional disorders. Such discussions often included the setting up of different treatments including: behavior management plans; individualized education plans; and in some cases the prescription of medications. Referrals to other professionals such as Speech/Language Pathologists, Audiologists, Occupational Therapists and specialized counselors were discussed and initiated for some clients at these meetings. The opinions and recommendations of the psychiatrist were particularly useful for helping to determine if certain students met the various criteria required to gain access to specialized teaching allocations. Several consultations were also held with clients, parents/guardians, teachers and other school personnel to discuss the results and recommendations arising from the psycho-educational assessments.

In addition to the many formal consultation meetings, several informal consultations were held. Several parents and teachers, as well as other school personnel and professionals, contacted the school psychology office to discuss particular cases or to seek advice on possible

ways to proceed in dealing with particular students who were experiencing difficulties. Sometimes these informal consultations resulted in the arrangement of more formal meetings.

Reflections on Consultation

The consultation experiences were very valuable. So many useful ideas, recommendations and plans were introduced that it would be beyond the scope of this report to address them all. One valuable skill that was greatly improved upon was that of briefing parents and teachers on the results and recommendations arising from psycho-educational assessments. This skill often requires one to display sensitivity and tact and at the same time be direct. Effectively utilizing such skills can be especially challenging when informing parents that their child has learning delays or disabilities.

The consultation experience also offered many different opportunities to network. Meetings and conversations with personnel from various agencies and organizations resulted in an awareness of the many programs and resources that are available to assist students with different types of problems. For example, information was obtained regarding the ability of the Department of Human Resources and Employment to provide funding for specialized counseling, tutoring, respite services and parenting courses for families who required such services.

Program Planning

Program planning for individual students was done through a collaborative team approach. The role of the educational psychologist in this process included the following:

- *Providing informal consultation/support to teachers and parents/guardians during the pre-referral stage and more formal consultation/support throughout services planning process,*
- *Conducting individualized psychological/psycho-educational assessments and ensuring that assessment information is current,*
- *Presenting and interpreting the results of various assessments,*
- *Advising the support services planning team on strategies, curriculum, approaches, services and supports required by the child.*
- *Assisting in writing any component of the ISSP for which s/he has been assigned responsibility for implementation,*
- *Providing advice, resources and/or support to others involved in writing the ISSP,*
- *Implementing any portions of the ISSP for which he/she has been designated responsible*
- *Monitoring and recording students progress (Coordination of Services,1997)*

During this internship most of the above responsibilities were experienced. Consultation was conducted both formally and informally with parents and teachers. Individual psychological/psycho- educational assessments were carried out and the results and recommendations were interpreted and presented at team meetings. Advice and resources were provided to teachers and parents to help them carry out portions of the ISSP, and records were kept to help monitor the progress of individual students. The direct writing of particular components of the ISSP was not required of the intern during this internship but the contribution of suggestions on the strengths and needs for individual students, as well as recommendations on how to best assist such students, were made. Beyond the carrying out of necessary psychological/psycho-educational assessments, the opportunity for implementing particular

portions of ISSPs also did not occur during this internship.

Reflections on Program Planning

The team approach that is utilized in the program planning process provides a useful and effective model for delivering services to individual students. The cooperation and sharing of responsibility takes pressure off individuals and at the same time establishes accountability to all involved. This process helps to ensure that the best possible services are being arranged for the students who need them. The multi-disciplinary involvement leads to a better understanding of individual students and helps to ensure that services are not duplicated and contradictory to each other.

The ISSP meetings gave this intern the opportunity to develop and practice the skill of establishing effective goals for individual students. Such goals are developed based on the student's strengths and needs and provide direction in helping individual students. When setting these goals a number of factors are considered. The team must be careful to set a reasonable number of goals to be met. Setting too many goals can greatly reduce the chances for success. The team needs to prioritize which goals are to be written into the program plan. The goals must be realistic and must be within the student's range of ability; the opinion of the educational psychologist is often useful in establishing this. It is also important that goals not be so easy that they offer no challenge to students. Goals that are too easily attained might not lead to developmental improvements and could even result in the student feeling incapable.

Goals need to be measurable. When establishing goals it is important to consider how the team will determine if the students are reaching their goals. Thus, it may be necessary to

consider short-term goals in addition to long-term goals. Proximal goals can provide students with more immediate feedback and feelings of success, as well as help them to maintain their focus on long-term goals.

In writing goals for program plans it is important that positive wording be used. The ISSP team must be careful that goals are not stated in a manner that seems to emphasize negative characteristics of individual students. It is also important that the goals be worded in such a way that they suggest an expectation of success.

The ISSP meetings provided this intern with excellent examples of effective program planning. They also displayed how effective meetings are run. These meetings were very positive in nature and were well structured and organized.

Psycho-Educational Assessments

The internship experience provided this graduate student with extensive training in conducting psycho-educational assessments. In addition to conducting six comprehensive psycho-educational assessments, this student had the opportunity to observe his supervisor conduct an assessment. The procedures used in each assessment were discussed with the supervisor in detail and much practical advice pertaining to assessment was obtained.

The Assessment Procedure

All assessments by school psychologists in Newfoundland and Labrador, according to The School Psychologist in Newfoundland and Labrador: Policy, Guidelines and Professional Practice Standards (1997), should be guided by the following general assessment principles:

- *resources at the school level must be utilized before formal referral is initiated.*
- *before an assessment of a student is undertaken the parents/guardians and the students as members of the program planning team will be made aware of the purpose of the assessment and the established procedures as per Special Education Policy 3.B. (1).*
- *referrals will be made in writing utilizing the appropriate school district referral and consent forms provided. Referral forms should describe the intervention strategies which have been attempted. Referrals may be initiated by personnel or agencies other than the program planning team. When referrals are received, regardless of their source, appropriate procedures for dealing with referrals must then be followed.*
- *school psychologists have responsibility with the program planning team to determine the type, nature, and extent of assessment techniques they use in the student evaluation and in determining the content and nature of their reports. (NASP Standards)**
- *school psychologists use assessment techniques and instruments which have established validity and reliability for the purposes and populations for which they are intended. Assessment techniques are used to provide information which is helpful in maximizing student achievement and educational success. (NASP Standards)**
- *assessments will be carried out by the appropriate personnel of the level of tests each is qualified to use.*
- *personnel carrying out assessments will write a report stating the findings and recommendations of the assessments and will meet with appropriate personnel to discuss its implications. Assessments should inform intervention decisions. (School Psychology in Newfoundland and Labrador, 1997).*

* National Association of School Psychologists

The assessment procedure involves a number of different stages. These stages include: referral intake, gathering of background information, rapport building with clients, administration of assessment instruments, interpretation of data, psych-educational report writing, and briefing with clients, parents/guardians and teachers.

This intern completed six comprehensive assessments from the referral stage to the briefing stage. These assessments involved students ranging from the primary grades to the junior high school grades. In addition to completing these assessments the intern helped in gathering referral data for two pre-school assessments which could not be completed during the internship because of time restraints.

Referral Intake

The main purposes for which students are referred for psycho-educational assessments, according to the guidelines for school psychologists in Newfoundland and Labrador, are as follows:

- *to provide reliable information for the enhancement of educational programming for students;*
- *to provide a functional portrait of the student;*
- *to identify the essential characteristics of a suitable program for the student, as well as the necessary resources. The emphasis is on identification of the conditions under which the child will learn best. (The School Psychologist in Newfoundland and Labrador,1997)*

During this graduate student's internship, academic and/or behavior problems were the basis to all the referrals received for psycho-educational assessment. The referral process usually began after a number of strategies had been attempted for the students identified as having significant problems. In some cases students were referred by established program planning teams and in other cases individual teachers made the referrals. Referrals were usually initiated by teachers or school administrators who contacted the educational psychologist for a consultation regarding

students experiencing difficulties. These consultations sometimes resulted in decisions to try different strategies before proceeding with an assessment. When it was deemed necessary to conduct an assessment, completion of the proper consent and referral forms were required.

The consent form for psychological services used by School District #4 includes: identifying information about the student, the reason for the referral, the name of the person conducting the assessment and the signature of the parent(s)/guardian(s). It is necessary that the parent(s)/guardian(s) be informed of the nature of the assessments to be conducted and it must also be established that the assessment results and any subsequent recommendations will be discussed with them. These requirements are stated on the consent form.

The referral form requires input from teachers and parents/guardians and at times representatives from other relevant service agencies. Ideally these persons meet as a team to complete the referral but when such arrangements cannot be made individuals complete pertinent sections of the referral form. The names of the individuals making the referral are requested on the referral form, as well as the reasons for the referral. The student's strengths and needs, current difficulties, the time when these difficulties were first identified, and what strategies were attempted to help the student, are also requested on the referral form. In addition to this, the form covers the relevant background information of the student including: family history, development, educational history, medical history, behavioral information and social emotional status. The various information provided on the referral form helps the psychologist form some understanding of the students' difficulties and provides some direction on how to proceed.

During the referral stage a consent form for the release and or request of information

may also be requested from the parents/guardians. This form may be required so that pertinent information, such as medical records, may be obtained to gain a better understanding of the student. This form requires that the agencies requesting, or releasing, information be identified, along with the intended use of the information. It is also emphasized on this form that all obtained information will be kept confidential and that the parents/guardians may revoke their permission at any time by contacting the agencies in writing.

Gathering of Background Information

While the referral form provides general information on the student to be assessed, a more extensive picture is required for a comprehensive assessment. During this graduate students internship such information was obtained through in-depth interviews with teachers, parents/guardians and other agencies involved with the student to be assessed. During parent/guardian interviews a detailed background information form was used as a guide to probe for relevant information such as developmental milestones and any possible traumas experienced by the student. Observations of the student in various relevant environments, such as the classroom, as well as collections of work samples, also proved to be useful in gathering relevant information.

Rapport Building With Clients

Psychologists need to be sensitive to the possibility that students being assessed may feel anxiety or reluctance. Such feelings could negatively affect the student's performance and produce results that are not valid. It is important, therefore, that the psychologist do some

preliminary rapport building with the student to help him/her feel more at ease. Sattler (1992) suggests that examiner characteristics such as empathy, genuineness, warmth and respect for the student lead to good rapport building. Sattler also points out that good rapport should be maintained throughout the assessment. It is also stressed by Sattler that the examiner should convey sincere interest in seeing the student succeed but, at the same time, be unconditionally accepting and supportive of failures.

This intern encountered different reactions from various students during assessments. Some students were very open and relaxed, while others seemed more withdrawn and anxious. Care had to be taken, especially with the more withdrawn students, to build a trusting relationship. The use of encouragement for effort seemed to be most helpful in building such a relationship. It should be noted that the process of rapport building not only helped students to relax but also was useful in providing more information and a better understanding of the students being assessed.

Administration of Assessment Instruments

The decisions regarding which assessment instruments to use, were dependant upon the prior information that was obtained. The nature of the student's problems that were described during the referral process, and the gathering of background information, provided direction to begin the assessments. Administration of a particular instrument frequently resulted in the detection of possible problems which required further assessment with more specialized instruments. For example, during the administration of the Wechsler Intelligence Scale for Children-III (Weshcler,1991), performances on particular subtests may indicate a possible visual

discrimination problem and therefore, it might be decided to administer an instrument, such as the Test of Visual Motor Integration (Beery 1982), to further investigate the possible problem.

The various assessment instruments that were utilized during the internship included the following:

- Wechsler Intelligence Scale for Children III (WISC-III) (Wechsler, 1991)
- Wechsler Individual Achievement Test (WIAT) (Wechsler, 1992)
- Behavior Assessment System for Children (BASC) (Reynolds & Kamphaus, 1998)
- Peabody Picture Vocabulary Test-Revised (PPVT) (Dunn & Dunn, 1981)
- Developmental Test of Visual-Motor Integration (VMI) (Beery, 1982)
- Test of Auditory-Perceptual Skills (TAPS) (Gardner, 1985)
- Conners' Rating Scales (For Teachers and Parents) (Conners, 1997)

Of these various instruments four were familiar to the intern prior to the internship but the BASC (Reynolds & Kamphaus, 1998), the PPVT (Dunn & Dunn, 1981), and the WIAT (Wechsler, 1992) were introduced during the internship. The intern also became familiar with the McCarthy Scales of Children's Abilities (McCarthy, 1972) during the internship in preparation for the assessment of pre-school children. Unfortunately these preschool assessments did not occur because of time restraints. Each assessment instrument required careful adherence to specific standardized administration procedures.

Interpretation of Data

The internship provided an excellent experience in data interpretation. Under the guidance of the field supervisor all assessment data was carefully analyzed for interpretation purposes. The results of the various instruments were compared for similarities and contradictions. The assessment data was also compared with background information and observations made during the assessments. The utilization of texts such as Assessment of Children by Jerome M. Sattler (1992), as well as computer software for interpreting specific assessment instruments, were also helpful in drawing conclusions from the data. The greatest learning experience pertaining to data interpretation however, came through discussing the accumulated data with the field supervisor who shared her extensive practical knowledge and experience. At times the results were inconclusive and therefore, more specific assessments were initiated or referrals were made to other specialists.

Psycho-Educational Report Writing

Many hours of the internship were dedicated to the writing of psycho-educational reports. The writing of clear and concise reports is a skill that improves through practice. This intern was fortunate to have acquired much practice in report writing during the internship and feels very confident that this practice has resulted in significant improvements in the quality of his reports. All reports were proof read by the field supervisor and returned to the intern with suggested revisions. This process was repeated several times, when necessary, until both the intern and the supervisor felt satisfied with the quality of the reports.

The components of each report included: identification data for the client, reasons for

referral, background information, names and descriptions of the various instruments that were administered, behavioral observations during the assessments, summaries of any previous assessments, assessment results of the various instruments, interpretations of the results, summaries and conclusions, and recommendations that might benefit the client based on the assessment results and interpretations. Copies of these reports had to be forwarded to the parents/guardians, and to the school where records are to be kept in students' confidential files. Copies are also maintained in the school psychologist's confidential files for future reference and follow-up.

Briefing with Clients, Parents/Guardians and Teachers

Even though a report is forwarded to the relevant parties, it is still necessary that a meeting be arranged with these parties to discuss the results, interpretations, and recommendations. The reports are written as clearly as possible but some clarifications may be required and individuals may have concerns and/or questions which they would like addressed. While a scheduled meeting of the appropriate parties is the usual means by which briefing is addressed, it is often useful to hold some informal discussion of the results before hand in order to prepare individuals for discussion at the meeting. Such informal discussions may be particularly relevant for parents/guardians and clients when an unsuspected problem, such as a learning disability, is detected during the assessment. Relaying such information to unsuspecting clients and parents/guardians may be insensitive and inappropriate during a formalized meeting. When relaying such information it is important to be both sensitive and honest.

Only the appropriate personnel are to be present at briefings since the information being

shared is strictly confidential. Persons who will be present are the client, his/her parents/guardians and those individuals directly involved in carrying out the recommendations such as the client's teachers. The client and his/her parents/guardians must be informed of who will be present at the debriefing, and no representatives from outside agencies are permitted without prior written consent from the parents/guardians (The School Psychologist in Newfoundland and Labrador, 1997). Recommendations from the report can be shared with the full ISSP team but all other information is restricted.

At times it may be deemed inappropriate to invite the client to the briefing. The reasoning behind such a decision would be guided by principles similar to those suggested for the ISSP meetings. In the ISSP manual the following responsibility for the team is stated:

ensuring involvement of the child unless one or more of the following compelling reasons exists:

- *the child chooses not to participate;*
- *the child's level of language development indicates that he/she would not understand the conversation/dialogue;*
- *the child has demonstrated in a prior meeting(s) that he/she is unable to constructively participate in the process from a behavioral perspective;*
- *the information to be shared between the team members and the parent(s)/guardian(s) could be harmful to the well-being of the child.* (Coordination of Services, 1997).

These reasons describe the circumstances under which children would not be involved in ISSP meetings and they also summarize why children might not be invited to an assessment briefing. During the internship some of the clients were not directly involved in the briefing process for

one or more of the above reasons.

Reflections on Assessment

The practical experience that was obtained during the internship helped this intern to gain a much better understanding of the policies, ethics and good practices associated with assessment.

This experience was very worth while, especially since assessments are in such demand and consequently consume a major portion of the school psychologist's time. Administration skills associated with various assessment instruments became much more refined during the internship and several new instruments became very familiar. A well organized referral system was introduced to the intern, as well as an efficient information gathering process. The candidates interpretation of various assessment data, as well as his ability to effectively relay such information through reports and briefing meetings, was also significantly improved through the internship experience. The refinement of these assessment skills will be a definite asset for this intern in his future practice.

Referral Writing

Another responsibility that was introduced to the intern during his internship was that of writing referrals to request services from various agencies on behalf of students. The internship provided opportunities to refer students for neurological examination, auditory perceptual testing, and speech and language assessment. All referrals required the written consent of the parent(s)/guardian(s), as well as written consent to release and/or obtain information. It was

stressed by the field supervisor that, for the sake of client confidentiality, only the necessary information should be released to referral agencies. In many cases assessment summaries, rather than the full detailed reports, were sufficient for referral purposes.

Reflections on Referral Writing

The referral writing experience proved to be very beneficial. The need to avoid providing referral agencies with unnecessary confidential information was the most important lesson of the experience. Upon making his first referral to an outside agency, it was this intern's instinct to forward a copy of the full psychological assessment report. The intern assumed that it would be proper to do this since the agency had requested the report and the parent had signed a release of information form. Luckily, discussions were held with the field supervisor before any actions were taken by the intern. The supervisor advised the intern that the full report contained confidential information that was irrelevant for the particular referral agencies purposes. The supervisor stressed that we must be careful to protect confidential information and release it only when absolutely necessary, because once it is passed on we have no control of how others will handle it. The intern then contacted the particular referral agency and it was clarified that only a certain aspect of the assessment information was required.

Record Keeping

In order to ensure confidentiality of student information, School District # 4 follows the guidelines for record keeping that are outlined in the Special Education Policy Manual (1992),

Policy 3.A.4. This policy states, “ Documents containing a student’s identification and assessment results will be treated confidentially.” The guidelines stated in the policy to ensure this confidentiality are as follows:

Documents will be kept in a secure file and will not be part of the student’s cumulative record. The principal is responsible for ensuring the confidentiality of information in the file. The special services coordinator is responsible for ensuring the confidentiality of files kept at the school board office which identify students with exceptionalities. (Special Education Policy Manual, 1992).

Policy 3.A.4, also outlines the following procedures for ensuring confidentiality:

- (a) Written consent must be obtained from the parents/guardians before identification and assessment results are released to agencies or individuals other than school district personnel. Access to the file should be limited to a student’s parents/guardians, the program planning team, and those designated by the parents/guardians. Such reports should always be visibly marked “confidential”.*
- (b) Entries in the file should be dated and signed by the person responsible for the entry.*
- (c) When copies of information contained in the file are forwarded, a record should be kept of who will receive the information and when it was sent. (Special Education Policy Manual, 1992)*

The School Psychologist in Newfoundland and Labrador: Policy, Guidelines and Professional Practice Standards manual (1997), refers to policy 3.A.4, from the Special Education Policy Manual (1992), as the guidelines to be followed by School Psychologists regarding record keeping and in addition to this offers the following suggestions as additional considerations for school boards developing their own policies:

- The policy specifies the types of data developed by the school psychologist which are classified as school or pupil records. (NASP Standards)**
- School psychologists interpret school psychological records to non-psychologists who qualify for access. (NASP Standards)**

- *Access to psychological records is restricted to those permitted by law and to those who have legitimate educational interest in the records. (NASP Standards)**
- *Parents may inspect and review any personally identifiable data relating to their child which were collected, maintained, or used in his/her evaluation. Although test protocols are part of the student's record, school psychologists protect test security and observe copyright restrictions. (NASP Standards)**
- *Parents are entitled upon verbal request to have a copy of their child's assessment report, but only after all assessment results have been explained to them in detail at a full team meeting at the school. No other copies of assessment reports are to be kept, or released to other persons or agencies, without written consent by the parent(s)/guardian(s) involved. See Section 3.A.4 of the Special Education Policy Manual.*
- *School psychological records are only created and maintained when the information is necessary and relevant to legitimate educational program needs and when parents (or student if age of majority has been attained) have given their informed consent for the creation of such a record. This consent is based upon full knowledge of the purposes for which information is sought, and the personnel who will have access to it. The school psychologist assumes responsibility for assuring accuracy and relevancy of the of the information recorded. (NASP Standards)**
- *The school board will ensure that all assessment reports retained by a school are kept in confidential files quite separate from student's cumulative files. The school board will also ensure that these confidential files are stored in a secure location within the school, and that it is understood by school administrators that access to these files is limited to those school personnel who are working directly with the children referred to in the files. One copy of all assessment reports will be kept on file in the school psychologist's office. As outlined above, one copy of a report may also be retained in a confidential file at a child's school.*
- *School psychologists take all reasonable steps to ensure that records over which they have control remain personally identifiable only as long as is necessary in the interests of those to whom they refer and/or to the research project for which they were collected, or as required by law, and render anonymous or destroy any records under their control that no longer need to be personally identifiable. (NASP Standards)**
- *Normally data from standardized psychoeducational texts and reports should be reviewed annually by the program planning team to determine whether or not the information contained therein is current and relevant to the student's program. If the information is deemed irrelevant, the tests protocols and reports should be considered outdated and removed. See Section 3.B.4 of the Special Education Policy*

Manual. (School Psychology in Newfoundland and Labrador, 1997).

*** National Association of School Psychologists**

The above guidelines were carefully adhered to during the course of the internship. Files containing confidential student information were stored in a locked cabinet within the school psychologists office. Copies of assessment reports were kept on file at the school psychologists office and copies were also given to the pertinent schools and parents/guardians only after they had been briefed on the interpretations of the assessments. It was explained to school personnel and parents/guardians that the reports were confidential and were to be filed separately from cumulative records. All such reports were stamped "CONFIDENTIAL" and were also stamped with "DO NOT COPY". No confidential information was released to outside agencies without written consent from the parents/guardians and then only the relevant information was released. The release of any confidential information was documented in the student's file along with the appropriate parental consent form.

Reflections on Record Keeping

Through the internship process this graduate student gained useful experience in record keeping. A thorough familiarization with the policy pertaining to record keeping was gained, as well as practical knowledge on how to establish and maintain an effective system. The learning that occurred in this area will definitely benefit this intern in his future career.

Provision of Documentation for Specialized Teacher Allocations

Recent revisions in the methods by which special services are allocated to needy students in Newfoundland and Labrador has lead to the classification of different categories of special needs students. For each category of special needs student, allocations of specialized teachers are available from the Department of Education. The six categories of special services for which applications are made are C,D,E,F and G, which refer to: moderate global/severe cognitive delay, severe physical disability, severe emotional behavior disorder, severe learning disability, and health/neurological/related disorder, respectively.(Division of Student Support Services, 1998). In order to obtain such allocations however, it is necessary that applications be made to the Department of Education along with the required documentation. One of the required documents which must accompany many of these applications is a Comprehensive Assessment Report from a school psychologist. In School District #4 the school psychologist is also largely responsible for helping to compile other documentation for the application such as: documentation of previous interventions and supports, alternate course descriptions, and Individual Support Service Plans (ISSPs).

During the internship this graduate student had the experience of compiling the proper documentation for a Criteria "E" application. This was an elaborate undertaking that required a substantial amount of time (approximately 50-60 hours of work). It involved conducting a comprehensive assessment and an accompanying report, as well as gathering extensive background information with supporting documentation, including ISSPs and alternate course descriptions. Documented information had to be obtained from various educational personnel and other outside agencies who had been involved with the particular student for whom the

services were being sought. Descriptions of the various strategies and interventions that had been offered to help the student over the years, as well as their outcomes, had to be compiled. All compiled information on the student had to be summarized into a document to show that this particular student met the criteria for the services being requested as outlined by the Division of Student Support Services.

Reflections on Providing Documentation for Specialized Teacher Allocations

The experience of providing documentation for the application of a Criteria “E” teaching allocation gave the intern an in-depth understanding of the application process. It also helped the intern to clarify the distinctions between the various criteria and understand the requirements of each. In preparation for compiling relevant data for the application the intern reviewed the details of each of the criteria and, thus gained a solid understanding of the process involved in applying for each.

The difficulty encountered in tracing many of the records and documents highlighted the importance of effective record keeping systems. The particular student for whom the Criteria “E” application was being submitted had been enrolled in a number of schools and had also been involved with several different government departments and agencies over a number of years. The records and documentation pertaining to interventions and attempted strategies were extensive and unfortunately some were very hard to track down. Much time and effort was dedicated to the pursuit of such information. This experience really helped the intern to understand the importance of effective record keeping systems and the accountability associated with them.

Attending In-services

During the internship the opportunity to deliver in-services did not occur but the intern and his supervisor did get the chance to attend two full days of in-service. One of the in-service days was spent at a regional meeting of school psychologists. At this meeting a number of concerns were discussed including suggestions on how to address the demands on school psychologists resulting from the availability of the new criteria units. Psychologists from different school boards shared their ideas on how this demand might be best addressed. Also discussed at this meeting were the up coming changes in the registration requirements for psychologists in Newfoundland and Labrador. Concerns were expressed that the changes in requirements from a masters degree to a doctoral degree could eventually result in a greater shortage of psychologists, especially in the more rural areas.

Another in-service day was spent at a meeting of counselors and school psychologists within School District #4. Several different topics were presented at this meeting including a review of the policies pertaining to Criteria C, D, E, F and G, and a brief presentation on how to establish a crisis response plan at the school level. Several samples of such plans were given out to all who attended the meeting.

A brief update on the Alternate School was also presented at this meeting. It was explained that the Alternate School is an option for those students who cannot cope in the regular school system. The Alternate School has a limited number of spaces available and application for enrollment should only be made after all other options have been exhausted. The alternate school offers individual programming and provides a lot of structure and support in order to accommodate students who need flexibility. Reports to date indicate that the school has been

experiencing a high rate of success.

Reflections on In-services

The in-service days provided the intern with an opportunity to develop a broader network by meeting several psychologists and counselors within the school district and region. Having colleagues who share similar experiences is a valuable asset. It provides one with the opportunity to discuss concerns, share ideas and brainstorm for solutions to problems.

Much of the information presented at the meetings was also very beneficial. A review of the various special needs criteria and the accompanying handouts proved to be very valuable for the intern when providing documentation for a Criteria "E" application. The samples of the crisis response plans that were provided are likely to be useful references during the future career of the intern. The schools with which this intern will work may be open to the suggestion of developing such a worthwhile plan. The information provided on the operation of the alternative school is also an asset. Such a school provides good examples of successful interventions and is an optional resource that the intern may possibly need to consider for some future clients.

Gathering Research Data

In addition to compiling his own research data, the intern also helped his supervisor collect information on a social skills program that was being piloted at an elementary school within the district. The field supervisor wanted to determine if the program was effective. Pretests and post-tests, as well as interviews of randomly selected students, were conducted at the test school and at a control school. The intern sent out, and collected, parental consent forms for

students involved in the study and administered various instruments to groups of students in order to assess their attitudes and social skills. The intern also conducted a series of audio-tapped interviews with randomly selected students from the research groups. The results of this study are not yet available.

Reflections on Gathering Research Data

The systematic testing of programs is a very worthwhile endeavor. Without such testing it is difficult to determine if programs are accomplishing what they are meant to accomplish, or if changes need to be made. Involvement in this research provided the intern with an excellent model of how to conduct future research. The interview component of the research was also very useful for helping the intern to evaluate the effectiveness of his own research, which also involved the interviewing of students. Methods and ethical considerations utilized in the field supervisor's research were comparable to those utilized in the intern's own research.

Summary

This intern feels that the internship gave him the chance to apply the knowledge acquired through course work in the Master of Education program, as well as acquire a great deal of practical knowledge. All the goals that were established prior to the commencement of the internship were accomplished except one which pertained to the delivery of professional development workshops. The delivery of such workshops were not required of the field supervisor during the internship time frame and therefore, that particular goal could not be met.

The intern did however, have the opportunity to attend two days of in-service during the internship. Overall the internship was a very positive experience and an excellent preparation for entering into the field of school psychology.

PART II: RESEARCH COMPONENT

Chapter 3 (Research Component)

CHILDREN'S PERSPECTIVES ON REWARDS

INTRODUCTION / LITERATURE REVIEW

The use of rewards as a means of motivating people is a common practice in our society. There is no doubt that our motivation to work is largely driven by such incentives. The reward system is, in fact, a major component of the capitalistic philosophy on which our society is based. The use of rewards as incentives to motivate our children to learn is also a very common practice. Many would argue that such incentives are useful and necessary. Others argue that such behavioral based practices are counter productive to learning because such conditions destroy childrens' natural love of learning. As a result of these differing opinions much heated debate has emerged.

Support for Rewards

Cameron and Pierce (1994) conducted a meta-analysis of 20 years of research involving approximately 100 experiments. Their interpretation of the results suggested that overall, the use of rewards enhance intrinsic motivation, especially if the rewards are verbal in nature. They also suggested that tangible rewards, which are contingent on a student's level of performance and which are unanticipated, can help students to maintain their motivation. They proposed that the only negative effect that has surfaced from the research on the use of rewards is that tangible

rewards, not contingent upon performance, reduce students' tendency to continue tasks in their free time. Cameron and Pierce suggested, however, that such circumstances can easily be avoided and thus, indicated that the use of rewards are generally much more helpful than harmful.

An interpretation of the literature by Chance (1993) also suggested that rewards can be used to enhance motivation. He pointed out that students must receive feedback related to their performance on a task, especially in the initial stages of learning something new. He referred to this feedback as a type of informational reward that must be provided because it is not naturally provided. He reported that the use of rewards generally produce increased motivation and argued that rewards can get individuals involved in tasks in which they would normally have little, or no, interest. Once involved in such activities, individuals may find that these activities are more interesting than was initially assumed. Chance also argued that if an individual's interest were to drop back to zero, after the rewards are discontinued, then that person would be no worse off than he/she initially was. In fact he/she may have learned some useful skills that he/she would otherwise not have obtained.

Evidence Against the Use of Rewards

Kohn (1993) responded to Chance's argument by suggesting that the short term gains achieved by rewards are far outweighed by the negative long term effects. He suggested that his analysis of the literature indicates that grades, stickers and even praise can reduce the appeal of learning in the long run.

Kohn (1993b) also responded to Cameron and Pierce's meta-analysis by suggesting that it

was a misrepresentation of data. Kohn suggested that rewards produce only short term compliance and that they result in long term negative effects. He reported that any type of rewards, either verbal or tangible, can result in a reduction of intrinsic motivation to learn. Once rewards are discontinued, the desire to do the task decreases. He cited a study by Kazdin and Bootzin (1972) to support this argument. These researchers reported that removal of a token economy resulted in "decrements in desirable responses" (Kazdin & Bootzin, 1972, P. 359). Kohn (1993b) reported that at least two dozen studies exist which strongly suggest that the use of rewards reduce students' performance. In Kohn's opinion, rewards and punishment are two sides of the same coin; both are used to control and manipulate individuals, which in turn reduces their motivation to participate. Kohn suggested that emphasis should be placed on making the curriculum interesting and meaningful to individual students so that they will take ownership of their learning, rather than having to be bribed to learn.

Lepper, Keavney and Drake (1996) also responded to the meta-analysis of Cameron and Pierce and suggested that the meta-analytic procedures were misused and that the conclusions were over simplified. They point to a number of studies that were misused by Cameron and Pierce. For example, Cameron and Pierce used a study by Deci (1971) as evidence of the positive effects of rewards which, according to Lepper et. al., actually reported that tangible rewards decrease intrinsic motivation while verbal rewards may enhance intrinsic motivation. They also pointed to another study by Deci (1972), that was used by Cameron and Pierce to support the notion that non-contingent rewards can help individuals to maintain intrinsic motivation. Lepper et. al. indicated that the actual conclusions drawn from the study by Deci suggested that non-contingent rewards produced little change in intrinsic interest. To use such results in generalizing

that rewards are beneficial to motivation is, according to Lepper et. al., misleading. Lepper et al. suggested that the evidence surrounding the use of rewards indicates that their effects depend upon the conditions under which they are delivered.

Deci and Ryan (1996) supported the suggestion that the meta-analysis of Cameron and Pierce was flawed and was a misrepresentation of the literature. They referred to a literature review by Deci and Ryan (1987) which contradicts the suggestions of Cameron and Pierce. Deci and Ryan propose that rewards can reduce intrinsic motivation if they are perceived by the recipient as external controls which reduce an individual's autonomy. They suggest therefore, that the conditions under which rewards are used should be carefully considered.

Deci and Ryan (1994) reported that offering rewards like money and awards for performing an intrinsically interesting task tended to decrease intrinsic motivation. They indicated that these findings have been experimentally replicated several times. They cited the study by Deci (1971) and the study by Lepper, Greene and Nisbett (1973) as examples. These studies found that individuals who were rewarded for performing tasks that were initially intrinsically motivating showed less interest in freely performing these tasks once the rewards were discontinued. They also found that other individuals who were not rewarded for such task performance showed no decrease in their desire to freely perform the tasks. Deci and Ryan explained such results through the theory of self-determination. They proposed that rewards undermine feelings of self-determination by causing the individual to shift his/her perceived locus of causality from internal to external. In other words, the individual perceives the outcomes of his/her performance to be the result of factors beyond his/her control. They suggested that externally controlled performance reduces the quality of the outcome and interest in the task.

Different events that they considered controlling included: material rewards, threats of punishment, evaluations, deadlines, imposed goals and good player awards. They also cautioned that positive and negative feedback can reduce intrinsic motivation if it is presented in a controlling or manipulative way. They suggested that such feedback might be presented in a more informational manner.

Boggiano and Katz (1991) reported that control strategies used on children foster an extrinsic motivational orientation by emphasizing an external reason for learning. They suggested that such an orientation makes individuals more susceptible to developing learned helplessness. They also reported that over fifty experiments demonstrate that a shift from intrinsic to extrinsic motivation reduces interest and task engagement. Boggiano and Katz expressed concern that despite all the evidence indicative of the negative effects associated with controlling techniques on achievement related behaviors, adults continue to rate teachers who employ such techniques as “highly competent and effective” (P. 43). This concern was raised by the results of a study conducted by Boggiano, Barret, Weiher, McClellan and Lusk (1987). This study also indicated that adults tend to believe that children’s motivation and performance are positively correlated to the size of the reward offered. In other words adults tend to believe that the bigger the rewards offered to children, the more motivated they will be to learn.

Research Questions

The present research investigated the affects of contingent rewards on students’ motivation by exploring students’ perspectives pertaining to the use of rewards. Specifically, the research attempted to gain insight into the following research questions:

- How do children generally feel about the use of rewards?
- Do children feel that rewards motivate them to work harder in school?
- Do children feel that intrinsic motivation is affected by making rewards contingent upon performance?
- Do children feel that the discontinuation of contingent rewards would reduce motivation?
- Do children feel that there is a relationship between good and effective teaching and using rewards?

PROCEDURE

Twelve grade six volunteers were recruited to be interviewed from an elementary school in a community on the west coast of Newfoundland. The grade six teacher addressed the class and explained the purpose of the research and what would be expected of the volunteers. It was decided that if more than twelve students volunteered then the names would be drawn randomly. The random draw was not required however, since exactly twelve students volunteered. Each student was required to have a parental consent form signed that assured confidentiality and explained what was expected of him/her in the interview (see Appendix A).

The students were informed that their interviews would be audio-tapped and that they would be in no way identified in the presentation of findings. At the beginning of each interview a few minutes were spent building rapport so that the students would feel more comfortable and less inhibited to speak freely. Some time was also initially spent discussing the term "rewards" to ensure that students understood the meaning of the term and to establish that rewards could be

either tangible or verbal in nature. An interview schedule was used as a guide to tap each student's perspectives relative to the research questions (see Appendix B). Each student was interviewed individually for approximately twenty minutes in a private room that was provided by the school. After all the interviews were completed the audio-tapes were transcribed and reviewed. The students' responses to various questions were paraphrased and summarized and the main points were charted (See Appendix C). These responses were then analyzed for commonalities and themes from which interpretations could be made. The students' answers to each of the various questions from the interview schedule were compared and similar answers were grouped together into common themes that are presented in the research findings.

RESEARCH FINDINGS

Overall the findings indicate a mixture of feelings on behalf of the students interviewed regarding the effects of using rewards for motivational purposes. Fifty percent of the students (6 out of 12) indicated that they generally felt that the use of rewards were positive while the other fifty percent indicated negative feelings towards using rewards. Despite the even split in general feelings, almost all the students (11 out of 12) indicated that they felt rewards could be effective in getting students to put more effort into their studies. It should be noted however, that some students (5 out of 12) suggested that the use of rewards would not be effective for all students. Others students (3 out of 12) suggested that the effectiveness would depend on the size of the rewards. The findings also indicated that 5 out of 12 students felt that contingent reward systems would not negatively affect their levels of intrinsic motivation towards enjoyable activities, but might have a positive effect. Three students indicated that contingent rewards

would have no effects (positive or negative) on intrinsic motivation, while another three suggested that such rewards would have negative effects. One other student suggested that the effects of such rewards would depend on whether or not the rewards were attainable. Almost all the students (11 out of 12) however, indicated that discontinuing reward systems once they had been established would likely result in reduced effort on the part of students.

All students interviewed indicated that their perceptions of a good teacher was one who was fair and not too strict. Some students (4 out of 12) suggested that in order to be fair teachers should avoid the use of rewards for individual students, but might give them to the class as a whole. All students indicated that the provision of choices pertaining to what work students could do, and how they could go about doing it, would be motivational to students and would make them more interested in their work. The majority of the students interviewed (10 out of 12) suggested that teachers could motivate students in school by making learning fun. Some students (5 out of 12) also suggested that using rewards would be an effective means of motivating individual students. Table 1 offers a summary of the responses pertaining to each of the five research questions.

TABLE 1. A Summary of Students' Responses

Research Question	Student Response	Students Interviewed											
		1	2	3	4	5	6	7	8	9	10	11	12
1) GENERAL FEELINGS ON REWARDS	Negative	x	x	x	x					x	x		
	Positive					x	x	x			x	x	x
2) Effectiveness of Rewards as Motivators	indicated that rewards could be effective	x	x	x	x	x	x	x	x		x	x	x
	rewards are definitely effective								x			x	x
	might motivate some but not all	x	x	x	x		x						
	effect depends on reward offered		x			x				x			
3) Effect of rewards on intrinsic motivation	would not change intrinsic motivation	x	x									x	
	would not decrease but may increase			x		x	x	x				x	
	would decrease intrinsic motivation					x					x		x
	depends on whether reward could be attained, may increase or decrease									x			
4) The effects of discontinuing rewards	would reduce effort	x	x	x	x	x	x	x	x	x	x	x	x
	would have no effect on motivation												x
5) Perceptions of effective teaching	fairness	x	x	x	x	x	x	x	x	x	x	x	x
	not too strict	x	x	x	x	x	x	x	x	x	x	x	x
	give choices	x	x	x	x	x	x	x	x	x	x	x	x
	make learning fun	x	x	x	x	x	x		x	x	x		x
	give rewards to individuals					x	x	x				x	x
	give rewards to class as a whole		x	x	x						x		

Students General Feelings on the Use of Rewards

There was an even split between those students who generally looked favorably on the use of rewards and those who looked upon them in a negative light. Students 5, 6, 7, 10, 11, and 12 reported that they generally felt the use of rewards were a positive means of getting students to work harder at their studies. For example: student 6 reported, "Students like to get rewarded for their hard work; rewards make them more determined". Student 11 reported, "Rewards work for

me because they tell me that I am doing a good job”.

Students 1, 2, 3, 4, 8, and 9 reported that overall rewards were more negative than positive because they were unfair to those students who did not achieve them. Some of these students indicated resentment toward the idea of using rewards. Student 1 reported that “rewards shouldn’t be used because the people who can’t get them might give up”. Students 2 and 3 referred to rewards as “bribes”. Student 2 also reported that giving rewards “makes showoffs out of kids who win them all the time”. Student 4 suggested that “ usually the same students get the rewards all the time and the others feel left out”. Student 8 shared the sentiments of Student 4 and suggested that using rewards was “ no fun because kids who don’t win them get let down and give up”. Student 9 reported that giving rewards is “not fair unless everyone gets them”.

Students Feelings about the Effectiveness of Rewards as Motivators

Almost all of the students interviewed (11 out of 12) reported that they felt rewards could be beneficial in helping motivate students to study harder. Four students indicated that they felt that rewards would definitely be motivational. Four other students indicated that rewards would motivate some students but not all. Three students suggested that the effectiveness of rewards in motivating students was dependant upon the size of the reward being offered. The remaining student (student 9) reported being unsure of whether rewards would be effective in motivating students to study harder.

Students 7, 10, 11 and 12 indicated that they definitely considered rewards to be an effective means of motivating students to work harder. Student 10 reported that rewards “make students happy to work harder because it gives them something to look forward to” Student 11

added that “students would keep trying to get more rewards”.

Students 1,3,4 and 6 indicated that the use of rewards might motivate some students but not all. Student 6 indicated that “rewards don’t really matter for a lot of students because they work really hard anyway. Student 6 also stated that “giving rewards for doing well is not fair to people with trouble in learning.” Student 3 reported that “trying for rewards may make some students too nervous to try hard”.

Students 2, 5 and 8 indicated that the motivational effect would depend upon what was being used as a reward. Student 2 reported that “some students would work harder if the reward was something that they don’t get very much”. Student 5 reported that a reward might be motivational if it “was a big reward “. Student 8 stated that “students might learn more if the reward was big enough, like a bike or a C.D. player”.

Students Feelings Pertaining to the Affect of Rewards on Intrinsic Motivation

The majority of the students interviewed reported that the attachment of contingent rewards to activities would not negatively affect their levels of intrinsic motivation associated with activities that are really enjoyable. Out of the 12 students interviewed 3 reported that the attachment of contingent rewards to activities would not change their levels of intrinsic motivation in any way, either negatively or positively. Five students reported that interest in such activities would not decrease with the attachment of contingent rewards but that such a contingency might make them want to work even harder at the activities. Three other student indicated that the attachment of rewards would likely decrease their interest in such activities. As Student 4 put it “ If I never did win the award it would not be fun and it might turn me off from

the activity”. One other student, Student 8, indicated that the attachment of contingent rewards could have either a positive or negative effect on enjoyable activities depending on whether or not the reward was attainable. Student 8 stated “ If I won the reward my interest might go up but if I never won it I might get turned off”.

The Effects Of Discontinuing Contingent Reward Systems

Despite the fact that most of the students interviewed considered contingent reward systems to have no negative effects upon intrinsic motivation while in place, almost all of the students reported that the removal of such systems would likely result in reduced effort in the associated activities. Eleven of the 12 interviewed students reported that stopping reward systems that had been put in place might result in a reduction in the effort put forth by most students. However, 4 of these 11 students felt that they personally would continue to work just as hard but that many others would not. Only one student, Student 11, indicated that the removal of contingent rewards systems would not matter, “students would still work the same”.

Perceptions of Effective Teaching

All the students interviewed indicated that their perceptions of a good teacher included fairness and not being too strict. Student 4, for example, described a good teacher as “one who treats the whole class the same and doesn’t leave anyone out and who doesn’t yell a lot”. Students 2, 3, 4 and 9 indicated that fairness included giving rewards and treats to the class as a whole and not to individuals so that all are treated equal. Students 5, 6, 7, 11 and 12 felt it was fair to give rewards to individuals who achieved them. However, student 5 felt that this should be

done in private and not in front of the whole class where “comparisons” can be made.

It was also indicated by all the students that the provision of choices by teachers regarding which school work was to be completed, and how it could be done, was a positive practice that lead to increased interest and motivation on the part of the students. Student 7, for example stated that “when you have choices about how you are going to do your school work it makes you feel more comfortable and so the work is more interesting”. Student 12 stated that “choices are good because you can find things to do that you are good at”. Student 5 stated that “if you do work that you choose to do it’s more interesting because it’s part of you”.

When asked “what teachers could do to get students motivated and interested in their studies”, 10 out of the 12 students interviewed reported that teachers could make learning fun. Student 1 suggested that school work could be made fun and interesting by “relating it to things that interest kids”. Student 6 suggested that “making games up to learn stuff would be fun” Students 7 and 11 suggested that rewards could be used to help make the learning more interesting.

Discussion of Findings

The conflicting points of view concerning the effects of rewards that were expressed by various researchers such as Cameron and Pierce(1993) and Kohn, (1993), also seem to exist among the students who were interviewed. The findings from the present research offer support both for and against the use of rewards. Responses from the sample of students who were interviewed suggest that rewards would be effective motivators for some students while they would be counter-productive for some others. The possibility of such inconsistent effects on

various students raises concerns about using reward systems with whole classes of students. Most students interviewed expressed beliefs that rewards could be used to get students to work harder but some indicated that reward systems would not be effective for certain students and consequently such students would become discouraged and less motivated. The fact that most students felt that the discontinuation of reward systems would result in reduced effort also raises concerns. The students' responses indicate that less controlling environments which offer individual choices, and which emphasize making the curriculum interesting and meaningful to individual students, might be a better alternative to increasing student motivation than rewards.

Concerns were expressed that not all students could achieve contingent rewards; therefore, these students would feel discouraged and loose interest. Suggestions by students 5 and 6 that reward systems may cause nervousness and comparisons between students, indicate a concern about the competitive nature of such systems. Reward systems could create competitions between students which would ultimately result in some people losing and possibly giving up. Ames (1992) cautioned teachers that a classroom with a competitive environment forces students to compare performances. Thus, such an environment may result in students striving to impress others rather than learning for its own sake.

One student (Student 6) also raised the concern that students who have learning problems would be at a particular disadvantage for achieving contingent rewards and would more likely be subject to discouragement. Such students may be in danger of developing Learned Helplessness. Learned Helplessness is a cognitive psychological state that arises when an organism experiences frequent lack of contingency between response and outcome (Flannery, Penk, Addeo, 1996). Students who develop Learned Helplessness come to believe, through lack of success, that they

are incapable. Lowenthal (1986) suggested that students with learning problems are especially prone to developing Learned Helplessness. Educators and parents need to take this possibility into consideration before deciding to implement contingent reward systems. Their attempts to motivate students into applying more effort may backfire and result in reduced motivation.

Based on the present findings it seems likely that a reduction in student motivation could result once contingent reward systems are discontinued. Most of the students interviewed suggested that reward systems, while in place, could motivate many students to work harder, but would likely result in reduced motivation once these systems were stopped. These findings support the argument offered by Kohn (1993b) which suggested that the rewards produce only short term compliance and that once they are discontinued the desire to do the task decreases. This raises potential dilemmas for educators and parents who might consider implementing contingent reward systems. How long can they keep the reward systems in place? Once a system is started will it need to continue year after year, with consistency between teachers in order to keep students motivated? Will the rewards offered have to increase in value as students get older? Some of the students interviewed did indicate that the effectiveness of rewards would be dependant upon their size and value. Parents and educators need to be careful not to start a payment system that they cannot afford to continue. Dinkmeyer, Dinkmeyer and McKay (1997), cautioned parents that a contingent reward such as a bike in elementary school may become a car in high school. It might be more beneficial in the long run if such contingencies were never started in the first place.

Reports offered by the students in the present research also support another argument by Kohn (1993b) which suggests that emphasis should be placed on making the curriculum

interesting and meaningful to individual students so that they will take ownership of their learning, rather than having to be bribed to learn. Some of the students interviewed did suggest that rewards could be motivational, but most of the students indicated that making learning fun would be effective for motivational purposes.

It was also indicated by most students that the provision of choices would be motivational. According to Deci and Ryan (1994) the provision of choices would be motivational because it promotes feelings of self-determination; the students feel that they have control. Deci and Ryan suggested that contingent reward systems, on the other hand, would undermine feelings of self-determination by causing individuals to shift their loci of causality from internal to external. Students preference for choices suggest that they prefer learning environments that are not too controlling. A controlling environment according to Boggiano and Katz (1991), leaves the student with the perception that success is beyond his/her control and that performance and learning are for the teachers' benefit not the students'. Boggiano and Katz suggested that rewards can be interpreted as a means of control and may strongly contribute to helpless responses in some students. Offering choices however, according to Ames (1992), would not only give students feelings of control but would provide them with opportunities to select projects that are most conducive to their learning styles. For example, students could choose, from a variety of options, which type of project they would like to complete in order to demonstrate understanding of particular concepts. Auditory learners may decide to give oral presentations, while visual learners may opt for a written assignment or possibly an art project that expresses the concept.

Many of the students who were interviewed also emphasized that their perceptions of a good teacher would include the avoidance of yelling. This emphasis may lend support to the

suggestion that students prefer environments that are not too controlling, since yelling is frequently used as a control strategy.

One student expressed the concern that public criticism by teachers was very negative and indicated that rewards might also be viewed in this way because they are often public comparisons. Ames (1992) cautioned teachers against displaying or publicly announcing evaluation results. She suggested instead that evaluation results should be a private matter between the individual student and the teacher. She also suggested that providing students with choices may be useful because students would be working on different projects; therefore, they would have less tendency to compare performances.

It seems therefore, that although contingent reward systems may produce some immediate positive effects, they also involve potential dangers, especially for particular types of children. Such systems however, are commonly used by parents and teachers in attempts to motivate children in their studies. It is important for educators and parents to be aware of the possible outcomes that may result from contingent reward systems. Perhaps safer alternatives to motivation may be employed.

Other Motivational Alternatives

Dinkmeyer, Dinkmeyer and McKay (1997) recommended that encouragement be utilized rather than rewards. Encouragement, unlike rewards, is not given for performance results, but is given for effort and improvement. It focuses on how the student feels about his or her performance rather than how the teacher or parent feels.

Schunk (1985) suggested that informative feedback regarding a student's performance may be motivational. He suggested that students need clear information that they are acquiring skills and knowledge, and that they need to be informed that through effort they can achieve success. When providing feedback however, teachers need to be sensitive to possible negative consequences that may result. Teachers need to be careful about how feedback statements are worded. Emphasis should be placed on the positive aspects of a student's performance. Poor results should be attributed to effort and poor strategy choice, not ability. This type of feedback should leave the student with the impression that he/she can make improvements. Teachers must also be careful that the feedback they provide is not interpreted as a means of control or as a comparison with other students. Emphasis should be on the student's self improvement and they should receive the message that they perform, not to please others, but for their own internal satisfaction.

Schunk (1985) also suggested that goal setting may be a useful means of motivating students. When students have a direction and know which way they are headed, they are more likely to feel confident that they can get there. Thus, Schunk suggested that teachers should help students to set achievement goals for themselves. He advises that when setting goals, certain factors must be taken into consideration. Goals need to be specific so that students are clear about the expectations. Goals must not be so difficult that they discourage the student, nor should they be so easy that they present no challenge. Proximal goals can be much more encouraging than distant goals because they provide more immediate feedback which allows the student to better gauge his/her acquisition of skills and knowledge. In addition to this, teachers should encourage students to set their own goals because the results of self set goals are more likely to be attributed

to internal factors that are within the students control (Schunk, 1985).

Schunk (1985) suggested that if rewards are to be used to motivate students they should be provided to the group as a whole and not to individuals so that social comparisons can be avoided. Perhaps self rewards, which students give to themselves for successes and accomplishments, should be the only individual rewards that are encouraged.

Limitations of Research

The present research was designed as a component of an internship experience and, due to several other internship demands, it is somewhat limited. A very narrow sample of the population was selected for this research and consequently it may be difficult to generalize the findings to others. It would be ideal if a much larger sample, including several students from various schools and age groups, could have been interviewed.

The questions used in the interviews also presented some limitations to the research. Certain themes which became apparent from analysis of the data were not extensively explored in the interviews. For example, many of the students indicated that yelling by teachers was a negative trait. Proper follow up questioning to this response may, or may not, have revealed that students disliked the controlling nature of this behavior. This response however, was not anticipated and therefore, suitable follow-up questions were not prepared. As a result the possibility that yelling is resented by students because of its controlling nature was only inferred and not soundly supported. In retrospect various responses should have been anticipated so that more in-depth follow-up questions could have been prepared.

Another short coming in the present research is a lack of distinction between tangible

rewards and verbal rewards. Although attempts were made to establish this difference at the beginning of each interview, it was not stressed throughout the questioning and discussions. Consequently, rewards are discussed in more general terms and it seems clear from the analysis of the findings that the students references to rewards pertained to tangible rewards. It would have been more useful and informative if the difference between the two had been clearly established and the effects of both investigated and compared. Such an investigation and comparison could be an area for future research.

Summary

The student responses revealed mixed general feelings regarding the use of rewards to motivate students. Half of the students interviewed indicated positive general feelings about rewards while the other half reported negative general feelings. Despite the mixed feelings, most students felt that rewards could be motivational in getting students to apply themselves. The majority of students also reported that the attachment of contingent rewards would not negatively affect their levels of intrinsic motivation in enjoyable activities. Some students, however, did feel that their intrinsic motivation could be negatively affected by contingent rewards. The majority of students indicated that while reward systems are in place they would not negatively affect intrinsic motivation, but they also reported that the removal of such systems could result in reduced effort on the part of students. When asked what teachers could do to motivate students, some replied that rewards would be more effective but most suggested that making learning fun and relevant to the students would be effective. Most students also reported that they considered a good teacher to be one who is fair and who does not yell a lot. It was indicated by all the students that the use of

choices related to school work would be an effective motivator.

The present research findings raise a number of concerns. It was indicated that contingent reward systems would not be effective for all students and may in fact be counter-productive for some. The use of such systems with entire classes is therefore questionable. The fact that almost all of the students indicated that the discontinuation of reward systems could result in reduced effort on their part also raises concerns about the long term consequences of such systems. The students' feelings about the provision of choices and their perceptions of what makes a good teacher, as well as their suggestions on what would be motivational, indicate preferences for learning environments which are not overly controlling in nature. This raised discussion on the competitive and controlling nature of contingent reward systems and lead to alternative suggestions on how to motivate students.

Limitations of the research included a narrow sample of the population, as well as a lack of appropriate follow-up questions to explore some of the issues that arose from the interviews. It may also have been more useful and informative if a clear distinction between tangible and verbal rewards had been established and the difference between the effects of these two types of rewards investigated.

BIBLIOGRAPHY

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. Journal of Educational Psychology, 84, (3), 63-76.
- Beery, K. E. (1982). Revised administration, scoring, and teaching manual for the Developmental Test of Visual-Motor Integration. Cleveland, OH: Modern Curriculum Press.
- Boggiano, A.K., Barret, M., Weiher, A.W., McClelland, G.H., & Lusk, C.M. (1987). Use of the maximal-operant principle to motivate children's intrinsic interest. Journal of Personality and Social Psychology, 53, 866-877.
- Boggiano, A.K. and Katz, P. (1991). Maladaptive achievement patterns in students: The role of teachers' controlling strategies. Journal of Social Issues, 47 (4), 35-51.
- Cameron, J., & Pierce, W.D. (1994). Reinforcement, reward and intrinsic motivation: A meta-analysis. Review of Educational Research 64, 363-423.
- Chance, P. (1993). Sticking up for rewards. Phi Delta Kappan, June, 787-790.
- Connors, C. K. (1997). Connors' Rating Scales. Multi Health Systems Inc, North Tonawanada, NY.
- Deci, E.L. (1971). Effects of externally mediated rewards on intrinsic motivation. Journal of Personality and Social Psychology, 18 105-115.
- Deci, E.L. (1972). The effects of contingent and non-contingent rewards and controls on intrinsic motivation. Organizational Behavior and Human Performance, 8 217-229.
- Deci, E.L. & Ryan, R.M. (1987). The support of autonomy and the control of behavior. Journal of Personality and Social Psychology, 53, 1024-1037.
- Deci, E.L. & Ryan R.M. (1994). Promoting self-determined education. Scandinavian Journal of Educational Research, 38, (1), 3-15.
- Deci, E.L. & Ryan, R.M. (1996). When paradigms clash: comments on Pierce's claim that rewards do not undermine intrinsic motivation. Review of Educational Research, 66, (10), 33-38.

- Dinkmeyer, D. Sr., Dinkmeyer, D. Jr. & McKay, G.D. (1997). Systematic Training For Effective Parenting: The Parents Handbook. Circle Pines, Minnesota: American Guidance Services, Inc.
- Dunn, L.M., & Dunn, L.M. (1981). Peabody Picture Vocabulary Test-Revised. Circle Pines, MN: American Guidance Service.
- Flannery, R.B. Jr., Penk, W.E. & Addo, L. (1996). Resolving learned helplessness in the seriously and persistently mentally ill. In Soreff, S.M. Handbook for the Treatment of the Seriously Mentally Ill. (pp 239-256). Searle, WA, USA: Hogrefe and Huber Publishers.
- Gardner, M.F. (1985). Test of Auditory Perceptual Skills. Children's Hospital of San Francisco, Publication Department OPR-110, San Francisco, California 94119.
- Kazdin, A.E. and Bootzin, R.R. (1972). The token economy: an evaluative review. Journal of Applied Behavior Analysis, 5, 359-360.
- Kohn, A. (1993). Rewards verses learning: a response to Paul Chance. Phi Delta Kappan, June, 783-786.
- Kohn, A. (1993). By all available means: Cameron and Pierce's defense of extrinsic rewards. Review of Educational research, 66, (1), 1-4.
- Lepper, M.R., Greene, D. & Nisbett, R.E. (1973). Undermining children's intrinsic interest with extrinsic rewards: a test of the 'overjustification' hypothesis. Journal of Personality and Social Psychology, 28, 129-137.
- Lepper, M.R., Keavney, M. and Drake, M. (1996). Intrinsic motivation and extrinsic rewards: a commentary on Cameron and Pierce's meta-analysis. Review of Educational Research, 66, (1), 5-32.
- Lowenthal, B. (1996). The power of suggestion. Academic Therapy, 21, (5), 537-541.
- McCarthy, D.A. (1972). Manual for the McCarthy Scales of Children's Abilities. San Antonio: The Psychological Corporation.
- Reynolds, C.R., & Kamphaus, R.W. (1998). Behavior Assessment System for Children. American Guidance Services Inc., Circle Pines, MN.
- Sattler, J.M. (1992). Assessment of Children (3rd ed.). San Diego: Jerome M. Sattler, Publisher Incorporated.

- Schunk, D. (1985). Self-efficacy and classroom learning. Psychology in the Schools, 22, 214-223.
- Wechsler, D. (1991). Manual for the Wechsler Intelligence Scale for Children III. The Psychological Corporation, Harcourt Brace Jovanovich INC., San Antonio.
- Wechsler, D. (1991). Manual for the Wechsler Individual Achievement Test. The Psychological Corporation, Harcourt Brace & Company, San Antonio.
- Interdepartmental Committee of the Classroom Issues Initiative.(1997). Coordination of services to children and youth in Newfoundland and Labrador: Individual support services plans. Government of Newfoundland and Labrador.
- Professional Conduct Manual. "n.d.". National Association of Psychologists.
- Division of Student Support Services, Department of Education. (1998). Pathways to programing and graduation: A handbook for all teachers and administrators. Government of Newfoundland and Labrador.
- The School Psychologist in Newfoundland and Labrador: Policy, guidelines and professional practice standards. (DRAFT. May, 1997).
- Division of Student Support Services, Department of Education. (1992). Special Education Policy Manual. Government of Newfoundland and Labrador.

APPENDIX A - PERMISSION LETTERS

LETTER TO PARENTS DESCRIBING THE RESEARCH

Dear Parents(s)/ Guardian(s),

I am a graduate student in educational psychology at Memorial University of Newfoundland and I am conducting a research project as part of my course requirements. I am requesting your permission to have your child complete an interview with me, regarding his or her perceptions of the effects of rewards on motivation and performance in learning.

Your child's participation will consist of answering a series of questions while being audio taped. All the questions will pertain to his/her feelings about using rewards as a means of motivating student's learning. This will take approximately 30 minutes of your child's time. Participation is voluntary and it will be made very clear to all participants that they may withdraw at any time without prejudice of any kind. Also students are free to omit answering any questions which he/she chooses to omit.

No identifying information is requested in these interviews and therefore confidentiality is assured. All audio recordings will be kept strictly confidential and stored in a locked filing cabinet when not utilized. The individual conversations on the tapes will not be disclosed to anyone, other than myself, unless you consent to such a disclosure in writing. All audiotapes will be destroyed upon completion of this project. In reporting the results of this study no identification will be made of any students name or the name of the school.

This study has received the approval of the Faculty of Education's Ethics Review Committee. The administrators of your child's school have also given their written consent for this study to be conducted. Results of these interviews will be available to any individual upon request. If you would like to discuss this matter with me or have any questions or concerns then please feel free to contact me at (709) 646-2992 or my university supervisor Dr. William Kennedy, at (709) 737-7617. If at any time you wish to speak with a resource person not associated with the study, please contact Dr. Bruce Sheppard, Associate Dean, Research and Development, at Memorial University (709) 737-3402.

If you give permission for your child to participate in this interview then please complete the attached consent form and return it to the school by _____.

Your cooperation will be greatly appreciated.

Sincerely,

Kevin Dunphy
(School Psychology Intern)

PARENTAL CONSENT FORM FOR STUDENT INVOLVEMENT IN THE RESEARCH

I _____ (parent/guardian) give permission for my child to participate in this study. In giving this consent I understand the following:

The interview will only be used for the purpose described above. My child's interview will be audio taped but his/her name or the name of his/her school will not be used. The audio taped interviews will be kept strictly confidential and will not be disclosed to anyone without written parental consent. Upon completion of my child's participation, audiotapes will be destroyed. My child is free to omit answering any questions he/she prefers to omit. I may withdraw my permission at any time without prejudice of any kind. My child may withdraw from the study at any time without prejudice of any kind.

In presenting the results of this study my child's name or the name of his/her school will not be identified. I may receive the results of this study upon request.

Signature of Parent(s) / Guardian(s) _____

Child's Name _____

Date _____

LETTER TO SCHOOL BOARD

School Board

As a requirement of my internship in the educational psychology program at Memorial University of Newfoundland I am required to complete a research project. My proposed study will address the perceptions of children regarding the effects of rewards on motivation and performance in learning. I am requesting your permission to conduct this study in one of your elementary schools.

The study will involve audio-recorded interviews of twelve volunteer grade six students on their perceptions regarding the use of rewards. I have enclosed copies of letters to be sent to parents and school administrators pending your approval of this proposed study. Each student's participation will require approximately 30 minutes of his/her time. Any participant may withdraw from the study at any time or omit answers to any questions without prejudice of any kind.

The name of the school and the names of the students will not be included in the presentation of results. Interviews will not be disclosed to anyone, other than myself, unless written permission is obtained from the appropriate parent(s) / guardian(s). All audio-recordings will be kept strictly confidential and will be stored in a locked filing cabinet when not utilized.

This study has received approval from the Faculty of Education's Ethics Review Committee. Results of the research will be made available to you upon completion of my study. If you would like to discuss this matter with me, or have any questions or concerns, then please contact me at (709) 646-2992 or my university supervisor, Dr. William Kennedy at (709) 737-7617. If at anytime you wish to speak to a resource person not associated with the study, please contact Dr. Bruce Sheppard, Associate Dean, Research and Development, at Memorial University (709) 737-3402.

If you give permission for this study to be conducted at one of your schools then please complete the attached consent form and return it to me.

Your cooperation will be greatly appreciated.

Sincerely,

Kevin Dunphy
(School Psychology Intern)

SCHOOL BOARD CONSENT FORM FOR RESEARCH

I _____ grant permission for Kevin Dunphy to conduct the above mentioned study at a school within this school district. In granting this permission I understand the following:

No students will be interviewed without the written consent of the parent(s) / guardian(s) and the school administration. The name of the school and the name of the students involved will not be included in the presentation of results. Audio-tapped interviews will not be disclosed to anyone besides the researcher without the written consent of parent(s) / guardian(s). All audio-tapes will be stored in a locked cabinet when not utilized. Children involved in the study may withdraw at any time or omit answers to any questions without prejudice of any kind. Results of this study will be made available to this school board upon completion.

Signature _____

Date _____

LETTER TO SCHOOL ADMINISTRATION

Dear School Administrators,

I am requesting your permission to conduct a study at your school. I am a graduate student in educational psychology at Memorial University of Newfoundland and I am conducting a research project as part of my course requirements. The research that I am conducting attempts to gain an understanding of children's perceptions of the effects of rewards on motivation and performance in learning.

I will be asking for twelve volunteers from grade six to be interviewed and audio-tapped. Written consent will be obtained from the parents/ guardians of each participating student. Each student's participation will require approximately 30 minutes of his/her time. Any participant may withdraw from the study at any time or omit answers to any questions without prejudice of any kind.

The name of the school and the names of the students will not be included in the presentation of results. Students will be instructed to avoid mentioning their names or the name of their school during the recording. Interviews will not be disclosed to anyone, other than myself, unless written permission is obtained from the appropriate parent/guardians. All audio-recordings will be kept strictly confidential and will be stored in a locked filing cabinet when not utilized.

This study has received approval from the Faculty of Education's Ethics Review Committee. Results of this study will be available to you upon request. If you would like to discuss this matter with me, or if you have any questions or concerns, then please feel free to contact me at (709) 646-2992 or my university supervisor, Dr. William Kennedy, at (709) 737-7617. If at any time you wish to speak with a resource person not associated with the study, please contact Dr. Bruce Sheppard, Associate Dean, Research and Development at Memorial University.

If you consent to having this study conducted in your school, then please sign the attached consent form.

Thank you for your cooperation. It is greatly appreciated.

Sincerely,

Kevin Dunphy
(School Psychology Intern)

CONSENT OF ADMINISTRATION

We the administration of _____ give our consent for the above mentioned study to be carried out at our school. In giving consent we understand the following:

These interviews will only be used for the purpose described above.

The name of our school and the names of the students involved in the study will not be included in the presentation of results. Audio-tapped interviews will not be disclosed to anyone besides the researcher without the written consent of parents/guardians. All audio-tapes will be stored in a locked cabinet when not utilized. Children involved in the study may withdraw at any time or omit answers to any questions without prejudice of any kind. Results of this study will be made available upon request.

Signature of Principal _____

Signature of Vice-Principal _____

Date _____

APPENDIX B - INTERVIEW SCHEDULE

Schedule for student interview

The focus of this interview is on what students feel are the effects of using rewards in relation to their motivation and performance in learning. The interview will be initiated with a brief introduction to the project, and an explanation of how confidentiality of the data will be ensured. The students will be informed to avoid identifying their names or the names of their school during recording.

Themes and general questions:

- Introduction:** (*This component of the interview is to be completed before recording begins.*) It includes:

 - a brief explanation of the project
 - an explanation of how confidentiality will be ensured
 - a clarification of the students understanding of the use of the audio-recording
 - an opportunity for the student to ask any questions about the project and the interview.
- Use of rewards: general feelings**

Possible prompts:

 - What types of things make students want to go to school and to study?
 - What do rewards mean to you?
 - Have your teachers ever given rewards for performance in school?
 - Do you think rewards make you work harder or do better in school? Explain.
 - If you were trying to achieve rewards for how well you do in school what kind of feelings would you have? (ie. Excitement, stress, etc.)
 - In general, how do you feel about the use of rewards in school?

The purpose of using these types of prompts in this order is to help students consider various types of rewards, not just material (tangible) rewards, and to probe their overall feelings about whether or not they consider using rewards to be motivational.

3. **Effects of rewarding activities that are intrinsically motivating**

Possible prompts:

- Do you feel like rewards make you want to learn more?
- Do you feel that rewards get students to learn more?
- Do you feel that rewards make you more interested in learning or reading?
- Do rewards make activities more interesting?
- Do trying for rewards ever make you frightened about making mistakes?
- Imagine that you are really interested in an activity or subject. If you were told that you could achieve a reward for doing well in that activity, but would not achieve the reward if you did not do well, how do you think you would feel? Would your feelings about the activity change in any way? Explain.

The reason for using these types of prompts is to try and determine if children feel that making rewards contingent upon performance will affect intrinsic motivation related to these activities.

4. **Effects of removing rewards**

Possible prompts:

- What would happen if a teacher (or parent) stopped giving rewards, would it affect how hard you worked or how well you did?
- If you were offered rewards for your participation, or performance in an activity and then the rewards were stopped how might this affect how hard you work in that activity.

The purpose of these prompts is to determine if children feel that the removal of contingent rewards will reduce task motivation and performance.

5. **Perceptions of effective teaching**

Possible Prompts:

- In your opinion, what types of things would make a teacher a good teacher?
- In your opinion, what types of things would make a teacher not so good?
- What types of things would a good teacher do to keep students interested and working hard?
- How do you feel about teachers who let you have lots of choices about things to do?

The purpose of these prompts is to determine if students perceive controlling strategies, or non-controlling strategies to be more effective?

Upon completion of the interview students will be thanked for their cooperation.

APPENDIX C**Summary of the Major Points from Students Responses to the Interview Questions**

RESEARCH QUESTIONS

Student #	<u>Children's General Feelings about the use of rewards.</u>	<u>Do Children feel that rewards motivate them to work harder in school?</u>	<u>Do children feel that intrinsic motivation is affected by making rewards contingent upon performance?</u>	<u>Do children feel that discontinued rewards would reduce motivation?</u>	<u>Children's perceptions of effective teaching.</u>
1	-Shouldn't use rewards; causes some students to give up	might get some to work harder	feeling about the activity would stay the same	Some students would not try as hard	Fair and nice. Not yelling. Make school fun by relating material to kids interests. Offering choices is motivational.
2	I hate it, it's a bribe. Winners become show-offs.	might work if reward is something they don't get much of.	feelings about activity would not change either way.	make students do less work	Fair and not threatening. Make learning fun. Give treats to all students but not as rewards. Give students more choices.

3	A reward is only a bribe	Can get some to work harder , but might make some others nervous and stomach sick and frightened to make mistakes so they may not try as hard.	Some may find that having a reward makes the activity more interesting.	Might cause students to do less work	Not grouchy. Treat all students the same, no pets. Compliments for all. Make learning fun. Like the idea of having choices. Reward everyone.
4	Not a good idea because same people always win and some people will have to be left out.	Could get some to work harder but could also make some want to give up.	If I never did win it might turn me off from the activity	Might stop trying.	Don't yell. Do not leave anyone out if rewards are given. treat everyone the same. Make learning fun. Give Choices to students.
5	Rewards are great idea. Love them.	Would work harder if reward was something good (i.e., Big).	You could make yourself more interested in activities if working for rewards.	Might not work as hard because you would have nothing to work for.	Be fair . Don't pick on bad kids. Be nice, don't yell. Don't criticize and compare students in public. Give rewards in private. Make learning fun. Choices are good, more interesting, because work is part of you.

6	Rewards good, kids like to get rewarded for hard work, makes them more determined.	Some would work hard anyway harder but some might not because they would be more frightened to make mistakes. Rewards not fair for students with learning problems.	The reward can get you to do the activity and once you get started you might enjoy it and become more interested.	Some would not work as hard.	Be fair to everyone. Bad teachers are always strict and yelling. Make learning games to make learning fun. Offer rewards and treats. Giving choices would make school more enjoyable.
7	Rewards are good, they make students happy and excited.	Rewards get students to work harder in school.	Rewards make school work more interesting. If you win a reward it gets even more interesting.	If rewards are stopped students would not work as hard.	Treat all equal. Avoid yelling. Give rewards to make learning more interesting. Giving choices would also make learning more comfortable & interesting.
8	Rewards no fun, same people win over and over and others get let down and give up.	Makes students study more and learn more if the reward is big enough (i.e., CD player).	Might make activity more interesting if reward was won but might turn you off from activity if you could not win.	If rewards were stopped students would not work as hard.	Fair and not strict; not yelling. Make learning fun. Choices are good.

9	Rewards are not fair unless they are given to every student.	Not sure whether or not rewards would get students to study harder.	Would make students not like the activity as much.	Some students would not work as hard.	Make school fun. Be fair to everyone. Be nice, don't yell. Be a good listener. Rewards for all. Choices would make school more fun.
10	Rewards are good they help you to work harder. there is nothing bad about them.	Rewards get you to work harder and gives you more to look forward to.	Interest in the activity would stay the same.	Would not work as hard.	Fair. Not mean and screaming. Make learning fun. Choices make school more interesting.
11	Rewards, cool! Works for me. Just shows a good job.	Rewards keep you trying to get more.	Interest would increase because you get anxious to get prizes.	No change, would continue to work just as hard.	Equal treatment. Use encouragement. Do not yell. Give rewards to increase interest. Give Choices.

12	Rewards make kids do better and make them feel that they're doing a good job.	Rewards make you work harder.	If you don't get the reward you might not like the activity as much.	Would not want to do activity unless you can get a reward.	Be nice and don't yell a lot. Make learning fun. Give rewards to students. Give choices so kids can pick things to do that they're good at.
----	---	-------------------------------	--	--	---

