

# Catch Them Doing Good: The Power of Positive Reinforcement

## Research and Resource Guide

### Introduction

This research and resource guide summarizes lessons from the session, provides additional topical resources to further develop your application of the topic, and offers research to expand your knowledge.

### Lessons from the Session

**Catch Them Doing Good: The Power of Positive Reinforcement** covered how to spot and celebrate positive behavior moments that can transform group dynamics. We explored strategies to give feedback that sticks and motivates youth toward continuous improvement.

**Positive Relationships**<sup>1</sup> - When we take the time to build positive relationships with the youth we serve, we develop deeper, meaningful connections which help our young people to grow and shape their own lives for the future.

**Positive Learning Environments**<sup>2</sup> - Positive learning environments are physically safe, but also psychologically safe and support a culture of diversity, equity, and inclusion. Consider your physical space, schedule and activity timing, program expectations and consequences, and student voice and choice when working to create a positive learning environment for youth.

**Positive Behavior Support**<sup>3</sup> - Positive Behavior Support (PBS) is a research-based framework aimed at improving quality of life and reducing problem behaviors by teaching new skills and altering the environments in which people live and work. PBS includes tiered, preventive approaches so that support is provided broadly for all, partly for those needing additional help, and very individually for those with significant needs.

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<sup>1</sup> Developmental relationships. (2024, November 4). Search Institute. <https://searchinstitute.org/developmental-relationships>

<sup>2</sup> Julien, G. (2021). Creating a positive learning environment. In American Research Journal of Humanities and Social Sciences (Vol. 9, Issue 1, pp. 73–80) [Original Article]. <https://doi.org/10.21694/2378-7031.23012>

<sup>3</sup> What is Positive Behavior Support - CIEES APBS. (2024, December 13). CIEES APBS. <https://apbs.org/about-apbs/what-is-positive-behavior-support/>

## Resources and Tools

- [Helping Youth Build Relationship Skills](#)<sup>4</sup>
- [A Supportive Classroom Environment](#)<sup>5</sup>
- [Classroom Management: Self-Assessment Revised](#)<sup>6</sup>
- [Trauma-informed Classroom Management: Self-assessment Tools for Classroom Teachers](#)<sup>7</sup>

## Additional Resources

### Research and Information

- [Cultivating Relationships in Secondary Classrooms: Practices That Matter](#)<sup>8</sup>
- [Fostering Positive Youth-Adult Relationships: My Experience in an Outdoor Education Environment](#)<sup>9</sup>
- [Positive Youth Development Resources](#)<sup>10</sup>
- [Positive Behavior Interventions & Supports Basics for Afterschool Programs](#)<sup>11</sup>

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<sup>4</sup> Relationship Skills - Adult Preparation Toolkit - ACT for Youth. (n.d.). <https://actforyouth.org/program-toolkit/yd-activities/adulthood/relationship.cfm>

<sup>5</sup> A supportive classroom environment - Casel Schoolguide. (2024b, October 31). Casel Schoolguide. <https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment/>

<sup>6</sup> Center on PBIS | Resource: Classroom Management: Self-Assessment revised. (n.d.). <https://www.pbis.org/resource/positive-behavior-support-classroom-management-self-assessment>

<sup>7</sup> McDowell Institute College of Education & Bloomsburg University. (n.d.). Trauma-informed Classroom Management: Self-assessment tools for classroom teachers. Commonwealth University of Pennsylvania. <https://www.commonwealthu.edu/documents/mcdowell-trauma-informed-classroom-management>

<sup>8</sup> Cultivating relationships in secondary classrooms: practices that matter. (2024, November 21). Learning Policy Institute. <https://learningpolicyinstitute.org/product/cultivating-relationships-secondary-classrooms-brief>

<sup>9</sup> Ervin, A. (2024, August 8). Fostering Positive Youth-Adult Relationships: My experience in an outdoor education environment. The Chronicle of Evidence-Based Mentoring. <https://www.evidencebasedmentoring.org/fostering-positive-youth-adult-relationships-my-experience-in-an-outdoor-education-environment/>

<sup>10</sup> Positive youth development resources. (n.d.). HHS Office of Population Affairs. <https://opa.hhs.gov/adolescent-health/positive-youth-development/pyd-resources>

<sup>11</sup> Zundel, S. & Northwest PBIS. (n.d.). Basics for afterschool programs. In PBIS in Afterschool. [https://oregonask.org/wp-content/uploads/2020/09/pbis-in-afterschool-handbook\\_final.pdf](https://oregonask.org/wp-content/uploads/2020/09/pbis-in-afterschool-handbook_final.pdf)