

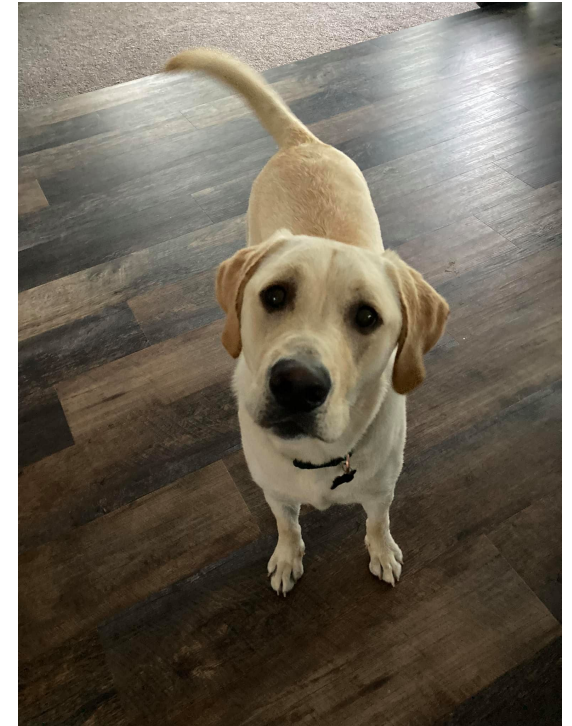
Reinforcement Makes the World Go 'round!

USU-CSF Boot Camp
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My team



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Session Outcomes

Participants will:

- Be able to describe the principle of reinforcement
- Understand the factors that influence reinforcement
- Learn the various types of reinforcement, and methods to incorporate reinforcement systems

A Perspective on Today's ABA from Dr. Greg Hanley...

- Learn by listening.
- Learn by creating joy.
- Learn while teaching.
- Learn by empowering.
- “Ours is not to dominate but to de-escalate or better yet prevent escalation in the first place. Ours is not to coerce (thank you Murray Sidman!) but to listen, learn, guide, and coach. Ours is not to redirect, restrain, or merely manage and modify. Ours is to understand, share, and shape. Ours is to prioritize safety, rapport, and the televisibility of what we do above all else. “

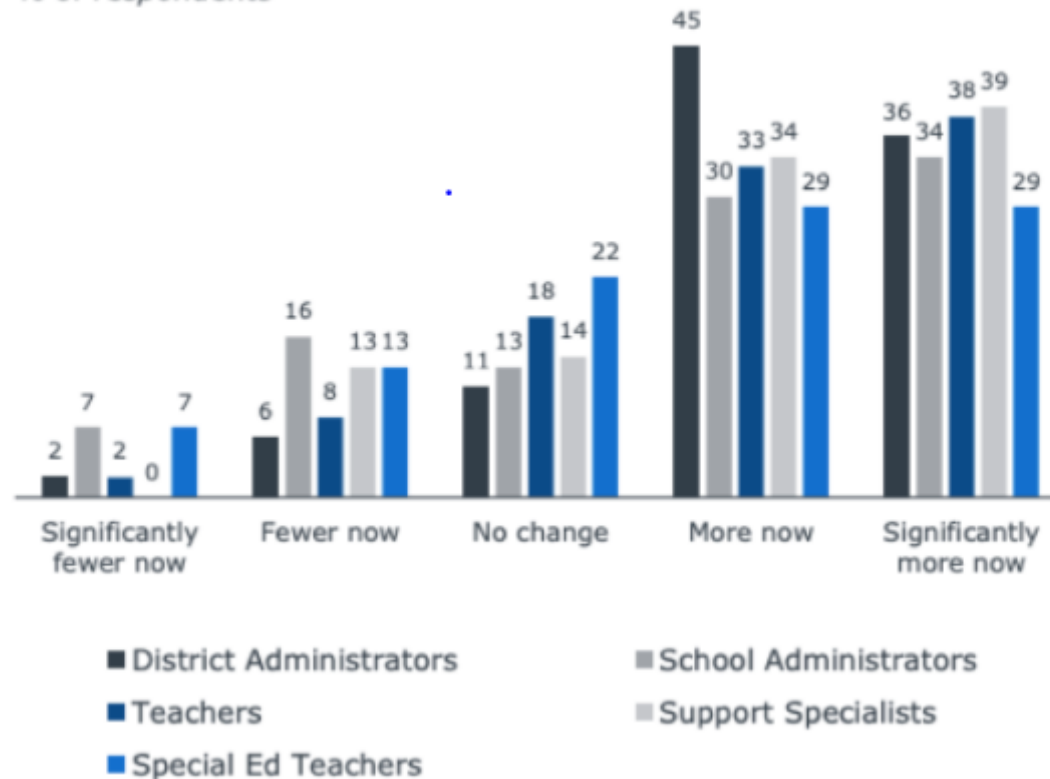


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What is going on with challenging behavior?

How Has the Frequency of Disruptive Behaviors in Your School/District Changed over the Last 3 Years?

% of respondents



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Data from 2019:

- Disruptive behaviors increased rapidly in elementary school classrooms
- 1900 elementary school teachers were surveyed
- Tantrums, bullying, defiance, disruptions all increased
- Estimated loss of 2 ½ hours per week=three weeks of lost instructional time



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What can we do?

We can always
increase our positive
reinforcement.

- A reinforcer can increase any behavior – appropriate or inappropriate.
- Ultimate goal of any intervention plan is a change in behavior.
- Only one element in an intervention ensures the increase of a behavior – *reinforcement*

What is positive reinforcement, and why is it important???

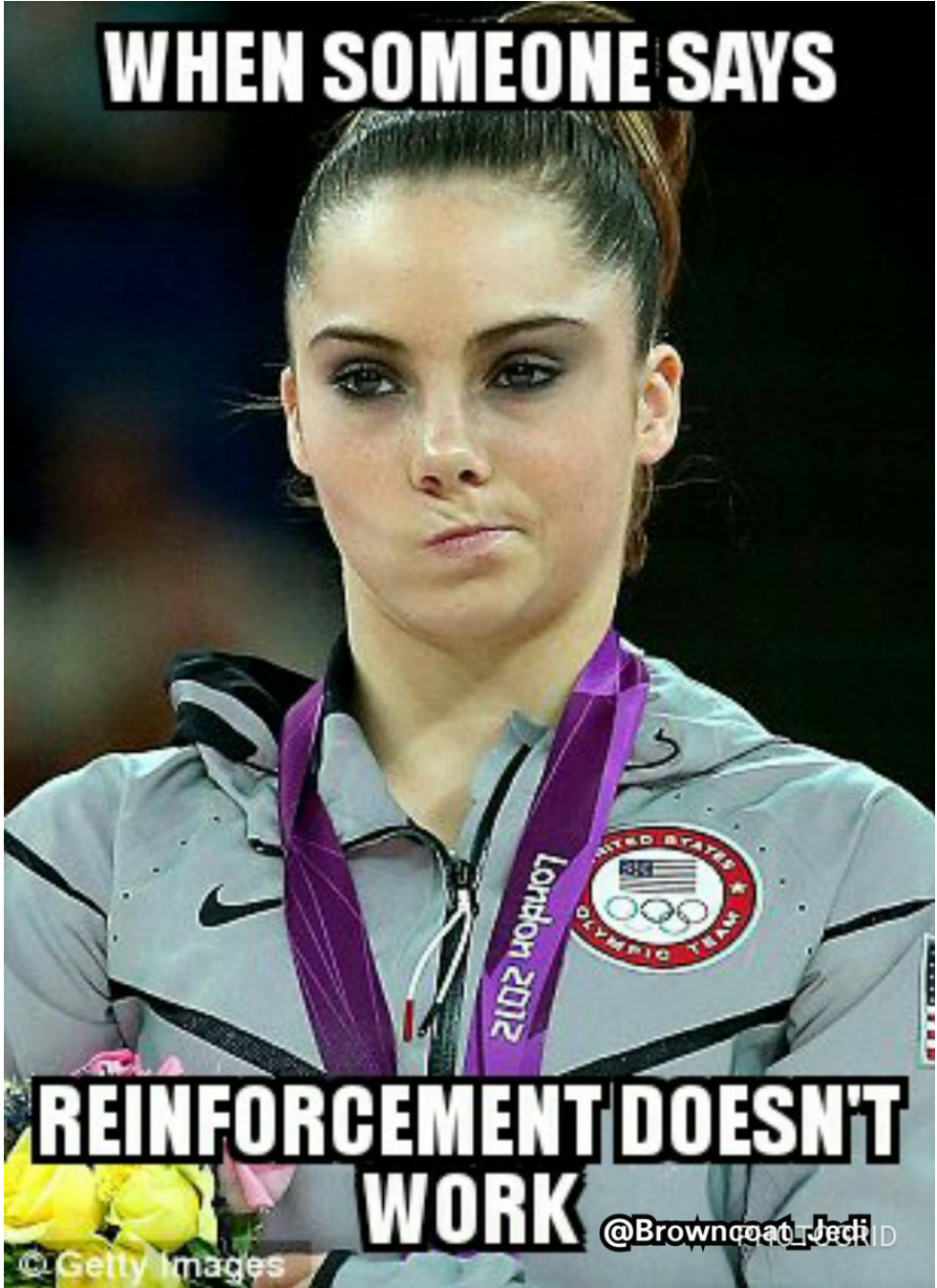
The most powerful tool in our toolbox

Without fail, we can always increase reinforcement

“The process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward”

In our science, it is the delivery of a stimulus that increases the future rate/probability of a response

WHEN SOMEONE SAYS



**REINFORCEMENT DOESN'T
WORK**

@Browncoat Jedi

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Why are reinforcers important?



Use to teach and strengthen appropriate behavior



Use to strengthen periods of no problem behavior



We often take compliance for granted

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"I'm behaving well. Are you sure you wouldn't like to positively reinforce it?"

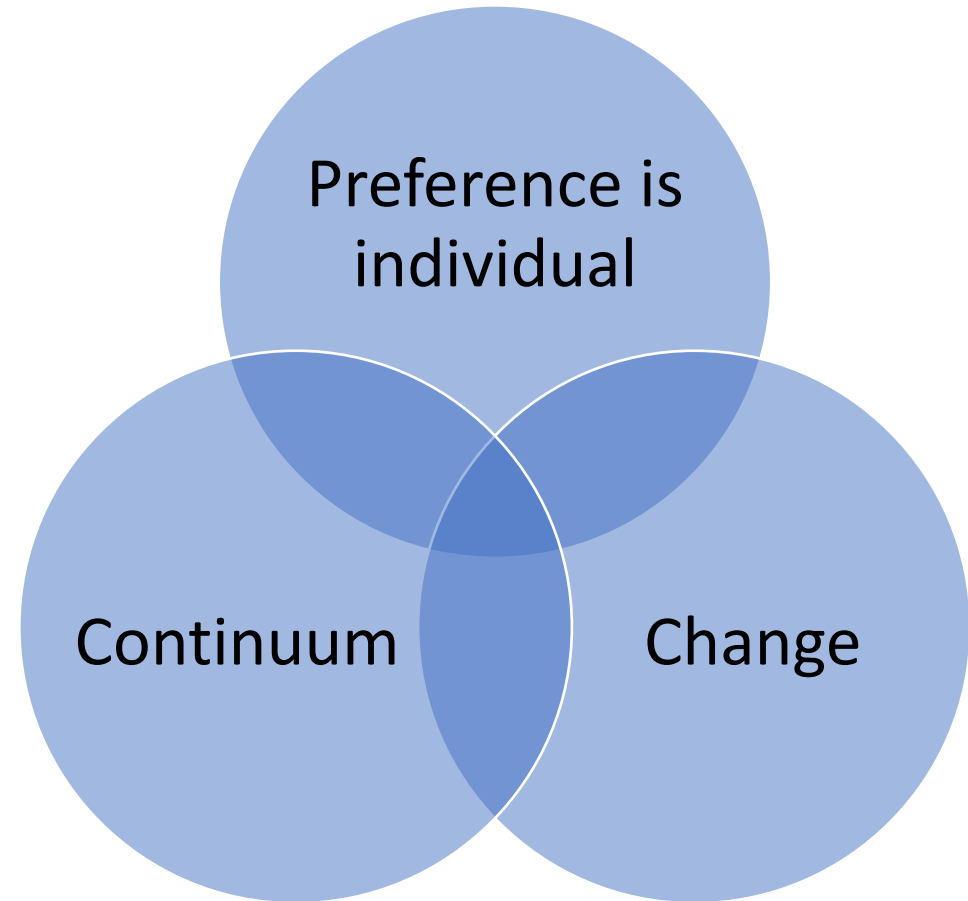


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Reinforcers are relative

Them: Maybe a little lavender would help reduce your stress.

Me:



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Top 10 things that make people happy

1. Puppies
2. Animals in costumes
3. Babies doing funny things
4. Warm drink on a cold day
5. Warm, cheesy, deliciously gooey
6. Free food
7. Getting into bed after a long day
8. Warm towels/blankets straight from the dryer
9. Not getting charged extra for guacamole
10. When you drop your phone but it didn't crack

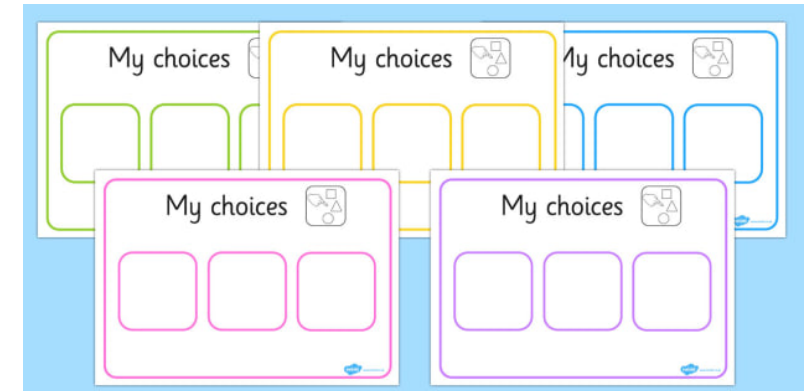
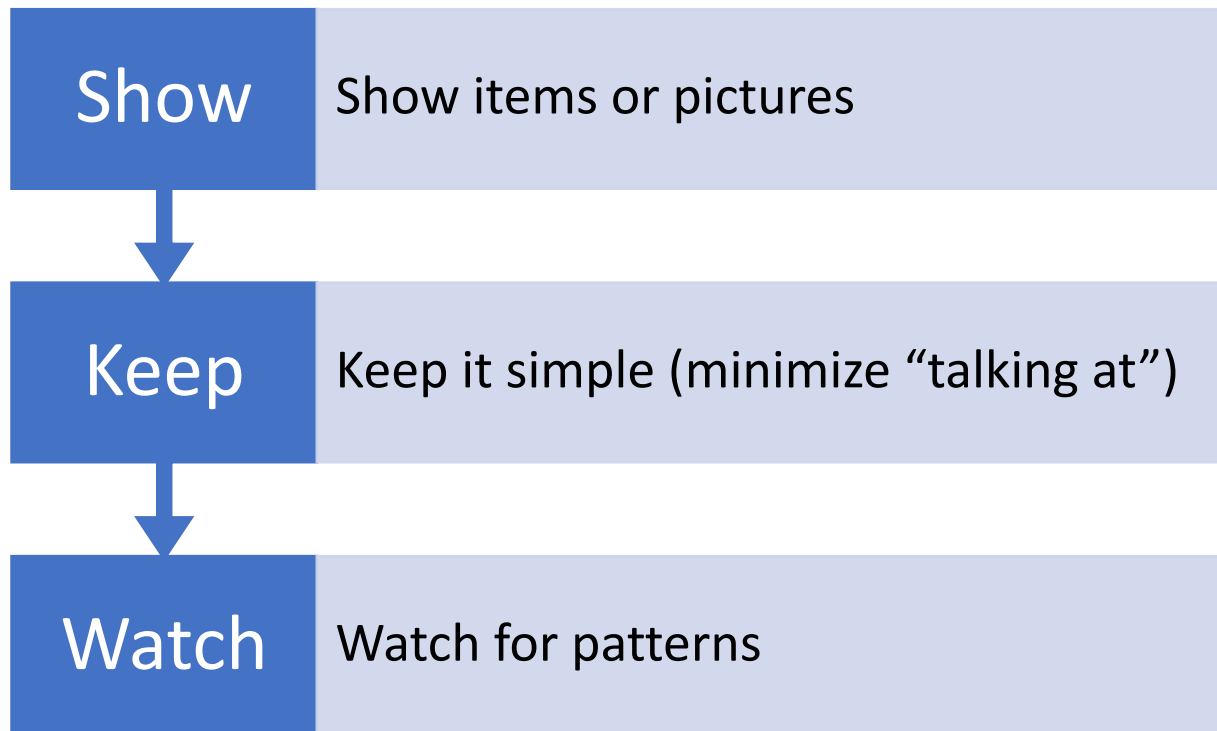


How do we assess what is reinforcing to our students?

Preference assessments

- Interview
- Observe
- Choice
- Structured Stimulus Preference Assessments (Free operant, paired stimulus, MSWO)

High Quality Choice Procedures



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Why don't we just ask what the individual wants?

May have limited repertoire (only have history with certain items/activities)



May have defective mand/requesting repertoire (only know how to ask for a few items)

- Middle schooler
- Social contingencies





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Preference assessment vs. reinforcer assessment

Preference assessment
assesses what a
preferred item is,
compared to other
items

Reinforcer assessment
assesses how hard or
long a student will
work for that
item/activity



Don't assume that just
because a student
selects an item it will
work as a reinforcer

Choice vs. function

Pause for a second...

- What are your reinforcers?
- Are you happy with the rate and quality you deliver reinforcement to your students?

When I am called in....

I ask questions.

What are your students earning?

How do you know if that particular item works as a reinforcer?

How often are they able to earn it, and are they?

How many trials/opportunities to respond before you deliver the reinforcer?

Does your system allow individual access, or is it a group contingency?





Factors That Influence Reinforcement

History

Timing

Consistency

Amount



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Factors That Influence Reinforcement

Quality

Other available reinforcers

Novelty

Motivation



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Using Reinforcement

Establish a criterion

Choose appropriate reinforcers

Use generalized reinforcers

Reinforce immediately

Reinforce often

Reinforce across behaviors, settings, time

Use prompts to support beginnings of behavior



Let's go back to preference

Free operant assessment: What do your students like to do if given free time?

- Use it! (Star Trek ex.)

Paired stimulus: choice of two items/activities

MSWO (multiple stimulus without replacement): If you are working with an individual student, this is a way to assess preference through a ranking system

MSWO and Paired Stimulus data examples

I. Potential Reinforcers List			
Item 1:			
Item 2:			
Item 3:			
Item 4:			
Item 5:			
Item 6:			
II. Pairing of Reinforcer Choices		<i>(Optional)</i>	
Trial Set 1: First item presented on student's right		Trial Set 2: First item presented on student's left	
Pairing of items	Student Choice	Pairing of items	Student Choice
Item 3 & Item 6	3.....6.....No Choice	Item 2 & Item 6	2.....6.....No Choice
Item 2 & Item 4	2.....4.....No Choice	Item 4 & Item 5	4.....5.....No Choice
Item 4 & Item 6	4.....6.....No Choice	Item 1 & Item 4	1.....4.....No Choice
Item 1 & Item 3	1.....3.....No Choice	Item 1 & Item 6	1.....6.....No Choice
Item 2 & Item 5	2.....5.....No Choice	Item 3 & Item 5	3.....5.....No Choice
Item 3 & Item 4	3.....4.....No Choice	Item 5 & Item 6	5.....6.....No Choice
Item 1 & Item 5	1.....5.....No Choice	Item 1 & Item 2	1.....2.....No Choice
Item 2 & Item 3	2.....3.....No Choice	Item 2 & Item 3	2.....3.....No Choice
Item 1 & Item 2	1.....2.....No Choice	Item 1 & Item 5	1.....5.....No Choice
Item 5 & Item 6	5.....6.....No Choice	Item 3 & Item 4	3.....4.....No Choice
Item 3 & Item 5	3.....5.....No Choice	Item 2 & Item 5	2.....5.....No Choice
Item 1 & Item 6	1.....6.....No Choice	Item 1 & Item 3	1.....3.....No Choice
Item 1 & Item 4	1.....4.....No Choice	Item 4 & Item 6	4.....6.....No Choice
Item 4 & Item 5	4.....5.....No Choice	Item 2 & Item 4	2.....4.....No Choice
Item 2 & Item 6	2.....6.....No Choice	Item 3 & Item 6	3.....6.....No Choice

Tangible

Date: 3/11/2013	Initials: DH	Session: 1		
ITEM	TRIAL 1	TRIAL 2	TRIAL 3	OVERALL RANK
Book	1	2	1	4 -> 1
Bingo	3	3	3	9 -> 3
Stuffed animal	2	4	5	11 -> 4
Stickers	5	5	4	14 -> 5
Magnet board	4	1	2	7 -> 2

Edible

Date: 3/11/2013	Initials: DH	Session: 1		
ITEM	TRIAL 1	TRIAL 2	TRIAL 3	OVERALL RANK
skittles	5	3	2	7 -> 2
m&m's	1	2	3	6 -> 1
gold fish	2	4	2	8 -> 3
swedish fish	5	1	5	11 -> 4
oreos	4	5	4	13 -> 5

Making reinforcement more valuable

- Provide in choice context
- Limit access
- Vary
- Distributed vs. Accumulated
- Delay: token economy
 - Helpful hint: You do NOT have to wait to deliver a token on a particular schedule for appropriate behavior. You can add additional reinforcement in...ALWAYS.
 - Have the student count the tokens and turn them in.

Ideas

Spinners

Hole punch card

Choice boards

Puzzles

Mystery bag

Treasure chest





Choice board examples

FIRST DO MATH 	THEN WRITE A STORY 	THEN PLAY ON COMPUTER 
---	--	---

Choose 

I am working for 

My Choices

read a book 	play a game 
build blocks 	colour a picture 

I want 

 big wheel	 golf	 trampoline
 bubble blower	 sand and water table	 sidewalk chalk

Melissa's Choice:




My Choice Board

 write name	 cook	 board game	 iPad
 play dough	 color	 worksheet	 craft
 blocks	 yoga	 book	 chore

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What do you want for lunch today?

Reinforcement Inventory

Elementary Reinforcement Menu

Student Name: _____

Instructions:

Ask the student to write a check next to the at least eight items/activities he/she would like most to earn in class. (Read the list to non-readers, and help them mark the items they select.)

- | | |
|---|--|
| <input type="checkbox"/> 1. Blow Bubbles | <input type="checkbox"/> 13. Video Games |
| <input type="checkbox"/> 2. Ice Cream | <input type="checkbox"/> 14. Extra Recess |
| <input type="checkbox"/> 3. Coloring/Drawing | <input type="checkbox"/> 15. Lollipop |
| <input type="checkbox"/> 4. Gym Time | <input type="checkbox"/> 16. Time w/an adult |
| <input type="checkbox"/> 5. Play with friends | <input type="checkbox"/> 17. Carry messages/Helper |
| <input type="checkbox"/> 6. Puzzles | <input type="checkbox"/> 18. Legos |
| <input type="checkbox"/> 7. Stickers | <input type="checkbox"/> 19. Fruit Juice |
| <input type="checkbox"/> 8. Listen to music | <input type="checkbox"/> 20. Story time |
| <input type="checkbox"/> 9. Cookie | <input type="checkbox"/> 21. Reading Time |
| <input type="checkbox"/> 10. Write on board | <input type="checkbox"/> 22. Good Note home |
| <input type="checkbox"/> 11. Computer time | <input type="checkbox"/> 23. Popcorn |
| <input type="checkbox"/> 12. Pudding | |

More examples

Text Based Choice Board



Green Choice & Red Choice posters



Remember: reinforcers are currency



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Effective Use of Reinforcement





*Excellent
Appropriate
Behavior*

- New Behavior
Just Learning
- Newly
Independent
- Very High
Quality
- Very Long Time
- Under Difficult
Conditions



*Average
Appropriate
Behavior*

- Well
Established
Behavior
- Average Quality
- Under Average
Conditions



*Unsafe
Inappropriate
Behavior*

- Throwing
Unsafe Items
- Aggression




*Inappropriate
Junk Behavior*

- Yelling
- Saying Unkind
Things
- Negative Self
Talk
- Being Rough
With Materials
- Posturing As If
to Hit



How often do I reinforce?

If you are teaching a new behavior, you must try to deliver reinforcement after each instance of the behavior.



Once the new behavior is established, you can begin to deliver reinforcement on an intermittent schedule. This will actually maintain the behavior.



What about praise?



Catch students being **“GOOD”**



Goal:

At least **3-4 positives** per minute
4 Positives for every
Negative



Give **praise/attention** for:

Being on-task & working
Following rules & procedures

Tools

- Use a timer!
- Use a Motivaider!
- Use a visual aid!



What about motivation?

- Students may be highly motivated to access:
 - Attention
 - Escape
 - A certain item or activity
- Depending on how much of each of those they have:
 - Reinforcers may hold more or less value
 - They may engage in challenging behavior to access any of the three



Non-Contingent Reinforcement (NCR)

We can reduce the student's motivation to engage in problem behavior

For escape-maintained behavior:

- Provide scheduled breaks
- Make required escape following problem behavior less valuable

For attention-maintained or access behavior:

- Provide frequent scheduled non-contingent attention or access to an item or activity
- Make required attention following problem behavior less valuable



More about NCR

NCR schedule must provide the reinforcer at least as often as the natural schedule

The reinforcer delivered should be the functional reinforcer (e.g., attention for attention-maintained behavior, escape for escape-maintained behavior, etc.)

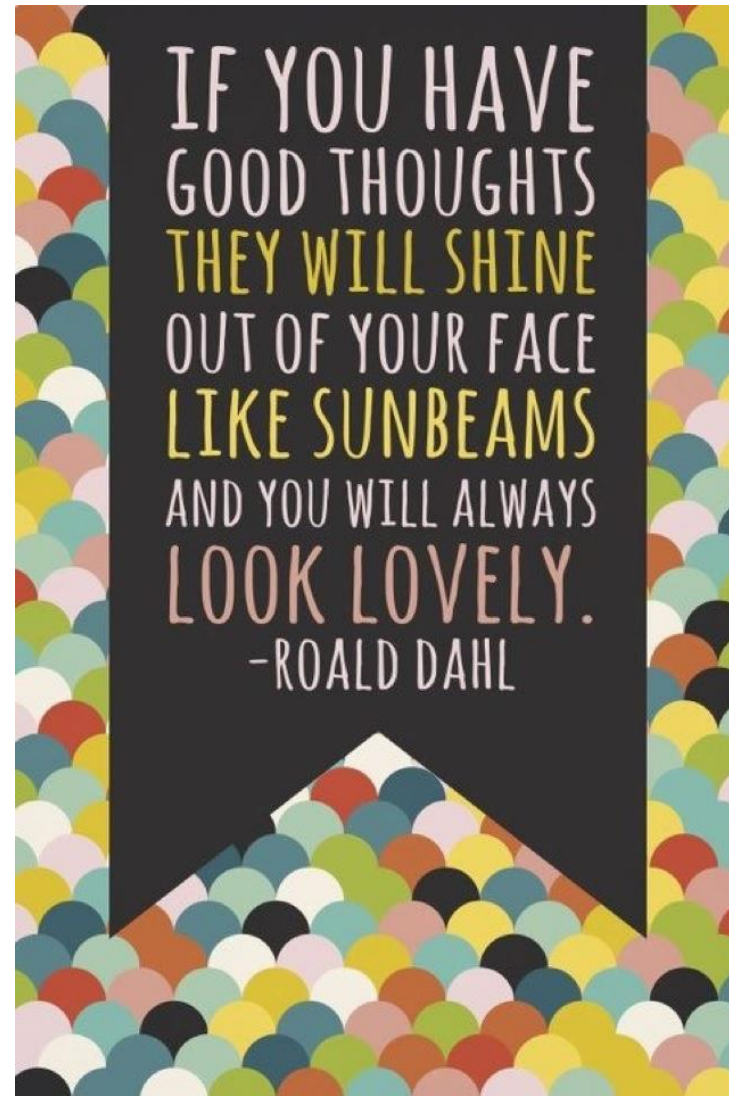
The replacement behavior must produce access to the functional reinforcer

Fading plan should include criteria

In summary...

- Make sure you are assessing.
- Make sure you are considering factors that influence reinforcement.
- Make sure you are delivering a rich schedule.
- Have fun with it! Be creative! Reinforcement makes the world go 'round...





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Thank you!!!

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