



REINFORCEMENT: SMALL CHANGES CAN HAVE BIG RESULTS



BY: Moné Davis, Demi Grado



Reflection

Take a minute to reflect on your child; what behavior can you think of that you may want to increase or decrease?

We will discuss this at the end...



Back to Basics

What is Behavior?

Behavior does not only refer to problem behavior (e.g. spitting, self-injurious behavior, aggression).

Behavior can be reading a bedtime story, walking, doing an on-task behavior etc.



BACK TO BASICS (CONTINUED)

What is reinforcement?

Reinforcement is the addition (positive) or removal (negative) of "some thing" that will likely INCREASE a behavior.

When should we reinforce?

Every chance you get!!

Immediately after in order to increase its subsequent frequency

Why is it important?

The foundation of ABA.

Reinforcement is the keystone to promoting prosocial behavior and eliminating problem behavior.

We must look at what is maintaining the behavior.



POSITIVE REINFORCEMENT

Positive Reinforcement is the addition of “some thing” that will increase the likelihood of that behavior happening again in the future.



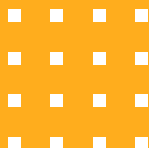
Examples

- Receiving a paycheck **increases** the likelihood of you going back to work.
- Receiving an Ipad (if preferred) time for independently brushing teeth will **increase** the likelihood of that individual brushing their teeth in the future
- Your child completes his/her morning unpacking routine independently, and you say “**Great job!**”. The next several days your child **continues** to perform the routine independently. Is this positive reinforcement?





1. **Natural reinforcers:** reinforcers that occur directly as a result of the behavior (e.g., a student studies hard and does well on her exams, resulting in good grades).
2. **Token reinforcers:** those that are awarded for performing certain behaviors and can be exchanged for something of value (e.g., parents devise a reward system in which the child earns stars, points, or some other token that they can save up and turn in for a reward).
3. **Social reinforcers:** those that involve others expressing their approval of a behavior (e.g., a teacher, parent, or employer saying, “Good job!” or “Excellent work!”).
4. **Tangible reinforcers:** reinforcers that are actual physical or tangible rewards (e.g., cash, toys, treats; Cherry, 2018).





“

Postive Reinforcement Video

[https://www.youtube.com/
watch?v=wfraBsz9gX4&t=61](https://www.youtube.com/watch?v=wfraBsz9gX4&t=61)



S



NEGATIVE REINFORCEMENT

“

Negative reinforcement is the removal of “some thing” that will increase the likelihood of that behavior happening again in the future.

Examples:

- Hitting the snooze button removes that terrible noise and you get a few extra minutes of precious sleep.
- Hitting one’s head allows for removal of a difficult task



WHAT DO YOU THINK?

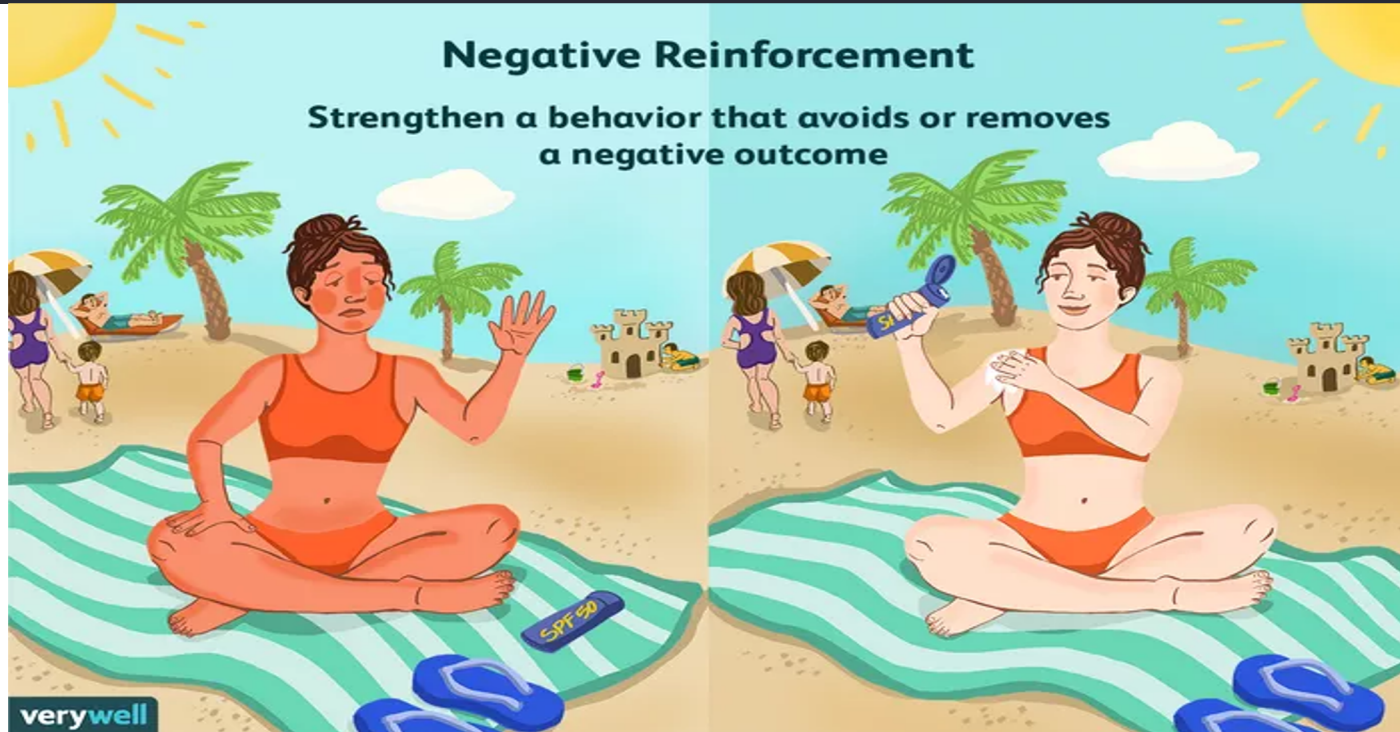
Is negative reinforcement the same thing as punishment?



NO IT IS NOT



Negative Reinforcement



Examples

- You decide to clean up your mess in the kitchen (the behavior) to avoid getting into a fight with your roommate (removal of the aversive stimulus).
- On Monday morning, you leave the house early (the behavior) to avoid getting stuck in traffic and being late for work (removal of an aversive stimulus).
- At dinner time, a child pouts and refuses to eat her vegetables for dinner. Her parents quickly take the offending veggies away. Since the behavior (pouting) led to the removal of the aversive stimulus (the veggies), this is an example of negative reinforcement.

Explanation

- The belief that negative reinforcement and punishment are the same thing is a common misconception.
- Punishment is the addition or removal of “some thing” that **DECREASES** a behavior
 - Reinforcement **INCREASES** behavior
 - Punishment **DECREASES** behavior

RULES OF REINFORCEMENT

Value

Effort

Rate

Magnitude

Immediacy

VALUE

- The value of the reinforcement should be high
 - When your child has not engaged with a preferred item/activity for an extended amount of time, the value of that item/activity will increase
 - When your child has spent a lot of time with a preferred item/activity for an extended amount of time; the value decreases.
 - Reinforcers Should Be Rotated

DON'T GIVE IT AWAY FOR FREE!

- Keep an eye on how often you give your child a certain reinforcer
- Don't allow free access to the reinforcer or value will decrease.
 - Avoid satiation
 - Offer choices and assess frequently.



EFFORT

- The effort your child puts forth should equate to the reinforcement available.
 - Is the juice worth the squeeze?

RATE

- How often are you reinforcing?
- Give a reinforcer as many times as you need to so your child continues to engage in the appropriate behavior.

-
- A woman with long, wavy brown hair and a bright smile is holding a large Oreo cookie. She is wearing a black top with a white collar. The background is a simple, light-colored wall.

IMMEDIACY

- Reinforcement should be provided immediately after the behavior you are looking to shape.
 - This will allow the student to understand what they are being reinforced for.
 - What if there is a large gap between the reinforcement and the desired behavior?
 - Confusion of target behavior

CONSISTENCY IS THE KEY TO SUCCESS

- When teaching a new skill you want to initially provide reinforcement every time you see the behavior
 - Reinforce every occurrence of the behavior you are trying to increase.
 - As your child shows signs of independence you can thin out the schedule of reinforcement from every response, to every 2 responses, 3 responses, etc.
 - Work towards natural schedule of reinforcement



INCONSISTENT REINFORCEMENT

- Reinforcing a response sometimes and not other times is called intermittent reinforcement.
 - For example; you sometimes reinforce your child for responding to a direction, but other times you do not.
 - Intermittently reinforced behaviors are the hardest behaviors to change because the individual does not know when the reinforcement is coming. As a result, the student will likely continue to engage in the behavior.
 - Why is this good? Why is this bad?



INCONSISTENT REINFORCEMENT cont

Example:



Example:

I want cake!!

Response: No

Response; No

Response:Yes

The child finally gets cake
(inconsistent reinforcement).

MOTIVATION

- In order to reinforce effectively you have to figure out how motivated your child is to do what you want them to do.
- Motivation is what drives our learners to do what they do.
- Hungry? You will be more likely to engage in behavior that will get you access to food.
- Holiday credit card bills due? You're more likely to engage in behavior that would get you money.
- So why does this matter?



MOTIVATION AND REINFORCEMENT

- In order to properly reinforce you have to address the current state of motivation.
 - Example: reinforcing with food after thanksgiving dinner will not likely be as reinforcing as first thing in the morning before breakfast.
 - Make a List of all the reinforcements the child may be motivated by. It can be tan., social, edible.
 - Which one's have been free? Meaning the child has had free access. Regardless of the behavior.
 - Give Reinforcement after the desired behavior has occurred. Example if the iPad is the reinforcer. If they comply with sitting nicely then the child can earn the iPad.
 - Remember a reinforcer is only motivating if it motivates the child, not motivates us.



PREFERENCE ASSESSMENT

- Just like us, your child's preferred items can change day to day, week to week, minute to minute, etc..
- It is important to continually assess what your child wants (motivation).
- This can be as simple as setting out several items and have them pick what they want.

HOW CAN WE REINFORCE OUR STUDENTS AT HOME??

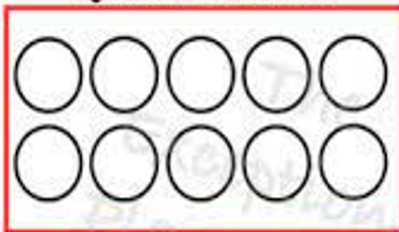
- Token board
- Behavior charts
- Verbal praise

I am working for:



My PIZZA Token Board

I am working for



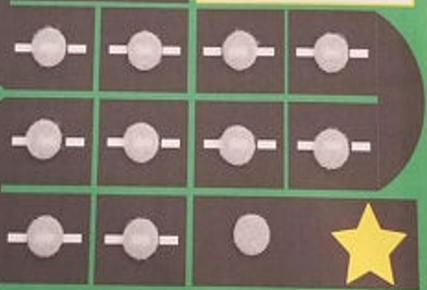
© The Exceptional Playground 2020

I am working for...



START

What I'm working for



I am working for:



REWARD CHART!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Great getting ready in the morning!							
Good at School!							
Good at home!							
Eating Dinner Nicely!							
Great Bedtime!							
WOW! Bonus							
TOTAL:							

BEHAVIOR star CHART

Student Name: _____

Date: _____

FOLLOWING DIRECTIONS	Math	Reading	Writing	Lunch/ Recess	Specials	Science/ Social studies
listening to my teacher						
staying in my area						
talking when allowed						
obeying classroom rules						

- Following Directions:
- listening to my teacher
 - staying in my area
 - talking when allowed
 - obeying classroom rules

Star Rewards:

3 stars per subject: _____

18 stars per day: _____

© Brooke Reagan 2011



My Weekly Chart



Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend

If I earn _____ points for the week I can _____.

See lastables.org for more free charts.

's Behaviour Chart



activity	mon	tue	wed	thur	fri	sat	sun
I was nice to my sister							
I did not whine today							
I made my bed							
I kept my room tidy							
I was ready on time for school						X	X
I was helpful today							
I did my chores							

TOKEN BOARD

- Set predetermined criteria for earning the tokens.
- Once all tokens earned your child can cash them in for their preferred reinforcer.
- Customize tokens to your child's preferences.

Virtual Learning

No quick fix. We are all in this together

We are trying to manage behavior the best way we can

Remember maintaining a routine is important at home as well in school.



Community

Reinforcement
backpack for
outings
Continuously
Identify New
reinforcers

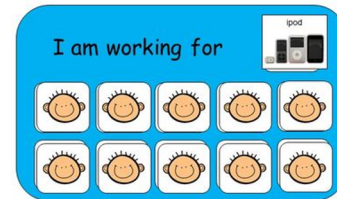
Socially reinforce

Smile

Wink

Say great job

Provide effective
praise





**LET'S TALK
IT OUT**

What are some ways this can be applied to home?

Is that Bribery???????





Reinforcement

VS

BRIBERY



REINFORCEMENT

Rewards are earned as an incentive for a job well done



Creates a lasting positive change on behavior



Planned ahead of time and delivered with praise



Adult is in control - They decide when (and if) reward has been earned.



BRIBERY

Bribes are given in response to a challenging behavior



Changes behavior in the moment but not over time



Reactive and delivered in frustration



Child is in control - Negotiation is made in exchange for compliance.





Bribery

- Child is in control
- Offering a preferred item or activity to try and stop or influence a behavior in the moment
- Occurs after problem behavior has already begun
- Stops behavior in the short-term, but increases it in the long-term
- Favorable to the person giving the bribe



Positive Reinforcement

- Adult is in control
- Preferred item is delivered contingent (after) an appropriate behavior occurs
- Increases, strengthens and maintains the appropriate behavior long-term
- Favorable to the learner

The background features a dark navy blue area on the right side, which contains several decorative elements: a magenta circle at the top right, four horizontal white bars below it, a 4x8 grid of small orange squares, and a 4x4 grid of small grey squares at the bottom right. On the left side, there are four horizontal orange bars. A large orange rectangle serves as a background for the title text.

Punishment



Punishment

- Time out
- Verbal Reprimand
- Response cost (something taken away)
- Overcorrection/Positive Practice

Punishment

- Punishment should always be used only after reinforcement has been tried and shown to be ineffective.
- Use for dangerous behaviors
- Does not teach appropriate behavior. Must always use with reinforcement of functional alternatives.

Punishment

- Procedures that decrease behavior do not teach behavior!
- May risk reinforcing another type of inappropriate behavior
- Cannot be depended on to produce long-lasting suppression
- May provoke escape and aggression/emotional reaction
- Person may avoid the person who gives the punishment

Positive Punishment

This type of punishment occurs when something is added that is unpleasant that decreases the probability that the behavior will be repeated in the future.



Example:

Detention

During a lecture, a student starts texting their friend secretly. The teacher sees the texting and gives the student detention for breaking the rule about no texting in class.

Hot Oven

- ■ ■ ■ A child touches a hot oven. The child gets a burn on their hand.
- ■ ■ ■
- ■ ■ ■
- ■ ■ ■

Negative Punishment

This type of punishment occurs when you are removing something desirable and it decreases the likelihood of the behavior will be repeated in the future.



Example:

Negative Punishment (Punishment by Removal)

- Something is taken away that you DO LIKE.
- Lose a privilege. (See examples on pg. 212)



Summary

- Assess frequently
- Reinforce consistently
- Make it worth their while

Resources

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis (3rd Edition)*. Hoboken, NJ: Pearson Education

<https://positivepsychology.com/positive-reinforcement-psychology/>

<https://www.verywellmind.com/what-is-negative-reinforcement-2795410>

<https://sites.google.com/site/thebcbas/aba-toolbox/punishment>

<https://examples.yourdictionary.com/real-life-examples-of-positive-punishment.html>

www.Google.com for images

www.Giphy.com for gifs

● Thank you for coming!



Thanks you!