

## 6c1 - . What are reinforcement procedures to use for establishing, maintaining and generalizing the new behavior?

*Distinction: A reinforcer is something proven to increase the behavior. A reward is something we hope the student will strive to earn, but there is no current evidence supporting that conclusion.*

### Key Concepts:

- **Specificity:** Team must specify exactly what the student will earn.
- **Contingency:** Reinforcers must be contingently given following the desired behavior
- **Efficacy Evidence:** There must be evidence the student WANTS the reinforcer
- **Frequency:** The frequency of earning either the reinforcer or the token towards the reinforcer, must match the students ability to delay gratification. Approximately every 10 minutes? 2x per week? After every third correct response? (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** The reinforcer is delivered IMMEDIATELY after each desired behavior. (This is especially important for developmentally young students who need assistance in understanding which behaviors result in accessing the reinforcer, and sometimes in initial efforts to change a long standing problem behavior.)
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to pre-select what s/he will strive to earn OR allow student to select after the behavior, or both.

### Reinforcer Examples:

**See Section 12: Environmental Resources for questions and answers on why we use reinforcement, the reinforcement continuum, surveys, & lists**

- **Physical:** High-five/low-five, pat-on-the-back, or hand shake coupled with adult smiling at the student, delivered immediately following each task completed.
- **Verbal:** Use specific praise, e.g. "I bet you are proud of this work!" "You Made a Good Choice! You worked very carefully on that assignment"; Teachers and aides will recognize (praise) the student's strengths and talents in front of peers; Employ a peer-recognition system where peers praise progress, such as "Pit Crews." (see [www.pent.ca.gov](http://www.pent.ca.gov))
- **Activity Access:** Desired activities contingently available following the completion of less preferred activities, e.g., time on the computer; free time; listening to music; sitting at teacher's desk; first to leave at break time; headphones for five minutes.
- **Tangibles:** Positive phone calls or notes or certificates sent home; small toys.
- **Tokens and points:** Design a system to frequently recognize student for using positive behavior through delivery of a symbol standing for progress toward accessing desired outcomes: activities, tangibles, privileges and other reinforcers.
- **Privileges:** Passes or immediate verbal permission to: exempt an assignment; get an extra point on the quiz of your choice; permission to sit where you want for one period.