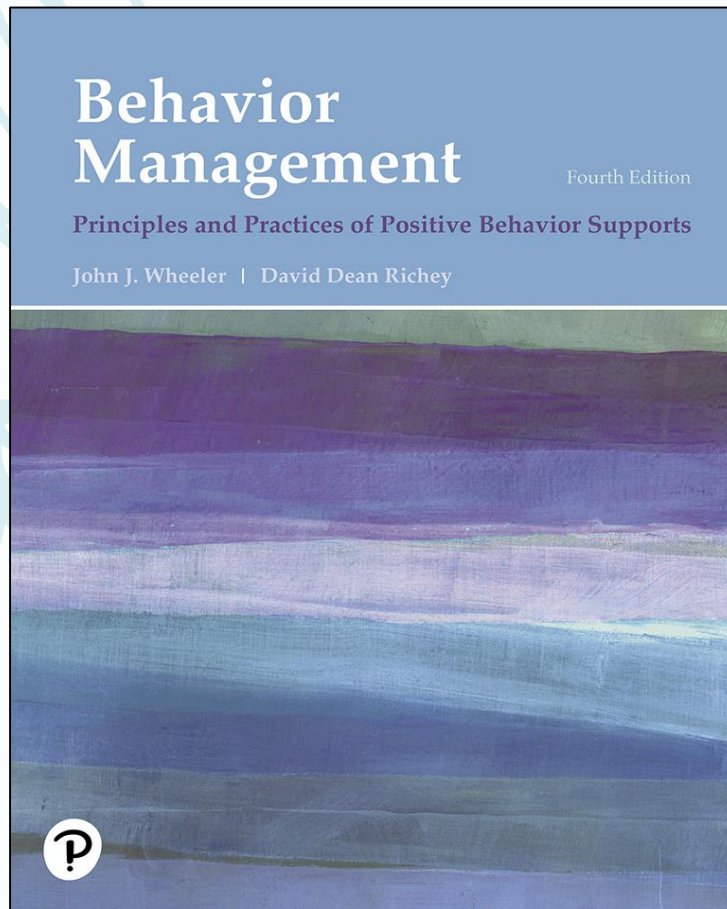


Behavior Management: Principles and Practices of Positive Behavior Supports

Fourth Edition



Chapter 9

Using Reinforcement to Increase Appropriate Behavior

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Key Terms (1 of 2)

- Chaining
- Classes of Reinforcers
- Establishing Operations
- Fading
- Interval Schedules
- Naturally Occurring Reinforcers
- Negative Reinforcement
- Positive Reinforcement

Key Terms (2 of 2)

- Ratio Schedules
- Reinforcement
- Shaping
- Stimulus Control

What is Reinforcement?

- Consequence that follows a behavior and that strengthens it
- Delivery of consequence must maintain or increase rate, frequency, duration, and/or intensity of behavior
- Can occur naturally or be planned
- Reinforcement history is developed through life experiences that shape what an individual thinks is reinforcing
- Effective reinforcements are individualized and catered to individual preferences

Positive Reinforcement

- Presentation of stimulus increases probability of occurrence of future behavior
- Widely used in classroom settings and other learning environments
- Includes verbal praise, smiles, teacher proximity, access to preferred activities, and choice
- Must be individualized and valued by individual to be effective

Negative Reinforcement

- Occurrence of target behavior is followed by removal of aversive stimulus, resulting in increase in target behavior
- Often misunderstood to be a punishment
- Strengthens probability of target behavior
- Can also include avoidance behavior
- Solutions include altering task demands that would promote participation, teaching alternative skills to address deficiencies, and using positive reinforcement

Selection of Reinforcers (1 of 2)

- Reinforcers work best when they are paired
 - Can be classified in the following ways:
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1. Edibles (food and drink preferences)
 2. Activity (enjoyed by individual)
 3. Tangibles (toys, clothing, notebooks)
 4. Social (praise, conversation, eye contact)
 5. Tokens (exchange for specific reinforce)
 6. Naturally Occurring (not formally defined)

Selection of Reinforcers (2 of 2)

When identifying reinforcers consider

1. Asking parents/family what learner enjoys
2. Asking learner what he/she enjoys most
3. Providing learner with choice
4. Performing review of successful reinforcers

Principles of Effective Reinforcement

- Reinforcement must be contingent and immediate
- Establishing operations will increase value of reinforce
- Intensity of reinforce will result in more effective outcomes
- Quality of reinforce will also determine effectiveness

Using Positive Reinforcement within Learning Environments (1 of 5)

- Continuous reinforcement occurs when a target response is reinforced following occurrence
- Skill acquisition stage of learning is best time for continuous reinforcement
- Intermittent reinforcement occurs every second or third time until natural reinforcement is enough
- Fluency and maintenance building stages of learning are best for intermittent reinforcement

Using Positive Reinforcement within Learning Environments (2 of 5)

- Intermittent reinforcement schedules can include fixed interval, variable interval, fixed ratio, and variable ratio
- Interval schedules connect to period of time
- Ratio intervals connect to average number of responses
- Shaping can be used in new skill development and focuses on successive approximations of target behavior

Using Positive Reinforcement within Learning Environments (3 of 5)

- Chaining can also be used in new skill development and focuses on entire skill or behavior
- Chaining can be divided into three methods: total task presentation, backward chaining, and forward chaining
- Total task presentation allows students to attempt each step in task analysis from beginning to end

Using Positive Reinforcement within Learning Environments (4 of 5)

- Backward chaining teaches a task beginning with last step and going in descending order
- Forward chaining teaches a task from beginning step to last step
- Stimulus control involves a student successfully discriminating antecedent stimulus and responding in an appropriate way
- Fading systematically removes instructional prompts so behavior occurs naturally

Using Positive Reinforcement within Learning Environments (5 of 5)

- Prompting is a teaching method designed to provide instructional support to learner
- Time delay prompts allow 3-5 second time delays to give learner time to respond before next prompting level
- Time delay prompts can be constant or progressive

Applications of Classroom-Wide Reinforcement Programs

- Token Economy Program-most prevalent in serving learners with behavioral or emotional disorders
- Team-Based Models of Reinforcement-students are assigned to teams and compete for points

Using Positive Reinforcement within the PBIS Model

- SWPBIS is built around transforming the school culture to develop positive environments to allow students to learn and grow
- Positive reinforcement is used to promote targeted behavior expectations
- This can be implemented on a schoolwide and individual basis