EFFECTIVE REINFORCEMENT USING POSITIVE BEHAVIOR SUPPORT STRATEGIES

LASARD Project Online Workgroup
November 9th, 2010
TODAY WE WILL…

- Briefly review components of positive behavior supports and effective reinforcement.
- Share information on utilizing reinforcement as a component of positive behavior supports.
- Learn about resources for implementing systematic reinforcement using positive behavior support strategies.
QUICK REFLECTION…

- How do you currently teach desired and/or replacement behaviors to your students?
- What reinforcement strategies do you currently use with your students to promote desired behaviors?
POSITIVE BEHAVIOR SUPPORT BASICS

- Behavioral expectations are established and stated positively (e.g., raise your hand to speak vs. don’t call out).
- Expectations, reinforcement, and consequences are determined and posted in classroom and school settings.
- Behavioral expectations are taught systematically, in the same manner as core content skills.
- Consequences are targeted towards increasing desired behaviors (e.g., providing reinforcement for desired behaviors).
A QUICK NOTE ON RESPONDING TO INAPPROPRIATE BEHAVIORS…

- Increasing replacement behaviors:
  - Error correction
  - Positive reinforcement
  - Negative reinforcement

- Decreasing undesired behaviors:
  - Punishment
    - Response-cost
  - Extinction
    - Planned ignoring
    - Time out from reinforcement

I 51. School-wide systems utilizing positive behavior supports are implemented with all students.

I 52. Class wide student-specific behavior management systems target positive consequences rather than punitive measures.

I 52a. Individualized behavior management systems target positive consequences rather than punitive measures.

I 55. If present, Behavior Intervention Plans include procedures to increase replacement behavior.

I 56. Evidence of identified student preferences exists in lesson plans and IEP.

I 57. The reinforcement students are working for is identified before a student begins his/her work (i.e., students know what they are working for).

I 70. Transition plans include individualized positive behavior support strategies, including opportunities for choice making.
WAYS TO INCREASE A BEHAVIOR (CONSEQUENCE STRATEGIES)...

Provide error correction for an incorrect response

- Immediately interrupt the error
- Provide the correct response

Example:
- Teacher: “What’s 2 X2?”
- Student: “5”
- Teacher: 2 X 2 = 4. What’s 2 X 2?
- Student: “4”
- Teacher: “That’s correct!”

Provide reinforcement for desired response

- Continuous
- Intermittent

- Social reinforcement
- Tangible reinforcement
- Activity reinforcement
REINFORCEMENT

- Relationship between a student’s behavior (or response) and the consequence to that response (think A-B-C).
- The consequence is considered reinforcement only if the response increases the likelihood that the behavior will occur in the future.
- Reinforcement can be used to teach new skills or to increase the probability that a behavior will occur again.
- Reinforcement for individual student will vary.
  - It’s only effective if the reinforcement you deliver is something that the student finds motivating!

http://autismpdc.fpg.unc.edu/content/reinforcement
SOCIAL REINFORCEMENT

- Verbal praise
- “high fives”
- Spending time with a preferred person
- Hugs
- Smiles
- Hand shakes
TANGIBLE REINFORCEMENT

- Food items
- “tokens”
- Age-appropriate toy or game
- Preferred age-appropriate items such as access to an iPod.
ACTIVITY REINFORCEMENT

- Selecting topic for group discussion
- Selecting a game or activity for recess
  - Tutoring a classmate
  - Reading to a friend
- Listening to a CD player with earplugs
- Having extra time in a favorite subject
  - Going out first to recess
  - Taking attendance
  - Handing out papers
- Helping to correct papers
  - Being team captain
- Helping put up a bulletin board
  - Reading comics, magazines
  - Playing games
- Keeping their own behavioral point records
DISCUSSION QUESTION:

Consider this scenario:

Paul’s teachers are working on increasing his engagement in a teacher read aloud during circle time. Engagement is defined as Paul sitting on the carpet, looking at the story, and answering comprehension questions. The team’s goal is for Paul to engage with the activity for 10 minutes and respond verbally to one comprehension question during this time.
Paul listens to the story for 4 minutes. The teacher does not ask a comprehension question to the class during this time. At 4 minutes, Paul stands up, says “outside” and runs to the door. His teacher calls, “Paul, come back to your seat! It’s not time for outside!” and runs to the door to stop him. Paul giggles. The teacher takes his hand and leads him back to the carpet.
DISCUSSION QUESTION:

- What behavior is currently being reinforced in this scenario?
- How could a plan for reinforcement increase the likelihood that Paul would display engagement with the story?
DESIGNING EFFECTIVE REINFORCEMENT

- **Step 1**: Identify the target behavior to be increased. Take baseline data on current performance.
- **Step 2**: Assess student preferences (systematic preference assessment, student feedback, family feedback, observations).
- **Step 3**: Develop a plan for reinforcement.
- **Step 4**: Implement the plan.
- **Step 5**: Assess the effectiveness of the plan.

http://autismpdc.fpg.unc.edu/content/reinforcement
STEP 1: IDENTIFY THE TARGET

Paul will display engagement with a teacher read aloud by sitting on the carpet, listening to the story, and answering a comprehension question during a 10 minute time period.
Step 2 (forced choice preference assessment example):

Student Name:  
P._________
Assessment Date:  
10/26/09
Person Assessing:  
Lisa Altman

A = Smile and “great job”
B = Book
C = High five
D = Basketball with a friend
E = Board game
F = Visit Ms. Beth (secretary)
(note: each of these items was presented to Paul through a photo representation)

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#1 Preference __Basketball with a friend
#2 Preference __High five
#3 Preference __Smile and “great job”
STEP 3: MAKE A PLAN

- A para educator in the classroom will give Paul a smile and whisper “great job” to him every minute for 3 minutes (Paul will use a timer to understand time) while he displays target behavior.

- After 3 minutes, the teacher will ask a comprehension question below Paul’s frustration level. When he answers, the teacher will give him a high five.

- The plan will continue to 10 minutes, when Paul will receive another high five and can choose a peer to play basketball on the playground with him for 5 minutes.
## PLAN TO INCREASE THE TARGET…

<table>
<thead>
<tr>
<th>Phase</th>
<th>Behavior</th>
<th>Reinforcement</th>
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<tbody>
<tr>
<td>Phase 1</td>
<td>Engaged for 5 minutes (teacher asks 1 question)</td>
<td>“Great job”, smile 1 minute, high five 3 minutes. Basketball 5 minutes.</td>
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<tr>
<td>Phase 2</td>
<td>Engaged for 8 minutes (teacher asks 1 question)</td>
<td>“Great job”, smile 2 minutes, high five 5 minutes. Basketball 8 minutes.</td>
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<tr>
<td>Phase 3</td>
<td>Engaged for 10 minutes (teacher asks 2 questions)</td>
<td>“Great job”, smile 4 minutes, high five 4, 7 minutes. Basketball 10 minutes.</td>
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DISCUSSION QUESTION:

- Why is it important to make a plan for multiple phases?
- What would happen if multiple phases were not planned for?
- How can the team move towards more natural reinforcements over future phases of the plan?
### Step 4: Implement the Plan

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<thead>
<tr>
<th>Date</th>
<th>Duration of behavior</th>
<th>Reinforcement delivered</th>
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<tbody>
<tr>
<td>9/1 (Phase 1)</td>
<td>4 minutes</td>
<td>4 smiles, “great job.”</td>
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<tr>
<td>9/3 (Phase 1)</td>
<td>5 minutes</td>
<td>5 smiles, “great job.” I “high five.” 5 minutes basketball with a peer.</td>
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<td>9/13 (Phase 2)</td>
<td>7 minutes</td>
<td>7 smiles, “great job.” I “high five.”</td>
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<td>9/24 (Phase 3)</td>
<td>10 minutes</td>
<td>10 smiles, “great job.” I “high five.” 5 minutes basketball with a peer.</td>
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PHASE 5: ASSESS THE EFFECTIVENESS

Engagement target

Baseline | Phase 1 | Phase 2 | Phase 3
---|---|---|---
0 | 4 | 8 | 12
CLOSURE:

- What is one way that you plan to use reinforcement strategies as part of your positive behavioral supports?
- What did you learn today that you will begin implementing in your classroom?
- What further questions do you have regarding reinforcement strategies?
REFERENCES

- National Professional Development Center on Autism Spectrum Disorders:
  - [http://autismpdc.fpg.unc.edu/content/reinforcement](http://autismpdc.fpg.unc.edu/content/reinforcement)

- OSEP Technical Assistance Center on Positive Behavior Supports:
  - [www.pbis.org](http://www.pbis.org)