

Behavior terms and definitions

Reinforcement – Socially mediated positive, socially mediated negative

- **Socially Mediated** – means you get reinforcement from others, you need others to deliver your consequence.
- **Positive** - something is given to you, added, or applied to the environment.
- All together: **Socially mediated positive reinforcement** serves the function of attaining something from someone else and it *increases* the probability of the behavior occurring again in similar circumstances.
- Examples: Attention, tangibles, activities, items, etc.
- **Socially Mediated** - you get reinforcement from others, you need others to deliver your consequence.
- **Negative** - something is taken away or removed from the environment
- All together: **Socially Mediated Negative reinforcement** serves the function of removing something you don't like and it *increases* the probability of the behavior occurring again in similar circumstances.
- Examples: escape, avoidance

Automatic – does not require other people to deliver reinforcement

- Automatically Reinforced, **Positive (+)** adding something to the environment by one's self. Intrinsically reinforcing - **Self** Stimulation - Examples: Flapping, spinning, rocking, lining up objects.
- Automatically Reinforced, **Negative (-)** removing something from the environment by one's self. Remove or decrease an unpleasant feeling/pain – example: taking an aspirin for to relieve a headache.
- Remember A→B→C Antecedent, Behavior, Consequence
- Antecedents: setting events, prompts, instructions, discriminative stimulus (S^D's), Motivation (MO)
- Behavior: The response or no response
- Consequence: Reinforcement, Punishment, or Extinction
- Reinforcement - A change in the environment. Something that occurs after the behavior that increase the likelihood that the behavior will occur again in the future in similar circumstances.

Extinction: process by which the withholding of reinforcement leads to a reduction or termination of responding.

- Extinction: withholding reinforcement for a previously reinforced behavior
- *Extinction is not punishment*
- *Extinction is not ignoring!*
- Need to know the function of the behavior before you can apply extinction properly and effectively.

- **Function = attention**, then
 - Extinction = withholding attention to the behavior. (continue what you were doing)
 - Assess what is maintaining the behavior
 - Teach an appropriate replacement behavior
- **Function = escape/avoid**, then
 - Extinction = don't allow student to escape or avoid activity/person. Keep demand on; do not allow behavior to end activity.
 - Assess what is maintaining the behavior
 - Teach an appropriate replacement behavior and/or adjust teaching behaviors (pace of instruction, instructional level, demands, effort, value of reinforcement, did you pair with student? Etc.)
- Extinction burst can occur
- Behaviors will usually get worse before they get better
- Everyone needs to be on board. Remember variable rates of reinforcement are the strongest reinforcement schedules!
- Extinction is a critical procedure for managing non-compliance: but if you have to use it (too much), you know you have made an instructional mistake.
- Examine proactive measures for handling behavior. Use effective teaching procedures and other antecedent interventions to prevent behavior from occurring. Manipulate the MO, adjust effort and/or effort levels, provide denser reinforcement schedules, offer promised reinforcers, etc. Compete with the value of escape. Does what you are offering have more value than what the learner already has or wants??
- Aggression may follow extinction procedures for behaviors maintained by negative reinforcement (i.e. you don't allow escape)
- All staff needs to be trained and prepared for this procedure.