Reinforcement
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Created by: Jessica Flores, M.S, LPC, BCBA, LBA
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Precursors, setting event, establishing operation	What to do
Ex: clapping hands	Decrease requests, increase reinforcement, break from activity
Ex: Change in schedule	Decrease requests, increase reinforcement, lower expectation

Behavior	What to do	What to do after
EX: physical aggression	Keep communication to minimal, move items out of the way, remind them what they are working for, reinforce as soon as appropriate behavior is completed	Redirect to current activity, request Shorten expectation Prompt for a break if available Reinforce when done with activity

Count of behavior	Count/hours= behavior per hour
Ex: Physical aggression: | | |	4/2=2PA per hour
Physical aggression:	
Non-compliance:	
Crying:	

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Cheat Sheet

When you see this:	Do this:
● ● ● ● ●	● Lower demands/request ● Increase reinforcement ● Give possible break ● Decrease expectations ● ●

When I do this:	Do this:
● ● ● ● ● ●	● Keep original request/demand ● Reinforcement immediately ● Count down for transition ● Use reinforcement during transition ● ●

Before Behavior

- Build a relationship: talked about student's favorite topic, created hand shake, have preferred reinforcements
- Keep demand/request ratio to reinforcement equal

Demand	Demand	Demand	Reinforcement

- Know their precursor and setting events/establishing operation and what to do
- Be consistent, behaviors will test your limits before they decrease
  - ***o*** Every time a behavior is reinforced it takes ***2x the amount to decrease it***
- Reinforce behaviors you want to see as much as you can

When behavior happens:

- Do not make any further demands or requests (it is not a teaching moment)
  - o Verbally praise any appropriate behavior done
- Ignore the behavior, not the student
  - o Refrain from comments about behavior but remain in the same area as the student
  - o Possible distraction method depending on escalation, ex: asking short questions and praising student for answering
- Remove the audience: move student or others out of the area (whichever is least intrusive)
- Keep communication minimal between student and co-worker
- Remove any tangibles around, especially if reinforcing
- Do not tell student his/her consequence at this time

After Behavior

- Redirect back to activity/request: you might prompt for a break or shorten assignment
  - o Even if it is not the big reinforcement, please give brief/small reinforcements
- If student loses a reinforcement, then explain how the student can earn another

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- Do not talk about the behavior in detail:
    - "We ran out of time, so no iPad, but if you do this activity then you can get the iPad after."
    - "It is time for reading; first we are going to read, and then you can have some iPad time."