



The Importance of being Positive.
**Positive reinforcement to build
student's behaviour**

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Learning Outcomes

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- ❑ Define positive reinforcement.
- ❑ Types of reinforcers
- ❑ Behaviour specific praise
- ❑ Token economy.
- ❑ Token economy for the individual, class and school
- ❑ Effective reinforcement practices
- ❑ Types of prompts
- ❑ Importance to fade prompts
- ❑ Promote generalization

Reinforcement

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Definition:

- **Reinforcement:** the presentation or removal of something immediately following a response/skill, which increases the likelihood that the response/skill will occur again. (Alberto & Troutman, 2003)
- **Reinforcer:** something presented or removed after a skill/behaviour that increases the likelihood the skill behaviour will occur again. (Alberto & Troutman, 2003)

Positive Reinforcement

Positive reinforcement occurs when something pleasant is presented immediately following a behaviour.

As a result, that behaviour occurs more often in the future.

Also Known As:

- ❑ Motivating a child**
- ❑ “Catching” the child being good**
- ❑ Praise**

Is reinforcement the same as bribery?

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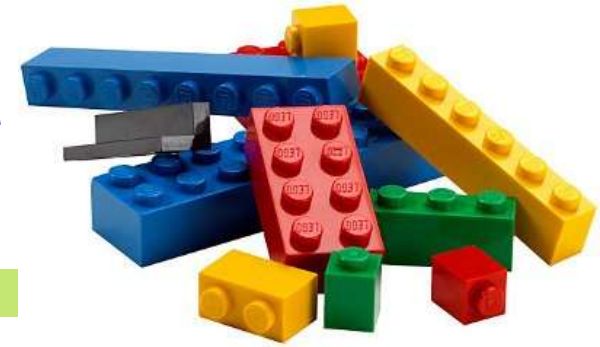
- The difference between reinforcement and bribery is that reinforcement comes after a task is completed where as bribery is offered before.

Three types of reinforcers:

- Tangible reinforcers (food, objects),
- Activity reinforcers (preferred activity or task),
- Social reinforcers (praise, attention)

Positive Reinforcement

Choosing a reinforcer



Preference assessment aims to identify an individual's favourite things so that they can be used as rewards or potential “reinforcers” of desired behaviour.

- Ask the student
- Ask the parent
- Observation
- Questionnaire



Behaviour specific Praise

To make your praise statements work for you and the child, tell them what you are praising.

“Good job packing away the toys ” will lead to the child packing away toys on the next occasion!

* **Here are some sentence starters to try:**

* 1. 'I like how you _____'

* 2. 'Good job doing _____.'

* 3. 'Wow! Way to _____.'

* 4. Thank you for _____'

* 5. You did a wonderful job at _____.'

* 6. You really rock at _____.'

* 7. I can see you put a lot of effort doing _____

Positive reinforcement

Good example:

- Your student starts his work quietly and is focused on the task.
- You give behaviour specific praise “ Great working quietly” and Dojo points.

Poor example:

- Telling the student “ No work, no Dojo points”
- It is a threat!



Positive reinforcement

Good example:

- The child packs up all the blocks .
- You give behaviour specific praise
“ Great job packing up the blocks” Pause
“Your turn for playdoh”

Poor example:

- Telling a child “Pack up the blocks or you will not get to play with the playdoh” is not a reinforcer.
- It is a threat!

Positive reinforcement



Effective Reinforcement Practices

- ❑ **Immediate:** Don't delay the reinforcer. Timing is everything!
- ❑ **Contingent:** Only give the reinforcer when you see the skill.
- ❑ **Enthusiastic:** Be enthusiastic!
- ❑ **Paired:** Pair with behaviour specific praise
- ❑ **Brief:** Reinforcers should be brief!
- ❑ **Frequent:** The reinforcer should be given more often when teaching new skills.
- ❑ **Effective:** The reinforcer used leads to an increase in the desired skill.
- ❑ (Alberto & Troutman, 2003)

Positive reinforcement Visuals

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First

Then



$$2 + 4 = 6$$

magnetic numbers



ball bounce

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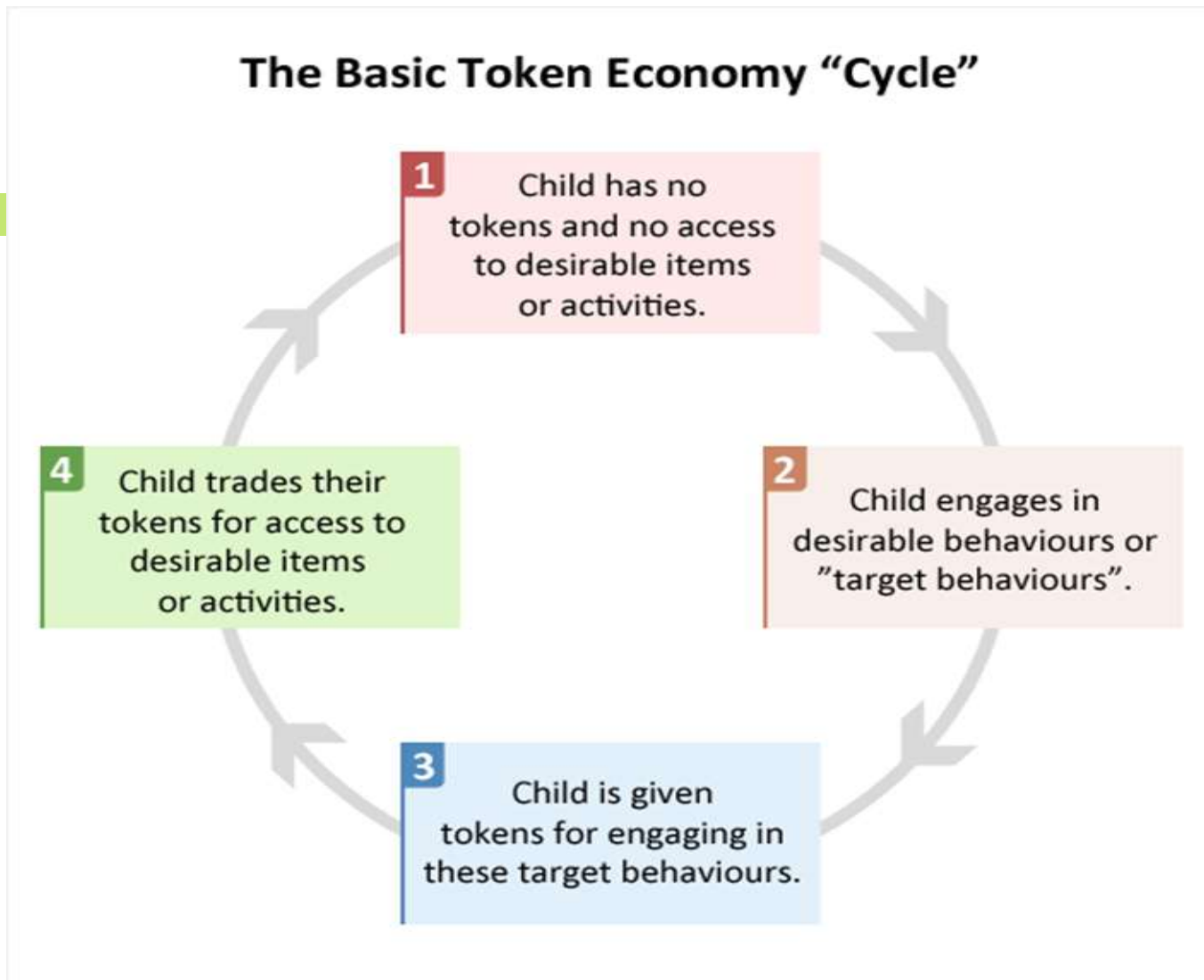
Positive Reinforcement



Token system

- Maintains positive behaviours, targets expected behaviours, educational goals and **clearly communicates the expectations** to the child.
- Pair behaviour specific praise with the presentation of the token.
- Decrease reinforcement gradually start 1:1
- Teaches delay to “gratification” / reinforcement
- Use google images to create tokens.

<http://www.polyxo.com/visualsupport/tokeneconomies.html>



DON'T TAKE TOKENS AWAY for unexpected behaviour – use this system to REINFORCE EXPECTED behaviour, not as punishment.

Positive reinforcement for the individual

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Positive reinforcement for the individual





Reinforcement for the class

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Class Dojo



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Positive reinforcement for the School

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School wide Positive behaviour support (SWPBS)

- It is a framework for developing and explicitly teaching appropriate and positive behaviours.
- Teaching behavioural expectations and acknowledging students for meeting them is a positive proactive approach than waiting for misbehaviour to occur before responding.

Positive reinforcement for the School

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- Special awards are presented to students who demonstrate the behaviours and values.

- **Whole school token system**
 1. The teachers gives out the tokens to a student modelling the school's values.
 2. The teacher uses it as a teaching opportunity.
 3. Students collect their tokens and have the opportunity to 'purchase' items from the "Token" shop. The shop is manned by student Leaders.

School wide Positive behaviour support (SWPBS)

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Toongabbie Primary School



Bellbridge Primary School

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Encouraging positive behaviour in the playground

Teachers on yard duty carry "Treasure tickets"



students are rewarded for positive behaviours



tickets are collected



six tickets are drawn out at assembly and the students can choose their prizes from our treasure chest

School wide Positive behaviour support (SWPBS)

Vary reinforcement

- ❑ **Behaviour specific praise**
- ❑ **Nonverbal communication** (e.g., smile, nod, thumbs up)
- ❑ **Social attention** (e.g., a conversation, special time with the teacher or a peer)
- ❑ **Tangibles** such as stickers, new pencils or washable tattoos
- ❑ **Activities or privileges** such as playing a game, sitting in a special place in the class, drawing, writing, colouring, going to recess or gym early, having extra computer time
- ❑ **Token system** for students to accumulate in order to acquire tangibles or be allowed to participate in special activities.

Prompting and Fading

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Definition:

- **Prompts** are used to increase the likelihood that a child will provide a desired response.
- **Fading** is gradually reducing the prompt.

(Alberto & Troutman, 2003)

Prompting

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Rationale:

- Prompts are provided to ensure your child will perform the desired response/skill before making any errors (Alberto & Troutman, 2003).

Also Known As:

- **Cues**
- **Hints**
- **Checklists**
- **Hand over hand**

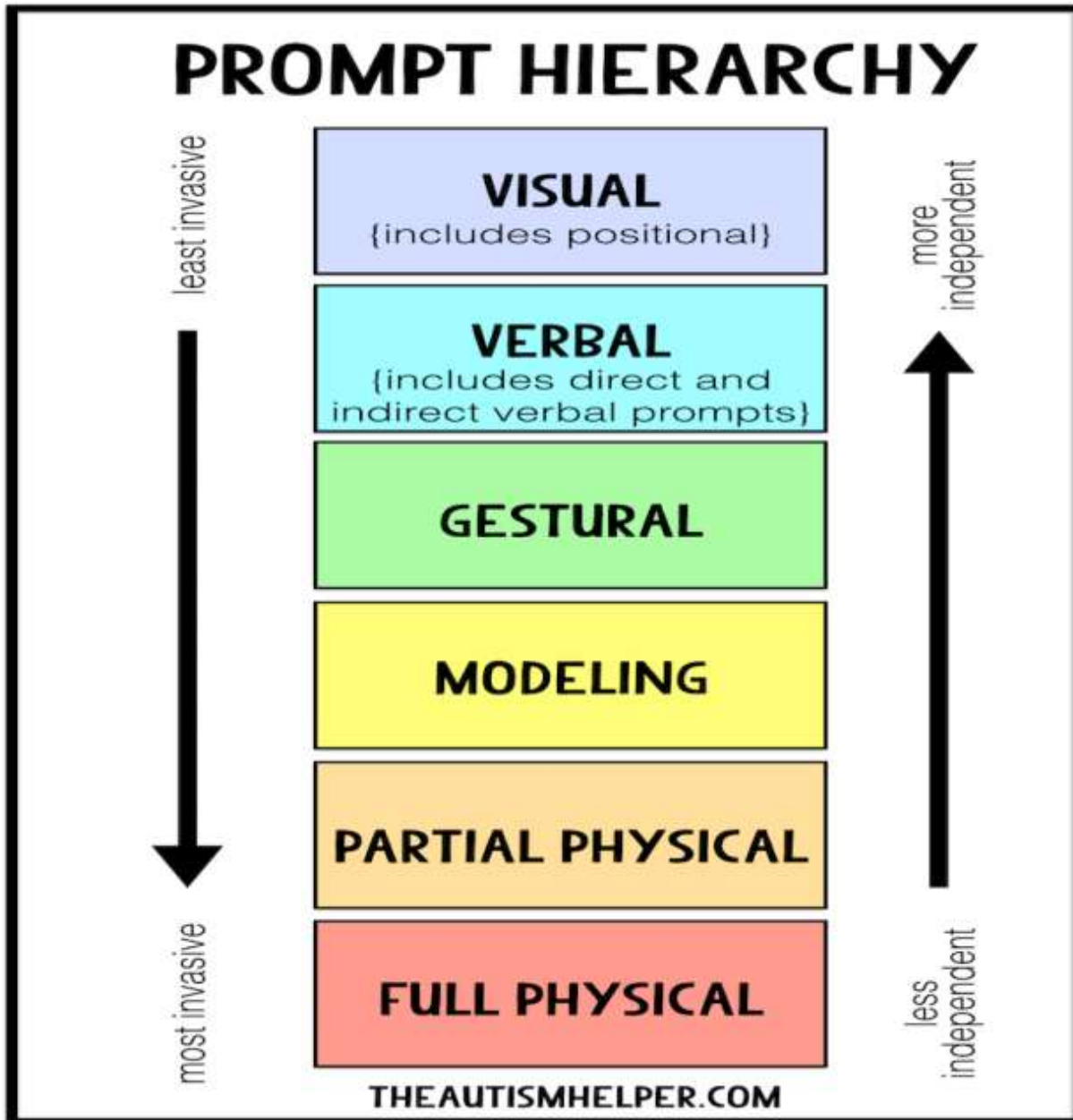


Types of Prompts

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- **Physical - Full or partial:** Physically guiding your child to perform a skill
- **Model:** When an adult or child demonstrates the desired skill
- **Visual:** Visuals such as pictures, symbols and text that can assist your child to respond correctly
- **Verbal:** Verbal cues which give information to help your child to respond correctly
- **Gestural:** Using gestures, such as pointing, to guide your child to the correct response
- **Positional:** Placing materials in a location or sequence that ensures successful completion of an activity
- (Alberto & Troutman, 2003)

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Prompt Fading

- Once the behaviour is occurring reliably with the prompt, prompts must then be gradually removed, or faded.
- If prompts are not faded an individual will remain prompt dependent.

Prompt Fading

- Reinforce unprompted responses more than prompted responses.
- Make the prompts less intrusive (e.g. move from full physical to partial physical).
- As prompts are faded, remember to reinforce more independent responses.
- Provide access to reinforcers for unprompted skill responses.

Generalization

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Definition:

- The process of taking a skill learned in one setting and applying it in other settings.
- It may also be used to define the process of taking one skill and applying it in a different way.

(Fouse & Wheeler, 1997).

Also Known As:

- **Transferring skills and concepts**
- **Using a learned skill in different environments**

Promote generalization

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- **Vary how you state your instructions** (e.g. “come sit”, “sit down”, “take a seat”)
- **Vary the materials you use** (e.g. learning to do up buttons, large buttons on coats, small buttons on dress shirts)
- **Ensure your child responds to a variety of people**
- **Vary the setting**
- **Positively Reinforce the behaviour/skill** when your child demonstrates it in the natural environment



Independence



Flexibility

Conclusion

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educators and parents**

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References



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 - ❑ Prompting and Fading
 - ❑ Positive Reinforcement
 - ❑ Generalization

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