### **Alternate Curriculum Program**

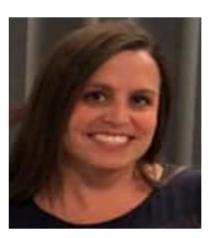
#### You Have to Build the Plane as You Fly It!: Core Components of an Evidence Based Behavior Support Program

Part Two: Focus on Social/Emotional/Behavioral Skills Instruction and



Kaye Otten kayeotten@mac.com Reinforcement





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# **Key Concepts to Remember-Reinforcement**

- PAIR, PAIR, PAIR!
- Be creative and think outside the box.
- Watch what they do when they have free access.
- Don't forget to be animated!
- Calculate a variable schedule of reinforcement.



## **Adapted from PaTTAN Resources-Reinforcement**

- Tips for Pairing
- Tips for Reinforcement
- Differential Reinforcement
- Guidelines for Positive Reinforcement
- Pairing in Group Activities



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Link to Resources

#### **Tips for Pairing**

- Remember that reinforcement is "free" when you are pairing.
- Pair your voice and child's name with reinforcement.
- Be aware of the child's behavior and signs of interest.
- Reinforce all interaction and engagement (approach behavior) such as eye contact, smiles, laughs, walking/running to you.
- Narrate the activities rather than instruct.
- Evaluate yourself often-Does the child run to you or away from you?
- Withhold reinforcement when undesired behaviors occur.
- Do not turn reinforcing activities into a task.
- Avoid associating yourself with aversive events.
- Avoid statements such as "stop", "no", and "don't".
- Avoid asking questions (remember these are demands)

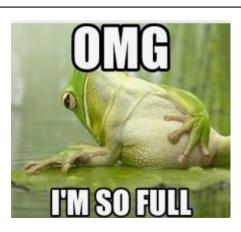
#### **Tips for Reinforcement**

- Make sure you have a variety of valuable reinforcers (<u>e.g.</u> food, toys, activities, videos) easily accessible before you start.
- Don't require too much effort from the learner-it has to be worth it!
- Reinforce IMMEDIATELY following target responses
- Vary what you deliver and how you deliver it
- Vary the schedule of reinforcement-keep it unpredictable
- Give more reinforcement when you get better responses
- Stop delivering before child loses motivation completely...you want them to want it when you offer it again

#### The Power of Potential Reinforcers is Constantly Changing!

Deprivation	Satiation
• Having too little or reduced	• Having too much or unlimited
access	access
• The item is powerful! They	• The item has no power or may
person REALLY wants or needs	even start to be a punisher. The
it!	person does not want or need it.
• "I'm starving!"	• "I can't eat another bite."





## Variable Ratio (VR) Schedule of Reinforcement

- The number of trials before accessing reinforcement is the schedule of reinforcement
- Should stay low enough to minimize challenging behavior
- Should be variable or unpredictable so that the learner never knows when it is going to happen (slot machine analogy) so should on average be at the student's determined VR
- Promotes strong and steady responding



### **Determining a Student's VR Schedule**

- Do a series of "run-throughs" (first direction given to reinforcement) recording how many they can cooperate and remain successful and not engaging in ANY problem behavior occurs.
- Repeat three to five times.
- Calculate the average and set the BEGINNING VR slightly lower.

*Run-through* #1 =4

*Run-through* #2 = 6

*Run-through #3 =3* 

Total Trials = 13 (4+6+3)Total "Run-Throughs" = 3 13/3 = 4.3 Student VR would most likely be set at 4 or 3



# Differential Reinforcement

# Better reinforcement (<u>more</u> quality/quantity) for better, quicker, more independent responding

# **Shaping**: Providing <u>differential</u> reinforcement for <u>closer approximations</u> to the target behavior

Don't expect your learner to jump to the top of the mountain





Eat the elephant one bite at a time

### If problem behavior occurs because child WANTS something (positive reinforcer):

- <u>Do not</u> give what child wants
- Remain neutral
- Withdraw reinforcer
- Avert your eye gaze and attention until behavior stops for at least 3-5 seconds
- Deliver the reinforcer paired with enthusiasm

#### **Pairing in Group Activities**

- Pairing is an important part of preparing the learner for group times (circle, story, etc).
- Often, the learner has never been exposed to participating in a group for a long period of time.
- Pairing with known reinforcers is useful during activities that require this.
- Initially the learner receives back-up reinforcement (<u>e.g.</u> M&M's, doodles, a fidget) quite often so that the activity is adequately paired.
- Once the student is able to tolerate the activity the time between delivery of reinforcement should be gradually increased.
- Every time a back-up reinforcer is delivered it also be paired with social reinforcement (<u>e.g.</u> high five, thumbs up, smile) so this eventually becomes a conditioned reinforcer.
- The student should never be turning around and manding for reinforcement. These mands should be put on extinction!

### Key Concepts to Remember-Social/ Emotional/Behavioral Skill Instruction

- Don't just teach the skill in isolation, PRACTICE multiple times a day across people and settings.
- During work session, prompt and reinforce the BEHAVIOR you are targeting-not just task completion.
- Use/tweak the PaTTAN behavior protocols and data systems/process for common behaviors to target that you may not have thought of.

Link to sample daily schedule with practice times embedded throughout the day

## Adapted from PaTTAN Resources-Social/Emotional/Behavioral Skill Instruction

**Behavior Protocols** 

- Walk With Me
- Wait
- Give Up Reinforcer
- Interruption-Transition
- Accepting No
- Come Here



Mike Miklos

Link to folder with different protocols



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