



Task Analysis: Positive Reinforcement

Getting Started

Give reinforcement inventory/preference assessment 1/ 2

- Send home to parents, if applicable, or interview them by phone or in person if possible
- If parents are not available, have classroom staff work together to complete using daily **observations** of the student (Include paras who work with the student)
- Interview** student, as applicable
- Daily observations (do not rely solely on observations)
- Trial-based** preference inventories (cooperation with family is key)
- Select and obtain several reinforcers from preference assessments to trial with the student

Building Relationships (be aware of opportunities to build this in throughout the training)

- Follow through and honor deals if a student earns reinforcement (or not)
- Be consistent with your expectations and use of the reinforcement system
- Use quick, easy activities initially
- Do not force compliance, it will damage your relationship

Implementing

Define 1-3 behaviors to target

Choose how often the student will be reinforced (rate of reinforcement)

- Should match intensity/frequency of undesired behavior
 - After each correct response (1:1, first/then)
 - After several correct answers (token economy-1:5, 1:10, 1:15 etc)

Offer student choice

- Visual supports
- Seeing the actual item (in a baggie, clear container, tub)
- Pictures representing the item (clip the label, printed picture)
- Written checklist

Additional Strategies

Limit Access

- Find a reinforcer storage system (containers with lids, clear, cabinets out of reach)
- Limit time (set time limits appropriate to the child's age)
- Use guided access for iPads

Clear and Concise Language

- Use visuals/lists to keep your message short and consistent
- Use voice contrast (ex: high-correct answer, low-incorrect answer)
- Get on their level
- Use specific praise when giving motivator ("Great job counting!")

Timely Delivery

- Have reinforcers ready before activity begins
- Give reinforcer quickly

Rotate Reinforcers

- Store unused reinforcers (no freebies!)
- Don't give up, keep trying new reinforcers
- Present new items many times to gain interest
- Keep favorites available
- Use the most powerful reinforcers for difficult or important tasks

TESS Alignments	High Leverage Practices
1b: Demonstrating knowledge of students 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing student behavior	<u>Social/Emotional/Behavioral</u> <i>HLP 7</i> - Establish a consistent, organized, and respectful learning environment by establishing and explicitly teaching expectations, providing prompting and error correction. <i>HLP 8</i> -Provide positive behavior and constructive feedback to guide student's learning and behavior. <u>Instruction</u> <i>HLP 15</i> - Provide scaffolded support by selecting powerful visual, verbal and written supports; carefully calibrated to student performance and understanding in relation to learning tasks; evaluate their effectiveness and gradually remove them once they are no longer needed.