



Understanding and Addressing Challenging Behaviors: Expect Success

Webcast 12: Reinforcement Plan



Form 7a

TEAM:

STUDENT PSEUDO-NAME:

REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part a)

Replacement Behavior:

INTERVENTION: What specific intervention(s) will be used to teach the new skill? (EBP)

**Forms
7a, 7b, 7c, 7d, 7e**

LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the student's learning style and needs?

ENVIRONMENTAL MODIFICATIONS: What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react.



Reinforcement

- Reinforcement may be discussed in two ways:

- As a **factor** that increases a

- challenging behavior.

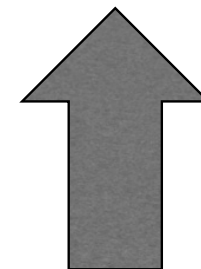


As a **tool** teams can
use to teach new
behaviors



EBP: Reviewing Reinforcement

Reinforcement is an item, activity, or event that **follows**, and is contingent upon, a behavior and which **increases** the likelihood of that behavior being repeated.



Positive Reinforcement Ratio

Truly Successful Teachers Reinforce Students at a Ratio of:

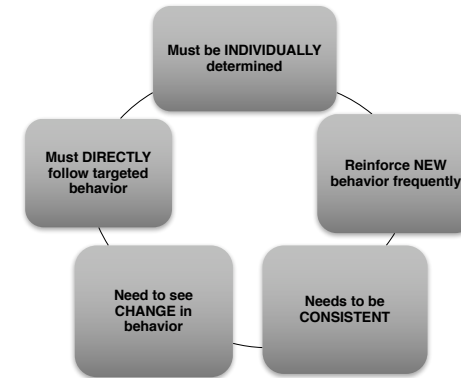
 ? to 1

(This number includes verbal and non-verbal positive reinforcement.)

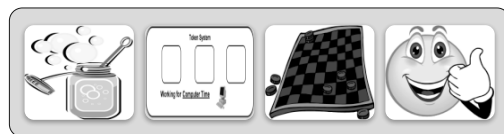
Tim Lewis, PBIS Presentation 10/1/13



Rules for Reinforcement



Types of Reinforcement



Tangible

Token

Activity

Social



Reinforcement and Molly

Form 8

Reinforcement and Your Student

TEAM: OCALI

STUDENT PSEUDO-NAME:

Molly

List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?	Music, playground, opportunity for movement
Schedule of reinforcement: after what skill/teaching?	Immediate choice of music or movement activity after presenting break card in circle
Schedule of reinforcement: how often?	Every time she presents break card
Schedule of reinforcement: how much?	5 minutes of music or movement activity (use timer to show how long)
Schedule of reinforcement: who is giving?	Teacher or paraprofessional
Schedule of reinforcement: how will you record the data about the reinforcement?	Behavior Tracker Pro app
When and how will the team review, update, and revise the reinforcement plan?	Will review reinforcement data at weekly data meetings for first month; changes will be based on Molly's participation with the reinforcers and changes in the use of the break card at circle



Reinforcement and Joe

Form 8

Reinforcement and Your Student

TEAM: OCALI

STUDENT PSEUDO-NAME:
Joe

List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?	Not sure yet beyond cars, music, and computers. Team is going to conduct reinforcement surveys with Joe and school staff.
Schedule of reinforcement: after what skills/teaching?	When he asks to go to home base with his pass; when he remains calm; when he asks for clarification of directions/assignment/task
Schedule of reinforcement: how often?	At first, every time he exhibits the 3 behaviors; then move to a token system
Schedule of reinforcement: how much?	If using cars, music, or computers: 5 minutes; after completing reinforcement survey and finding more reinforcers it will be dependent on what is discovered
Schedule of reinforcement: who is giving?	General education teacher, intervention specialist, aide
Schedule of reinforcement: how will you record the data about the reinforcement?	Self-monitoring form showing when he asks to go to home base with his pass while remaining calm and when he asks for clarification; he will mark those behaviors and reinforcers chosen on a form made by the IS
When and how will the team review, update, and revise the reinforcement plan?	Team will discuss reinforcement plan at data meeting. If no improvement, then reinforcement plan may need changed or interventions may need adjusted.

OCALI

Reinforcement and Rubin

Form 8

Reinforcement Plan to Teach Replacement Behavior and Related Skills

TEAM: Jimmy Cricket

STUDENT PSEUDO-NAME:
Rubin

List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?	Cars, being a mechanic, music, singing, building items with his hands, computers
Schedule of reinforcement: after what skills/teaching?	When he uses the Help Desk in ED room
Schedule of reinforcement: how often?	Every time he uses the Help Desk at first
Schedule of reinforcement: how much?	Earns 5 minutes of choice time for each use of Help Desk with or without prompting at first
Schedule of reinforcement: who is giving?	ED classroom staff
Schedule of reinforcement: how will you record the data about the reinforcement?	Georgia, ED teacher, will develop frequency chart for staff to track use of Help Desk; all staff will track; Rubin will track choice time
When and how will the team review, update, and revise the reinforcement plan?	Once a week for a month Team will consider adjusting reinforcement plan if behavior isn't increasing

OCALI

Behavior Plan Steps Chart

✓ YES	Creating an Individualized Behavior Support Plan Complete Each Step	
	Select the target individual: Select the target behavior that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, LRE, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
	Identify underlying challenges that may be associated with the behavior. Informal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
	Define the behavior in measurable terms: See Behavior Forms: Form 1 (Green Star Target Behavior Only)	
	Consider data questions for "identified behavior" "What will you measure?" Frequency? Duration? Intensity? How and When? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2	
	Identify antecedents, setting events, triggers, consequences, reinforcement. These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided. See Behavior Forms: Form 3	

OCALI

Reinforcement and Your Student

Form 8

Reinforcement and Your Student

TEAM:

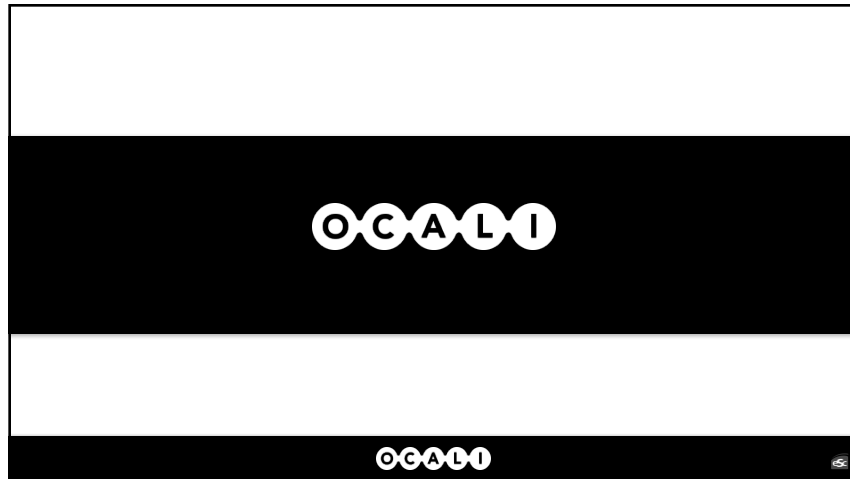
STUDENT PSEUDO-NAME:

**YOUR
TURN**

List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?	
Schedule of reinforcement: after what skills/teaching?	
Schedule of reinforcement: how often?	
Schedule of reinforcement: how much?	
Schedule of reinforcement: who is giving?	
Schedule of reinforcement: how will you record the data about the reinforcement?	
When and how will the team review, update, and revise the reinforcement plan?	



OCALI



Positive Reinforcement Ratio

Truly Successful Teachers Reinforce Students at a Ratio of:

5 to 1 ?

(This number includes verbal and non-verbal positive reinforcement.)

Tim Lewis, PBIS Presentation 10/1/13

The OCALI logo is at the bottom of the slide.

Positive Reinforcement Ratio

Truly Successful Teachers Reinforce Students at a Ratio of:

10 to 1 ?

(This number includes verbal and non-verbal positive reinforcement.)

Tim Lewis, PBIS Presentation 10/1/13

The OCALI logo is at the bottom of the slide.

Positive Reinforcement Ratio

Truly Successful Teachers Reinforce Students at a Ratio of:

15 to 1

(This number includes verbal and non-verbal positive reinforcement.)

Tim Lewis, PBIS Presentation 10/1/13

The OCALI logo is at the bottom of the slide.