

The background features a gradient from light green at the top to dark blue at the bottom. On the left side, there is a large, semi-circular scale with numerical markings from 140 to 260 in increments of 10. Several circular and semi-circular patterns, some with arrows, are scattered across the image, suggesting a technical or scientific theme.

# DIGGING DEEPER INTO REINFORCEMENT

# EBPS: RESEARCH BASED METHODS THAT HAVE BEEN TESTED FOR EFFECTIVENESS, ETHICAL, AND MEASURABLE.

Antecedent-Based Intervention (ABI)	Response Interruption/
Functional Communication Training (FCT)	Discrete Trial Training
Prompting (PP)	Time Delay
Differential Reinforcement (DR)	Extinction
Scripting (SC)	Video Modeling (VM)
Self-Management (SM)	Functional Behavior Assessment (FBA)
Naturalistic Intervention (NI)	Technology-Aided Instruction Intervention (TAII)
Social Narratives (SN)	Social Skills Training (SST)
Reinforcement (R+)	Structured Play Group (SPG)
Modeling	Parent-Implemented Interventions (PMII)
Visual Support	Pivotal Response Training (PRT)
Task Analysis (TA)	Exercise (ECE)
Picture Exchange Communication System (PECS)	Cognitive Behavior Intervention (CBI)
Peer-Mediated Instruction and Intervention (PMII)	

# REINFORCEMENT

- SCHEDULES OF REINFORCEMENT
- PAIRING
- THINNING

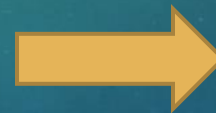
# POSITIVE REINFORCEMENT (R+)

A behavior is followed immediately by adding something to increase the future of the behavior.

Behavior:  
Monday,  
sitting  
doing  
homework.



Immediately add  
something: Thumbs up,  
"good job", snack, ipad.



Increase future  
behavior on Tue.



"If I do my  
home-work  
I will get  
Ipad."

FOLLOWED IMMEDIATELY BY ADDING SOMETHING TO INCREASE THE FUTURE OF THE BX). IMPORTANCE IMMEDIATE OF REINFORCEMENT ESSENTIAL, WITHIN 1 MINUTE. "DELAYED CONSEQUENCES WHICH CAN BE REINFORCEMENT DO NOT REINFORCE BX DIRECTLY."

- ADDING SOMETHING TO INCREASE A WANTED BEHAVIOR.

# MODELING



Imitating a desired behavior.  
Easy for learners that already  
have imitation skills.



If the learner can imitate this  
is an easy technique  
to incorporate across various  
settings with various people.

# VISUAL SUPPORTS

Pictures to teach certain behaviors, teach communication, provide reminders.

Examples: Throughout our day such as calendars on our phones, "men/women" bathroom, most recently "wearing mask" before entering certain locations.

Children can use visual supports

transition between activities in school or home

learn behaviors "sitting, listening, my turn" etc.

teach communication (more modalities to communicate the better)

offer choices and allow for independence.

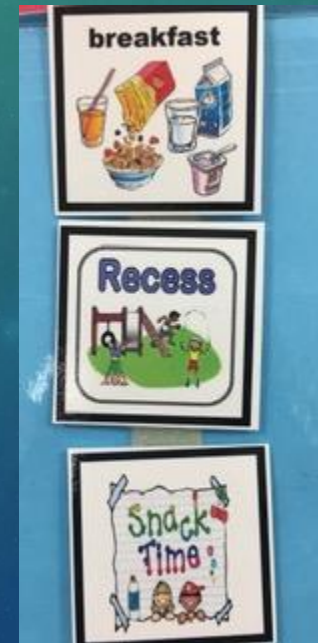
teach emotions and levels of emotions.

# VISUAL SUPPORT EXAMPLES

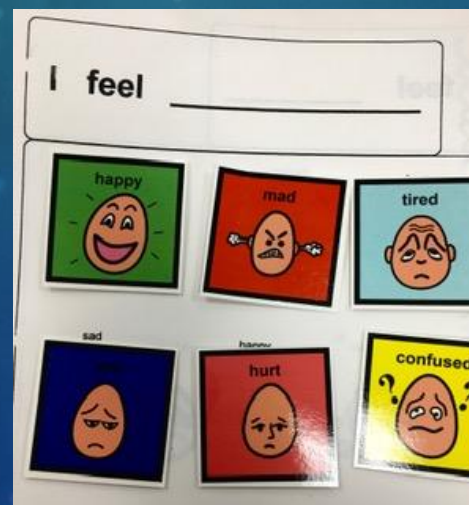
Teach behavior /reminders



Schedules to transition



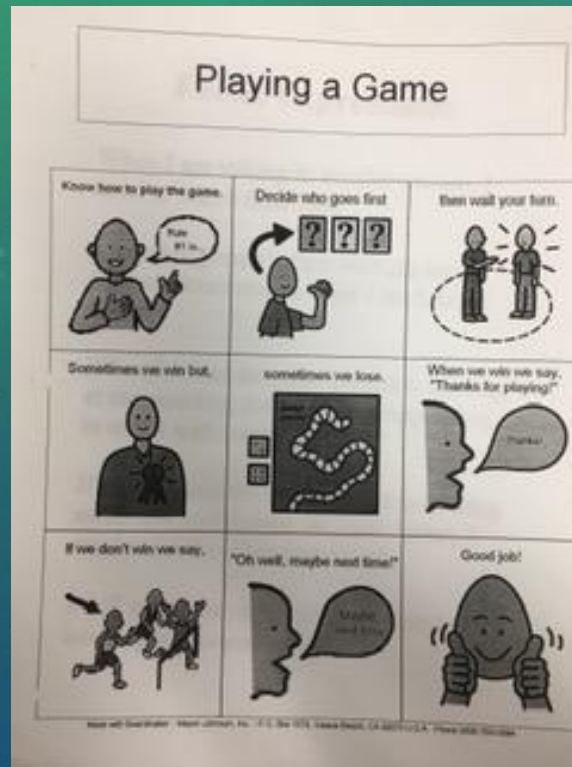
Communicate feelings






# Social Narratives

- \* Simple short stories that demonstrate social situations and appropriate social behaviors.



# NATURALISTIC INTERVENTION (NI)

- Opportunities to learn with-in natural environment. (Home, park, grocery store, school, home and school routines.)
  - more practice...
  - Maintenance
  - Generalization
  - Independence
  - Success
- 
- Learning to request items when given choices at dinner, during snack, during table work task, during play across home and school.
  - Opportunities to learn imitation, model, label, answering questions, making choices all within natural routine.

Home

School

Dinner

Lunch

Bath-  
time

Hand  
washing

Play  
time at  
park

Playtime in  
class

# EXTINCTION PROCEDURE – 12:45



# EXTINCTION PROCEDURE

- A behavior that has been reinforced in the past is no longer accessing reinforcing consequences
- As a result, behavior stops occurring in the future
- What you need to know before implementing extinction:
  - Knowing the function of the behavior
  - Understanding & preparing for extinction burst - "It may get worse before it gets better"
  - Understanding spontaneous recovery & resurgence
  - Intermittently responding during an extinction

# EXTINCTION

Functions of behavior – remember S.E.A.T.

- Sensory
- Escape
- Attention
- Tangible

# EXTINCTION

## Extinction Burst

- The increase in frequency , intensity, or duration of the target behavior in the early stages of treatment
- More likely to occur when the behavior has been reinforced on a continuous schedule
- Combining extinction with other procedures (such as differential reinforcement) may lessen the side effects of these burst

# EXTINCTION

## Spontaneous recovery & resurgence

- The reappearance of the extinguished response at the beginning of a new session, despite no assumption of reinforcement
- Resurgence – the recurrence of previously reinforced behavior when a target, or dominant behavior is no longer reinforced

# EXTINCTION

## Intermittently Responding during an extinction

- Accidentally reinforcing an unwanted behavior may increase and prolong the extinction process
- An intermittent schedule of reinforcement prior to treatment may reduce the likelihood of extinction burst
- Resistance to change



# EXTINCTION PROCEDURE – 12:45



# DIFFERENTIAL REINFORCEMENT

Most widely known and most effective technique to reducing problem behaviors

There are a different forms of differential reinforcement

- Differential reinforcement of Alternate Behaviors (DRA)
- Differential reinforcement of Incompatible Behaviors (DRI)
- Differential reinforcement of Other Behaviors (DRO)

# DIFFERENTIAL REINFORCEMENT

Teaches new skills and increases wanted behavior by positive consequences for behaviors or their absence.

Desired behavior will  
be reinforced and  
strengthened



Eating vegetables

Unwanted behavior will  
be ignored and placed  
on extinction



Crying, pushing away  
food

# DIFFERENTIAL REINFORCEMENT OF ALTERNATE BEHAVIORS (DRA)

Reinforcing an appropriate alternative to the problem behavior and extinguishing the problem behavior through extinction



# DIFFERENTIAL REINFORCEMENT OF ALTERNATE BEHAVIORS (DRI)

Reinforcing a behavior that is incompatible to the problem behavior and puts the target behavior on extinction



# DIFFERENTIAL REINFORCEMENT OF ALTERNATE BEHAVIORS (DRO)

Reinforcement is delivered for any response other than a specific target behavior

- Usually always paired with interval time



# DIFFERENTIAL REINFORCEMENT

## PARENTS, IT'S YOUR TURN!

- Give an example of a behavior to decrease
- Give an ABC example
- Which DR procedure would you suggest?

# KORA HARDY – BCBA INCLUSION ESME REBOLLOSO – BCBA CARE

KORA HARDY

[kora.hardy@gpisd.org](mailto:kora.hardy@gpisd.org)

972-262-7348

425 Alice Drive

Grand Prairie, TX 75051

ESMERALDA REBOLLOSO

[esmeralda.rebolloso@gpisd.org](mailto:esmeralda.rebolloso@gpisd.org)

972-522-7100

1450 SE 4th Street

Grand Prairie, TX 75051