

All Things Reinforcement



Presented by:
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How to ABA



Learning Objectives

The participant will:

1. Learn at least 2 ways to manipulate reinforcement in order to problem solve stagnant programs;
2. Identify how contingent/non-contingent and internal/external reinforcement affects progress;
3. Demonstrate knowledge of how to program using individual vs. group contingencies, token boards, behavior contracts, and self-monitoring systems.



Reinforcement

- What comes to mind?
- Formal definition: Increases the FUTURE likelihood of behavior



<https://www.youtube.com/watch?v=LEJqowyuyi0>

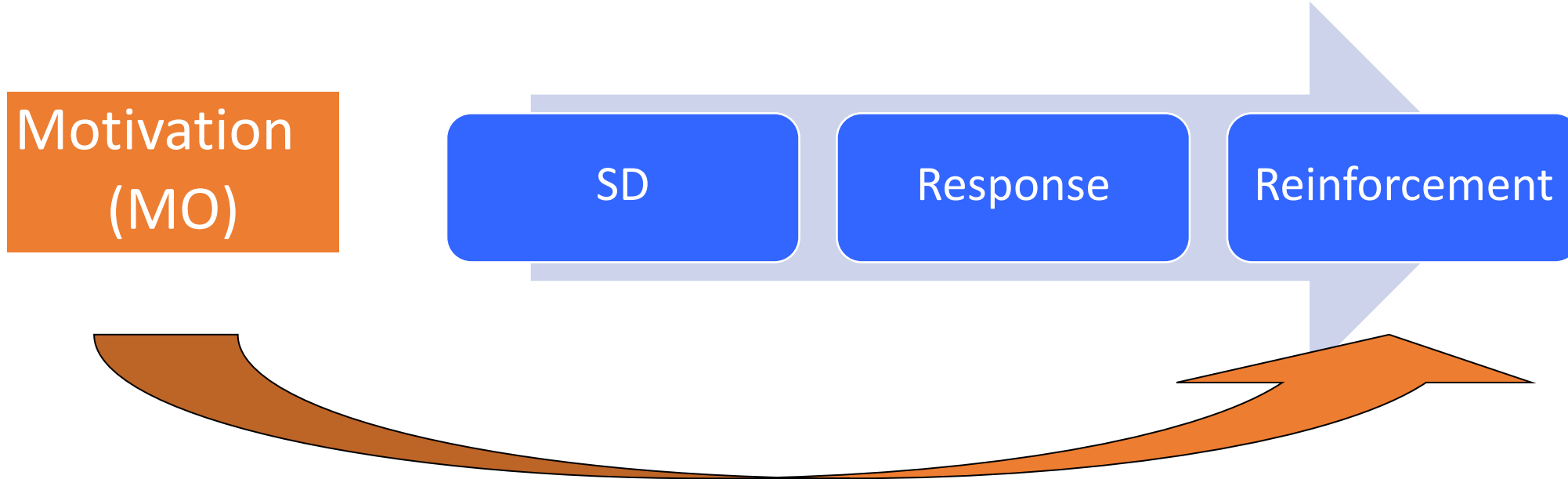


Personal Pet Peeves

- Reinforce the behavior, not the individual
 - E.g., I just reinforced Johnny for peeing on the toilet
 - I just reinforced Johnny's peeing on the toilet
- Preferred items vs. reinforcers
 - He may like them, but how do you know if they serve as reinforcers?
 - You only have the right to say, "reinforcer" if there is a known history of increasing future likelihood of behavior



Remember



- Reinforcement depends upon motivation
 - If an individual is not hungry, then food is not a reward
 - If he is hungry, the sight of food will be incentive to his learning



Reinforcement and Motivation

- Reinforcement only works when the student wants what you are giving them



Motivation Questionnaire

- How motivated are you to stay in the night before a job interview for a job that you desperately want?
- How motivated are you to stay in the night before a job interview for a job that you don't really want?
- How motivated were you to skip your favorite class in school?
- How motivated were you to skip your least favorite class in school?
- How motivated are you to wash your hands after handling something sticky?
- How motivated are you to buy a coffee before coming to work?
- How motivated are you to eat another bag of bite size brownies after polishing off the first one?
- How motivated are you to stand in line for an hour to buy the perfect sweater at 80% off?

- Very motivated
- Somewhat motivated
- Not really motivated
- Not motivated at all



Satiation and Deprivation

- Satiation: the state that occurs when a reinforcer has been presented to the point that it is no longer effective in increasing or maintaining behavior
 - How do you prevent this?
- Deprivation: the state that occurs when a reinforcer has been withheld until it once again is effective in increasing or maintaining behavior
 - Why is this important?



Reinforcer Effectiveness



When it comes to motivation, what else do we need to consider?

- **Rate** of reinforcement
- **Quality** of reinforcement + personal preference
- **Effort** needed to obtain reinforcer
- **Magnitude**
- **Immediacy**
- **Satiation/Deprivation**



Rate

- How frequently/How often reinforcement occurs
- Does it happen after each response?
- Does it occur only every once in a while?



Quality

- How much does your student love what he/she is getting?
- Is it their favorite thing in the world?
- Do they like it only sometimes?
- Tokens



Effort

- How much do they have to do to get the reward?
- Do they have to go up to someone and request, “I want ___” and then the person says, “Go ask ___” and then....?
- Do they get access to reinforcement for doing one little task?



Magnitude

- How much reinforcement are they getting?
- Do they get a whole cookie, or just a piece of it? 10 minutes of video time or 2 minutes?
- Is the amount of reinforcement appropriate for the amount of responding? (i.e., does your student only earn a whole cookie for lots of responses and a little bit of a cookie for only a little bit of a response?)



Immediacy

- How fast is the behavior reinforced?
- Does the student engage in the target response and immediately he/she receives a preferred toy?
- Does the student engage in the target response and then stand up, pick his nose, and then get access to the preferred item?



The Best Reinforcement is...



- Immediate
- Contingent upon the occurrence of the response
- Increases the future likelihood of a response
- Appropriate for the effort of the response
- Individualized
- Varied
- ****Be creative**** and ****Be enthusiastic****



Reinforcement vs. Bribe



- A bribe is given before a person exhibits the desired behavior
 - E.g., “If you stop crying, I will give you that cookie you want.”
- Reinforcement is given after a person exhibits the desired behavior
 - E.g., “Great job, you stayed calm. Here’s a cookie.”



Reinforcement vs. Bribe

- A bribe can increase future negative behavior
 - E.g., a child cries because they know that if they do, they will be offered great stuff to stop
- Reinforcement increases future positive behavior
 - E.g., “First _____, Then _____”



Type into the Chat

- Determine if the following scenarios are reinforcement or bribe
 - At the Walmart check out, the child screams for candy. The parent says, “Okay, stop crying and I will buy you some.”
 - Before entering the store, the parent reviews some guidelines and says, “If you stay calm, I will buy you some candy at the check out.”
 - The child walked nicely with the adult throughout the store and the adult bought the child candy at the check out



Types of Reinforcement

- Edible
- Sensory
- Favorite Toys
- Physical Touch
- Social
- Contingent/Non-Contingent
- Continuous/Intermittent
- External/Internal





Edible Reinforcers

- Foods preferred by the student
- Is it ethical to use edibles during ABA sessions?
- **Let's discuss**





Sensory Reinforcers

- Tactile/Vibrating/Touch
- Olfactory (smell)
- Visual
- Auditory
- Taste



Social Reinforcers

- Behavior specific praise (pair other reinforcers with this)
- Smile, praise, cheering, attention, check mark on a page, etc.
- **Why is social reinforcement so important?**



Determining Preference

- Ask the student
- Ask parents, other caregivers, teachers, etc.
- Observe the student
- Observe similar types of students
- Use reinforcer sampling
- Conduct a preference assessment
- Use the Premack Principle
- Contrive/Capture an EO (motivation)

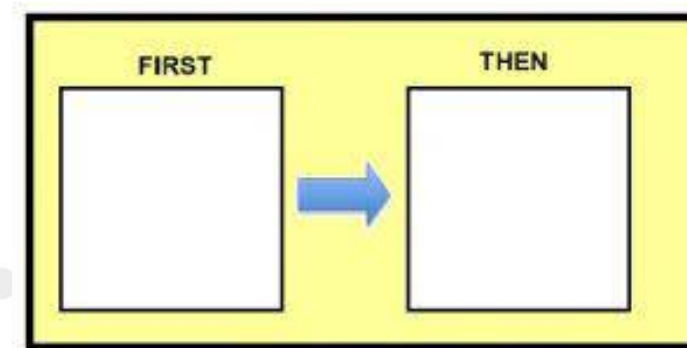


Premack Principle

- *Use the high probability behavior (the behavior that is performed frequently) to reinforce the low probability behavior (the behavior that is performed infrequently)*

David Premack (1959)

- Example: if a student prefers to play on the computer rather than read a book, then reading a book will increase if it is always followed by playing on the computer.



2 Ways to Create Motivation

Capture – just catch it in the moment

(e.g., A student is going to turn on the tv, but you block her way. Therefore, she has to say, “Excuse me, please”)

Contrive – set up situations to increase motivation levels

(e.g., You hide the remote for the stereo so a student must request, “Where is the remote?” in order to get the music)



Schedules of Reinforcement

A description of when a reinforcer will be delivered
Foxx (1982)

- Contingent vs. Non-Contingent
- Continuous vs. Intermittent



Contingent vs. Non-Contingent

Contingent

Reinforcement that depends upon a specific response

Foxx (1982)

- The last response that is emitted prior to the reinforcement is what is taught

Non-Contingent (FT schedules)

- Not contingent on responding (e.g., every minute, regardless of the response, reinforcement is delivered, or teacher gives snack to everyone)



Discussion

- How does contingent vs. non-contingent affect sessions?







Differential Reinforcement

- Differential reinforcement is **the process of reinforcing a specific response in a particular context and not reinforcing (i.e., extinguishing) other responses.**

Zane (2013)

- In other words – give a little reinforcement for something small and a lot of reinforcement for something great
- Used when teaching a new skill
- Used to shape behavior into a refined response (e.g., “coo-ee” vs. “cookie”)



Continuous vs. Intermittent

Continuous Reinforcement (CRF)

- *Each instance of the target behavior is followed by a reinforcer (1:1 ratio of responding to delivering reinforcement)*
- Use continuous schedule of reinforcement (1:1) when teaching new skills

Intermittent Reinforcement

- *Reinforcement of some, but not all occurrences of a response*
- Behavior is maintained and behavior less susceptible to extinction
- Therefore, schedules of reinforcement should be thinned as skill is mastered



Goal of Reinforcement

- Teach new skills
- Then: FADE!!!!



Fading Reinforcement

- Use very potent reinforcers for new skills
- Differentially reinforce closer and closer approximations to a target behavior
- Gradually thin out schedule of reinforcement to maintain behavior and make it less susceptible to extinction
- Think of ways to make reinforcement built into the natural environment
- (Think external vs. internal reinforcement)



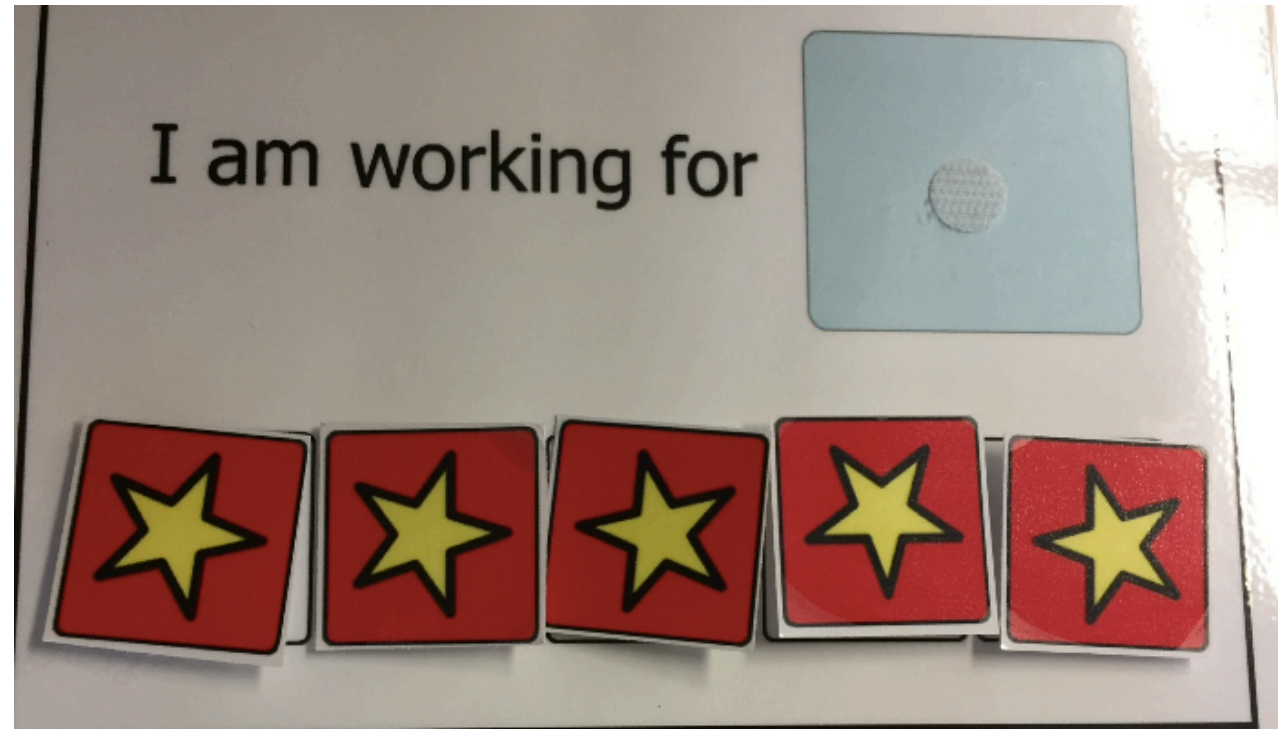
Ideas for Natural Reinforcement

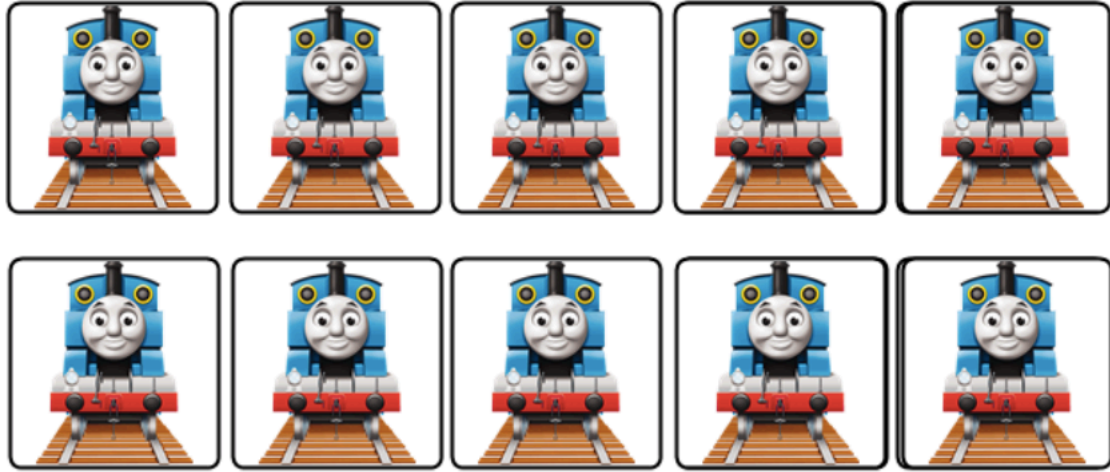
- Hint: Think of a classroom
- Response to a mand: “Okay” “Sure” (instead of “Wow! Great job you asked for a...”)
- Social praise (and then tone it down!)
- Check mark on a page
- First/then
- Rearrange routines, so preferred activity comes last
 - E.g., Exit routine, then screen time while waiting for bus



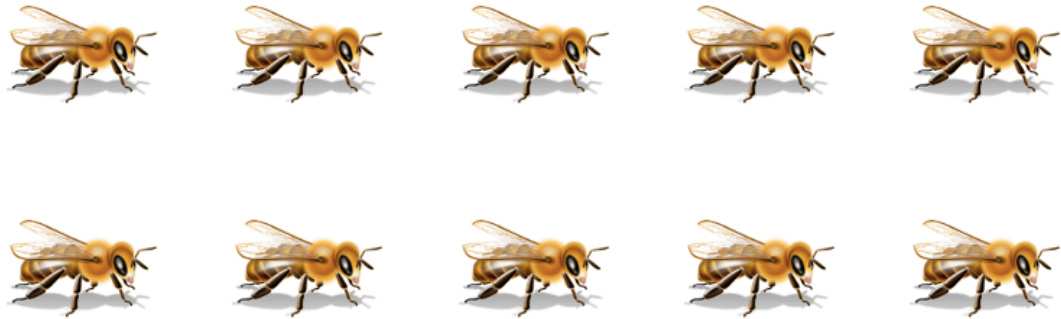
Token Economies

- A conditioned reinforcer provided upon the occurrence of a desired behavior, later exchanged for a back-up reinforcer
- Examples:
 - Token boards
 - Poker chips
 - Marbles
 - Stickers
 - Popsicle sticks
 - Lego





The Conductor is Working for.....



10 = _____

The Princess is Working for.....





Teaching Token Boards

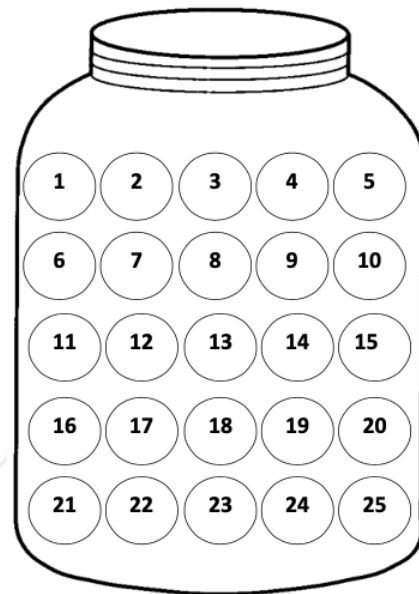
- Start with a smaller board
OR
- Backward chain

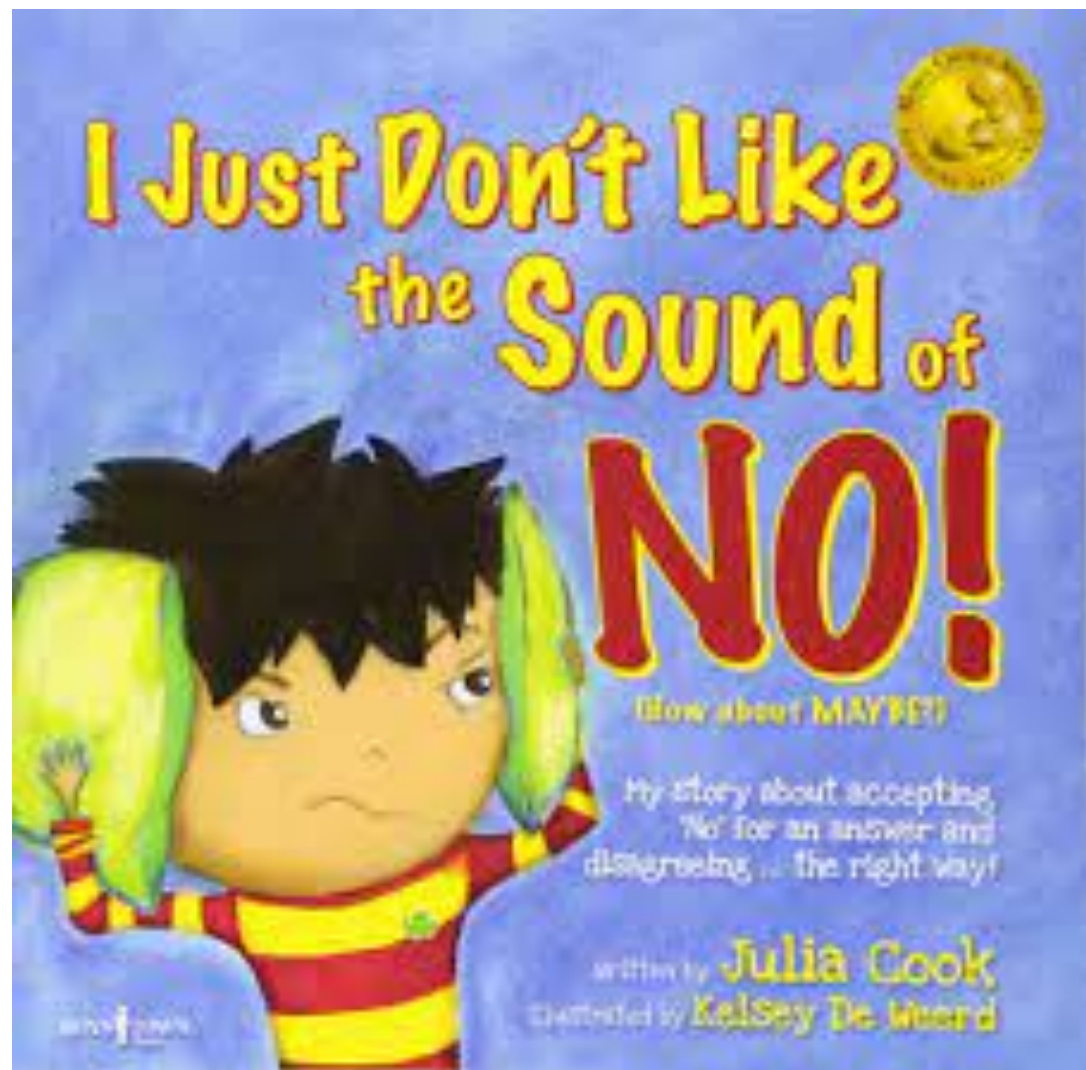


Points for listening on
the first try

on iPad

✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓





BONUS MENU

1 Ticket

- Regular Pencil Eraser Cap
- Listen to Music (Individual Work)
- Rent a Fidget
- Piece of Candy
- Water Fountain

2 Tickets

- Fun Pencil or Small Eraser
- Locker Pass
- Spiral Fidget
- Piece of Gum
- Bottled Water

3 Tickets

- Mechanical Pencil or Big Eraser
- Choose Assign Spot (1 Day)
- Pencil Fidget
- Candy
- Can of Sparkling Water Before Lunch

4 Tickets

- 5 Minutes of Free Time
- 5 Minute Snack Break in Hall
- Spikey Ball Fidget
- Pack of Gum
- Propel Water

5 Tickets

- Homework Pass (Work Habit Grad)
- Choose Assign Spot (1 Week)
- Marble Fidget
- Other Pop for 2 Before Lunch
- Can of Pop Before Lunch

****You can also choose to put your tickets into the schoolwide drawings****

Activity	Points
Read a book	450
Go to the library to select a book	450
Computer time	600
Board game	600
Card game	600
Drawing	600
Teacher helper	750
Homework pass	1,000
Play board game with teacher	1,000
Go to lunch with teacher off campus	2,000



Menus



How to Fade a Token Board

- Systematically stretch the amount of work
- Shorten the reinforcement time
- Transition from a token board to:
 - First/then
 - Checklist of tasks / To-do list (reward at the bottom)
 - Behavior contract
 - Self monitoring system



Behavior Contracts

- A contract is a written agreement specifying expected behavior, time frame, and reward
- May be used to:
 - Increase student ownership and buy in
 - Help teach the student to self-monitor
 - Minimize the prominence of a reward system
 - Clarify expectations, track performance, and specify when rewards are available
 - Delay rewards/fade reinforcement over longer periods of time.



Pre-Requisites

- Does the student understand the guidelines of the contract?
- Does the contract clearly specify all expectations and rewards?
- Is the behavior stated within the student's skill set?
- Is the relationship between the difficulty of the task/ behavior(s) and the amount of the reward fair?
- Note: Reading is NOT a prerequisite skill as pictures may be used.




Developing a Behavior Contract

- Pick 3-5 goals (target behaviors) maximum
- Keep the phrasing positive (i.e., what the student should be doing)
- Keep it attainable
- Identify possible rewards
- Rehearsal and student buy-in
- Choose a method of recording (e.g., checklist, chart, clipboard)
- Change as necessary – be flexible!
- Include bonus rewards to increase motivation



- Use our indoor voice volume
- Ask for permission to leave an area and wait for a "ok" before starting to leave
- Walk through the school beside the teacher, keeping my hands to myself
- Keeping the classroom, halls and bathroom clean

Then we get tokens!

When we get 10 tokens before home time, we earn a star. 4  's = outing!!!

Tokens for today!

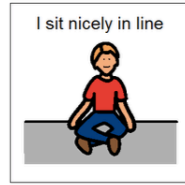
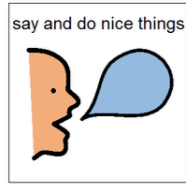
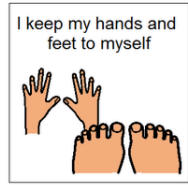
Stars for Outing!

			
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Circle Time Rules



5 minutes of computer time

_____ 's Behavior Contract

Did I

- | | | |
|---|-----|----|
| 1. Listen to the teacher? | YES | NO |
| 2. Keep my hands to myself? | YES | NO |
| 3. Play with what my friend was playing with? | YES | NO |
| 4. Keep things out of my mouth? | YES | NO |
| 5. Do my worksheets nicely? | YES | NO |

CONTRACT

TASK

Who: Michelle

What: raising her hand.

When: everyday at circle time.

How Well: Michelle will raise her hand and wait for the teacher to call her name before answering during circle time. Michelle must raise her hand without reminders 5 days in a row to get the reward.

Sign Here: Michelle Green Date: September 5, 2012

Sign Here: Mrs. Blue Date: September 5, 2012

REWARD

Who: Mrs. Blue (teacher)

What: Michelle picks a prize from the treasure bin

When: Friday after a perfect week, before home time

How Much: Michelle can choose one prize from the treasure bin to take home.

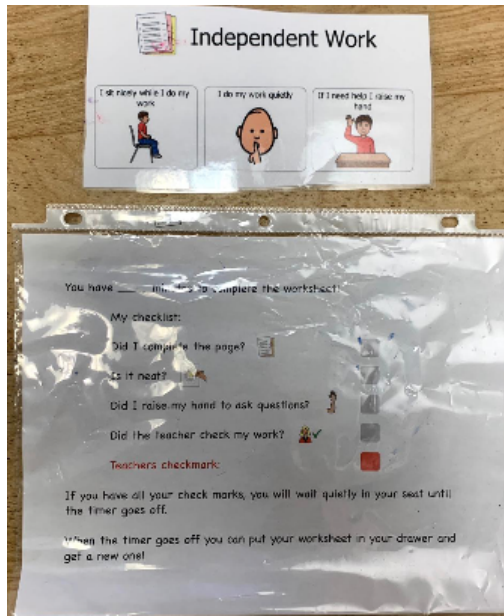
TASK RECORD

Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
★		★		★	★	★	★	★	★

If I get 4 YES

I get _____





When I I will earn a ✓

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★ **quiet** ★ **Punch Card** ★ **sitting** ★

★ ★ Name ★

★ **I am working for** ★

★ ★

★ **do my work** ★ **follow directions** ★

★ ★ ★

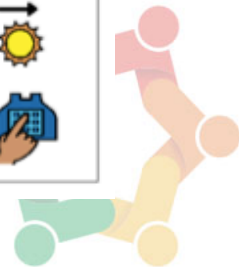
★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Kalynn Whiteaker 2009

10-12 ✓ = Great Day, earn reward.

8-10 ✓ = Ok Day, try again tomorrow.

7-0 ✓ = Challenging Day, Call Dad.



Daily Behavior Contract

	Subject #1	Subject #2	Subject #3	Subject #4	Subject #5	Subject #6	Other	Total
Did I sit nicely? (sitting up straight, hands to myself, feet on the floor)								
Did I treat my friends nicely?								
Did I give everyone their personal space?								
Did I listen to my teachers?								
Did I try really hard to do my work?								
Did I ask for help when I didn't know the answer?								
TOTAL								

****If I get _____ yes's I get: _____**

_____ 's Behavior Contract

Recess:

- | | | |
|--|-----|----|
| 1. Did I listen to the teacher? | Yes | No |
| 2. Did I join some friends to play? | Yes | No |
| 3. Did I stay playing with kids for at least ____ minutes? | Yes | No |
| 4. Did I act appropriately? | Yes | No |

IF I get _____ YES, I get _____



Fading Behavior Contracts

- Renegotiate the contract if the contract is not effective
 - Student is no longer motivated by the reward
 - Student consistently fails to earn the reward
 - Reward cannot be delivered according to the contract
 - Student has mastered current goals
- Terminate the contract once the student consistently and independently completes the task(s)
- Move to self-monitoring systems



Self Monitoring Systems

- Students collect data on their own behavior
- Benefit: students are active participants in their improved performance
- Create an easy-to-use recording system with a pre-determined timeline (all day may be overwhelming at first)
- Often create the system together to encourage buy-in
- Define behavior well so that students understand what behavior they are monitoring
- Include teacher check-ins
- Teachers may monitor behavior initially (along with the student) to ensure accuracy
- Bonus points can be awarded for accuracy

Reithaug, D. (1998). Orchestrating Positive and Practical Behaviour Plans. West Vancouver, BC: Stirling Head Enterprises Inc.



	1 st period	2 nd period	3 rd period	4 th period	6 th period	7 th period
Monday	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated
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Friday	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated	<input type="checkbox"/> Turn in homework <input type="checkbox"/> Materials ready <input type="checkbox"/> Took notes <input type="checkbox"/> Participated
Totals						

Autismclassroomnews.com

Point Chart

Times of the Day	How to Earn Points				Total
	Appropriate behavior	Choosing and practicing work	Taking Turns	Staying in class	
Activity Time					
Circle Time					
Lunch					
Recess					
Hallway					

Total for the day: _____

Rewards Menu

Item	Points/stickers needed





BP



HP



M



SI



TA

Champ Reward Card

TA = Completing my scheduled task/activity **M = Following my menu**
SI = Following staff instructions **BP = Following my bedtime protocol**
HP = Following my hygiene protocol **GC = Making good choices**

Date: _____

M

SI

M

HP

GC



Bus Contract

Student Name: _____

	Point Rating				
	Outstanding	Okay	Poor		
Ride to School: (day/date) _____	5	4	3	2	1
Ride Home: (day/date) _____	5	4	3	2	1

Target Behaviors

1. _____
2. _____
3. _____



If I earn _____ (#) points, then I will receive _____

Comments: _____

Rated by _____

signature or initials/position

<http://special.ed.about.com>



Daily Scaled Point Chart

Name: _____

Date: _____


Time Period	Activity	Respect Non-Argumentative 3= no arguments 2= 1 warning 1= told twice 0= told more than 2x	Quality work or Revision 3= Exceptional 2= no revision needed 1= Revised <u>to</u> acceptable 0= Refused revision	Appropriate Participation 3= no name, no ✓ 2= name on board only 1= name and ✓ 0= Sent from room	Respectful Transition 3= No incident/complaint 2= warning by any staff 1= reportable behavior 0= unsafe behavior	Bonus Point (1)	Total Points	Comments
8:10-8:30	Morning Meet	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
8:30-9:15	Math	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
9:15-10:00	Social St./Sci.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
10:00-10:45	Sci/Soc. St.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
10:45-11:30	Language Arts	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
11:30-12:00	Intervention	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
12:00-12:45	Lunchroom/ Recess	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
12:45-1:30	Language Arts	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
1:30-2:15		3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
2:15-3:00		3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			
3:00-3:30		3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0			


Total points earned _____


Total points Possible _____

Percent _____

I Will Remember To:

 Put my hand up

 Work quietly

 Remain seated

<http://special.ed.about.com>

Daily Goal Report:

Date: _____ Name: _____

Time	Behavior	Schoolwork
Morning Bell to Recess		
Recess to Lunch		
Lunch to Recess		
Recess to Home Bell		

Behavior Goals _____

Schoolwork Goals _____

<http://special.ed.about.com>

self-monitoring checklist

M Tu W Th F Responding to Teasing

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. I practice and follow a plan for when someone teases me.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. When it happens I stop and think if I should respond.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. I talk in a calm but firm voice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. I can ask the person to stop teasing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can decide to ignore the teasing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. If the teasing continues I will walk away.


Problem 1. There is a student near your locker who always teases you. Tell one thing you can do.

Comment _____

Problem 2. You have asked a student to stop teasing you but he hasn't gotten the message. Tell one thing you can do.

Comment _____

Date: _____ My Self-Monitoring Form

	Today in class . . .	Was I paying attention to my assigned work?	Y	N
		Was I following the classroom rules?	Y	N
		Was I paying attention to my assigned work?	Y	N
		Was I following the classroom rules?	Y	N
		Was I paying attention to my assigned work?	Y	N
		Was I following the classroom rules?	Y	N

Total number of Y (yes) = _____ My Goal = _____

Signed: _____
Student Teacher Parent

Group Contingencies

- Rewards based on entire class achieving a certain goal





Sit with a Buddy 	Bring a stuffed animal 	Homework PASS 
Use a Pen PASS 	5 Bonus Points 	No Shoes PASS 
Wear a Hat PASS 	Bring a show and tell item 	Choose a small prize 

Class Dojo Rewards

- 5 points - 2 pride paws
- 10 points - sit with a friend
- 15 points - One subject HW pass
- 20 points - Choose your avatar
- 25 points - Night of No HW
- 30 points - Lunch with a friend
- 35 points - 15 minutes of computer time
- 40 points - Read to another class
- 45 points - Extra recess
- 50 points - Extra Related Arts



Ineffective Reinforcement

- Delayed
- Predictable – e.g., student misbehaves all day and then behaves for the few minutes before reward distribution.
- All-or-nothing – no chance to earn back into the system
- Too much effort required
- Not enough points delivered (i.e., does not access reinforcement often)



Common Errors

- Offering reinforcement only once the student misbehaves
 - Example: Student often gets out of his seat. Teacher says, “If you stay in your seat, you can earn _____”
- Reinforcement is NOT a bribe or a threat
- Students who misbehave more frequently, often take up most of teacher’s time, energy, and earn most rewards.



Date: _____ Name: _____

Friday Fun Day Report

This week I missed Friday Fun Day because

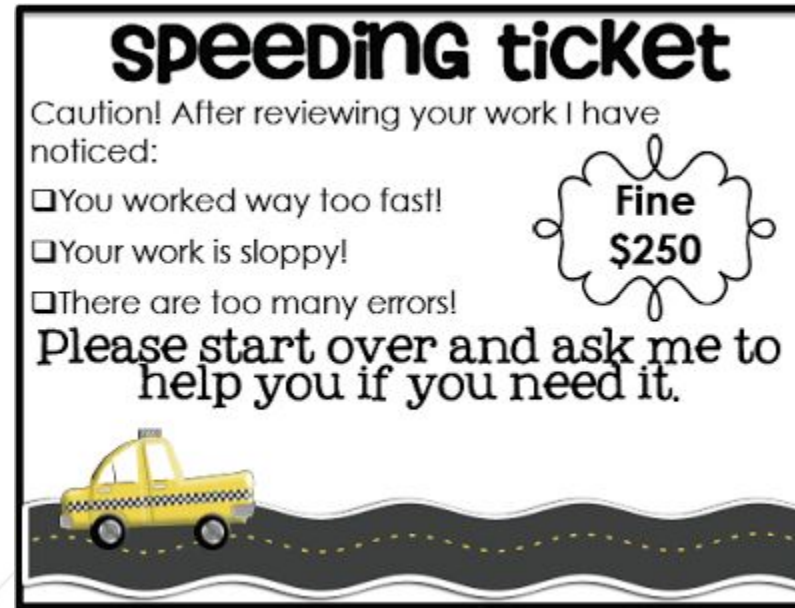
Next week, I have a plan to improve my behavior. I will:

Parent's signature: _____

PLEASE RETURN BY TUESDAY!

Poor Examples

- Why I missed Friday Funday
- Fine system



Weekly Behavior Chart

Name _____

Week: _____

Monday



Tuesday



Wednesday



Thursday



Friday



Color Key:

Pink = Outstanding

Purple = Role Model

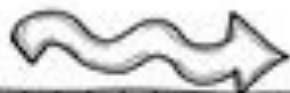
Blue = Showing Pride

Green = Ready to Learn

Yellow = Think About It
(warning)

Orange = Refocus time

Red = parent contact/
possible office visit



What about this?

- How do you define these behaviors?
- Are they observable and measurable?



Find it on the Bx Resource

Helpful Resources

Helpful Resources

These resources include a big brain dump of everything that we could not fit in the other categories!

Materials

Favorite Program Materials

Favorite Program Materials

We are starting this thread to contribute our favourite program materials (in all areas). &n...

Token Boards

Token Boards

Token boards don't need to be fancy – our go-to is usually pennies velcroed onto a la...

Behavior Contracts & Self-Monitoring

Behavior Contracts and Self-Monitoring

A behavior contract is a written agreement specifying expected behavior, time frame, and reward &...

Levels: Steps to Success

Levels - Steps to Success



Questions/Comments/Discussion



References

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* (3rd Edition). Hoboken, NJ: Pearson Education.
- Foxx, R. M. (1982). *Increasing behaviors of severely retarded and autistic persons; Decreasing behaviors of severely retarded and autistic persons*. Champaign, Ill: Research Press.
- Reithaug, D. (1998). *Orchestrating Positive and Practical Behaviour Plans*. West Vancouver, BC: Stirling Head Enterprises Inc.
- Zane T. (2013) Differential Reinforcement. In: Volkmar F.R. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY.





The Bx Resource

<https://www.members.howtoaba.com>



<https://members.howtoaba.com/assessments/2147598845>



Quiz Link



Questions/Comments

