

When the child engaged in the expected behavior(s) social attention and/or a preferred item/activity is delivered for meeting the expectation.

Ex. Child raises hand during lesson. Teacher says, "Thank you for raising your hand."

Ex. "You need to complete your math assignment and turn it in. What do you want to work for?" Child selects an electronic game. "When you finish the math assignment and turn it in you can have 5 minutes of your game." Once I see that the assignment is complete and submitted, I say, "You did a fantastic job on that math assignment. You can have 5 minutes of your game. Start your timer." Child starts the timer and begins playing the game. The timer beeps. "The game is all done. But you can choose it again later." Child stops the timer independently or with a prompt. "Thank you for turning that off and for putting your things away."

What does it look like?

How?

1. Provide the expectation(s) using your child's schedule or the expectations you've decided on in advance, visually and/or verbally
2. Ask the child what they want to work for
 - a. Use the list of potential reinforcers you and your child developed
3. Place a written or visual representation (photo, picture, object) of their selection within eyesight
4. When the expectation has been met immediately provide the child with behavior specific praise (ex. I like how you waited for me to finish helping your brother) and/or positive attention (thumbs up, high 5, fist bump) or contrived reinforcers (ex. toys, games, screen time, riding bike/scooter)
 - a. Use a timer to designate how long the child has access to the reinforcer (microwave timer, oven timer, phone timer, kitchen timers, phone apps, etc.).
 - b. If a child has a series of tasks to complete, keep the time to 2-5 minutes (similar to school). If the child works for an extended duration like 60-90 minutes before a reinforcer you can consider longer access to the reinforcer.
5. When the timer beeps let the child know that the item is "all done." Have them stop the timer, put their item away or hand it back to you. Provide behavior specific praise.
 - a. If they have a difficult time with transitions provide warnings that time is almost up (ex. 2 minutes left, 1-minute left.) or tell them the item will be available later.
6. Repeat the process if there are more expectations/items on their schedule to complete.

Tips?

- The number of expectations met before providing a reinforcer will depend on the skills that a child has, and how easy or difficult the skill is for them. Increase expectations as a child is successful with a skill.
- New skills should be reinforced more often and with more desirable reinforcers. **Working at home is a new skill for many learners.**
- The magnitude of the response should be equal to what they're working for. So, if they are working really hard/or if something is really challenging, they should be rewarded appropriately for their effort.

- The most desirable items should be used to reinforce the most challenging tasks. Ex. if writing leads to more avoidance behaviors or other problem behaviors and the tablet is the most desired item, then I will offer the tablet as a choice for completion of a writing assignment.
- Be consistent with delivery of a reinforcer. Only deliver the reinforcer when the child meets the expectation.
 - Instead of occasionally turning on the tv when a child screams, “I want to watch cartoons!” Only provide cartoons when the child asks with a calm(er) voice.
 - If the child chooses listening to music for cleaning up his workstation, then music isn’t available until his workstation is clean.
- Allow the child a few seconds to transition from a reinforcer if needed, however, be consistent in making sure they respond to the timer and stop what they are doing when the timer beeps. If you sometimes allow more time, and other times you don’t you may begin to find yourself in a battle after every transition.

***If there are significant behavior concerns you will need to know the function of the behavior in order address the behavior successfully. Please contact your classroom teacher for guidance.**