



Palm Springs Unified School District
The Behavior Team Presents

Compassionately Addressing
Behaviors at School

Reinforcement & Prompting



Hello!

The purpose of this module is to provide you with a resource pertaining to reinforcement and reinforcement systems that may be of use to support the behavioral challenges that may occur in your classroom.





**But first
Lets Review!**



CAB-S

Compassion is concern for another's well-being with a desire to help.

When educators show compassion, they prove that each student is a valued, important member of the class

Compassionately Addressing Behaviors at School

CAB-S is a 10 part training series that The Special Education Behavior team will present every first Wednesday of every month beginning in August 2023 and ending in May 2024



Building Rapport

 *Who is involved in Rapport Building*

 *What is Rapport Building*

 *Why build Rapport*

 *How to build Rapport*

 *Effective communication*



Behavior Basics

Tantrum

Elopement

Throwing

Teasing

Aggression

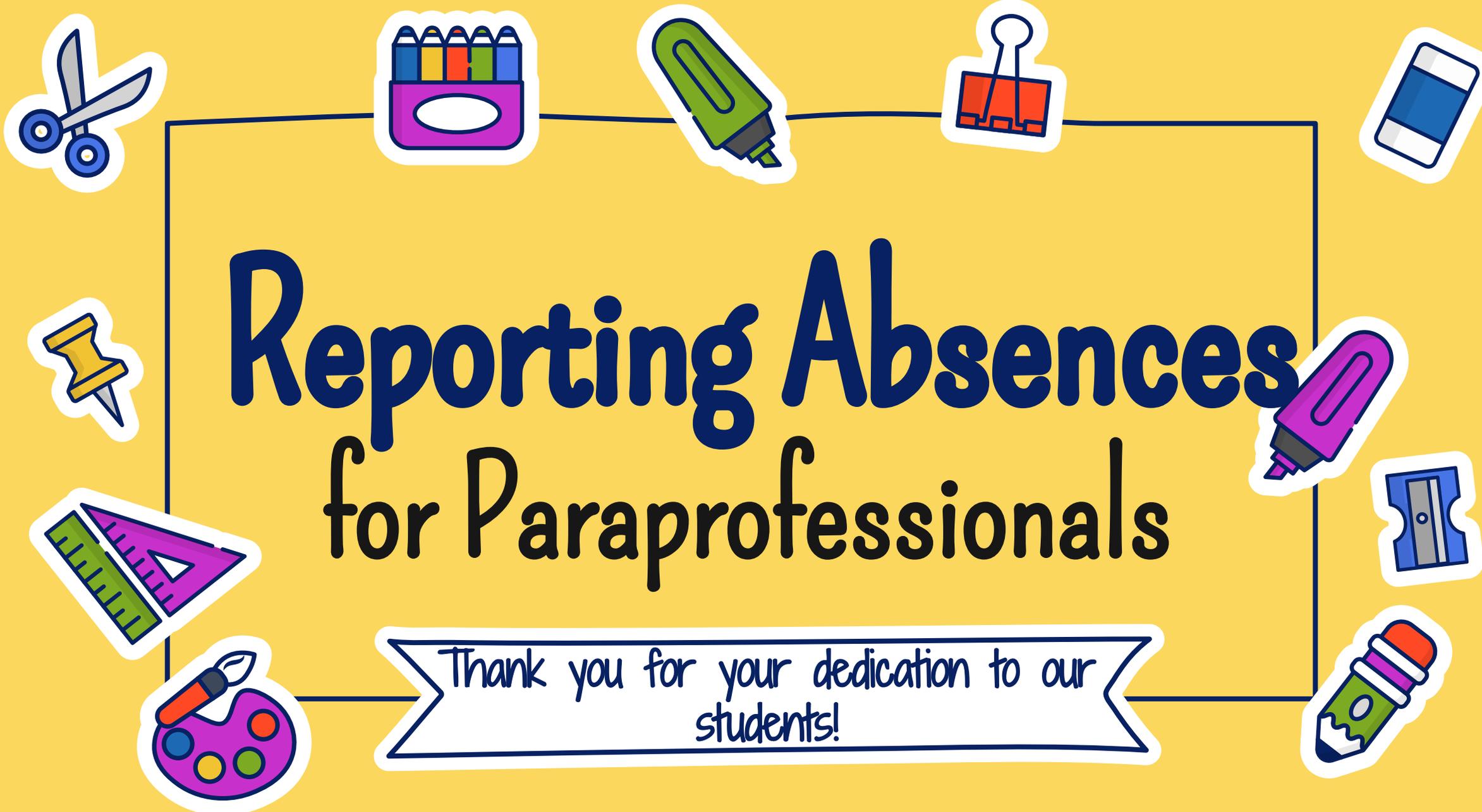
Refusal

Understanding Triggers

Identifying Triggers

Understanding ABC's

Motivating Students



Reporting Absences for Paraprofessionals

Thank you for your dedication to our
students!



Reporting Absences



Please follow the district-wide protocol to ensure your position is filled for the day

If you will be out, it is your responsibility to do the following ***no less than 2 hours before your start time:***

Step 1

Notify your school site

(Please follow your site's protocol).

Step 2

Notify the Special Education desk.

Daniel Lowe
dlowe@psusd.us
760-223-2703 x4805252

Step 3

Upload your absence into Frontline.



Absence Management
Formerly Aesop

Step 4

Fill out an Informed K-12 leave report.





[#PSUSD ParaSTRONG](#)

Objectives



What is Reinforcement?



Different Types of Reinforcement



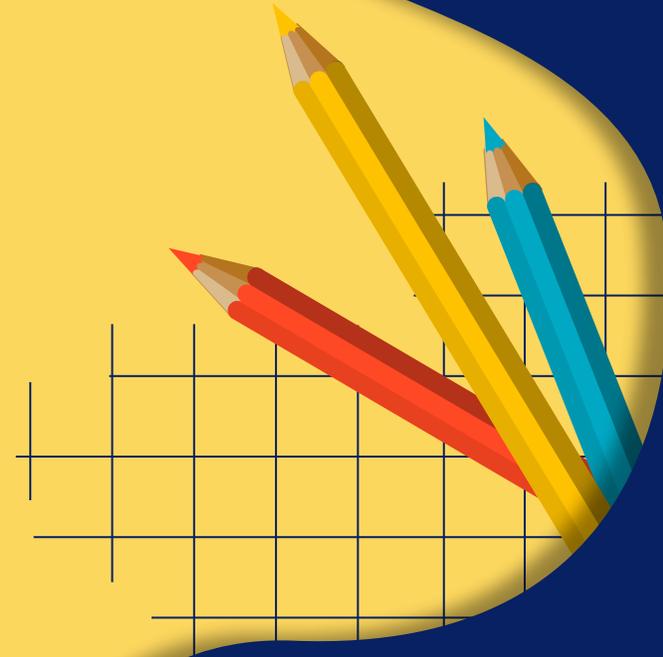
What is Prompting?



Different Types of Prompting Procedures

Did you know?

- Problem Behaviors are a form of communication?
- Reinforcement can help shape behaviors?
- Only the student can determine what is REINFORCING to them.





01
WHAT IS
REINFORCEMENT?

What is Reinforcement?

A process in which something “positive” is given following a desired behavior to increase the likelihood that the behavior will occur again.

It should be one of the first strategies used to modify **BEHAVIOR**

In Simple words.....
Giving something (desired) to increase behavior.

Reinforcement is the **HOLY GRAIL** when it comes to building positive relationships and positive learning outcomes



Understanding Reinforcement

Who

For students who require additional support to increase positive behaviors.

What

A “positive” consequence that when given increases the chances of the behavior to occur again.

Where

It can be used anywhere (e.g. home, school, church, park, recess)

When

Whenever there is a need to teach new “positive” behaviors or maintain appropriate behaviors.

Why

To build upon a variety of academic, social-emotional, and behavioral performance of students.





02

Different types of
Reinforcement

Different Types of Reinforcement

Natural

Positive behaviors are reinforced naturally by the outcome. For example, asking someone to "hold the elevator, and someone holding it for you.

Social

Positive behavior is reinforced by social interactions. For example; tickles, high fives, verbal praise, smiles, or a thumbs up!

Tangible (items)

Positive behavior is reinforced by access to a desired item. For example, receiving a cookie for sharing or a sticker for finishing work.

Bribery vs Positive Reinforcement



Bribery

- Child is in control
- Offering a preferred item or activity to try and stop or influence a behavior in the moment
- Occurs after problem behavior has already begun
- Stops behavior in the short-term, but increases it in the long-term
- Favorable to the person giving the bribe



Positive Reinforcement

- Adult is in control
- Preferred item is delivered contingent (after) an appropriate behavior occurs
- Increases, strengthens and maintains the appropriate behavior long-term
- Favorable to the learner



03

"Tangible"
Reinforcement

How to Identify REINFORCERS

“Something is only a
reinforcer if it increases the
behavior it follows!”



How to Identify Potential Reinforcers

Direct Observations

Look at what the student talks about all of the time, what he gravitates towards in the class, what he likes to do or eat.

Paired Choice

Present two items in front of them and ask what they want. You can also present two activities or scenarios.

Ask Guardians or Friends

Ask the students guardians or friends about their likes and dislikes.

Ask the Student

Directly ask about their likes and dislikes, what they would be doing if they were not at school, or what they would buy if they had money.

Preference Assessment Interview

Conduct a sit down with the student where you will ask a variety of questions. The end result will rank what may be reinforcing to the student.



FRONT OF TOKEN ECONOMY (blue circles = empty velcro)

I'M WORKING FOR



COMPUTER



I earn pups for staying in my seat, doing my work quickly and keeping my hands to myself.

BACK OF TOKEN ECONOMY (blue circles = empty velcro)



crackers



lego



board game



Elementary Example

The Blue Dots represent where the velcro pieces attach to. In the back of token board are the students reinforcers and "tokens".

Secondary Examples

DAILY TRAVEL CARD Middle School									
									Date: _____
Subject	Did I do my best at showing the Expected Behaviors in my classroom?								Adult Staff Initials
	Did I use appropriate language?		Did I complete my work?		Did I remain in assigned locations?		Did I follow all directions?		
1. Science -	Yes	No	Yes	No	Yes	No	Yes	No	
2. Lang. Arts -	Yes	No	Yes	No	Yes	No	Yes	No	
4. Advisory -	Yes	No	Yes	No	Yes	No	Yes	No	
5. Lunch	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
6. P.E.	Yes	No	Yes	No	Yes	No	Yes	No	
7. Choir	Yes	No	Yes	No	Yes	No	Yes	No	

<p>Earning Points for a break and gym time</p> <ul style="list-style-type: none"> Up to 4 points every class <ul style="list-style-type: none"> Appropriate Language Work Completion In assigned locations Follow Directions 	<ul style="list-style-type: none"> Yes = 1 point NO = 0 points <ul style="list-style-type: none"> 17 – 20 points = 30 minutes of gym time 13 points = 16 minutes of gym time less than 16 points = NO GYM TIME
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Daily Travel CARD...

- Students should know in advance what they are working for via a CHOICE BOARD or list.
- Once all of the tokens are earned, they should be given the rewards immediately.



Make what they
are trying to get
out of -
the REINFORCER.

Secondary Example

1. "Get out of an Assignment Pass"
2. "Take a walk out of class with a "friend" and adult pass"
3. "Do NOT DISTURB ME for 5 minutes during (preferred activity pass)"
4. 5 minute Uninterrupted time with my Best Friend pass

[[Resource Alert: <https://bit.ly/3wRbXyJ>]]



04
How to use
Reinforcement

How to USE Reinforcement

Contingency

The student should only receive the reinforcer when the target behavior occurs.

For example: a "token" is given when the student turns in his classroom assignment.



Immediacy.

The reinforcement should be given as soon as the target behavior occurs.

Variability

Use a variety of preferred items so that the student does not get bored or satiated with the reinforcer.

Uniqueness or Individualized

Every student is unique and their reinforcers should be individualized based on their preference.



An "FR1" Fixed-Ratio Schedule of Reinforcement

Trial	Teacher	Child	Consequence
1	Asks a question	Answers correctly	Reinforcement delivered
2	Asks a question	Answers correctly	Reinforcement delivered
3	Asks a question	Answers correctly	Reinforcement delivered
4	Asks a question	Answers correctly	Reinforcement delivered
5	Asks a question	Answers correctly	Reinforcement delivered
6	Asks a question	Answers correctly	Reinforcement delivered
7	Asks a question	Answers correctly	Reinforcement delivered
8	Asks a question	Answers correctly	Reinforcement delivered

An "FR2" Fixed-Ratio Schedule of Reinforcement

Trial	Teacher	Child	Consequence
1	Asks a question	Answers correctly	No Reinforcement
2	Asks a question	Answers correctly	Reinforcement delivered
3	Asks a question	Answers correctly	No Reinforcement
4	Asks a question	Answers correctly	Reinforcement delivered
5	Asks a question	Answers correctly	No Reinforcement
6	Asks a question	Answers correctly	Reinforcement delivered
7	Asks a question	Answers correctly	No Reinforcement
8	Asks a question	Answers correctly	Reinforcement delivered

Reinforcement Schedule

Dense

- AKA "Thick schedule of Reinforcement" or "Continuous Reinforcement Schedules"
- Used when teaching new skills

Every Other Time

- AKA: "Thinner schedule of reinforcement" or Intermittent schedule of reinforcement.
- Used when maintaining previously learned skills.

What if Problem Behavior Occurs?



- ❑ Stay calm and take a few deep breaths
- ❑ If the behavior is not dangerous, wait for the student to calm down on their own.
- ❑ Keep others safe while removing potentially harmful items
- ❑ wait for something you can reinforce and provide reinforcement.



BINGO

How to play

- Click a box to mark it
- Click a box again to unmark it
- If you get four in a row yell BINGO

Scan the QR-Code to generate
your own unique BINGO card

- | | | | | |
|---------------|----------------|-------------------|------------------------------|---------------------|
| 1. Stereotypy | 8. O.H.I. | 15. Empathy | 22. Relationships | 29. B.I.P. |
| 2. Stemming | 9. Impairment | 16. Reinforcement | 23. I.E.P. | 30. TIER 3 |
| 3. Autism | 10. Inclusion | 17. De-escalation | 24. Data | 31. Visual supports |
| 4. Para | 11. Mainstream | 18. F.E.R.B. | 25. Documentation | 32. Put in task |
| 5. FAPE | 12. Transition | 19. Disruption | 26. Preference
assessment | 33. Contingency |
| 6. Disability | 13. Behavior | 20. Elopement | 27. Prompting | 34. Token Board |
| 7. Speech | 14. Rapport | 21. Trauma | 28. Pro-ACT | 35. SP.ED. |



Evidence Based Practices

Prompting



What is Prompting?

- An evidence based teaching method that
 - Prompting procedures include any help given to learners that assist them in using a specific skill. Capitalizes on observational learning
 - Often used in conjunction of evidence based practices: time delay and reinforcement
 - Generally given by an adult or peer or as a learner attempts to use a skill
- **Prompts**
 - Specific forms of assists given before or as a learner attempts to use a skill

Why use Prompting?

An efficient and effective way to provide instructions to learners with ASD that maximize their success and increase their generalized use of target skills

- Error less learning
- Procedure designed to reduce incorrect responding as learners acquire new skills

Prompting Can be Used By

- Special education teacher
- General education teachers
- Paraprofessionals
- Peer tutors
- Prompting can be used during

-1:1 activities

-small group instruction

- ongoing routines and activities

Common Pitfalls

- Verbal, verbal, verbal
- Physical, physical, physical,
- No wait time
- Inappropriate prompts
- Not catching errors
- Response to learner is not immediate
- Prompts not faded effectively

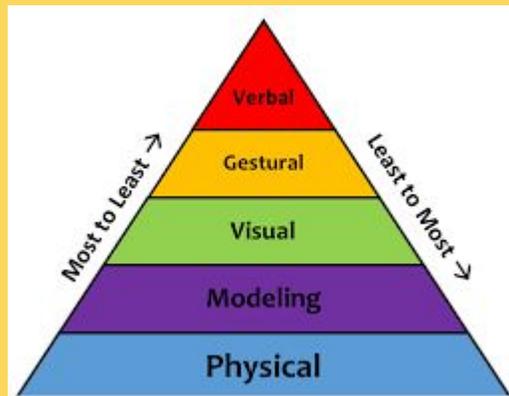
Three Components of Prompting Procedures

All these prompting procedures contain three main components

- The antecedent
 - (i.e., target stimulus and cue task direction) that tells the learner to use the target skill
- The target skill
 - (i.e., learner response)
- The consequence
 - (i.e., feedback / reinforcement provided by teacher/practitioner).

Prompting Procedures

- Least to Most (aka system of least prompts)
 - sequence from the least amount of help to the most amount of help
- Graduated Guidance
 - gradually removing prompt during teaching



GRADUATED GUIDANCE

Graduated Guidance refers to the fading of physical prompts.

Full Physical Prompt

Hand over hand, physical lifting, guiding body.

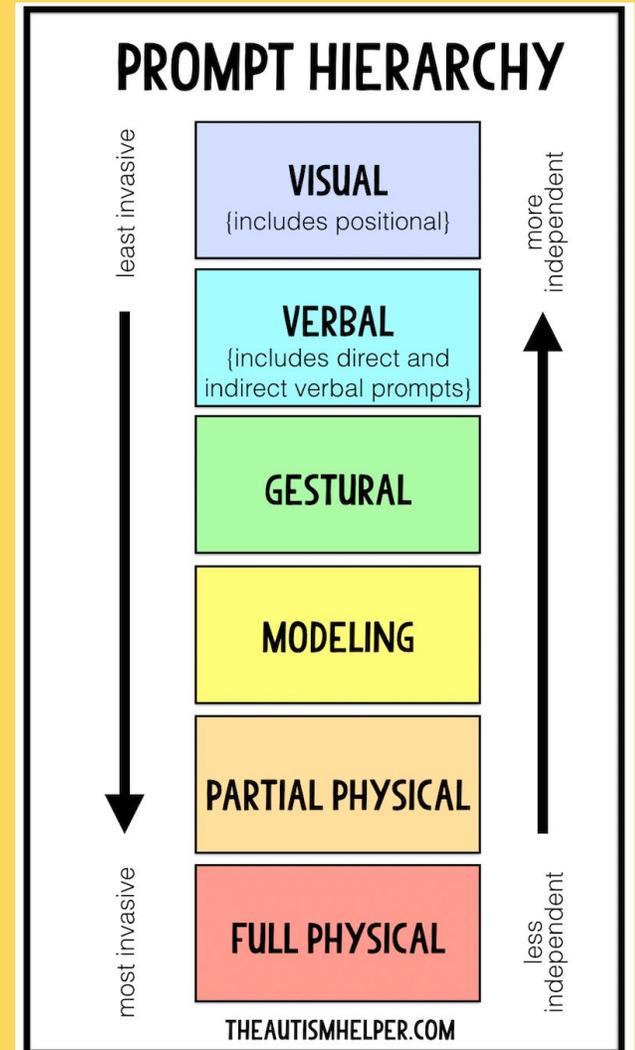
Partial Physical Prompt

Hand Support
Wrist Support
Elbow Support
Hand Tap
Wrist Tap
Elbow Tap
Shoulder Tap



Type of Prompts

- Visual
- Verbal
- Gestural
- Model
- Partial Physical
- Full Physical



Visual Prompts

Description: The teacher/staff provides pictures of events that provides learner with information on how to use the target skill or behavior.

Example: Task analysis, transition picture card. The teacher used a transition card to warn Holly of upcoming transitions.



Verbal Prompts

Description: The teacher/staff slowly gives a hint, clue, or a direction.

- **Example:** When playing a game with Jarod and teaching turn taking, the teacher prompts by saying "Jarod, it's your turn."



Gestural Prompts

Description: Teachers or staff make some kind of gesture to prompt the learner to use a target skill.

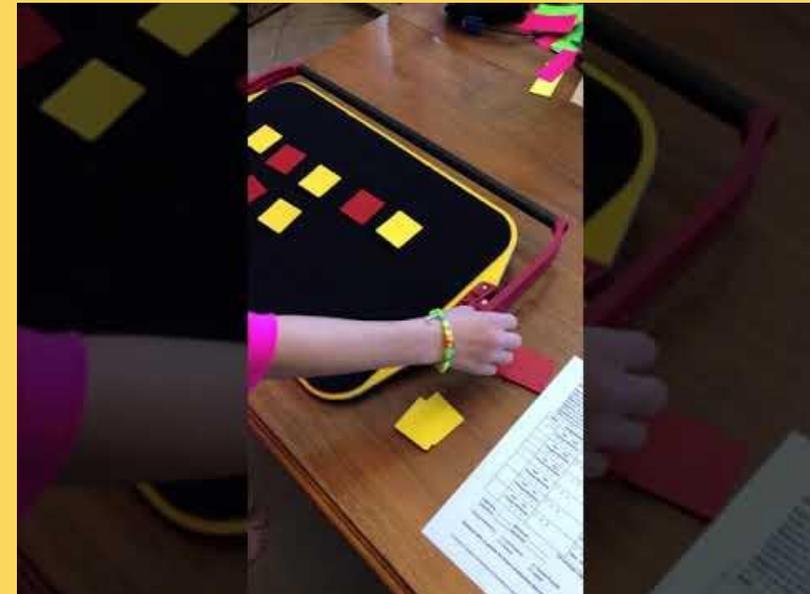


- **Example 1:** When teaching Jeff how to solve algebraic equations the teacher pointed to the box of manipulatives.
- **Example 2:** When teaching Anna library procedures and expectations, the teacher gestured toward the bookshelf to indicate where the books needed to go.

Partial Physical Prompts

Description: The teacher / staff provides minimal physical assistance to help the learner use the target skill correctly. (e.g. Taps, nudges, and light pushes are used)

Video Example: when teaching Valerie how to pattern solve with colors, the teacher gently guides Valerie's forearm to the correct answer.



Full Physical Prompts

Description: The teacher/Staff leads a learner through a task by providing full physical assistance (e.g., hand over hand) to ensure correct use of the target skill.

Video Example: When teaching Erin how to pattern solve with colors, the teacher places her hand over Erin's hand/wrist to ensure she gets the correct answer.



CAUTION!



**Avoid
PROMPT
DEPENDENCE**

Definition: Students will rely heavily on directions in order to complete a skill/activity.



Finding Behavior Resources

WWW.PSUSD.US

Staff resources

LOG IN

Special Education
Behavioral Resources

The Key to Effective Prompting

- Prompts should focus on learner's attention on the discriminative stimulus, not distract from it
- Prompts should be as weak as possible
- Unplanned prompts should be avoided
- Prompts should be faded as quickly as possible
- Prompt dependency occurs as result of using prompts when not needed





RECAP

COMPASSIONATELY ADDRESSING BEHAVIORS AT SCHOOL: CABS BEHAVIOR TRAINING SERIES

COMPASSION

Compassion is concern for another's well-being with a desire to help.

REVIEW OF AUGUST AND SEPTEMBER TRAINING

Reviewed previously learned topics (Building Rapport and Identifying Triggers).

HOUSEKEEPING AND CELEBRATION!

Reporting Absences & #PSUSD_ParaSTRONG

REINFORCEMENT

Reinforcement & Prompting Strategies



<https://tinyurl.com/pfcky92k>

References.

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- Malott, R. & Trojan-Suarez, E. (2004) *Principles of Behaviour*. New Jersey: Pearson Prentice Hall.
- Milttenberger, R. (2008). *Behaviour Modification*. Belmont, CA. Wadsworth Publishing.

Do you have any questions?

(SPECIAL EDUCATION)

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Thank you!

