

Module 8
Consequences: Reinforcers and Decelerative Procedures

Participant Workbook 8

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Reinforcer Inventory

Individual: _____ Respondent: _____ Date: _____

Toys and Playthings	+	0	--	Entertainment	+	0	--
cars/trucks				watching television			
electric trains				programs:			
skate board							
dolls							
make-up/jewelry				listening to music			
balls				types/groups:			
building blocks							
marbles							
chalk/crayons				nintendo			
puppets				computer games			
magazines/books				videos			
machines				chess/checkers			
other toys:				board games:			
Excursions	+	0	--	Music/Arts/Crafts	+	0	--
riding in car				playing instrument			
visiting relatives				singing			
going to the beach				dancing			
picnics				drawing			
going out to eat				painting			
leaving town				cutting/gluing			

going to the store				building models			
library				using tools			
museums				molding clay			
parks				other:			
concerts/shows							
Sports and Games	+	0	--	Social Interaction	+	0	--
football				playing with a friend			
swimming				being praised			
bike riding				hugs and kisses			
skating				being touched			
skiing				group activities			
horseback riding				sleep overs			
tennis				kidding and joking			
softball/baseball				talking on the phone			
volleyball				smiles/gestures			
soccer				time with parent			
aerobics				other:			
walking/jogging							
weight training				Academic	+	0	--
jumping rope				reading			
fishing				listening to a story			
bowling				spelling			
other:				science			
				social studies			

Sensory Preferences	+	0	--	math			
tactile (contact, textures)				line leader/monitor			
visual (light, colors)				recess/free time			
kinesthetic (movement)				time off from school			
olfactory (smells)				writing notes			
gustatory (tastes)				other:			
auditory (sounds):							
Domestic Activities	+	0	--	Appearance	+	0	--
cleaning				dressing up			
cooking				applying make-up			
repairing				haircuts			
yard work				manicures			
planting/watering				massages			
laundry				perfume/cologne			
going on errands				having picture taken			
working on car				other:			
planning a menu							
sewing shopping				Token Reinforcers	+	0	--
other:				money			
				stars/smiley faces			

Events and Activities	+	0	--				
				special badges			
staying up late				grades			
earning money				certificates			
having a pet				honor roll			
taking showers/baths				marbles/chips			
decorating				signatures			
planing the day				points/numbers			
displaying work				tickets			
sleeping late				check register			
chairing a meeting				other:			
sharing information							
unsupervised time							
other:							

- + preferred event (individual requests or initiates engagement with event)
- 0 neutral event (individual neither requests/initiates nor tries to avoid the event)
- nonpreferred event (individual refuses or actively avoids event)

Methods to Enhance Reinforcer Effectiveness

1. Providing “functional” reinforcers
2. Utilizing natural, rather than artificial, reinforcers
3. Selecting based on the person’s age and interests
4. Insuring the availability of the reinforcer
5. Restricting access to the reinforcer to increase deprivation level of the person
6. Regulating the amount of reinforcement based on effort
7. Presenting the reinforcer immediately after the behavior
8. Varying reinforcers to avoid satiation
9. Considering situational variables that affect reinforcement
10. Using the appropriate schedule of reinforcement

Consequence-Based Functional Analysis Manipulations

Hypothesis:

Conditions:

A	B

Precautions (e.g., termination criteria):

Measurement (e.g., how behavior will be recorded):

Strategies:

Outcomes (e.g., data from each condition):

	A	B
1		
2		
3		
4		
5		
6		

NOTES

Glossary

Continuous	Schedule of reinforcer delivery that follows each response (the ratio between responses and reinforcement is 1:1)
Intermittent	Schedules in which reinforcement follows some, but not all, responses or follows a period of a behavior that has elapsed (includes ratio and interval schedules)
Fixed	Schedules in which the ratio or interval is standard (e.g., fixed ratio of five (FR5): reinforcement following the completion of 5 responses)
Variable	Schedules in which the ratio or interval varies (e.g., variable interval of five minutes (VI5): reinforcement of the first response occurring after intervals averaging 5 minutes)
Interval	Schedules for the delivery of reinforcers requiring that a given interval of time elapse before a response can be reinforced
Ratio	Schedules for the delivery of reinforcers contingent on the number of correct responses
DRO	(Differential Reinforcement of Other Behavior) delivering reinforcement when the target behavior has not occurred for a specified period of time; reinforcement contingent on nonoccurrence of behavior
DRL	(Differential Reinforcement of Low Rates of Behavior) delivering reinforcement when rate of behavior is lower than a predetermined criterion
DRA	(Differential Reinforcement of Alternative Behavior) reinforcing behaviors other than the behavior targeted for reduction (e.g., a more appropriate form)
DRI	(Differential Reinforcement of Incompatible Behavior) reinforcing behaviors that are topographically incompatible (i.e., cannot occur simultaneously) with the behavior targeted for reduction
DRH	(Differential Reinforcement of High Rates of Behavior) delivering reinforcement when the rate of responding is higher than a predetermined criterion

Reprimands	Expression of disapproval through verbal or gestural responses contingent on a particular behavior
Time Out	Denying an individual access, for a fixed period of time, the opportunity to receive reinforcement (e.g., planned ignoring, exclusion); procedures have varying levels of intrusiveness from nonexclusionary practices to complete isolation
Response Cost	Withdrawal of specific amounts of reinforcer contingent upon a behavior's occurrence (e.g., imposing fines)
Restitution	Requiring the individual to correct the consequences of a behavior by restoring the environment to its previous condition

<p style="text-align: center;">Extension Activity: Consequences: Reinforcers & Decelerative Procedures</p>
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Consequences determine the probability of behaviors continuing to occur. Behavior support plans include strategies to reinforce positive behavior and intervene effectively with problem behavior. This extension activity will require obtaining the following information:

- Complete a reinforcer survey. Based on the survey and a review of the data collected, identify additional consequences that could be maintaining your focus individual's behavior and/or could encourage positive alternatives; refine your hypotheses as appropriate.
- Revisit your focus individual's behavior support plan to insure strategies for motivation and intervention at the consequence level are appropriate.
- Plan and conduct an informal consequence-based functional analysis manipulation to assess one of your team's hypotheses (i.e., by systematically introducing and withdrawing particular contingencies delivered in response to your focus individual's behavior).

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