

162 Needs immediate rewards/reinforcement in order to demonstrate appropriate behavior

1. Have the student maintain a chart representing his/her own appropriate behavior in order that success is recognized.
2. Provide the student with positive feedback which indicates he/she is successful, competent, important, valuable, etc. (e.g., provide social reinforcement in place of tangible reinforcement).
3. Make certain that natural consequences follow appropriate behavior (e.g., recognition from the group for success, compliments, congratulations, etc.).
4. Reduce the emphasis on material rewards and increase the emphasis on intrinsic rewards (e.g., emphasize a job well done, improvement, personal success, etc.).
5. Provide the student with an abundance of tangible reinforcement in order that it may satisfy his/her need for gratification.
6. Present the task in an attractive and interesting manner with as much success built in as possible (e.g., the task should be inherently reinforcing).
7. Be certain to greet and acknowledge the student as often as possible rather than providing recognition only as a reinforcer.
8. Encourage the student to save tokens, points, etc., over time for delayed reinforcement (e.g., make tangible reinforcement a goal rather than an immediate need).
9. Make certain that reinforcement is not inadvertently given for inappropriate behavior (e.g., responding to the student only when he/she makes errors, responding to the student when he/she misrepresents a need for help, etc.).
10. Interact frequently with the student in order to replace tangible reinforcement with social reinforcement.
11. Reinforce with tangibles less often as the student experiences more satisfaction with a job well done (i.e., intrinsic satisfaction begins to replace tangibles as reinforcement).
12. Make certain that reinforcement is used as a natural consequence for a job well done or for appropriate behavior.
13. Provide reinforcement at routine intervals in order that the student learns that reinforcement is delayed but forthcoming (e.g., free time, end of the day, Friday afternoon, etc.).
14. Do not criticize. When correcting the student, be honest yet supportive. Never cause the student to feel badly about himself/herself.
15. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult or (b) if the length of time scheduled to complete the task is appropriate.
16. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for tolerating extended time periods between reinforcement at school.
17. Write a contract with the student specifying what behavior is expected (e.g., working 5 minutes without asking for reinforcement) and what reinforcement will be available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)
18. Reinforce those students who can accept extended time periods between reinforcement.
19. Establish classroom rules:
 1. Work on task.
 2. Remain in your seat.
 3. Finish task.
 4. Meet task expectations.
 5. Raise your hand.Reiterate rules often and reinforce students for following rules.

20. Speak with the student to explain: (a) what the student is doing wrong (e.g., asking for reinforcement as soon as a task is completed) and (b) what the student should be doing (e.g., waiting for reinforcement until the end of the activity or until an established time, saving tokens or points for reinforcement at a later time, etc.).

21. Reinforce the student as often as necessary while gradually increasing the amount of time between reinforcement: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

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