# Sample Forms for Reinforcement

## Sample Reinforcement Menu

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| Reinforcement Menu |
| *Function of Behavior*  | Tangible | Activity-Based | Social | Intangible |
| *Escape/Avoid*  |  | Extra time on computer, silent reading time | Partner reading instead of small-group reading, preferred activity instead of typical task  |  |
| *Attention*  | Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books  | Partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher  | Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student | Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work |

## Sample Data Collection Tools

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| Data Collected by: Frequency, Duration, or Intensity (circle type used)  |
| Problem Behavior:  |
| Setting Events:  |
| Antecedents:  |
| Consequence:  |
| Possible Function:  |
| Section for Collecting Data on Frequency Start Time: End Time: Length of Time: Tally of Occurrences:Total Occurrences:Divide Occurrences by Length of Time to Determine Frequency:  |
| Section for Collecting Data on Duration 1. Start Time of Problem Behavior: End Time: Duration:
2. Start Time of Problem Behavior: End Time: Duration:
3. Start Time of Problem Behavior: End Time: Duration:
4. Start Time of Problem Behavior: End Time: Duration:
5. Start Time of Problem Behavior: End Time: Duration:

Total Duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Section for Collecting Data on IntensityMorning Rating Scale of Problem Behavior: 5 = Extremely Challenging4 = Challenging 3 = Somewhat Challenging 2 = Minimally Challenging 1 = Not Challenging Afternoon Rating Scale of Problem Behavior: 5 = Extremely Challenging4 = Challenging 3 = Somewhat Challenging 2 = Minimally Challenging 1 = Not Challenging  |

### Sample Reinforcement Schedule

| Reinforcement Schedules[[1]](#footnote-1)  |
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| Continuous Reinforcement Schedule  |
| **All Trials**  | Teacher Prompt/Question | Student Response | Consequence: Reinforcement Given |
| ***Example: Reinforcement after every prompt/question*** | *“Who is ready for recess?”**“Please put away your materials.”**“Line up by the door when I call your row.”* | *Target student shows desired behaviors.**OR**Target student does not engage in problem behavior.*  | *Teacher provides reinforcement after each prompt/question.* |
| Fixed-Ratio Reinforcement Schedule |
| **Every \_\_\_\_ *Number* of Trials** | Teacher Prompt/Question | Student Response | Consequence: Reinforcement Given  |
| *Example: Reinforcement after every second prompt/question* | *“Who is ready for recess?”**“Please put away your materials.”**“Line up by the door when I call your row.”* | *Target student shows desired behavior*  | *Teacher provides reinforcement only after second prompt/question* |
| Variable-Ratio Reinforcement Schedule |
| **Unpredictable *Number* of Occurrences** | Teacher Action | Student Response | Consequence: Reinforcement Given  |
| *Example: Reinforcement after a variable number of complete assignments* | *Teacher varies the number of complete assignments needed to earn a reinforcer* | *Student completes assignments* | *Teacher provides reinforcement after one of the complete assignments* |
| Fixed-Interval Reinforcement Schedule |
| **Every \_\_\_\_Amount of Time**  | Teacher Action | Student Response | Consequence: Reinforcement Given  |
| *Example: Reinforcement after every 30 seconds of on-task behavior*  | *Teacher uses a timer to determine when to deliver a reinforcer*  | *Student shows desired behavior for 30 seconds* | *Teacher provides reinforcement after 30* *seconds* |
| Variable-Interval Reinforcement Schedule |
| **Unpredictable Amount of Time** | Teacher Action | Student Response | Consequence: Reinforcement Given  |
| *Example: Reinforcement after a variable amount of time of silent reading* | *Teacher can use a timer and set different times or can choose random intervals to deliver the reinforcer* | *Target student shows desired behavior*  | *Teacher provides reinforcement after 10 seconds and then again after one minute*  |

1. Refer to the Schedules of Reinforcement section to help identify the appropriate type of schedule to select for a student. [↑](#footnote-ref-1)