# 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 Intensity  Morning  Rating Scale of Problem Behavior:  5 = Extremely Challenging  4 = Challenging  3 = Somewhat Challenging  2 = Minimally Challenging  1 = Not Challenging  Afternoon  Rating Scale of Problem Behavior:  5 = Extremely Challenging  4 = Challenging  3 = Somewhat Challenging  2 = Minimally Challenging  1 = Not Challenging |

### Sample Reinforcement Schedule

| Reinforcement Schedules[[1]](#footnote-1) | | | | |
| --- | --- | --- | --- | --- |
| 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)