

## MODULE: REINFORCEMENT

### ACTIVITIES

*Note: Activities on this page are provided at both the introductory and advanced level allowing the user to target specific needs.*

#### Introductory Activities

##### *Implementing Positive Reinforcement*

Identify a learner with ASD with whom you currently work. Think about how you might use positive reinforcement with this learner. How would you use reinforcement to increase a target skill for this learner? How would you go about identifying positive reinforcers for this learner? During what activities would you implement reinforcement? How would you know when to start using an intermittent schedule of reinforcement rather than a continuous schedule? What steps would you take to prevent satiation from occurring? How would you help the learner with ASD generalize the use of the target skill?

##### *Implementing Negative Reinforcement*

Identify a learner with ASD with whom you currently work. Think about how you might use negative reinforcement with this learner. Why did you choose this procedure? How would you use negative reinforcement to teach the learner a target skill? What would you select as the instructions to use the target skill? Why? What would you establish as the performance criteria for the target skill? What steps would you take to increase the learner's independent use of the target skill?

##### *Implementing a Token Economy Program*

Identify a learner with ASD with whom you currently work. How would you use reinforcement to increase a target skill for this learner? How would you go about identifying reinforcers for this learner? During what activities would you implement the token economy program? How would you set up and implement a token economy program for this learner? How would you maintain learner motivation? How would you fade the use of tokens as the learner begins to use the target skill independently?

##### *Preventing Satiation*

When using positive reinforcement and token economy programs, what steps would you take to prevent satiation from occurring? What would you do if the learner grows tired of a particular reinforcer?

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#### Advanced Activities

##### *Generalizing the Use of Target Skills*

What steps would you take to help learners generalize the use of target skills? How and when would reinforcement be provided? What kinds of reinforcers would you use and how would they be delivered?

#### Research Activity

Using the evidence-based practice list provided in the Resource section, read at least two articles on reinforcement and prepare a summary to share with a parent group or school team.

#### Teaching Others About Reinforcement

Using what you have learned from the reinforcement module, design a visual format for presenting this information to others who work with learners with ASD. This might include constructing a poster describing how reinforcement can be implemented across the school day, a brochure or fact sheet that explains to parents a