

# Reinforcement

## Objective:

To learn the definition of reinforcement, the 3 term contingency with, the difference between + and - Reinforcement, Condition and unconditioned reinforcers, factors that make reinforcement more effective and schedules of reinforcement

\_\_\_\_\_ is one of the most important behavioral processes.

## Part 1

### Definition:

Reinforcement is a \_\_\_\_\_ whereby behavior is followed by some \_\_\_\_\_. As a result of this consequence, behavior is \_\_\_\_\_ or is more likely to occur again in the future.

### Example:

willingly done chores + allowance = more willingly done chores

### Two keys to the Definition of Reinforcement:

1. It is a \_\_\_\_\_
2. The effect on behavior \_\_\_\_\_ is strengthened

### Recall from Applied Behavior Analysis:

Operant behavior: is controlled by \_\_\_\_\_ and \_\_\_\_\_ events.

Consequences: either \_\_\_\_\_ or weaken \_\_\_\_\_.

Reinforcement: behavior is \_\_\_\_\_

### The Process of Reinforcement with in the 3 term contingency

A = \_\_\_\_\_

B = \_\_\_\_\_

C = \_\_\_\_\_

A few examples where we focus on the behavior and the Consequence:

Dog whines + gets food = more dog whining, then the process of Reinforcement has occurred if whining is \_\_\_\_\_

Bill Plays his guitar + audience claps and cheers= Bill to play his guitar again in the future, if the playing of his guitar playing is strengthened, then the process of \_\_\_\_\_ has occurred

## Part 2

### Two types of reinforcement

Two types of reinforcement are positive and negative stimuli, with the result of behavior being \_\_\_\_\_

\_\_\_\_\_ adding stimuli strengthening behavior or

Negative \_\_\_\_\_ stimuli strengthening behavior.

If you add something desirable following a behavior and the behavior is strengthened this is an example of \_\_\_\_\_ reinforcement.

# Reinforcement (continued)

If you remove something undesired following a behavior and the behavior is strengthened this is an example of \_\_\_\_\_ reinforcement.

Negative (-) reinforcement and punishment are NOT the same.

(-) Negative reinforcement strengthens behavior, punishment weakens \_\_\_\_\_ (behavior).

Behavior + consequence = more behavior = positive reinforcement  
Behavior - consequence = less behavior = negative reinforcement.

## Example:

A student completes worksheet quickly gets + positive reinforcement in the form of praise from the teacher = student working quickly again in the future, behavior of working quickly is strengthened (pleasurable stimulus presented)

Turn radio knob that controls the volume - loud music is removed = behavior of turning the knob is followed by the removal of a stimulus (loud music), behavior is strengthened, then the process of \_\_\_\_\_ reinforcement has occurred.

Positive reinforcement is the \_\_\_\_\_ of Pleasant Stimulus.

Negative reinforcement is the \_\_\_\_\_ of Unpleasant Stimulus.

## Extinction:

Is a process whereby a \_\_\_\_\_ is no longer provided contingent on a response.

Behavior that was previously \_\_\_\_\_ is no longer reinforced.

Unlike reinforcement that intends to \_\_\_\_\_ behavior, Extinction causes behaviors to decrease over time.

Response will decrease over time and no longer be \_\_\_\_\_

If challenging behavior is reliably followed by a preferred reinforcer it will be maintained.

If the reinforce stops being provided the behavior will decrease over time. Sometimes the behavior will increase first. This is called an \_\_\_\_\_ burst. This is a temporary increase in \_\_\_\_\_ that occurs when reinforcers are no longer \_\_\_\_\_ for that behavior

## Part 3

### 2 types of Consequence Stimuli

1. Primary Reinforcers
2. Secondary reinforcers

Primary reinforcers are those that work without any prior learning or experience, they are required for Survival

\_\_\_\_\_

Water

\_\_\_\_\_

Sexual stimulation \_\_\_\_\_

# Reinforcement (continued)

Secondary reinforcers acquire reinforcing properties by being paired with primary reinforcers or other secondary reinforcers.

Examples

Tangible /things \_\_\_\_\_

Activities oriented events: playing a game

Social reinforcers: \_\_\_\_\_ to others

Generalized reinforcers: money

Back up reinforcers:

Back up reinforcers are used with token economies. A token economy uses a symbol of \_\_\_\_\_ that are earned and can then be exchanged for a back-up reinforcer.

Benefit of using a token reinforcement system. It can \_\_\_\_\_ the time between the target behavior and the delivery of back up reinforcement.

Effectiveness of a reinforcer is influenced by many factors.

## Effectiveness Factors:

1. Immediacy
2. Contingency
3. Quality
4. Magnitude
5. Effort
6. History
7. Motivating Operations

*Immediacy:* time between behavior and presentation of \_\_\_\_\_. Long time = low \_\_\_\_\_ of behavior to occur again.

Dolphin example.

*Contingency:* rule about when a behavior will be \_\_\_\_\_ and when it will \_\_\_\_\_ be reinforced.

A reinforcer always occurs \_\_\_\_\_ the response and not in the absence of responses.

\_\_\_\_\_ only behaviors you want to increase.

Do not reinforce undesirable behaviors.

Example: bring plates to sink after a meal

*Quality:* Relative \_\_\_\_\_ for reinforcing material

Example: use ice cream to get child to eat vegetables

*Magnitude:* size or duration of reinforcer needs to be big enough to be motivating

Example: watching TV

**Effort:** The response effort required to obtain or \_\_\_\_\_ the reinforcement : too hard = no desired behavior

Example: hungry but too tired to go to restaurant that is far away

**History:** it is Important to know what has worked in the \_\_\_\_\_ , and what is preferable for your specific client. What is reinforcing for one may not be for another.

Example: I like salty but you like sweet. Salty snacks will strengthen my behavior AND I like Parties but

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you are shy Parties /will not strengthen your behavior

*Motivating operations (MO):* Some event that temporarily \_\_\_\_\_ the effectiveness of a reinforcer.

2 Most common demonstrations of Motivating Operations (MO) are Satiation or \_\_\_\_\_

*Satiation* is when you something has been overused and is no longer interesting.

Example: I just ate a big meal so I do not want to go food shopping

*Deprivation* refers to the time prior to a \_\_\_\_\_ session during which an individual does not experience or is deprived of a reinforcer. Makes it more valuable.

Example: I am really hungry. I am more motivated to go food shopping

## Part 4

### Schedules of reinforcements

A \_\_\_\_\_ that specifies which occurrences of a given behavior will be reinforced.

Reinforcement is scheduled to occur along a continuum:

Extinction: no \_\_\_\_\_

Partial/Intermittent: \_\_\_\_\_ responses reinforced

Continuous: every \_\_\_\_\_ reinforced

When teaching new skills, a \_\_\_\_\_ schedule of reinforcement is used. Over time the \_\_\_\_\_ is reinforced less often.

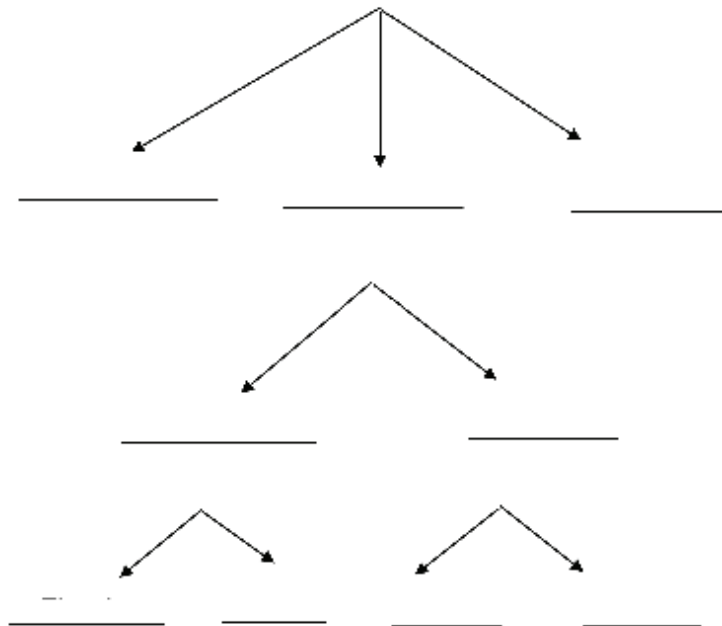
When the response occurs regularly over time we move to an \_\_\_\_\_ schedule providing the reinforcer some but not all of the time.

It is important to "Thin" the schedule or reinforcement over time because:

1. The natural environment is not likely to reinforce every response
2. Research shows intermittent reinforcement will last longer, more resistant to extinction

# Reinforcement (continued)

## Part 5 Schedule of Reinforcement



### Ratio schedules

Ratio schedules are response-based. The reinforcer is provided only after a specific number of \_\_\_\_\_ have occurred.

Example: converting documents- typing a page, money is the reinforcer

Ratios can be fixed: after a set \_\_\_\_\_ of responses.

Example: FR:6= Fixed ratio 6 (number of responses needed before reinforcer is provided)

OR

Variable: number of responses is an \_\_\_\_\_ number, not an exact number: Example: car ignition- turn key to start car: VR3 = variable ratio 3 (average number of responses \_\_\_\_\_ reinforcer is provided)

### Part 6

#### Interval Schedules:

Interval schedules are \_\_\_\_\_ based- require a time interval to pass between the presentation of \_\_\_\_\_.

#### Fixed:

Reinforcer delivered for the first response that occurs after the interval has ended.

Example: string beads- 20 second intervals FI 20 second= Fixed interval 20 seconds

It doesn't matter how many responses occurred when before 20 seconds is over.

**Variable:** When time \_\_\_\_\_ is variable, reinforcer is scheduled for first response \_\_\_\_\_ a variable amount of time passed.

Time is average amount, not fixed.

Example: Mary and math worksheets, average of 4 minutes VI 4 min = Variable interval 4 minutes

Some intervals are variable. You may need to perform for an undetermined changing amount of time to

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be reinforced. The time passed numbers is averaged.

## Schedule Thinning:

A process in which we \_\_\_\_\_ gradually from continuous to intermittent schedules of reinforcement.

**Ratio Thinning:** gradually \_\_\_\_\_ number of responses before reinforcer is given- do in small increments

Example: saying hi: FR1 = fixed ratio 1 to VR 3 = variable ratio 3

**Interval Thinning:** gradually increase the \_\_\_\_\_ of time that must pass before the reinforcer can be delivered- do in small increments

Example: sustain toy play: FI1 min over time thin to VI 2 min schedule of reinforcement

## Review

1. Reinforcement is a process whereby behavior is followed by some consequence. As a result of this consequence, behavior is strengthened or is more likely to occur again in the future.
2. Reinforcement is the consequent stimulus in the three term contingency
3. Two types of reinforcement: positive and negative
4. Two types of reinforcers: conditioned and unconditioned
5. Factors that influence the effectiveness of reinforcement: immediacy, contingency, magnitude, history, and motivating operations
6. Schedule of reinforcement specifies which occurrences of a given behavior will be reinforced, and should be thinned gradually over time