**Scheduled Rewards/Noncontingent Reinforcement**

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| **Reference Articles:** |
| Peggy P. Hester, Jo M. Hendrickson, and Robert A. Gable. "Forty Years Later —The Value of Praise, Ignoring, and Rules for Preschoolers at Risk for Behavior Disorders." *Education and Treatment of Children* 32.4 (2009): 513-35. Print. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Attention |
| **Description of Intervention:** |
| Noncontingent reinforcement (NCR) is a powerful method to reduce problematic behavior. NCR involves giving the student access to a reinforcer (not related to occurance of the problem behavior) frequently enough that they are no longer motivated to exhibit disruptive behavior to obtain that same reinforcer. |
| **Steps of intervention:** |
| 1. To determine the usefulness of praise, the teacher must observe its effect on the child's behavior. 2. Remember to praise the right target behavior. For example, Mr. Johnson is careful to say, "Good job," each time after Devon raises his hand, but he begins to notice that Devon has stopped raising his hand. When Mr. Johnson talks to the paraprofessional about this, he is surprised when the paraprofessional says that she actually thought Mr. Johnson had been praising "coloring," not "hand-raising." Although the Mr. Johnson is glad Devon was not disruptive, he realizes that his praise was delayed and he was reinforcing "work" behavior and not the target behavior of "hand-raising." The teacher recognizes that he needs to praise Devon immediately after raising his hand or while Devon has his hand raised. 3. Systematically delivered praise is one of the important positive behavior support strategies at the teacher's disposal, especially when teaching a new skill or behavior. 4. Self-check procedures for intervention fidelity (e.g., via occasional video tapings, peer coaching) can improve the likelihood that teachers will consistently engage in supportive teaching behaviors such as praise. |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| Preschool: Place child in staff lap so the child no longer requires any additional attention during a lesson.  Elementary: Give high five, or pat on the back (careful of sensory issues) on a set or interval schedule  Middle or High school: Place student close to teacher’s desk and give positive feedback or compliment on set or interval schedule. |
| **Data Collection Method: (how would you take data on this intervention?)** |
| |  |  |  |  | | --- | --- | --- | --- | | Date | New Skill | Praise Used | Student Reaction | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| **Links to video examples:** |
| <https://www.youtube.com/watch?v=AkWYidbhoZc> |
| **Important notes:** |
| Noncontingent reinforcement delivers the same reinforcers maintaining a student’s problem behavior throughout the day (as part of their schedule) regardless of what she is doing, as long as no problem behaviors occur. Example: a student will be less likely to engage in problem behavior in order to obtain a desired activity when he/she has access to it on a regular basis. However, it will build a positive environment.  If the child continues the task for which he is praised, smiles, and looks pleased, it is likely that praise is being applied effectively. On the other hand, if a child stops engaging in the target behavior, initiates inappropriate behavior, and scowls and talks back, it is likely that praise is not the preferred intervention.  We all have trouble remembering to praise on a schedule, especially if we are doing a lesson and have several other students in the classroom. A reminder to yourself is helpful, such as a MotivAIDer or keeping pennies in one pocket to transfer to the next so you know how many times you have praised. |