



# GUIDE TO REINFORCEMENT SYSTEMS

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# Guide to Reinforcement Systems

**Schools and classrooms can provide positive feedback to students on their behavior by acknowledging appropriate behavior.** The technical term for this is called reinforcement and is one feature of Positive Behavior Interventions and Supports (PBIS). Effective reinforcement can build a positive student-teacher relationship, enhance school climate, increase intrinsic motivation, and teach appropriate behaviors. Students who don't receive positive feedback are missing opportunities to build important life skills, and many times the students who don't receive positive feedback are the ones who need it the most. There are several strategies for providing reinforcement, such as using praise, school or class-wide token economies, group reinforcement strategies, or other similar acknowledgement systems.

School teams and teachers should periodically look at their reinforcement system to ensure that all student subgroups are being acknowledged equitably. In fact, research has demonstrated that reinforcement system fidelity was related to more equitable discipline practices (Barclay, 2017). Educators can promote equity in their reinforcement system by developing strategies that are culturally relevant to their students by engaging in conversations with students and families to identify meaningful reinforcers and preferred methods of delivery. By engaging with students and families, educators will also learn how students' cultures impact key skills and ensure that cultural, linguistic, and ability-based variations in behaviors are considered when acknowledging student behaviors (e.g., eye-contact as a sign of respect). The [PBIS Culturally Responsiveness Field Guide](#) provides more information on building culturally responsive acknowledgement systems.

Additionally, positive feedback is effective when matched or aligned with what is expected at the school (e.g., school-wide expectations), provided immediately after the desired behavior is observed, and available for all students. If a reinforcer (e.g., a ticket) is provided with positive feedback, be clear how the student(s) earned the reinforcement and how to exchange for back-up reinforcement

(if appropriate). Acknowledge appropriate behaviors frequently, unexpectedly, and across multiple settings for it to be most effective (Nese & McIntosh, 2016).

The opposite of reinforcement is punishment. Punishment includes the removal of earned incentives, privileges, or any desirable activity/item. Punishment is meant to decrease unwanted behaviors. Therefore, when developing a system to teach and acknowledge appropriate social-emotional-behavioral skills, punishment is not recommended.

In the following pages, various samples of the different types of reinforcement are provided and cross-walked with areas of effectiveness. You'll notice that many of these strategies have parts of an effective reinforcement system but would likely improve with some minor adjustments. Others may need more significant changes to increase effectiveness. After each table of feedback, you will see things to consider/suggestions for improvement that reflect either missing elements, ways to adapt, or additional ways to increase effectiveness. You are encouraged to use these criteria when reflecting on the reinforcement systems being used within your school and/or classroom to increase their effectiveness (see page 24).

## IN SUMMARY, EFFECTIVE REINFORCEMENT SYSTEMS ADDRESS THE FOLLOWING 5 AREAS:

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✓ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

How reinforcement is delivered is referred to as a contingency, meaning the reinforcement is delivered when the target or desired behavior occurs. There are three types of contingencies often used to reinforce behavior: (1) **independent contingency (To Each Their Own)**, (2) **dependent contingency (One for All)**, and (3) **interdependent contingency (All for One)**. When designing your system for acknowledging appropriate behaviors, consider the contingency carefully since each may have a different impact on behavior.



## Independent Contingency

Independent contingencies are when a reinforcer is available to a whole group (school/class wide) and each individual student is able to be acknowledged for engaging in the target behavior.

This is an effective strategy when wanting to address multiple behaviors across individuals and can be applied differentially. For example, a teacher may deliver more frequent reinforcement for Marco as he learns the skill of hand-raising (*Respect*) since he is new to the classroom while providing Julia with reinforcement for working without disrupting others (*Respect*) during seatwork since she has struggled to work independently. This is all considered the same group contingency since the same type of reinforcer (e.g., verbal specific praise, tangibles, tokens) is available for all individuals for displaying the target behaviors.

## Dependent Contingency

Dependent contingencies are when a reinforcer is available to a whole group (class, table, team) once the behavior is displayed by an individual.

This is an effective strategy to use when wanting to improve the behaviors of individuals or small groups who respond well to peer attention. A teacher may want to use this strategy to increase behaviors that are already in a student's skill set or as a way to maintain behaviors over time. For example, a teacher has taught the school-wide expectation *Responsibility* and students have successfully demonstrated what *Responsibility* looks like at dismissal time (e.g., chairs pushed in, materials away). The teacher no longer needs to provide feedback to each student for each occurrence of the target behavior. Instead, they can ensure that the desired behavior is maintained by everyone when they acknowledge the desired behavior of an individual within the group who earned a reinforcer for the group.



## Interdependent Contingency

Interdependent contingencies are when a reinforcer is available to a whole group for displaying a target behavior.

This is an effective strategy to use when wanting to increase whole class behaviors because it fosters teamwork as well as individual accountability. For example, a team may use this strategy to increase behaviors among grade-level classmates (e.g., walking away, problem-solving) that reduce physical fighting. The contingency may then be the first grade level to reach 5 days without fighting incidents earns music during lunch period.

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

Independent contingency reinforcement systems are when students can individually be acknowledged for engaging in a target behavior. (To Each Their Own)

## SCHOOL-WIDE EVENTS SAMPLE

**JR. HIGH**  
**6<sup>th</sup>-8<sup>th</sup>**  
**Semester Reward**

- If you have 2.0 GPA or higher
- If you have 3 or less classroom behavior steps
- If you have NO suspensions (ISS or OSS)
- If you have no more than 3 absences
- If you have no more than 3 tardies

**THEN YOU GET TO PARTICIPATE IN:**



Free Time  
Sports  
Music  
Chalk

Purchase \$3 Smoothie

At the end of each Semester (December & May)

If you don't then...you need to write an essay to turn into Ms. Jones.

**IN THIS SCHOOL-WIDE EVENT SAMPLE**, a singular activity is offered to the entire student population for when individual students meet the established criteria. To be aligned with PBIS principles, link behavioral expectations directly to school-wide events, ensure availability to all students, and have explicit criteria for earning. It is important to use frequently or within close proximity to the targeted behavior occurrence that is being acknowledged (Ex. Weekly Accountability Awards-Students who show *accountability* by being on-time for a week can visit the rewards lounge during lunch on Fridays).

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✗ Awarded following desired behavior
- ✗ Available to all students
- ✓ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- As part of a reinforcement system for acknowledging appropriate behaviors, do not link GPA or academic success to the criteria for earning. This may not be attainable to all students.
- Avoid “NO” parties. Your goal is to recognize the desired behaviors.
- Avoid long delays in accessing activities. Remember, the closer the acknowledgement occurs with the desired behavior displayed, the more successful the reinforcement system is likely to be.
- Avoid punishment (i.e., the additional consequence for not meeting the goal). The missed opportunity to participate in the reward is enough if activities used are motivating and preferable to students. If you are unsure, ask your students what they want to earn or would like to do in their free time at school.
- If experiencing disproportionate discipline, identify which subgroup and ensure they are accessing the reinforcement system. If not, meet with students and families from that subgroup to identify any misunderstandings in behaviors or preferred reinforcers.
- Virtual Adaptations for school-wide events require careful consideration and planning especially when schools may be operating with two models of learning (distance/remote vs. brick-and-mortar). Strive for consistent reinforcing value across learning environments when possible. For example, if students are acknowledged with a pizza party in their classroom with music, teams may want to consider if they can include distance learners through virtual meetings to keep the social aspect relevant.

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

## TANGIBLE SAMPLE #1

# Homework Ticket



This qualifies

---

(Student name)

for **5 points**

towards any **COMPLETED HW**  
assignment.

**Just present this to any cooperating  
teacher.**

Teachers can refuse to participate.

**Be Respectful. Be Responsible. Be Involved.**

**The RAIDER way!**

**TANGIBLES ACKNOWLEDGE INDIVIDUAL STUDENTS** for displaying a single target behavior. The actual item can vary by grade level, class, etc. Some common examples include:

- ✦ Homework Pass-Escape Motivated
- ✦ Parking Pass-Access Area Motivated
- ✦ Buddy/Social Lunch Pass-Access Social Motivated
- ✦ Extra Recess/Tech Lab Time-Access Activity
- ✦ Snack Pass-Access food

Tangibles do not need to be limited to "passes" but could be actual items delivered to the student when the appropriate behavior is displayed.

### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- It is likely that students are able to earn this for displaying any of the school-wide expectations. Consider adding an element that identifies which expectation they actually displayed (e.g., circle the expectation). This ensures that the praise is specific and the criteria for earning (i.e., performance) is clear.
- Avoid tangibles that may or may not be of value. In this sample, students are required to find a teacher who has opted-in to using this in order to earn and redeem. If teachers can opt-out of certain activities, this is likely to be

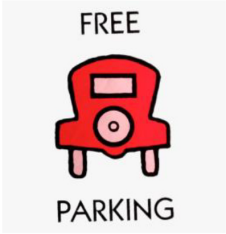
ineffective for many students because they would not be able to access the back-up reinforcement and the pass would have little value. If buy-in is not 100% among staff, identify for the students who and where this tangible can be utilized.

- When considering an adaptation for virtual learners, school teams will want to ensure that they provide a variety of tangibles to the distance learners across motivations (e.g., escape, access to area, social, activity, etc.) just like they do during brick-and-mortar instruction.
- [!\[\]\(920fde6b77430317581a4ed8a6e295c2\_img.jpg\) Virtual Rewards for Elementary](#)
- [!\[\]\(355b9c9fb2d2595f334704fa532d9b59\_img.jpg\) Virtual Rewards for Secondary](#)

TANGIBLE SAMPLE #2

*Be Respectful. Be Responsible. Be Involved.*  
*The RAIDER way!*

**Parking Pass**



FREE  
PARKING

This qualifies

---

(Student name)

**To park in the back lot (doors 19, 21, 23) for the week of**

---

(date)

**Parking Pass**

**TANGIBLES ACKNOWLEDGE INDIVIDUAL STUDENTS** for displaying a single target behavior. The actual item can vary by grade level, class, etc. Some common examples include:

- ✦ Homework Pass-Escape Motivated
- ✦ Parking Pass-Access Area Motivated
- ✦ Buddy/Social Lunch Pass-Access Social Motivated
- ✦ Extra Recess/Tech Lab Time-Access Activity
- ✦ Snack Pass-Access food

Tangibles do not need to be limited to "passes" but could be actual items delivered to the student when the appropriate behavior is displayed.

**WHAT WORKS/WHAT'S MISSING?**


- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✗ Available to all students
- ✗ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

**THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:**

- If tangible provided is going to be limited in number, consider using only for targeting problem areas or specific behaviors during a set time period.
- Some tangibles will have little to no reinforcing value to groups of students. For example, a student who doesn't drive will not be motivated to earn a parking pass. Consider offering students a reinforcer menu that provides a variety of tangibles that students may choose. Collaborate with families and stakeholders to connect reinforcement to their community (i.e. local restaurants). This will allow students to select their preferred pass and maintain motivation.
- [!\[\]\(2cbb40928a34ecf5ce700a63c52aa374\_img.jpg\) Virtual Rewards for Elementary](#)
- [!\[\]\(ce05ba64c497267b6ad2e23c0c6ca4e1\_img.jpg\) Virtual Rewards for Secondary](#)

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

## POSITIVE REFERRAL




### POSITIVE OFFICE REFERRAL

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

*Please circle the school-wide expectation that your student has excelled!*

**Be Safe      Be Responsible      Be Respectful**

TEACHER COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### REFERENCIA POSITIVA A LA OFICINA

Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Grado: \_\_\_\_\_ Maestro: \_\_\_\_\_

*Encierre en un círculo la expectativa de la escuela en la cual su estudiante ha sobresalido*

**Mantenerse Seguro      Ser Responsable      Ser Respetuoso**

Comentarios del maestro: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**POSITIVE OFFICE REFERRALS** are used to acknowledge and praise individual students for displaying a desired behavior. These are often used for students who may have well exceeded a certain expectation. For example, a student may be given a positive referral for displaying *responsibility* by getting to class on time and using the classroom routines for following up on missed assignments. This can be especially useful for follow-up after reteaching expected behaviors (e.g., following several incidents of tardies). Use the comments section as a way to acknowledge behaviors with specific praise. Other examples; recognition for including a new friend in outside play (kindness), taking responsibility for one's actions by apologizing when they have done something wrong, a student who works well during cooperative learning groups.

### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✓ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Provide guidelines to staff about frequency that these are meant to be awarded (daily, weekly).
- If being used as a primary reinforcement system, ensure all student subgroups have earned the Tier 1 reinforcer. Without acknowledgment and reinforcement, desired behaviors are likely to not be maintained.
- Positive referrals can easily be linked with back-up reinforcement such as tokens or tangibles.
- Be explicit with directions for teachers on how to use the positive office referral and share with family and administration.
- Consider students and families preferred language when acknowledging behaviors with positive office referrals.
- Virtual adaptations may include creating a virtual positive referral that can be shared with families via email, newsletters, website, etc. (🔄 see [Virtual PBIS: Acknowledging Appropriate Behavior](#))
- Consider linking with dependent reinforcement strategies (see Principal's 100 Club).



## TOKEN ECONOMY SAMPLE #1



### Decision Dollar



Awarded to \_\_\_\_\_ for making good decisions!


*Cash in your "Decision Dollars" each Friday from the school store.*

**WITHIN A TOKEN ECONOMY**, each student is acknowledged with a token for independently following the expectations and rules (or routines/procedures). When they earn a certain number of tokens, they can exchange for preferred items or activities. *TIP: Students should access reinforcement daily.*

#### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

#### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- "Decision dollars" may be an appropriate name for a token if a school-wide expectation is related to "decision making" but not clearly stated. Use the common language of the school-wide expectations to explicitly link the behaviors that earn the token.
- Consider including details (e.g., staff delivering reinforcer, location) so that fidelity of reinforcement system can be monitored for data-based decision making.
- Criteria for a "good" decision is not well defined in this sample. Be explicit in what's expected and avoid terms like "good" or "smart" choices. Collaborate with students and families to define the rules/routines/procedures that are meaningful to them and meet the criteria for earning.
-  Virtual Adaptations could include using a virtual/electronic ticket and/or points and create options for redemption using virtual stores or order forms through platforms such as; google drive, office365, etc. *Exemplars Reward/Recognition Virtual Adaptation Video Clip.*

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

## TOKEN ECONOMY SAMPLE #2



# PRIDE TICKET



For Showing your  
Lion **PRIDE**

- Perseverance
- Respect
- Integrity
- Dedication
- Engagement

**Date:** \_\_\_\_\_

**Presented to:** \_\_\_\_\_

**Staff Name:** \_\_\_\_\_

**Staff Comments (optional):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please turn in ticket to the office before or after school for  
PRIDE drawing on Fridays.**

**WITHIN A TOKEN ECONOMY**, each student is acknowledged with a token for independently following the expectations and rules (or routines/procedures). When they earn a certain number of tokens, they can exchange for preferred items or activities. *TIP: Students should access reinforcement daily.*


### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✓ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

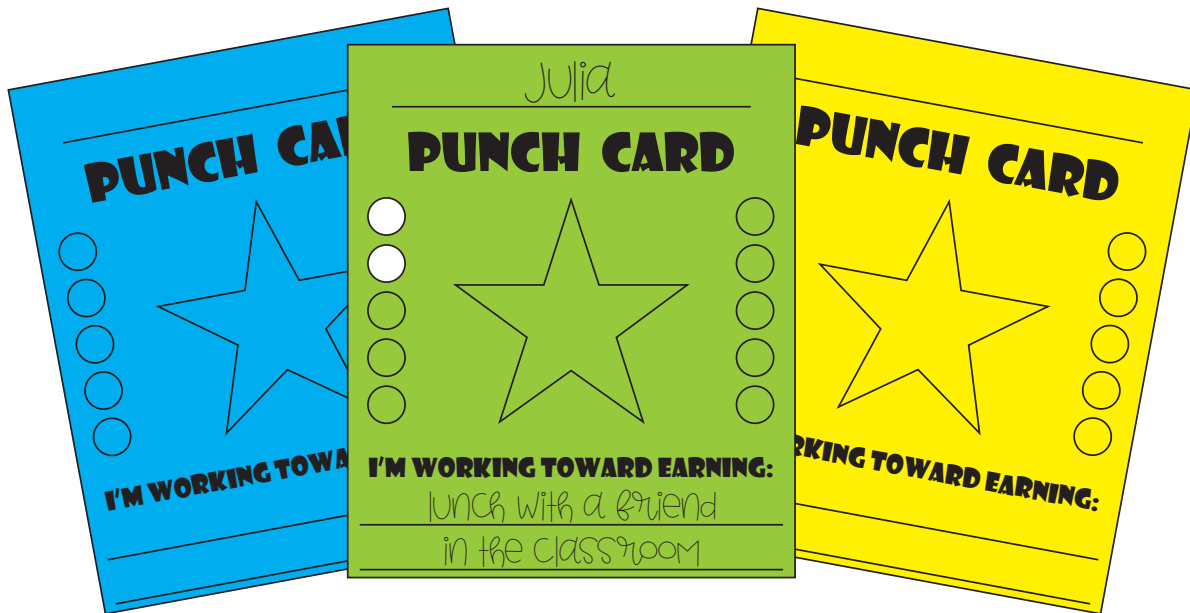
- The option for staff to provide comment allows for the student to get very specific feedback on the displayed desired behavior. This can be used to highlight behaviors with caregivers and other key stakeholders.
- Consider the student's developmental needs when determining frequency of token exchange (i.e., "cashing in"). Young students or students with disabilities may not be able

to delay accessing the back-up reinforcement for very long. Consider modifications necessary for groups of students and plan ahead with your school team.

-  Virtual Adaptations could include using a virtual/electronic ticket and/or points and create options for redemption using virtual stores or order forms through platforms such as; google drive, office365, etc. [\*Exemplars Reward/Recognition Virtual Adaptation Video Clip.\*](#)

## INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

### PUNCH CARDS SAMPLE



**THE USE OF A PUNCH CARD** allows individual students to be acknowledged with a "punch" in their card for following the expectations/rules. Once the card is completely punched out, additional recognition, items, and/or activities may be awarded to the student. This can be used to target single behaviors or all school-wide expectations. Another way to use punch cards is to target specific times or activities to address school specific needs, such as on-time behavior during testing days.

#### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

#### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Schools can target all schoolwide expectations by labeling the punch outs with the expectations or provide a single punch card per expectation. Remember, keep it simple.
- Provide verbal specific praise when acknowledging appropriate behaviors with the punch card.
- Use school-wide data to determine the specific areas or time of day to increase punch card use (e.g., passing in the hall or during lunch)
- Identify how and when students can access the additional items/activities for when their card is complete. If possible, include this information on the card.
- Be prepared for addressing lost punch cards. Have a designated location for all cards to stay for younger students or an alternative way to redeem items/activities when card has been found. Avoid complete loss of access to back-up reinforcement, when possible.
- Consider several options for activities or items to increase motivation. Incorporating student selected activities that may not typically be considered (i.e., listening to certain music or games) is one way to validate student culture and build relationships, enhancing the reinforcement system.
- Virtual adaptations could include using an electronic punch card or set value of needed points to redeem for additional items/activities when card is complete or total target points earned.

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

## BEHAVIOR CONTRACT SAMPLE #1

### BEHAVIOR CONTRACT

Rules and procedures to help keep our classroom safe and functioning properly. We are all here to do a job: whether that job is to teach or to learn.

When someone interferes with us doing our job, there will be *negative* consequences.

When we work together to do our jobs well, there will be *positive* consequences.

I, \_\_\_\_\_, agree to abide by all the rules of the classroom and \_\_\_\_\_  
Student name

school rules for the remainder of the 2020-2021 school year.

If I choose to break the rules I will accept all consequences, which may be any of the following:

- Phone call or email home
- Lunch detention
- After school detention
- Staying after school to complete work or extra work
- Referral to administration
- Public apology to classmates

X \_\_\_\_\_ (Student Signature)

I agree to follow all rules and procedures.

X \_\_\_\_\_ (Student Signature)

I request staying after school today to discuss other options.

X \_\_\_\_\_ (Teacher Signature)

**THE USE OF A BEHAVIOR CONTRACT** is to acknowledge each student for demonstrating desired behaviors as described within the contract. Behavior contracts are typically used with students who may be struggling to access the school-wide system or who need more frequent acknowledgment or additional motivation. If trends are identified in students needing behavior contracts (i.e., students from a single subgroup are on behavior contracts), teams should review the primary school-wide system. Meet with students and families to identify cultural variations in desired behaviors or other mismatch and adjust criteria for earning as needed.

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✗ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- This example is not positively stated and does not include what a student earns for when they do display the desired expectations.
- If students need more support to reach established expectations, individualized behavior contracts can state what students must do to earn various motivators (e.g., access to school-wide tokens, prizes, etc.) or highlight special incentives a student may work towards.
- Behavior contracts are individualized and focus on what is motivating to that target student. Perhaps the students hasn't engaged in a token economy system because the delay for exchange was too long, the expectation was unclear, or the delivery of the reinforcer was inconsistent.

A behavior contract can outline what additional acknowledgment is available to the student on a more frequent basis.

- Behavior contracts work best when paired with additional reinforcement and aligned with the school-wide system. For example, a student can earn short breaks within the classroom for each 15 minutes of on-task behavior or completed assignments as well as the school-wide token at the end of each academic block.
- Virtual adaptations of behavior contracts can easily be completed through electronic documents. You will want to ensure that all available reinforcement is able to be delivered virtually.

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

## BEHAVIOR CONTRACT SAMPLE #2

### BEHAVIOR CONTRACT

We are all at school to do a job: whether that job is to teach or to learn. Our School-Wide **PRIDE** (Perseverance, Respect, Integrity, Do Your Best, Everyday) Expectations help us get the job done and the rules and procedures help keep our classroom safe and functioning properly.

When we work together to do our jobs well, there will be *positive* consequences.

I, \_\_\_\_\_, agree to demonstrate **PRIDE** by following the rules of the classroom and school rules for the remainder of the 2020-2021 school year.

I can choose to show my **PRIDE** in many ways such as these examples below:

- **Perseverance** (Completing my assigned work and showing up to class everyday)
- **Respect** (Listening and following adult directions the first time and walking away from conflicts)
- **Integrity** (Accept feedback from adults)
- **Do Your Best** (Use coping strategies to re-focus on assignments)
- **Everyday**
  - If I earn PRIDE points each day of the week I can earn a bonus prize on Friday during my lunch period.

X \_\_\_\_\_ (Student Signature)

I agree to follow all rules and procedures.

As teacher, I agree and understand to the following:

- When Eric puts his hoodie up, I will acknowledge that he is asking for extra space.
- I will speak privately with Eric when providing feedback on assignments.
- I will check in with Eric to see if he needs support with his coping strategies.

X \_\_\_\_\_ (Teacher Signature)

**THE USE OF A BEHAVIOR CONTRACT** is to acknowledge each student for demonstrating desired behaviors as described within the contract. Behavior contracts are typically used with students who may be struggling to access the school-wide system or who need more frequent acknowledgment or additional motivation. If trends are identified that a single subgroup of students needs behavior contracts), teams need to review the school-wide system. Meet with students and families to identify cultural variations in desired behaviors and adjust criteria for earning as needed. In this example, the teacher incorporated what they learned about student behavior by creating a contract that was validating and affirming of the students social-emotional-behavioral needs while building and connecting with the skills the student needs.

### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✗ Awarded following desired behavior
- ✓ Available to all students
- ✓ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Class-wide or individualized behavior contracts can state what students must do to earn various available reinforcement such as access to school-wide tokens, prizes, etc. or highlight special incentives a student is working towards if they are needing more support to reach those expectations.
- Behavior contracts outline not only what behaviors students must engage in but also outlines the responsibilities of the teacher for acknowledging student behaviors. In this example, this teacher validates a wider range of acceptable behaviors that their student may display that are influenced by culture and/or trauma.
- Behavior contracts are individualized and focus on what is reinforcing to that target student. In this sample, a student is struggling to behave consistently across the week. The team suggested a goal of earning points each day for demonstrating desired behaviors that earned an additional incentive.
- As seen here, a behavior contract can target the rule/routine/procedure (e.g., working without disturbing others) within a school-wide expectation (*Respect*) for which the student may require more frequent acknowledgement and outline exactly what will be earned when that behavior is demonstrated. Teachers may want to consider additional modifiers to further enhance the criteria for earning (i.e., will earn a PRIDE point for each independent work activity; 5 points = PRIDE BUCKS).
- Behavior contracts work best when paired with additional reinforcement and aligned with the school-wide system. For example, a student can earn short breaks and a school-wide token when demonstrating 15 minutes of on-task behavior or completed assignments.
- Virtual adaptations of behavior contracts can easily be completed through electronic documents. You will want to ensure that all reinforcement available can be delivered virtually.

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS













## ELEMENTARY BEHAVIOR REPORT CARD SAMPLE

Weekly Behavior Report Card

Student Name: \_\_\_\_\_

Dates: \_\_\_\_\_ Teacher/Class: \_\_\_\_\_

Directions: Please rate the student each day on the behavioral items below.

Student Goals	M	T	W	T	F
<p>I got along with others while behaving in a friendly and appropriate way.</p> <p style="text-align: center;">  1                 2                 3         </p> <p style="text-align: center;">Never/Seldom      Sometimes      Usually/Always</p>					
<p>I completed classwork on time using my best effort.</p> <p style="text-align: center;">  1                 2                 3         </p> <p style="text-align: center;">Never/Seldom      Sometimes      Usually/Always</p>					
<p>I spoke respectfully to adults and followed their requests without arguing or complaining.</p> <p style="text-align: center;">  1                 2                 3         </p> <p style="text-align: center;">Never/Seldom      Sometimes      Usually/Always</p>					
<p>I paid attention to my teacher or assignment during class or work periods.</p> <p style="text-align: center;">  1                 2                 3         </p> <p style="text-align: center;">Never/Seldom      Sometimes      Usually/Always</p>					

**BEHAVIOR REPORT CARDS** are typically targeted for students who are at-risk or need Tier 2 supports. For effectiveness, they target the behavior expectations that are needed most for the student to be successful (i.e., they may not target all behavior expectations or be needed throughout the entire day). These are often used in conjunction with a Check-in/Check-out (CICO) program. For more detailed description of CICO see [Video \(PBIS.org\)-Adding CICO to MTSS SCTG Webinar](#).

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- NA Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Use school-wide expectations as common language (e.g., I was respectful, responsible, on-task, etc.) for behavioral goals.
- Ensure that the behavior report card is developmentally appropriate by considering visuals (if needed) and explicit language (e.g., tried my best vs. persevered) linked to the school-wide expectations.
- Add space for daily/weekly goal and what the student is working towards.
- Consider adding a rubric for behaviors that can be subjective -the goal is to be explicit in what is expected.
- When creating the behavior report card, collaborate with students and caregivers around defining behaviors that are important to them. If there is a home/school component ensure that it is in the preferred language.
- Virtual adaptations may include creating an editable document that can be shared with caregivers and/or other teachers as needed.

# INDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

## SECONDARY BEHAVIOR REPORT CARD SAMPLE

### DAILY BEHAVIOR REPORT CARD

CHECK-IN/CHECK-OUT (CICO) DAILY BEHAVIOR REPORT CARD ( \_\_\_\_\_ MIDDLE SCHOOL)

NAME: \_\_\_\_\_ TARGET POINTS: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers, using the above scale, please mark a score that best reflects student performance on each target behavior during your class period and initial. Provide feedback only if instructed by the CICO Specialist.

	<b>BEHAVIOR GOALS</b> 	<b>BE SAFE</b> <ul style="list-style-type: none"> <li>Use materials as instructed</li> <li>Walk always</li> <li>Keep hands, feet, and objects to self</li> <li>Stay in your seat/area</li> </ul>	<b>BE RESPONSIBLE</b> <ul style="list-style-type: none"> <li>Arrive on time</li> <li>Be prepared for instruction with all needed materials</li> <li>Leave your area clean and free of trash</li> <li>Complete your work</li> </ul>	<b>BE RESPECTFUL</b> <ul style="list-style-type: none"> <li>Be engaged and ready to participate</li> <li>Follow directions the first time</li> <li>Respect others right to work</li> <li>Raise your hand</li> <li>Value the property of others</li> </ul>	Teacher Initial
1.	 <b>PERIOD</b>				
2.					
3.					
4.					
5.					
6.					

**BEHAVIOR REPORT CARDS** are typically targeted for students who are at-risk or need Tier 2 supports. For effectiveness, they target the behavior expectations that are needed most for the student to be successful (i.e., they may not be for all behavior expectations or throughout the entire day). These are often used in conjunction with a Check-in/Check-out (CICO) program. For more detailed description of CICO see [Video](#) (PBIS.org)-Adding CICO to MTSS SCTG Webinar.

### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- NA Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Add space for daily goal and for what student is working towards earning.
- Ensure that the behavior report card is developmentally appropriate by considering visuals (if needed) and explicit language (e.g., tried my best vs. persevered) linked to the school-wide expectations.
- Consider adding a rubric for behaviors that can be subjective (e.g. Engaged & ready to participate: 0-3 sitting at desk quietly, 4-6 eyes on teacher, follows along with the

lesson, 7-10 answers and asks questions).

- When creating the behavior report card, collaborate with students and caregivers around defining behaviors that are important to them. If there is a home/school component ensure that it is in the preferred language.
- Virtual adaptations may include creating an editable document that can be shared with parents and/or other teachers as needed.

## STAFF RECOGNITION SAMPLE



***GREAT JOB  
RAIDER  
STAFF!***

---

(Staff Member)

**IS AWESOME FOR**

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**Getting it done the RAIDER way!**  
*Be Respectful. Be Responsible. Be Involved.*

**THIS STAFF RECOGNITION SAMPLE** recognizes individual staff members for displaying behaviors that are aligned with the school-wide expectations. Administrators or other staff members can acknowledge one another at set intervals, such as faculty meetings or at random when the behavior is observed.

### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- NA Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Link to a back-up incentive or attach with another tangible (e.g., gift card, post-it notes, food).
- Staff can be highlighted as a shout out (in a meeting, email blast, etc.) and those acknowledged may be entered in a raffle for additional recognition.
- Ask staff what additional recognition, activities, or items they would like to earn (e.g., use a preference assessment).
- Staff should have a clear understanding of what specific behaviors would earn the acknowledgment. These behaviors should be linked to the school-wide expectations (i.e., Responsible for teaching and rewarding students with Raider Bucks). Consider embedding within the school-wide teaching matrix.
- Remember staff recognition should be available to all staff (i.e., teachers working remotely, custodial staff, itinerant supports, etc.). The behaviors that earn acknowledgment may vary based on staff role and should all be linked to the school-wide expectations.




# DEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

Dependent contingency reinforcement systems are when a reinforcer is available to a whole group (class, table, team) once the behavior is displayed by an individual. (One for All)

## PRINCIPALS 100/200 CLUB SAMPLE

**Principal's 100 Club!**




---

Has been awarded the Principal's 100 Club award for:

**Responsible**

**On-Task**

**Awesome Attitude**

**Respecting Others**


\_\_\_\_\_

Teacher                      Date


\_\_\_\_\_

Principal

**\*Turn this in and mark your spot on the board for a chance to win ice cream with the Principal!**



## Principal's 100 Club



Responsible      On-task      Awesome Attitude      Respecting Others

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**THE PRINCIPAL'S 100 or PRINCIPAL'S 200 CLUB** is designed such that when individual students display the desired expectations, they earn a spot (at random) on the "Principal's Club" board, individual recognition of some, type and/or another small tangible. Once a row is complete (10 or 20 depending on your grid), all students who are in that row earn an additional incentive (e.g., lunch with the Principal). The board is then reset and students start earning again.

### WHAT WORKS/WHAT'S MISSING?

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- When designing your board, make sure it is posted in a highly public and visible place for visual display. Keep in mind that not all students respond to public recognition. Survey students to identify if this type of acknowledgment is meaningful to them. Provide alternative acknowledgment for those students who may not want to work for public acknowledgment.
- Collaborate with students and families to identify additional incentives and include these incentives (if predetermined) in your board design.

- Consider adding a "mystery motivator" component to the board. This could be in the form of a small tangible that the student earns for being selected.
- Some schools have paired this with independent reinforcement systems such as positive recognition or phone calls home (see positive referrals).
- Virtual adaptations may include creating a virtual board that can be shared across learning environments. Schools can consider the use of social media, school websites, and virtual classrooms for sharing the "Principals 100 Club".

## DEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

### MYSTERY STUDENT SAMPLE



**THE MYSTERY STUDENT SYSTEM** allows the whole class/group access to a pre-identified incentive dependent on the “mystery” student engaging in a desired behavior. This can be used to target students who are motivated by peer attention for easily measured behaviors (e.g., homework completion, attendance, tardiness, or on-task behaviors). This strategy also decreases any negative interactions that may result from a student who does not earn the reinforcement for the group because the target student is unknown to the group until the behavior is displayed. The key is that the behavior is able to be easily observed at the moment the “mystery” student is identified (e.g., the mystery student is in their seat when the bell rings earns no homework pass for the class).

#### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

#### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Consider using this strategy for behaviors that you wish to decrease by “looking” for the desired behavior during the time you expect it to occur. In other words, if you are experiencing problems during hallway transitions, be on the lookout for *respectful* line-walking behavior from your mystery student. If tardiness when returning from lunch period is an issue, select a mystery student who can earn the incentive for the whole class by returning to class on time.
- Be explicit and communicate the expectation and rule/routine/procedure that is needed for the mystery student to demonstrate and earn for the whole group. This is best done by defining the expectation and rule/routine/procedures with student input to avoid any mismatch.
- Utilize this strategy to target students who are being supported through Tier 2 and Tier 3 by ensuring access to Tier 1 reinforcement. For example, you may identify a mystery student learning self-monitoring skills to help them stay focused and on task through a Tier 2 intervention. When that student is being responsible and working quietly, they not only earn the incentive for the class, but they are reinforced for the new skills they demonstrated.
- If you want to purposely select a student, ensure the student has displayed the desired behavior in the past. If not, you'll want to make sure that you have some mystery students who can be successful with the expected behaviors initially so that you can effectively pair your praise with the desired behavior. The mystery students are serving as a model for other students as they are learning the new skill. Likewise, you could select multiple students and highlight the mystery student that displayed the expected behavior.

# INTERDEPENDENT CONTINGENCY REINFORCEMENT SYSTEMS

Interdependent contingency reinforcement systems are when the whole class/group is following the rules for a specified period of time the entire class receives acknowledgment (all for one).

## ELEMENTARY WHOLE GROUP INTERDEPENDENT CONTINGENCY SAMPLE (VARIATION ON SUCCESS CHAIN)

We can build an Ice Cream Sundae together with whole class...

 Compliments

 Listening

 Walking Quietly

 Good Choices



**IN THIS GROUP CONTINGENCY** sample, the whole class must engage in desired behaviors to earn parts to build an ice cream sundae. Upon completion of the sundae, a back-up reinforcer is provided. In this case, teachers could choose an ice cream treat as a back-up reinforcer. This could be used as an additional reinforcement strategy for when the whole group is engaged in the school-wide expectations rather than targeting only one expectation at a time. As an example, this could be a class-wide system that is used when the teacher sees her entire class engaged in *responsible* behavior (quiet line), *respectful* (positive note from a substitute) and *being engaged* (materials out).

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Avoid vague criteria such as “Good Choices.” List the Expectations that earn parts of the sundae.
- Use with behaviors that are easily observed for each child (e.g., attendance, homework, chairs pushed in, etc.).
- If building something such as an ice cream sundae doesn't match up with the back-up reinforcer, establish and announce what back-up reinforcement is available to all students once complete.
- Consider creating a reinforcer menu with student input for students to choose from additional incentives.
- To adjust to the secondary level, consider uncovering or putting together parts of a puzzle.
- Virtual adaptations for Interdependent Contingencies could include virtual success chains, points, puzzles, or other visuals that is earned when the designated group (i.e., distance learners, 1st period, etc.) engages in the target behavior (e.g., Be Responsible and submit all work through the virtual format on-time).

## SECONDARY WHOLE GROUP INTERDEPENDENT CONTINGENCY SAMPLE (VARIATION ON MARBLES IN A JAR)



**IN THIS GROUP CONTINGENCY**, the whole class is following a rule/routine/procedure or school-wide expectation during a specific time period. In this example, the whole group works to earn an incentive delivered at the end of the week. This strategy can easily be modified to different time intervals and may be very useful for teachers with specific behavior needs such as a certain behavior that is needed for a specific period of time (e.g., on-time behavior, being prepared during periods of testing, or increased engagement during lessons).

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)

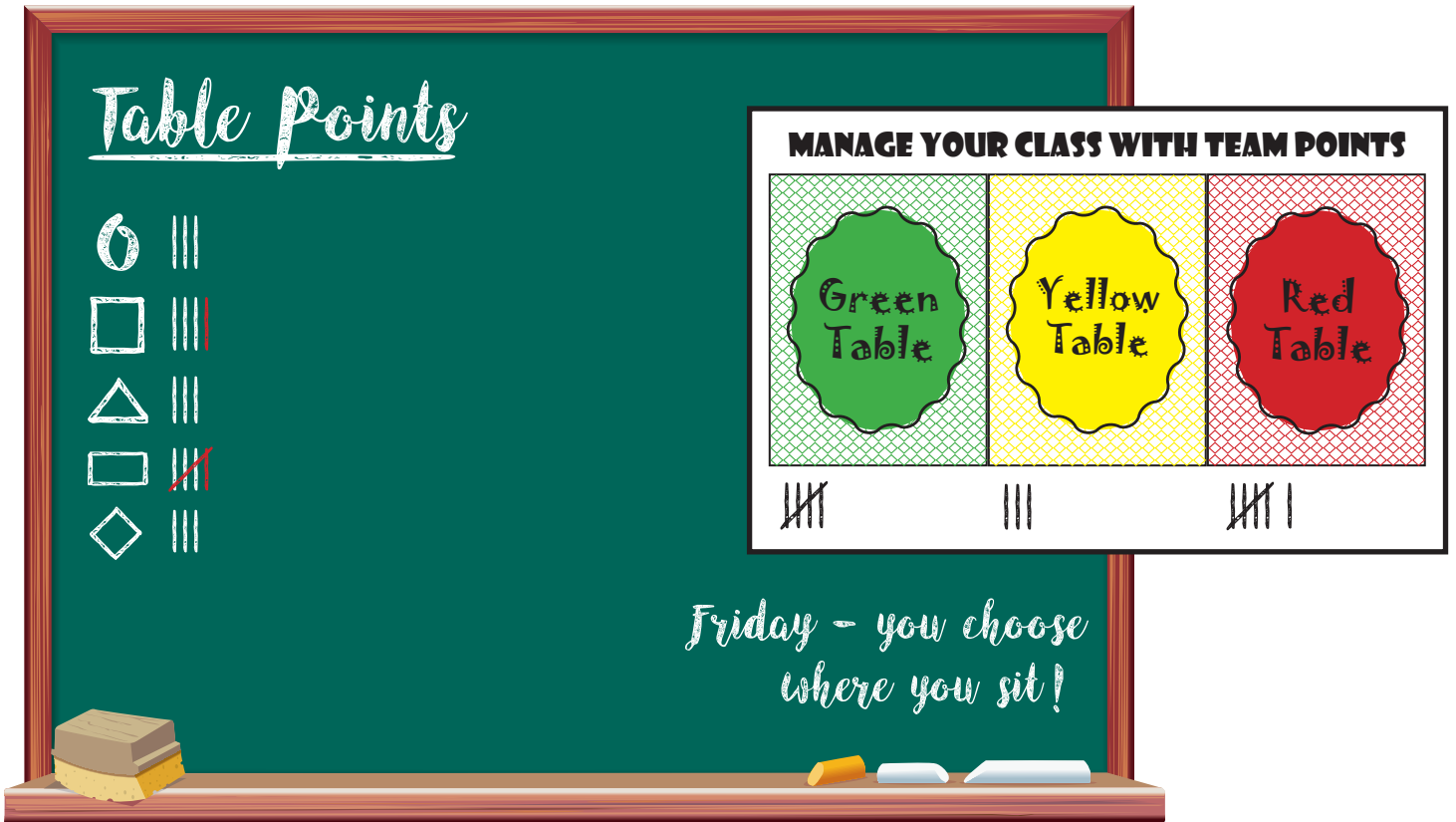
### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- This can easily be targeted to all school-wide expectations or or focused on one expectation in a single day.
- Have students define how the "likes" are earned (e.g., we are *Eager to Learn* when we ask/answer questions, sitting up in our seats, and finish our work).
- Be quick to acknowledge when the desired behavior is displayed. Behaviors that occur for a moment (e.g., in seat when bell rings) should be recognized the moment they

are observed. Behaviors that happen over time (e.g., whole class working quietly during seat work, raising hand, eyes on teacher during a lesson) can be acknowledged immediately following the activity.

- Virtual adaptations for Interdependent Contingencies might include virtual success chains, points, puzzles, or other visuals that are earned when the designated group (i.e., distance learners, 1st period, etc.) engages in the target behavior (e.g., *Be Responsible* and submit all work through the virtual format on-time).

## TABLE POINTS SMALL GROUP INTERDEPENDENT CONTINGENCY



**IN THIS SAMPLE,** a small group of students is acknowledged with points immediately after displaying the rules/routines/procedures or school-wide expectations. Acknowledge and deliver points to all small groups for a desired behavior (e.g., being in seat when starting the lesson), or highlight a small group as an example of the target behavior for others (e.g., "Green table, great job for working quietly and being on-task."). Other types of Interdependent Contingency Reinforcement Systems include success chains, marbles in a jar, puzzles.

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Teachers can identify one school-wide expectation to acknowledge more frequently that they need to acknowledge more frequently and use table points.
- Use visual or written prompts for the behaviors that will earn the group points and what the exchange will be.
- Virtual Adaptation for Interdependent Contingencies could include virtual success chains, points, virtual puzzles, or other visual that is earned when the designated group (i.e., distance learners, 1st period, etc.) engages in the target behavior (e.g., *Be Responsible* and submit all work through the virtual format on-time).

## CLIP-CHART SAMPLE

Clip charts are not considered a PBIS practice. For more information on why you should “Ditch the Clip,” visit: <https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>

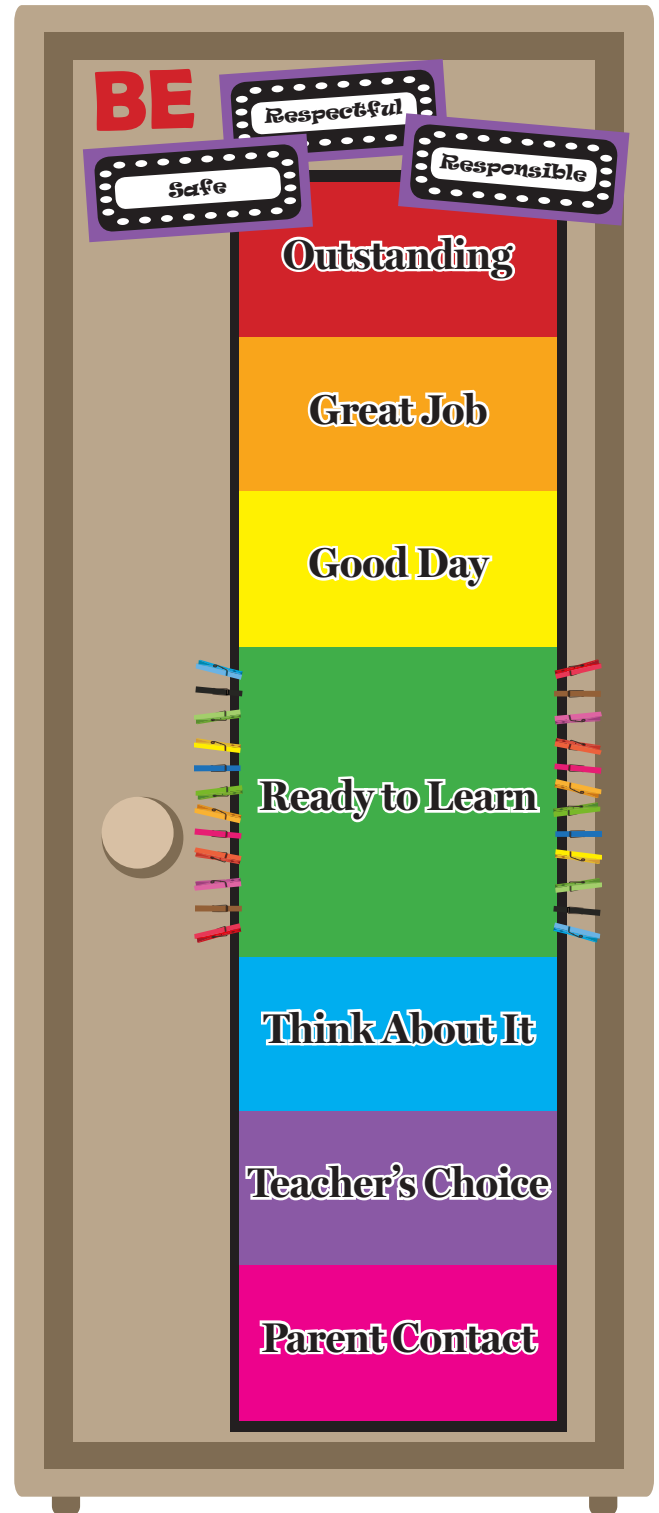
**RESPONSE COST SYSTEM:** Each student is responsible for following the established rules/routines/procedures and school-wide expectations. However, clip-charts have a negative consequence system embedded within them where students can lose privileges and are not aligned with the PBIS principals of reinforcement. Yet, if modifications are made, these systems can be highly visual, available to all students, and provide teachers with a fast & efficient method for feedback to students. *TIP: To utilize this strategy as a reinforcement system, significant modifications must be made.*

### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✗ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Remove negative consequences and focus on highlighting desired behaviors aligned to school-wide expectations. Punishment strategies **DO NOT** increase desired behaviors.
- Consider using this strategy to target one school-wide expectation at a time. For example, if your school-wide expectation is *Prepared*, students can start their day on "Ready to Learn." Teachers can then acknowledge students at the start of a lesson if they are prepared with their materials.
- Ensure recognition of all students by setting intervals in the day to move children up because they have displayed the school-wide expectations.
- At the end of the day, students can access additional incentives based on the area their clip lands. *Note: All students will earn some sort of positive acknowledgement once the negative consequence is removed because desired behavior was observed. This ensures that some aspect of their behavior is provided specific praise.*



## OTHER STRATEGIES

### RED-YELLOW-GREEN CARD SAMPLE

Red-Yellow-Green Cards are not considered a PBIS practice. For more information, visit:

<https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>



#### RESPONSE COST SYSTEM:

Each student is responsible for following the established rules/routines/procedures and school-wide expectations. However, red-yellow-green cards have a negative consequence system embedded where students can lose privileges which are not aligned with the PBIS principals of reinforcement. Yet, if modifications are made, these systems can be highly visual, available to all students and provide teachers with a fast & efficient method for feedback to students. *TIP: To utilize this strategy as a reinforcement system, significant modifications must be made.*

#### WHAT WORKS/WHAT'S MISSING?

- ✗ Matched with school-wide expectation
- ✗ Awarded following desired behavior
- ✓ Available to all students
- ✗ Criteria for earning is explicit
- ✗ Exchange for back-up reinforcement is identified (i.e., what's the value)

#### THINGS TO CONSIDER/SUGGESTIONS FOR IMPROVEMENT:

- Remove negative consequences and focus on highlighting desired behaviors related to school-wide expectations. Punishment strategies **DO NOT** increase desired behaviors.
- Target a single behavior for students to monitor, such as "Am I on-task?" and use to monitor a single behavior. A green card

would meet the criteria of on-task, yellow could be passively on-task, and red might be actively off-task. The teacher could use the card as a visual cue for students and ask them to monitor their on-task behaviors. When the teacher observes a behavior change they could change the card. Throughout the day or activity, teachers could acknowledge students whose card is currently green. Teacher can change the card and at various times throughout the day acknowledge the students whose card is currently on "green". To be effective teachers, would have to prompt students to self-check where they are at with their color and can move them back to green as soon as the student is demonstrating the desired behavior.

- Remove student names (use numbers or other identification system).
- Keep it individualized at each student's desk to eliminate the public nature of the system.

# REINFORCEMENT SYSTEM FEEDBACK OR SELF-ASSESSMENT TOOL

Person requesting feedback: \_\_\_\_\_ Request Date: \_\_\_\_\_

Person providing feedback: \_\_\_\_\_

<b>TYPE OF REINFORCEMENT CONTINGENCY</b>	
<input type="checkbox"/>	Independent Strategy where students are individually acknowledged for displaying target behaviors (To Each Their Own)
<input type="checkbox"/>	Dependent Strategy where individual students or small groups of students earn additional reinforcement for the larger group (One for All)
<input type="checkbox"/>	Interdependent Strategy where the whole group is displaying target behaviors for a specified amount of time (points) and the entire group earns additional reinforcement (All for One)
<b>Brief Description of Reinforcement System</b>	
<b>What works/What's missing?</b>	<b>Reinforcement Systems Cultural Relevance</b>
<input type="checkbox"/> Matched with school-wide expectations	How does this system account for the cultural, linguistic, and/or ability-based variations in skills to be reinforced?
<input type="checkbox"/> Awarded following desired behavior	
<input type="checkbox"/> Available to all students (check all groups that have earned reinforcement) <ul style="list-style-type: none"> <li><input type="radio"/> Culturally diverse students</li> <li><input type="radio"/> ELL Students</li> <li><input type="radio"/> Students with IEP and 504 plans</li> <li><input type="radio"/> Students with repeat disciplinary events</li> <li><input type="radio"/> Students who have internalizing concerns</li> <li><input type="radio"/> Students who are homeless</li> <li><input type="radio"/> Students with undocumented families</li> <li><input type="radio"/> Students who are LGBTQ+</li> </ul>	
<input type="checkbox"/> Criteria for earning is explicit	Were students involved in identifying preferred ways to acknowledge behaviors and meaningful reinforcers to them? Does the system connect back to the family and community?
<input type="checkbox"/> Exchange for back-up reinforcement is identified (i.e., what's the value)	
<b>Things to Consider/Suggestions for Improvement</b>	



# GLOSSARY OF TERMS

**BACK-UP REINFORCER (REINFORCEMENT):** A secondary reinforcer that is given in exchange for a primary reinforcer. The back-up reinforcer might be something the student wants more and might not be provided immediately after the behavior occurs. For example, Joni turns in her tickets (primary reinforcer) on Fun Fridays to have more time at recess (back-up reinforcer).

**CONTINGENCY:** Describes how reinforcement is to be delivered; meaning reinforcement must occur after the target behavior has been demonstrated by the individual (independent contingency) or group (interdependent contingency). For example, Leslie is given a ticket after she helps her teacher collect homework assignments. The giving of the ticket is “contingent” on the desired behavior (helping teacher).

**PRIMARY REINFORCER (REINFORCEMENT):** This is presented immediately after or as close to the desired behavior is displayed. Primary reinforcers include praise, a token, point, a break from an activity, etc. For example, when James got an A on his math test, his teacher sent him an email saying, "James, I am so happy to see that you studied and worked hard to get such a great grade! What a great ways to show ownership."

**PUNISHMENT:** Principle of behavior that states that after a behavior occurs, there is a decrease in the probability of that behavior occurring again as a result of the addition or removal of a stimulus. For example, Jason is running in the hall and falls breaking his wrist. Since then, Jason is less likely to run and more likely to walk in the halls.

**REINFORCEMENT:** Principle of behavior that states that after a behavior occurs, there is an increase in the probability of that behavior occurring again as a result of the addition or removal of a stimulus. For example, Destiny held open the door for another student carrying too many books. The principal acknowledged Destiny by giving her a ticket and saying, “Destiny, I really liked how you showed respect for others when you held the door open for your friends.” Since then Destiny often holds the door open for others.

**REINFORCER:** This is a term for what is likely to increase the desired behavior. These could include praise, access to preferred items or activities or escape from nonpreferred activities.

**REINFORCER MENU:** Selection of available items, activities, etc. that are thought to be reinforcing.

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# GUIDE TO REINFORCEMENT SYSTEMS

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