

# Behaviour Support

## Parent Workshops



### 6. Rewards & Motivators

# What Is a Reward System

- \* A **reward system** is a predetermined and systematic approach that rewards a student or group of students for demonstrating appropriate or desired behaviors. This method is great for all students because it promotes rewards for doing what is appropriate. The theory behind reward systems is that you rarely have to use consequences or punishment if you focus on rewarding what is expected, and this fosters a positive learning environment.
- \* Peer modeling is important for students with ASD as it teaches them proper social skills. A reward system encourages desired behaviors from all students which greatly benefits students with ASD

\* !

# Reward Strategies

- \* Rewards need to be motivating to your child and not just be something you think your child should like



# Reward Strategies

- \* Rewards do not always need to be toys. Rewards can include your time to or a special privilege (such as a later bedtime, a sleepover, extra computer time).



# Reward Strategies

- \* The rewards need to fit within your budget (if they cost you money) or your weekly schedule (if they cost you time).



# Reward Strategies

- \* The rewards need to fit within your value system. For instance, if you do not believe in offering sweets for a reward then don't allow sweets as an option or you won't be trying to encourage your child to earn the reward!



# Reward Strategies

- \* You may need to create a variety of rewards rather than frequently offering the same reward, so that your child stays motivated. Reinforcer strength

THE FORCE IS  
**STRONG**  
WITH THIS ONE

# Reward Strategies

- \* Consider rewards that have a secondary benefit. For instance, a trip to the park might have the secondary benefit of helping your child get exercise, or 2 way play might have the secondary benefit of enhancing your relationship.





# Reward Strategies

- \* Always pair rewards with specific descriptive praise, such as “Good job staying with me and using a quiet inside voice at the store.” This is more effective at increasing those behaviors in the future than if you just said: “Good job.”
- \* This also helps fading the reward



# Reward Strategies

- \* We want to shape behavior by offering smaller rewards for smaller improvements and larger rewards for larger improvements. We also do not want the child to give up and get discouraged if a couple of small mistakes are made. This is the principal behind having smaller and larger rewards.



# Reward Strategies

- \* It is essential to follow through promptly with the reward in order for the good behavior to be reinforced. If for some reason you can't give the earned reward right away (such as they earned a trip to the park and it is raining), then record it and make sure to remember to give the reward soon.



# Reward Strategies

- \* It is equally essential not to give in and give the reward when the goals have not been met. Although it can be tempting to do this, especially when your child is visibly sad or angry, if you do give in you have just strongly reinforced bad behavior. Some parents do this only occasionally, but unfortunately occasional reinforcement of bad behavior is **THE MOST REWARDING** reinforcement schedule there is (variable ratio schedule reinforcement – which is like gambling!). Don't let your child hit this jackpot!



# Reward Strategies

- \* If you have been in the habit of occasionally giving in to bad behavior, when you stop then you may observe an “extinction burst.” This is when the bad behavior continues or even worsens while the child tests you to see if bad behavior will pay off again. If you hold firm, and don’t reinforce the behavior at all, even with negative attention, it will fade over time. Planned ignoring works best under these circumstances (not responding in any way to the bad behavior unless there is a safety risk). Make sure to give the message that you are ignoring the bad behavior not your child. You can do this by immediately returning to giving positive attention AS SOON AS your child is behaving in a positive manner.



# What can I use

- \* Everyday items, am I going to hold back on something? iPad, phones, YouTube.....
- \* Will it be worth the impending meltdowns?
- \* People don't listen to my instructions! How do I get everyone on board
- \* What am I targeting?

# Preference Assessment

- \* **The Purpose of Preference Assessment**

- \* Many individuals with autism and developmental disabilities are not able to indicate their preferences and dislikes. However, because of the vast individual differences among people with autism and other developmental disabilities, caregivers cannot simply assume that our favourite things and activities may also be preferred by others. Things that are reinforcing or rewarding to one individual may be unpleasant for another person. Preference assessment aims to identify an individual's favourite things so that they can be used as rewards or potential “reinforcers” of appropriate and desired behavior.

# Preference Assessment

- \* **Simplified**

- \* Does your child prefer buttons or grapes (Grapes)
- \* Does your child prefer nuggets or apples (Nuggets)
- \* Does your child prefer grapes or nuggets (Grapes)
- \* Highest value

1. Grapes
2. Nuggets
3. Apples/Buttons



Do not use items your child has free access to as a reward or a motivator, it has no strength!

Get everyone on board, same response, same reward

Monitor your reward's effectiveness

Start small

Prioritise your target

Be realistic

# Questions



# Behaviour Support Workshops

Week 1	<b>Introduction</b>	A brief overview of the workshops
Week 2	<b>Autism</b>	Understanding a diagnosis
Week 3	<b>Sleep</b>	Issues around Bedtime Routines
Week 4	<b>Visuals</b>	How to make them and use them
Week 5	<b>Prompting</b>	When to step in and when to step back
Week 6	<b>Rewards</b>	A look at maximising the effect of reinforcers
Week 7	<b>ABC</b>	How to record and interpret your child's behaviour
Week 8	<b>Toileting</b>	Advice and Guidance on when and how to start

