

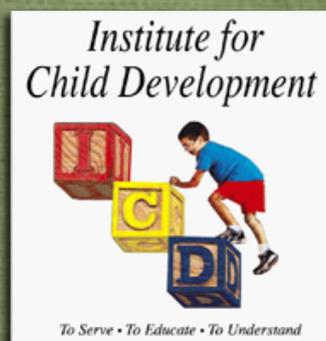


# Autism Initiative Training Series

## Module 3: Chapter 3.2

### Basic Components of Effective Skill Development

<http://bddso.icd.binghamton.edu>



# Skill Development: Overview

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- Assisting individuals during skill development is a complex process that requires careful consideration of the unique characteristics of each individual learner.
- The basic components for developing new skills include designing and using:
  - Motivation procedures
  - Skill development sequences
  - Supports to promoting skill utilization

# Key Terms

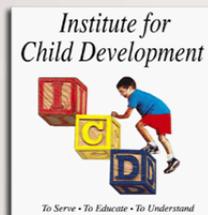
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- **Stimulus:** Any environmental event that can be detected by one of the senses.
- **Behavior:** What a person says and does.
- **Target behavior:** The behavior being changed.
- **Antecedent:** Any stimulus or event that comes before the target behavior.
- **Consequence:** The stimulus occurring immediately after the target behavior.



# Chapter 3.2 Parts 1-4

## Motivational Procedures



# Motivational Procedures

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- Motivational procedures are a set of general techniques designed to help individuals engage in positive, productive behavior while reducing undesirable behaviors. These include:
  - Positive & Negative Reinforcement
  - Positive & Negative Punishment
  - Extinction
  - Token Economy

# Chapter 3.2 Part 1

## Motivation Procedures:

### Positive and Negative Reinforcement

# Learning Objectives

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- Define reinforcement.
- Define unconditioned & conditioned reinforcer.
- Identify 4 different types of reinforcers.
- Define positive & negative reinforcement.
- Define escape and avoidance conditioning.

# What is Reinforcement?

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- **Reinforcement** occurs when a stimulus follows a behavior and increases the likelihood of that behavior happening in the future (Newman, Reeves, Reeves, & Ryan, 2003).
- For example, Janet gets complimented on her drawings at an art show. As a result, she is more likely to draw pictures like those shown at her art show in the future.

# What is a Reinforcer?

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- A **reinforcer** is any specific consequence that follows a behavior and increases the likelihood of that behavior occurring again in the future (Newman et al., 2003).
  - **Unconditioned reinforcers-** objects or events that are reinforcing without prior learning, such as food (Cooper, Heron, & Heward, 2007).
  - **Conditioned reinforcers-** objects or events that become reinforcers by pairing with other reinforcers, such as money (Cooper et al., 2007).

# Types of Reinforcers

- **Primary** (food, sleep, etc.)
- **Tangible** (cars, movies, etc.)
- **Symbolic** (money, poker chips, etc.)
- **Social** (approval, praise, etc.)



# Positive Reinforcement

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- **Positive Reinforcement** occurs when a stimulus is presented following a target behavior and leads to an increase in the likelihood of that behavior occurring (Newman et al., 2003).

## Example of Positive Reinforcement

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1. Nicole raises her hand to answer a question.
2. The instructor provides social praise for Nicole's correct answer.  
(Positive Reinforcement)
3. Nicole is more likely to answer questions in the future.



# Negative Reinforcement

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- **Negative reinforcement** is when a stimulus is removed following a target behavior and leads to an increase in the likelihood of that behavior occurring (Newman et al., 2003).
  
- **Two types of negative reinforcement:**
  - Escape
  - Avoidance

# Negative Reinforcement

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- **Escape** is a type of negative reinforcement in which the function of the behavior is to allow the individual to get away from undesired settings or tasks (Newman et al., 2003).

## Example of Escape

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1. Steve's alarm goes off in the morning.

2. He hits the snooze button. (Escape)

3. As a result, the alarm stops ringing and Steve is more likely to hit the snooze button in the future.



# Negative Reinforcement

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- **Avoidance** is a type of negative reinforcement in which the function of the behavior is to allow the individual to stay away from undesired settings or tasks (Newman et al., 2003).

## Example of Avoidance

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1. Jim sees his neighbor's dog across the street and remembers being barked at before.

2. Jim walks down the opposite side of the street.  
(Avoidance)

3. Jim avoids the barking and is more likely to walk that way again.



# Types of Reinforcement Methods

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- **Positive and Negative Reinforcement**
- Each method involves specific procedures, but they both increase the likelihood of the behavior occurring in the future.

# Considerations for Reinforcement Procedures

(Cooper et al., 2007)

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- Each person has unique preferences for what they enjoy or like to do.
- Before using reinforcement procedures, it is important to figure out what is reinforcing for the individual.
  - Remember that something is only a reinforcer if it **increases** the individual's behavior!