

**Module: Reinforcement**

**Implementation Checklist for Positive Reinforcement**

Neitzel, J. (2009). *Implementation checklist for positive reinforcement*. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, University of North Carolina.

**Instructions:** The Implementation Checklist includes each step in the process of implementing positive reinforcement. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: \_\_\_\_\_ State: \_\_\_\_\_

Teacher/practitioner: \_\_\_\_\_ Learner's Initials: \_\_\_\_\_

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 1. Identifying the Target Skill/Behavior</b>	<b>Score**</b>								
1. Teachers/practitioners define the target skill/behavior in observable and measurable terms.									
<b>Step 2. Collecting Baseline Data</b>									
1. Teachers/practitioners measure a learner's use of the target skill/behavior before implementing reinforcement by collecting one of the following:									
a. frequency data.									
b. duration data.									
2. Teachers/practitioners collect baseline data for a minimum of four days before implementing reinforcement.									
3. Teachers/practitioners collect baseline data in numerous settings and/or activities.									

\*\*Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 3. Establishing Program Goals and Performance Criteria</b>	<b>Score**</b>								
1. Teachers/practitioners establish a program goal for each target skill/behavior that is age and developmentally appropriate for the learner with ASD.									
2. Teachers/practitioners establish at least three different performance criteria for each program goal to monitor learner progress.									
<b>Step 4. Identifying Positive Reinforcers</b>									
1. Teachers/practitioners consider the age of the learner with ASD.									
2. Teachers/practitioners consider the target skill/behavior and natural reinforcers that could be used to teach the skill.									
3. Teachers/practitioners observe the learner with ASD in natural settings and identify:	[Cross-hatched pattern]								
a. activities, objects, and foods the learner selects when allowed free choice.									
b. phrases and gestures that seem to produce a pleasant response from the learner with ASD.									
4. Teachers/practitioners identify potential reinforcers by asking the learner what he/she would like to work for (if appropriate).									
5. Teachers/practitioners identify potential reinforcers by interviewing parents and other staff to identify reinforcers that have worked in the past.									
6. Teachers/practitioners identify potential reinforcers by conducting a reinforcer sampling.									

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	Date								
	Observer's Initials								
<b>Step 4. Identifying Positive Reinforcers (cont.)</b>	<b>Score**</b>								
7. Teachers/practitioners complete a reinforcers checklist to identify potential reinforcers.									
<b>Step 5. Creating a Reinforcer Menu</b>									
1. Teachers/practitioners create a menu of possible reinforcers for a learner with ASD listed by name (if the learner with ASD can read) or by picture.									
2. Teachers/practitioners allow the learner with ASD to select a desired object, activity, or food from the reinforcer menu before or after the activity begins.									
<b>Step 6. Selecting a Schedule of Reinforcement</b>									
1. Teachers/practitioners select continuous reinforcement when a learner with ASD is first learning a target skill/behavior.									
2. Teachers/practitioners select an intermittent reinforcement schedule when a learner with ASD has met the initial performance criterion for the target skill/behavior (see Step 3).									
<b>Step 7. Implementing Continuous Reinforcement</b>									
1. Teachers/practitioners immediately deliver reinforcement each time the learner with ASD uses the target skill/behavior.									
2. Teachers/practitioners describe the target skill/behavior after the learner uses it correctly.									
3. Teachers/practitioners deliver identified reinforcers only when the learner with ASD uses the target skill/behavior.									

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<b>Step 7. Implementing Continuous Reinforcement (cont.)</b>	<b>Score**</b>								
4. Teachers/practitioners provide small amounts of the identified reinforcer after the learner with ASD uses the target skill/behavior.									
5. Teachers/practitioners pair activity or material reinforcers (e.g., tangible, activity, sensory) with social reinforcement (e.g., praise).									
6. When using primary reinforcers (e.g., food, drink), teachers/ practitioners also deliver a secondary reinforcer (e.g., praise, sticker, computer time).									
<b>Step 8. Preventing Satiation</b>									
1. Teachers/practitioners vary reinforcers for a target skill/behavior or use a different reinforcer for each target skill/behavior.									
2. Teachers/practitioners teach the target skill/behavior during several short instructional sessions.									
3. Teachers/practitioners avoid using edible reinforcers. <i>If they must be used, teachers/practitioners use minimally and offer a variety.</i>									
4. Teachers/practitioners shift from using primary to secondary reinforcers as soon as possible.									
5. If satiation does occur, teachers/practitioners start using a different reinforcer.									
<b>Step 9. Monitoring Learner Progress</b>									
1. Teachers/practitioners use progress monitoring data to determine the learner's mastery of the target skill/behavior.									

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<b>Step 9. Monitoring Learner Progress (cont.)</b>	<b>Score**</b>								
2. As learners with ASD meet performance criterion for a target skill/behavior, teachers/practitioners move from a continuous reinforcement schedule to intermittent schedules of reinforcement.									
3. Teachers/practitioners use progress monitoring data to adjust reinforcement strategies if the target skill/behavior is not increasing.									

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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