Behavior Support for Intensive Intervention

Module 4
Consequence Strategies to Increase Appropriate Behaviors
Workbook
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# Module 4 Checklist

The purpose of this checklist is to help organize activities for this Module. You will do some activities on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this module are listed in the “Online” column below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Assignment</th>
<th>To Be Completed In Activity Workbook</th>
<th>To Be Completed Online</th>
<th>Classroom Application</th>
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<tr>
<td>Intro</td>
<td>Video</td>
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<td>Reading</td>
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<tr>
<td>Part 1</td>
<td>Video</td>
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<td>❑ Complete Guided Notes</td>
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<td>4.1</td>
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<td>❑ Discussion Board Post: Reinforcement</td>
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<tr>
<td>Part 2</td>
<td>Video</td>
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<td>❑ Complete Guided Notes</td>
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<td>4.2</td>
<td>❑ Quiz: Specific Praise</td>
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<td></td>
<td>4.3</td>
<td>❑ Stop &amp; Jot: Script Behavior Specific Praise Statements</td>
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<tr>
<td>Part 3</td>
<td>Video</td>
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<td>Guided Notes</td>
<td>❑ Complete Guided Notes</td>
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<td>4.4</td>
<td>❑ Quiz: Group Contingencies</td>
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<td>4.5</td>
<td>❑ Discussion Board Post: Group Contingencies</td>
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<td>4.6</td>
<td>❑ Discussion Board Post: Behavior Contracts</td>
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<td></td>
<td>4.7</td>
<td>❑ Discussion Board Post: Token Economy</td>
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<tr>
<td>Part 4</td>
<td>Video</td>
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<td></td>
<td>Guided Notes</td>
<td>❑ Complete Guided Notes</td>
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<tr>
<td></td>
<td>4.8</td>
<td>❑ Stop &amp; Jot: Timing of reinforcement</td>
<td></td>
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<tr>
<td>Closing</td>
<td>Video</td>
<td>Watch Module 4 Closing Video Presentation</td>
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<tr>
<td>Module Quiz</td>
<td></td>
<td>Take Module 4 Quiz</td>
<td></td>
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<tr>
<td>Application Activity</td>
<td></td>
<td>Classroom Application: Class-wide Reinforcement System Plan</td>
<td></td>
<td></td>
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</tbody>
</table>
# Module 4 Timeline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of _____</td>
<td>Continue Module</td>
<td>Complete Module &amp; Classroom Application Activity</td>
</tr>
<tr>
<td>Start Module</td>
<td>Complete initial post for Discussion Board activities (activities 1.3, 1.10, and 1.13) by ______.</td>
<td>All module activities must be completed and submitted by _________.</td>
</tr>
<tr>
<td></td>
<td>❑ Complete Classroom Application Activity with Coach by _________.</td>
<td></td>
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</tbody>
</table>
Module 4 Guided Notes & Activities

Objectives
By the end of this module you should be able to:

- Part 1:
  - Describe consequence strategies to increase appropriate behavior.
- Parts 2 & 3:
  - Establish a continuum of strategies to acknowledge appropriate behavior.
    - Behavior specific praise
    - Other strategies to acknowledge appropriate behavior

Part 1: Why is reinforcement important?

Critical Features of Class-Wide PBIS

Quick Review of Consequences:

- **Reinforcement:** when a consequence of a behavior functions to ________________ of future occurrences of that behavior
- **Punishment:** when a consequence of a behavior functions to ________________ of future occurrences of that behavior

Benefits of Acknowledgement Systems

- Creates positive student-to-teacher interactions
- Clarifies classroom expectations for appropriate behavior
- Increases the likelihood that desired behaviors ______________ by letting students know what they are doing “right”
- Reduces the need for engaging in time-consuming disciplinary measures

Acknowledgements for older students

- Adolescents typically have a heightened flight or fight response and may perceive neutral interactions as threatening (Blakemore et al., 2007).
- Adolescents typically need a ________________ to recognize it as rewarding (Sprague, 2008).
- Adolescents may need acknowledgement that is:
  - Frequent
  - Varied
  - Meaningful
  - Specific and genuine
  - As soon after the expected behavior is displayed as possible

Are extrinsic rewards potentially detrimental to increasing or maintaining intrinsic motivation?

- Use of rewards following appropriate behavior is directly related to both ________________, and ________________ academic and social success.
- A review of the research literature indicates there is no evidence that external rewards are detrimental to intrinsic motivation
  - “For high-interest tasks, verbal rewards are found to increase free choice and task interest.”
  - “When tasks ... are of low initial interest, rewards increase free-choice, and intrinsic motivation...”

1 (Akin-Little, Eckert Lovett & Little, 2004; Blaze et al., 2014; Cameron, Banko & Pierce, 2001; Reiss, 2005)
Use rewards effectively

- Rewards are especially important for helping motivate a student to build early competence (fluency) with new skills.
- Reward “behavior” not ____________.
- ____________ in the activity/behavior you want to encourage.
- Use many different kinds of rewards (objects, activities, privileges, attention, natural consequences) and ask kids what would motivate them.

Big ideas: Using reinforcement

- Rather than debating about intrinsic versus extrinsic reinforcers, consider effective versus ineffective reinforcement.
- Remember that the same student may need different levels of support
  - in different settings or subject areas
  - across different stages of learning
- What is reinforcing for one student may not be for another student, so find effective reinforcers (consider interest surveys)
- Some reinforcement is naturally occurring- sometimes we need a little more- when learning a new skill or something we are not as interested in
- Variety!

---

2 (Horner & Spaulding; Retrieved from https://cse.google.com/cse/publicurl?q=praise&cx=007043712608328557950:ub8cgy-o36s)
Activity 4.1 – Discussion Board Post
Reinforcement
Workbook

Before you complete this module, please complete a discussion board post that addresses the following prompts. Once you've posted, please respond to at least two of your classmates' posts.

1. How would you describe the difference between reinforcement and rewards to a colleague?
2. What questions or concerns do you have about the use of rewards?

You may use the space below to draft a copy of your response before posting a copy online.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Part 2: What is specific praise and how do I use it effectively?

Positive Classroom Behavior Support (PCBS) Practices Decision-making Guide: 3 Key Questions

1. Are the foundations of effective PCBS in place?
2. Are proactive and positive PCBS practices implemented consistently?
3. Do data indicate that students are still engaging in problem behavior?

Rationale. Why provide specific praise?

- Delivering contingent praise for
  - academic behavior ___________ participants’
    - (a) correct responses (Sutherland & Wehby, 2001),
    - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
    - (c) language and math performance on class work (Roca & Gross, 1996), and
    - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).
  - appropriate _______________ increased participants’
    - (a) on-task behavior (Ferguson, & Houghton, 1992),
    - (b) student attention (Broden, Bruce, Mitchell, Carter, & Hall, 1970),
    - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
    - (d) positive self-referent statements (Phillips, 1984), and
- (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).
- Increasing the number of behavior-specific praise statements was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.
- Bottom line, research indicates is a good idea!
For each of the following statements circle thumbs up or thumbs down to indicate if this is an example of specific praise.

1. During educator-directed instruction, a student raises her hand. The educator says, “Thank you for raising your hand.”

2. During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, “Gee, thanks for listening.”

3. A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, “Thank you for coming in the room quietly.”

4. A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry.

5. During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” The educator immediately looks at the second student, gives a “thumbs up sign,” and mouths (moves lips without sound), “Thank you for paying attention.”

6. During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” About 1 minute later, the educator looks at a second student, smiles, and says “good job.”

7. After an educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” a student responds by correctly pronouncing /th/. The educator says, “Nice pronunciation.”

8. During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “though,” and says, “What sound?”
9. After the student responds correctly by explaining the concept of conservation of energy the teacher says, “Nice job including all the major points in your answer.”

10. During a physics lesson, the educator asks groups of students to work together to explain the concept of conservation of energy.

**Critical Features: So, what is specific praise?**
- ____________ (i.e., not look or gesture)
- Deliver ____________ after the behavior
  - Especially for young students or those with disabilities
- Specifically state the ____________ demonstrate

*If you use other rewards, remember to pair specific praise with other rewards (e.g., delivery of tokens or points).*
1. Write three (or more) specific praise statements that you will use in your classroom to recognize appropriate social behavior.
2. Also, consider how you would modify these based on students’ learning histories, age, etc.

<table>
<thead>
<tr>
<th>Specific Praise Statement</th>
<th>Possible Modifications</th>
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</tbody>
</table>
Part 3: What other strategies can I use to increase behavior?

<table>
<thead>
<tr>
<th>Provide high rate of varied opportunities to respond.</th>
<th>Use prompts and active supervision.</th>
<th>Acknowledge behavior with specific praise and other strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Example:</strong></td>
<td><strong>HS Example:</strong></td>
<td><strong>Non-Example:</strong></td>
</tr>
</tbody>
</table>

Other Strategies to Acknowledge

How to Implement
- Clearly define the __________________
- Choose an effective reward
- Set appropriate ____________________  
  - It is important that the goals are clearly identified
- Select the most appropriate type of __________________________
- Monitor ____________ and ____________ performance

How to Implement
- Group contingencies can be a _____________ way to reinforce desired behaviors
- Without careful monitoring, potentially ______________ can arise:
  - ____________ can turn into ridicule
  - ______________ or social status can result
  - May or may not be ______________
- So, ________________ and apply contingencies ________________ and ________________

Group Contingencies
- “All for One”: ____________________________
  - Definition:

- “One for All”: ____________________________
  - Definition:

- “To Each His/Her Own”: ____________________________
  - Definition:
Match each of the following examples with one of the types of group contingencies.

1) When George successfully generates a specific praise statement the rest of the class is given an extra credit point on the assignment.
   
   A. “All for one” (Interdependent Group Contingency)
   B. “One for all” (Dependent Group Contingency)
   C. “To each his/her own” (Independent Group Contingency)

2) If 99% of you get this answer right, the whole group will be given a pizza party.
   
   A. “All for one” (Interdependent Group Contingency)
   B. “One for all” (Dependent Group Contingency)
   C. “To each his/her own” (Independent Group Contingency)

3) When each of you finishes with your activity, you are allowed to take a 10-minute break.
   
   A. “All for one” (Interdependent Group Contingency)
   B. “One for all” (Dependent Group Contingency)
   C. “To each his/her own” (Independent Group Contingency)

4) If Devin can stand up and give a 5-minute presentation on the pros and cons of each group contingency, you will all get out of this presentation 10 minutes early.
   
   A. “All for one” (Interdependent Group Contingency)
   B. “One for all” (Dependent Group Contingency)
   C. “To each his/her own” (Independent Group Contingency)
Before you complete this module, please complete a discussion board post that addresses the following prompts. Once you've posted, please respond to at least two of your classmates' posts.

1. Identify (and operationally define) an appropriate behavior you’d like to see more of in your classroom.
2. Select a group contingency type that fits the needs of your group.
3. Describe the steps you will take to implement this procedure in your classroom (e.g., what type of reinforcer will you use? How will you introduce this to your students?)
4. What questions or concerns do you have about the use of group contingencies?

You may use the space on the next page to draft a copy of your response before posting a copy online.

1. ____________________________________________________________

   _______________________________________________________________________

   _________________________________________________________________

2. ____________________________________________________________

   _______________________________________________________________________

   _________________________________________________________________

3. ____________________________________________________________

   _______________________________________________________________________

   _________________________________________________________________

4. ____________________________________________________________

   _______________________________________________________________________

   _________________________________________________________________

Other Strategies to Consider
Behavior Contract: a ________________ that specifies a contingency for an individual student or in this case....whole class
  • Elementary Example:

  • HS Example:

  • Non-Example:

Contains the following elements:
  • Operational definition of ________________
  • Clear descriptions of ________________
  • ________________ if student fails to meet expectations
  • Special ________________ that may be used to increase motivation or participation

Ten Basic Rules for Behavioral Contracting
3
1. Payoff (reward) should be immediate.
2. Initially call for and reward successful approximations.
3. Reward frequently with small amounts.
4. Call for and reward accomplishments.
5. Reward the performance after it occurs (i.e., do not bribe the learner).
6. The contract must be fair.
7. The terms must be clear.
8. The contract must be honest.
9. The contract must be positive.
10. Contracting must be used systematically (and consistently).

3 (Homme, Csanyi, Gonzales, & Rechs, 1970 as stated in Alberto & Troutman, 1999, pp. 249-250)
Before you complete this module, please complete a discussion board post that addresses the following prompts. Once you've posted, please respond to at least two of your classmates' posts.

1. Identify (and operationally define) an appropriate behavior you’d like to see more of in your classroom from either a group of students or an individual.
2. Draft a behavior contract using the 10 basic rules for behavior contracting.
3. Describe the steps you will take to implement this procedure in your classroom (e.g., what type of reinforcer will you use? How will you introduce this to your students?)
4. What questions or concerns do you have about the use of behavior contracts?

You may use the space below to draft a copy of your response before posting a copy online.

1. __________________________________________________________

   __________________________________________________________

   __________________________________________________________

2. __________________________________________________________

   __________________________________________________________

   __________________________________________________________

3. __________________________________________________________

   __________________________________________________________

   __________________________________________________________

4. __________________________________________________________

   __________________________________________________________

   __________________________________________________________
Elementary Example:

HS Example:

Non-Example:

Establish a Token Economy

1.

2.

3.

4.

5.

6.

7.

Considerations for Token Economies

- A token can easily provide immediate feedback about student behavior, while delaying the presentation of the back-up reinforcer.
- Allows you to avoid satiation of reinforcers.
- Beware of counterfeiters.
- Do you plan on only giving tokens for appropriate behavior? Or, will you implement a response cost procedure?
Before you complete this module, please complete a discussion board post that addresses the following prompts. Once you've posted, please respond to at least two of your classmates' posts.

1. Identify (and operationally define) an appropriate behavior you’d like to see more of in your classroom from either a group of students or an individual.
2. Develop a token economy using the steps provided.
3. Describe the steps you will take to implement this procedure in your classroom (e.g., what type of reinforcer will you use? How will you introduce this to your students?)
4. What questions or concerns do you have about the use of a token economy?

You may use the space below to draft a copy of your response before posting a copy online.

1. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

2. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

3. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

4. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
Part 4: How will you know when to adjust your use of reinforcement?

How will you know when to adjust your use of reinforcement?
- Use your data!
- Consider time of year, time of day, and specific needs of your students
- Remember, specific contingent praise should always be present in your classroom

Consider the following types of acknowledgement
- Design structures and mechanisms for regular recognition of positive behaviors, events, and activities of the school
  - Staff-Student – Develop ways to identify, communicate, and publicly recognize excellence
  - Staff-Staff – Create and promote opportunities for staff/administration to recognize and appreciate other staff
  - Student-Staff – Create ways for students to share appreciation of staff
  - School-Student – Attendance, grades, behavior, state assessment, improvement, etc. (e.g., Attendance Campaign)

Consider the following timelines for acknowledgement plans
- Immediate/High frequency/Predictable
  - Delivered at a high rate for a short period while teaching new behaviors or responding to problem behavior
  - Name behavior and tie back to class-wide expectation
- Intermittent/Unexpected
  - Brings “surprise” attention to certain behaviors or at scheduled intervals
  - Use to maintain a taught behavior
- Long-term Celebrations
  - Celebrate/acknowledge accomplishment
  - Includes ALL kids, all adults

### Schedules of Consequences: The Basics

<table>
<thead>
<tr>
<th></th>
<th>Fixed</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ratio</strong></td>
<td>Fixed Ratio (FR): Reinforce after every Nth response</td>
<td>Variable Ratio (VR): Reinforce after an average of N responses</td>
</tr>
<tr>
<td><strong>Interval</strong></td>
<td>Fixed Interval (FI): Reinforce after the first response after an interval of N minutes</td>
<td>Variable Interval (VI): Reinforce after the first response after an average of N minutes</td>
</tr>
<tr>
<td><strong>Response Duration</strong></td>
<td>Fixed Response Duration: Reinforce after behavior has continued for a set # of minutes</td>
<td>Variable Response Duration: Reinforce after behavior has continued for an average # of minutes</td>
</tr>
</tbody>
</table>

**Noncontingent**

**Contingent**

**Continuous (FR1)**

**Intermittent**

**Extinction**

**Ratio**

**Interval**

**Response Duration**

**Fixed**

**Variable**

---

**SCHEDULES OF CONSEQUENCES: THE BASICS**

**Ratio**

- **Fixed Ratio (FR):** Reinforce after every Nth response
- **Variable Ratio (VR):** Reinforce after an average of N responses

**Interval**

- **Fixed Interval (FI):** Reinforce the first response after an interval of N minutes
- **Variable Interval (VI):** Reinforce the first response after an average interval of N minutes

**Response Duration**

- **Fixed Response Duration:** Reinforce after behavior has continued for a set # of minutes
- **Variable Response Duration:** Reinforce after behavior has continued for an average # of minutes
Activity 4.8 – Stop & Jot
Timing of Reinforcement
Workbook

1. For which behaviors will you use frequent high rates of reinforcement?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. For which will you use intermittent reinforcement to promote maintenance?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. When and how might you fade reinforcement of mastered skills?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. How can you encourage other forms of reinforcement (e.g., student to student, student to staff)?
__________________________________________________________________________________________
__________________________________________________________________________________________
1. Using the information presented in this module, design a class-wide reinforcement system (i.e., token economy, group contingency, or behavior contract) to increase the likelihood of appropriate behavior in your classroom setting. Briefly describe the setting for your coach.

2. Clearly state how you’re addressing each step in developing the system (you may find it helpful to reference the scoring criteria on page 22) and discuss the pros and cons of the particular system you designed. Email your coach the completed template.

**Class-wide Reinforcement System Template**

<table>
<thead>
<tr>
<th>Brief Description of Classroom Setting</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Description of Type of Class-wide Reinforcement System</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Target Behaviors/Skills and How You Will Teach</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Type of Reinforcers Students Can Earn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Description of How You Would Teach Students to Use the Reinforcement System</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Description of Decision Rules to Change/Modify the Plan</td>
</tr>
<tr>
<td>Description of How System will be Monitored</td>
</tr>
<tr>
<td>Description of Pros and Cons of Your Class-wide Reinforcement System</td>
</tr>
<tr>
<td>Category</td>
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<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Describe the type of class-wide reinforcement system you have chosen to increase appropriate behavior for all/most students (i.e., group contingency, token economy, or behavior contract).</td>
</tr>
<tr>
<td>Description of target behaviors/skills and how you will teach.</td>
</tr>
<tr>
<td>Description of reinforcers students would earn for demonstrating target behaviors.</td>
</tr>
<tr>
<td>Description of how you would teach students to use the system.</td>
</tr>
<tr>
<td>Define decision rules to change/fade the plan.</td>
</tr>
<tr>
<td>Determine how your system will be monitored.</td>
</tr>
<tr>
<td>Discussion of the pros and cons of your system.</td>
</tr>
<tr>
<td>Professional appearance, etc.</td>
</tr>
</tbody>
</table>