

Pairing with Reinforcement to Intensive Teaching

What is pairing?

The process by which we correlate ourselves and the teaching environment with items and activities that are already valuable to the student. This allows us to build rapport and become a conditioned reinforcer.

Why do we pair?

The children see us as reinforcers, we become a discriminative stimulus for improving conditions, decrease future escape/avoidance behaviors, increase cooperation, proactive measure for behavioral challenges, children seek us out, reduces the aversive nature of "WORK"

Step 1: Identifying reinforcers

Think of ways you can control and provide those reinforcers.

Step 2: In the Natural environment, approach the child with an item the child finds fun or reinforcing.

Make it obvious you are offering the item to the child, when the child reaches for the item; give it to him/her.

- × DO NOT chase a child to offer a reinforcer!!!
- × Simply offer a reinforcer for the sake of offering a reinforcer (not task related!)
- × You are pairing your physical presence and proximity with reinforcement at this point.
- × Be a "giver"; use "freebies"
- × Select reinforcers you can control and deliver in small amounts

Step 3: BE MORE FUN!

- × Don't interrupt a fun activity the child is engaging in. You do not want to be associated with the removal of fun things.
- × Don't expect the child to stop a reinforcing activity to take a less reinforcing item from you.
- × If you do not have an item/activity that is more reinforcing than current time, WAIT or Find something else.

Step 4: Pair your voice.

Step 5: Reinforcement comes from YOU

- × Check the environment... you want the reinforcement to come from YOU
- × Are you a valuable item in the environment?
- × Fade approach. Show item and have the child approach you for access to the item.
- × Instead of approaching the child, show item. As soon as the student approaches you, give the reinforcer.
- × Gradually increase your distance from the child; the child should seek you out where ever you move in the room.

Step 6: Pair the work area. (This may or may not be done in a short amount of time... or it may take a longer period of time depending on the learner and the history of that learner in reference to work)

- × After the learner approaches you willingly for reinforcement. Sit at the work area and offer reinforcement. The child should now come to the work area for reinforcement.
- × Slowly shape sitting and staying behaviors.
- × At first, only offer reinforcers at the work area. NO DEMANDS! Make work area fun and enjoyable!!!
- × After the child is approaching you/work area independently and often, build in mands.
- × Mands are your first demand/instruction.
- × Gradually increase mands.
- × Begin mand sandwich: All table work begins with a mand and ends with a mand.
- × Ask the child to do a short fun activity... for example, if the child likes to do puzzles, give a puzzle piece and say "Do puzzle."
- × At this point you only do activities that the child likes to do and is very good at!!!
- × Gradually increase the difficulty of demands at the work area.

Continue to reinforce through out session

Continue to begin and end session with mand or reinforcement!

Above all else, HAVE FUN!

If you are not having fun, the child probably isn't either!