

This page is from a project in which “Fara S.” used Differential Reinforcement, and, at the same time, moved the student to higher levels of reinforcement.

I also implemented the reinforcement reward system, using levels 10, 9, 8 and then 7. I began with edible rewards for a few days (M&M’s) and then moved up to tangible rewards (stickers). I created a sticker chart and placed it on Dylan’s work place. I told him if he went the whole day without hitting and misbehaving I would place a sticker on his chart. This seemed to work really well because he loves stickers. Since he was doing so well, I moved on to level 8, contingent activities. I allowed Dylan to play his favorite game on our class computer for fifteen minutes at the end of the day as long he went the whole day without hitting and used his words instead. This seemed to be a great incentive because he behaved very well the week I used this reward for him. I also liked him using the computer because his favorite game happens to be *Reader Rabbit* which is not only fun for him but educational as well. I decided to move to level 7, special privileges because I was so proud of the progress Dylan was making. He had gone a whole week without hitting! For Dylan’s special privilege, I allowed him to set the table for snack time. He loves to be a helper especially when it comes to food!

**Outcome:**

I was able to see a big change in Dylan’s behavior for the month I implemented the modification plan. I noticed that stickers and verbal praise seem to work best with him. He truly wants to please me and loves when I “catch him being good.” Before I started

the behavior modification plan, Dylan was hitting at least three times a day and always had melt downs on his days of show and tell. He now uses his signs and words to communicate with myself or his peers.