

## Goal Setting: Identifying Reinforcers for the Classroom

Now that you are ready to select and use effective reinforcers in your classroom, set a goal to help determine whether or not the strategy produces the results you want. Try to set goals that are achievable. We've provided a sample goal sheet below to serve as a guide.

Set a goal to use the Reinforcer Survey to identify effective reinforcers for your students. The reward with the highest ranking can then be used for an individual student or for **group contingency** reinforcement systems.

### Goal:

I will survey  % of my students to determine effective reinforcers by .

I will identify two reinforcers to use to increase desired behavior in my classroom.

### Simple Data <sup>[1]</sup> - Check off whether each objective was met

I have identified the behavior(s) I want to increase.	Yes	No
I have taught the students the expected behavior(s).	Yes	No
I have told the students what they will earn for the expected behavior(s).	Yes	No
I have explained to students how and when they will earn the reinforcer(s).	Yes	No
90% or more of students displayed the expected behaviors. <i>If no, re-teach the behavior and use the highest rated reinforcer for the group.</i>	Yes	No
I provided the reinforcer(s) to the students following expected behavior(s).	Yes	No
All objectives were met. <i>If no, plan accordingly based on what objectives were met versus not.</i>	Yes	No

### <sup>[1]</sup> Using Simple Data

Determine your goal and write it on your goal sheet.

#### ***If you met your goal***

*Great! Continue your reinforcement system. Be sure to change your reinforcers on a regular basis, particularly when you notice that students are seeming less interested in the reward.*

#### ***If you did not meet your goal***

*Reflect on any challenges you had. Determine how to overcome these challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.*

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Challenges	Tips from the Field
<p>“ It is difficult to identify a wide range of items for each category.</p>	<p>Ask the students to generate a list of things they would like to earn. Assign the items they list to the appropriate category.</p>
<p>“ There is no budget for purchasing rewards.</p>	<p>List only those options that are available at no cost or that exist naturally within the environment. If students want to earn something that has a cost associated, they could earn the opportunity but provide the item. For example, a student could be allowed to drink a soda they brought from home.</p> <p>Ask parents and the parent association (PTA) to assist in donating items.</p>
<p>“ I used the survey, and the reinforcers still don't seem to work.</p>	<p>You may want to review the data the students provided you. If you find that only a few of the students rated many items with a 2, this could be an indication that there were not enough "reinforcing" options. Brainstorm other ideas with colleagues and students to see if you can come up with ideas not on your original survey and re-administer the survey.</p> <p>Also, be sure to rotate the reinforcers on occasion to be sure students don't get bored by the rewards. You may want to periodically give another reinforcement survey to see how student preferences change over the course of the year.</p>
<p>“ I plan to provide the reinforcer to students, but students misbehave before I get a chance.</p>	<p>You will want to plan to provide the reinforcers immediately after the expected behaviors to ensure that the students know that 1) they are earning a reward for the behaviors you hope to see more of; and 2) they connect the reinforcer to the expected behavior. Not providing the reinforcer as intended will reduce the effectiveness of the reward and your reinforcement system.</p>