

Program Name: Reinforcer Conditioning

Behavior Target: Accepting and playing with new items

IOW (in other words): We need to pair existing reinforcers with new items- we want the items we already know a student likes to be paired with new items so that the new items begin to hold more value and might one day be something the student is willing to work for/earn by doing work

Operational Definition: is defined as accepting new items in their immediate environment and/or playing with new items when presented in consort with existing reinforcers or preferred stimuli

Staff S^D (Discriminative Stimulus/Environmental Cue): This might be a **NATURAL** situation where a student is already playing with a preferred item (SPA) or it might be a **CONTRIVED** situation where you plan to give a student a preferred item(s) knowing that you will be running this program

Student S^D (Discriminative Stimulus/Staff Direction/What to Say & Do):

1. Give the student items or activities you know he/she already loves to play with and give them a couple of minutes to play on their own
2. After a couple of minutes of play, give the student some novel/new items or activities ***DO NOT take away the other items he/she already has**
3. If the student will allow it, play with them (**reciprocal play**)
If the student will not allow reciprocal play, but will allow you to be near them, play with the same items in close proximity in a similar way (**parallel play**)
If the student will not allow you to play at all- that's okay, just sit back and watch as a child explores new, fun stuff
4. Time the length of time (duration) that the student will play with the new and old items together
5. Take the data

-If the student plays with new and old objects together (or even just the new objects) for ***MORE THAN 2 minutes*** you mark **(+)**

-If the student does not play with the new and old objects together for more than 2 minutes (they might play for less than 2 minutes) **OR** if they have any maladaptive behaviors the you mark **(-)**

6. Write up any observations, questions, or anything else that you think might be important for me (the behavior analyst) to know on the ***STUDENT PROGRESS SESSION NOTES***

****I will write back to you on the SUPERVISION NOTES section on each progress notes sheet***