

Noncontingent Reinforcement (NCR)

<p>WHAT?</p>	<ul style="list-style-type: none"> ❑ Noncontingent Reinforcement (NCR) is the process of delivering rewards based on the passage of time. ❑ Rewards are not given based on behavior. Think of NCR as rewards that are not tied to the student’s behavior, and delivered with no strings attached. ❑ Rewards can be things like attention (e.g., praise, high fives), items (e.g., snacks, toys), or activities (e.g., drawing, movement breaks)—whatever the student prefers!
<p>WHY USE NCR?</p>	<ul style="list-style-type: none"> ❑ NCR is used to <i>prevent</i> behavior before it happens and to increase appropriate behavior over time. ❑ When the student is receiving preferred attention, items, or activities throughout the day, they are less likely to engage in problem behavior to access those preferences. ❑ It helps build our relationship with the student by pairing ourselves as someone who delivers what they prefer the most, rather than the person always delivering demands or reprimands. ❑ It can be used with any student- from early childhood to transition classrooms. ❑ It is an effective evidence-based approach when working with individuals with disabilities. ❑ We all deserve to live a daily life filled with joy, safety, and meaningful relationships!
<p>HOW?</p>	<ol style="list-style-type: none"> 1. Determine <i>what</i> to deliver: Start by asking yourself what does the student enjoy? <ul style="list-style-type: none"> ❑ Activities: dance parties, card games, or basketball time. ❑ Attention: <ul style="list-style-type: none"> » verbal: positive praise, jokes, silly voices » physical: secret handshake, dance move » nonverbal: thumbs up, wink ❑ Items or toys: videos, sensory toys, or puzzles

<p>HOW?</p>	<p>2. Determine <i>when</i> to deliver the rewards: how much time typically passes between instances of problem behavior?</p> <ul style="list-style-type: none"> ❑ Deliver before any target behaviors occur so we can celebrate the student’s success. For example, if we have a student who is happy and engaged consistently for 10 minute periods, we can deliver rewards at eight minute intervals. ❑ A timer can be helpful in keeping you on track of when to deliver rewards. ❑ It is okay to have a window of time to deliver rewards. For example, if we are aiming to deliver rewards every eight minutes, but sometimes it occurs at seven minutes and sometimes at nine minutes.
<p>EXAMPLES</p>	<ul style="list-style-type: none"> ❑ Building in movement breaks to a student’s schedule every 30 minutes ❑ Delivering high fives and positive verbal praise every five minutes ❑ Having our student be the “teacher helper” every 45 minutes when the class period changes ❑ Placing a preschooler beside you during circle time to give preferred physical attention (e.g., arm squeezes) every two minutes
<p>COMMON CHALLENGES</p>	<ul style="list-style-type: none"> ❑ Delivering rewards based on time rather than based on behavior (such as work completion). ❑ If problem behavior occurs right when our reward time occurs, delay the reward until 30 seconds after behavior has ended.
<p>REFERENCES</p>	<ul style="list-style-type: none"> ❑ Carr, J. E., Severtson, J. M., & Lepper, T. L. (2009). Noncontingent reinforcement is an empirically supported treatment for problem behavior exhibited by individuals with developmental disabilities. <i>Research in Developmental Disabilities, 30</i>, 44-57. ❑ EBI University of Missouri https://education.missouri.edu/ebi/2011/09/17/noncontingent-reinforcement/