

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

HOW?	<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.
EXAMPLES	<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
COMMON CHALLENGES	<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.
REFERENCES	<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</i>, 30, 44-57. ❑ EBI University of Missouri https://education.missouri.edu/ebi/2011/09/17/noncontingent-reinforcement/