

Reward/Reinforcement Reflection Tool (R³): Considerations for Effective Reinforcement/Reward Systems

	Good	Fair	Weak	Undefined/Inadequate
Frequency	Rate of reinforcement of desired behavior <i>slightly exceeds</i> rate of baseline challenging behavior (e.g., 4 yells/day vs. 5 earns/day)	Rate of reinforcement of desired behavior <i>matches</i> rate of baseline challenging behavior (e.g., 4 yells/day vs. 4 earns/day)	Rate of reinforcement of desired behavior <i>is less than</i> rate of baseline challenging behavior (e.g., 4 yells/day vs. 3 earns/day)	The rate of reinforcement for the desired behavior is unclear or poorly defined.
Contingency	After student demonstrates criteria for earning, reinforcement is <i>always</i> delivered. and When student has not demonstrated criteria, student <i>does not access</i> reinforcement.	After student demonstrates criteria for earning, reinforcement is <i>usually</i> delivered. and When student has not demonstrated criteria, student <i>does not access</i> reinforcement.	After student demonstrates criteria for earning, reinforcement is <i>sometimes</i> delivered. and/or When student has not demonstrated criteria, student <i>may gain access to</i> reinforcement.	After student demonstrates criteria for earning, reinforcement is <i>never</i> delivered. and/or When student has not demonstrated criteria, student <i>has easy access to</i> reinforcement.
Variety	Rewards <i>are always varied</i> over time and <i>reflect</i> student interests via preference assessment.	Rewards <i>are usually varied</i> over time and <i>reflect</i> student interests via preference assessment.	Rewards are <i>sometimes varied</i> over time and/or <i>do not reflect</i> student interests.	Rewards are <i>never varied</i> over time and <i>do not reflect</i> student interests.
Choice	<i>A choice</i> of reward is <i>always</i> provided to the student upon meeting criteria	<i>A choice</i> of reward is <i>usually</i> provided to the student upon meeting criteria	<i>A choice</i> of reward is <i>sometimes</i> provided to the student upon meeting criteria	<i>A choice</i> of reward is <i>never</i> provided to the student upon meeting criteria
Size/Amount	Amount of reinforcement <i>matches</i> the rigor to earn. (i.e., student would not be motivated by a slightly smaller amount of the same reward)	Amount of reinforcement <i>exceeds</i> the rigor to earn. (i.e., student can be successfully motivated by a slightly smaller amount of the same reward)	Amount of reinforcement <i>is less than</i> the rigor to earn. (i.e., student can be successfully motivated by a slightly larger amount of the same reward)	The amount of reinforcement for the desired behavior is unclear or poorly defined.
Immediacy	Reinforcement is delivered <i>within 1-3 seconds</i> of meeting criteria.	Reinforcement is delivered <i>within 1 minute</i> of meeting criteria.	Reinforcement is delivered <i>within 5 minutes</i> of meeting criteria.	Reinforcement is <i>not delivered within 5 minutes</i> of meeting criteria.

Tool developed by Christopher M. Barclay, PhD, BCBA, NCSP of EASTCONN Psychological & Behavioral Consultation Services

Disclaimer: The purpose of this tool is for reflection on some considerations in effective reinforcement/reward systems and is not intended for personnel performance, nor have the psychometric properties of the tool been examined.