

## Research-Based Practice: Shaping

### References:

Alberto, P. A., & Troutman, A. C. (2012). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

**Description:** Shaping means that you reinforce success approximations of a desired behavior. This is done by first determining the student's baseline performance for a particular behavior or skill (e.g. works independently for one minute). Then you set a target that is achievable and positively reinforce the student when that target is reached (e.g. works independently for two minutes). You continue this pattern until the student is able to reach the desired outcome (e.g. works independently for fifteen minutes).