

Reinforcement: 5 Love Languages

Carrie Funn Behavior and Consulting Services





The Ultimate Objective

“Our job is to create in our homes and within those spheres of our influence, environments that will teach children and reinforce children behaving appropriately.”

The Power of Positive Parenting pg. 34



Empowering and
Equipping

What is ABA?



- ❖ Applied Behavior Analysis, or ABA, is a treatment approach that aims to improve the lives of individuals by meaningful degree.
- ❖ The science of behavior analysis helps us to understand how behavior works, how behavior is affected by the environment, and how learning takes place.
- ❖ These findings are then applied to real-life situations in order to teach skills that will improve the individual's quality of life.
- ❖ The goal of ABA is to decrease behaviors that are harmful or impact learning while increasing behaviors that are helpful and meaningful to the individual.

ABA Visualized-Morgan and Boudewijn Van Diepen



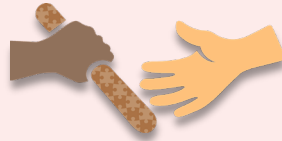
Our Focus



- ❖ ABA focuses on the observable aspects of behavior, meaning what we can see happening.
- ❖ We pay attention to what events occurred before and after the behavior to provide us with insight as to why the behavior is occurring.
- ❖ It is believed that by assessing the environment and factors surrounding a behavior, we can begin to understand why the behavior is taking place, thus we can begin changing it.
- ❖ In ABA, we look for reasons in the environment to explain why an individual engages in a behavior, rather than explaining the behavior through their feelings, mood, and even their diagnosis.



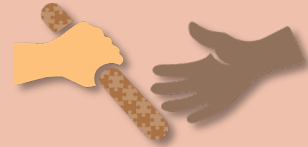
ABA Visualized-Morgan and Boudewijn Van Diepen



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ABC's of Behavior

- ❖ The ABC's of Behavior is a way to determine why a behavior is happening. In ABA, the term "behavior" refers to any observable action a person can do. This encompasses not only problematic behaviors, but also appropriate behaviors.
- ❖ The first step in behavior reduction is understanding why behavior occurs. To do this, you will need to attend to what is happening before (antecedent) and after (consequence) the behavior. These are the two areas that will help you/us determine the reason (function) the behavior is occurring.

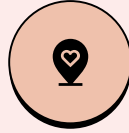


ABC's of Behavior



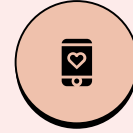
Antecedent

Events that occur
before the behavior.



Behavior

An observable action.



Consequence

Events that occur
immediately after
a behavior.

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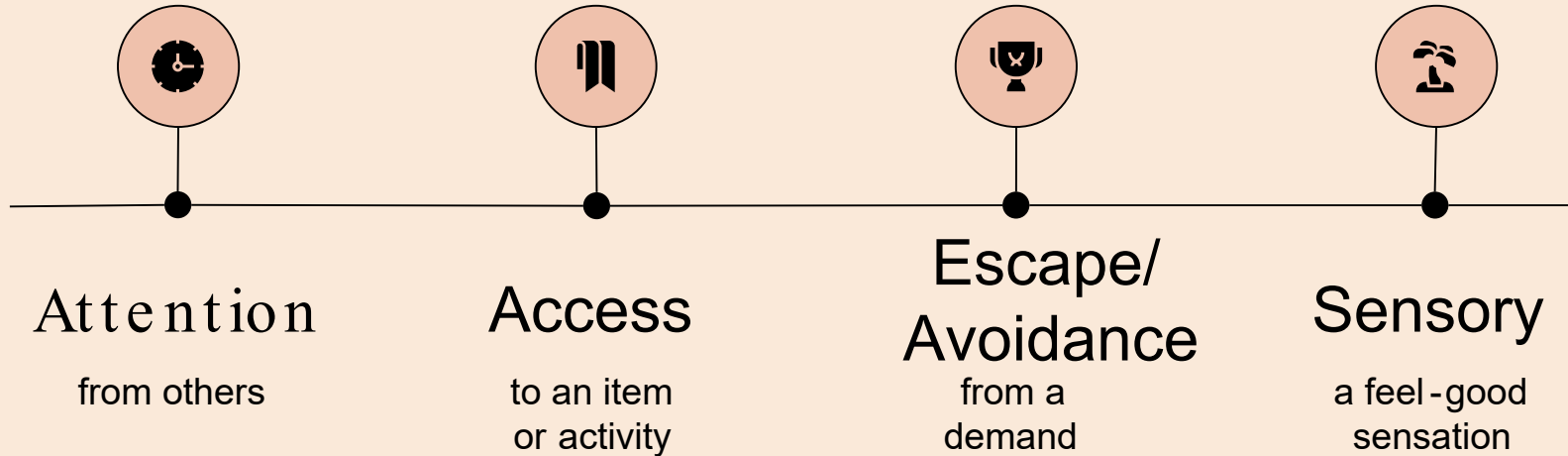


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Functions of Behaviors

Functions of behavior refers to the reason someone is engaging in a behavior.
In the field of Behavior Analysis, it is believed that there are four functions, or reasons,
that behavior occur.

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Consequences



- ❖ In Behavior Analysis, reinforcement and punishment are understood as the underlying factors that influence all of our behaviors. We will focus on reinforcement today.
- ❖ In short, reinforcement is something that makes the behavior likely to occur more in the future and punishment is something that makes the behavior likely to occur less in the future.
- ❖ It is important that we understand whether our responses to an individual's behavior are reinforcing(increasing) or punishing (decreasing) the behavior.

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Types of Reinforcement

Positive Reinforcement

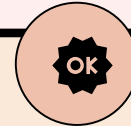
simply means something is given, which makes the behavior more likely to occur in the future .



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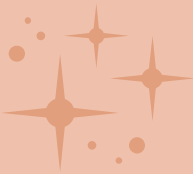
Negative Reinforcement

means something is taken away, which makes the behavior more likely to occur in the future .



Tips for using Reinforcement

Reinforcement shapes how we behavior, and for this reason, it is the core of all ABA strategies. There are several factors which make reinforcement even more effective by leading to faster and/or more sustaining desired change.



- ✓ Reinforcers should be personalized and preferred

- ✓ Reinforcement should be immediate

- ✓ Amount of reinforcement should be matched to the behavior

- ✓ Provide choices of reinforcers

- ✓ Limit access to reinforcers



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- ✓ Fade reinforcement when skill is learned

Types of Reinforcers

Primary Reinforcer Vs. Secondary Reinforcer

Primary Reinforcer

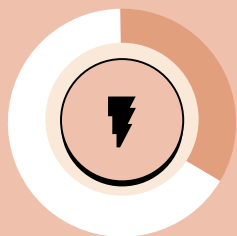
Primary reinforcers are things that do not need to be learned and are naturally reinforcing. Some examples of primary reinforcers include: food, water, air, and sex. Primary reinforcers are the most powerful type of reinforcer.

Secondary Reinforcer

Secondary reinforcers are things that become reinforced through learning. For example, money is a secondary reinforcer because it has no value in itself but can be exchanged for things we desire such as food, clothes, or a new TV.

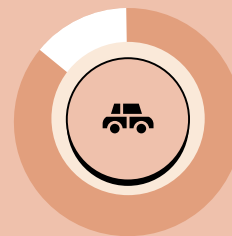


Preference Assessment & Reinforcement Assessment



Preference Assessment

help to identify
potential reinforcers.



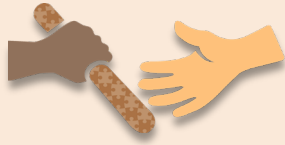
Reinforcement Assessment

help to determine the
effectiveness
of reinforcers.



Empowering and Equipping

Reinforcers can be classified by



their attributes



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01

Edible Reinforcer –
Highly preferred
food items

02

Sensory Reinforcer –
Anything that effects
pleasure to the
senses to the
individual

03

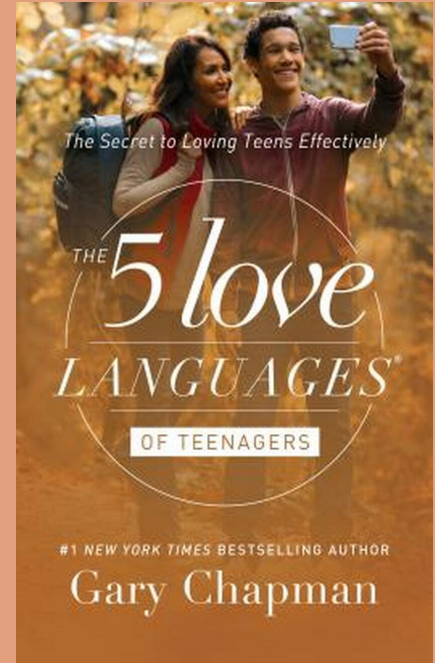
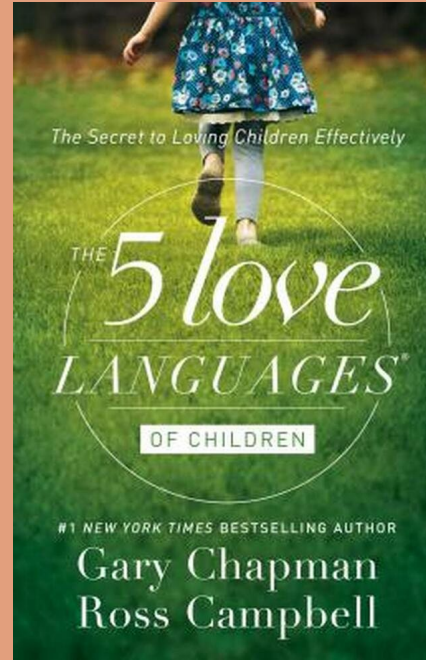
Tangible Reinforcer –
Any tangible item that
the person values

04

Activity Reinforcer –
The opportunity to
have some fun.

A tool

To help us consider what reinforcers may be effective. One tool that may be used is a quiz created by the authors, Gary Chapman, PhD and D. Ross Campbell, MD, of the 5 Love Languages. In this case Love is used interchangeably with reinforcement.

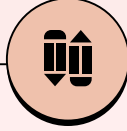




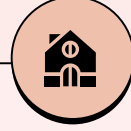
Five Love Languages



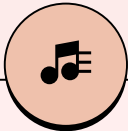
Words of
Affirmation



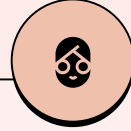
Acts of
Services



Quality
Time



Receiving
Gifts



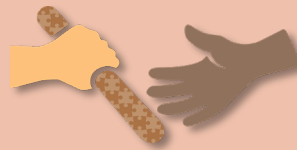
Physical
Touch





LIVING OUT THE FIVE LOVE LANGUAGES AT HOME			
Love Language	Actions	Communication	Avoid
Words of Affirmation	Spoken words Written cards and letters	Encouraging words Compliments Affirming spirit	Emotionally harsh words Undue criticism
Quality Time	Running errands Taking trips Doing things together Going on walks Sitting/talking at home	Quiet places with no interruptions Undivided attention One-to-one conversations	Too much time with friends or groups Isolation Gaps of time between meetings
Receiving Gifts	Giving gifts Giving time Remembering special occasions Giving small tokens	Private giving of gifts Pleasant facial expressions	Materialism Forgetting special events
Acts of Service	Assisting with house chores Ongoing acts of helpfulness Exchanging of chores	Say: "What can I do for you?" "I will stop and get..." "Today, I did... for you." Making a checklist	Forgetting promises Over commitment of tasks Ignoring
Physical Touch	Hugs Pats Touches Sitting close	Pleasant facial expressions Mostly non-verbal	Physical abuse Corporal punishment Threats Neglect

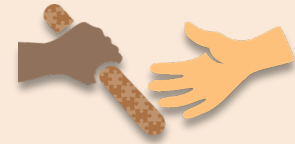
* Taken from Gary Chapman's *The Five Love Languages of Teenagers*



It's a Family Tool

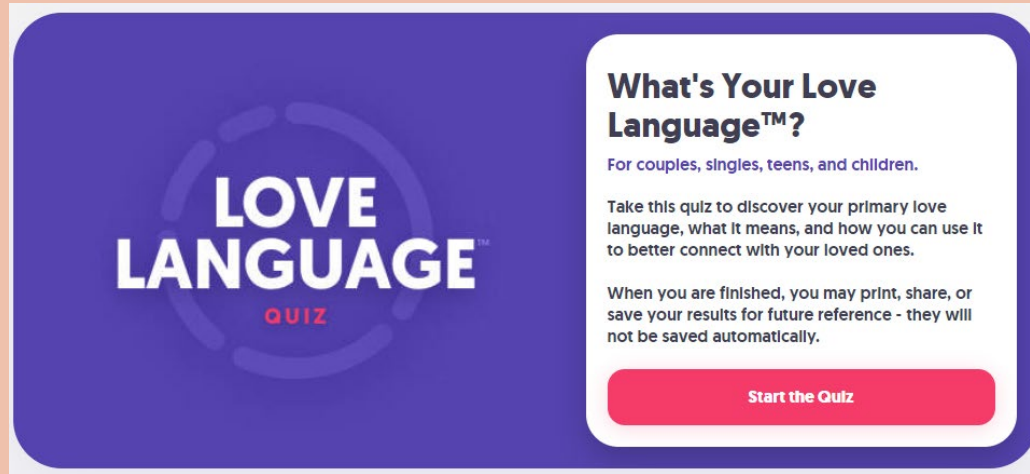
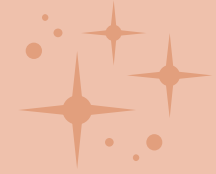


This tool is not just for your children. Everyone in the home is engaging in sets of behaviors concurrently. This tool is for the whole family. It is important to know what the parents and siblings love language/ motivators are. This will help everyone to also be mindful of each other. We sometimes think we should love others as we would like to be loved/ motivated/ reinforced. But if the goal is to change the environment in a way that it shapes the families behaviors to reduces stress and increases positive interactions, then the 5 Love Languages allows a family to be mindful of each others needs and helps each member grows into their individual excellence.



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Questions/Tools



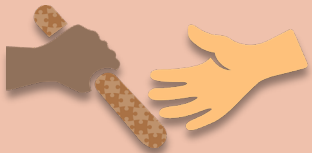
**LOVE
LANGUAGE™**
QUIZ

What's Your Love Language™?
For couples, singles, teens, and children.

Take this quiz to discover your primary love language, what it means, and how you can use it to better connect with your loved ones.

When you are finished, you may print, share, or save your results for future reference - they will not be saved automatically.

Start the Quiz



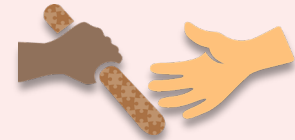
Equipping and Empowering *Excellence*

Thank you!

Our Mission:

Equipping and empowering families with the tools required to cultivate individualized excellence in their children.

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THE FIVE LOVE LANGUAGES (FOR KIDS)

*In order for children to **learn**, they must first experience **love**.*

Children express and receive love in different ways — some through acts of service; others through affirming words; still others through gifts, quality time or physical touch. Each of these expressions of love represents a different “language.” One of those five is the primary love language of your child. If you don’t speak that language, your child will not feel loved. This does not mean that you speak *only* the primary love language. No, you give heavy doses of their primary love language, then you sprinkle in the other four. The ideal is that children learn to receive and give love in all five languages. This prepares them for good relationships as adults. Your example is the most effective method of teaching. Love your children effectively and they will learn to love others.

Children receive love emotionally; but because they are all different, we must pay attention to their individual needs. We must learn to speak our children's [love] language if we want them to feel loved. We often try to pour all our children into the same mold. We go to parenting conferences and read books. We are inundated with great ideas that we want to use with our children. We fail to remember, however, that each child is different. What works with one may not work with another. And what communicates love to one child may not be received the same way by another child. By understanding the five love languages, we can more easily discern the emotional needs of our children.

Here is a brief description of each love language:

WORDS OF AFFIRMATION

Compliments such as "Your hair really looks nice today!" or "Great game tonight!" go a long way with the child who thrives on praise. Your words can focus on personality, accomplishments, outward appearance or anything else that affirms. Giving a monetary reward to a child who seeks affirmation will leave him feeling empty.

ACTS OF SERVICE

In the early stages of life, we do things for our children that they can't do for themselves. As they get older, our love is expressed by teaching them how to do things for themselves. For a child with this love language, we need to know which acts of service are important to him. Does he feel loved when you help him with homework? Or teach him to throw a ball? Once you've discovered the acts of service your child most appreciates, perform them often.

GIFTS

Children with this love language treasure gifts as a tangible token of affection. Unfortunately, they also interpret a lack of gifts as a lack of love. Your gifts don't need to be expensive, and they don't need to be given every day, but recognizing that a child prefers to be rewarded with a pack of gum rather than a hug is an important step in building communication.

QUALITY TIME

Children who speak this love language seek undivided attention. When they're infants, we play on the floor with them and roll balls back and forth. As they get older, that quality time is found in conversations, bedtime stories or backyard sports. The activity is not important; the time together is. For a child with siblings, it may be difficult to get one-on-one time with Mom or Dad. He needs to know that he is worthy of your undivided attention.

PHYSICAL TOUCH

We've long known the emotional power of physical touch. Infants who are held fare better than those who are not. As children get older, they still long for physical affection — something as simple as a touch on the arm, a pat on the back, a hug. These gestures are especially important to the child with this love language. He wants to literally feel your love.

SUMMARY: We should focus on our child's primary love language and remember to use the other four as well. Though children receive love best from one language, there's no doubt they benefit from all expressions of unconditional love.

Do you know the love languages of your child(ren)? Complete the survey to find out!



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LOVE LANGUAGES MYSTERY GAME



FOR CHILDREN

To Get Started:

Each clue box has two comments that parents sometimes make to their children.

Read each clue box and, of the two comments, pick the one you like better and wish your mom or dad would say to you. Then circle the letter that goes with that comment. Be careful and only circle one letter in each clue box! After you've gone through all 20 clue boxes, go back and count how many A's, B's, C's, D's, and E's that you circled. Then write your scores in the blanks at the end of the game. Ask your mom or dad for help if you have any questions. And have fun unlocking the love language mystery!

The **5** Love Languages

1 A Give me a hug!
B You are terrific!

2 C I've got a special birthday present for you!
D I'll help you with your project.

3 E Let's go to a movie.
A Give me a high-five!

4 B You are so smart!
C Have you made your Christmas list?

5 D Would you help me cook dinner?
E I like going to fun places with you!

6 A Give me a kiss!
B You are #1!

7 C I've got a surprise for you.
D We can make something really cool.

8 E Let's watch TV together!
A Tag, you're it!

9 B You did a great job!
C You've earned a special surprise!

10 D You can invite your friends.
E Let's go to your favorite restaurant.

11 A I'm going to give you a big hug!
B You are an awesome kid!

12 C I made your favorite food.
D I checked your homework, and it looks great!

13 E You are fun to hang out with!
A I'll race you!

14 B Wow! You did it!
C Check under your bed for a special present!

15 D I cleaned up your room for you.
E Let's play a game together.

16 A Would you like for me to scratch your back?
B You can do it! Don't give up!

17 C What would you like for your birthday?
D We can pick up your friend on the way to the movie.

18 E I always like doing stuff with you.
A You are so huggable!

19 B How did you know how to do that? You are brilliant!
C I can't wait to give you your present!

20 D Don't worry! I'll pick you up on time!
E Let's spend the day doing whatever you want to do!

SOLVE THE MYSTERY!



LOVE LANGUAGES MYSTERY GAME



FOR CHILDREN

• **How many A's did you circle?** _____

A's stand for physical touch. People whose love language is physical touch like to receive hugs, kisses, and high-fives.

• **How many B's did you circle?** _____

B's stand for words of affirmation. People whose love language is words of affirmation like for others to use words to tell them that they are special and that they do a good job.

• **How many C's did you circle?** _____

C's stand for gifts. People with the love language of gifts feel good when someone gives them a special present or surprise.

• **How many D's did you circle?** _____

D's stand for acts of service. A person whose love language is acts of service likes it when others do nice things for them such as helping with chores, helping with school projects, or driving them places.

• **How many E's did you circle?** _____

E's stand for quality time. People with the love language of quality time like it when others do things with them like play a game, watch television, or go to a ballgame.

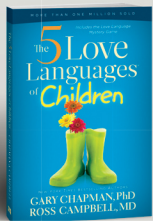
To Solve the Love Language Mystery:

Look at your scores. The highest score represents your primary love language—how you most like to receive love. This doesn't mean the others aren't important, it just means that this is your favorite.

CONGRATULATIONS!

You've solved the love language mystery game and discovered your love language. Good job! Make sure to share the results with your parents.

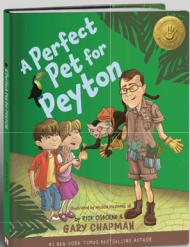
FOR MOM AND DAD



For more information about the 5 love languages for children, please visit 5lovelanguages.com.

*The 5 Love Languages® for Children** is available for purchase online or at bookstores everywhere.

A Perfect Pet for Peyton, a 5 Love Languages Discovery Book, tells an entertaining and playful story of five children who each, with the help of Mr. Chapman and the unique pets at his special emporium, discover their own personal love language. Based on the concepts found in Gary's highly successful *The 5 Love Languages®*, parents and children alike will experience firsthand the power of the love languages as they snuggle up and spend precious time together reading this book over and over again.



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 /DrGaryChapman

 /5LoveLanguages

 Get the app on iTunes!



THE FIVE LOVE LANGUAGES (FOR TEENS)

Visualize that inside every teen is an emotional love tank. When the teen's love tank is full — that is, she genuinely feels loved by her parents — the teen can make her way through adolescence with minimal trauma. But when the teen's love tank is empty, she will grapple with many internal struggles and will typically look for love in all the wrong places. Therefore, discerning your teen's love language is essential.

Here is a brief description of each of the five love languages:

PHYSICAL TOUCH

Hugs, kisses and tender touches are given in abundance when a child is young. However, some parents feel more awkward about touching as their child enters adolescence. If a teen's primary love language is physical touch, those appropriate touches are no less important during the teen years than they were in the earlier years.

WORDS OF AFFIRMATION

Using words to encourage and affirm is at the heart of this language. When a toddler is learning to walk, we stand just two feet away and say, "That's right! Come on; you can do it." And when that toddler falls, we encourage her to get up and try again. Why do we forget the power of affirming words when kids become teens?

When 14-year-old Melissa broke her arm, words of affirmation gave her the assurance she needed. "I know that my parents love me because while I was having such a hard time keeping up with my school work, they encouraged me. They said they were proud that I was trying so hard."

QUALITY TIME

This love language involves giving your teen undivided attention. For some teens, regardless of what you're doing together, nothing is more important than when a parent gives focused attention.

Mindy's primary love language is quality time, and at 17 she still feels secure in her parents' love. "They are always there for me," Mindy says. "I can discuss anything with them. I know they will be understanding and try to help me make wise decisions. I enjoy doing things with them, and I am going to miss them when I go to college."

GIVING AND RECEIVING GIFTS

Some parents speak this language almost exclusively and are often shocked to find that their teen does not feel loved. Although gift giving is not the love language of all teens, gifts speak loudly for many.

When asked how she knew her parents loved her, Michelle, 15, pointed to her blouse, skirt and shoes. She said, "Everything I have, they gave me. In my mind, that's love. Because they have given me far more than I need, I share things with my friends." Michelle not only feels loved from receiving gifts, but she also expresses love to others by giving gifts.

ACTS OF SERVICE

Parents are continually doing actions designed to assist their kids, but if these acts of service are to be expressions of love, they must be done with a positive, caring attitude.

Brady, 13, lives with his mother and brother. It's apparent that Brady's primary love language is acts of service when he says, "I know my mom loves me because she sews the buttons on my shirt when they fall off and she also helps me with my homework. She works hard so we can have food and clothes."

Few things are more important for parents than discovering and speaking their teen's primary love language. The teen needs to receive love in all five languages, but focusing on the primary love language will fill the love tank much faster and more effectively. Consider your teen's love language.

Do you know the love languages of your teen? Complete the survey to find out!



WALDEN GREEN
MONTESSORI



LOVE LANGUAGES PERSONAL PROFILE



FOR TEENS

To Get Started:

You're going to see 30 pairs of things that your parent(s) might do or say to show love to you. All you have to do is pick one item in each pair that you like better. For some of them, you might like both options—but just pick one. Allow 10 to 15 minutes to complete the profile. Take it when you are relaxed, and try not to rush through it. When you finish marking your answers, count how many times you circled each letter and transfer to the appropriate blank at the end of the test.

The **5** Love Languages®

1

- A Asks me what I think
- E Puts his/her arm around my shoulder

9

- B Goes out to eat or shops with me
- C Lets me use his/her stuff

2

- B Goes to my ball games, recitals, etc.
- D Does my laundry

10

- A Tells me I'm the best son/daughter in the world
- D Drives me to places I need to go

3

- C Buys me clothes
- B Watches TV or movies with me

11

- B Eats at least one meal with me most every day
- A Listens to me and helps me work through problems

4

- D Helps me with school projects
- E Hugs me

12

- D Doesn't invade my privacy
- E Holds or shakes my hand

5

- E Kisses me on the cheek
- C Gives me money for things I need

13

- A Leaves me encouraging notes
- C Knows what my favorite store is

6

- B Takes time off of work to do stuff with me
- E Rubs my shoulders or back

14

- B Hangs out with me sometimes
- E Sits next to me on the couch

7

- C Gives me cool things for my birthday
- A Reassures me when I fail or mess up

15

- A Tells me how proud he/she is of me
- D Cooks meals for me

8

- E Gives me a high five
- A Respects my opinions

16

- E Straightens my collar, necklace, etc.
- B Shows interest in stuff that I'm interested in

NEXT



LOVE LANGUAGES PERSONAL PROFILE



FOR TEENS

17 D Allows my friends to hang out at our house
C Pays for me to go on school or church trips

18 A Tells me I look good
B Listens to me without judging me

19 E Touches or rubs my head
D Sometimes lets me pick out where we go on family trips

20 D Takes me to the doctor, dentist, etc.
C Trusts me to be at home alone

21 B Takes me on trips with him/her
D Takes me and my friends to movies, ball games, etc.

22 C Gives me stuff that I really like
A Notices when I do something good

23 C Gives me extra spending money
D Asks me if I need help

24 B Doesn't interrupt me when I'm talking
C Likes the gifts I buy for him/her

25 D Lets me sleep in late sometimes
B Seems to really enjoy spending time with me

26 E Pats me on the back
C Buys me stuff and surprises me with it

27 A Tells me he/she believes in me
B Can ride in the car with me without lecturing me

28 C Picks up stuff that I need from various stores
E Sometimes holds or touches my face

29 D Gives me some space when I'm feeling upset or angry
A Tells me that I'm talented or special

30 E Hugs or kisses me at least once every day
A Says he/she is thankful that I'm his/her child

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RESULTS

A: _____ WORDS OF AFFIRMATION

B: _____ QUALITY TIME

C: _____ RECEIVING GIFTS

D: _____ ACTS OF SERVICE

E: _____ PHYSICAL TOUCH

The letter or love language that receives the most points is your primary love language. If you score the same score for two love languages, then you are bilingual. If you score high on one love language and have a close second, that second highest score is your secondary love language!

Would you like an email copy of your results?

Take the free quiz online at 5lovelanguages.com and get your personal results emailed directly to your inbox.

Want to learn more?

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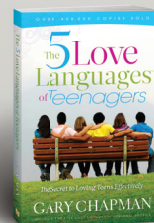
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LIVING OUT THE FIVE LOVE LANGUAGES AT HOME

Love Language

Actions

Communication

Avoid

Words of
Affirmation

Spoken words
Written cards and
letters

Encouraging words
Compliments
Affirming spirit

Emotionally
harsh words
Undue criticism

Quality
Time

Running errands
Taking trips
Doing things together
Going on walks
Sitting/talking at home

Quiet places
with no interruptions
Undivided attention
One-to-one
conversations

Too much
time with friends
or groups
Isolation
Gaps of time between
meetings

Receiving
Gifts

Giving gifts
Giving time
Remembering
special occasions
Giving small tokens

Private giving
of gifts
Pleasant facial
expressions

Materialism
Forgetting
special events

Acts of
Service

Assisting with house
chores
Ongoing acts of
helpfulness
Exchanging of chores

Say:
"What can I do for you?"
"I will stop and get..."
"Today, I did... for you."
Making a checklist

Forgetting
promises
Over
commitment
of tasks
Ignoring

Physical
Touch

Hugs
Pats
Touches
Sitting close

Pleasant facial
expressions
Mostly non-verbal

Physical abuse
Corporal
punishment
Threats
Neglect



WALDEN GREEN
MONTESSORI

* Taken from Gary Chapman's *The Five Love Languages of Teenagers*

