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Extinction

ST and IT Competency

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This presentation is for informational purposes only and does not constitute clinical or legal advice. Follow up with a BCBA/BCBA/BCBA-D. It is recommended to develop a specific plan for your child or student.



1

Objectives

Main Objectives

1. What is extinction
2. Standard extinction


2

Extinction is “The procedure of withholding reinforcement for a previously reinforced response; as a result, the frequency of that behaviour will decrease in the future.”

- Cooper, et al., 2007

3

Extinction



Functional forms of extinction

- Withholding the maintaining reinforcers
- Extinction procedure needs to be matched to behaviour function

Extinction equates to lack of reinforcement

- Instead of getting something good to strengthen the behavior, or having something added or taken away to suppress the behavior, nothing happens.
- From the perspective of the child, the behavior no longer works to get the desired reinforcement any more.

4


Extinction Burst

Immediate increase in the frequency of a response after the removal of reinforcement

Spontaneous Recovery

After the behaviour has gone through extinction and decreased in frequency, it may re-appear briefly some time later, at this time it is important that extinction is implemented and the behaviour does not contact reinforcement to re-surface

(Cooper, Heron, Heward, 2007)



5

Functional Forms of Extinction	
Extinction for behaviour maintained by positive reinforcement	The behaviours do not produce access to the desired reinforcer (attention, tangible)
Extinction for behaviour maintained by negative reinforcement	The behaviours do not lead to the removal or avoidance of the aversive stimulus (escape)
Extinction for behaviour maintained by automatic reinforcement	The behaviours do not produce access to the desired sensory stimulation

6

Active Student Responding	Extinction for challenging behaviour maintained by positive reinforcement means: a) The client wants a tangible item and/or attention b) The therapist will block access to a tangible item and/or attention c) The tangible item and/or attention is no longer valuable to the client
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7

Active Student Responding	Extinction for challenging behaviour maintained by negative reinforcement means: a) The therapist will prevent escape/removal or avoidance of an aversive stimulus b) The therapist's reprimands are reinforcing to the client c) The aversive stimulus is no longer in the environment
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8

Active Student Responding	Extinction for challenging behaviour maintained by automatic reinforcement means: a) The therapist will provide stimulation on a schedule so that it is no longer automatic b) The therapist will present programmed demands c) The therapist will block the behaviour that has been providing access to the sensory stimulation
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9

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by <i>negative reinforcement</i></p> <p>-Escape Extinction</p>	<ul style="list-style-type: none"> ● Withhold reinforcement - do not allow client to escape the demand. ● Maintain demand - represent the demand in a neutral voice every 2 – 3 secs <i>and</i> use prompts (e.g., vocal, physical), if necessary, to obtain compliance. ● Do not deliver verbal praise or any other reinforcers ● ONCE PB STOPS FOR ABOUT 3 RESPONSES - return to using a natural tone of voice, delivering verbal praise and other reinforcers as appropriate (given the client's motivation and the response effort required)
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10

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by <i>negative reinforcement</i></p> <p>-Escape Extinction</p>	<ul style="list-style-type: none"> ● Require a period of compliant responding without additional PB prior to transitioning to another activity. ● IT to make adjustments to own behavior (e.g., quicker pace of instruction, denser schedule of reinforcement, using a wider variety of and/or more valuable reinforcers) to increase client's motivation to participate in the activity and decrease the likelihood of additional escape-maintained PB.
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11

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by <i>negative reinforcement</i></p> <p>-Escape Extinction w/ Broken Record</p>	<p>If you are not able to prompt the response:</p> <ul style="list-style-type: none"> ● Block access to reinforcers ● Maintain the demand - representing the demand in a neutral voice about every 2 – 3 seconds ● Intersperse with high probability requests ● ONCE P STOPS FOR ABOUT 3 RESPONSES - return to using a natural tone of voice, frequently delivering verbal praise and other reinforcers as appropriate (given the client's motivation and the response effort required)
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12

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by <i>negative reinforcement</i></p> <p>-Escape Extinction w/ Broken Record</p>	<ul style="list-style-type: none"> • Require a period of compliant responding without additional PB prior to transitioning to another activity. • IT to make adjustments to own behavior (e.g., quicker pace of instruction, denser schedule of reinforcement, using a wider variety of and/or more valuable reinforcers) to increase the client's motivation to participate in the activity and decrease the likelihood of additional escape-maintained PB. • Block any aggression or SIB
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13

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by <i>positive AND/OR negative reinforcement</i></p> <p>-Tangible Items and/or Escape (Transitions)</p>	<p>If the client engages in problem behavior when you present a demand to transition from one activity to another or to give up a reinforcer</p> <ul style="list-style-type: none"> • DO NOT ALLOW ACCESS TO THE ITEM OR ACTIVITY HE WAS ASKED TO GIVE UP - Physically remove or block access • REMOVE PROMISE REINFORCER if one was offered. • DO NOT REMOVE THE DEMAND TO TRANSITION - represent the demand every 2 - 3 seconds and using physical guidance (i.e., prompts) to obtain compliance.
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14

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by <i>positive AND/OR negative reinforcement</i></p> <p>-Tangible Items and/or Escape (Transitions)</p>	<ul style="list-style-type: none"> • Block access to all reinforcers. • After the transition, if PB is still occurring begin requiring responses related to the activity you have transitioned to. • ONCE PB STOPS FOR ABOUT 3 - 5 SECONDS (i.e., 3 - 5 responses), begin delivering reinforcers to reinforce appropriate transition behavior. <p><small>Refer to Dr. Carbone's Transition protocol for more details (separate module in ST competencies)</small></p>
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15

Sample Protocol:
 Extinction for behaviours maintained by **positive reinforcement**
-Tangible Items Denied Access

- Do not change the environment or provide attention, items, actions, activities, or other potential reinforcers
- Block access to the item/activity that was denied and all potential reinforcers
- Block aggressive or self-injurious behaviors or attempts
- Require responses to neutral demands or activities
- ONCE PB STOPS FOR ABOUT 3 - 5 SECONDS - re-engage with the client and reinforce appropriate behaviors.
- If PB continues for an extended duration and time/schedule dictates a transition, present subsequent demands and treat accordingly

16

Sample Protocol:
 Extinction for behaviours maintained by **positive reinforcement**
-Tangible Items Manding Using PB

- Say "No (PB)" and count aloud showing the passage of time on your fingers.
 - say "No (PB), one, two, three..." as you hold up your fingers.
 - Use a count to 5 initially. (The count can be later increased to 10 as PB decreases and the mand repertoire becomes stronger.)
- If you complete the count and there has been no PB, vocally prompt the appropriate mand. As soon as the client imitates the mand, deliver the reinforcer.

17

Sample Protocol:
 Extinction for behaviours maintained by **positive reinforcement**
-Tangible Items Manding Using PB

- HOWEVER, if during the count, the client engages in any form of PB, restart your count.
 - "No (PB), one, two, no (PB), one, two, three, no (PB), one, two, etc.."
 - Continue until the client has stopped engaging in all PB for the entire interval (i.e., to the count of 5) and you can then prompt the mand and deliver the reinforcer.

18

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by positive reinforcement</p> <p>-Tangible Items Mands Using PB</p>	<ul style="list-style-type: none"> • If you repeat the count for many trials without reaching 5, discontinue by withdrawing the reinforcer without comment AND THE OPPORTUNITY TO COUNT AND MAND IS NO LONGER AVAILABLE. • If he moves away from you, ensure his safety, but do not follow. • If and when he returns to you with continued PB and a clear motivation for a particular reinforcer, restart the count and mand procedure. • If he does not return to you and time dictates that it is necessary to move on to a new activity, then merely carry on and the opportunity to count and mand is no longer available. <p><small>Refer to Dr. Carbone's Count and Mand protocol for more details (separate module in ST competencies)</small></p>
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19

<p>Sample Protocol:</p> <p>Extinction for behaviours maintained by positive reinforcement</p> <p>-Attention: "planned ignoring"</p>	<ul style="list-style-type: none"> • Block access to all suspected reinforcers, including attention by not looking at or talking to the client. • Otherwise, do not change anything in the environment. • Block aggression or SIB using the minimal amount of attention possible • Continue to block access to reinforcers until the PB stops for 3-5 seconds. • Afterwards, re-engage with the client and return to reinforcing appropriate responses according to the schedules of reinforcement.
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20

<p>Sample Protocol</p> <p>Extinction on behaviours maintained by automatic reinforcement</p> <p>-"sensory extinction"</p>	<ul style="list-style-type: none"> • Sensory extinction vs. sensory blocking • Extinction - block the reinforcing consequence • Sensory extinction can be difficult to implement • We often then rely on blocking the response and redirecting to a more appropriate activity
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21

Active Student Responding

A Therapist has been playing with a water table with their client for some time, it's now snack time. The therapist says, "okay, water table is all done", immediately the child begins to tantrum.

What would a standard extinction procedure look like?

- a) use the broken record
- b) remove the water table or block access
- c) withdraw attention by turning away

22

Active Student Responding

A therapist is working through programming at the table with a child with ASD. The therapist says, "match red" and the child kicks the table and begins to cry, the therapist asks again, "match red" now the child is on the floor crying.

What would a standard extinction procedure look like?

- a) block the child from kicking the table
- b) repeat the instruction and prompt the child
- c) withdraw attention by turning away

23

Active Student Responding

The therapist and child are playing in the play area, the child begins to knock over items, laughing and looking at the therapist immediately afterward.

What would a standard extinction procedure look like?

- a) say "Hands Down!"
- b) say "Stop!" and physically prompt the child to clean up
- c) do not make eye contact or say anything, continue on with what you were doing

24

References and Recommended Readings

- 1. Cooper, Heron, Heward, 2007
- 1. Reducing Problem Behavior (2013), Vincent Carbone
- 1. Workshop #4 (2014), Carbone Clinic

25

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26