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Extinction Considerations

IT Competency

Developed by: Laura Dignard, M.ADS, BCBA, Pam Lawrynowycz, MA, BCBA, and Mandy Patrick, M.ADS, BCBA, Lisa Kota MADS, BCBA

Presented by: Pam Lawrynowycz, MA, BCAB, and Lisa Kota, M.ADS, BCBA



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

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Objectives

Main Objectives

1. Considerations/limitations of extinction and sample supportive additions
2. Considerations in responding to PB in a dignifying and emotionally responsive manner
3. Responding to Problem Behaviour

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Our goal is to equip Instructor Therapists and Senior Therapists with knowledge of the limitations and considerations for the use of extinction as a method to reduce problem behaviour.

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We will review some of the variables which should be considered when deciding how to respond to problem behaviour and examples of adjustments to standard extinction procedures which may assist with making in the moment decisions and analyzing what evoked the problem behaviour.

This should reduce the need for physical intervention, which in turn creates a safer learning environment for staff and clients.

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Excerpts from Dr. Hanley's Today's ABA Article

- The path to a joyous lifestyle for families of people with autism is paved with skills. The big pavers are **play/leisure skills, communication, toleration, and cooperation**
- Prioritize **safety, rapport**, and the **televisibility** of what we do above all else

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Excerpts from Dr. Hanley's Today's ABA Article

- ABA has the potential to inflict trauma, and it has the potential to alleviate trauma.
- Gone are the days of working through problem behavior and negative emotional responses — those are indicators that the treatment process needs to be adjusted, and not at the team meeting, but at that moment.

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Considerations + Limitations of Extinction

- Safety
- Televisibility
- Rapport



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Considerations + Limitations of Extinction

- Safety
 - o Extinction burst and spontaneous recovery
 - o Extinction induced aggression
 - o May be unsafe to physically prompt
 - o Client's size
 - o Situation/location

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Considerations + Limitations of Extinction

- Televisibility
 - o Situation/location

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Considerations + Limitations of Extinction

- **Rapport**
 - Negative emotional responses, trauma
 - Client's language abilities

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Active Student Responding

When managing challenging behaviour you should consider:

- a. reports, safety, levels
- b. support, research, teleprompters
- c. safety, televisibility, rapport

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Situations where extinction may not be not viable

Physical: The client is larger or faster than the caregiver

Legal: Laws require blocking of dangerous behaviour even if it is attention maintained

Ethical: You cannot include a component of intervention that places individuals at risk of getting hurt - The "ignore" fallacy

Practical: Even the best therapists make errors (Vollmer, 2019)

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The Matching Law

In a concurrent arrangement, the relative rate of one response alternative will essentially “match” the relative rate of reinforcement available for that response alternative.

(Vollmer, 2019)

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Aggressive Behavior

Probability of Attention: **1.0**
Delay to Attention: < 3 sec
Quality of Attention: **Verbal and Physical Attention**
Duration of Attention: > 20 sec

Appropriate Behavior

Probability of Attention: .2
Delay to Attention: ~ 20 sec
Quality of Attention: **Brief Verbal Attention**
Duration of Attention: < 3 sec

(Vollmer, 2019)

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Aggressive Behavior

Probability of Attention: **1.0**
Delay to Attention: < 3 sec
Quality of Attention: **Physical Attention**
Duration of Attention: < 10 sec


Appropriate Behavior

Probability of Attention: **1.0**
Delay to Attention: < 3 sec
Quality of Attention: **Verbal and Physical Attention**
Duration of Attention: > 20 sec

(Vollmer, 2019)

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Matching Law - Dr. Vollmer



(Vollmer, 2019)

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Considerations + Limitations of Extinction

- **Despite these limitations' extinction is an effective component of FCT**
- **Never tell others to fully IGNORE**
- **We are looking at MINIMIZING and MAXIMIZING reinforcement.**
- **Always use extinction with other procedures - FCT, differential reinforcement, noncontingent reinforcement, self-management, etc.**

(Vollmer, 2019)

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Use shaping, effective prompting and demand fading	Use an unpredictable reinforcement schedule and an unpredictable number of responses	Use instructions
Some Examples of Additional Supportive Procedures to Standard Extinction		
Acknowledge difficulties, be supportive, and comfort the learner	Not all vs. nothing	Reinforce problem behaviour if needed due to safety concerns

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Additional Sample Supportive Procedures

- 1. Shaping, prompting, demand fading
- 2. Unpredictability
- 3. Instructions
- 4. Acknowledge/Be supportive
- 5. Not all vs. nothing
- 6. Reinforce PB or precursors

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What is Shaping?

Shaping is a process used to create new behavior by differentially reinforcing successive approximations to a desired behavior (the target response).

Shaping involves defining the sequences of movement necessary to complete some target behavior.

At first gross approximations to the target behavior are reinforced, then those responses are put on extinction (not reinforced) and only slightly better approximations to the desired behavior are reinforced.

This process continues until only the final target behavior is reinforced.

(PATTAN, 2011)

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How we use Shaping in Everyday Life

Exercising

Printing

Vocalizing

Tolerating different things (e.g. foods, music)

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How to Shape

Assess current performance

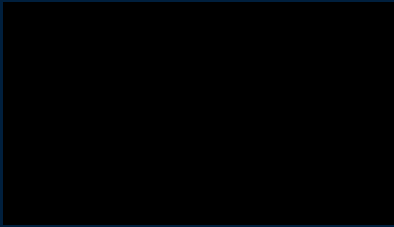
Include information about stimuli in current environment and stress responses so that it can be addressed in shaping process

Create small obtainable goals

(Miller, 2021)

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Replace a Poisoned Cue



<https://www.youtube.com/watch?v=hb4ceRjLVnw>

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What did this Involve?

Identifying what stimuli were involved

Breaking terminal bx down into small steps

100s of teaching trials

Moving back when necessary

Responding to the learners responses

(Miller, 2021)

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What can we Shape?

Supports in the environment

Response requirements

- Effort / difficulty
- Duration

Presence of establishing operation for challenging behaviour

(Miller, 2021)

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Active Student Responding

Which one is a recommended supportive procedure?

- a. Genetic testing
- b. Shaping, prompting, demand fading**
- c. Reproduce the original contingencies


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Additional Sample Supportive Procedures

1. Shaping, prompting, demand fading
- 2. Unpredictability**
3. Instructions
4. Acknowledge/Be supportive
5. Not all vs. nothing
6. Reinforce PB or precursors

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Unpredictability



- Unpredictable number of responses
- Intermittent and unpredictable reinforcement schedule
- No timers, schedules or visual cues to signal how much behaviour is required or when reinforcement is coming
- Remember to use “surprise shorties”

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Active Student Responding

Which one is recommended?

a. Unpredictability

b. Let the learner know how much work will be expected

c. Let the learner know when you will take a break

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Additional Sample Supportive Procedures

1. Shaping, prompting, demand fading
2. Unpredictability
- 3. Instructions**
4. Acknowledge/Be supportive
5. Not all vs. nothing
6. Reinforce PB or precursors

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Sometimes Use Instructions

The contingencies of reinforcement affect the future frequency of behaviour automatically.

Not necessary for people to know, describe or perceive that contingencies are affecting their behaviour.

Behaviour may diminish more quickly, however, when the extinction procedure is described to the learner.

Seven horizontal lines for notes.

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Active Student Responding

The first 3 sample supportive recommendations are...

- a. Confidentiality, consent, take action
- b. Ask an ST for help, colour code, use prism glasses
- c. Shaping, unpredictability, instructions

Seven horizontal lines for notes.

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Additional Sample Supportive Procedures

- 1. Shaping, prompting, demand fading
- 2. Unpredictability
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- 4. Acknowledge/Be supportive**
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Seven horizontal lines for notes.

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Acknowledge Difficulties, Be Supportive and Comforting

- Acknowledge emotions/difficulties
- Be supportive
- Can comfort the child
- Empathy doesn't mean you agree, but that you understand
- Less hands on
- Pay attention to affect/mood
- Make sure they go home in a safe way

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Active Student Responding

The 4th sample supportive addition to an extinction procedure is to acknowledge and be supportive, and can include ...

- a. Calmly agreeing that it is hard while maintaining the demand
- b. Responding to a client's complaining after they have completed their task "Yes, it was hard. Thank you for doing that".
- c. Both a and b

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Additional Sample Supportive Procedures

1. Shaping, prompting, demand fading
2. Unpredictability
3. Instructions
4. Acknowledge/Be supportive
- 5. Not all vs. nothing**
6. Reinforce PB or precursors

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Not All vs. Nothing	<ul style="list-style-type: none">• May not be able to remove all reinforcement• Does not have to be full reinforcement vs. no reinforcement• Wait for a moment of quiet or less intense behaviour• Change your demand if necessary - easier or more promptable
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Partial Extinction	<ul style="list-style-type: none">• When full extinction is not safe or practical• Child escapes the demand but does not access tangible reinforcers or attention• "Sanitize the environment"• Matching Law• For severe problem behaviour, safety is the priority
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Maximize / Minimize	<ul style="list-style-type: none">• Minimize reinforcement for what we do not want to see• Maximize reinforcement for behaviour we want to see more of• Environmental enrichment/ NCR
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Extinction	<ul style="list-style-type: none"> ● Minimize reinforcement for Problem behaviour ● Do not say ignore - you can't completely ignore because of severity or safety sometimes ● Always talk about extinction in terms of maximize and minimize
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Active Student Responding	<p>Which one(s) are examples of sample supportive additions?</p> <ul style="list-style-type: none"> a. You might not be able to implement full extinction b. You might have to allow the client to escape the demand, but escape to lesser reinforcement c. Safety is a priority d. All of the above
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<p>Additional Sample Supportive Procedures</p> <ol style="list-style-type: none"> 1. Shaping, prompting, demand fading 2. Unpredictability 3. Instructions 4. Acknowledge/Be supportive 5. Not all vs. nothing 6. Reinforce PB or precursors

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Reinforce PB if Needed for Safety/Televisability

- If at any point staff feel unsafe (their own safety or the client’s safety) or uncomfortable with what it looks like - they can reinforce PB
- If possible reinforce precursor behaviours
- Emergency procedure

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Caregivers can Withdraw Consent at Any Time

- If a caregiver asks you to stop a program or procedure you must stop. Then you can call your ST for further direction.
- If a caregiver asks you to end the session and leave you must respect their revoke of consent and call your ST and scheduling for further direction.

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Reinforce PB if Needed for Safety/Televisability

- If you have to reinforce PB:
 - Always notify supervisor afterwards
 - Review what happened and what can be done differently (e.g. break the skill down, do more shaping, fading, prompting, etc.)
 - The behaviour wont reduce if you keep doing this

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Active Student Responding

Which one(s) may be situations when you may need to reinforce problem?

- a. You realize that your implementation does not look televisible
- b. You feel it is unsafe for you or the client to continue with the extinction process
- c. Both a and b

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If PB Occurs Analyze What Evoked It

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Escape Extinction without Physical Altercation

- **Unless instructed otherwise, do not do physical follow through**
Note - if physical prompts can be used, ask yourself - Can you follow through without a physical altercation?
- Example: Use 3 step prompting: provide **verbal** instruction and wait 3 seconds, **model** the expected response and wait 3 seconds, **prompt** the expected response
- Examples of alternatives to full physical prompting:
 - Guide the learner by holding his/her hand
 - Nudge the learner

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Alternatives to Physical Follow Through or Broken Record

- Monitor the child's affect and engagement throughout your session
- Model or start the activity
- Use momentum - give high Ps and return to original demand
- Change demand to less difficult
- Can end on a prompted response
- Include physical movement and transitions in your session
- If refusing to tact can say the answer and move on or have the child receptively identify the item (e.g. touch car and move the picture for him to touch it)

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Responding to PB

Options:

1. Prompt the expected response and continue with additional required tasks
2. Prompt the expected response and reinforce that response
3. Prompt something easier than the expected response, but better than PB
4. Reinforce PB or a precursor

If PB is lasting exceedingly long:

- Reinforce a prompted correct response with a low or moderately preferred toy even if PB is occurring.
 - Prompt the child through a demand and immediately after they complete it (even if crying), allow escape from demands to low-moderately preferred toys.
- Have a period of low demands (2-4 minutes) before beginning the session again.

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Active Student Responding

When managing challenging behaviour you should always start with standard extinction, and only include considerations and modifications if standard extinction does not work.

- a. True
- b. False

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Active Student Responding	<p>Why should extinction not be used in isolation?</p> <ul style="list-style-type: none">a. Extinction can be used in isolation if it is properly supervisedb. Extinction does not eliminate the EO for problem behaviourc. Extinction is not effective in reducing problem behaviour
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Active Student Responding	<p>The use of timers and visual schedules is recommended to be used as part of the treatment package.</p> <ul style="list-style-type: none">a. Trueb. False
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Active Student Responding	<p>What does it mean to “sanitize the environment”?</p> <ul style="list-style-type: none">a. To make sure all toys and workspaces are properly disinfected after each sessionb. To ensure that all dangerous items are kept out of the client’s reachc. To set up the environment to that the therapist controls all of the reinforcers
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Active Student Responding

If you have to reinforce problem behaviour due to safety, what should you do afterwards?

- a. Inform your supervisor
- b. Evaluate what happened
- c. Immediately end your session
- d. A and B**
- e. All of the above

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Active Student Responding

When implementing escape extinction physical prompts may be used however physical altercation should be avoided.

- a. True**
- b. False

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Active Student Responding

When responding to challenging behaviour, which of the 4 options is a last resort?

- a. Prompt the expected response and continue with additional required tasks
- b. Prompt the expected response and reinforce that response
- c. Prompt something easier than the expected response, but better than problem behaviour
- d. Reinforce problem behaviour**

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In Summary

- PB should be addressed using a treatment package
- Extinction is necessary but should not be the main treatment
- Use shaping, effective prompting and demand fading
- Do not overly rely on consequences - don't eliminate the EO
- Do not use physical guidance with bigger clients and advanced/ language abled clients
- Monitor client's emotional responses
- Reinforce PB if safety for client or staff or televisibility is a concern
- Acknowledge emotions and/or make supportive comments

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**Summary Challenge
3 Considerations / Limitations**

_a_e_y

Te_e_isi_i_it_

_a_p_r_

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**Summary Challenge
3 Considerations / Limitations**

Safety

Televisibility

Rapport

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Summary Challenge
6 Sample Supportive Additions

1. _____, prompting, demand fading
2. Un_re_ic_a_i_i_y
3. L_s_ru_ti_ns
4. Acknowledge / _____
5. Not all _____
6. Reinforce _____ behaviour or _____

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Summary Challenge
6 Sample Supportive Additions

1. shaping, prompting, demand fading
2. Unpredictability
3. Instructions
4. Acknowledge / be supportive
5. Not all versus nothing
6. Reinforce problem behaviour or precursor

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Summary Challenge
4 Options to Respond to Problem Bx

1. Prompt the _____ response and continue with _____ required tasks
2. Prompt the _____ response and _____ that response
3. Prompt something _____ than the expected response, but better than _____
4. Reinforce Problem behaviour or a _____

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Summary Challenge
4 Options to Respond to Problem Bx

- 1. Prompt the expected response and continue with additional required tasks
- 2. Prompt the expected response and reinforce that response
- 3. Prompt something easier than the expected response, but better than problem behaviour
- 4. Reinforce Problem behaviour or a precursor

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Never say Ignore!

- 1. _____ reinforcement for problem behaviour
- 2. _____ reinforcement for appropriate behaviour

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Never say Ignore!

- 1. **Minimize** reinforcement for problem behaviour
- 2. **Maximize** reinforcement for appropriate behaviour

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References and Recommended Readings

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 - a. <https://www.youtube.com/c/dobetter/featured>
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Stay Connected

alphabee PRO

info@alphabeepro.com
 www.alphabeepro.com
 416.367.5968



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