

Skills Based Treatment – Tolerating Delays and Denials

Note to Staff – delete before printing to staff

General steps to follow:

1. Open ended interview
2. IISCA
3. Treatment design form
4. Complete this program

*you might do some steps out of order, or omit some steps – this is client specific

Client Name:

Date:

Rationale:

It has been noted by staff working with [REDACTED] that at times he engages in [REDACTED] and/or [REDACTED]. These behaviours have been identified as targets for deceleration.

The procedures for the implementation and monitoring of the protocol are detailed below.

Goals:

1. [REDACTED] will accept delays up to 15 minutes without problem behaviour
2. [REDACTED] will comply with instructions 90% of the time

Operational Definition of Problem Behaviour:

Examples:

Severe Problem Behaviours (R1):

- Aggression- hitting, biting, scratching, pinching, kicking, pulling hair
- Tantrum- may include crying, scripting, lying on floor

Mild Problem Behaviours (R2):

- Precursor behaviours
- Whining
- Tapping fingers on table

Procedure: Follow the Steps in order – each step builds upon the previous step

Note: Once the child masters the first step and is on the second step, continue to provide reinforcement for some instances of step one. This continues for each step in the chain (e.g. when the child is working on step 8, you will continue to reinforce some instances of steps 1-7). Utilize the accompanied data which randomizes when each step is reinforced throughout your session.

Note: you can model and practice new steps if appropriate for your client (e.g. “Remember, when I say ‘all done’ you can say ‘my way please’)

Step	Description	Shaping/Teaching Procedure
1	<u>Functional Communication Response</u> What is the child communicating with the omnibus mand? Example: escape from all demands, don't touch my toys, leave me alone	Initial FCR: Intermediate FCR: (if applicable) Advanced FCR: (if applicable)
2	<u>Tolerance Response</u>	

	<p>Delay/Denial Signals: (examples: no, not now)</p> <p>Tolerance Response:</p>	
3	<p>CAB 1: Instructional control of stopping ongoing activity and relinquishing all positive reinforcers</p>	<p>a) b) c) d)</p>
4	<p>CAB 2: Instructional control of transitioning to alternative area and readying to listen/learn</p>	<p>a) b) c) d)</p>
5	<p>CAB 3: Instructional control of a few (1-3) Responses/Time Units of cooperation within a single, relevant activity</p>	<p>Activity:</p> <p>Responses/Time Units:</p> <p>a) b) c)</p>
6	<p>CAB 4: Instructional control of a few (1-3) responses/time units of cooperation within multiple relevant activities</p>	<p>Activity:</p> <p>Responses/Time Units:</p> <p>a) b) c)</p>
7	<p>CAB 5: Instructional control of 1-12+ responses/time units of cooperation within multiple activities</p>	<p>Activity:</p> <p>Responses/Time Units:</p> <p>a) b)</p>

		c) Activity: Responses/Time Units: a) b) c) Activity: Responses/Time Units: a) b) c)
8	CAB 6: Instructional control of 1-12+ responses/time units of cooperation within multiple activities while being challenged	Types of Activities:

Mastery Criteria:

Remain at each teaching step until 3 to 5 consecutive trials with zero problem behaviour, all expected skills are occurring independently, and engagement is consistent during synthesized reinforcement.

Responding to Problem Behaviour:

The behaviour noted in each phase (and noted on the data sheet) are the behaviours that are expected and thus prompted if noncompliance or problem behaviour occurs unexpectedly.

Step	Phase	How to Respond to Problem Behaviour
1	Functional Communication Training	<ul style="list-style-type: none"> - Prompt the child through the FCR - Reinforce the prompted FCR - Use a mand that is promptable – for example, add a “my way” card that you can prompt if they are not verbalizing (e.g. give 2 echoic prompts then physically prompt to touch “my way” card)
2	Toleration Response	<ul style="list-style-type: none"> - Prompt the child to complete the Toleration Response - Reinforce the prompted toleration response - Have a gesture prompt prepared if the child does not respond to your echoic prompts (maximum of 2 echoic prompts)
3	CAB 1 – Relinquishing Reinforcers	<ul style="list-style-type: none"> - Prompt the child to complete the required step in the shaping procedure - Reinforce the prompted step
4	CAB 2 - Transition	<ul style="list-style-type: none"> - Prompt the child to complete the required step in the shaping procedure - Reinforce the prompted step
5	CABS 3-6 (Completing various tasks)	<ul style="list-style-type: none"> - If the child is required to complete 6 demands and engages problem behaviour after 4 demands, prompt the child to complete 2 more demands and then provide reinforcement - If the child is required to complete an action for a specified duration (e.g. 30 seconds), and the child engages in problem behaviour at 15 seconds, prompt the child to play for an additional 15 seconds and then reinforcement - If the child has met the criteria to access reinforcement but engages in problem

		behaviour, prompt the child to complete 1 more demand and then provide reinforcement
<p>Note: If problem behaviour is lasting exceedingly long with no abatement, prompt the child through a demand and immediately after she completes one demand (even if she is crying), allow her to escape the from demands to low-moderately preferred toys. Have period of low demands (2-4 minutes) before beginning session again.</p>		
<p>Note: If at any point you feel it is unsafe to implement extinction- you can reinforce pre-cursors if needed or R2 (minor challenging behaviour) – if necessary, can reinforce R1 (moderate to major challenging behaviours)- would rather you reinforce pre-cursors.</p>		

Safety Precautions:

Example:

- The IT must refrain from wearing jewelry to sessions, including but not limited to: necklaces, bracelets, dangling earrings

Data Collection:

Staff will record frequency data for R1 (severe problem behaviour) and R2 (mild problem behaviour) and graph daily. Staff will add phase lines to the graph to indicate which step the child is currently working on.

R1 behaviours: _____

R2 behaviours: _____

Data sheet:

- In EO (establishing operation) circle the response if it occurred independently; slash the response if prompted
- In SR (synthesized reinforcement) circle Eng if the child was engaged throughout the majority of the SR period

- If one or more severe problem behaviours occurred, write R1 or R1s respectively, next to the expected behaviour
- If one or more mild problem behaviours occurred, write R2 or R2s respectively, next to the expected behaviour

Review of Intervention:

The progress of the intervention will be reviewed weekly by the Clinical Supervisor and Registered Behaviour Therapist.

Generalization:

The clinician can begin parent training after all steps are mastered, or as each individual step is mastered. This decision will be made on an individual basis.

Signatures:

Parent

Date

Clinical Supervisor

Date

Registered Behaviour Therapist

Date