

Psyc 587

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Intervention for escape maintained problem behavior

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Extinction

- ❖ When reinforcement of a previously reinforced behavior is discontinued
 - ❖ Withholding the maintaining reinforcers: matched to the behavior's function
 - ❖ Sensory extinction
 - ❖ Attention extinction
 - ❖ Tangible extinction
 - ❖ Escape extinction

Considerations

- ❖ Extinction burst: initial increase in frequency of the target behavior after the removal of reinforcement
- ❖ Consistency is difficult
- ❖ Difficult for others to implement due to initial increase in frequency or magnitude of the target behavior (and they may “give in” when the behavior is at its worst)
- ❖ Not appropriate for dangerous behaviors: e.g., elopement into the street
- ❖ Use as only part of a treatment package

Traditional escape extinction

Definition

- ❖ Emitting the target behavior no longer enables the person to escape the aversive situation

Examples in Cooper

- ❖ Non-removal of the spoon in a feeding intervention
- ❖ Physical guidance during matching to sample tasks

Forced prompting example

- ❖ forced prompting video

Forced prompting example 2

- ❖ forced prompting video 2

7 steps video example

- ❖ avoiding use of physical prompts video

Discussion

- ❖ What are some things to think about in this scenario to prevent the problem behavior in this situation?
 - ❖ Some kind of warning of a transition away from the cars?
 - ❖ Incorporating the program with the 3D cars and ramp?
 - ❖ Provide choice of book or other activity?
 - ❖ Modify environment to prevent running around the room?
 - ❖ Is there something about the specific target or the book that is aversive?
 - ❖ Others?

7 steps video example 2

❖ <https://www.youtube.com/watch?v=P615UO1Sl30>

7 steps video example 3

- ❖ <https://www.youtube.com/watch?v=-wwljKoFPZE&t=331s>

Discussion

- ❖ Child still seems very upset during this procedure- how can we shape and use other antecedent strategies? e.g., just sitting in chair with preferred items as first target before any other demands placed
- ❖ They still physically prompt him from the table to chair?
- ❖ What about a client who is happy to lay on floor when motivation for current materials wanes
 - ❖ What are the options here? Physically prompt as in traditional escape extinction. Wait him out as in 7 steps?- unlikely he will come back unless we bring out other highly preferred choices

Antecedent Interventions to prevent problem behavior

Your 7 year old client screams and throws items from the table when his mother presents him with his homework everyday. You've already concluded that the primary function is escape/avoidance of hw. The client's most preferred activity is Pokemon

Geiger, Carr, LeBlanc (2010): Function
Based Treatments for Escape Maintained
Problem Behavior

Clear expectations

- ❖ Priming
- ❖ Written rules
- ❖ Visual schedules
- ❖ first / then board
- ❖ Ideas for HW example?

Environmental considerations

- ❖ Noise level
- ❖ Number of people in room
- ❖ Mirror
- ❖ Poster partitions
- ❖ HW example: removing unnecessary items from the table

Activity choices

Offer choices related to order of tasks, when to complete tasks etc

- ❖ **Strengths:** no lost instructional time, may teach clients to be active part of the learning process
- ❖ **Limitations:** client needs to have the skill of making choices, client needs to be able to tolerate some level of work

HW choices

1. Where to work	Kitchen table Front room
2. When to start	Now In 3 minutes
3. What assignment to do first	
4. What color to use	
5. How many minutes to work for	10 15

Demand fading

All demands removed and then gradually reintroduced

- ❖ **Strengths:** immediate reduction in problem behavior
- ❖ **Limitations:** challenging to implement in a classroom setting

Non-contingent escape

Provide escape on a time based schedule, regardless of problem behavior (e.g., every 5 minutes)

- ❖ **Strengths:** immediately reduces problem behavior
- ❖ **Limitations:** may accidentally reinforce problem behavior, difficult to implement in a classroom setting

Curricular and instructional revision

Modify targets or teaching procedures

Skill/program/target selection

- ❖ *Is this a functional and socially significant skill/target for the client?*
- ❖ *Does the client have the appropriate pre-req skills to learn this skill?*

Task materials

How can we modify the task materials used to keep the client motivated and successful?

- ❖ **Incorporating preferred interests** e.g., client who enjoys animals- animal duplos and beads for non-preferred fine motor tasks, actions- animal book, attributes- brown bear characters
- ❖ **Program materials** e.g., notecard vs paper for cutting program

Task procedures

How can we modify the procedures used to make this program less difficult, boring, or aversive for the client?

- ❖ **Difficulty level** e.g., interspersing maintenance tasks to keep the client successful, providing assistance to keep the client successful e.g., sentence starter for the hw example
- ❖ **Functional vs arbitrary tasks** e.g., counting money to buy something at the store, functional NVI dance class
- ❖ **Response method** e.g., writing vs typing
- ❖ **Presentation of demands** e.g., having older brother present SD and model

Ideas for hw example?