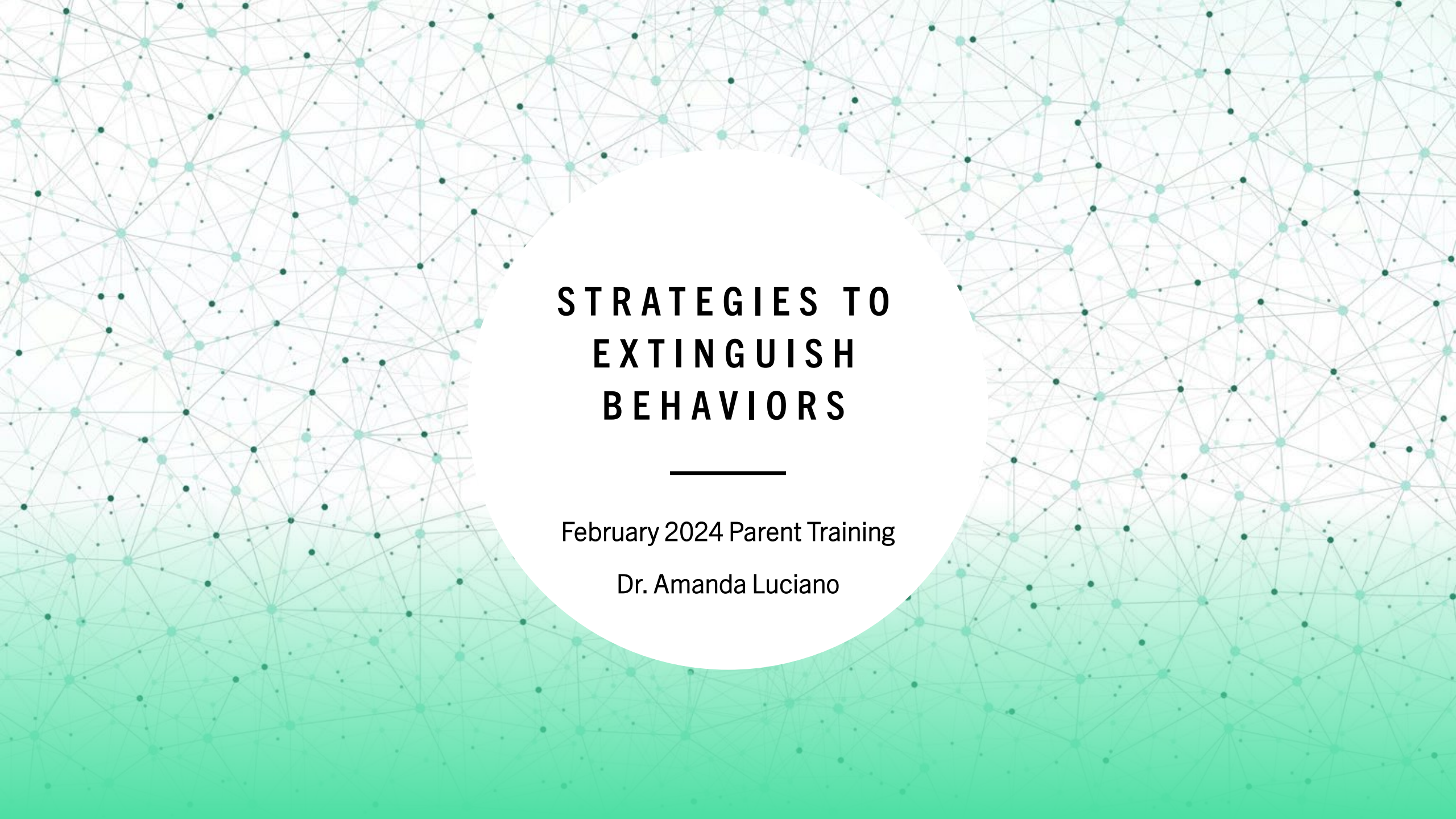




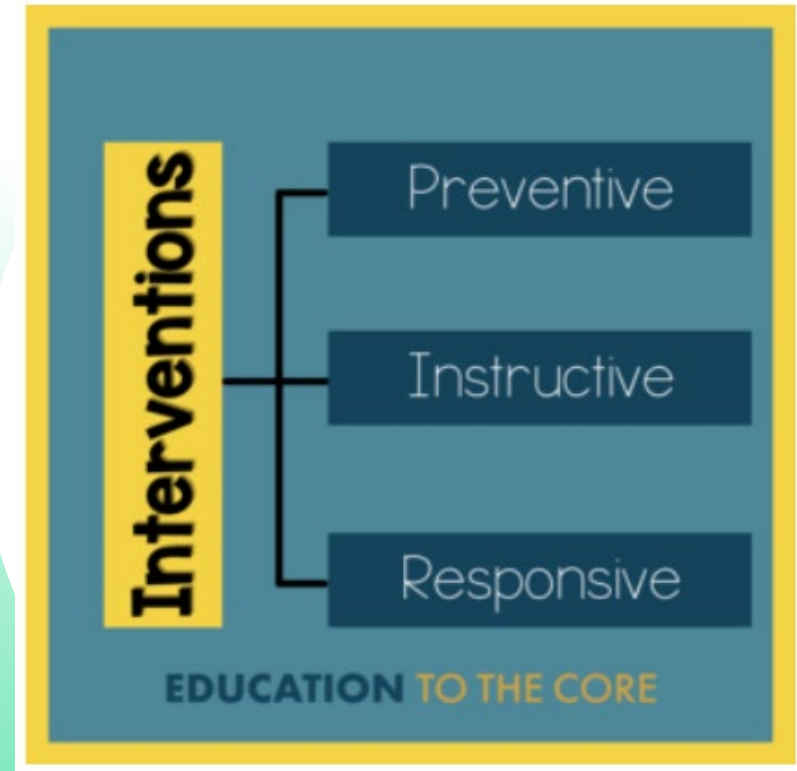
STRATEGIES TO EXTINGUISH BEHAVIORS

February 2024 Parent Training

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OVERVIEW

- Functions of behavior
- Universal strategies
- Extinguishing problem behaviors
- Additional resources- specific interventions and tools



ALL BEHAVIOR OCCURS FOR A REASON



If we are unsure, sometimes we just need more information!

WHAT IS THE FUNCTION?

- What do we need to ask ourselves?
- Common questions:
 - What does my child gain from this behavior?
 - What happens immediately after the behavior occurs?
 - What did I do after?
 - What do others do?
 - What happens in the environment?
- What could the replacement behavior be?
- What could be used to positively reinforce the new behavior?

		What it does for the individual	When it occurs	What can be done to prevent behaviour that is perceived to challenge
E Escape		Avoid or get away from undesirable events	When the event is too hard/easy/boring/scary etc.	Prompt functional communication response e.g. "I want a break"; pitch the demand at the correct level
A Attention		Gain access to people or interactions	When social interaction is desired	Provide attention when the individual is on task; prompt to gain attention appropriately
T Tangible		Gain access to preferred items or activities	When preferred items are desired	Teach the individual how to request preferred items appropriately (Makaton/PECS etc.)
S Sensory		Feels good, provides sensory feedback	Anytime, alone or with others	Provide the individual with an appropriate space to engage in the behaviour or if the behaviour is harmful find an alternative behaviour that meets the same sensory needs

MEDICAL



- Regular consultation with the doctor
- If a child is on medication due to a diagnosis, it is important to continuously follow up with the doctor. We want to make sure the dosage is appropriate, and the child is being medicated appropriately.
- For example, a child who is very fatigued may exhibit more problematic behaviors. Some medication side effects (even common allergy medications) could be part of the cause and should be part of the problem-solving process.
- Is there anything in the environment that can be done to accommodate the child's medical needs?

ESCAPE/AVOIDANCE BEHAVIORS



- Preventative Strategies:
 - Increase reinforcement for completing the task.
 - Provide frequent reinforcement for the behavior.
 - Increase predictability: be consistent with expectations
 - Behavioral momentum: start with 3-5 easy tasks you know the child will do and then add the task that is more challenging
 - Offer (fixed) choices: Do you want to start with Math or ELA?

When a behavior occurs:

- Maintain the demand!
- Broken record technique: steadfast in your position and keep the same demand, no matter what.
- Limit attention provided
- Limit access to preferred motivators until the demand is completed.

ATTENTION SEEKING BEHAVIORS

- Preventative Strategies:

- Provide positive attention when child is engaged in appropriate activities
- Behavior specific positive praise: “I like how you followed directions the first time.”
- For every time you provide a correction, try to provide at least 5 instances of positive praise.
- Try to phrase statements positively – “Don’t throw sand in the sandbox” becomes “Let’s try to keep the sand in the sandbox and make a beautiful sandcastle together.”
- Increase proximity to the child
- Teach new ways to ask for connection: model the behavior for them

When a behavior occurs:

- Ignore all attention seeking behavior
- Be consistent with ignoring the problem behavior
- Use non-verbal communication: visuals or point
- Try to avoid verbal dialogue



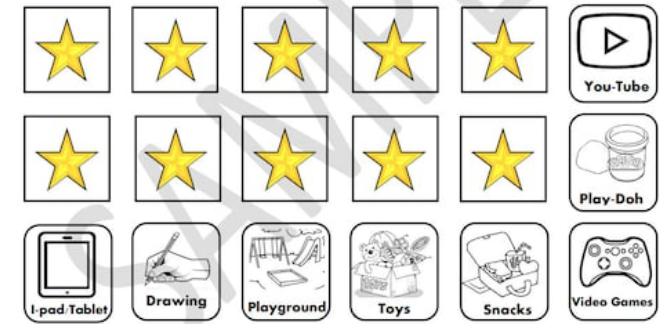
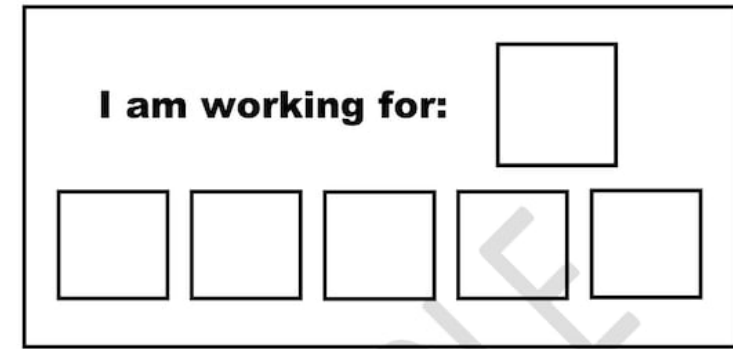
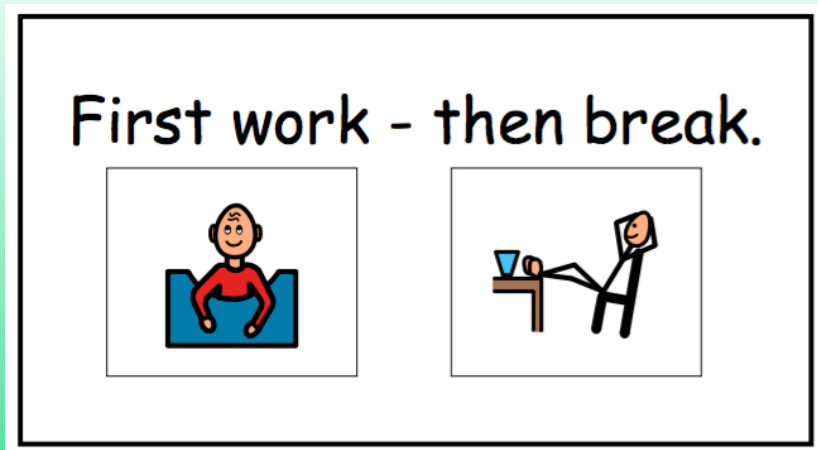
Remember, sometimes the behavior gets worse before it gets better!

Remain in the process and give your child time to prove these new patterns of behavior and reinforcement.

TANGIBLE SEEKING BEHAVIORS

Preventative Strategies

- First -> Then procedures
The child first complies with the demand, then has access
“First you empty the dishwasher, then you can have iPad time.”
- Token boards
- Keep the tangible item in sight to remind the child what they are working for
- Have consistent rules about when the child has access to the item(s)



When a behavior occurs:

- Remind the child what they are working for
- Remind the child of the demands they must complete to receive access to the tangible item.
- Show the child what they are working for.

PRAISE/POSITIVE REINFORCEMENT



Bribery

- Child is in control
- Offering a preferred item or activity to try and stop or influence a behavior in the moment
- Occurs after problem behavior has already begun
- Stops behavior in the short-term, but increases it in the long-term
- Favorable to the person giving the bribe



Positive Reinforcement

- Adult is in control
- Preferred item is delivered contingent (after) an appropriate behavior occurs
- Increases, strengthens and maintains the appropriate behavior long-term
- Favorable to the learner

PRIDE SKILL OF THE WEEK:

LABELLED PRAISE

Praise is more effective when it is specific and labeled. Labeled Praise lets the child know the exact behaviors they have done well.

Example:

Unlabeled Praise- Great Job!
Labeled Praise- Great job staying calm in your seat!



SENSORY BEHAVIORS

- Examples include: rocking back and forth, making loud noises, touching shiny objects, etc.
- Find a replacement behavior- try and find appropriate sensory integration activities (i.e. jumping on a trampoline at gymnastics class, cooking with a parent to incorporate smell, using a weighted vest).
- Teach regulation strategies (taking deep breaths, “freeze, squeeze, breathe”).
- Allow the child to earn via reinforcement engaging in the behavior
- Enrich the environment with interesting and stimulating materials
- Teach the expectations

How to Be a Sensory-Friendly Teacher

Create a sensory-learning environment.



- Visual schedule
- Timer
- Natural light
- Standing desks
- Wedges for chairs

Provide students with coping strategies.



- Stuffy buddies
- Weighted cushions
- Noise-cancelling headphones

Open and honest communication.



- Talking circles
- Using visuals
- Watching physical cues
- Scheduling breaks

Flexibility in teaching.



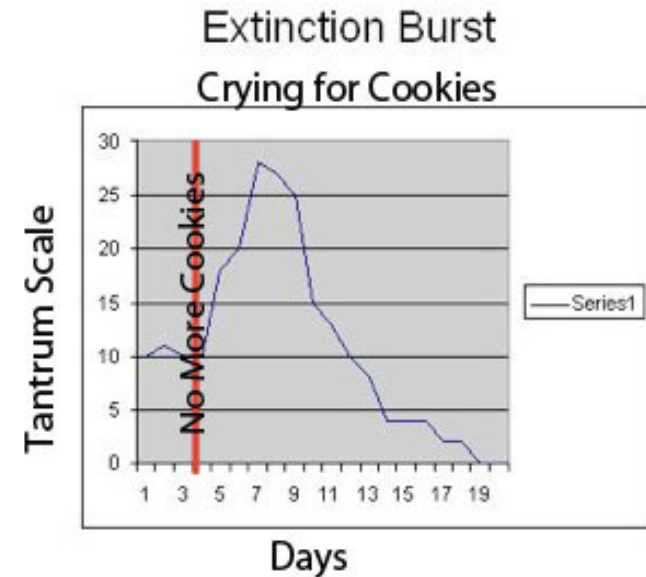
- Give student's choices in their days
- Creating personalized learning plans

WHAT IS EXTINCTION?

- Extinction helps an individual overcome a certain behavior that was previously reinforced but is no longer being supported. The purpose is to condition a child to reduce or even completely stop a certain behavior by no longer providing reinforcement for it.
- An extinction burst occurs when there is an increase in the frequency or intensity of the unwanted behavior.

Example: crying louder to get attention- eventually the child will realize that they are not getting the attention they are seeking and will cease the behavior.

- This can be difficult for parents to stick with!
- When we intervene and provide reinforcement as things get worse, we're just setting a new starting point for interfering behavior the next time the student wants to be reinforced.



TIPS ON HOW TO CONTROL EXTINCTION BURSTS

- Do not reinforce the maladaptive or undesirable behavior by responding. Instead stay strong, try to do something to distract yourself, and try your best not to succumb to the temptation to react as you normally would.
 - If the unwanted behavior is reinforced, the child will see the response to their negative behavior and can continue to escalate.
- Stay consistent in how you react or respond.
- Be patient, don't expect miracles over night.
- Be prepared, know what to expect so you are able to deal with an extinction burst and can prevent it from repeating.
- Get everyone on board! Try to have everyone in the family circle respond in the same way. If one person gives in, the behavior will likely continue.
- Do not use extinction when dealing with a particularly harmful habit or behavior.

RESOURCES- PREFERENCE ASSESSMENT

Reinforcer Preference Assessment

Preference assessment aims to identify an individual's favorite things so that they can be used as rewards or potential "reinforcers" of appropriate and desired behavior. In each category, please check each item that your child has shown interest in. For each area, then specify the top three things that you think would be most motivating for your child.

Activity Reinforcers

☐ Puzzles	☐ Taking a walk	☐ Blowing bubbles
☐ Reading Books	☐ Scooters/bicycle	☐ Playing with cars
☐ Legos/ Blocks	☐ Extra recess/play time	☐ Playing with trains
☐ Playdoh	☐ Coloring or drawing	☐ Playing with dolls
☐ Listening to music	☐ Painting	☐ Dress up
☐ Playing on the IPAD	☐ Arts and crafts	☐ Imaginative play
☐ Watching videos	☐ Dancing	☐ Board games
☐ Singing	☐ Sports/ Gym activities	☐ Nail painting
☐ Playing on the smartboard	☐ Using playground equipment	☐ Sitting on bouncy ball
☐ Other		

Please rank the top 3 which you think would be most motivating/ reinforcing for your child



1.	2.	3.
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RESOURCES - ABC CHART

Examples:

Antecedent: Parent asks child to stop playing on their iPad.

Behavior: Child stays on their iPad and refuses to turn it off.

Consequence: Parent threatens child to lose iPad privileges in the future.

What are the possible functions of the behavior?

Why is the Behavior Occurring?		
What happened before the behavior? (Antecedent)	Describe the Behavior (Behavior)	What happened after the behavior? (Consequence)
Why is the behavior occurring (the function)?		

ADDITIONAL EXAMPLE

ABC's of Behavior Chart

Child's Name: Deon		Behavior to observe: Tantrums		
Setting/event <i>Location, date, time</i>	Antecedents <i>What happened right before behavior?</i>	Behavior <i>Specific & measurable</i>	Consequences <i>What happened right after behavior?</i>	Function of the behavior <i>What is the payoff for the child?</i>
• Home • March 30 • 9:30 am	Mom received a phone call	• Whined • Pulled on mom's legs • Repeatedly asked to be picked up	Mom interrupted her phone call to redirect child	Attention

What can we anticipate may happen if the request to be picked up is ignored the next time?

**RESOURCES -
TOKEN
ECONOMIES**

TOKEN CHART
Example Brainstorm Form

TARGET BEHAVIOR Clear, concrete, observable language	WHEN CHECKED? When and how will you monitor?	TOKENS
Get out of bed with no more than one reminder	Parent checks after first reminder	1
Come downstairs dressed before timer ends	Upon coming down stairs	1
Put away shoes and backpack after school	Upon entering house	1
Brush teeth and put on pajamas	When child presents ready for bed	1
BONUS: Follow all Behavior Rules all day	When child presents ready for bed	2
	DAILY TOTAL:	6+ Tokens

REWARD CHART!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Great getting ready in the morning!							
Good at School! Good at home!							
Eating Dinner Nicely!							
Great Bedtime!							
WOW! Bonus							
TOTAL							

ADDITIONAL RESOURCES - BEHAVIOR CONTRACTS

- What is it? An agreement between student, caregiver, and teacher OR it can be developed between child and parent. It outlines expectations for student behavior and outlines the reinforcer for meeting or not meeting the expectations.
- Choose 1 or 2 difficult behaviors
- Involve the child and define the expected behaviors or goals
- Decide upon reinforcers
- Follow up and revise if needed.
- Make sure you are consistent and hold up your end of the contract.



EXAMPLES

Behavior Contract

This contract between _____ (student),
_____ (teacher), and
_____ (caregiver) begins on
_____ (date). We developed this contract together and we will
review it _____ (date/time) to see if goal(s) is met

Goal(s):

1:

2:

Strategies to help reach the goal(s):

1:

2:

3:

If the goal(s) is met, the following reinforcer(s) will be given to _____

Reinforcer(s):

Student Signature: _____

Teacher Signature: _____

Caregiver Signature: _____

Progress Monitoring

[illegible]

Behavior Contract (Example)

This contract between John Smith (student),
Ms. Mary Taylor (teacher), and
Ms. Susan Smith (caregiver) begins on
May 1, 2020 (date). We developed this contract together and we will
review it at the end of each class everyday (date/time) to see if goal(s) is met.

Goal(s):

1: John will remain at his workstation for 15 minutes.

2:

Strategies to help reach the goal(s):

- 1: John will have materials ready for his class, and he will take care of his personal business (e.g., using bathroom, eating snacks) before class.
- 2: The caregiver will remind John of the expectations and to have all materials ready.
- 3: The teacher will provide a checklist of materials that John needs and remind him how much time is remaining.

If the goals are met, the following reinforcer(s) will be given to John

Reinforcer(s): 10 minutes of video game time

Student Signature: John Smith

Teacher Signature: Ms. Mary Taylor

Caregiver Signature: Ms. Susan Smith

Progress Monitoring

Date/Time/Task	Math	Science	Writing	Reading						
Goal achieved?	Yes	Yes	No	Yes						
Reinforcer earned?	Yes	Yes	No	Yes						

DAILY BEHAVIOR REPORT CARD

- Ongoing communication between home and school is important!
- These are easy, efficient ways to motivate students.
- Parents and students receive daily feedback about the student's target behaviors.

's best behavior!!!

	I listened, looked and followed directions	I did my best work (I got started right away, kept working and worked carefully)	I used polite words and actions
Morning meeting			
Reading			
Math			
Specials			
Science/Social Studies			

Date: _____



Great job!!



OK, but keep trying



I need to try harder next time

Comments

Success:

___ Smiles or more = Great Day!

___ Sad faces for more = Need to try harder and problem solve

Parent signature:

QUESTIONS OR COMMENTS?

Thank you!