

Time-out and Other Discipline Strategies



Dealing with Challenging Behaviour

Behaviour Management – targets for decrease	Skill Acquisition – targets for increase
Tantrums	Functional Communication Training
Aggression	Emotional Self-control
Shouting out	Inhibition
Side-talking	Attention
Incomplete homework	Memory
Self-stimulatory behaviour	Play

Dealing with Challenging Behaviour

- Identify the behaviour
- Identify the function of the behaviour
- Select an appropriate alternative behaviour
- Teach the appropriate alternative
- Reinforce the appropriate alternative
- STOP reinforcing the challenging behaviour

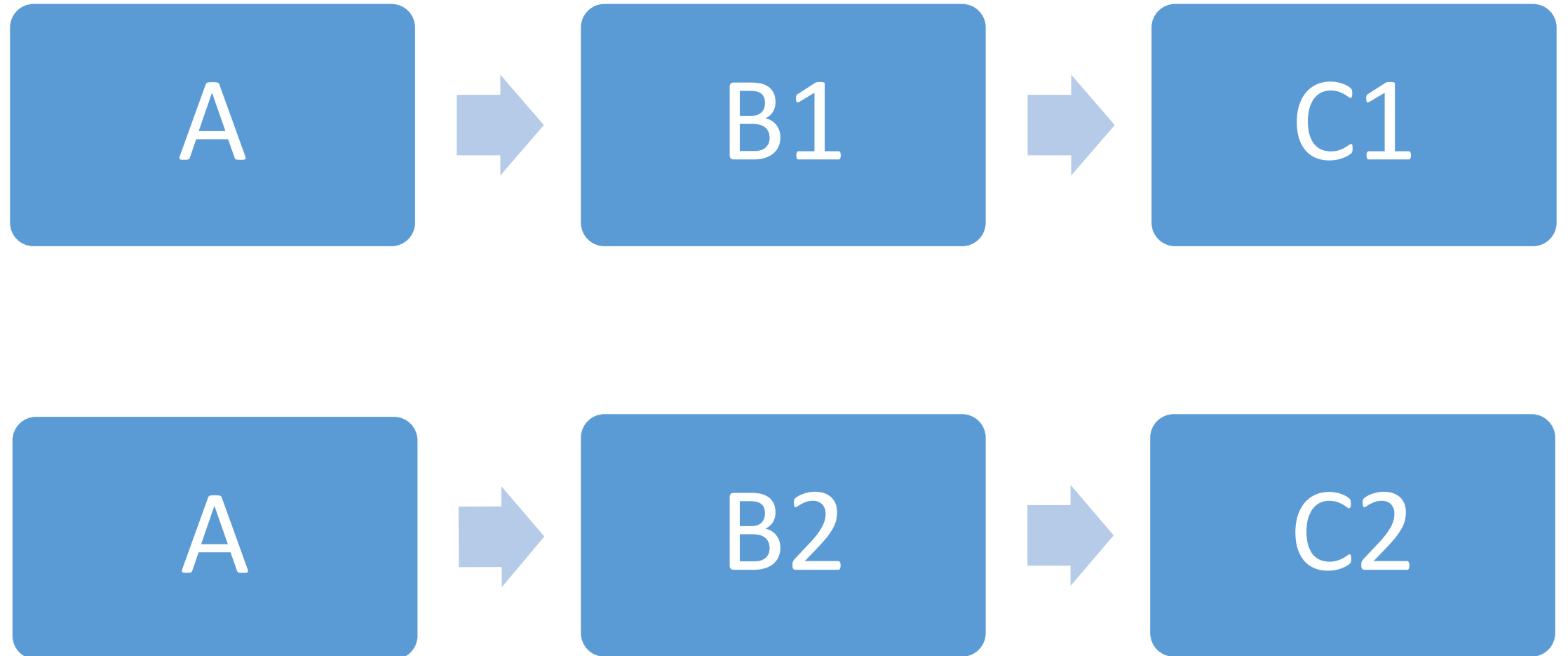
Functions of Behaviour

- Attention
- Access to Tangible
- Escape
- Automatic
- (Access to Routine)
- (Access to Stereotypy)

Dealing with Challenging Behaviour



Dealing with Challenging Behaviour



Reinforcement versus Punishment

- Reinforcement = the addition or removal of a stimulus immediately following a behaviour, which increases the future frequency of that behaviour
- Punishment = the addition or removal of a stimulus immediately following a behaviour, which decreases the future frequency of that behaviour
- Extinction = no longer reinforcing a previously reinforced behaviour; serves to decrease the future frequency of that behaviour
- Ethically, reinforcement procedures, in conjunction with extinction, must be implemented first. Punishment procedures may only be the first resort if it is determined that the behaviour is severe/dangerous and that punishment is very likely to be effective

Extinction

- Types of extinction
 - Attention extinction (AKA 'planned ignoring')
 - Escape extinction
 - Tangible extinction
 - Sensory extinction or response blocking or redirection
- Fair warning:
 - The extinction burst
 - Spontaneous recovery
- Consistency is key to avoid 'the gamble'
- Some individuals will discriminate between people as sources of reinforcement

Reinforcement Procedures

Non-contingent Reinforcement

- Provide reinforcement on a time-based schedule, independent of the individual's behaviour
- Rationale
- Inadvertent reinforcement
- NCE

Reinforcement Procedures

- Differential Reinforcement – reinforcing a behaviour targeted for increase while extinguishing a behaviour targeted for reduction
 - DRA
 - DRI
 - DRO
 - DRL
 - DRD

Reinforcement Procedures

DRA – alternative

- Functionally equivalent
- Most common: FCT
- Can also be skills such as appropriate play

Reinforcement Procedures

DRI – incompatible

- Not used often, because difficult to find functional, incompatible behaviours
- Can be effective for self-stimulatory behaviours

Reinforcement Procedures

DRO – other

- Be careful – are you prepared to reinforce all other behaviours?
- Time-based, intensive

Reinforcement Procedures

DRL – low rates

- Used for behaviour that is acceptable at low rates

DRD – diminishing rates

- Incremental decreases in the goal

Group Contingencies

- Independent – each to their own
- Interdependent – all for one
- Dependent – one for all

Other Helpful Antecedent Modifications

- Visual schedules
- Transition cues
- Token systems
- Rules
- Reminders
- Environmental modification
- Task modification
- Preference assessments
- Environmental enrichment
- Behavioural momentum
- Demand fading
- Behavioural contracts

Punishment Procedures

- Time-out
 - One minute per year of age
 - Contingent on problem behaviour
 - Immediate
 - Consistent
 - Situation prior to time-out must be preferred/reinforcing
 - What if there is still behaviour when time-out is due to end?

Punishment Procedures

- Response Cost
 - Removal of a portion of a tangible reinforcer contingent upon problem behaviour
 - Can be part of a token system or a response cost system
 - Immediate
 - Consistent

Punishment Procedures

- Overcorrection
 - Simple restitution versus overcorrection
 - Consistent
 - Immediate
 - No reinforcement for corrected response

Punishment Procedures

- Contingent exercise
 - “Take a lap!”
 - Immediate
 - Consistent
 - No reinforcement for completed exercise

Considerations in the Use of Punishment

- Easy to overuse or abuse
- Does not teach a replacement behaviour, therefore must be used in conjunction with a reinforcement procedure

Why isn't it Working?

- Motivation
 - Individual-specific
 - Preferences can change over time
 - Satiation versus deprivation
- Consistency
 - Within-person
 - Across people
 - Across settings
 - Across time

Common Errors in Behaviour Management

- Threatening without follow-through
- Giving contingencies that you are not prepared to follow through on
- Failing to recognize that behaviour occurs for a reason
- Failing to recognize that the individual may not have a more acceptable response in their repertoire
- Setting unrealistic goals
- Inconsistency across settings/people
- Misidentification of function
- Misidentification of reinforcers
- Response effort versus value of reinforcer
- Not having a fade-out plan

Questions?