

EEX 3616

Decreasing Student Behavior

DECREASING PROBLEM BEHAVIOR

- Differential Reinforcement Strategies
- Type II Punishment Strategies
- Type I Punishment Strategies

DIFFERENTIAL REINFORCEMENT

- Contingent presentation of reinforcing stimulus following desired behavior & extinction following undesirable behavior.
- Steps
 1. **Reinforce** appropriate behavior
 2. **withhold reinforcement** (extinction) when desired behavior does not occur.

Purpose of Differential Reinforcement

- To highlight discrimination between desired and undesired behavior.
- To cue learner of the behavior that will access reinforcement.
- Systematic manner of applying both reinforcement and extinction for specific behavior

EEX 3616

Decreasing Student Behavior

Differential Reinforcement of Low Rates of Behavior (DRL)

- Presentation of reinforcement contingent upon emission of behavior at desired low rate
- Uses
 1. when goal is to reduce but not eliminate behavior
 2. reinforcement provided for frequencies that are lower than baseline.

Differential Reinforcement of Other Behavior (DRO)

- Contingent presentation of reinforcer for any acceptable behavior except the target behavior for a pre-determined interval of time

Differential Reinforcement of Alternative/Incompatible Behaviors (DRA/I)

- strengthening a specific behavior that offers an alternative to the unwanted behavior.

EEX 3616

Decreasing Student Behavior

TYPE II PUNISHMENT

TAKING (WITHHOLDING, WITHDRAWING, OR REMOVING ACCESS TO) STIMULI IN AN EFFORT TO MAKE CONTINGENT BEHAVIOR DECREASE.

Extinction

-withholding reinforcement for target behavior that results in decrease in future responding.

*teacher must have control over maintaining reinforcers

Characterized by:

1. gradual reduction in target behavior
2. increase before decrease (extinction bursts)
3. side effects
4. spontaneous recovery

Affected by:

1. number of reinforced trials
2. schedule of reinforcement
3. side effects
4. effort needed to respond (efficiency)

Extinction Guidelines

1. Clear definitions of target behavior, and maintaining reinforcers
2. Identify and withhold all major maintaining sources of reinforcement
3. Clearly specify conditions for extinction
4. Maintain intervention for sufficient time to control for temporary increases
5. Reinforce appropriate behavior

EEX 3616

Decreasing Student Behavior

Advantages and Disadvantages

Disadvantages

1. Delayed effects
2. Temporary increase
3. Imitation of inappropriate behavior by peers
4. Difficult to control all maintaining reinforcers

Advantages

1. Effective with a variety of behaviors
2. can have enduring effects if done properly

Response Cost

Contingent withdrawal of specified amounts of reinforcers that the student already has that result in a decrease in responding

When to Use

1. When can't identify maintaining reinforcers
2. Dimensions of behavior are so severe that behavior must be changed immediately

EXAMPLES

Token economy

Response Cost: Uses and Guidelines

Uses:

1. limited to conditions where conditioned reinforcers are used
2. student must have positive reinforcement available

Guidelines

1. allow build-up of reinforcement (no negative balance)
2. allow opportunity to experience cash-in before levying fines
3. clearly communicate rules
4. match response cost to individuals and conditions - be consistent
5. reinforce replacement behaviors

EEX 3616

Decreasing Student Behavior

Advantages and Disadvantages of Response Cost

Advantages

1. strong and rapid decrease
2. possible long lasting effects
3. convenient easy to use

Disadvantages

1. not a universal reductive effect
2. requires use of conditioned reinforcers
3. penalties can be easily abused
4. may generate side effects

Time Out

- Removal of access to sources of reinforcement contingent upon the emission of a response, resulting in a decrease in responding

Types:

1. Non-Exclusionary
2. Exclusionary
 - a) contingent observation
 - b) non-contingent observation
3. Isolation/Seclusion

Time Out Guidelines

1. adequate safeguards
 - therapeutic name ("quiet place" vs "closet of shame")
 - lights, rug, remove dangerous objects
2. remove reinforcers that may be supporting undesirable behavior
3. avoid time out from an aversive situation
4. avoid opportunities for self-stimulation
5. avoid with students who are physically resistant
6. use consistently
7. short duration (max 10 minutes when working)
8. administer in neutral, business-like manner

EEX 3616

Decreasing Student Behavior

9. debrief
 10. teach procedure
 11. act immediately
 12. record data
 13. do not allow avoidance of work, make-up what's missed
- Criteria for Release
1. duration
 2. appropriate behavior
 3. further time if inappropriate during time out
- *Repeated time outs of long duration should be a signal that time out is not effective*

- ### Type I Punishment
- The contingent presentation of a stimuli to decrease behavior
- includes emotional and physical stimuli
 - includes taking of non-earned reinforcers

- ### Overcorrection
- Positive Practice
 - repeated practice of correct form of relevant replacement behavior that results in a decrease in future responding
 - Restitutional
 - correcting the environmental effects of an inappropriate act to a condition better than it was before the act that results in a decrease in future responding

EEX 3616

Decreasing Student Behavior

When to Use Overcorrection

- 1 Used when all Type II Fail
- 2 One-to-one attention required

Advantages and Disadvantages

- **Disadvantages**
 - 1. Limited research on effectiveness
 - 2. Difficult to select replacement behavior
 - 3. Requires one-to-one attention
- **Advantages**
 - 1. Minimizes disadvantage of presentation of aversives
 - 2. does not provide a negative model
 - 3. Rapid and long-lasting reduction can be instructional
 - 4. Can be instructional

Type I “Punishment”

- **When to Use**
 - Used with behavior requiring immediate reduction
- **Aversives**
 - 1. Sensory
 - 2. Movement
- **Unconditioned -**
 - any stimulus that is aversive in the absence of any prior learning history
- **Conditioned -**
 - neutral stimuli that have developed aversive properties

EEX 3616

Decreasing Student Behavior

Advantages and Disadvantages

- **Disadvantages**

1. Legal - moral - safety
2. Side effects
3. Overgeneralization
4. Situationally specific effects (punisher absent)
5. Model punishment

- **Advantages**

1. Rapid reduction/elimination of behavior
2. Facilitates discrimination between acceptable and unacceptable behavior
3. Instructive to peers (vicarious)

Using Punishment Effectively

1. Prevent escape
2. Consistent and immediate application
3. Use weakest yet effective aversive
4. Reinforce fair pair
5. CCBD position paper (1990)
 - *Behavior Disorders* 15(4), 243-260.
