**Extinction**

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| **Reference Articles:** |
| Stahr, B., Cushing, D., Lane, K., & Fox, J. (2006). Efficacy of a function-based intervention in decreasing off-task behavior exhibited by a student with ADHD. *Journal Of Positive Behavior Interventions*, 8(4), 201-211.    Hall, R. V., & Hall, M. C. (1998). *How to use planned ignoring (extinction) / R. Vance Hall and Marilyn L. Hall.* Austin, Tex. : Pro-Ed, c1998. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Attention |
| **Description of Intervention:** |
| Extinction does not require the use of punishment procedures to decrease problem behavior. Extinction simply requires the withholding of reinforcement by ignoring a behavior. For example, a teacher might ignore a student’s inappropriate comments, so the student learns that his inappropriate comments no longer elicit a verbal or emotional reaction from the teacher (behaviors that the student finds reinforcing). Keep in mind that some students actually find it reinforcing to see a teacher get upset.  Typical extinction procedures include: ignoring the behavior, removing reinforcing items or activities, and/or removing the learner from the environment. |
| **Steps of intervention:** |
| 1. Clearly write out extinction procedures (e.g., “When the learner does x , we will respond by doing y “) by: 2. Outline an extinction burst safety plan (i.e., what staff should do when the behaviors get worse before they get better). 3. Discuss the intervention with all adults who are with the learner on a regular basis (e.g., therapists, paraprofessionals, family members). 4. Explain the intervention procedures to other students who are in close proximity to the student when the interfering behavior occurs (e.g., in the same class, at lunch). 5. Wait for the behavior to occur and respond by planned ignoring. 6. Promote a replacement behavior using a complementary intervention approach such as functional communication training for differential reinforcement of other more appropriate behaviors. 7. Continue to respond as planned during the duration of the behavior. |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| Planned Ignoring works well with a card communication system and self-monitoring with students with ADHD.  The use of extinction is not limited to a particular behavior or skill, but typically is used to address disruptive, aggressive, perseverative and stereotypical behaviors, or any other problematic behavior that prevents developmental growth. It is recommended that extinction procedures be used after other more positive interventions have been tried and shown to not work (e.g., differential reinforcement, curriculum modification, etc.). |
| **Data Collection Method: (how would you take data on this intervention?)** |
| <http://www.autisminternetmodules.org/up_doc/ExtinctionImplementationChecklist.pdf>  When collecting data for extinction, it is important to focus on the frequency, duration, and intensity of the behavior. Data collection sheets which measure these characteristics will be most appropriate for use with extinction. |
| **Links to video examples:** |
| <http://education-portal.com/academy/lesson/reducing-undesirable-behaviors-in-the-classroom.html#lesson> length 2:54  <http://www.youtube.com/watch?v=AgMmXR2sYIQ> length 15:13 (extinction and extinction burst  <http://www.youtube.com/watch?v=AJHPBCn5gXw> length 10:53 (extinction burst)  <http://www.youtube.com/watch?v=T6Ct5J2TC1I> length 6:00 (Role Play)  <http://www.youtube.com/watch?v=xMwPsNM7wx8> length 6:01 (planned ignoring – demonstration in the classroom). |
| **Important notes:** |
| It is important when using Extinction that you are consistent and do not vary from the “ignoring”. Any attention that you give the student is NOT ignoring.  Remember that the student will typically have an Extinction Burst. This means it is working. Don’t change anything. Don’t give in or give attention.  Planned ignoring literally involves no verbal contact, no physical contact, no eye contact, and no emotional reaction during or following an attention maintained interfering behavior. While this strategy may be difficult to implement initially or for extended periods of time, consistency is crucial. If a student’s disruption increases in intensity or duration, then reinforcing other students for ignoring and tolerating the extinction burst may be helpful.  Other Procedures Useful in Conjunction with Extinction – Functional Communication Training, Differential reinforcement, Non-contingent reinforcement |