**Extinction - Escape**

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| **Reference Articles:** |
| Everett, G. E., Olmi, D. J., Edwards, R. P., Tingstrom, D. H., Sterling-Turner, H. E., & Christ, T. J. (2007). An Empirical Investigation of Time-Out with and without Escape Extinction to Treat Escape-Maintained Noncompliance. *Behavior Modification*, 31(4), 412-434.  Bui, L. D., Moore, D. W., & Anderson, A. (2013). Using Escape Extinction and Reinforcement to Increase Eating in a Young Child with Autism. *Behaviour Change*, 30(1), 48-55. doi:10.1017/bec.2013.5 |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape (Working Through It)  |
| **Description of Intervention:** |
| Extinction for escape or “Working through it” is a technique in which a student is prevented from avoiding or escaping a undesirable task or situation (e.g., not sending a student home for disruptive behavior when the students wants to leave school). It basically serves to stop the behavior from occurring because it no longer has a function. |
| **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 continuing to place the demand.
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.
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| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| For students with ASD, you may pair this with a three step prompt (give verbal demand, give model or demonstration, use hand over hand).For students with EBD, you may continue presenting the demand without the use of physical assistance. |
| **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://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) |
| **Important notes:** |
| * Extinction of negatively reinforced behaviors does not allow the learner to escape/avoid undesirable consequences after a problem behavior.
* Extinction yields a gradual, not an immediate, reduction in behavior.
* A problem behavior placed on extinction may show an initial increase in frequency, intensity, and/or duration (I.e., extinction burst) following the removal of reinforcement. It is not uncommon for the behavior to get worse before it improves.
* Other Procedures Useful in Conjunction with Extinction – Functional Communication Training, Differential reinforcement, Non-contingent reinforcement
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