Registered Behavior Technician (RBT) 40 hours Training Course



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**This training program is based on the Registered Behavior Technician Task List (2nd ed.) and is designed to meet the40-hour training requirement for the RBT credential. The program is offered independent of the BACB

40-Hour course based on the Registered Behavior Technician™ 2nd Edition Task List

D-Behavior Reduction

D-5 Implement extinction procedures.

D-6 Implement Crisis/Emergency Procedures According to Protocol..

We Teach in a Spanglish Way!!!

Vocabulary

1. **Withholds**: Retener
2. **Procedural**: Procidemental, Técnico
3. **Aversive**: Aversivo
4. **Resurgence**: Resurgimiento
5. **Out-burst**: Estallido
6. **Attempt**: Intento
7. **Burst**: Explosión
8. **Restraints**:Restricciones
9. **Rehearsal**:Ensayo
10. **Triggers**:Disparadores



D. BEHAVIOR REDUCTION

Extinction is a procedure that occurs when reinforcement of a previously reinforced behavior is discontinued; as a result, the frequency of that behavior decreases in the future.

D-05
Implement extinction procedures.

D-05 Implement extinction procedures

Extinction procedure does NOT prevent occurrence of a problem behavior

Rather, the environment is changed so that the problem behavior no longer produces reinforcement.

D-05 Implement extinction procedures

What does Extinction mean?

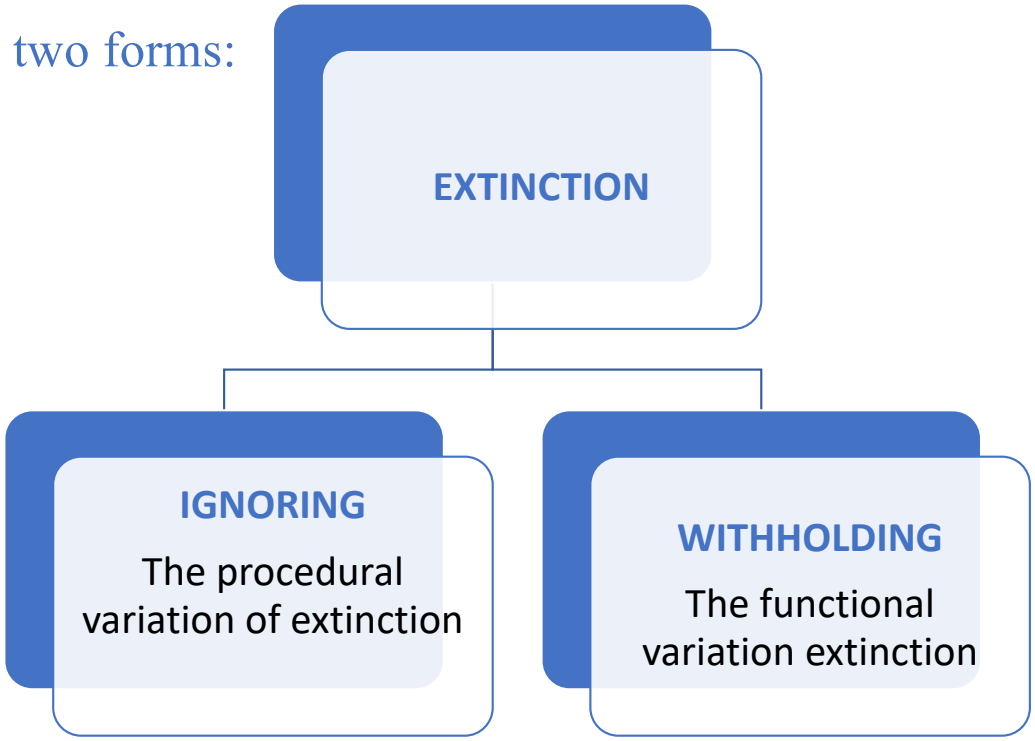
- Extinction means provides zero probability of reinforcement (holding reinforcement.)

What it is **NOT** Extinction

- Extinction does not require the application of aversive stimuli to decrease behavior
- It does not provide verbal or physical models of punisher directed to others

D-05 Implement extinction procedures

Extinction takes two forms:



D-05 Implement extinction procedures

There are three types of Extinction procedures:

1. Extinction of behavior maintained by positive reinforcement

2. Extinction of behavior maintained by negative reinforcement

3. Extinction of behavior maintained by automatic reinforcement

D-05 Implement extinction procedures

Extinction of behavior maintained by positive reinforcement:

Used for behavior with the function of Attention and Tangible

- Ex: Toddler crying at the time to go to bed demanding parents' attention

Withhold or Ignore: attention by avoiding to check bedroom during sleep time.

- Ex Tantrum to get access to candy/cell:

Withhold: Candy or Cell

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Extinction of behavior maintained by negative reinforcement AKA (Escape Extinction) :

Behavior with the function of escaping (Escape)
When those behaviors do not produce a removal of the aversive stimulus, meaning that the person cannot escape from the situation.

- Ex: Food refusal Behavior

Withhold or Ignore: by avoiding refusal and keeping the demand (food).

D-05 Implement extinction procedures

Extinction of behavior maintained by automatic reinforcement AKA (Sensory Extinction) :

Behavior with the function of escaping (Sensory or Automatic reinforcement) When those behaviors do not produce automatic reinforcement by masking or removing the sensory consequence.

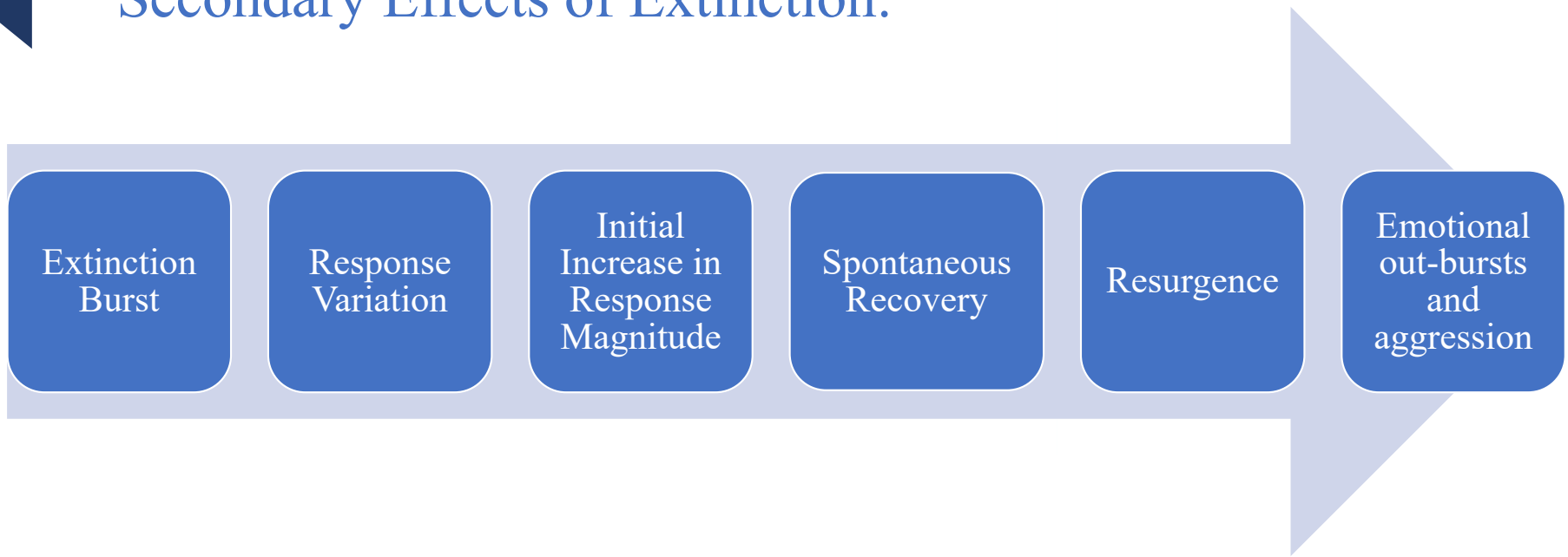
- Ex: Toy with battery (noise/light)

Withhold : by removing the battery.

- Ex: Biting nails (bleeding)
- Withhold : by putting gloves

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Secondary Effects of Extinction:



D-05 Implement extinction procedures

1- Extinction Burst:

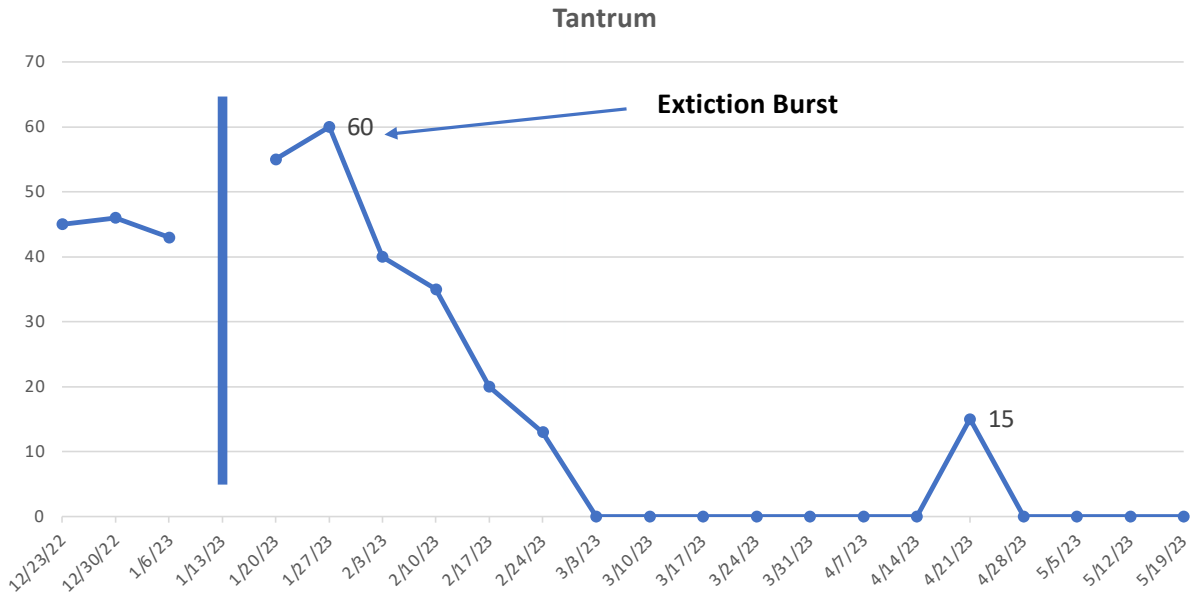
A general effect of the extinction procedure is an immediate increase in the frequency of the response after removal of positive (attention and tangible) reinforcement, negative (Escape/Avoid) reinforcement, automatic (sensory) reinforcement is called Extinction Burst.

- The initial increase in response frequency
- An increase in responding during any first three treatment session above baseline

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Extinction effects on Behavior (graph)

Behavior analysts need to anticipate extinction burst and prepare to consistently withhold the reinforcement, by avoiding Therapist/ Parents to discontinue treatment



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2- Response Variation:

- When we can find different or new forms of behavior during the extinction process as other ways of obtaining reinforcement.

- For example, if a child used to ask for a reinforcer crying and the request is denied, he may begin to attempt to "steal" the item instead (New Maladaptive Behavior)

(**If instead of a new maladaptive behavior or response, we observe a novel behavior that might be desirable, then it will be good to maintain and reinforce as an alternative)**

D-05 Implement extinction procedures

3- Initial Increase in Response Magnitude:

- An increase in response magnitude also may occur during the early stages of extinction.

- Ex: Parents who begin to ignore a child's tantrum behaviors might experience an increase in the loudness of screaming and the force of kicking before the tantrums begin to diminish.

- **(***Like with "extinction burst" stakeholders and staff might be trained to be able to run program effectively)**

D-05 Implement extinction procedures

Extinction effects on Behavior (graph)

4- Spontaneous Recovery:

-It is the process in which there is a reappearance of the behavior that has been placed on extinction

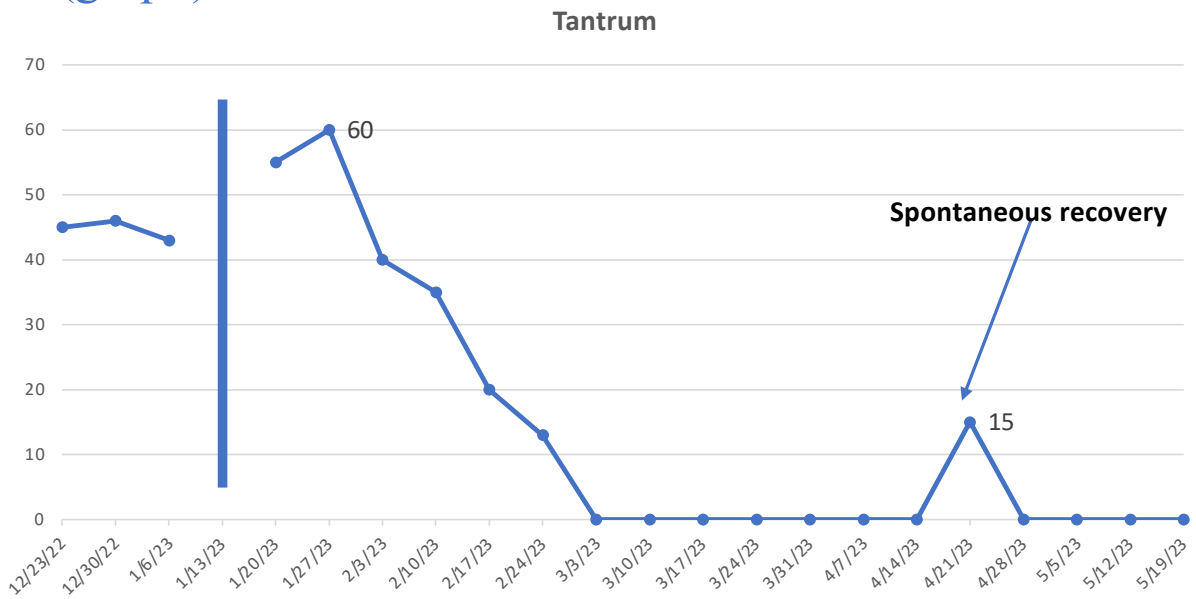
-With spontaneous the behavior that disappears during extinction process reappears even though the behavior does not produce reinforcement

-Spontaneous Recovery is short-lived and limited if the extinction procedure remains in effect.

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Extinction effects on Behavior (graph)

Behavior analysts need to anticipate **spontaneous recovery** and prepare the Therapist/ Parents to not conclude erroneously that the Extinction procedure is no longer effective.



D-05 Implement extinction procedures

5- Resurgence:

-Refers to the **reoccurrence** of the behavior previously placed on extinction when reinforcement of the alternative behavior is not available.

Ex: First a target behavior is reinforced *(Screaming for Attention)* Then the target behavior is placed on extinction and reinforcement is provided for an alternative behavior *(Taping shoulder)*. Then the alternative (*Tapping*) is also placed on extinction and the previously reinforced target behavior (*Screaming*) re-emerges, even though it remains under extinction condition.

D-05 Implement extinction procedures

6- Emotional out-bursts and aggression:

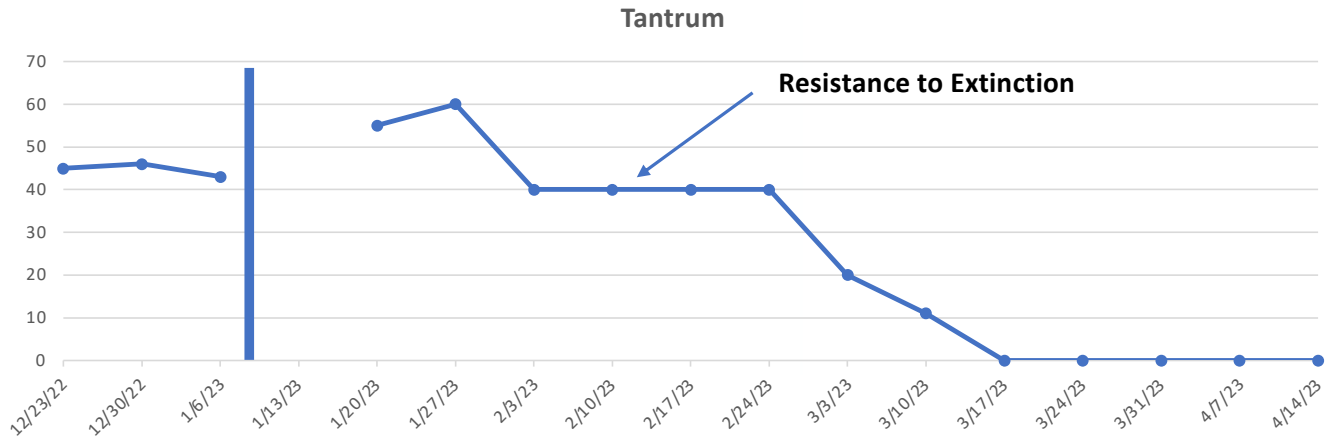
-Placing a behavior on extinction may occasion an increase in intensity or force of the response like:

- Escape
- Prolonged whining
- Severe aggression
- Elopement to open spaces
- Head banging

***Not all behavior can benefit from an extinction procedure (Ethical Consideration)

D-05 Implement extinction procedures

Behavior that continues to occur during the extinction is said to have greater **resistance to extinction** than other behavior that diminished quickly.



D-05 PART-1 POP QUIZ

True or False?

With extinction, the target behavior can continue happening, but the reinforcer is no longer available.

A. True

B. False

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A. True

B. False

D-05 PART-2 POP QUIZ

You are implementing an extinction procedure and the immediate effect that the problem (tantrum) gets much worse, and the child is crying more loudly. What should you do?.

A. Clearly the extinction procedure is not working so discontinue the procedure.

B. Continue to follow through with the extinction procedure because we are in an Extinction Burst.

C. Order some protective equipment (e.g., a helmet and shin guards) because the client is aggressive.

D. Any of the above.

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D. BEHAVIOR REDUCTION

A crisis management plan outlines how to respond if a crisis occurs. In your crisis plan, you'll determine what crises are most likely to affect your client and what the impact will be. Planning responses for each crisis will prepare you for Safety Awareness.

D-06
Implement Crisis/Emergency Procedures According to Protocol.

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How to prepare for emergency procedures.

1. Only use procedures that written in their behavior protocols. Using the guidelines in the safety care procedures and study all protocols.

- Do not use procedures that are for other children (Individualize).

2. If you do not have training on implementing crisis/ emergency strategies, please speak to a supervisor.

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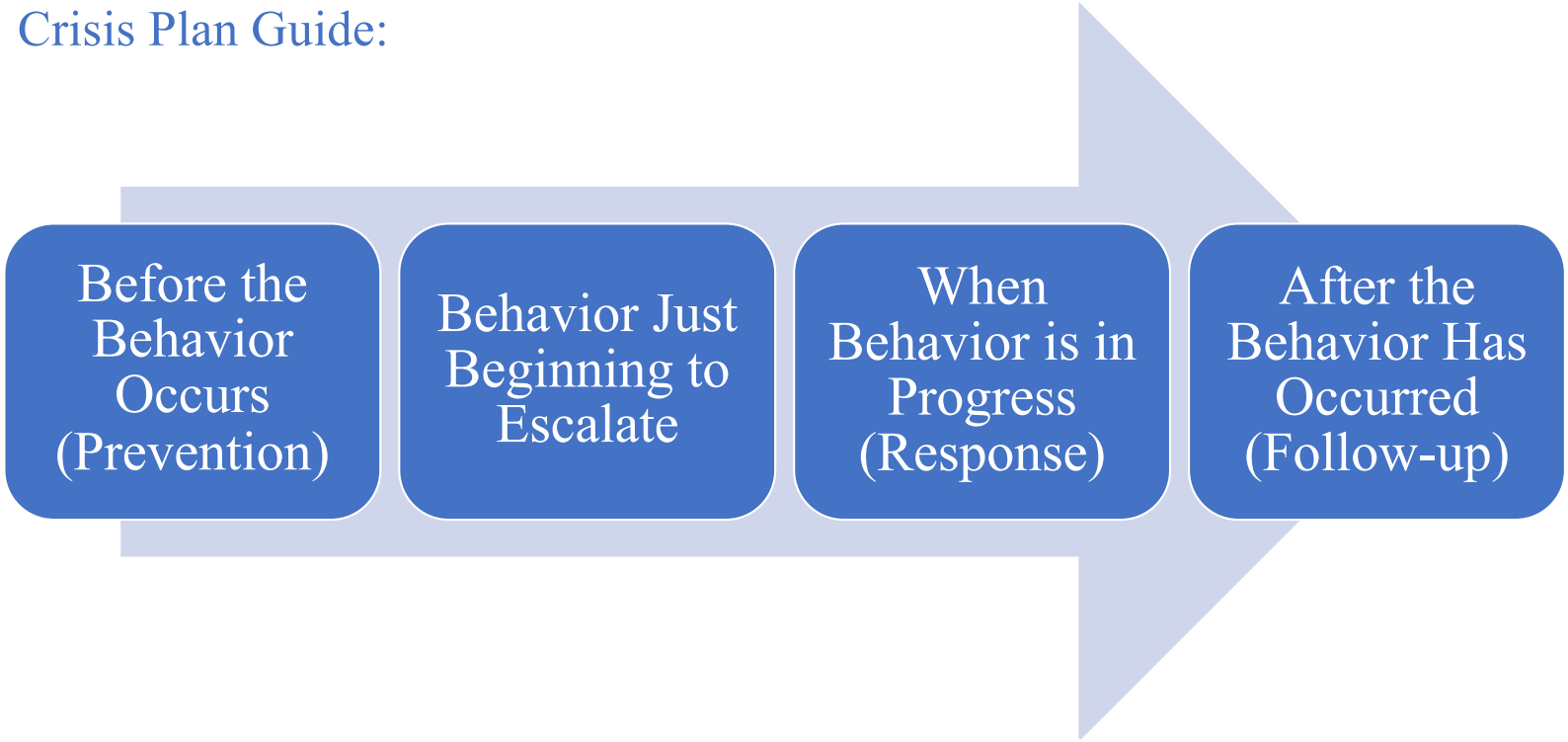
D-06 Implement Crisis/Emergency Procedures According to Protocol.

Restraints: last resort when a person is a danger to self or others, discontinue quickly as soon as safe, report to supervisor.

Incident: anything that causes an employee or client damage, report to supervisor immediately.

D-06 Implement Crisis/Emergency Procedures According to Protocol.

Crisis Plan Guide:



D-06 Implement Crisis/Emergency Procedures According to Protocol.

➢ How to prevent a Crisis:

- Provide a positive and safe environment.
- Clearly communicate and teach behavior expectations (Rules).
- Positively reinforce the expected behavior
- Provide choices

➢ Use preventing strategies like**:**

Hair pulling behavior: put hair up, wear hat, safe distance
Biting: long/thick clothing, safe distance
Throwing Objects: clear area, avoid dangerous items, work behind/beside client
Scratching: long/thick clothing, safe distance, clip nails

D-06 Implement Crisis/Emergency Procedures According to Protocol.

- What to do when behavior is beginning to escalate:

1. Interact with the Client (change environment)
   - Listen actively.
   - Speak calmly, firmly, and respectfully.
   - Avoid power struggles, arguing, or becoming defensive.

2. Assist the Student to Focus on the Task/Activity/Replacement Behavior
   - Offer assistance with the task.
   - Break up the task into smaller chunks.

D-06 Implement Crisis/Emergency Procedures According to Protocol.

- What to do when behavior is beginning to escalate:

3. Permit Activities That May Trigger De-Escalation:
    - Offer choices
    - Provide a break
    - Provide support as needed
    - Redirect the student's attention to a high-interest activity
    - Temporarily remove the student from the setting

4. Reinforcement:
    - Positively reinforce any attempt to follow directions and return to task
    - Provide continuous opportunities to earn reinforcement

D-06 Implement Crisis/Emergency Procedures According to Protocol.

- What to do when behavior is in progress:

•Follow your Behavioral Plan authorized procedures if student is a physical danger to self or others.

- •Restraints.
- •Protective equipment.

•Assess safety issues immediately.

•Alert supervisors of the situation.

•Call for other assistance if needed (police, psychiatric emergency response team, etc.)

•Remove him from the area as needed, to a predesignated area.

D-06 Implement Crisis/Emergency Procedures According to Protocol.

- What to do after the behavior has occurred:

•Continue to monitor for the safety/health of him or others.
•Continue to seek for adequate supervision by maintaining supervisor informed.
•Provide the student with personal space and desired environment.
•If student is ready to listen, offer choices (independent, or preferred activities).
•Positively reinforce any displays of appropriate behavior.
•Pinpoint events that contributed to the incident (triggers).
•Establish alternative responses to replace the problem behavior (replacement behavior). Use modeling, role-play, and rehearsal.
•Write an Incident Report.

D-06 POP QUIZ

Which of the followings are examples of Emergency Procedures:

A. Restraint

B. Remove from Area

C. Call Authorities

D. Use protective Equipment

E. All of the above

D-06 POP QUIZ

Which of the followings are examples of possible Emergency Procedures:

A. Restraint

B. Remove from Area

C. Call Authorities

D. Use protective Equipment

E. All of the above

D. BEHAVIOR REDUCTION HOMEWORK

TASK D
D1-D6

Share your NOTES with us!!!!

At the end of each task, you will be prompted to do a summary of the complete chapter as **a class activity**, it will count as **20%** of your Final Grade, **Final Exam is 80%**

