

Running the Interruption/Transition Procedure

Objective: To replace problem behavior that has been acquired when problem behavior has resulted in the removal of demands to transition to another activity and thereby the learner has maintained possession of a toy, activity or item.

Candidates for this Program: Following a functional assessment, learner's whose behavior has been determined to be a function of a history of having demands removed and reinforcing items maintained following problem behavior.

WHEN THE BEHAVIOR OCCURS DURING DAILY ROUTINES

1. Approach the child (within 3-5 feet) and ask the child to leave that activity and comply with a demand to do something else, e.g. time to put away the toys and come to the dinner table.
2. You may have to use a promise reinforcer if you are working with a child who has a strong history of being reinforced for engaging in problem behavior. This means that you will place the demand to transition while showing and informing the child of the reinforcer available for transitioning without problem behavior.
3. If the child complies and does not engage in any problem behavior, reinforce by delivering the reinforcer promised and deliver other reinforcers as needed to maintain the learner in the activity to which you have successfully transitioned.
4. If the learner engages in problem behavior as soon as you request the transition, you must not remove the demand or allow access to the preferred item or activity the child is being asked to give up. In addition, remove the promised reinforcer. Instead, keep the demand on the learner and use physical guidance to obtain compliance with the demand. In some case, an additional consequences, e.g. contingent effort procedure or other reductive interventions may be necessary as well. These type of interventions should be conducted under the guidance of a Board Certified Behavior Analyst with sufficient training in the implementation of reductive techniques.
5. Begin delivering appropriate reinforcers in the activity transitioned to with physical guidance when problem behavior has stopped for a brief period of time.

PRACTICE SESSIONS TO LEARN TO BE INTERRUPTED/TRANSITION

1. Set up many opportunities a day to teach the learner to be interrupted and transition to a less preferred activity without problem behavior.
2. Start the practice session by placing the learner in a preferred activity and allow some time for the reinforcing value of the activity to build.
3. Determine the demand to transition to a less reinforcing activity that you will soon place on the learner.
4. At first make the demands during practice easy and relatively effortless, within sight of the reinforcing activity just removed and for only a brief period, e.g. count of 10 once in the less preferred activity.
5. An example might be to ask the learner to put down a toy and sit in a chair just 3 feet from the activity for the count of 10 with the offer of a promise reinforcer.
6. The reinforcer for complying will be the delivery of the promise and the opportunity to immediately return to the preferred activity following the count of ten (10)
7. If the learner engages in problem behavior as soon as you request the transition, you must not remove the demand or allow access to the preferred item or activity the child is being asked to give up. In addition, remove the promised reinforcer. Instead, keep the demand on the learner and use physical guidance to obtain compliance with the demand. In some case, an additional consequences, e.g. contingent effort procedure may be necessary as well.
8. When the child has mastered transitioning/complying with a few demands, begin to increase the number of demands, the distance from the reinforcing activity and the length of time in the unpreferred activity. How you do this will vary depending on the child and the data obtained once the program is implemented. .
The data are what will ultimately guide your decision making process on increasing parameters of the demand.
9. It will be necessary to fade the counting procedure and any other stimuli you have used to make the transitions initially easier.
10. Run many trials of this program each day and record the learner's responses on the Interruption/transition data sheet.

Running the “Accepting NO” Program

Objective: This is a program to teach a child to accept no as a replacement for problem behavior.

Candidates for this Program: Following a functional assessment learner’s whose problem behavior has been determined to a function of a history of obtaining preferred items following problem behavior.

WHEN THE BEHAVIOR OCCURS DURING DAILY ROUTINES:

1. When the child mands for the activity/item, tell him “No” As you say no, bring up a reinforcer or offer another activity by saying “but you can have or do this (reinforcer) instead”.
2. If the child does not engage in problem behavior, deliver the reinforcer. If the child does engage in problem behavior, put the reinforcer away and withdraw the other offer and do not attend to the problem behavior. Leave the area if it is safe to leave the child with less supervision at this point (walk and peel the child from clinging to you) or if a demand to do something else was about to occur then deliver that demand and carry on.

EXCEPTION: IF YOU ARE OUTSIDE OF YOUR HOME OR THE LEARNER IS IN SCHOOL AND THE PROBLEM BEHAVIOR OCCURS YOU CAN NOT LEAVE THE AREA. INSTEAD, RE-DIRECT THE LEARNER TO A NOT VERY REINFORCING ACTIVITY AND USE THE PROCEDURES APPROPRIATE TO INTERRUPTING/TRANSITIONING, IN OTHER WORDS, GUIDED COMPLIANCE.

PRACTICE SESSIONS TO LEARN TO “ACCEPT NO”

“ACCEPTING NO” AT HOME

1. Run practice session each day to teach the learner to accept NO. As you say no, bring up a reinforcer or offer another activity by saying “but you can have or do this (reinforcer) instead”.
2. If the child does not engage in problem behavior, deliver the reinforcer. If the child does engage in problem behavior, put the reinforcer away and withdraw the other offer and do not attend to the problem behavior. Leave the area if it is safe to leave the child with less supervision at this point (walk and peel) or if a demand to do something else was about to occur then deliver that demand and carry on.
3. After you have run this a couple of times (this will vary depending on each child) and the child is back in the reinforcing situation, and mands for the activity/item, say “Yes” and allow the child to engage in the reinforcing activity for a short period of time. After the child has had a few minutes with the activity, interrupt the activity and set up the conditions so that the child mands for the activity/item. Say “NO” once again and repeat this cycle many times during the practice session.

4. Record the learner's responses during the practice sessions on the attached data sheet.

“ACCEPTING NO” AT SCHOOL OR IN PUBLIC PLACES

1. Run practice session each day to teach the learner to accept NO. As you say no, bring up a reinforcer or offer another activity by saying “but you can have or do this (reinforcer) instead”.
2. If the child does not engage in problem behavior, deliver the reinforcer. If the child **does** engage in problem behavior, put the reinforcer away and withdraw the offer and do not attend to the problem behavior.
3. Instead, direct the child to an unpreferred activity and require compliance with your demand. For example, if you are in the mall and you say “no we can't go to the toy store right now, but you can have some candy for walking with me” and problem behavior occurs immediately withdraw the reinforcer offered. Then, direct the learner to continue to walk with you to your next destination and do not withdraw your demand. If you are in school, run the procedure the same way each time you tell the learn no.

Running the Count and Mand

Objective: To reduce problem behavior to obtain items and activities by teaching the appropriate mands.

Candidates For This Program : Following a functional assessment, learner's whose behavior has been determined to be a function of obtaining items and activities and attention through problem behavior **even when the teacher would deliver the reinforcer for appropriate asking. This is program is usually necessary to reduce problem behavior with learner's who have very few appropriate mands and therefore you have just started a mand teaching program.**

WHEN THE BEHAVIOR OCCURS DURING DAILY ROUTINES:

1. Tell child "no (problem behavior)" - begin counting aloud and show the passage of time by using your fingers. You will say "No (problem behavior)" one, two, three..." as you hold up your fingers. What number you count to (count interval) will be determined by the child's repertoire. In any case, keep the count low at first, e.g. 3-5, to insure that the appropriate mand contacts reinforcement frequently. \
2. If child stops crying for the entire interval while you are counting , prompt the mand and when child echoes or signs, deliver the item
3. HOWEVER, if at all during the count interval, the child continues to cry, you will have to start your count over again. For example, "No (problem behavior) , one, two, no (problem behavior) ,one, two, three, no (problem behavior), one, two etc)" Continue this process until the child has stopped crying for the entire interval and you can therefore prompt the appropriate mand and reinforce. However, if you repeat the count for many trials without reaching the count then discontinue by merely walking away without comment AND THE OPPORTUNITY TO COUNT AND MAND IS NO LONGER AVAILBLE TO THE CHILD. IF THE LEARNER MOVES AWAY FROM YOU INSURE HIS/HER SAFETY BUT DO NOT FOLLOW. IF AND WHEN HE RETURNS TO YOU WITH PROBLEM BEHAVIOR CONTINUE THE PROCEDURE. IF HE DOES NOT RETURN AND TIME DICTATES IT IS NECESSARY TO MOVE TO A NEW ACTIVITY THEN MERELY

CARRY ON AND THE OPPORTUNITY TO COUNT AND MAND IS NO LONGER AVAILABLE.

PRACTICE SESSIONS TO LEARN TO MAND APPROPRIATELY

4. Set up many opportunities per day for the child to learn this important skill while you are continuing to teach appropriate manding for reinforcers.
5. Use the attached data sheet to record the learner's behavior during practice.

