Activity Choice and Extinction
Intervention For Escape
Maintained Behavior

Ali Markowitz
Problem

- Problem Behavior
  - Flopping
  - Screaming
  - Hitting
  - Scratching
  - Eloping

- FA determined problem behavior escape maintained
Participant

- Three/four year old girl
- Diagnosed with autism
- Early Childhood Special Education classroom
Method

• Pairing procedure
• Correspondence checks
• Activity choice
• Extinction
Pairing Procedure

- Used picture icons paired with each procedure
- Presented choice board and delivered $S^D$ “Pick One”

![Procedure Pairing Procedure](image)

**Procedure Pairing**

**PROCEDURE SHEET**

<table>
<thead>
<tr>
<th>Pupil:</th>
<th>Teacher: CJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure Writer: CJ</td>
<td></td>
</tr>
<tr>
<td>Date Written:</td>
<td></td>
</tr>
</tbody>
</table>

**IEPC Goal:** To pair the classroom procedure with the appropriate icon.

**Objective:**

- Icons for appropriate classroom procedures.
- See student's reinforcer list.

**Data collection:** 10 trials, (+) for correct and (-) for incorrect.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Tutor Presentation/Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tutor 1 sits facing the student and establishes eye contact with the student. Tutor 1 places the choice board on the table in front of the student with the icon of the procedure. The tutor says “pick one.” Tutor 2 full physically prompts the student to pull the icon of the mastered procedure off the choice board and hand the icon to Tutor 1. Tutor 1 then gives the verbal prompt (as written in the procedure protocol) for that specific procedure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Response</th>
<th>Incorrect Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupil Behavior</strong></td>
<td><strong>Teacher Behavior</strong></td>
</tr>
<tr>
<td>Student does not resist prompts and begins procedure within 3 sec. after verbal prompt is given.</td>
<td>Praise paired intermittently with tangibles.</td>
</tr>
</tbody>
</table>
Correspondence Checks

• Verify the pairing was successful
• No task preference identified
  – Data collected
Activity Choice

• Choice board with two icons
  – Each correspond with two tasked
  – SD “Pick One”

• Child selected an icon and handed it to the tutor

• 3-5 trials before re-presenting board
Extinction

• All problem behavior was ignored and all SD’s were carried through
  – Example: flopping
Results

• Problem Behavior:
  – Decreased significantly initially
  – Decreased at a slower rate than predicted
  – Decreased at end of current data collection period
  – Significantly decreased in frequency from functional analysis
Occurance of Problem Behavior

- Implemented Intervention
- Ran VLA
- New Procedures
- New Procedures
- Holiday Break

Successive Calendar Days

Frequency
Inter-Observable Agreement

• Conducted weekly
  – Occurrence of problem behavior
  – Treatment fidelity
• Criteria
• New tutors - difference in intensity of problem behavior
  – Rating scale functionally defined
Conclusion

- Problem behavior decreased according to classroom teacher and tutor’s verbal reports
- Further research will use other measures to determine the effectiveness of the intervention
Discussion

• Variability in frequency could be the result of potential confounding variables
  – Biological factors
  – Procedures changed-higher response effort
Discussion

• Benefit
  – Easy to train
  – Easy to follow protocol

• Future directions
Thank You