ASD Behavior Management/Intervention Fact Sheet

Positive Reinforcement

- Positive Reinforcement works by presenting a motivating item to the person after the desired behavior is exhibited, making the behavior more likely to happen in the future.
- Positive reinforcement is generally the most effective behavior management strategy when it comes to dealing with challenging behaviors with children who have ASD.
- Positive reinforcement can also be used to help these children learn new behaviors and skills.
- Positive reinforcement is not the same as bribery! Reinforcement comes AFTER the desired task is completed; when you bribe a child, the motivating item is offered before. The motivating item can surely be shown to the child before they complete the desired task, but it would serve as a visual cue.
- Some examples of positive reinforcement are: preferred activities, free time, verbal praise, privileges, and desired objects.

Differential Reinforcement

- works by reinforcing a specific kind of behavior and withholding reinforcement for other kinds of behavior.
- For example, if you are trying to teach a child to brush his or her hair in the morning, you with withhold the reward when he or she does not brush their hair in the morning.
- There are several forms of Differential Reinforcement: Differential Reinforcement of Other Behaviors (DRO), Differential Reinforcement of Low Rates (DRL), Differential Reinforcement of Alternative Behavior (DRA), and Differential Reinforcement of Incompatible Behavior (DRI).

- DRO: reinforcement is provided when the problem behavior has not occurred during a predetermined time interval. For example, if the problem behavior is picking scabs open, the teacher would set a timer for three minutes. If the student does not engage in the problem behavior during the three minutes, reinforcement is provided. If the student does engage in the problem behavior, the timer is reset and reinforcement is not provided.
- DRL: used to reduce the frequency of a particular behavior but not to eliminate it from the learner completely, such as behaviors that are socially acceptable but may occur in excess. Reinforcement is provided is the behavior occurs below a predetermined amount or criteria. For example, if a child greets people ten times in half an hour, his teacher does not want to eliminate greeting altogether but could provide reinforcement if the child greets five times or less in half an hour. If he greets more than five times, reinforcement is not provided.
- DRA: behaviors are reinforced if it serves as a practical alternative to the problem behavior but is not necessarily incompatible with the problem behavior. For example, raising your hand instead of shouting out would call for reinforcement.
- DRI: behaviors are only reinforced if they are incompatible, or cannot be done simultaneously, with the problem behavior. For example, if the problem behavior is getting up out of your seat and wandering the room, reinforcement would be provided for staying in your seat and reward withheld when you're not in your seat (staying in your seat and being up out of your seat cannot be done at the same time)

Extinction

- works by discontinuing reinforcement that was previously used to reinforce desired behavior
- works on the notion that behaviors occur for a reason-they get us what we want. So, if we stop getting what we want after engaging in a certain behavior, it will eventually stop occurring because it no longer serves us a purpose. The behavior will become "extinct" because it no longer serves a function.
- For example, a child screams and yells in the classroom if he is left by himself for more than a few minutes. When he did this, the teacher always went over and asked if he was OK and asked him what was wrong; he was getting the social attention he wanted by the teacher going over. If the teacher stops going over to the child when he does this, he will no longer get what he wants because screaming and crying does not serve a purpose.

Token Economies

- A token economy is a system to provide positive reinforcement to a child by giving them "tokens" for performing target behaviors, or in other words, behaving in a desired way.
- This is a method for strengthening a behavior or increasing the frequency or likelihood that it will occur by "paying" children for behaving in desired ways.
- These tokens can then be used to "buy" desired activities or items (backup reinforcers), such as an activity, food, or prize (mini eraser).
- Token economies work because the tokens are paired with earning a desirable backup reinforcer; the child begins to realize he or she only earns tokens for engaging in desired behaviors making the target behaviors to occur more often.
- For example, Olivia may be working for iPad time. When Olivia receives 10 kitties for raising her hand to speak in the classroom, she can exchange these for iPad time.

Resources

Positive Reinforcement:

- http://www.autism-help.org/behavior-positive-reinforcement-autism.htm
- https://www.youtube.com/watch?v=MZ9Ywl3iCpc
- https://www.verywell.com/what-is-positive-reinforcement-2795412

Differential Reinforcement:

- http://wmich.edu/sites/default/files/attachments/u58/2015/Vollmer%20all%20slides.pdf
- https://www.special-learning.com/article/differential_reinforcement
- http://165.139.150.129/intervention/Differential.pdf
- https://www.youtube.com/watch?v=OKl2aQSTFno

Extinction

- http://www.educateautism.com/applied-behaviour-analysis/extinction-procedure-aba.html
- http://www.iloveaba.com/2011/12/extinction-procedures.html
- https://www.youtube.com/watch?v=AgMmXR2sYIQ

Token Economy

- https://www.youtube.com/watch?v=_W-xICvTyHE
- http://www.educateautism.com/token-economy.html
- https://www.verywell.com/create-a-token-economy-system-to-improve-child-behavior-1094888