

TRI-STATE WEBINAR SERIES

Motivating Learner Participation with The 7 Steps to Earning Instructional Control (Part 3 of 3)

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Tri-State Autism Spectrum Disorder Webinar Series



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Welcome Back!

- Robert Schramm, MA, BCBA: Lead Supervising Behavior Analyst for Knospe-ABA GmbH, based in Germany.



- Supported the education of over 1000 children with ASD.
- Works in the homes and schools of children using family and current staff for daily implementation of ABA/VB programs
- Successfully meeting or working toward instructional control criteria with over 95% of cases without the need for traditional escape extinction procedures in teaching.

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Previous Learner Objectives

Part One: ABA/VB and Inst. Control

1. Identify the characteristics of a Verbal Behavior based ABA program.
2. Compare DTT with ABA and ABA/VB
3. Define instructional control and escape extinction.
4. Current standard of care regarding instructional control.
5. Identify alternatives to escape extinction.

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Previous Learner Objectives

Part Two: Learning how to teach "The 7 Steps to Earning Instructional Control. Steps 1-6

1. Reinforcer Control.
2. The principle of Pairing
3. "Saying what you mean, meaning what you say"
4. Positive vs. Negative Reinforcement.
5. An ever-increasing Variable Ratio of Reinforcement.
6. Priorities, Priorities, Priorities.

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Learner Objectives

Part Three: Learning how to teach "The 7 Steps to Earning Instructional Control.

1. Step 7: What to do when they don't...
 1. Extinction during the escape condition
 2. Negative vs. Positive Punishment
 3. Mini-Consequences
2. Determine least restrictive environment related to Instructional Control options.
3. A look at some data.
4. List benefits and problems associated with both escape extinction and the 7 Steps.

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In the previous Webinars we tackled

- The Verbal Behavior Approach and Alternatives to Escape Extinction.
- Steps 1-6: Making the teacher and teaching setting as valuable and consistent to the client/student as possible so that they will become in, and of themselves, reinforcing.
- In Today's webinar we discuss what to do when they choose to escape anyway.

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Step 7: Decreasing the Value of Escape!

- Show your child that ignoring your instructions or choosing inappropriate behavior will not result in the acquisition of reinforcement.
- **Allows For escape but expects:**
 - **Extinction:** of all behavior in the escape condition, other than the behavior of interest, without restricting movement away from the teaching setting.
 - **Punishment:** Preferably negative punishment in the form of CMO-R (Mini-Consequences) and, on occasion, the use of removal procedures.

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What is Extinction and how does it work?

- Extinction is a condition in which a previously reinforced behavior no longer comes in contact with reinforcement. This results in a decrease in the use of that behavior over time.
 - In the 7 Steps, we will allow a child to avoid or leave the teaching setting if they so choose but, the cost of doing so is designed to be very high. It results in a complete shutdown, by the teacher, of all access to all forms of reinforcement for as long as it takes for the child to determine that participation is preferable to escape.
 - Extinction in Steps 7 is made easier by ensuring that Step 1 - "Control of Reinforcement" was achieved prior to the start of teaching.

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Beware the Extinction Burst!

- Whenever extinction is used it is important to remember that there will be an expected increase or "burst" of inappropriate behavior used by the child to try to gain the reinforcement that is currently unavailable.
 - Could result in a repetition of the current behavior.
 - Could result in more problematic behavior being attempted.
 - Regardless of what extinction burst behavior you see, be sure you don't allow reinforcement to follow it. Or you will see it more often.
 - Wait out all extinction burst behavior and look for a positive behavior that you can then reinforce.
 - Remember the importance of attention as a reinforcer during these extinction situations of the escape condition.

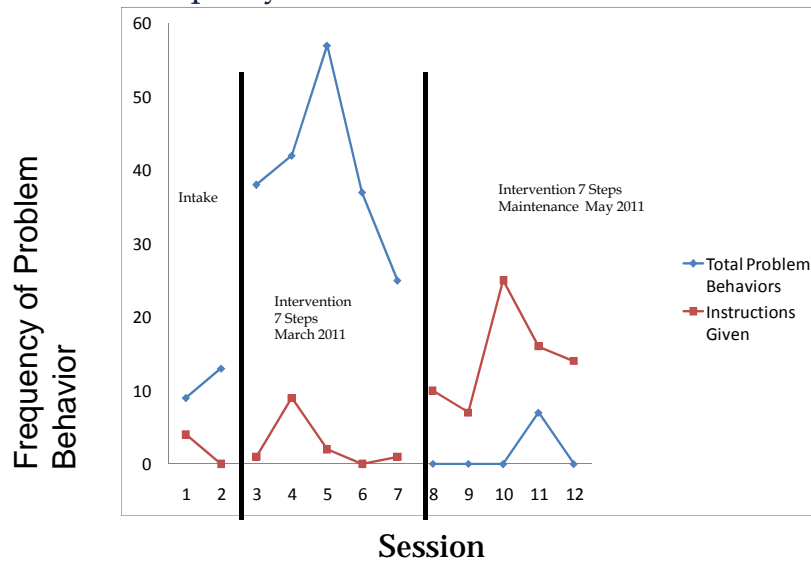
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More on Extinction

- Extinction does work when used consistently.
 - Extinction can be hard so it must be well-planned.
 - You can inadvertently increase behavior during extinction if you reinforce the extinction burst.
 - Clients/Students prefer to hang onto current conditions rather than agree to new less advantageous ones.
 - Extinction alone is difficult to achieve if you have not also spent time making the alternatives (teaching) meaningfully more reinforcing.
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- TV Example of Extinction.

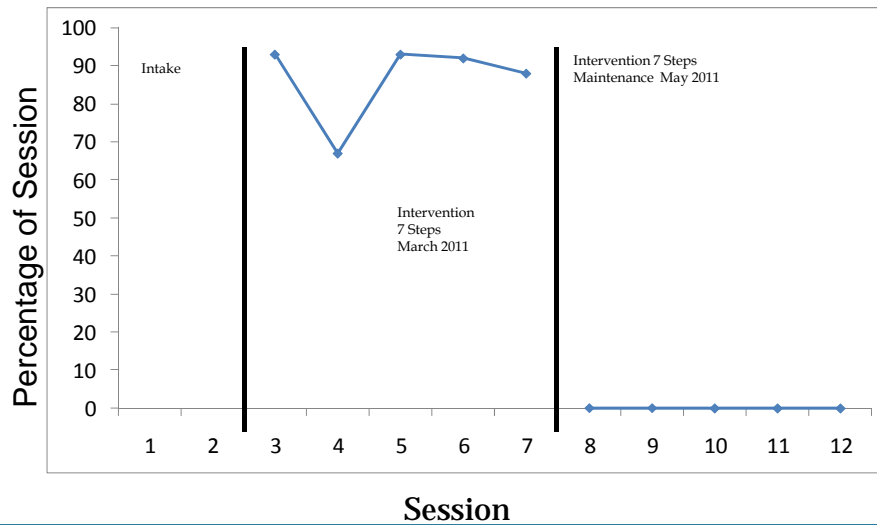
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Results: Frequency of Problem Behavior and Instructions Given



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Results: Percentage of Session in Extinction



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Negative Vs. Positive Punishment

- Negative Punishment is the removal of something from the environment of the client/student after the behavior occurs that makes that behavior less likely in similar circumstances.
- Positive Punishment is the addition of something from the environment of the client/student after the behavior occurs that makes that behavior less likely in similar circumstances.
- Why Negative is preferable to Positive when it comes to punishment

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Mini-Consequences.

- **Use Mini-Consequences to insure immediate understanding that your child is either on the correct or incorrect path to getting to the reinforcer.**
-
- Every single movement or behavior your child shows can be considered closer or farther away from the response we want. We need to make your child immediately more aware of these behaviors and less likely to use inappropriate ones. We can only do this by making every single movement or behavior contingent on getting him closer to or farther from what he wants.

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The 7 Steps in Practice Video

- After some time building a positive relationship with Anton, we chose to offer some special favorite food items but held out simple easy requests for him to follow before we gave him what he wanted. "Sit Down" "Do This (hit the table)" As Anton's learning history was one of refusal and no learning, we had to wait out his refusals and show him that sitting for the food item was not bad or even difficult but, the best way to get what he wanted. In doing so, we began the process of earning instructional control with him. By the final portion of the video 6 months later, Anton was not only participating in learning but was happier, more communicative with his family and able to demonstrate skills that would have seemed impossible just a few months before. His life was better and happier and so was the life of his brother and family and all was done without Escape Extinction

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Case Study: Emily
Allison Kane of Kane ABA Consulting

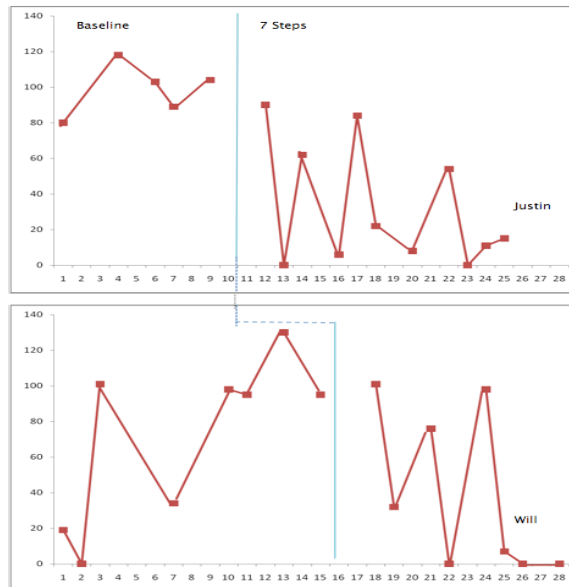
Multiple Baseline Study: Justin and Will
Megan Miller of Navigation Behavioral Consulting

Full presentation including these studies was given at ABA International in 2011.

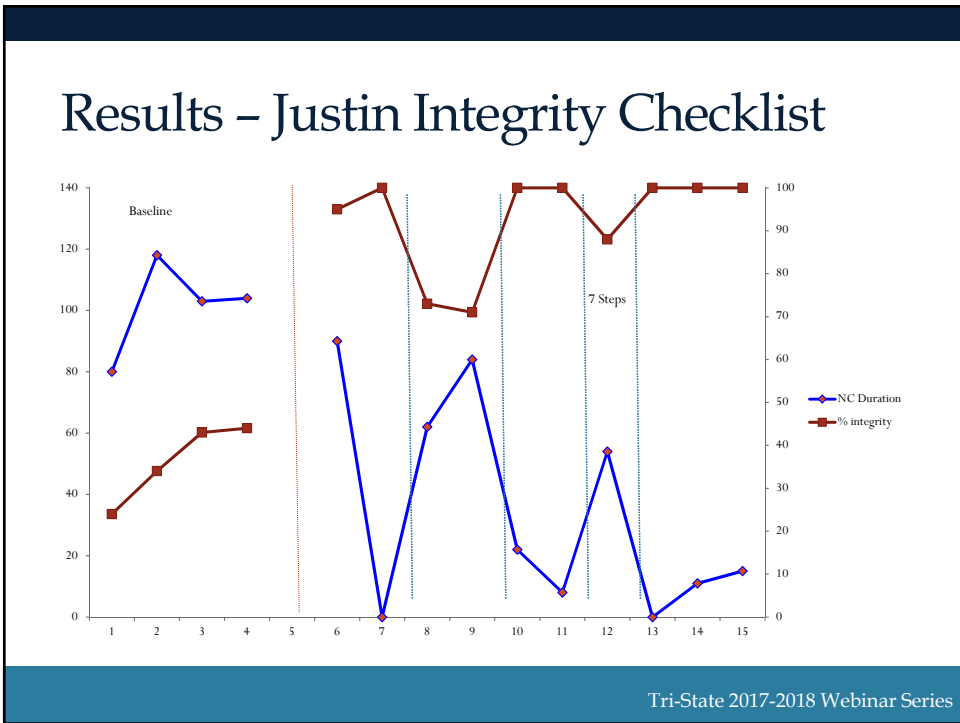
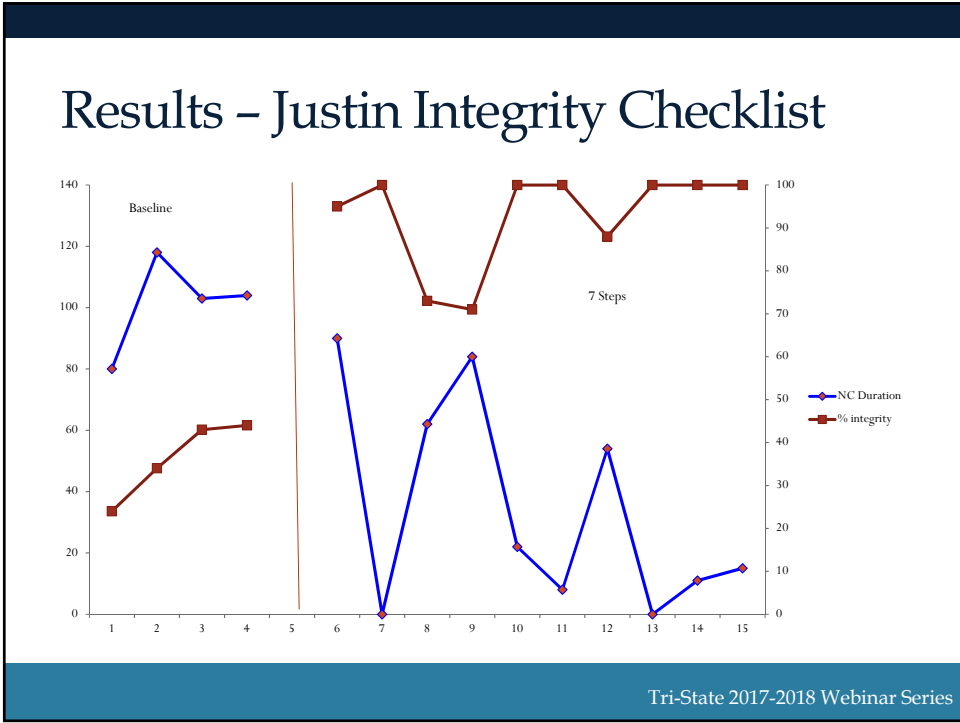
The .pdf of them can be obtained via email: robert@knospe-aba.com

PAST STUDY RESULTS

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Potential Problems Associated with „The 7 Steps to Earning Instructional Control“

- It appears to be somewhat less effective when working with children who are less attention motivated or are capable of finding self-stimulating reinforcement in the extinction or timeout condition that cannot be blocked effectively.
- This approach is likely less effective for therapists who have only a short period of time with the child (ex. single hour per day) as extinction/timeout periods may last longer than this early in the program.
- If we are unable to find a way to ensure complete extinction during the escape condition we will not find success.

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Potential Benefits Associated with this Approach to Instructional Control.

- It has been reported by parents, teachers, and therapists that this method of earning instructional control is easier to manage and maintain in the home and school setting, making it more likely to be implemented comprehensively in those important settings.
- It has been reported by school staff that this approach is more acceptable to administrators, and other staff members.
- It appears that for children whose escape behavior has a strong attention component, the ability to avoid giving attention in the escape condition that this approach offers might increase success rates.

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Possible Benefits Continued...

- By avoiding the use of forced physical prompts, it is possible that we may see a reduction in prompt dependence and therefore an increase in skill acquisition rates.
- Consistent motivated learning might be better achieved when teaching settings are not paired with physical restraint or forced participation as this gives the child a perceived choice between learning fun and extinction.
- And most importantly...

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Possible Benefits Continued...

- By avoiding the use of aversives within the teaching setting it may become easier to pair the teaching setting with reinforcement allowing the teaching setting itself to become the child's most preferred activity of the day.
- When successful at turning the teaching setting into a child's most preferred activity the mere potential loss of the teaching setting itself can be conditioned as an establishing operation reflexive (CMO-R) for compliance to demand.

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Tobias CMO-R in Escape Video

- As a CMO-R, the mere possibility of losing access to teaching interactions can become an abolishing operation to the value of escape.

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Least Restrictive Environment

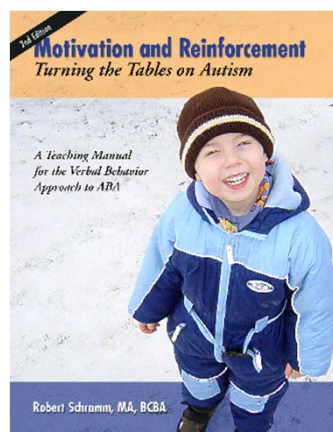
- Because, there is no need for forced physical prompting, blocking of the child from escape, or nagging, I would argue that “The 7 Steps to Earning Instructional Control” would be considered a far less restrictive procedure than traditional escape extinction procedures.
- With this being the case, when both have the potential to be successful, I would argue that “The 7 Steps would be a preferred approach to escape extinction.
- However, much more research needs to be done before I can argue that it compares favorably to traditional approaches but, at very least you can consider it as an alternative when escape extinction has failed or become too dangerous.

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The 7 Steps To Earning Instructional Control

- A detailed approach to organizing your teaching environment so that you can earn cooperation and motivated participation from your client/student without the need for physically manipulating the child through escape extinction.
- The 7 Steps are detailed in the books...

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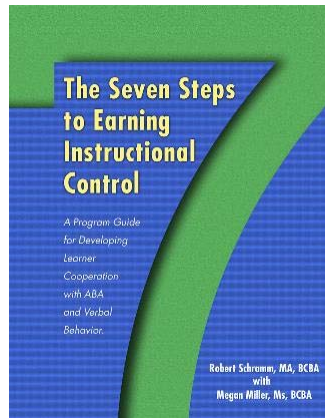


**“Motivation and Reinforcement:
Turning the Tables on Autism”**

**A Teaching Manual for the Verbal
Behavior Approach to ABA.**

www.lulu.com/spotlight/Schramm

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For a More Detailed View

“The Seven Steps to Earning Instructional Control”

By Robert Schramm

With

Megan Miller

www.lulu.com/spotlight/Schramm

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Resources

- Robert’s YouTube Page:
<https://www.youtube.com/user/knospeaba/videos>
- Knopse-ABA (Robert’s clinic in Germany)
<http://knopse-aba.com/cms/us/>

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Polling Question 1

Now that you have finished the 3-part webinar series, how might you proceed with this topic.

- A. I plan to buy a book and learn more.
- B. I plan to go to Robert Schramm's Youtube channel to learn more.
- C. I plan to consider this theoretically for a while and will look for more compelling research before using it.
- D. I'm already using this sort of approach and am glad to have some language to put to what I do.
- E. To be honest, I'm not impressed. Escape Extinction works fine for me.

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Poll Question #1 Feedback

Book It!

Youtube it is.

Gonna do some thinking on it.

Thanks for validating what I already do.

Nothing to see here.

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Conclusion

- ABA/VB is designed to make learning a motivated activity rather than a captive one.
- Using escape extinction, in general, goes against this goal.
- The “7 Steps” offer a way to earn instructional control without using traditional escape extinction.
- On a continuum of services, it would be hard to argue that the “7 steps” are not less restrictive than escape extinction and therefore if likely to be successful, it would be preferable.

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References

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THANK YOU!

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