

Module 8

Consequences: Reinforcement and Decelerative Procedures

Trainer Outline

The following trainer guide includes estimated times for each section of the module, an overview of the information to be presented, possible activities for illustrating the concepts, and materials that should be utilized. The key concepts summarize the most essential points to be addressed within each section.

Time Required	Training Activities	Key Concepts	Materials *
30 minutes	<p><u>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 7. Ask teams to provide reports on their team's identification of alternative skills. Have the teams discuss the alternative skills and forms that have been identified for their focus person</p> <p><i>Activity (optional): Distribute raffle tickets to participants and draw names periodically throughout the day (e.g., after lunch) for prizes.</i></p>	<p>Environmental modifications can promote positive, and prevent problem, behavior.</p> <p><u>Updates</u></p> <ul style="list-style-type: none"> • Participant will be given an opportunity to provide feedback on Module 7. • Team updates will include: • Discussion of antecedent/context manipulative developed • Alternative skills identified for focus person • Plan for evaluating approaches 	PWB7: Extension Activity: Teaching appropriate replacement and communication skills from Module 7
15 minutes	<p><u>II. Overview of Purpose and Objectives</u></p> <p>Review agenda and time lines for session.</p>	<p><u>Goal:</u> To refine the hypotheses related to functions of behavior and to identify some reinforcement-based strategies to address these functions.</p>	<p>Purpose and objectives</p> <p>Agenda</p>
15 minutes	<p><u>III. Definition of Reinforcement</u></p> <p>Provide definitions and examples of positive and negative reinforcement. Contrast concepts of reinforcement and preference. Discuss selecting reinforcers based on</p>	<p>To meet the definition of reinforcer, an event must increase or maintain behavior; events that do not produce these effects are not reinforcers. Some events become reinforcers due to having been paired with other reinforcers</p>	<p>OH 8.1: Module 8</p> <p>OH 8.2: Definitions of Reinforcers</p>

	functions of behavior (identified via functional assessment). Explain that reinforcers are mediated by the context (e.g., environmental stimuli signal the availability of reinforcers, deprivation or access affects the strength of reinforcers).	(e.g., money) while others have intrinsic reinforcement value (e.g., food, shelter).	
30 minutes	<p><u>IV. Types of Reinforcers/Functions</u></p> <p><i>Activity: Distribute a Reinforcer Inventory and have the participants complete it individually and then compare answers; or distribute various rewards (e.g., hugs, candy, rocks, withdrawing demand after answer is provided) to the participants for responding to trivia questions. Use these activities to illustrate concepts in this section.</i></p> <p>Describe different categories of reinforcers and request examples from the participants.</p>	<ul style="list-style-type: none"> • Reinforcers are idiosyncratic to the individual and may vary across contexts. • Reinforcers can be in a variety of forms, including social interaction, activities, tangible items, sensory outcomes, and escape from circumstances. • There are a wide arrange of reinforcers long a continuum unique to each person and each setting. • Reinforcers differ in acceptability, power, ease of use, etc. for different individuals. 	<p>OH 8.3: Types of Reinforcers</p> <p>OH 8.4: Reinforcement Continuum</p> <p>PWB: Reinforcer Inventory</p>
45 minutes	<p><u>V. Mechanisms for Identifying Reinforcers</u></p> <p>Discuss ways of identifying reinforcers (e.g., observation, interview, functional assessment), providing methods for conducting reinforcer sampling. Present the pro's and con's of each of the procedures.</p> <p><i>Activity: Have participants complete one or more of the following, 1) rate videos that show approach/avoidance to events, 2) complete a reinforcer inventory for their focus individual, or 3) review data and identify reinforcers indicated. Have teams revisit the hypotheses regarding functions of behavior based on a consideration of types of</i></p>	<p>Identifying functional reinforcers is an essential aspect of behavior support.</p> <p>Reinforcers can be identified via inventory and sampling techniques, as well as from functional assessment data.</p>	<p>OH 8.5: Methods of Sampling Reinforcers</p> <p>Videos of approach/avoidance events (<i>not provided</i>)</p>

	<i>reinforcers that can affect behavior.</i>		
30 minutes	<p><u>VI. Maximizing the Effectiveness of Reinforcement</u></p> <p>A. Presentation of Reinforcers B. Schedules of Reinforcement</p> <p>Review factors that may influence both the immediate effectiveness and long-term benefit of reinforcers. Draw examples from the previous activities. Discuss schedules of reinforcement, providing ‘real life’ examples of the schedules.</p>	<ul style="list-style-type: none"> • Reinforcement that is natural (i.e., not contrived) and fits within the routines and resources of the context may be more effective and durable. • Considerations regarding availability, amount, and schedule of reinforcement will influence effectiveness. • Established patterns of schedules of reinforcement may not appear because human behavior is often rule governed vs. contingency-shaped. 	<p>OH 8.6: Factors that Influence the Effectiveness of Reinforcement</p> <p>OH 8.7: Reinforcement Problems That Lead to Failure</p> <p>OH 8.8: Determining What Feature of an Occurrence is the Actual Reinforcer</p> <p>OH 8.9: Schedules of Reinforcement</p> <p>PWB: Methods to Enhance Reinforcer Effectiveness</p>
30 minutes	<p><u>VII. Differential Reinforcement</u></p> <p>Describe differential reinforcement and its importance in producing behavior change. Briefly review differential reinforcement procedures. Emphasize the importance of reinforcing communicative alternatives to problem behavior.</p> <p><i>Activity: Have the participants practice delivering and withholding reinforcement through role play activities.</i></p> <p><i>Activity: Have the participants identify in case examples the type of different reinforcement being implemented</i></p>	<ul style="list-style-type: none"> • Consequence-based interventions involve providing access to functional reinforcers contingent on positive (e.g., communicative), rather than problem, behavior. • Differential replacement strategies differ in their ease of implementation and contextual application. • Differential reinforcement strategies have a variety of advantages and disadvantages. 	<p>OH 8.10: Differential Reinforcement</p> <p>OH 8.11: Differential Reinforcement Strategies</p> <p>OH 8.12: Differential Reinforcement Strategies contd.</p> <p>OH 8.13: Differential Reinforcement</p> <p>OH 8.14- 8.16: DRO</p> <p>OH 8.17- 8.19: DRA</p>
30 minutes	<p><u>VIII. Decelerative Procedures</u></p> <p><i>Activity: Ask the participants to think of a behavior that they used to engage in and then stopped (e.g., smoking, staying out late,</i></p>	<p>Error correction entails interrupting a problem behavior and then prompting a more appropriate way for the person to get their needs met.</p>	<p>OH 8.20: Consequence-based interventions</p> <p>OH 8.21: Consequence Interventions-increase use of alternative skills</p>

	<p><i>annoying habit) and consider <u>why</u> and <u>how</u> they quit.</i></p> <p>Define and describe the procedures for using error correction and extinction. Provide examples of how these methods can be used in typical settings and relate them to specific hypotheses.</p>	<p>Extinction involves controlling access to reinforcement so that it is no longer obtained through problem behavior.</p>	<p>OH 8.22: Consequence-based interventions contd.</p> <p>OH 8.23: Consequence-based interventions contd.</p> <p>OH 8.24: Consequence Interventions-reduce outcomes of problem behavior</p> <p>OH 8.25: Error Correction</p> <p>OH 8.26: Extinction</p>
45 minutes	<p><u>IX. Punishment</u></p> <p>Provide illustrations of punishment methods that are commonly used with people with disabilities. Ask participants to give examples of methods commonly used to deter problem behavior.</p> <p>Describe issues and concerns associated with punishment, focusing on the importance of natural contingencies and long-term benefits.</p>	<ul style="list-style-type: none"> • Punishment is defined as any event that follows behavior and reduces the likelihood of the behavior occurring again. • Punishing events occur naturally in our lives and society (e.g., reprimands from the supervisor, speeding tickets); it is important to distinguish natural punishers from intrusive interventions. • Overuse of punishment methods can violate relationships and be ineffective for the long-term. 	<p>OH 8.27: Punishment: Common Procedures</p> <p>OH 8.28: Considerations in the Use of Punishment</p> <p>OH 8.29: Issues that Influence the Acceptability of Intervention Procedures</p>
15 minutes	<p><u>X. Determining the Acceptability of Reactive Strategies</u></p> <p><i>Activity: Have the participants rate a list of intervention strategies based on their perception of the acceptability of these procedures. Have them brainstorm the considerations that affected their ratings.</i></p> <p>Review issues that influence acceptability of interventions and the need for having</p>	<p>Appropriate interventions are: proactive and educational; person-centered; relevant within the social and physical context; and effective over time.</p>	<p>OH 8.30: Consequence Interventions-Crisis Management</p>

	consistent standards for people with and without disabilities.		
45 minutes	<p><u>XI. Case Study Assignments</u></p> <p>Review the materials in the Participant Workbook.</p> <p><i>Extension Activity: Have participants identify consequence-based strategies to address their hypotheses and incorporate them into to their support plan. Teams may find that they need to do additional reinforcer sampling. In addition, teams will identify one consequence-based hypothesis to validate through systematic manipulation prior to the next session.</i></p>	<p>Goal: Based on the hypotheses, identify consequence-based interventions that are appropriate to address the functions of the focus person’s behavior.</p> <p>Incorporate the following into the focus person’s behavior support plan (and in Action Plan #2):</p> <ul style="list-style-type: none"> • Methods for reinforcing adaptive skills • Methods for managing consequences for problem behavior • Plans for sampling other reinforcers and testing hypotheses regarding the function of the focus person’s behavior 	<p>PWB: Consequence-Based Functional Analysis Manipulations</p> <p>PWB5: Action plan #2 from Module 5</p> <p>PWB: Extension Activity: Consequences: Reinforcers & Decelerative Procedures</p> <p>PWB: Glossary</p>
15 minutes	<p><u>XII. Review and Preview of Next Module</u></p> <p>Provide a summary of what was covered during this module and introduce the topic for the next session. Draw participants’ attention to the readings for Module 9.</p>	<p>This time: reviewed reinforcement and consequence-based strategies that may be appropriate given the functions of behavior.</p> <p>Next time: Module 9 - Promoting Durable Lifestyle Change. How to evaluate outcomes and promote durable and significant lifestyle change.</p>	<p>Readings for Module 9 (select from Module 9 references)</p>