Behavioral Interventions for Severe Aggression and Self-Injurious Behavior

Embassy Suites Norman
Friday November 14, 2014
1:00 - 2:30

General Background
- Me, me, me....

- Behavioral approach to treatment
  - Behavior is communication
  - Triggers and consequences
  - Determine function
  - Interventions match function

- "But, it isn’t their fault... They have autism".

What does ‘severe’ mean?
- Examples from audience

- Personal examples
  - Aggression
  - Self injury
  - Destruction

- Not just those with developmental disabilities

- Start early! (Kurtz et al., 2003)
Functions: “Why?!”
- **Attention** from someone
- To get something **tangible**
- Sensory stimulation / **automatic reinforcement**
- **Escape / avoid** something

- Functional analysis - it isn’t always easy to ‘catch’ the behavior.
  - Vollmer, Borrero, Wright, Camp & LaIi (2003)

Intervention Options.

**BIG QUESTION:** Why is punishment first choice?
- **Extinction Bursts.**
  - LaIi, Casey, & Kates, K. (1997) - extinction is not required
  - Vollmer et al. (1998) - Fixed time SoR as effective
  - Lerman, Iwata, & Wallace (1999) - less than half of cases

  - Preliminary investigation is lacking

- **Figure out the antecedent**
  - Fritz, Iwata, Hammond & Bloom (2013) -
  - antecedents are more mild
  - Antecedent has same reinforcement as target
  - So... Treat the precursor.

  - Fahmie & Iwata (2011) -
  - 17 articles / 34 subjects
  - Unintelligible vocalizations 27% (AGG)
  - Non-directed movements 32% (IBB)

  - Caccioppo & Smith (2012) -
  - Confirmed treatment of antecedents can decrease IB

Intervention Options.
Intervention Options.

- Matching Law
  - Borrero & Vollmer (2002) - organize our behavior based on where reinforcement is coming from
  - Immediate and small vs. large and delayed.
  - Consider history of therapist, teacher, aids, etc. working with the client/student.
- Progar et al. (2001) - worked with student at prior placement

Severe Aggression

*Attention
- Thompson, Fisher, Plaza & Kuhn (1998): functional communication training with extinction
- Type of attention matters
  - Positive
    - Preferred staff,
    - Topics (Roscoe, Kindle, & Pence, 2010)
    - Too much? (Taylor, BidaH, Romancycyk, and Miller, 1994)
    - Proximity (Oliver, Owner, Heam, & Hal, 2001)
  - Negative
    - Reprimands, laughed at, etc.

Severe Aggression

Tangibles
- Non-contingent access to items
- Avoid using Highest preferred item for Reinforcement
Severe Aggression

Escape / avoidance

- Progar et al. (2001): Edible reinforcement for compliance

Automatic Reinforcement

- Thompson, Fisher, Piazza & Kuhn (1998): Response blocking

Severe SIB

Attention

- Lerman, Iwata & Wallace: Extinction as part of a package
- Non-contingent attention

Severe SIB

Escape / Avoidance

- McCord, Thompson & Iwata (2003): DRA was combined with extinction and response blocking.
- Non-contingent breaks

Tangibles
Severe SIB

*Automatic reinforcement
- Rooker & Roscoe (2005)
  - Relationship to self restraint
- Tiger, Fisher, & Bouxsein, 2009
  - DRO
- Self Management
- Toussaint & Tiger, 2012
  - Covert SI behaviors
    - After the fact…. Not near as effective
    - Variable momentary DRO (also with attention)

Wrap up.
- Start early!
- Define function
- Treat antecedents when possible
- Take data!
- Use treatment package, if possible

References
References


Thanks for coming!

- Identify at least two things you learned during this presentation that you will apply in your personal or professional life.
- Identify three steps you will take in the next month to implement what you learned in your personal or professional life.

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