Module: Extinction

Implementation Checklist for Extinction

Sullivan, L. & Bogin, J. (2010). *Implementation checklist for extinction.* Sacramento, CA: The National Professional Development Center on Autism Spectrum Disorders, M.I.N.D Institute, University of California at Davis School of Medicine.

Instructions: The Implementation Checklist includes each step in extinction procedures. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent or other team member.

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1-4)									
Step 1. Identifying the Interfering Behavior		**Score****							
1. Define problem behavior by focusing on:									
a. what the behavior looks like (topography),									
b. how often the behavior occurs (frequency),									
c. how intense the behavior is (intensity),									
d. where the behavior occurs (location), and									
e. how long the behavior lasts (duration).									
Step 2. Identifying Data Collection Measures/Collecting Baseline Data									
1. Identify data collection measures to assess the interfering behavior before implementing the intervention.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

Module: Extinction

	Observation	1	2	3	4	5	6	7	8
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Step 2. Identifying Data Collection Measures/Collecting Baseline Data (cont.)		**Score****							
2. Gather baseline data on the interfering behavior.									
Step 3. Determining the Function of the Behavior		**Score****							
1. Interview team members to identify the function of the interfering behavior.									
2. Use direct observation methods to hypothesize the function of the interfering behavior that include:									
a. completing A-B-C data charts (antecedent, behavior, consequence).									
b. describing anecdotal observations (running log of behavior).									
c. completing functional analysis to test proposed function of behavior.									
3. Identify the function of the behavior as one of the following:									
a. securing attention,									
b. accessing tangible items,									
c. escaping/avoiding a task or situation, and/or									
d. sensory reinforcement.									
Step 4. Creating an Intervention Plan									
1. Clearly write out extinction procedures (when the student does ___**X**____, we will respond by doing___**Y**_____) by:									

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Step 4. Creating an Intervention Plan (cont.)		**Score****							
a. preparing a list of possible learner responses to the intervention.									
b. determining appropriate teacher/staff responses.									
2. Describe other procedures which will be incorporated with the extinction procedure.									
3. Define extinction procedures to be used, such as: a. ignoring the behavior, b. removing reinforcing items or activities, c. disallowing escape from non-preferred situations, or d. preventing sensory feedback from occurring.									
4. Make an extinction burst (when behaviors get worse before they get better) safety plan.									
5. Discuss the intervention with all adults who are with the learner with ASD on a regular basis.									
6. Explain the intervention procedures to other students who are in close proximity to the learner with ASD.									
Intervention (Step 5)									
Step 5. Implementing the Intervention									
1. Wait for the behavior to occur and respond by:									
a. planned ignoring,									
b. denied access,									

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Step 5. Implementing the Intervention (cont.)		**Score****							
c. escape extinction, and/or									
d. sensory extinction.									
2. Promote a replacement behavior using a complementary intervention approach.									
3. Continue to respond as planned for the duration of behavior.									
Progress Monitoring (Steps 6-7)									
Step 6. Collecting Outcome Data									
1. Collect outcome data that focus on:									
a. what the behavior looks like (topography),									
b. how often the behavior occurs (frequency),									
c. where the behavior occurs (location),									
d. how intense the behavior is (intensity), and									
e. how long the behavior lasts (duration).									
2. Collect data in the setting where the behavior occurs.									
3. Compare intervention data to baseline data to determine the effectiveness of the intervention.									

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Module: Extinction

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	Date								
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Step 7. Reviewing the Intervention Plan		**Score****							
1. Discuss results with all team members to determine its effectiveness.									
2. Modify the intervention plan if the learner continues to exhibit the interfering behavior by:									
a. changing the way they respond,									
b. changing the length of time they ignore or respond,									
c. expanding the plan to other settings,									
d. having other team members implement the intervention plan, and/or									
e. adapting the plan to new behaviors that may have arisen.									
3. Continue to collect data at least weekly to determine the effectiveness of the intervention.									
4. Identify new interfering behaviors as they arise.									

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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