

Introduction

- Aggressive behaviours may result in restrictive school or residential placement, impaired or restricted social relationships and high caregiver burnout
- Function based treatments have been shown to improve efficiency and effectiveness of interventions
- Progressive Differential Reinforcement of Other Behaviour (DRO-P), time-out, and positive punishment have been utilized to reduce challenging behaviours

Purpose and Hypothesis

- To determine if a behaviour treatment package including DRO-P, exclusionary time out, and positive punishment would decrease the rate of aggression
- A functional behaviour assessment indicated that the behaviour was maintained by attention and escape
- It was hypothesized that the treatment package would reduce aggressive behaviours in the school environment

Method

Subject:

- 19-year-old male with ASD and CHARGE syndrome
- Lives at home with his parents and attends a special education school

Design:

- Single subject AB design
- Physical aggression targeted for reduction

Baseline:

- Collected from final days of implementation of the previous Behaviour Plan (DRO-5 min + extinction)

Methods (Cont.)

Treatment:

- Daily preference assessment
- Progressive Different Reinforcement (DRO-P) was used to reinforce the absence of aggression
- Exclusionary time out was used when the learner engaged in aggression to limit attention and to ensure the safety of those in the immediate environment
- Positive punishment was paired with exclusionary time-out to prevent escape from demands

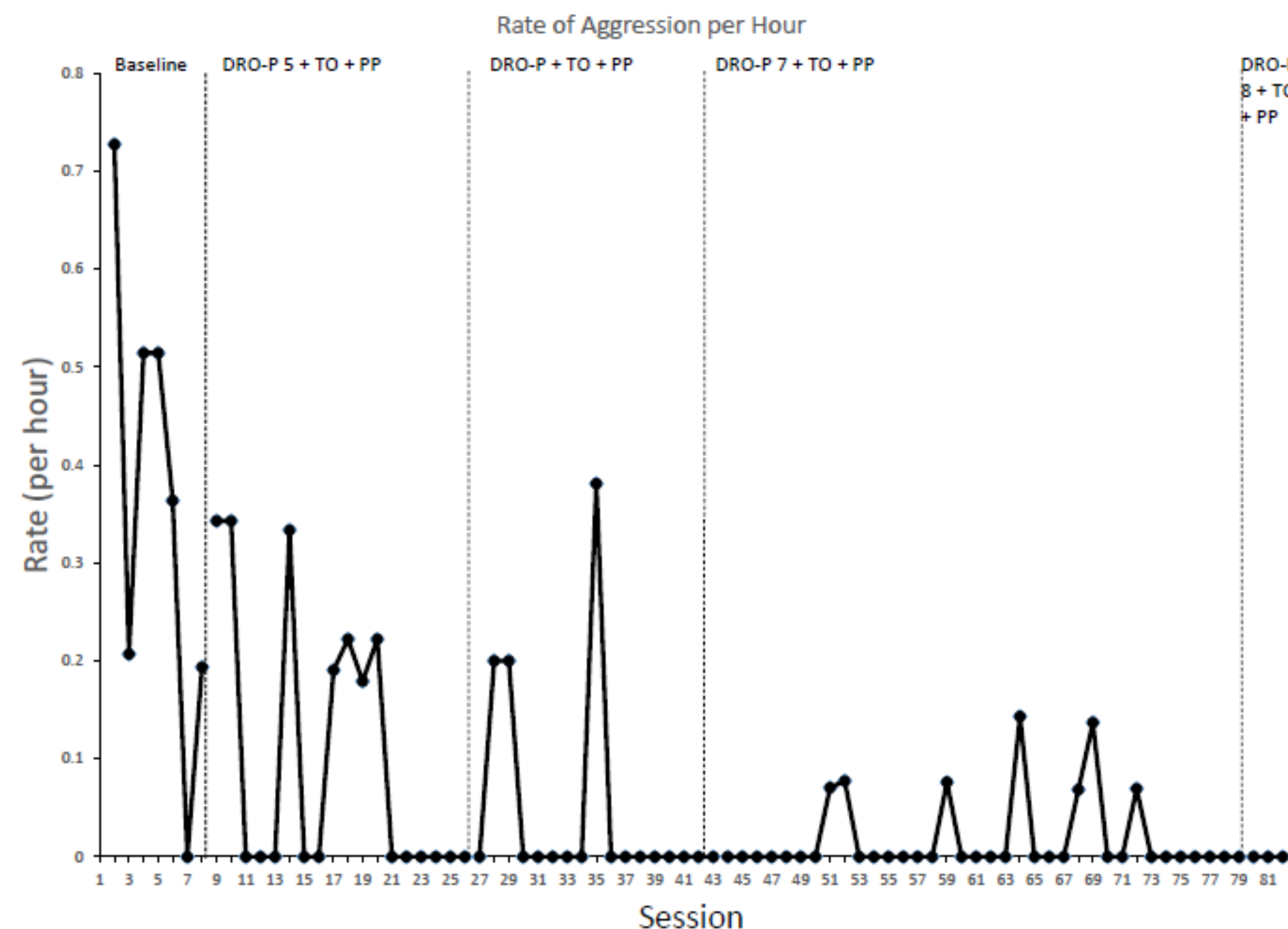
Generalization:

- Implemented by all staff and across all environments within the school setting

Results

The results indicated that:

- During baseline 14 instances of aggression were recorded over 7 sessions (avg. rate/hr = 0.36)
- During treatment 23 instances of aggression were recorded over 74 sessions (avg. rate/hr = 0.04)



Discussion & Limitations

- DRO in isolation may be insufficient to decrease aggression maintained by attention and escape
- This treatment package resulted in a decreased rate of aggression
- Lower rates of aggression may result in increased opportunity to interact with peers and increased participation within the classroom, particularly during group activities

Limitations:

- Data does not reflect rates of aggression outside of the school setting (e.g., at the grocery store, on walks, on field trips, or in the home setting)
- Staff turnover was low during implementation
- A component analysis was not conducted

Future Research:

- Replication under similar conditions
- Conduct a component analysis
- Replication in different settings (e.g., community, home)
- If the treatment package will be effective at reducing other challenging behaviour serving the same function

Conclusion

A treatment package consisting of DRO-P, exclusionary time out, and positive punishment reduced aggression to near zero levels at school

Acknowledgements

The authors would like to thank our student and their parents for their willingness to participate in the treatment plan. Additionally, thank you to the staff at PALS Autism School for all of their hard work.