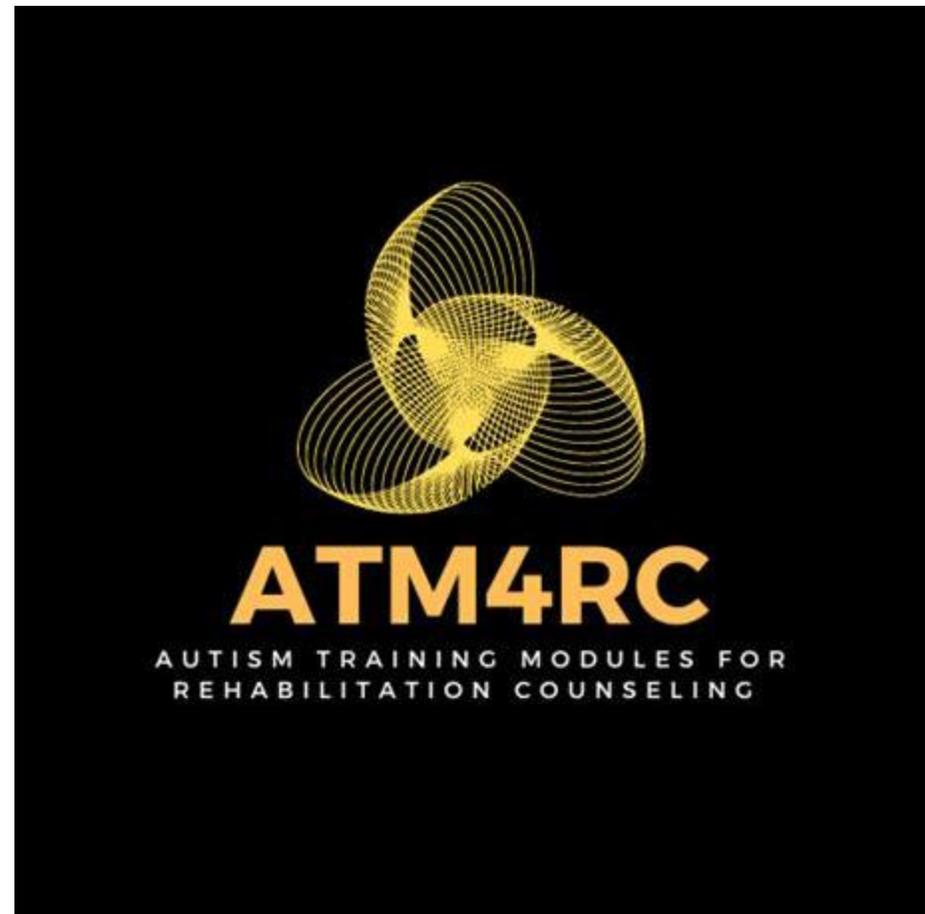


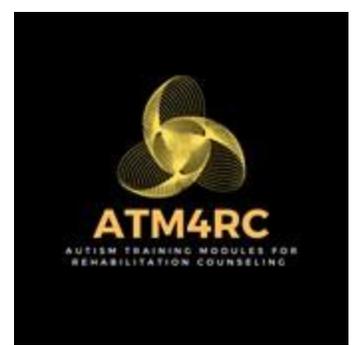
Response Interruption Redirection

The contents of this training document were developed under grant number CFDA 84.263, H263C190004, for Rehabilitation Training: Innovative Rehabilitation Training Program. from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Module developed Dr. Jessica Stallings,
ATR-BC, LIMHP, LMHC



Module Objectives



By the end of this module, participants will be able to:

1. Define Response Interruption Redirection (RIRD) is applicable in your work
2. Identify which other Evidence Based Practices may be used with RIRD
3. Complete a RIRD of on a case example with one of your clients in mind
4. Understand the ethical challenges in the use of RIRD

Response Interruption Redirection

Introduction



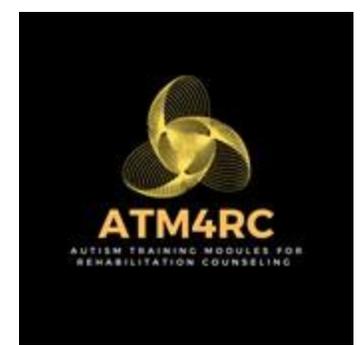
- Response Interruption Redirection (RIRD) refers to interrupting a behavior and and redirecting to a new behavior (Tomaszewski & AFIRM, 2017).
- “The rationale for RIR[D] is that by introducing a prompt, comment, or other distractor when an interfering behavior is occurring, then interfering behaviors will decrease” (Tomaszewski & AFIRM, 2017a, p. 2).
- Often follows a Functional Behavior Assessment or Analysis.
- Used in conjunction with other Evidence Based Practices (EBPs) such as prompting and reinforcement.

Response Interruption Redirection: An EBP for Persons with Autism



- Per Wong et al's 2014 review of EBPs for use with persons with autism, RIRDs are effective for behavior change with 15-22 year olds with Autism.
- Most often used with Restricted Repetitive Behaviors (RRBs) or stereotypy and self-injurious behavior
 - It is important to note that RRBs and stereotypy are often a form of coping and comfort and complete elimination, particularly without treatment of underlying co-occurring disorder, can cause distress and also encourage masking one's true self (Corbett et al, 2021; McCarty & Brumbach, 2021, Stratis & LeCavalier, 2013).
 - RIRD should only be used when the behavior is causing physical harm to self or others or when changing that behavior is in line with the individual's specific personal / professionals goals.

Visit the following links for examples and implementation tools for RIRD



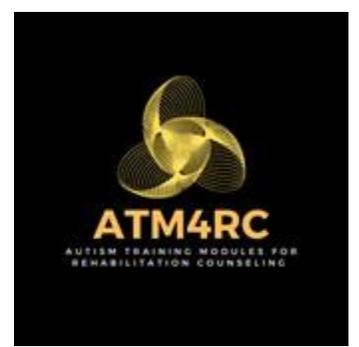
Neitzel, J. (2009).

https://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/ebpbriefs/ResponseInterruption_Steps.pdf

Tomaszewski, B., & AFIRM Team. (2017).
Response Interruption/Redirection.

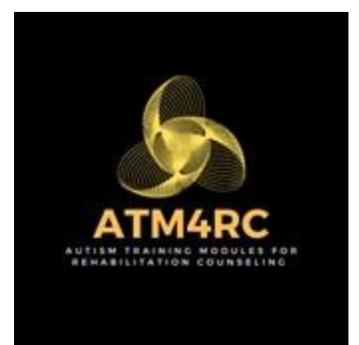
<https://eric.ed.gov/?id=ED605909>

Response Interruption Redirection



- The steps of RIRD are generally as follows:
(Tomaszewski & AFIRM, 2017 a and b)
 - Complete a Functional Behavior Assessment (see FBA module)
 - Identify type of response Interruption to address the identified behavior
 - Identify a redirection to be used
 - Identify reinforcers and reinforcer style/schedule to reinforce redirected behavior (see reinforcer module)
- As possible consult with client on each of these steps.

Functional Behavior Assessment Review



- Generally refers to seeking information to understand a person's behavior.
 - This may include interviewing relevant persons, reviewing records, and observation of the person in question.
 - More specifically Functional Analysis is a highly structured process of observation that examines the function of a target behavior by observing the ABCs,
 - Antecedent
 - Behavior
 - & Consequence of said behavior (Kearney, 2015)
- Both the more general FBA and the Functional Analysis intend to understand the why of a behavior and recognize behavior as communication

Behaviors Addressed with RIRD (1 of 2)



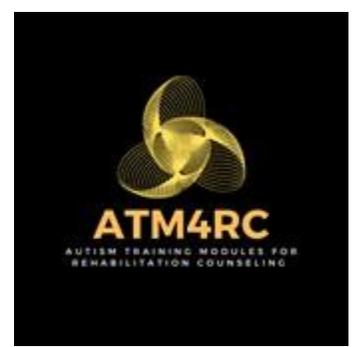
- Motor Stereotypy (Neitzel, 2009; Tomaszewski, 2017a/b)
 - This category encompasses “stimming”
 - Stimming is an adaptive coping skill so often should not be changed
- Verbal Stereotypy/Echolalia (Neitzel, 2009; Tomaszewski, 2017a/b)
 - Vocalized noises or words not immediately related to the situation
 - Again if these are not interfering with work/daily living activities or of concern to the client, do not attempt to change them

Behaviors Addressed with RIRD (2 of 2)



- Self-Injurious Behavior (Neitzel, 2009; Tomaszewski, 2017/b)
- Challenging Behavior (Tomaszewski, 2017a/b)
 - Other behaviors that interfere with activities of daily living, including physical aggression toward others
- Pica (Neitzel, 2009)
 - Eating non-nutritive substances such as paint chips/ sand/ other non-foods

Response Interruption Types



- How each type functions will change depending on what type of behavior is being addressed (Nietzel, 2009; Tomaszewski, 2017 a and b)
 - Verbal Blocking
 - Involves a verbal interruption and redirection
 - Physical Blocking
 - May include physically interacting with an object involving the behavior such as removing a toy that is being used in a disruptive or self-injurious fashion
 - May include touching the body-part involved in the behavior

Motor Stereotypy and RIRD



- Verbal Blocking
 - Gain person's attention by stating their name in a neutral tone, then provide verbal redirection requesting a verbal response
- Physical Blocking
 - Physically block the motor action or object involved in action
(Nietzel, 2009; Tomaszewski, 2017 a and b)
- As stated in the Sensory Processing Model we discourage physical intervention related to respecting autonomy and sensory needs of individuals with autism

Verbal Stereotypy/Echolalia and RIRD



- Verbal Blocking
 - Gain person's attention by stating their name in a neutral tone, then provide verbal redirection requesting a verbal response
- Physical Blocking
 - Not applicable

(Nietzel, 2009; Tomaszewski, 2017 a and b)

- If the verbal stereotypy/echolalia is not interfering with the person's goals and they don't want to change it, then don't focus on changing it.

Self-Injurious Behavior and RIRD



- Verbal Blocking

- “Tell learner to stop and prompt learner to engage in a physical task or provide learner with preferred object” (Tomaszewski, 2017, p. 8).

- Physical blocking

- “Physically touch the body part (e.g., leg if the learner is kicking) and prompt learner to engage in a physical task or provide learner with preferred object” (Tomaszewski, 2017a, p. 8)..

(Nietzel, 2009; Tomaszewski, 2017 a and b)

Challenging Behavior and RIRD



- Verbal Blocking

- “Tell learner to stop and prompt learner to engage in a physical task or provide learner with preferred object” (Tomaszewski, 2017, p. 8).

- Physical blocking

- “Physically touch the body part (e.g., leg if the learner is kicking) and prompt learner to engage in a physical task or provide learner with preferred object” (Tomaszewski, 2017, p. 8)..

(Nietzel, 2009; Tomaszewski, 2017)

Pica and RIRD



- Verbal Blocking and Physical Blocking
 - Direct the person to stop, provide alternative food items to eat or a sensory item meant for chewing to chew on (Nietzel, 2009).

Reinforcer Brief Review

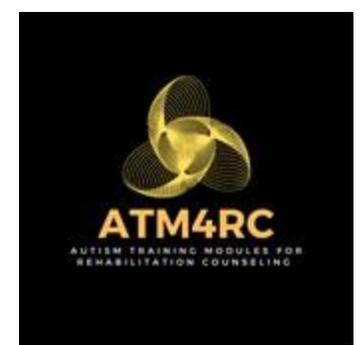


- Be consistent
- Engage individual in development of reinforcement plans (survey, menu, schedule)
- Revisit plan with individual as needed for revision
- Vary rewards to avoid boredom or satiation
- As with prompts, fade when able
- Limit access to rewards outside of learning environment
- Avoid exclusive use of primary reinforcers (Kearney, 2015)



This Photo by Unknown Author is licensed under CC BY-NC

Response Interruption Redirection Implementation



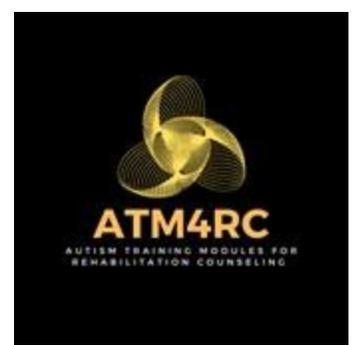
- In all uses, RIRD engages the individual with autism in identifying alternative behaviors, objects, food items, and strategies for addressing the behaviors identified for change
- Engages clients in identifying what response interruptions, redirections and reinforcers work best for them
- To see an example of RIRD watch <https://vimeo.com/102174029>

Case Study and Response Interruption Redirection Activity



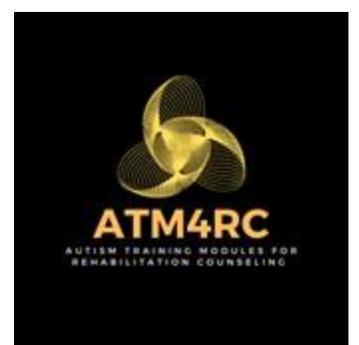
- Cooper is a 25 year old who works at a department store. Cooper at times scratches himself when upset, this often happens when he is given a new task or appears to not understand directions. This has begun to interfere with completing his work and he has gotten some infections in the scratches. Cooper receives comfort from coworkers when these situations occur.
- Use the FBA process to better understand the behavior — identify what kinds of collateral information you would need in addition to identifying the ABCs of the situation.
- Create a plan for use of RIRD to assist in curbing this self injurious behavior.

References (1 of 3)



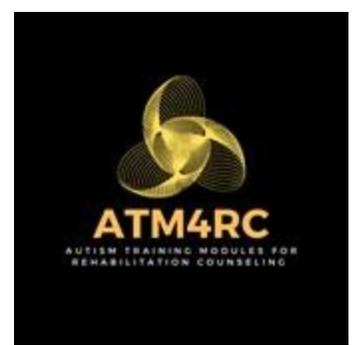
- Corbett B.A., Schwartzman J.M., Libsack E.J., Muscatello R.A., Lerner M.D., Simmons G.L., White S.W. (2021). Camouflaging in autism: Examining sex-based and compensatory models in social cognition and communication. *Autism Res*;14(1):127-142. doi: 10.1002/aur.2440. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7986572/>
- El Fattal, R. (2014). RIRD (Response interruption re-direction). <https://vimeo.com/102174029>
- Kearney, A.J. (2015). Understanding applied behavioral analysis: An introduction to ABA for parents, teachers, and other professionals. 2nd ed. Jessica Kingsley Publishers.

References (2 of 3)



- McCarty M.J., Brumback A.C. (2021). Rethinking stereotypes in autism. *Semin Pediatr Neurol.* 38:100897. <https://doi.org/10.1016/j.spen.2021.100897>.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8654322/>
- Neitzel, J. (2009). Steps for implementation: Response interruption/redirection. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.
https://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/ebpbriefs/ResponseInterruption_Steps.pdf
- Stratis E.A. & Lecavalier L. (2013). Restricted and repetitive behaviors and psychiatric symptoms in youth with autism spectrum disorders. *Research in Autism Spectrum Disorders.* 7(6). 757-766,
<https://doi.org/10.1016/j.rasd.2013.02.017>.
<https://www.sciencedirect.com/science/article/pii/S1750946713000421>

References (3 of 3)



- Tomaszewski, B., & AFIRM Team. (2017a). Response Interruption/Redirection EBP Brief Packet.
<https://eric.ed.gov/?id=ED605909>
- Tomaszewski, B., & AFIRM Team. (2017b). Response Interruption/Redirection. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from
<http://afirm.fpg.unc.edu/response-interruption-and-redirection>
- Wong, C.; Odum, S.L.; Hume, K.; Cox, A.W.; Fettig, A.; Kucharczyk, S.; Brock; Plavnick, J.B.; Fleury, V.P.; & Schultz T.R. (2014) Evidence based practices for children, youth, and young adults with autism spectrum disorder.
<https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/2014-EBP-Report.pdf>

Additional Resources



Autism Focused Intervention Resources & Modules (AFIRM). Response Interruption/Redirection.

<http://afirm.fpg.unc.edu/response-interruption-and-redirection>