

Response Interruption/Redirection Fact Sheet

Brief Description

Response interruption/redirection (RIR) involves the introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction. Specifically, RIR is used predominantly to address behaviors that are repetitive, stereotypical, and/or self-injurious. RIR often is implemented after a functional behavior assessment (FBA) has been conducted to identify the function of the interfering behavior. RIR is particularly useful with persistent interfering behaviors that occur in the absence of other people, in a number of different settings, and during a variety of tasks. These behaviors often are not maintained by attention or escape. Instead, they are more likely maintained by sensory reinforcement and are often resistant to intervention attempts. RIR is particularly effective with sensory-maintained behaviors because learners are interrupted from engaging in interfering behaviors and redirected to more appropriate, alternative behaviors.

Qualifying Evidence

RIR meets evidence-based criteria with 10 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for preschoolers (3-5 years) to young adults (19-22 years) with ASD.

Outcomes

RIR can be used effectively to address social, communication, behavior, play, school-readiness, and adaptive skills.

Research Studies Providing Evidence

Ahearn, W. H., Clark, K. M., MacDonald, R. P., & Chung, B. I. (2007). Assessing and treating vocal stereotypy in children with autism. *Journal of Applied Behavior Analysis, 40*(2), 263-275.

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Cassella, M. D., Sidener, T. M., Sidener, D. W., & Progar, P. R. (2011). Response interruption and redirection for vocal stereotypy in children with autism: A systematic replication. *Journal of Applied Behavior Analysis, 44*(1), 169-173. doi: 10.1901/jaba.2011.44-169

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