The ABC's of ABA

- Claire Benson
- Kimberly Snyder
- Sarah Kroll
- Judy Aldridge
ABA Overview

• Applied Behavior Analysis is NOT one set of procedures that can be applied to everyone.

• Applied Behavior Analysis is NOT synonymous with Discrete Trial Teaching (DTT)
Characteristics of ABA

- Emphasis of functions of behavior
  - behavior serves a function
- Emphasis on observable, measurable behavior
- Requires repeated measurements
  - more data = more accurate assessment of change in behavior
Characteristics of ABA

- Change environment to change behavior
  - object’s & scenery
  - instructor’s behavior
  - other’s behavior
- Student should respond to program NOT people
- Social effects are more important than statistical effects
- We are all accountable for student progress
  - adjust treatment based on data
- Address separate & specific excess & deficits
Behavior Management

ABC model-
Antecedent Behavior Consequence

Antecedent - cues behavior
- immediate: easier to identify
  * occur right before behavior
- removed: harder to identify
  * occur at some point before behavior
Behavior Management

- Behavior
  - response
  - focus on what you can see and measure
Behavior Management

- Consequence - maintain behavior

  things we

  attain
  attention
  materials
  stimulation
  control

  avoid
  demands
  people
  sensory input
Behavior Reduction

- Define behavior to reduce
- Select measurement system
- Observing & recording
- Conduct functional assessment

- Increase antecedents that lead to positive behavior
- Decrease antecedents that lead to inappropriate behavior
- Minimize reinforcement that results from inappropriate behavior
- Increase the consequences for positive behavior
Behavior Reduction

- Functional Assessment
  - increase antecedents that lead to positive behavior
  - decrease antecedents that lead to inappropriate behavior
  - minimize reinforcement that results from inappropriate behavior
  - increase the consequences for positive behavior
Reinforcement

- Process by which a certain consequence is provided for a specific behavior causing that behavior to increase

- Reinforcement - process
- Reinforcer - thing you deliver (high five)
Reinforcement

Reinforcement should be:

1. contingent on behavior
2. immediate
3. appropriate to person
Reinforcement

- **Characteristics**
  - used for behavior not people
  - functional definition
    (defined be effect on people)
Reinforcement

○ Type

Positive (R+)
- presentation of a stimulus
- toy, social praise, etc..

Negative (R-)
- removal of a stimulus
- escape/avoidance

○ If a behavior continues to occur, it is being reinforced
Reinforcement

- Pairing
  - reinforcers are determined by the student
  - pair yourself with reinforcement
  - increase difficulty of tasks
    * within session    * across session
  - use a wide variety of reinforcers
Reinforcement

- Choosing reinforcers
  - preference assessment
  - reinforcement inventory
  - observe the child
  - trial and error
Reinforcement

Always Remember To:

✓ track student’s reinforcers
✓ limit access to reinforcers
✓ make contingent (earned)
✓ make age appropriate
✓ be aware that the may loose value over time
Reinforcement

- Success of Delivery
  - what you deliver
  - when you deliver
  - how often you deliver (schedule/rate)
  - amount you deliver
  - effort required by student
Reinforcement

- **Differential Reinforcement**
  - based on independent response
  - based on attention to task
  - Do NOT reinforce completion only
  - reinforce better approximations
  - based on difficulty level
Reinforcement

- Bribery vs. Reinforcement

**Reinforcement**

instruction → behavior → reinforcer

**Bribery**

reinforcer → instruction → behavior

instruction → reinforcer → behavior
Reinforcement

- **Bribery**
  - makes it hard to fade prompts and reinforcers
  - try no to bribe or offer more reinforcement during disruptive episodes
  - it is critical no to make bribery a habit
Reinforcement

- Types
  - Categories: social, tangible, activity
    - touch
    - auditory (sound)
    - smell
    - body movement
    - visual
    - edibles
Reinforcement

- Inappropriate Use
  - safety
  - appropriateness
  - interference
  - limitations
  - alternatives
Reinforcement

- Critical piece of any program
- Good behavior will not continue without it
- What you deliver is important
- How you deliver is important
- Learning should be fun
Reinforcement

- Extinction Procedure
  - reduce, minimize, or eliminate a reinforcer for a behavior
  - prepare for extinction burst
  - must include reinforcement procedures
Reinforcement

- **Punishment**
  - suppresses behavior
  - promotes escape/avoidance
  - effective only when threat of it is present
Shaping

- Gradually changing a student’s performance from what it is now to what is desired
- Adjusting behavioral requirements for reinforcement
Shaping

Procedure:
1. Start with behavior slightly more difficult than student can do
2. Reinforce new behavior
   - needs to be functional
3. Reinforce independent performance
4. Only reinforce approximations
5. Increase requirements for reinforcement
Shaping

- Examples:
  - vocalizations (start with requests)
  - sitting
  - reinforcement
  - waiting

- Start with introduction of new task paired with immediate reinforcement
Common ABA Approaches

- **Discrete Trial Teaching**
  - DTT is not synonymous with ABA.
  - ABA is the broader science
  - DTT is a methodology within the science

- **Common Misconceptions**:
  - DTT must occur across a table
  - DTT must occur 1 on 1
  - DTT must occur in a sterile environment
  - DTT must have a set number of trials
Common ABA Approaches

- Key features of DTT
  - discrete trial = 1 unit
  - ABC model:
    Antecedent - instruction
    Behavior - student’s response
    Consequence - consequence
  - clear beginning and end
  - repeated measure
  - easy to measure
Common ABA Approaches

- Specifics of DTT
  1. Antecedent - instruction
     - clear and concise
     - phrase as statement
     - give only once
     - progressively make more natural
Common ABA Approaches

- Specifics of DTT
  2. Behavior - child’s response
     - 3 possible responses:
       correct
       incorrect
       non responsive
     - wait 3-5 seconds, then prompt
     - encourage fluent responding
       (quick & accurate)
Common ABA Approaches

- Specifics of DTT
  3. Consequence-
  - correct response = reinforcement
  - incorrect response = prompting
  - no response = prompting
Prompting

- Prompting - Antecedent - **PROMPT** - Behavior
  - important to get behavior
  - should be faded as quickly as possible
Prompting

What prompts look like:
Motor response
- full physical
- touch
- model
- gesture
- positional

most
least
Prompting

- What prompts look like:
  Vocal response:
    - model most
    - verbal
    - gesture least

Other prompts:
  - making borders for writing tasks
  - blocking
Promoting

- Prompts get a student to respond correctly
- Goal is correct response
- Fade as quickly as possible
- Promoting sets a child up for success
Common ABA Approaches

- 3 ways to set a child up for success
  1. errorless teaching- antecedent procedure
  2. correction trials- another opportunity
  3. differential reinforcement
Errorless Teaching

- Prompting Hierarchy: most to least
  - start with intrusive prompts
  - used for skill introduction
  - subsequent trials use less & less prompting

- Prompting Hierarchy: least to most
  - use only once skills are mastered
Common ABA Approaches

- 3 ways to set a child up for success
  1. errorless teaching - antecedent procedure
  2. correction trials - another opportunity
  3. differential reinforcement
Behavioral Momentum

- Based on physics - once you get something moving it is easier to keep it moving
- Precede high demand instruction with low demand instruction

High demand - new skills (acquisition)
Low demand - mastered skills (maintenance)
Common ABA Approaches

- Natural Environment Teaching
  - occurs in everyday world
  - students select teaching materials
  - requires constant alertness
  - can be done anywhere

Challenges with NET -
- requires you to make quick changes
- fewer trials
Common ABA Approaches

- Task Analysis Teaching
  - complex behaviors are broken into component parts

Behavioral Chain - big behavior made of small behaviors

Backward Chaining - last step taught first

Forward Chaining - first step taught last

Total Task Presentation
Common ABA Approaches

- **Summary**
- **Discrete Trial Teaching** (DTT)
  - highly structured, very scripted, lots of reinforcement
- **Natural Environment Teaching** (NET)
  - less structure, used in everyday world, built in generalization
- **Task Analysis Teaching**
  - complex behaviors broken into components
In the Classroom

Set Up:
- clearly defined learning spaces
- use of visuals (picture schedules, behavioral supports, task analysis)
- boxes for reinforcers
- token economy