


The ABC's of ABA:

An Overview of Applied Behavior Analysis and Principles behind Creating Effective Interventions through Prevent, Replace, and Respond Strategies to Address Challenging Behaviors.

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Behavior Analysis

- Study of environmental events that change or influence behavior.
- Focus as a Behavior Analyst....
 - Basic Principles of Behavior – the ABCs
 - Antecedent (events that occur before the behavior)
 - Behavior
 - Consequence (events that occur after the behavior)

What is Applied Behavior Analysis? - Systematic application of behavioral principles to change socially significant behavior to a meaningful degree.
(Adapted from Fraumeni, 2002)

ABA is...

- A scientific discipline not a "treatment"
- Set of principles not a set of procedures
- Umbrella of approaches/techniques – DTT, VB, TEAACH, Lovass, Pivotal Response, Incidental Teaching

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What does ABA do?

TARGET: Manipulating antecedents & consequences to change behavior.

- 📖 Learn new skills
- 📖 improve and/or maintain appropriate behaviors
- 📖 reduce behaviors that interfere with performance of daily activities.

Behavior Modification & Skill Development

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The FACT of the matter....

- Behaviors ALWAYS occur for a reason!!
- Behavior is communication!
- Shape behaviors over time
- Behavior is not about talking, it is about doing.

Behavior modification is really just a systematic and efficient use of common sense.
Kearney, 2008 RBLUE:2013

One Behavior at a Time

- Start with one behavior.
- Think about:
 - WHAT is the specific behavior?
 - WHO is involved?
 - WHEN does the behavior occur?
 - WHERE does the behavior take place?
 - WHY did the behavior occur?
- How are you responding that may reinforce this behavior?
- What is the new behavior you want your child to learn?

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FUNCTIONS-



- **ATTENTION/TANGIBLE**
 - Behavior is for attention or to gain access to a desired item that they cannot have or he/she can have, but not for inappropriate behavior.
 - *The child throwing a tantrum in line at the grocery store because they want candy and mom said no.*
 - *The child continues to say his mom's name over and over again while she is talking to someone.*
- **AVOIDANCE/ESCAPE**
 - Behavior is the result of trying to get out of or delaying the completion of demands; not complying with instructions and/or structured learning tasks.
 - *The child who screams in response to being told it is time to cleanup.*
 - *The middle school student who throws his pencil when he is told it is time to do creative writing.*
- **SENSORY**
 - Behaviors are more reinforcing than other competing reinforcement.
 - Behavior itself is reinforcing to student and feels "good" or "calming"
 - *Self-stim - rocking, scripting, hand flapping, etc.*

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The Plan - PREVENT....



Eliminate the motivation for the behaviors.

- **Antecedent interventions:** What do I do to reduce the motivation to engage in the behaviors? How do I prevent the behavior from occurring?

Attention/tangible

Give lots of attention and enriched environment to prevent the behavior.

Escape/avoidance

Reduce the motivation to escape by reducing demands, decrease the effort, quicken the pace of instruction, mix easy and difficult response, choices, etc.

Automatic Reinforcement (self-stimulatory)

Provide an enriched environment that may incorporate the reinforcing stimulation for appropriate behaviors.

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The Plan - REPLACE...

Teach a replacement behavior.

- What do I teach my child to do instead?
 - Take advantage of naturally occurring situations; set up contrived situations to practice the skill in various settings.
 - Shape behavior over time – behavior is about “doing”

Attention/Tangible

- TEACH your child a communication behavior of asking for attention or for what he/she wants and give attention when he/she uses the replacement behavior.

Escape/Avoidance

- TEACH your child a communication behavior of asking for a break to replace the problem behaviors if appropriate or teach compliance.

Automatic Reinforcement (self-stimulatory)

- TEACH your child to enjoy social interactions/activities that get lots of social reinforcement or to engage in more socially appropriate and less harmful methods of self-stimulatory behaviors.
- Teach an alternative method of receiving self-stim sensations which are more socially appropriate

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The Plan - RESPOND...

Terminate the behavior's reinforcement

- **Behavior Reduction/Extinction:** What do I do when the behavior happens? How do I respond?

Attention/tangible

- NEVER give attention for the problem behavior.
- Withdraw attention for the problem behaviors.
- Ignoring will work. Don't use for self-injurious behavior.
 - Ignore the behavior, not your child.

Avoidance/Escape

- NEVER allow your child to escape/avoid a demand again.
- Require your child to do whatever you ask if it means you must physically guide or assist him/her to do it.
- If are not able or willing to physically guide your child, use the broken record technique, but stick to the original demand.
- If during teaching situation it is not appropriate to leave it or say no. You must manipulate the reinforcing values of being with you.

Automatic Reinforcement (self-stimulatory)

- PHYSICALLY block/verbally interrupt (“quiet hands”)
- Redirect back to engaging activities

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REMEMBER –

- THESE ARE STANDARD GUIDELINES and such should be implemented based on the individual and circumstances.
- Think PREVENTION: REINFORCE THE GOOD/LOOK FOR THE GOOD/ENGAGE– this PREVENTS behaviors from happening.
 - *It is easier to prevent a behavior from occurring than to deal with it once it happens!*
- Address the "behavior" depending on function (attention seeking, tangible, avoidance/escape).
- Think REPLACEMENT: What do I teach my child to do in place of the behavior we are trying to change.
- Learn to work THROUGH the behavior rather than AROUND the behavior.

AND....be prepared.....

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Behavior will often get worse before it gets better.....so...



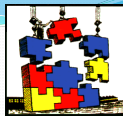
REMEMBER the 3 C's

when it comes to responding to behaviors:

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Calm

- Be calm with your responses.
- Respond do not react!



Clear

- Keep your wording/directions simple and to the point.

Consistent

- Follow through with demands, rules and behavior expectations.
- The more consistent you are the quicker the behaviors will decrease and extinguish.

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To Review & General Rules to Remember...

- **ATTENTION/TANGIBLE** – behavior is for attention or to gain access to a desired item that they cannot have or he/she can have, but not for inappropriate behavior
 - IGNORE the behaviornot the child.
 - Deny access to desired item.
 - No eye contact
- **AVOIDANCE/ESCAPE** - behavior is the result of trying to get out of or delaying the completion of demands; not complying with instructions and/or structured learning tasks
 - Continue with original demand until compliance.
 - Verbally ignore other behaviors that may occur in response to keeping the demands.
- **SENSORY** - behaviors are more reinforcing than other competing reinforcement.
 - Block
 - Redirect to something else
 - Increase the reinforcing value of the environment – keep engaged

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Respond rather than react.

- Physically block self-injurious or aggressive behaviors (do not verbally “react” to the behavior)
- Tell your child what you want him/her to do versus what you don’t want him/her to do.
 - “don’t run” versus “we’re walking”
- Do not ask, tell him/her what you want him/her to do - choice vs. expectation
 - “Will you please come and sit down?” (wrong) versus “Please come and sit down (right).”

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Remember...

- Positive Behavior Support is the **redesign of environments**, not the redesign of individuals
- Positive Behavior Support asks us to change our behavior to help our child change theirs.

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Behavior Procedures

(summary)

Child wants something but he/she CANNOT have it at this time.

WALK AND PEEL PROCEDURE

- Say no and if he/she accepts it, reinforce.
- If problem behavior occurs, walk in opposite direction.
 - Outside of home - interrupt behavior by redirecting to another activity.
- DO NOT REINFORCE TO FUN ACTIVITY.
- DO NOT ALLOW ACCESS TO DESIRED ITEM.
 - If you walk/peel, return only to protect the child or property with no talking, walk away again.
 - If your child grabs you, peel and go about your business.
 - When he/she stops problem behavior for 1 minute return or redirect to another activity.

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Child wants something he/she CAN have, but not for disruptive behavior.

COUNT AND MAND PROCEDURE

- Tell him/her "quiet" and begin counting by showing fingers counting to specified number (based on appropriateness for the child).
- If problem behavior occurs during counting, RESTART the count.
- If he/she runs off, stop count and go about your business – do not follow, however, do not allow access to desired item.
- When you reach specified number with no problem behavior, prompt him/her to request desired item or activity with acceptable form of communication.
- Deliver item for proper communication and then use the motivation at the moment for that item to practice asking for things.

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Child instructed to do something but refuses

COMPLIANCE TEACHING PROCEDURE

- After placing a demand allows about 3 seconds for compliance.
- When compliance occurs reinforce and be prepared to do so.
- If compliance does not occur, guide the child to complete the task.
- Do not give reinforcement for completion if guided.
- In some cases you may want to use the promise technique of showing a strong reinforcer before placing the demand to reduce the motivation to escape your request.
- If the promise is ineffective, remove the promise and physically guide with no reinforcer after physical guidance.
- Use Broken Record ONLY if unwilling or unable to move the child or the child receives a sensory gain from being pulled or touched.

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Dr. Vincent J. Carbone, Ed. D., BCBA. *Teaching Verbal Behavior to Children with Autism and Related Disabilities*, 2002.

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- Kiki Mc Gough/Colorado Department of Education
- Albert J. Kearney – *Understanding Applied Behavior Analysis*

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