

Applied Behavior Analysis

What it is and what it isn't

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ST AMANT ABA PROGRAM



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WHERE DID IT COME
FROM?



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ABA - Where does it come from?

- Began in 1938 (B.F Skinner)
- 1960s ABA with children with autism (Lovaas)
- Thousands of studies have been published demonstrating the effectiveness of Behavioral Principles with various populations.

WHAT IS IT?



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ABA - What it is?

- GENERAL
- OUR GOALS
- SOME PRINCIPLES AND PROCEDURES
- WHAT DO WE TEACH

ABA – What it is?

- ABA is a discipline
 - devoted to the understanding and improvement of human behavior.
- ABA is a science
 - Procedures derived from the principles of behavior that are systematically applied to improve behavior
 - Demonstrates experimentally that the procedures employed were responsible for the improvement in behavior.

ABA – What it is.

- Recognized by the Surgeon General of the United States as the treatment of choice for children with autism.
- When early intensive intervention is based on ABA this leads to dramatic gains for these children.



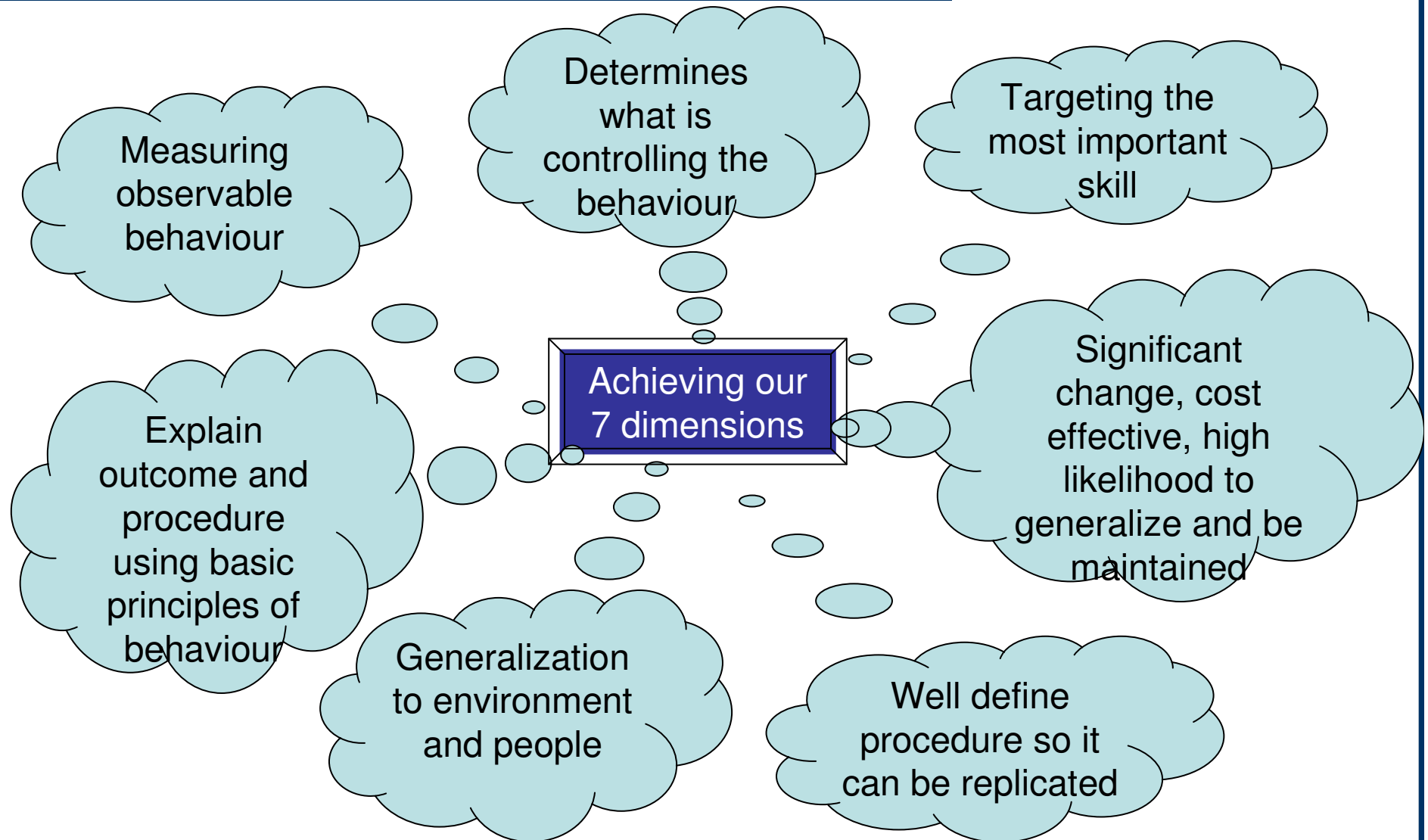
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ABA – What are our Goals?

- Promoting intensive early intervention, *individually* designed to support each child's needs - it's not one size fits all.
- Promoting continued implementation of basic principles to further support learning at *all ages*.
- *Learning to Learn* from the natural environment
- Increasing *independence* in everyday life
- Achieve highest quality of life possible

ABA - What are our Goals?



Misconceptions of ABA



SOME PRINCIPLES, PROCEDURES, AND STRATEGIES

POSITIVE REINFORCEMENT

If in a given situation, (antecedent) a person does something (behavior), gets something or something happens (consequence) and in future similar situations the person does that behavior **AGAIN**, positive reinforcement has occurred.

EFFECT of Reinforcement:
Behavior increases



POSITIVE REINFORCEMENT

There are different types

Social (claps, praise, smiles, attention)

Physical (tickling, high fives, piggy back rides, pats on the back, dancing)

Tangible (food, drink, toys, tokens, videos)

Interactive (games, songs)

PROMPTING

- HELP is provided when a child is beginning to learn a skill

HELPING = PROMPTING

FADING

Prompting is important

Fading these prompts are equally important

Fading can occur by:

FADING

Prompting is important

Fading these prompts are equally important

Fading can occur by:

Time



FADING

Prompting is important

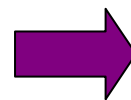
Fading these prompts are equally important

Fading can occur by:

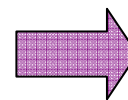
Time



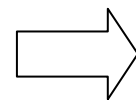
Amount (type)



All



Some



None

CHAINING

Some skills requires several steps to be accomplished

(e.g., dressing, toileting, getting ready in the morning, following a recipe)

1. Look at each skill
2. Order them
3. Teach them (separately or all at once)

There are various types of chains

CHAINING

FORWARD CHAIN



Teach one step at a time, beginning with the first)

BACKWARD CHAIN



Teach one step a a time beginning with the last

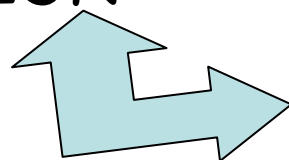
TOTAL TASK CHAIN



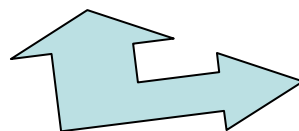
Teach all the steps at once

Discrete -Trials -Teaching

INSTRUCTION



BEHAVIOUR



CONSEQUENCE

- Lots of repetition in rapid succession
- DTT IS NOT ABA
- ONLY USED IF NEEDED

Incidental Teaching

- Every Moment is a teaching opportunity!!!
- In the natural environment approach, a learning trial only starts when the child initiates it, (for example approaching materials or reinforcers)
- It is slower
 - Less trials
 - but works very well for some children and is often used in ABA programs

WHAT DO WE TEACH?



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PRETTY MUCH ANYTHING
CAN BE TAUGHT

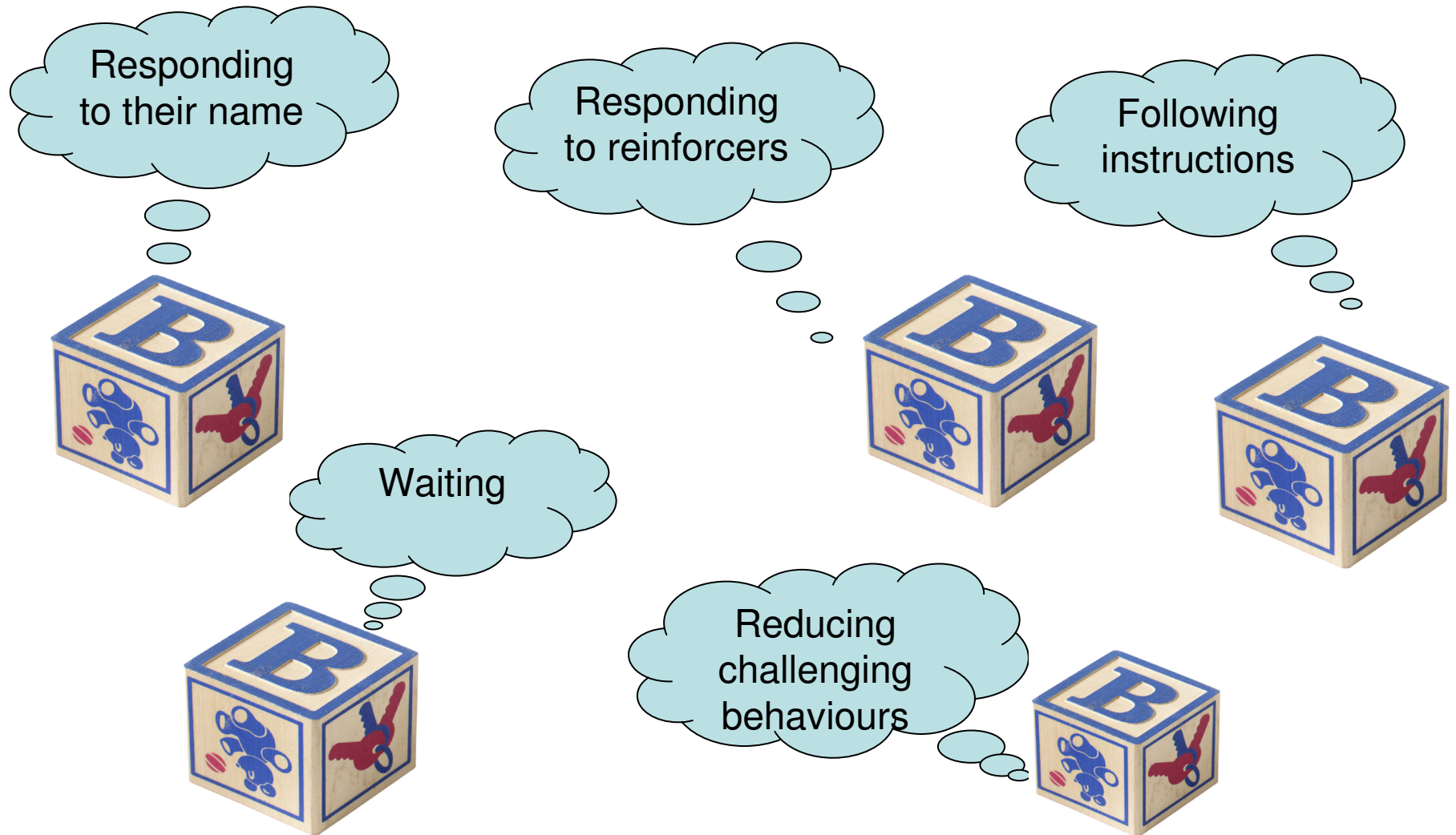
HERE ARE SOME EXAMPLES
OF WHAT WE CAN TEACH



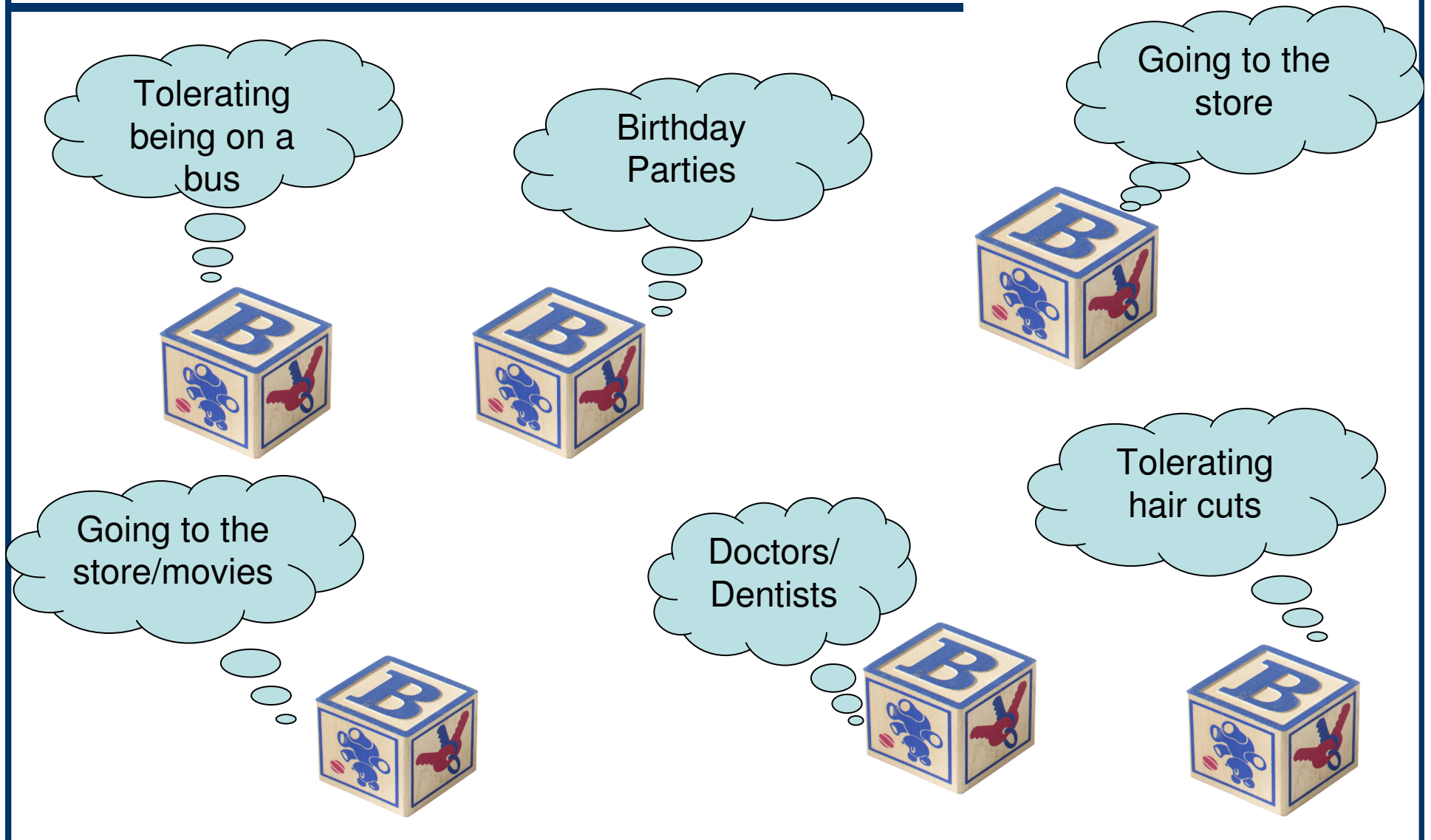
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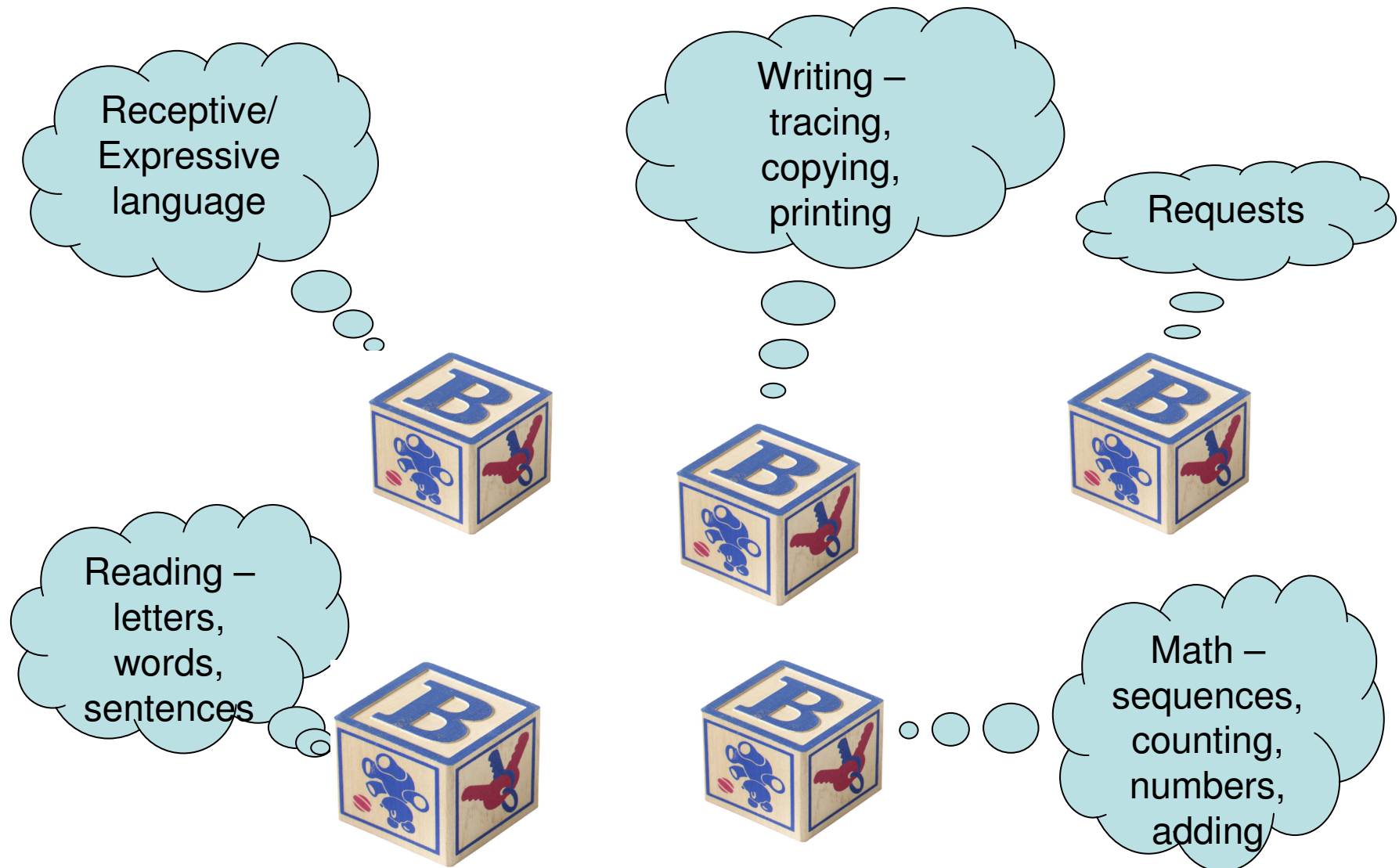
COMPLIANCE



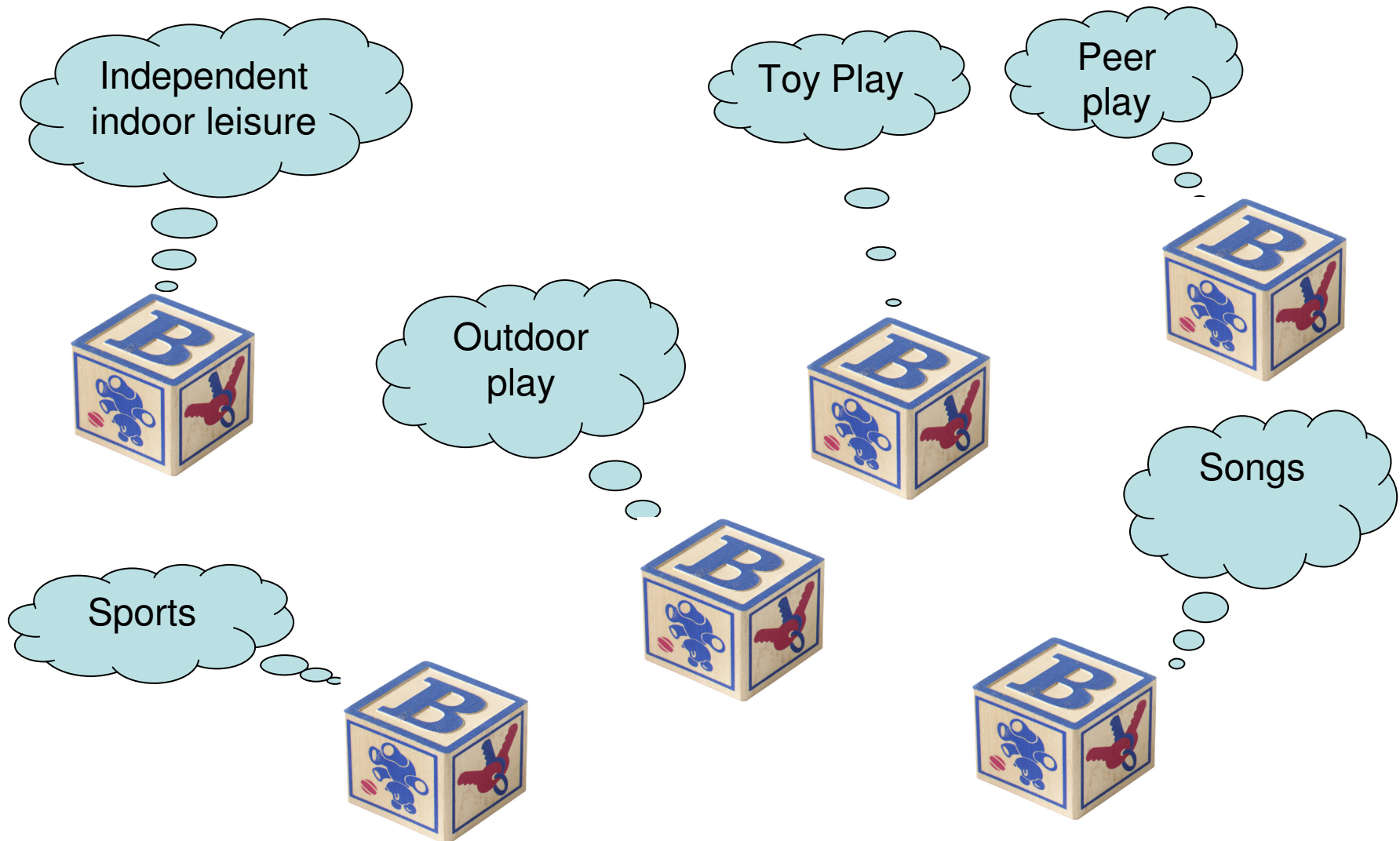
COMMUNITY



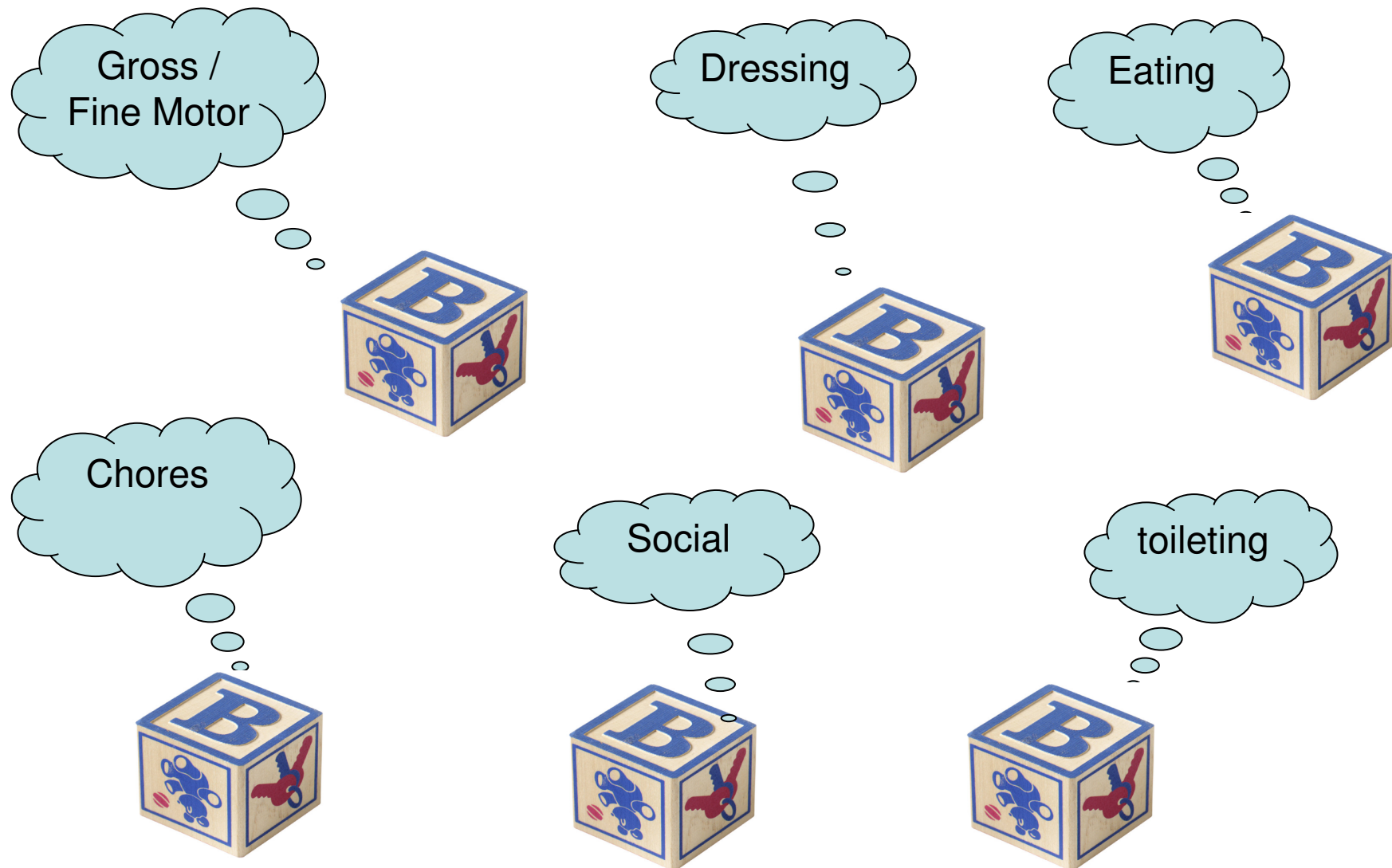
ACADEMICS/LANGUAGE



PLAY AND LEISURE



OTHER SKILLS



COMPREHENSIVE TEXTS



- ❑ Baer, D.M., Wolf, M.M., & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. Journal of Applied Behavior Analysis, 1, 91-97.
- ❑ Cooper, J.O., Heron, T.E. & Heward, W.L. (1987) Applied Behavior Analysis. Upper Saddle River, NJ: Prentice-Hall Inc.
- ❑ Lovaas, O.I. (2003). Teaching individuals with developmental delays: Basic intervention
- ❑ Maurice, C. (1993). Let me hear your voice. New York: Fawcett Columbine.
- ❑ Maurice, C. (Ed.) (1996) Behavioral intervention for young children with autism. Texas: PRO-ED, Inc.
- ❑ Maurice, C., Green, G., & Foxx, R.M. (2001). Making a difference: Behavioral intervention for autism. Austin, TX: PRO-ED.

WEBSITES

www.MABA.ca

www.abainternational.org

www.bacb.com

www.stamant.mb.ca (A video of our preschool program now available)

www.mfeat.ca



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