



AUTISM BRIGHT START
APPLIED BEHAVIOR ANALYSIS SERVICES

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Our Services

- ❖ Applied Behavior Analysis (ABA)
- ❖ Behavior Management/FBA's
- ❖ Parent Training
- ❖ Potty Training
- ❖ School Consultation



Agenda

- ❖ Introduction to Applied Behavior Analysis (ABA)
- ❖ Identifying Challenging Behaviors
- ❖ Strategies to get your Child to Listen More



ABA INTRODUCTION



Characteristics of ABA

- ❖ **Applied:** Is determined by the social significance of the target behavior (what we teach a student)
- ❖ **Behavioral:** The behavior chosen has to be a behavior in need of changing and the behavior must be measured in reliable and precise means
- ❖ **Analytic:** There is a functional relationship between the manipulated events and the behavior of interest



Characteristics of ABA

Motivation

- ❖ Makes learning fun
- ❖ More compliant or eager to participate
- ❖ The learner associates the instructor with those fun and desirable items and activities
- ❖ We can provide motivating things in the absence of challenging behavior and teacher the learner ways to appropriately request them



Discrete Trial Training



Discrete Trial Training (DTT)

- ❖ DTT is the primary teaching method for a number of behaviorally based interventions used in teaching children with Autism
- ❖ Obvious start and finish to each trial
- ❖ Teaches new forms of behavior
- ❖ Teaches discrimination
- ❖ Can be incorporated into many different settings and situations



Discrete Trial Training (DTT)

- ❖ DTT can help with the following difficulties:
 - ❖ Attention
 - ❖ Motivation
 - ❖ Stimulus control
 - ❖ Generalization
 - ❖ Cause-effect learning
 - ❖ Observational learning-(Imitating peers)
 - ❖ Perspective talking
 - ❖ Understanding social and behavioral expectations



Verbal Behavior



Verbal Behavior

- ❖ ABA includes the analysis of Verbal Behavior
- ❖ B.F. Skinner developed the Verbal Behavior classification system in 1957
- ❖ VB is synonymous with communicative behavior
 - ❖ Any interaction in which information is being conveyed
 - ❖ Vocal verbal behavior (saying a word)
 - ❖ Non-vocal behavior (pointing, gesturing, writing, etc...)
 - ❖ Focused on functions of language as opposed to form



ABA Summary



Why ABA

- Research since the 1960s has clearly documented the effectiveness of ABA methods in the education and treatment of people with autism
 - Ferster & DeMyer, 1961; Wolf, Risley, & Mess, 1964; Matson, Benavidez, Compton, Paclawskyj, & Baglio, 1996; Matson et al., 1996; Smith, 1996; New York Department of Health, 1999
- The results of the research also lead to the 1999 endorsement of ABA as the most effective treatment for autism by the US Surgeon General



Understanding Problem Behavior



Understanding Problem Behavior

- ❖ Two Primary Ways
 - ❖ Functional Assessment
 - ❖ Observe and describe antecedents and consequence
 - ❖ No manipulation
 - ❖ Functional Analysis
 - ❖ Manipulate the antecedents and consequences
 - ❖ Place demands
 - ❖ Give escape
 - ❖ Give attention
 - ❖ Give tangible item



Treating Problem Behavior

- ❖ Knowing the function of the behavior is essential in order to effectively choose an intervention strategy
- ❖ Numerous studies have demonstrated that interventions designed to address the function on the behavior are more effective than others (Iwata, Pace, Cowdery & Miltenberger, 1994; Iwata et al., 1990; Rincover & Devaney, 1982; Carr & Durand, 1985; Van Houten & Doleys, 1985)



Function of Behavior

- ❖ **Typical Functions of Behavior**
 - ❖ Escape from task or attention
 - ❖ To achieve peer or adult attention
 - ❖ To gain access to preferred objects, food, or activity
 - ❖ Self-Stimulating



Analyze and Think

- ❖ What are the differing circumstances under which problem behavior occur
- ❖ Does the behavior occur only in the presence of certain people
- ❖ Could the problem behavior be related to a social or academic skill deficit
- ❖ Does the behavior occur at certain times of the day
 - ❖ Transitions
 - ❖ Morning
 - ❖ Unstructured times



Based on this Information

Make a change in the environment

- ❖ Changing the environment could include:
 - ❖ Addressing communication goals
 - ❖ Increasing or changing reinforcement schedules
 - ❖ Changing programs
 - ❖ Adding visual or auditory aids during transition times
 - ❖ Teaching the child to request breaks

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Attention Maintained Behaviors

- ❖ Attention-maintained behavior
 - ❖ Child behaving well → Ignored/Left alone
 - ❖ Child misbehaves → LECTURED/Disapproving look
- ❖ Over time, the child learns that attention, albeit negative, is available for disruptive/aggressive behavior
- ❖ Attention-maintained behaviors that result in attention are inadvertently positively reinforced

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Attention Maintained Behaviors

Treatment for attention-maintained behavior

- ❖ Planned Ignoring (i.e., extinction)
 - ❖ Notice when your child is trying to get attention with bad behavior and IGNORE that behavior!!!
 - ❖ Ways to Ignore
 - ❖ Refuse to speak or answer
 - ❖ Look away, turn your back
 - ❖ Walk away
 - ❖ Do not acknowledge in ANY way
- ❖ Do not use when:
 - ❖ The behavior is significantly harmful to self, others or property

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Attention Maintained Behaviors

- ❖ Differential Reinforcement of Other behavior (DRO)
 - ❖ Adding in programmed attention following periods of time in which there is an absence of problem behavior
 - ❖ Period of time should be based on an average length of time that problem behavior is absent
 - ❖ Gradually increase period of time required

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Tangible Maintained Behaviors

- ❖ Tangible-Maintained Behavior
 - ❖ Wants toy → Tantrums → Gets toy
 - ❖ Although this results in ending the tantrum in the short term, the long term effect is to teach the child to tantrum to get access to items

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Tangible Maintained Behaviors

Treatment of Tangible-Maintained Behavior

- ❖ When the answer is "yes"
 - ❖ Functional Communication Training (i.e., teach the appropriate way to get things)
 - ❖ Ignore inappropriate attempts to get items and prompt and reinforce appropriate attempts such as appropriate requests

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Escape Maintained Behaviors

- ❖ **Escape-Maintained Behavior**
 - ❖ Give Instructions → Problem Behavior → Withdraw Demand
- ❖ Problem behavior is reinforced by the removal of demands
- ❖ In the future, problem behavior will occur in order to escape or avoid demands

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Escape Maintained Behaviors

- ❖ **Treatment of Escape-Maintained Problem Behavior**
 - ❖ Continue to present demands regardless of problem behavior
 - ❖ Require compliance
 - ❖ 3-step guided compliance
 - ❖ Tell (Give instruction)
 - ❖ Show (Repeat instruction and model correct response)
 - ❖ Do (Physically guide the correct response)
 - ❖ Allow 5 seconds to initiate compliance with each step
 - ❖ Functional Communication Training
 - ❖ Teach appropriate request for a break

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Changing Behavior

- ❖ **Think Small**
 - ❖ Kids have learned maladaptive behavior patterns over several years-changes will not occur overnight
- ❖ Encourage progress no matter how small the steps
- ❖ Set small manageable goals

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Things To Avoid

- ❖ Giving up too soon
- ❖ Expecting too much too soon
- ❖ Taking things personally
- ❖ Assuming he/she knows what to do
- ❖ Using punishment first
- ❖ Blanket consequences that apply to everyone and that are NOT based on the FUNCTION of the problem behavior

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Strategies to get your Child to Listen More



Exercise

Susan does not like to sit at the table to play with her brothers and sisters. She likes to run around the room or throw toys on the floor. Her mother is trying to teach her to sit quietly and play with her siblings. She says "Susan sit down", she jumps off her chair and runs around. Her mom says "come over here right now", Susan throws more toys on the floor. "Stop it" her mother says. Susan stops throwing toys but keeps running. Her mother gets her favorite snack and gives it to her "eat this". Susan takes it and runs away. Her mom says, "stay in one spot". Susan keeps running around.

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Questions

- ❖ How many directions did Susan's mom give her
- ❖ How many did she follow
- ❖ How many were consequted (praised or corrected)

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Questions

- ❖ How many directions have you given your child/ children today
- ❖ What happened after each direction? What did your child do
- ❖ What did you do

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Listening

- ❖ Here are some strategies to try:
 - ❖ Give clear directions
 - ❖ Give the child time to listen and comply
 - ❖ Follow through
 - ❖ Praise
 - ❖ Correction

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Give Clear Direction

- ❖ Make sure the child is attending
 - ❖ Close proximity
 - ❖ Eliminate distractions
 - ❖ Say the child's name
 - ❖ Make eye contact
 - ❖ Make light physical contact (tap on shoulder)
 - ❖ Have the child repeat the instruction

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Give Clear Directions

- ❖ Make commands direct (not as a question)
- ❖ Give one command at a time, not a string
- ❖ State commands positively (say what to do)
- ❖ Make commands specific, not vague

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Give Clear Directions

- ❖ Use first then statements
- ❖ Use a neutral tone of voice, no yelling no begging
- ❖ Give choices when possible
- ❖ Limit the use of explanations
- ❖ Choose your battles

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Waiting For a Clear Response

- ❖ Give your child time to listen and respond
 - ❖ 3-5 Seconds
- ❖ Did your child hear the direction
- ❖ Did your child understand your direction
 - ❖ If not you may want to prompt/help your child to understand the direction and what behavior you would like to see

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Follow Through

- ❖ It's important that you follow through whenever you give your child a direction
- ❖ Your child will learn to follow your directions if you reinforce (praise/reward) him/her for doing so and teaching him/her when he/she does not know.
- ❖ If your child does not follow your directions, teach them by guiding him/her through the task.

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Follow Through

- ❖ If your child refuses to follow the direction do the following:
 - ❖ Ignore him/her for a few seconds
 - ❖ Don't give him/her something else to do
 - ❖ Don't give a new direction until the first one is followed
 - ❖ Give him/her the same command again and guide him/her to start the task
 - ❖ Let him/her finish the task alone if possible then praise!!

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Praise

- ❖ Children like and want to please you
 - ❖ Tries to get your attention
 - ❖ Smiles when you hug them
- ❖ When you follow one of your child's behaviors with praise and attention, that behavior will increase in the future
- ❖ Let your child know that you are happy when they listen to you

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Thank You

Thank You



Contact Information

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