



ABA Basics, Tips, and Classroom Strategies

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Brainstorm...

What do you know about ABA?



Break it Down – What is ABA?

Applied

The behavior targeted is important and improves the person's life. It also creates better relationships with those in the person's life.

Examples: learning to read, learning to make food, tying shoes

Behavior

What we are targeting for change. The behavior is measurable and observable.

Analysis

We can control the behavior, we can increase wanted behaviors and decrease unwanted behaviors through data, research, and evidence



What is ABA?

Simply Put:

Applied behavior analysis is the science of understanding and improving human behavior.

- Behaviors must be socially significant to the person's life
- Not just unwanted behaviors
- Improve behaviors by demonstrating a relationship between the intervention and the behavior with the use of data
- Generalization (people, settings, behaviors)
- Maintenance (over time)



Behavior

What is behavior?

- Anything a person says or does.
- Must be observable and measurable
- If a dead man can do it, it is not behavior
- Examples: Raising hand, talking during class, on task behavior, throwing items, hitting, etc.
- Non-Examples: Laying down, head down, etc.



Reinforcement

What is reinforcement?

- A consequence (behavior change) is delivered immediately following a behavior that causes the behavior to happen more often

What is a reinforcer?

- Something is delivered (stimuli) as a consequence after a response that increases the likelihood the person will engage in that behavior/response again
- How do you know its reinforcement/a reinforcer?



Reinforcement

Positive Reinforcement:

- Something is added (reinforcer) following a response that then results in the same or similar responses occurring more often
 - Examples: providing candy, ipad, extra recess, etc

Negative Reinforcement:

- Something is removed (aversive/unwanted) following a response that then results in the same or similar responses occurring more often
 - Examples: Removal from loud hallway, no homework, etc



Video:



Reinforcement vs. Bribery

 Reinforcement  VS Bribery	
Reinforcement	Bribery
Rewards are earned as an incentive for a job well done	Bribes are given in response to a challenging behavior
Creates a lasting positive change on behavior	Changes behavior in the moment but not over time
Planned ahead of time and delivered with praise	Reactive and delivered in frustration
Adult is in control - They decide when (and if) reward has been earned.	Child is in control - Negotiation is made in exchange for compliance

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Punishment

What is punishment?

- A consequence (behavior change) is delivered immediately following a behavior that causes the behavior to happen less often

What is a Punisher?

- Something is delivered (stimuli) as a consequence after a response that decreased the likelihood the person will engage in that behavior/response again
- How do you know its punishment/punisher?



Punishment

Positive Punishment:

- Something is added (punisher) following a response that then results in the same or similar responses occurring less often
 - Examples: verbal reprimand, adding work, contingent exercise, etc

Negative Punishment:

- Something is removed following a response that then results in the same or similar responses occurring less often
 - Examples: taking away recess, taking away iPad, etc



Before, During, After...

Also known as ABC relationship

The Before = Antecedent

What happens immediately before the behavior

Examples: sitting and waiting, being told no, demand to complete a worksheet

The After = Consequence

What happens immediately after the behavior

Examples: delayed worksheet

(escape), another staff member came over (attention), got access to an item or activity (access)



ABC Relationship

Antecedent	Behavior	Consequence
Sitting waiting for teacher to come help	Hit desk	Reprimanded by teacher (attention)
Told to take out math book	Yelled "No"!	Delayed taking out book (escape)
Asked for time on chromebook and told no	Hit teacher	Provided with chrome book (access)



So what do we do with all of this?

- We find the function!
- 4 Functions to behavior
 - Access to items/activities
 - Sensory/Automatic
 - Escape/Delay
 - Attention



Access to items/activities

- The person engages in behavior to gain access to preferred items or activities
- In the past this behavior was reinforced and has gained them access to these items and activities which results in them engaging in the behavior more often
- This items and activities are now a reinforcer to this person

Sensory/Automatic

- The person engages in behavior to either feel good or remove unpleasant feelings. The person will do this both when alone or when other people are present
- In the past this behavior was reinforced (felt good) which results in them engaging in the behavior more often

Attention

- The person engages in behavior to receive attention from those in the environment (classmates, teachers, parents, etc).
- In the past this behavior was reinforced and has gained them access to attention which results in them engaging in the behavior more often
- Attention is now a reinforcer to this person

Escape/Delay

- The person engages in behavior to escape/delay tasks and demands.
- In the past this behavior was reinforced and has gained them the ability to escape or delay these demands which results in them engaging in the behavior more often
- Escape/delay is now a reinforcer to this person

Video



So I know the function, now what?

- We create a plan and strategies based on this function
- Types of Strategies
 - Proactive strategies
 - Reactive strategies



Proactive Strategies

Strategies we use BEFORE the behavior occurs

- Having clear rules posted in the classroom
- Using first then statements
- Priming/Setting expectations
- Choices
- Non-contingent reinforcement
- Visuals
- Visual schedule
- Movement and sensory breaks
- Behavior momentum
- Functional communication training
- Enriched environment
- Environmental Manipulations



Reactive Strategies

- How we react to the behavior, both wanted and unwanted behaviors
- First, we must know what we want to target for the student or class as a whole.
- Pick one or two things. Is this work completion, not disrupting the room, raising their hand, kind words, etc?



Reactive Strategies

- We know the function already
- Replacement behaviors
- Reinforce appropriate behaviors
 - Attention
 - Escape
 - Access
 - Sensory/Automatic

Reactive Strategies

- Behavior Specific Praise- Reinforce them when they are being "good"
 - 4 positive statements to every 1 negative
- DRA-Reinforce an alternative behavior
- DRO-Reinforce not engaging in the target behavior
- DRL-Reinforce low rate of behavior
- DRI-Reinforce an incompatible behavior

First-Then

- First then contingency/board-
 - You want a student to work on their work completion. You use a first then contingency where first they need to complete the work and then they can earn access to a reinforcer
 - First complete the math sheet; then you can draw



Token Board

- Token Board
 - Select what is expected of the student and how they will earn tokens
 - Select how many tokens they need to earn access to a reinforcer
 - Time based-Tokens are received on a time schedule
 - Fixed
 - Variable
 - Ratio based-Tokens are received on a ratio/response basis
 - Fixed
 - Variable



Level Systems

- Level Systems
 - Tiers that students move up (and sometimes down on)
 - Access to privileges with moving up
 - Removal of privileges with moving down
 - Should be visible in the classroom
 - Can be individualized based on student



Group Contingencies

- Independent group contingencies
 - A contingency is given to the whole group and whoever meets the contingency receives reinforcement
- Dependent group contingencies
 - Reward for the group is dependent on the behavior of one individual
 - Known as hero procedure
 - Best to not tell the group who so that they are not singled out



Group Contingencies

- Interdependent group contingencies
 - All students must meet the criteria for reinforcement before anyone can receive reinforcement
- Good Behavior Game
 - Two or more teams (can be students vs students or students vs teacher).
 - Told what is expected prior
 - Can do whoever has the most marks wins a reinforcer (appropriate behavior) or who ever has the least wins reinforcer (inappropriate behavior)



Group Contingencies

- Class reward system
 - Reinforcing appropriate class behavior or student behavior
 - Each instance gets an addition to class reinforcement system
 - Whole class earns reinforcer (movie, extra recess, snack, etc)



Alternative to losing recess

- Response cost-losing recess
- Bonus response cost—Losing extra recess time
 - Start day with X minutes of extra recess can lose the extra recess, but not lose recess time



Extinction and Behavior Burst (aka Extinction)

- No longer reinforcing previously reinforced behavior
- As a result, behavior decreases in the future
- Gets worse before it gets better
- Soda/Snack Machine

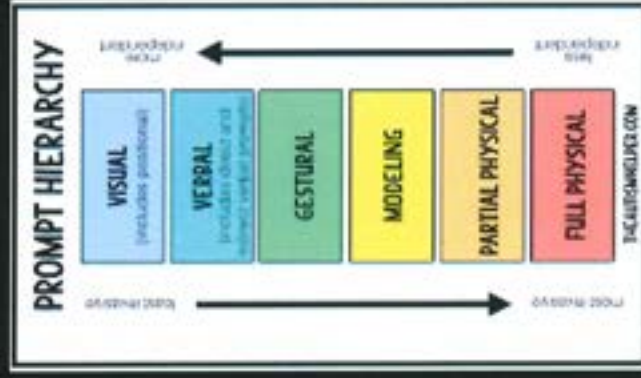


Discrete Trial

- Tasks are broken down and taught in smaller increments
- Consequence delivered on response
- Teaching/Stimulus Prompts
 - Movement
 - Position
 - Redundancy (color, size, shape)



Response Prompting



Prompting

- Most to least-student does not have the skills
- Least to most- has prerequisite skills
- Time delay-fade prompting and prompt dependency
- Proximity



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