Lessons Learned:
ABA in Education

Guided Notes

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Objectives:

- Give examples of instructional technologies derived from ABA and use to increase learning
- Describe the importance of frequent active student responding (ASR) and how to incorporate ASRs in the classroom.
- Utilize the principles of reinforcement in the classroom.
- Identify common functions of challenging behavior, and generic interventions to address them

What is ABA?

Applied Behavior Analysis is a science of **h**_____ **b**_____, and takes the same approach to its subject matter as physics, chemistry, or biology. Applied Behavior Analysis is **n**____ a treatment, it is the science that **i**_____ effective and **s**_____ **v**_____ treatments

Applications of ABA

- Autism and **D**_____ **D**_____
- Education
- Business and Industry
- Wherever people are **d**_____ things!

What is Behavior?

Behavior is what we **d**___! It is the **a**_____ of the muscles and glands. To be a behavior, it must pass the "**d**____ **m**____ **t**____": If a dead man can do it, it isn't behavior!

- Examples of behavior:
  - Raising your hand
  - Listening to this presentation
  - Thinking about what I'm saying
- Non-examples:
  - Noncompliance
  - Angry

Learning

Learning is a relatively permanent **c**_____ in behavior, due to **e**_____.

The A-B-C's of Behavior

- Antecedent: environmental changes that **p**_____ the behavior
- Behavior: Action of the individual
- Consequence: environmental changes that **f**_____ the behavior (very often **c**_____ by the behavior)

The three-term contingency (Antecedent-Behavior-Consequence) leads us to the **f**_____ of the behavior: **w**_____ the behavior occurs.

Examples:

1. A:	B:	C:
2. A:	B:	C:
3. A:	B:	C:

Types of Consequences

Consequences can have two effects on behavior

- They can make a behavior **m**_____ likely to occur in the future: **R**_____.
- They can make a behavior **l**_____ likely to occur in the future: **P**_____.

Consequences involve two general types of environmental changes:

- Stimuli are **a**_____ to the environment (something is presented, turned on, increased, etc.): **P**_____ (+)
- Stimuli are **w**_____ or **r**_____ from the environment (something is removed, turned off, decreased, etc.): **N**_____ (-)

4 types result from the combination of these:

- **P**_____ **R**_____: **g**____ something you **l**_____.
- **N**_____ **R**_____: **a**_____ or **e**_____ something you **d**_____ like.
- **P**_____ **P**_____: **g**____ something you **d**_____ like.
- **N**_____ **P**_____: **l**_____ something you **l**_____.

Active Responding Time!

1. Which is an example of behavior?
    A. Anger
    B. Aggression
    C. Hitting
    D. Not using your words

2. Which is an example of behavior?
    A. Noncompliance
    B. Defiance
    C. Not following directions
    D. Following directions

3. The ABC's of behavior are:
    A. Act, Behave, Control
    B. Anticipate, Be Mindful, Collaborate
    C. Autism, Behavior, Consultant
    D. Antecedent, Behavior, Consequence

4. When the teacher gives Andy a difficult assignment, he doodles in his notebook, daydreams, or puts his head down and goes to sleep. Often, the teacher doesn't catch this until the end of class, when Andy hasn't finished any of the questions. Andy often wastes time in class. His behavior is likely maintained by:
    A. Positive reinforcement
    B. Negative Reinforcement
    C. Positive punishment
    D. Negative punishment

5. When Little Johnny throws a toy, his teacher comes up and says "No Johnny, here is how we play with cars!", and plays with him for a few minutes. In the future, the rate of Johnny's car throwing increases. This is an example of:
    A. Positive reinforcement
    B. Negative Reinforcement
    C. Positive punishment
    D. Negative punishment

6. When George calls out in class, his teacher always tells him he is supposed to raise his hand, and then asks him what he wants. George calls out in class throughout the day. This is due to:
    A. Positive reinforcement
    B. Negative Reinforcement
    C. Positive punishment
    D. Negative punishment

7. Getting Damien to clean up the toys after center time is always a struggle. He cries, goes limp, and will even hit and kick his teacher if she tries to physically prompt him. Due to this, she typically gives up and cleans the toys up herself. Damien's behavior is likely maintained by:
    A. Positive reinforcement
    B. Negative Reinforcement
    C. Positive punishment
    D. Negative punishment

Teaching

So, How does this fit in with Teaching/Learning?

We know that **c**_____ can increase behaviors (reinforcement), so we must design

c_____ that increase the behaviors we want to see.

First Things First

- Building relationships
- "**R**_____ **b**_____"
- "Establishing **I**_____ **C**_____"
- "Pairing"
- It's easier to change behavior if the person **l**_____ you!

The Learn Unit

- Antecedent- **o**_____ to respond, WHEN should the desired skill occur, what is the signal?
- Behavior- the specific **r**_____ we are trying to teach.
- Consequence- the **r**_____ we are delivering to try and increase the new skill.

Prompting

If the response doesn't occur when the opportunity is presented (and it usually doesn't when we are starting out), we **h**_____ the behavior occur, so we can **r**_____ it! The idea is to get the **c**_____ established (when this happens, if you do this, you get this) so the behavior will increase and be maintained!

ABA and Education

All this seems simplistic, but it is the **b**_____ **b**_____ of learning for all types of tasks! The goal in an educational setting is to deliver as many **l**_____ **u**_____ as possible so that the skill can be **p**_____ and **a**_____!

Features of Instructional Technology based on ABA:

- Highly **S**_____.
- Fast **P**_____.
- High level of **A**_____ **S**_____ **R**_____!!
- Extensive use of supportive and corrective **f**_____.

Active Student Responding

Student-emitted responses that are **o**_____ and can be measured (usually rate of response, but can lend to percent correct)

As opposed to:

- "paying attention"
- "listening" (active or otherwise!)
- watching others respond

Although many high tech options are available, there are several options that can be incorporated into traditional classrooms:

- **R_____ C_____**
    - Preprinted or write-on
- **C_____** Responding
- **G_____ N_____**
    - More effort up front, take-home study guide, good for higher level learners.

Examples of Instructional Technologies based on ABA:

- Programmed Instruction (Headsprout)
    - Small frames of information
    - Student-paced
    - immediate feedback - move on to new information, or review
    - Teaching machine or computer
- Personalized System of Instruction (Keller Method)
    - "Keller Method"
    - Student-paced
    - Optional Lectures
    - Unit tests
    - 100% mastery
    - proctors
- Direct Instruction (SRA's Reading Mastery)
    - Teacher-delivered script
    - Fast paced
    - high rate of active student responding

    - examples and non examples
- Precision Teaching (fluency-based)
    - Fluency-based
    - fast, accurate responding
    - Fluency drills
    - Uses celeration charts to track rate of learning

An Example: FL Tech's ABA Online Program

- Weekly Units
- Video-delivered lectures
    - Guided Notes
    - Multiple-choice ASRs
- Reading assignments and quizzes (Bonus points)
- Fluency activities (SAFMEDS)
- Weekly live review meeting
    - fast paced
    - examples and non-examples
    - frequent active student responding
- Unit tests (two chances, better score remains)

Active Responding Time!

1. The learn unit consists of an opportunity to respond, a learner response, and a
    A. graded worksheet
    B. reinforcer
    C. antecedent
    D. discrete trial

2. A _____ is a way of helping a person engage in the desired behavior so they can receive the reinforcer.
    A. Instruction
    B. Signal
    C. Prompt
    D. Fade

3. Instruction based on Applied Behavior Analysis typically involves a lot of:
    A. Active student responding
    B. clapping and saying "yay"
    C. progressive instruction
    D. rote memorization

Group Activity I

Think about a lesson you teach.

How can you increase the rate of active student responding, focusing on the behavior change the learning objectives set out to achieve?

Share with your colleagues!

_____

_____

_____

_____

_____

Dealing with "Problem" behaviors

There are 4 questions that summarize our approach to addressing "problem" behavior:

1. **W**_____ the problem?
2. **W**___ is it a problem?
3. **W**___ do they do it?
4. **W**___ could/should they do **i**_____?

We must define the problem in terms of observable, **m**_____, behavior!

1. What's the Problem?

- Behavior
    - O_____
    - Measureable

2. Why is it a Problem?

If it was a problem for them, they wouldn't be doing it! There's no such thing as "m_____"

behavior "Problem" Behaviors are defined as behaviors that

- Are **d**_____ to self or others
- Would result in more **r**_____ **p**_____ if left untreated
- Affects **d**_____, interferes with relationships
- **D**_____ environment for self or others

3. Why do they do it?

What's the f_____? What do they get, or avoid? We want to identify the a_____

that occasion the behavior, and the specific c_____ that may be maintaining it.

Functional (A-B-C) Assessment

Involves the recording of **a**_____ and **c**_____when behavior occurs via **d**_____ observation. One can **i**_____ using assessment tools (M.A.S., F.A.S.T.), but is better not to rely solely on these. We want to look for **p**_____ of antecedents and consequences

4. What Could/Should They Do Instead?

What's the missing **s**_____? What do we need to teach or reinforce? What's the **f**_____-**e**_____ replacement behavior? We need to focus on **t**_____!

Data collection

Any behavior worth changing is worth taking **d**_____ on. Data tells you how **b**____ the problem is before you intervene and whether the intervention is **e**_____ as we implement it.

Examples include: frequency, duration, interval recording, momentary time sample, etc.

Interventions

Generally, we want to make the "problem" behavior:

- **I**_____
- **I**_____
- **I**_____

While increasing the relevance, efficiency and effectiveness for the replacement behavior!

Antecedent Interventions

Making the "problem" behavior irrelevant means it doesn't need to **o**_____. This can be accomplished by addressing the **m**_____ for the problem behavior: Give the reinforcer **n**_____, or for replacement skill.

Positive reinforcers

Attention
Food
Access to other items/activities

--Either provide noncontingently, or contingent upon replacement behavior at HIGHER FREQUENCY than problem behavior

Negative reinforcers (Escape/Avoidance)

Pain
Work

Can program for escape for replacement behaviors (requesting break, choice of order, finishing task) or reduce aversiveness of task

We can reduce the **a**_____ of the task by making sure the work is at **a**_____ level for student, make it **f**_____, **S**_____(fading in demands), start with a lot of help and then fading out, and by scheduling tasks accordingly.

Teaching Skills

We want to teach a skill that will **r**_____ the undesired behavior- one that serves the same function. Many times undesired behaviors occur because of some underlying **s**_____ **d**_____

We can make the problem behavior **i**_____ by making reinforcement easier and more likely to get with the replacement skill: the **r**_____ of **r**_____ for replacement skill is higher than "problem" behavior

Interventions

1. Determine the **f**_____ of the undesired behavior.
2. Decide on a functional **r**_____ skill.
3. Write a **t**_____ **a**_____.
4. **T**_____ the skill.
5. **P**_____ the skill when it should occur.
6. **R**_____ it when it does!

Interventions

- Behaviors maintained by attention
  - Give lots of attention, noncontingently
  - Minimize attention for undesired behavior
  - Teach and give attention for replacement skill
    - Practice with child
    - Prompt when condition arises
    - Give attention every time!
- Behaviors maintained by access to desired items/activities
  - Never give access for undesired behavior
  - Access should be contingent on replacement behavior
    - Asking appropriately
    - Waiting for item/activity
- Behaviors maintained by escape
  - Reduce motivation for escape
    - Introduce demands slowly (ask easy task, then another, then get to the more 'aversive task)
    - Make it fun!
    - Scaffolding- help, then fade help gradually
  - Teach replacement behaviors
    - Asking for help

        - Taking short breaks
    - Design consequences for attempting/finishing task
    - Do not allow escape for inappropriate behaviors!!

Selecting Reinforcers to Use

When selecting reinforcers we should first examine the consequences for the **p**_____ behavior, as we typically want to use the **s**_____ reinforcer for the replacement behavior. Consider what the typical or **n**_____ outcome of the behavior would be, and try to use that. Finally, we can **a**_____ for other, less natural reinforcers, if necessary.

Preference Assessment

- Ask: reinforcer surveys
- Observe: watch the person in their free time
    - Premack Principle (Grandma's Law!): access to a **h**_____ preferred activity, when made **c**_____ on completion of a **l**_____ preferred activity, can reinforce the lesser preferred activity.
- Offer: structured preference assessments

Stickers, Points, and tokens can become **c**_____ reinforcers, and can help deliver tangible reinforcers more efficiently, but may not necessarily **c**_____ with function of problem behavior and should only be chosen as a result of functional assessment and with consultation by a behavior analyst, as they may lead to "**t**_____**-b**_____" approach that is ineffective.

Reducing Undesired Behaviors

We try to **p**_____ undesired behaviors by focusing on reinforcement of replacement skills that render the undesired behavior irrelevant, or inefficient. But this takes time, and there is a **h**_____ of

r_____ for the undesired behavior. Making the problem behavior **i**_____ means that the behavior no longer works for them.

Procedures for reducing undesired behaviors:

- Extinction
- Punishment
    - Negative Punishment
    - Positive Punishment

Extinction

Extinction is a procedure that results in a future **d**_____ in behavior. It involves **w**_____ reinforcement for a previously reinforced behavior.

Based on function:

- Attention- ignore
- Access to item- don't present
- Escape- don't remove task

Example of extinction: Soda Machine

- Extinction Burst: **I**_____ rate, novel behaviors, emotional outbursts, a_____
- Long term effect: **d**_____ in behavior
- **S**_____ **r**_____: behavior can reappear later on- if it is reinforced when this occurs, rate may return to baseline.

Extinction works best if you teach and reinforce a replacement skill at the same time, if you inform the individual beforehand, and if you are **c**_____.

Punishment

Punishment is defined as consequence that results in a **d**_____ in the **f**_____ frequency of behavior. This is important, because if you are continually delivering a consequence, IT IS NOT PUNISHING!

P_____ Punishment involves the **p**_____ of an **a**_____ stimulus that results in a future decrease in the frequency of behavior.

- Examples: social disapproval, spanking, but also electric shock, water mist, noxious fumes, bad taste, etc.
- Usually prohibited.

N_____ Punishment- **r**_____ of an **a**_____ stimulus that results in a future decrease in the frequency of behavior.

- Examples: lose a privilege, fines, response cost, timeout

Timeout: short for "timeout from **p**_____ **r**_____": A contingent period of removal of access to a reinforcer. In order to be effective at time-out you MUST identify the **T**_____-**I**__ (the reinforcer)

5 reasons why you don't want to use punishment:

1. Punishment doesn't **t**_____the person what to do **I**_____.
2. **E**_____ side effects
3. **C**_____ **c**_____
4. **M**_____ the use of punishment
5. **A**_____ to person delivering punishment (through negative reinforcement)

Active Responding Time!

1. When Johnny is presented with a difficult assignment, he often becomes disruptive and defiant. Which strategy might make this challenging behavior **irrelevant**?
    A. Teach Johnny to ask for a break or for help, and always give it to him when he does, but never give him a break or help if he is disruptive
    B. Introduce new skills slowly, with lots of support, so it is easy for Johnny
    C. Never give Johnny escape when he becomes disruptive or defiant- keep presenting the task

2. When Johnny is presented with a difficult assignment, he often becomes disruptive and defiant. Which strategy might make this challenging behavior **inefficient**?
    A. Teach Johnny to ask for a break or for help, and always give it to him when he does, but never give him a break or help if he is disruptive
    B. Introduce new skills slowly, with lots of support, so it is easy for Johnny
    C. Never give Johnny escape when he becomes disruptive or defiant- keep presenting the task

3. Which is NOT a valid reason to avoid the use of punishment procedures? Punishment:
    A. doesn't work
    B. can result in attempts at counter control
    C. reinforcers the deliverer of punishment
    D. doesn't teach a replacement skill

4. Linda engages in disruptive behavior because, in the past, her father has given her attention in the form of verbal reprimands and redirection. An extinction procedure would involve:
    A. Removing all objects that can be damaged when she escalates so there is less for her to disrupt
    B. Giving her praise for asking her dad to engage in an activity with her
    C. Directing Linda to a chair when she engages in disruptive behavior, where she is to sit for two minutes; no one is to interact with her.
    D. Ignoring disruptive behavior when it occurs.

5. Damien cries, goes limp, and will even hit and kick his mother if she tries to physically prompt him to clean up his toys. Usually she gives up and cleans the toys herself. An extinction procedure in this case would involve:
    A. Ignoring Damien when he does this.
    B. Taking Damien's toys away when he does this.
    C. Continuing to request that Damien pick up the toys and use physical prompting.
    D. Restraining Damien so he can't hit.

Summary

- ABA as a science of learning has a lot to offer Education!
- Learning is a relatively permanent change in behavior - so we teach by engaging our students- high rates of active responding!
- Filling the time with directed activities tends to prevent challenging behavior
- When we do experience challenging behavior, we want to determine
    - What the problem is
    - Why it's a problem
    - Why they do it
    - What they could/should do instead!
- We want to make the problem behavior
    - Irrelevant
    - Inefficient
    - Ineffective
- While teaching the person a better way to get what they want, and supporting the new behavior!

Group Activity II

With your group, identify a "problem" behavior that you have experienced in your classroom. Define why this behavior constitutes a problem for the individual. Although we can't do proper direct assessment today, attempt to recall/describe the related antecedents and consequences so that you can hypothesize the function of the behavior. Then develop some interventions including Antecedent interventions (addressing motivation), a replacement skill to teach, and what to do when the targeted behavior for reduction does occur.

Targeted Behavior for reduction: _____

_____

Justification: _____

_____

Typical Antecedents **Behavior** **Consequences**

_____

_____

_____

Hypothesized function: _____

_____

Antecedent interventions: _____

_____

Replacement skill: _____

_____

Procedure for targeted Behavior for reduction (reactive strategy): _____

_____

A•B•C Chart

Date/ Time	**Antecedent** What was happening right before the behavior occurred? How was Ct. interacting with the environment?	**Behavior** What did the behavior look like, sound like, how long did it last, how many times was it repeated?	**Consequence** How did the environment change as a result of the behavior? Did Ct get what he wanted, or get "punished"?

FREQUENCY CHART

FREQUENCY OF BEHAVIOR														
30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Date														

Time From:_____ To:_____

Person Observed:_____

Behavior Observed:_____

_____

Observers:_____

Note: Mark one number each time the behavior occurs on each date.
If behaviors are high frequency or difficult to observe, pick the same amount of time each day, preferably at the same time of day.

A-B-C CARD

STUDENT:________________ DATE:__________

LOCATION/ACTIVITY:________________ TIME:__________

ANTECEDENTS	BEHAVIOR	CONSEQUENCES
☐ Lack of Social Interaction	☐ Noncompliance	☐ Interruption/Blocking
☐ Asked to Do Something	☐ Off Task	☐ Behavior Ignored
☐ Free Time	☐ Physical Aggression	☐ Redirection to Activity
☐ Could Not Get Desired Item/Activity	☐ Verbal Aggression	☐ Physical Restraint
☐ Loud/Disruptive Environment	☐ Property Destruction	☐ Removed From Room/Area
☐ Ongoing Behavior Interrupted	☐ Provoking/Teasing Others	☐ Separation Within Room/Area
☐ Other Student Provoking	☐ Running Away/Out of Designated Area	☐ Required to Continue Activity
☐ Stopped From Doing Activity	☐ Screaming/Tantrum	☐ Loss of Privilege
☐ Transitional Time	☐ Other (Specify)________	☐ Reprimand/Warning
☐ Difficult Task		☐ Peer/Adult Attention
☐ Interruption in Routine		☐ Timeout (Duration:______)
☐ Consequences Imposed for Negative Behavior		☐ ISS (Duration:______)
☐ Other (Specify)________		☐ Change in Expected Activity (How or What?______)
		☐ Detention (Duration:_____)
		☐ Other (Specify)________

6BA101ABC Card - 7/13/98

A-B-C CARD

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☐ Interruption in Routine		☐ Timeout (Duration:______)
☐ Consequences Imposed for Negative Behavior		☐ ISS (Duration:______)
☐ Other (Specify)________		☐ Change in Expected Activity (How or What?______)
		☐ Detention (Duration:_____)
		☐ Other (Specify)________

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