



Presents

Creating Habits that Stick


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1

Objectives

<p>First Objective</p> <p>The audience will have a basic understanding of ABA.</p>
<p>Second Objective</p> <p>The audience will have an understanding of implementing standard ABA procedures with their clients.</p>
<p>Third Objective</p> <p>The audience will have an understanding of applying the principles of ABA to different areas of their lives.</p>



2

Who is GBS?

We deliver ABA therapy in home, community, clinic, and school settings.

"We pride ourselves on creating programs that serve the needs of our learners and their families. This includes, but is not limited to, learners with autism spectrum disorder, developmental disabilities, and behavior challenges. Our dedicated and compassionate team works with each family to develop individualized training and behavioral supports in the home, school, and community."

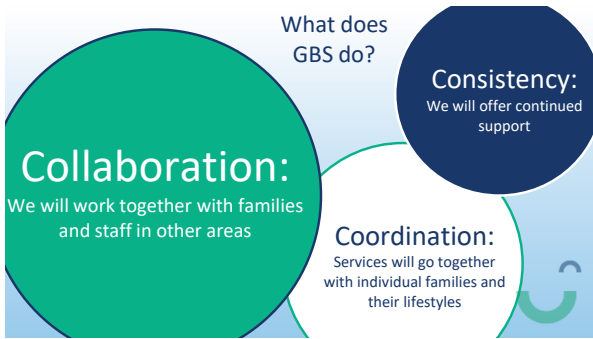
We have delivered training to parents, staff, police officers, any many other types of people in different settings.

We also deliver sleep consultation, health and wellness, support groups, and parent and sibling support programs.

We work with individuals from the age of diagnosis to adulthood.



3



4

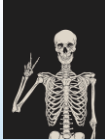
Poll #1

What do you think is the main purpose of Applied Behavior Analysis (ABA)

5

What is Behavior?

- **Behavior**-the activity of living organisms
- Dead Man's Test
 - If a dead man can do it, it isn't behavior!



Examples	Non-Examples
Talking Driving Eating Showering Breathing	Laying down Being quiet Getting knocked over by the wind

6

Challenging Behavior

What makes a behavior challenging?

- Interferes with learning (of the student or others in the environment)
- Can result in injury to self or others
- Can cause property damage
- Is dangerous



7

Describing Behavior

Helpful ways to describe behavior:

- Should include observable actions
 - gets out of chair, calls out, does not begin tasks, etc
- Should NOT include language that is subjective
 - Emotional states, adjectives
- Can be measured by anyone
- Is specific



8

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface



9

Poll #2

What is the most common myth you have heard about ABA Therapy?



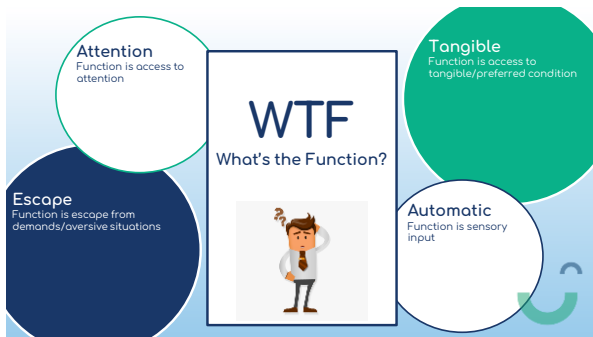
10

Myths of ABA


- *It's only done at the table*
- *It does not address problem behavior*
- *It's damaging or harmful*
- *It's just for kids*
- *Reinforcement doesn't work*



11



12



Example: Child yells while dad is on the phone to get dad to come back in the room to play with him.

Attention: A behavior occurs to get attention from someone

13


Tangible: Behavior occurs to get access to something.



Example: A child tantrums at the grocery store because he wants chips and the parent says no. After tantruming for 15 minutes, the parent gives in and gets the child a bag of chips.

14

Escape: The behavior of interest is maintained by delay, or avoidance of some aversive stimuli.




FAKING OUT PARENTS

1. Fake a Stomach Cramp
2. Moan and Wail
3. Lick Palms

Example: A student who struggles in math class doesn't study for their test. Then, on the day of their math test, the student pretends to be sick to get out of going to school.

15

Automatic: The behavior of interest is maintained by access to some form of self-stimulation or sensory input. Reinforcement is not socially mediated (provided by someone else).

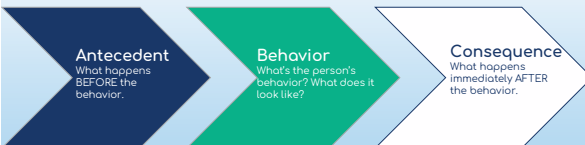


Example: You get bit by a mosquito, then 5 minutes later you start scratching the spot where you were bit. When you scratch a mosquito bite, you are scratching in order to gain access to the relief felt in the moment. Therefore, you are mediating your own reinforcement.

16

ABCs

How do we get more information about why and when behavior happens?



17

What's the Function

Setting	A	B	C	Function
Recess	Lizzy loses a game	Yells, cries, falls to ground	Peers try to calm her down and ask her to play again	Attention
Language Arts	Jason is asked to write a character response	Argues, refuses to work, uses profanity	Sent to the principal	Escape
Unstructured class	Johnny is seated next to peers	Tears up paper and stomps feet	Peers laugh at Johnny and he smiles	Attention

18

How does this apply to my life?

- Behavior Analysis is applicable to all people in various situations because it's the science of behavior
- If we want to increase a behavior (such as exercise), we want to reinforce ourselves for engaging in that behavior
- If we are not engaging in the behavior (exercise) using the ABC chart for ourselves can help us figure out why



19

What's the Function

Setting	A	B	C	Function
At home after work	You want to watch a TV show	You cancel your gym session	Get to watch the TV show now	Escape and access to tangible

What can you do to change this?

- Provide reinforcement for going to the gym
- Plan another time to watch your show
 - Plan another time to go to exercise
 - Find exercise you enjoy doing



20

General Good Practices-Positive Rapport

- Establish a positive rapport with your students
 - Greet your client each morning
 - Engage in conversation at appropriate times
 - Find out what's important to them and incorporate their interests
 - Use humor when appropriate
 - Collaborate with clients
 - Positive reinforcement (high fives, praise, etc.)



21

General Good Practices- Environmental Engineering

- Preferential Seating
 - Close to the instructor or parent
 - Away from triggers (loud noises, peers, etc.)
- Minimize distractions
 - Ipad off or laptop closed unless in use
 - Only necessary materials on the desk
- Use visuals as reminders
 - Session rules
 - Schedules



22

General Good Practices- Positive Reinforcement

- 5:1 Ratio of praise to criticism/correction
- Praise should be behavior specific
 - "I like the way you took out your notebook" vs. "good job"
- Reinforcement can take many forms-verbal, visual, tangible
 - Should be based on preference of learner
- Praise the smallest efforts and every instance of positive behavior initially



23

Additional Good Practices

- State expectations using positive language
 - "Walk in the hallway" vs. "stop running"
- Use clear and concise language
 - "Sit with your feet on the floor" vs. "sit nicely"
- Provide choices
- Use a calm, consistent tone of voice
- Use language "first, then"
- Break down skills into manageable chunks and provide breaks in between



24

Additional Good Practices

- Teach and reinforce the behavior you want to see instead of the challenging behaviors (replacement behaviors)
 - Teach child to raise their hand instead of calling out
- Don't take it personal
- Be consistent-behavior change takes time!



25

Interventions by Function: Attention

Proactive Strategies	Reactive Strategies	Strategies that are <u>Not Effective</u>
Catch them being good – and tell them what they did to catch your attention! Increase opportunities for appropriate social interaction	Reward students when they raise their hand Minimize attention when they do call out	Reprimands



26

Interventions by Function: Tangible

Proactive Strategies	Reactive Strategies	Strategies that are <u>Not Effective</u>
Free access to things they like (being the attendance/calendar helper) Functional communication training	Reward appropriate requests or task completion	Free access once problem behavior has occurred. ("giving in")



27

Interventions by Function: Escape

Proactive Strategies	Reactive Strategies	Strategies that are <u>Not</u> Effective
Provide frequent breaks throughout the day. Integrate easy tasks with new work Provide accommodations and other supports	Reward appropriate requests to leave the class with intention to return to the work.	Sending the student out of the room, going to the office, ISS/OSS



28

Interventions by Function: Automatic

Proactive Strategies	Reactive Strategies	Strategies that are <u>Not</u> Effective
-Provide noncontingent access -Introduce items that compete with the behavior -Provide competing items on a schedule	Differential Reinforcement -Blocking	-Assuming there is nothing that can be done -Medication is the only viable treatment



29

What else can be done?

- Prompts
 - verbal
 - modeling
 - gestural
 - physical
 - visual
- Reinforcement

30

Prompts

Prompts are a specific form of assistance given by an adult before or as the student attempts to use a skill.

They may be additional instructions, gestures, demonstrations, touches, or other things that we arrange or do to increase the likelihood that people will make correct responses.



31

Prompts

When done correctly...

- ★ Increase the rate of responding
- ★ Lower frustration
- ★ Help students learn more efficiently

Effective prompts are delivered once and occasion the target response.



32

Giving Effective Prompts

- new skills= most-to-least
- known skills= least-to-most
- your location in relation to the student matters!
 - classwork
 - transitions in the hall
- keep end goal in mind- INDEPENDENCE



33

Prompt Dependency

The goal is to use prompts to teach skills and then fade them as soon as possible so the student can be independent.

What is prompt dependency & when it is a problem

Key Indicators from of Prompt Dependency:

- ❖ Passive responding, not engaged/attending
- ❖ Client asking "what's next?" or "is this right?"
- ❖ Client looking for a prompt from the instructor



34

Prompt Dependency

Key Indicators from Staff of Prompt Dependency:

- ❖ Prompting skills that you know your student knows how to do and/or can do
- ❖ Repeating instructions without providing an appropriate prompt
- ❖ Answering for the student
- ❖ Using multiple prompts together at once, verbal prompts AND physical prompts.
- ❖ Hovering over or around the student
 - ★ Shifting to independence- materials, reinforcers



35

Reinforcement

- Strengthens behavior
- Increases the likelihood of that behavior occurring
- Examples (will defer among student population):
 - Behavior specific praise
 - A high five or a thumbs up
 - Providing stickers
 - Extra break time
- A preferred item vs a reinforcer



36

How to use reinforcement effectively:

- Use it for behaviors you want to see happen more often.
 - Such as clients raising their hand (as opposed to calling out)
- Use it for learning new skills.
 - When learning a new skill, your child should receive lots of reinforcement at first.
 - Don't worry it will be faded out after your child shows success!
- Use it right away, as soon as the behavior happens!
 - This will make it clear to the learner as to why they received something good.
 - If you wait, you might accidentally reinforce an inappropriate behavior, like stereotypy or non-compliance.
- Pair it with behavior specific praise.
 - Great job making your bed!! Rather than "great job!"



37

What does it look like when an individual is not motivated?

- Lack of responding
- Incorrect responding
- Walk away
- Increase in problem and/or off-task behavior
- Client does not consume or interact with item



38

What are some of the things that staff might do that may affect motivation?

- Assuming that the reinforcer from yesterday or the session earlier in the day is motivating now
- Using something of interest to the child and assuming the item will be reinforcing
- Offering the same items over and over
- Making a reinforcer available all day for all behaviors
- Requiring more response effort than it is worth



39

Why is this important?

- No one works for free!
- Without reinforcement you are unable to give feedback to your learner to strengthen/increase appropriate behaviors in the future.
- The rate of skill acquisition is slower
- You often see an increase in problematic or interfering behavior



40

Where can ABA be applied?

- *Schools, group home, home programs, communities*
- *Acceptance and Commitment Training*
- *Organizational Behavior Management*
- *Addiction*
- *Applied Animal Behavior*
- *Sustainable Societies*
- *Sports and Fitness*
- *Military and Veterans' Issues*
- *Social Change and Public Policy*
- *Crime, Delinquency, and Forensics*
- *Gambling*



41

Poll #3

What do you think is the most interesting additional application of Applied Behavior Analysis?



42

How can you contact us?

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43

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44
