

Fundamentals of ABA & Strategies to Support Behavior

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Agenda

- Defining ABA
- ABC's of Behavior
- Functions of Behavior
- Replacement Behavior
- Consequences
- Behavioral Strategies



What is ABA?

- ABA uses evidence-based interventions proven to help with skill acquisition and behavior reduction.
- It focuses on socially significant areas of development.



ABC's of Behavior

Antecedent/Behavior/Consequence of behavior used to analyze and manipulate environmental factors that maintain behavior

- Used in educational and clinical settings
- Implemented to directly change socially significant behavior
- Analysis of Antecedents (triggers)
- Analysis of Consequences



ABC's of Behavior: Antecedent

- What happens directly before the behavior the behavior occurs?
- Possible antecedents:
 - Denied access
 - Presented with a task or demand
 - Removal/ addition of attention
 - Change in routine
 - Transition



ABC's of Behavior: Behavior

- Behavior needs to be observable and measurable.

Examples:

- Running out of the classroom without permission
- Hitting others with a closed fist
- Biting others and breaking skin
- Screaming to the point that you can hear it in another room
- Throwing classroom furniture towards others



ABC's of Behavior: Consequence

- What happens immediately after the behavior occurs?
- Do you want to increase or decrease the behavior?
- Possible consequences:
 - Block/ Interrupt/ Redirect
 - Ignore/ Remove attention
 - Provide attention
 - Modify/ Change demand
 - Remove demand/ Break
 - Access given



Functions of Behavior



Functions of Behavior

- Why is the individual engaging in this behavior?
- What need is the child trying to get met?

- Functions:
 - Sensory
 - Escape/Avoid
 - Attention
 - Tangibles



Escape/ Avoidance

- Escape- A behavior in which the student is trying to get out of or avoid doing something.
- Ex: The teacher says it's time to do math. Jimmy stands up from his chair and starts to walk around the room. The teacher tells him to sit at his desk multiple times, but he doesn't listen and continues to wander. The teacher begins to ignore Jimmy. 30 minutes go by, and the teacher says it's time for recess. Jimmy immediately gets in line and walks outside with his class and begins to play.



Attention

- Attention- When one engages in a behavior to gain attention from others, getting social reinforcement from interactions with someone.
- Ex: No one is giving attention to Sally at recess. She begins to scream to gain their attention. Students go up to Sally and ask her what is wrong and if she wants to play. Sally is now more likely to scream in the future to get the attention of her peers.



Tangible

- Tangibles- Gaining access to something, someone, or some activity.
- Ex: Ryan and his classmates are eating snack in the classroom. Ryan realizes that his juice box does not have a straw. Ryan begins having tantrum. The teacher notices that he doesn't have a straw. She gives Ryan a straw.



Sensory

- Sensory- Doing something that feels good and elicits a pleasure response in the body.
- Ex: Samantha's teacher notices that during transitions, Samantha sucks her thumb. She also sucks her thumb when the volume of the classroom is loud.



Replacement Behavior



Replacement Behavior

Replacement behavior is a behavior that is socially acceptable and desirable that a child can do instead of maladaptive behavior that meets the same function (FERB)

- (FERB) Functionally Equivalent Replacement Behavior
- Needs to be in student's behavioral repertoire
- Ex: If a student engages in hitting behavior to get an adult's attention, a FERB could be to have the student raise his hand to get an adult's attention instead. We would teach the student a new way to receive attention, which would be by raising his hand.



Consequences



Consequences

	Positive + Stimulus added	Negative - Stimulus Removed
Reinforcement increases frequency of desired behavior	Positive R+ Reward	Negative R- Relief
Punishment decreases frequency of undesired be havior	Positive Punishment P+	Negative Punishment P-



Positive Reinforcement

- Positive reinforcement is the “contingent presentation of a stimulus, following a response, that increases the probability of rate response.”
- Improves behavioral outcomes
- Immediate (within 1-3 seconds following targeted behavior)
- Schedules of reinforcement
- Differential reinforcement (DRA, DRO, DRI, DRL)
- [AFIRM Modules | AFIRM \(unc.edu\)](#)



Extinction

- The contingent removal of reinforcement for previously reinforced behavior, to decrease the occurrence of that behavior
- Ex: If a student engages in tantrum behavior to gain access to tablet, teacher will no longer provide student with tablet when he/she engages in tantrum behavior
- Ex: If a child engages in tantrum behavior to gain access to balloons at the grocery store, parent will no longer give child balloons when he/she engages in tantrum behavior at the store.



Negative Reinforcement

- The contingent removal, termination of a stimulus following a response that increases the future occurrence of that behavior.
- Negative reinforcement occurs when something unpleasant or uncomfortable is removed or taken away in order to increase the likelihood of a desired behavior.
- Ex: If a teacher wants to improve task completion in class, they could set the contingency that if student completes all classroom work, student will have no homework.
- Ex: If parent wants their child to eat dinner, they could set the contingency that if student eats their dinner, they will not have to do their household chore.



Behavioral Strategies



Antecedent Based Interventions

- Can be used to decrease a targeted behavior by manipulating environmental factors; **preventative strategies**
- Used to address; social, communication, behavior, school-readiness, play, motor, adaptive, and academic outcomes.
- Used to reduce; challenging behaviors,
- Strengthens transitions, communication skills, and social skills
- EX: priming, visual schedules/schedules, visual aides, timers, providing choices, frontloading



A Case for Antecedent Based Interventions

- [A Case for ABI | AFIRM \(unc.edu\)](#)



Functional Communication Training

- Functional communication training is used to address interfering behaviors by providing a child with a replacement behavior in the form of functional communication

- EX:

Interfering Behavior	Function of Behavior	Replacement Communicative Behavior
Aggression, Property Destruction, Elopement	Avoid task demands	Ask for a break
Aggression, Tantrums, Screaming	Obtain preferred item or activity	Request item or activity

Autism Focused Intervention Resources & Modules (AFIRM)



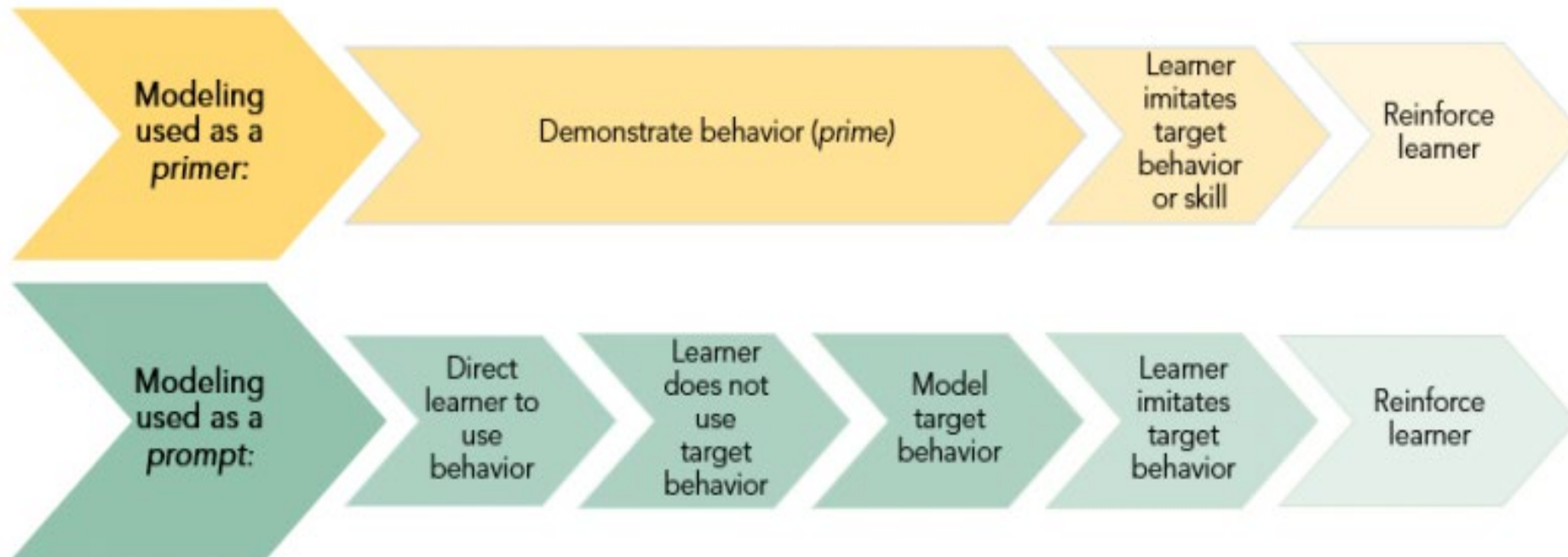
A Case for Functional Communication Teaching

- [A Case for FCT | AFIRM \(unc.edu\)](#)



Modeling

Modeling is an evidence-based practice that supports skill acquisition by having a student/child observe the correct performance of a desired behavior.



A Case for Modeling

- [A Case for MD | AFIRM \(unc.edu\)](#)



Thank you!



Citation

- Sam, A., & AFIRM Team. (2016). *Modeling*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/modeling>
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- Griffin, W., & AFIRM Team. (2017). *Functional communication training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/functional-communication-training>

