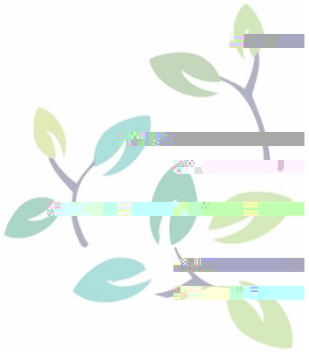
Fundamentals of ABA & Strategies to Support Behavior

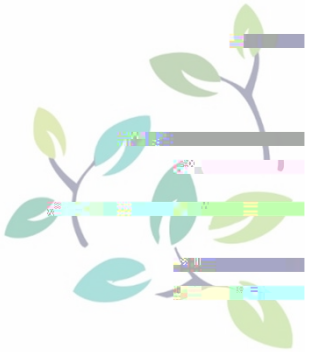
Crystal Martinez & Ebony Condon

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.



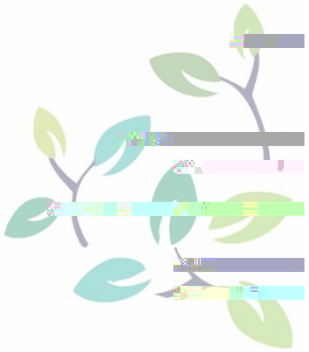
ABC’s of Behavior



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

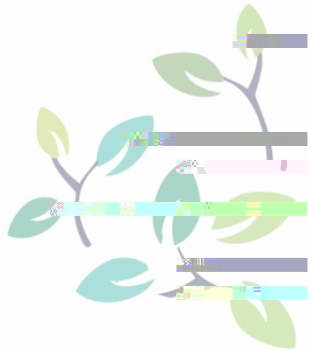


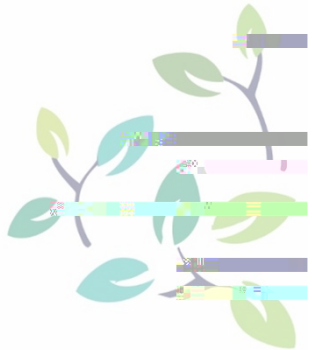
ABC’s of Behavior: Behavior

- Behavior needs to be observable and measurable.

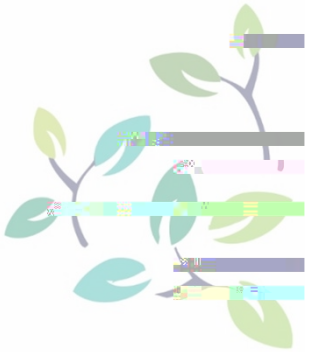
Examples:

- 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





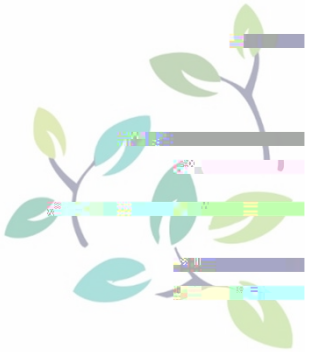
Functions of Behavior



Functions of Behavior

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

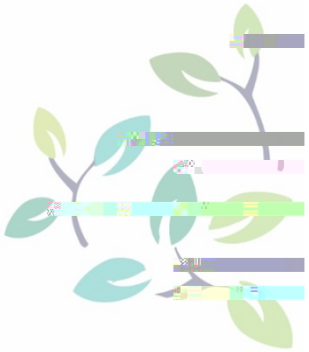
- Functions:
  - Sensory
  - Escape/Avoid
  - Attention
  - Tangibles



Escape/ Avoidance

- Escape- A behavior in which the student is trying to get out of or avoid doing something.

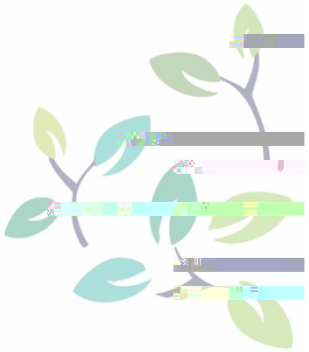
- Ex: The teacher says it's time to do math. Jimmy stands up from his chair and starts to walk around the room. The teacher tells him to sit at his desk multiple times, but he doesn't listen and continues to wander. The teacher begins to ignore Jimmy. 30 minutes go by, and the teacher says it's time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



Tangible

- Tangibles- Gaining access to something, someone, or some activity.

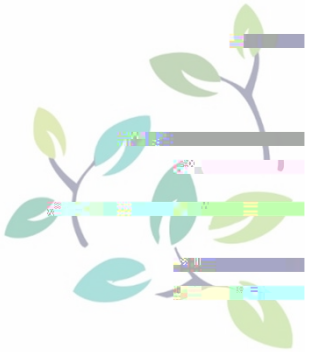
- Ex: Ryan and his classmates are eating snack in the classroom. Ryan realizes that his juice box does not have a straw. Ryan begins having tantrum. The teacher notices that he doesn't have a straw. She gives Ryan a straw.



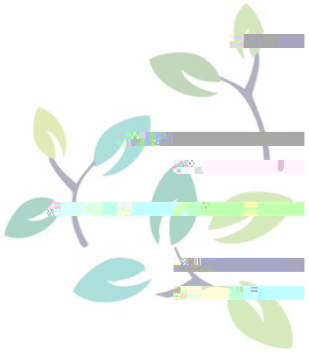
Sensory

- 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.



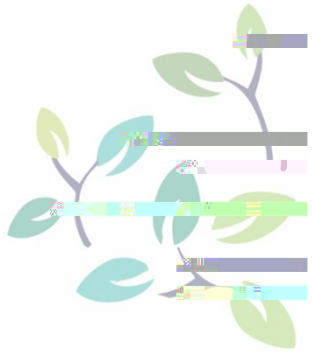
Replacement Behavior



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.



Positive Reinforcement

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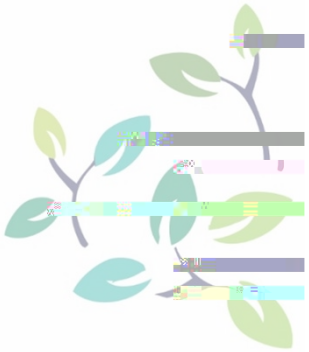
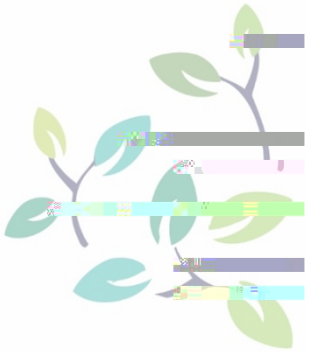


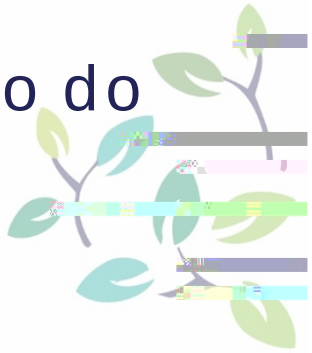
Extinction

- The contingent removal of reinforcement for previously reinforced

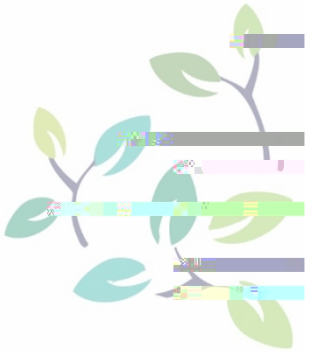


Negative Reinforcement

- 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.

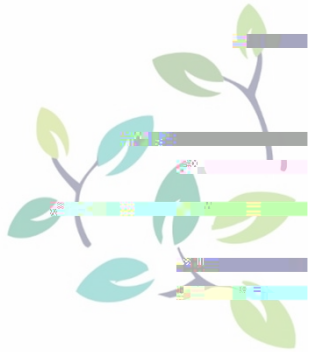


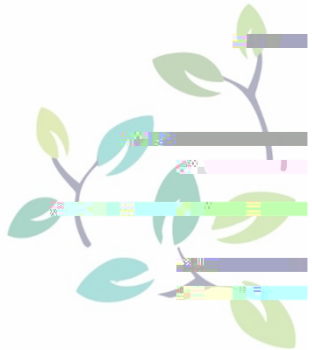
Behavioral Strategies

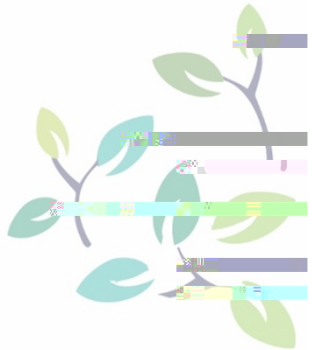


Antecedent Based Interventions

- 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

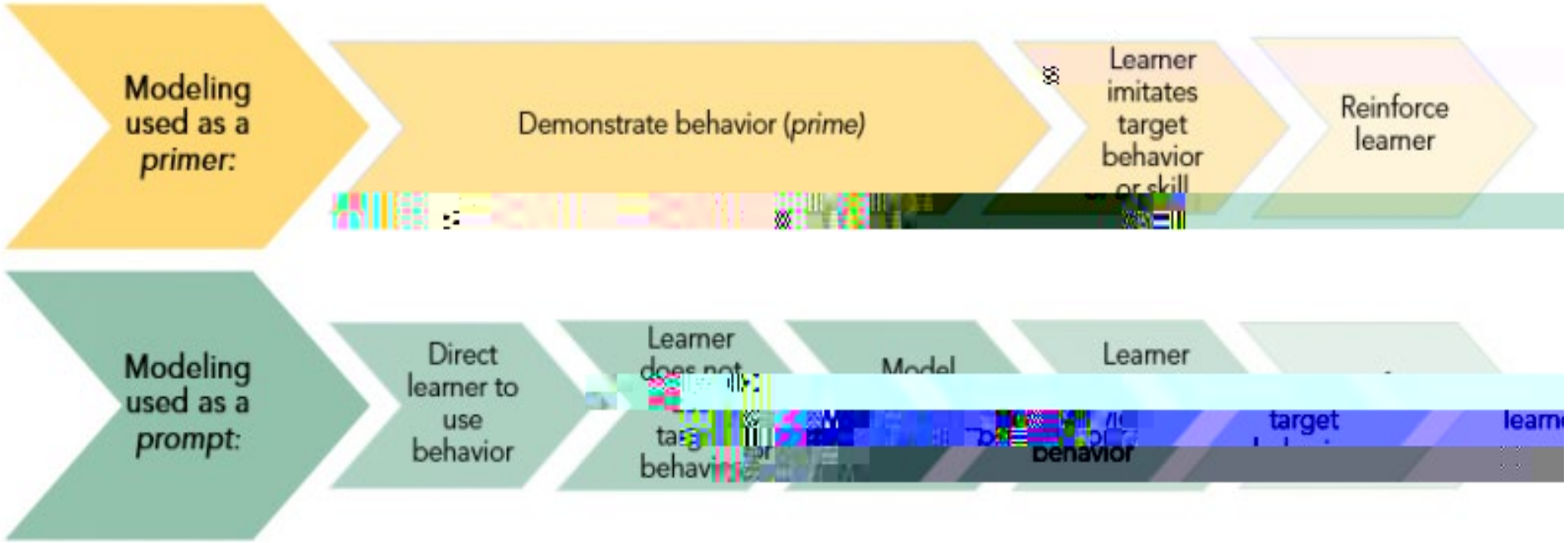




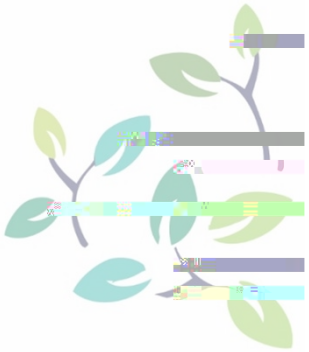


Modeling

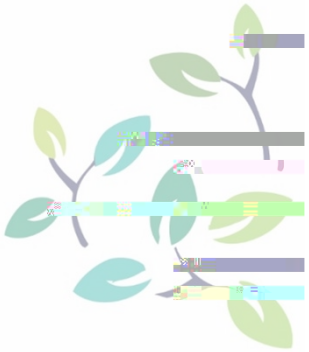
Modeling is an evidence-based practice that supports skill acquisition by having a student/child observe the correct performance of a desired behavior.



- A Case for MD | AFIRM (unc.edu)



Thank you!



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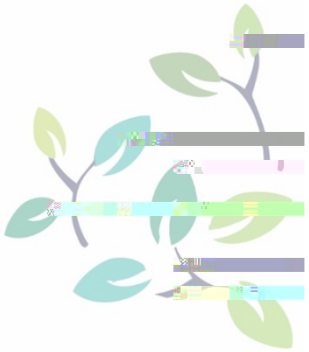
- Sam, A., & AFIRM Team. (2016). *Modeling.*