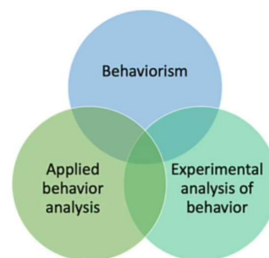


1.01 ABA: History, Features, & Purpose

Applied Behavioral Analysis (ABA)

One of the three branches of behavior analysis.

- As a science, ABA is a systematic approach to understanding behavior of social importance.
- As a practice, ABA is the application of behavior analytic principles to improve socially important behaviors.



Seven Dimensions of ABA: Applied, Behavior, Analytic, Technological, Conceptually Systematic, Effective, Generality.

- **Applied:** "In behavioral application, the behavior, stimuli, and/or organism under study are chosen because of their importance to man and society, rather than their importance to theory."
- **Behavioral:** "thus it usually studies what subjects can be brought to do rather than what they can be brought to say; unless, of course, a verbal response is the behavior of interest."
- **Analytic:** "Requires a believable demonstration of the events that can be responsible for the occurrence or non-occurrence of that behavior. An experimenter has achieved an analysis of a behavior when he can exercise control over it."
- **Technological:** "Means simply that the techniques making up a particular behavioral application are completely identified and described."
- **Conceptual Systems:** "Published descriptions of its procedures are not only precisely technological, but also strive for relevance to principle."
- **Effective:** "If the application of behavioral techniques does not produce large enough effects for practical value, then application has failed."
- **Generality:** "A behavioral change may be said to have generality if it proves durable over time, if it appears in a wide variety of possible environments, or if it spreads to a wide variety of related behaviors."

History of ABA

<p>Edward L. Thorndike: Some Contributions</p> <ul style="list-style-type: none"> - Law of Effect - Learning Curves - Law of Recency - Trial and Error Learning - All Mammals Learn in a Similar Manner 	<p>John B. Watson: Some Contributions</p> <ul style="list-style-type: none"> - "Father of behaviorism" - Conditioned Emotional Responding - Focused Psychology on Behavior Instead of Consciousness - Analysis of Language
<p>B.F. Skinner: Some Contributions</p> <ul style="list-style-type: none"> - Selection by Consequences <ul style="list-style-type: none"> - Operant Conditioning - Behavior is Learned Through Interaction with the Environment - Events that Occur Immediately following the Behavior Affect the Likelihood of that Behavior in the Future - Satiation and Deprivation - Shaping - Analysis of Verbal Behavior - Cultural Selection 	<p>Ivan Pavlov: Some Contributions</p> <ul style="list-style-type: none"> - Classical Conditioning <ul style="list-style-type: none"> - Unconditioned Stimulus = US - Conditioned Stimulus = CS - Unconditioned Response = UR - Conditioned Response = CR - Types of Conditioning <ul style="list-style-type: none"> - Forward Conditioning - Delay Conditioning - Trace Conditioning - Backward Conditioning - Systematic Desensitization

1.02 The Autism Partnership Method/Clinical Judgement

There is Rigid, and There is Bad

- Focus is on Irrelevant Curriculum
- Primarily Uses Food Reinforcers
- Uses Unnatural Teaching Techniques
- Primarily Works in a "Therapy Room"
- Eliminates Distractions
- Does Not Promote Parental Expertise
- Endorses Alternative Treatments
- Staff Are Not Properly Trained

- Not the Proper Dosage of Treatment Intensity

What is Progressive ABA?

- A Model of ABA That Can Be Implemented with Individuals with ASD
- Science and Art
- Originates from Our Founding Parents
 - Under What Conditions
- Attempts to Avoid Rigidity and Set Protocols

The Crux of Progressive ABA

- Clinical Judgement
 - Used in sports, cooking, wine making, traffic, general psychology, etc.
 - Interfering Behaviors
 - Functions of Behaviors
 - Attentiveness
 - Receptivity
 - Calm vs Agitated
 - Responsive
 - Recent Performance
 - Past Performance
 - Motivation
 - Non Verbal Behavior
 - Staff Skill Level
 - Child's Persistence
 - Child's Health
 - Operant vs Respondent

1.03 Quality Staff

- Some Behaviors are Hard to Define
- Numerous Behaviors
 - A Combination of Behaviors
 - Some Are More Important Than Others
- Some Skills Can Be trained, Many Evolve OVER TIME, and Some Will Never Develop
- Ex. Olympic Swimmer, Competitive Swimmer, or Recreational Swimmer

Characteristics of Quality and Qualified Staff:

- Handles Pressure
- Critical Thinking
 - Possible Interpretations of Chocolate Therapy
 - Procedure Assisted Child in Organizing Sensory Input
 - Resolved the "Need" for Chocolate
 - Chocolate Stabilized Metabolic Deregulation
 - Child was Distracted
 - Child Received Attention
 - Child Avoided Non-Preferred Activity
 - Served As Coping Strategy For Stress
- Inspires Staff
- Incorporates Feedback
 - How Feedback is Provided
 - Ongoing Basis
 - Formal
 - Informal
 - Two Approaches
 - Psychoeducational
 - Direct
 - Who Gives You Feedback
 - Directors
 - Supervisors
 - Co-Workers
 - Not All Feedback Will Align
 - Providing Based On Observational Periods
 - Assimilate the Information

- **Receiving Feedback**
 - Do Not Personalize the Feedback
 - Stay Calm
 - Be Receptive
 - Verbal Behavior
 - Non Verbal Behavior
 - Ask For
 - Examples
 - Clarification
 - Follow Through on Making Changes
 - Make the Change and Arrange For Another Evaluation
- **No Drama**
 - You Are a Member of a Team
 - Other's Do Not Have To Fail For You to Succeed
 - Know Your Role in the Team
 - Everyone Will Have Different Levels of Skills
 - Work Tirelessly On Your Weakness
 - Expand Your Strengths
 - Entitlement is a Killer
 - Be Professional At All Times
- Self-Evaluator
- Makes Others Better
- Tireless Worker - [Eric Thomas | Motivational Speech | How Bad Do you](#)
- Assertive Decision Maker
- Organized
- Welcomes New Changes
- Eager to Learn
- Seeks Critical Feedback
 - **Know Your Strengths and Weakness**
 - **Proactively**
 - Set Up Times to Meet with Supervisors
 - Go Over Areas Needing Improvement
 - **Reactively**
 - When Having a Difficult Session or Not Sure of a Procedure
 - Within a Couple of Days Set Up a Meeting
 - Come Up with a Plan
 - **Talk to Colleagues**
 - **Learn From Other Sources**
 - Conferences
 - Journal Articles
 - Books
- Takes Initiative
- Effective With All Children
- No Drama
- Passionate About the Field
- Incredible Teacher
- Understands Role
- Team Player
- Thoroughly Understands Programs
- Solid Trainer
- Balances Big/Small Picture
- Clinically Skilled
 - **Compassion - Communication with Parents and Stake holders**
 - Attempt to Understand Parents Perspective
 - Attempt to Understand Teachers Perspective
 - Building Rapport
 - Show Empathy
 - Show Understanding
 - Leave Your Ego at the Door
 - No Job is Beneath You
 - Return Phone Calls and Emails in a Timely Manner
 - Follow Through on Your Commitments
 - Be Objective But Not Judgmental

- Talk in "Normal" Language (AVOID JARGON)
- Do Not Offer Prognosis
- Stay Within Agencies Policies
- Questions
 - Answer Honestly
 - It Is Okay to Say You Do Not Know
 - Ensure Their Understanding
 - Be Sensitive on Answer of if You Should Even Answer the Question
 - Questions Outside of Scope Refer to Supervisor
- Embraces the Marathon
- Creativity
- Synthesizes Information
- Leadership
- Required Little Validation
- Good Communication
 - Communication with Supervisors
 - Communication Should Be Ongoing
 - When You NEED to Communicate
 - When Positive Changes are Occurring
 - When Programs Have stalled or Deteriorated
 - When You Are Confused
 - Parents Come Up With Concerns
 - School Comes Up With Concerns
 - Expected Abuse or Neglect Occurring
 - Have a Meeting and if Possible Have an Observation
 - Conveying the Information
 - Have a Game Plan
 - In a Calm Manner
 - Be Objective
 - Understand Your Biases and Be Upfront About Them
 - Answer All Questions
 - What to Convey
 - Antecedents -> Behavior -> Consequences
 - Who
 - When
 - Where
 - How
- Multi-Tasks
- Impeccable Reliability
- Using Clinical Judgement

Characteristics of Successful Staff

- Work Hard, Rarely Complain and Expect Extraordinary Performance from Themselves
- Work on Themselves and Never Quit
- Usually Relaxed and Keep Their Perspective
- Extraordinarily Creative
- Incredibly Curious and Eager to Learn
- Open, Receptive and Learn Independently
- Self-Reliant and Take Responsibility
- Don't Require Direct Feedback; Glean Information From Reactions and Outcomes

1.04 Stimuli, Responses, and 3 Term Contingency

Behavior Technical Definition: The behavior of an organism is that portion of an organism's interaction with its environment that is characterized by detectable displacement in space through time of some part of the organism and that results in a measurable change in at least one aspect of the environment.

Behavior Simple Language: Any movement of an organism through space and time that can be objectively counted.

Response Technical Definition: An "action of an organism's effector. An effector is an organ at the end of an efferent nerve fiber that is specialized for altering its environment mechanically, chemically, or in terms of other energy changes."

Response Simple Language: A single instance of occurrence of a specific class or type of behavior.

Response Class Technical Definition: A group of responses of varying topography, all of which produce the same effect on the environment.

Response Class Simple Language: Different responses that have the same outcome.

Repertoire Technical Definition: "Sometimes used to refer to all of the behaviors that a person can do. More often the term denotes a set or collection of knowledge and skills a person has learned that are relevant to particular settings or tasks."

Repertoire Simple Language: All of the behaviors a person can do.

Environment Technical Definition: "Refers to the full set of physical circumstances in which the organism exists. The term is comprehensive in that any facets of the physical world may be considered for their contribution to behavior. The term is specific in that for any particular behavior, the focus is usually on only those environmental events that are functionally related to individual responses."

Environment Simple Language: Everything in the real physical world.

Stimulus Technical Definition: "An energy change that affects an organism through its receptor cells."

Stimulus Simple Language: Anything within the environment that can have an effect on the behavior of an organism.

Stimulus Class Technical Definition: "Any group of stimuli sharing a predetermined set of common elements in one or more of these dimensions."

Stimulus Class Simple Language: Anything within the environment that can have an effect on the behavior of an organism.

Antecedent Technical Definition: "Environmental conditions or stimulus changes that exist or occur prior to the behavior of interest."

Antecedent Simple Definition: Anything that occurs right BEFORE the target behavior.

Consequence Technical Definition: "A stimulus change that follows a behavior of interest."

Consequence Simple Language: Anything that occurs right AFTER the target behavior.

Respondent Behavior Technical Definition: "Behavior that is elicited by antecedent stimuli. Respondent behavior is induced, or brought out, by a stimulus that precedes the behavior; nothing else is required for the response to occur."

Respondent Behavior Simple Language: Unlearned behavior that is useful for survival.

Operant Behavior Technical Definition: "Any behavior determined primarily by its history of consequences... selected, shaped, and maintained by the consequences that have followed it in the past."

Operant Behavior Simple Language: Behavior affected by the consequences that follow.

3-Term Contingency Technical Definition: "The basic unit of analysis in the analysis of operant behavior; encompasses the temporal and possibly dependent relations among an antecedent stimulus, behavior, and consequence."

3-Term Contingency Simple Language: Antecedent, behavior, and consequence.

Motivating Operation Technical Definition: "An environmental variable that (a) alters (increases or decreases) the reinforcing or punishing effectiveness of some stimulus, object, or event; and (b) alters the current frequency of all behavior that has been reinforced or punished by that stimulus, object, or event."

Motivating Operation Simple Language: Something that makes a consequence more or less effective and behaviors that led to that consequence more or less likely.

Established Operation Technical Definition: "A motivating operation that increases the effectiveness of some stimulus, object, or event as a reinforcer."

Established Operation Simple Language: Something that makes a reinforcer more effective and behaviors that led to that reinforcer more likely.

Abolishing Operation Technical Definition: "A motivating operation that decreased the reinforcing effectiveness of a stimulus, object, or event."

Abolishing Operation Simple Language: Something that makes a reinforcer less effective and behaviors that led to that reinforcer less likely.