Everyday ABA

Using behavioral principles to effectively support people with ASD.

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We've Got a Crisis on Our Hands!

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How Did We Get Here?

- My son spends all day on his computer and has a meltdown when I
 try to get him to come out with our family.
- My daughter hasn't been to the dentist in several years. I'm afraid to take her.
- Last week, my son fell down and hurt his ankle. I didn't realize he was injured until two days later.
- My whole family goes to church on Sunday and I can't take my daughter.
- I know my son really wants to have friends, but he just doesn't.



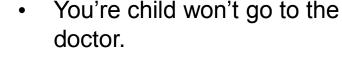
How Did We Get Here? (2)

- My daughter spends all day following me around the house. She just doesn't know what to do with herself.
- My son has a new teacher and he has been sent home 6 times this month.
- I can't take my daughter shopping, because if she doesn't get what she wants, she runs out into the parking lot.
- When I ask my son to tell me about school, he runs to his room and won't come out.



Why Behavior Analysis?

- Your child has a fever.
 You take him to the doctor.
- Your child is delayed in speech and communication. You find an excellent SLP.
- You find a good school placement and your child's classmates are interested in playing with him.





- Your child is struggling to attend and not meeting her goals.
- They give up when he ignores them.



Why Do People Do What They Do?





Does the Answer Lead to an Effective Solution?

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- He always does that when he watches TV.
- He did it because he was angry.
- She hates that class, those kids, that teacher.
- It's seasonal.
- He does it to push my buttons.
- She's just a bully.
- He's controlling.
- He's having a nervous breakdown.
- Sometimes she just has a bad day.

So Why Do People Do What They Do?

The Behavioral Lens:

- To avoid aversive situations and events.
- To access the "good" stuff (things we all want and need).
- Because it "works" (or has "worked" in the past).
- Because they have done it before (habit).
- Because it "feels good."
- Because they got the "signal."

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Understanding Your Behaviour Analyst

What is Behavior?

- Everything we do.
- Every instance of that thing, past, present, and future.

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Behaviour is measurable.



A Behavioural Perspective

- Behaviour serves a function, even when it appears to be maladaptive.
- Behaviour is a process extended in time.

Behaviour is (usually) orderly.
 Finding patterns helps us create effective plans.

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Behaviour Analysts Care About . . .

 Form: Does everybody recognize and agree about what the behaviour looks like?

- Function: What holds this behaviour in place?
- Frequency: How do we know if our interventions are successfully increasing or decreasing the behaviour in question?
- Time: When does the behaviour occur and how long does it last?

"Problem" Behaviour (Excesses)

"Problem" behaviours are usually normal behaviors that are more intense, occur at the wrong time or place, or at the wrong frequency.

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But "Problem" Behaviour Can Also Be . . .

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Things we don't do or can't do when we should.



Behavior Calling!

Most of the time, behavior is communicative. It is a language that can tell you about a child's needs.



Your Child's Behavior May Signal . . .







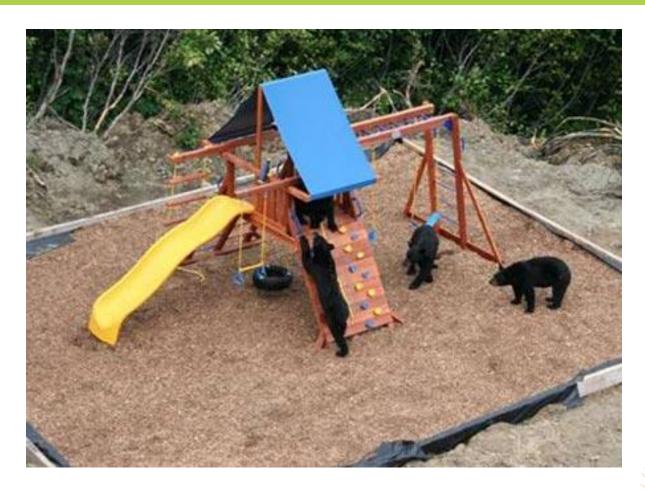


But Also . . .

I don't know how to:



... play in a satisfying way





... tolerate change, delay to gratification, or mild frustration.





... predict the future.





... interact positively with siblings and friends.





... comfort myself.





... solve problems effectively.





... affect my environment.





... get praise and attention.



So What Do We Do?





Behavioural Basics

- Antecedents: What happened before the behavior occurred?
- Function: What's holding the behavior in place?
- Deficits: What is a better alternative?
- Motivation: How can we teach the better alternative?



Antecedents: What happened before the behavior occurred?

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- Triggers
- Deficits
- Environmental Factors
- Biological Factors
- Learning History



Function: What 's holding the behaviour in place?



- Escaping from difficult, boring or unpleasant situations.
- Reducing demands.
- Getting attention.
- Getting or keeping stuff.
- Changing or controlling the level of arousal/stimulation.

Deficits: What is a better alternative?



- What are other children doing to cope with similar situations?
- What coping skills/behaviours can serve the same function as the problem behaviour?
- What component skills might my child lack?
- What is a reasonable step size?

Motivation: How can we teach the better alternative?

- Do we have control of motivating variables?
- Are people using reinforcement at all?
- Have we identified powerful reinforcers?
- Do the reinforcers fit the situation and match the skills we are trying to teach?
- Is anxiety diminishing the effectiveness of reinforcers?
- Have we introduced variety and choice?



Scenario:



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