

Application Plan 1

PSYC 530

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From Baer, Wolf, & Risley (1968), we knew that every behavioral application plan must be: applied, behavioral, analytic, technological, conceptual systems, effective and generalized.

Applied

Applied means that “centered on vague concepts of social problems, social interest, and the immediate importance of the behavior or its functional stimuli to the behavior (Baer, Wolf, & Risley, 1987, p.314).” ABA training “deals with socially important behaviors, such as retardation...(Baer, Wolf, & Risley, 1968, p.91)”. BCBAAs choose the target behaviors or skills that immediately and practically facilitate the clients’ daily interaction with the people around them. This dimension gives us direction that the situation with more social value is more deserved a treatment. For example, for a low functional kid, we prioritize “manding training” first instead of “two-step motor imitation training” or other higher-level programs, so that client can learn to use alternative expression need rather than doing self-injured behavior (SIB) related challenge behaviors.

Behavioral

ABA is a science that requires precise measurement in research. Therefore, another key term, *behavioral* is essential that we should use to have direct observation and measurable target

behaviors in the therapy session. In the session, we pay more attention to what are the clients do, rather than parents' complain. The dimension emphasizes that ABA is scientific intervention; behavior analysts make any decision based on objective observation and reliable data.

Analytic

Before a BCBA implements a program, he or she should do a scientific examination which is setting up a control group and doing a comparison with the treatment group. *Analytic* method helps us know “the ability of the experimenter to turn the behavior on and off, or up and down. (Baer, Wolf, & Risley, 1968, p.94)” The result can be replicated. If the program that a BCBA provides to the client did not decrease the challenge behavior, we can conclude that the intervention is not effective. When we follow the direction of “analytic”, the treatment team can avoid wasting precious time of children with autism, and provide a suitable program.

Technological

According to Baer's paper, technological means that “the techniques making up a particular behavioral application are completely identified and described (Baer, Wolf, & Risley, 1968, p. 95)”. The technique that the practitioners use should be easy to follow and replicate; it should not be complicated and arduous. Normally, many RBTs work corporately for a client. When the supervisor wants to modify the program, a simple and clear description will attenuate confusion and make sure that the client receives an accurate intervention.

Conceptual Systems

The behavior intervention should derive from the basic principles of behavior. If the treatment is not grounded by the function of the event or environmental events, we cannot use it for ABA therapy. According to the paper, “this can have the effect of making a body of technology into a discipline rather than a collection of tricks (Baer, Wolf, & Risley, 1968, p.95).”

Effective

If we say that the term “analytic” is more emphasizing on the research part, while “*effective*” is essential in practical ABA application. There is no reason we provide ineffective intervention to our clients. Practitioners should design customized treatment application which is not only theoretically effective but also can practically improve the clients’ daily skills and social interaction. The conclusion should be reliable based on the data, rather than intuition.

Generality

The paper defined that “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 (Baer, Wolf, & Risley, 1968, p.96).” After working on a behavioral application for a while, we should ensure the skills that the clients acquired can extend to other environment settings, other family members. A frustrating example is that a client did “mand” perfectly in the ABA sessions with the practitioners, but his parents gave us feedback which he still cries and shouts for stuff. The practitioner should purposely train the clients because “*generality* is not automatically accomplished (Baer, Wolf, & Risley, 1968, p.96).”

Teaching a low-functioned child say “help” can produce a social behavioral change that decreases his SIB. For example, the client who has delayed language skills and severe SIB just enrolled in ABA services. It is urgent to prevent the child from hurt himself due to a lack of communication skills (*applied*). After a descriptive assessment, the behavior analysts found the contingency that SIB occurs when the child was frustrated by the small tasks he could not complete. Training him to say the word “help” is socially important that he can use alternative behavior when he needs assistance. Engaging the alternative response, the target behavior will be reduced (*conceptual systems*). We define the target behavior as “head banging/punching himself for 5s”. We observe and objectively take data for the target behavior that shows in every session (*behavioral*). Based on previous literature, we found that providing simple language skills can significantly decrease challenge behavior (*analytic*). In the naturalistic teaching session, the practitioners wait for the correct response — “help”, then assist the client; for example, the child wants to open a toy box (*technology*). After two weeks, the behavior analysts found the number of target behaviors significantly decreased (*effective*). Furthermore, we teach the parents also train their children to say “help” in daily interaction. After a month, we got feedback from parents that the child can use a word to ask for help rather than hurt himself (*generality*).

Reference

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