

Applied Behavior Analysis – Part 2

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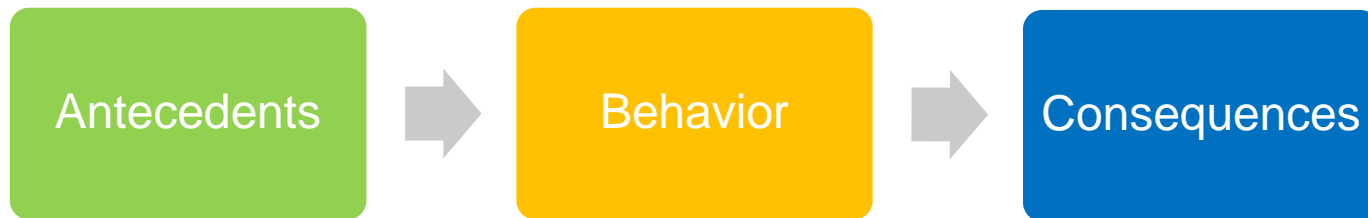
Outline for Today

1. “Quick and Dirty” Mini Review
2. ABA packaged programs
3. ABA-based parent training
4. Case examples



Crux of ABA

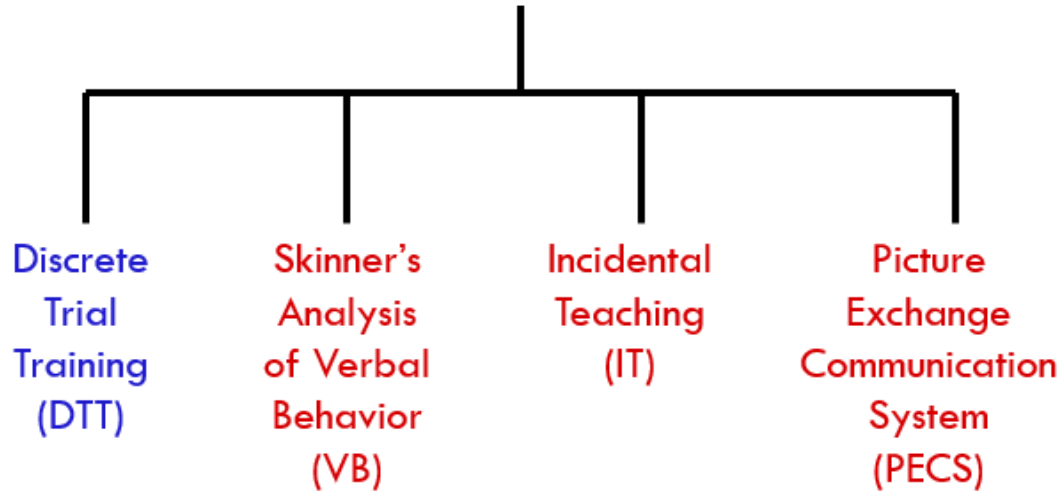
1. All behaviors serve a purpose
2. Behaviors can be systematically shaped through modifying the environment/responses to behavior *before* and *after* the behaviors occurs



3. Goal: increase adaptive/appropriate behaviors; decrease interfering behaviors

Packaged Programs

Applied Behavior Analysis (ABA)



Discrete Trial Training (DTT)

- Intensive instructional methodology where the “teacher” presents a learning opportunity in which the learner’s correct response is reinforced

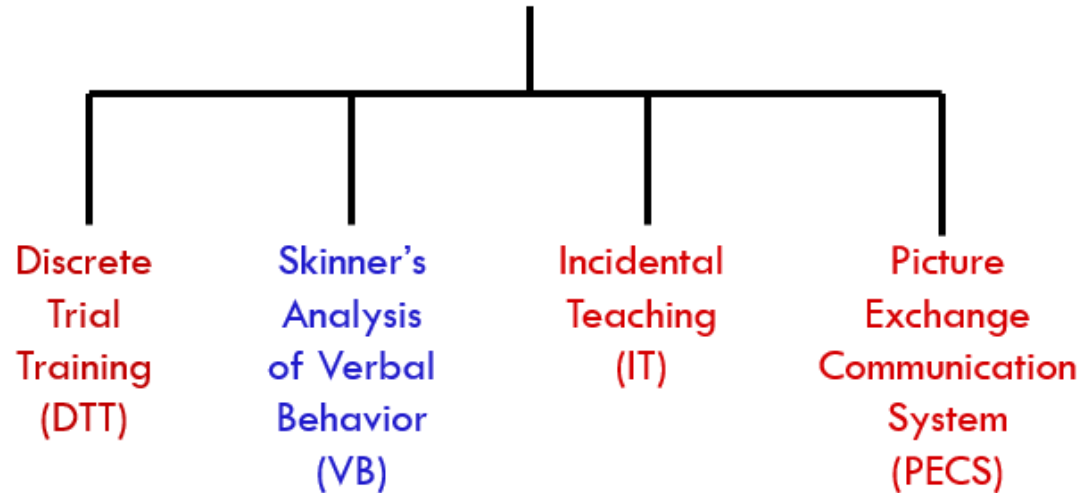


- Useful for teaching single units of behavior (e.g., labeling, number discrimination) and “ready to learn” behaviors (e.g., attending to teacher, sitting in chair, reinforcement contingencies)

https://www.youtube.com/watch?v=cp_gzUTCm8g

Packaged Programs

Applied Behavior Analysis (ABA)



Verbal Behavior (VB)

- Similar to Discrete Trial Training
- Adult-led, repeated trials, one-on-one instruction
- Emphasizes the functions of various communication skills (e.g., requesting, commenting, or conversing, etc.)
- Mimics the developmental progression of natural language, using an “errorless learning procedure”

4 Operants of Verbal Behavior (VB)

- **Mands:** A request (e.g., saying “Cookie” to ask for a cookie)
 - <https://www.youtube.com/watch?v=dV4yWhmYlgl>
- **Tacts:** A comment used to share an experience of draw attention (e.g., saying “airplane” to point out an airplane)
 - https://www.youtube.com/watch?v=6v1yXbU_9k0
- **Echoics:** A repeated, or echoed word (e.g., “Cookie?” “Cookie!”) – imitating helps with learning
 - <https://www.youtube.com/watch?v=Apxyorpwu48>
- **Intraverbals:** A word used to respond or answer a question (e.g., “Where do you go to school?” “Union Elementary”)
 - <https://www.youtube.com/watch?v=fmE0qiyUIDE>

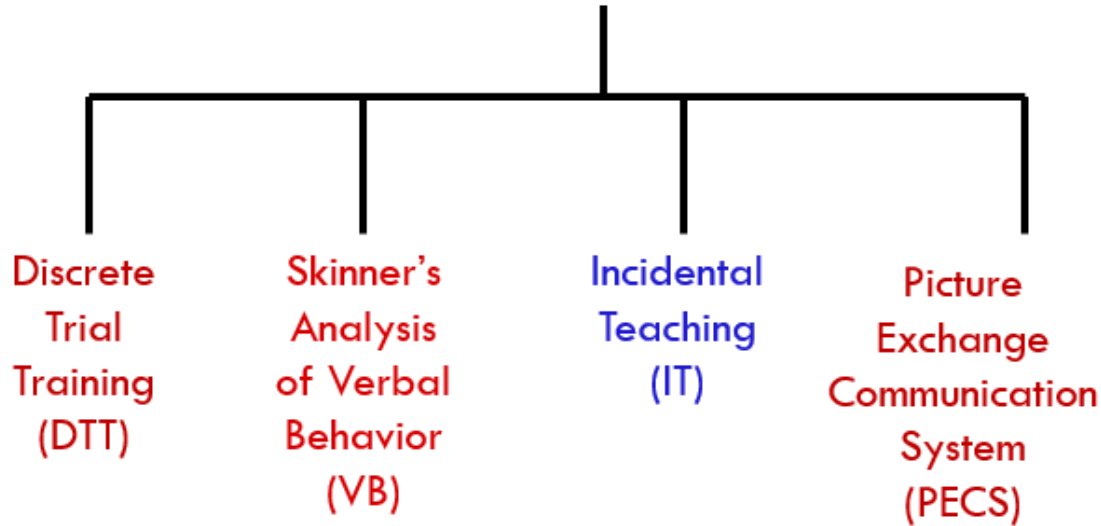


Evaluating DTT/VB

Pros	Cons
Highly Structured	Adult-Led
Individualized Instruction	Limited Teaching of Spontaneity
Repetitive	Limited Interaction with Peers
Teaches Reinforcement Contingencies	Child has fewer opportunities for choice
Fewer Distractions	Not Natural Learning Environment
	Must plan for generalization of skills
	Costly (resources, time)

Packaged Programs

Applied Behavior Analysis (ABA)



Incidental Teaching



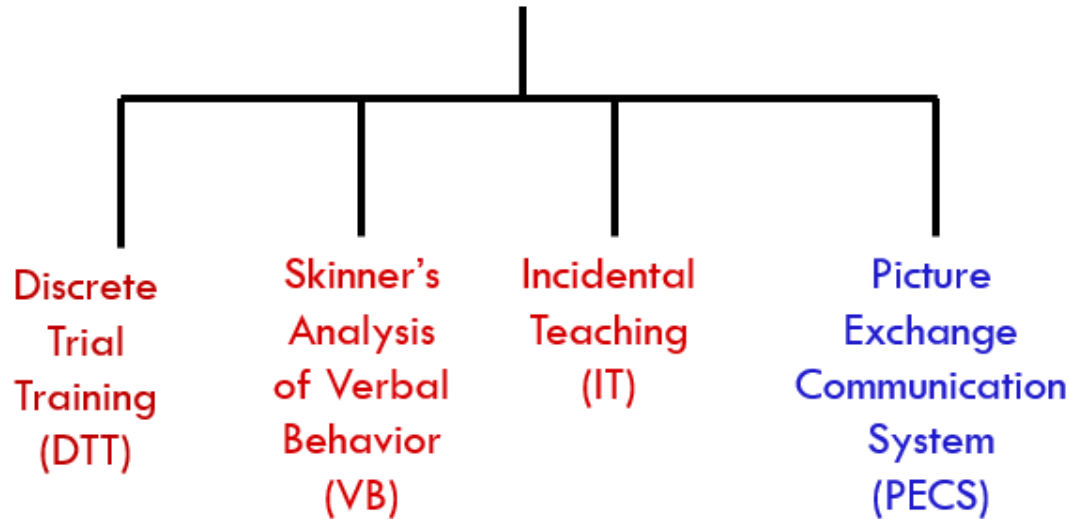
- Naturalistic teaching strategy
- More child-directed (child leads the session)
- Arrange situations/environment to allow the child to address therapy goals
- Helps children to generalize skills to novel situations more easily
- Ex: Remove pieces of a board game to evoke request from the child

https://www.youtube.com/watch?v=a_ZrvMX3ykY



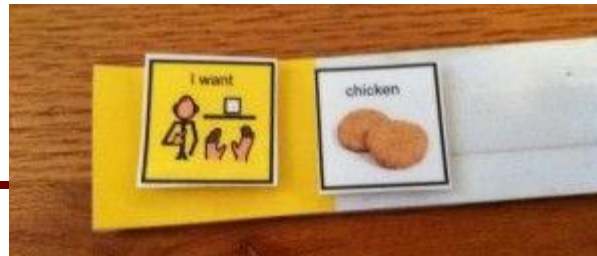
Packaged Programs

Applied Behavior Analysis (ABA)



Picture Exchange Communication System (PECS)

- Does not inhibit speech development
- Works with **tangible materials** in **real situations** to teach concepts
- Teaches language as a **reciprocal and partner skill**
- Focuses on **Requesting first** and **Then Responding**
- Acquisition of this system is faster than other tactics
- <https://www.youtube.com/watch?v=Hs-412lhXb0>



ABA-based Parent Training

- Work with the family to identify target behaviors (positive and negative)
- Data collection to inform treatment planning
- Designing treatment plan:
 - Antecedent Interventions
 - Behavior Reduction
 - Replacement Skill Building
- Progress Monitoring
- Generalization
- Sessions may be weekly or less frequent



Case Example #1

- 3-year-old female with Autism Spectrum Disorder
- Significant language delay (no phrase speech)
- Hand-flapping, spinning, unusual vocalizations
- Transitioning from First Steps to Developmental Preschool
- Parental concerns:
 - Communication
 - No interest in toilet training (leads to tantrums)
 - Sleep problems (sleeping only with Mom, 1-2 hours to fall asleep)
 - Hitting, kicking, biting others in new environments and when Mom or Dad's attention is divided

Case #2

- 14-year-old male with Autism Spectrum Disorder
- Good verbal skills, no language delay
- Few friends, very bossy and rule-governed
- Inclusive classroom with resource support
- Physical aggression and elopement at home and school when difficult demands are placed
- Recently has become more irritable, easily frustrated, and withdrawn. Reports feeling sad “most of the time” and appetite and sleep have increased.



Questions?

