Using Behavioral Strategies to Teach Students with Significant Disabilities to Transition to an Independent Living

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Agenda

- Where to Begin
- What is ABA
- Preference assessments
- Reinforcement vs Punishment
- Errorless learning
- Shaping
- Chaining techniques
- Goal attainment
- Scenarios
- Questions

What is ABA

- ABA is the acronym for Applied Behavior Analysis
- ABA is a type of intensive therapy that focuses on the principles and techniques of learning theory to help improve social behavior.
- ABA therapy helps to (1) develop new skills, (2) shape and refine previously learned skills, and (3) decrease socially significant problem behaviors.
- The founder of the ABA field is B.F. Skinner

ABA Therapy

Integrative Approach Natural Environment Training
Parental Involvement Improved Peer Relationships
Social Skill Development Motor Skills Development

Debunking the Myth about ABA

- It is not a scientifically proven form of therapy
- It is only for individuals with Autism
- Uses bribes consisting of food and toys to manipulate children's behavior
- Turns kids into "little robots"
- Is composed of solely table work/sitting
- It is just animal training adapted for use with people
- Addresses "behavior" only, it's not language focused
- Does not work on older kids or adults

THEY SAID THEY USED ABA

BUT NEVER TOOK DATA!!!!

Where to Begin

- Collaborate
- Share and discuss what works
- Structure & consistency
- Utilize FBAs & BIPs
- Monitor
- Make adjustments as needed
- Repeat

Review of FBAs & BIPs

| FBA	BIP

- Functional Behavioral Assessment
- Define the behavior
- Identify the purpose of the behavior
- Collect data
  - Observations
  - Student records
  - Interviews
	- Behavior Intervention Plan
	- Plan to improve the behavior
	- Measurable goals
	- Intervention description
	- Persons responsible for tracking progress and implementing plan

Suk & Autry-Schreffler, 2018

Example of FBA & BIP

16 year old Johnny refuses to work after only a few minutes into job task.

FBA	BIP
● After observations, it was determined that Johnny refuses to work (physically refusing to comply, refusing gestural prompt correction or direction, elopement from work area) after 15 minutes of working on a job task. ● Hypothesis - engaging in escape behavior from work task may indicate needing a break.	● Johnny was taught how to use a sign to indicate he needs a break. ● Johnny got to chooses music to listen to while on break. ● Observations show Johnny's attempts to stop working decreased and subsequently his on task behavior increased.

How might this information be helpful to an instructor or job coach trying to teach transition and job skills to the individual?

The ABCs

- Antecedent- what happened before the "Behavior"

- Behavior- what happened?

- Consequences- what happened because of the behavior (not an indicator of + or -)
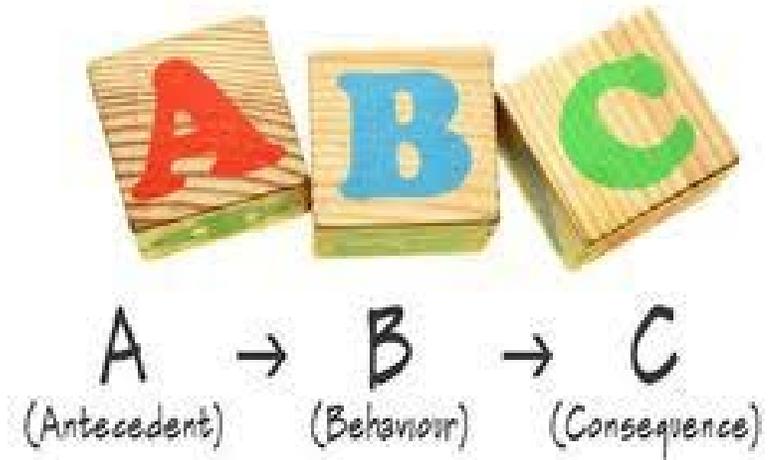
The Functions of Behavior

- **Escape/Avoidance:** The individual behaves in order to get out of doing something he/she does not want to do.

- **Attention Seeking:** The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.

- **Seeking Access to Materials:** The individual behaves in order to get a preferred item or participate in an enjoyable activity.

- **Sensory Stimulation:** The individual behaves in a specific way because it feels good to them.
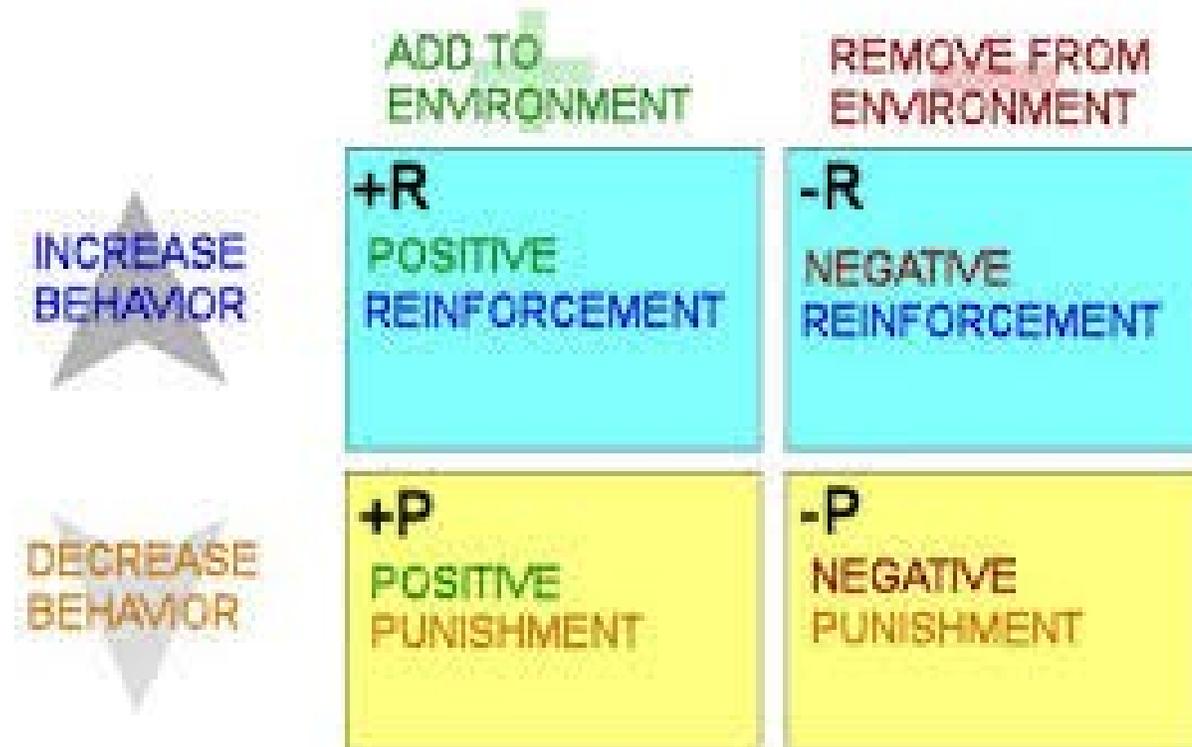
Preference Assessments

- Free operant observations

- Single stimulus preference

- Paired stimulus

- Multiple stimulus without replacement

- Multiple stimulus with replacement

Positive Reinforcement

Positive Reinforcement involves the addition of a **reinforcing** stimulus following a behavior that makes it more likely that the behavior will occur again in the future.

	ADD TO ENVIRONMENT	REMOVE FROM ENVIRONMENT
INCREASE BEHAVIOR	**+R** POSITIVE REINFORCEMENT	**-R** NEGATIVE REINFORCEMENT
DECREASE BEHAVIOR	**+P** POSITIVE PUNISHMENT	**-P** NEGATIVE PUNISHMENT

Praise

General Praise	Behavior-Specific Praise
Wow! You did such a good job!	John, thank you for raising your hand and waiting to be called on before answering.
Marianne, that is great! You're a hard worker!	Marianne, you worked really hard and stayed focused on that assignment. I can tell you put a lot of work into it.
Super!	Everyone contributed, and you all found a way to cooperate. Excellent.
Incredible! Yes!	You're looking at me and following along. That tells me you're listening and that you're ready to work. That's appreciated.
You're so nice!	It's really respectful of you to hold the door for others as we come into the classroom.
Good job!	Thank you for walking in the hall. That is a great way to demonstrate safety.
Thanks!	Wow! You showed responsibility by arriving to class on time with all your materials.

Is all praise reinforcement?

Self-Monitoring

- Self-Monitoring is when a person observes their own behavior systematically and records if the target be

- Can have reinforcement

- Early and often

- It is hard

Example of Self-Monitoring Chart

During _____

	POOR	FAIR	GOOD
Focused on work	1	2	3
Finished work	1	2	3
Remained in my seat	1	2	3

Goal Attainment

- Goals set by the Client

- Reinforcement chosen by the client

- Plan in place

  - What happens when the goal is reached?

  - What happens if the goal is not reached?

Error Correction Procedures

- **Remove reinforcement**
  - means no praise no "great trying." Yes they did do a great job trying but that's confusing.
- **Block or Interrupt Response (if possible)**
  - (i.e. provide a partial physical prompt and maneuver to the correct response)
- **Help Them Get it Right**
  - Use a verbal, gestural, or physical prompt to ensure student gets the answer correct the second time, then provide a small reinforcer right away (i.e. praise).
- **Distract and Assess**
  - Have the student do a task they can do and then revisit the task they needed prompting on to get the right response
- **Save the Big Time Reinforcement for the Correct Responses**

Error Correction Scenario

Teacher: **"What time do you work today?"**points to a job schedule with names and times listed.

Student points to the wrong time on the schedule.

Teacher: **"No."** She pauses and then says again **"What time do you work today"** and immediately guides student's hand to his name and time on the schedule and says **"5 pm"**

Teacher: **"Good. What is your job today?"** and points to pictures of jobs.

Student: **"Set tables."**

Teacher: **"Good. What time do you work today?"**

Student points to the time they work on the schedule that is listed with their name and says **"5 pm"**

Shaping

Shaping is gradual change to the target behavior

Putting on safety glasses

Speaking in at the workplace

Chaining

A specific chain of events in

a specific sequence

Forwards chaining

Backwards chaining

Shoes

Task analysis

Visual

Forward Chaining

The first step in the chain is targeted for independent performance, while all steps that follow it are prompted → Prompted step 2 → Prompted step 3 → Prompted step 4

Then...

The first step in the chain is independently performed → The second step in the chain is targeted for independent performance → Prompted step 3 → Prompted step 4

Then...

The first step in the chain is independently performed → The second step in the chain is independently performed → The third step in the chain is targeted for independent performance → Prompted step 4

Then...

The first step in the chain is independently performed → The second step in the chain is independently performed → The third step in the chain is independently performed → The last step in the chain is targeted for independent performance

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Scenarios of Independent Living

Vacuuming

Shaping

Chaining

Visual task analysis

Vacuuming

- Clear floor.
- Get vacuum cleaner.
- Unwind cord.
- Plug in.
- Turn cleaner on.
- Vacuum carpet.
- Turn cleaner off.
- Unplug.
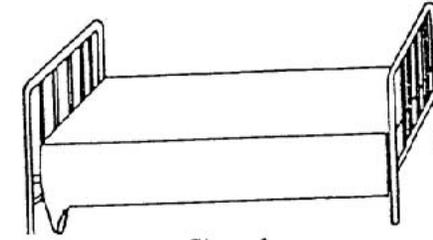- Wind cord.
- Put vacuum cleaner away.

Scenarios of Independent Living
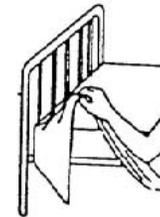
Bed Making

    Task analysis

    Hand over hand
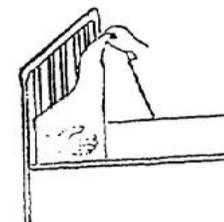
    Chaining

Step 1.

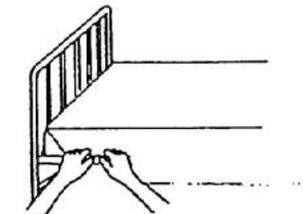Place bottom sheet on mattress.

Step 2.

Miter the corner.
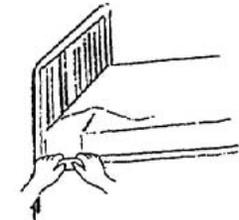
Step 3.

Tuck the hanging corners.

Step 4.

Place hand at side of mattress.

Step 5.

Tuck sheet under mattress.

Scenarios of Independent Living

Hygengie- Shaving

    Errorless Training

Shaping

      Chaining (backward or forwar

      Visual task analysis

Shaving

1. Enter the bathroom
2. Grab razor
3. Grab shaving cream
4. Grab towel or wash cloth
5. Turn on water
6. Wet face with warm water
7. Lather shaving cream on face
8. Shave down your face
9. Rinse razor as needed
10. Continue shaving down until face is cleanly shaven
11. Rinse face
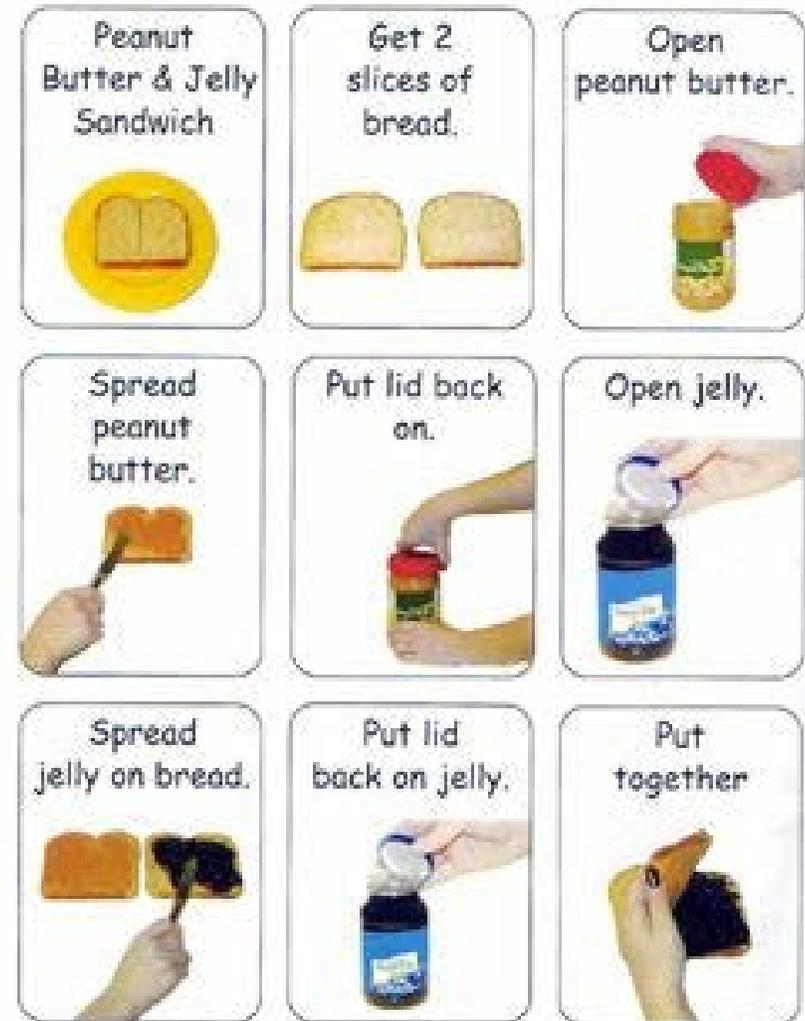12. Dry face with towel or wash cloth

Scenarios of Independent Living

Sandwich Making

   Errorless Training

Shaping

   Chaining (backward or forward)

MAY THE DATA BE EVER IN YOUR FAVOR