Next Steps – Basics of Behavior Change

BEHAVIOR CHANGE

Next Steps

• The fundamentals of teaching behavioral skills
  o What is ABA?
  o 3 Keys to Behavior Change: Consistency, Repetition, Contrast
  o ABC’s of Behavior
Intervention Approaches

• As the number of children identified with ASD increases, so do the number of intervention approaches.
• How do you select the best intervention strategies?
• We look to the research that has been done to determine what is effective.
• Remember, last time we got together we talked about Evidence Based Practices? This is where we will look for appropriate interventions.

Evidence Based Practices

• The majority of evidenced based practices come from the behavioral literature.
  – This means these interventions were developed using the principles of applied behavior analysis.
• No ONE way of practice is perfect, but most involve behavioral interventions.

What is Applied Behavior Analysis?

• Applied Behavior Analysis employs methods based on scientific principles of behavior to build socially useful repertoires and reduce problematic ones (Cooper, Heron & Heward, 1989).
• Behavior Analytic treatment for autism focuses on teaching small, measurable units of behavior systematically. (Maurice, Green & Luce, 1996)
Behavioral Teaching

• What is applied ABA?
• Each skill is broken down into small steps.
• Each step is taught by giving a specific cue or instruction.
• Appropriate responses are followed by consequences that have been found to function effectively as a reinforcer.

Behavioral Teaching

• Goal is to make learning fun!
• It is also a goal to teach the child how to discriminate among many different stimuli.

Behavioral Teaching - ABA

• Set of principles that we use to teach skills by targeting direct observable behaviors.
• Examine environmental conditions surrounding a behavior.
• Data based decision making
• Structured and plan consequences
Behavioral Teaching - ABA

• Can be used in any environment!!
• Can be used to target any area of skill deficit!
• Can be used as part of any environment, school, home, and community.

How do we teach new skills?

No matter the skills we want to teach (numbers, sitting quietly during story time or listening to instructions etc.) there is the Big 3!
• Consistency
• Repetition
• Contrast

Consistency

– *Inconsistency leads to confusion for the child*
• Our responses to children’s behavior should be consistent.
• The responses we give to a behavior on Monday, should be the same response we give on Tuesday, etc.
• All Caregivers should respond the same way to behavior we like and behavior we don’t like!
• The more consistent we are, the faster they will learn!!
Consistency

Consistent Reactions occur when the child behaves appropriately:
• Praise
• Giving a high 5
• Enthusiasm
• Sticker

Consistent reactions occur when the child behaves inappropriately:
• Ignoring
• Time out
• Loss of privileges

Repetition

• Children need lots of practice to learn a new skill - no matter the skill!
• Behavioral Skills require practice just like any other skill. (being a good listener is a great example!)
• Practice listening just like the ABC’s!
• Practice more, explain less!

Repetition

• For children to learn a new skill or a new rule, lots of repetition is needed.
• When we try something new, we need to remember to give lots of practice before we decide if it is working or not!
Contrast

• In teaching a new skill, we need there to be contrast between what happens when they do the skill we like and the skill we don’t like.

• To develop contrast, make sure there is a LARGE, NOTICEABLE difference for our response to each behavior.

Contrast

• Attention is often the most powerful tool we have to create contrast.

• How could we use attention to create contrast for the behavior we like and the behavior we don’t like?

The ABCs of Behavior

• Behaviors, those we want to see and those we don’t want to see, are part of a sequence of events

• Events that come before and after the behavior have an impact on the future occurrence of that behavior
What do the ABC’s Tell us?

• Situations when the behavior is likely to occur
• Behavior is purposeful – can help us to determine why behavior is occurring.
• If we understand the ABCs – we can target increasing appropriate behavior and reducing inappropriate behavior.

A ➔ B ➔ C

Antecedent | Behavior | Consequence
---|---|---
Things that happen before the behavior | Behavior | Things that happen after the behavior
A parent tells a child to turn off the TV | Child begins to tantrum | Parent sends child to time-out
Child wants candy at the store | Child begins to scream and throw items | Parent gives the child the Candy

ABC’s

• We often only think of ABCs of behavior when there is an inappropriate behavior.
• However, ABCs are very important for increasing appropriate behavior too!
• Need to consider the what is happening when we see a behavior we don’t like and figure out how to see more of the behavior we like!
Next Steps

- **Structuring for Success**
  - Next time we will discuss lots of strategies to create a successful environment for your child!
  - Antecedents – What WE do to create an environment for success
  - Additional easy to implement strategies that can set kiddos up for success!

Questions

Please discuss questions at your site.

Thanks for joining us for this training.

THANKS
**Next Steps – Activity**

**Basics of Behavior Change –**

1. Pick one skill you would like to see increase in your child. (listening, sitting at the dinner table, etc.)

**How could you implement the following:**

- Consistency (what will happen every time the child does the skill?)

- Repetition (how will we practice the skill?)

- Contrast (how will I create a difference between what happens when the do the skill and when they don’t)

- How do the ABC’s of behavior effect this skill? (how does what happens before and what happens after change the child’s behavior)

**Resources**

Evidenced-Based Practice – To check it out the two resources below for more information about evidenced based intervention.


- Autism Internet Modules: [http://www.autisminternetmodules.org](http://www.autisminternetmodules.org)