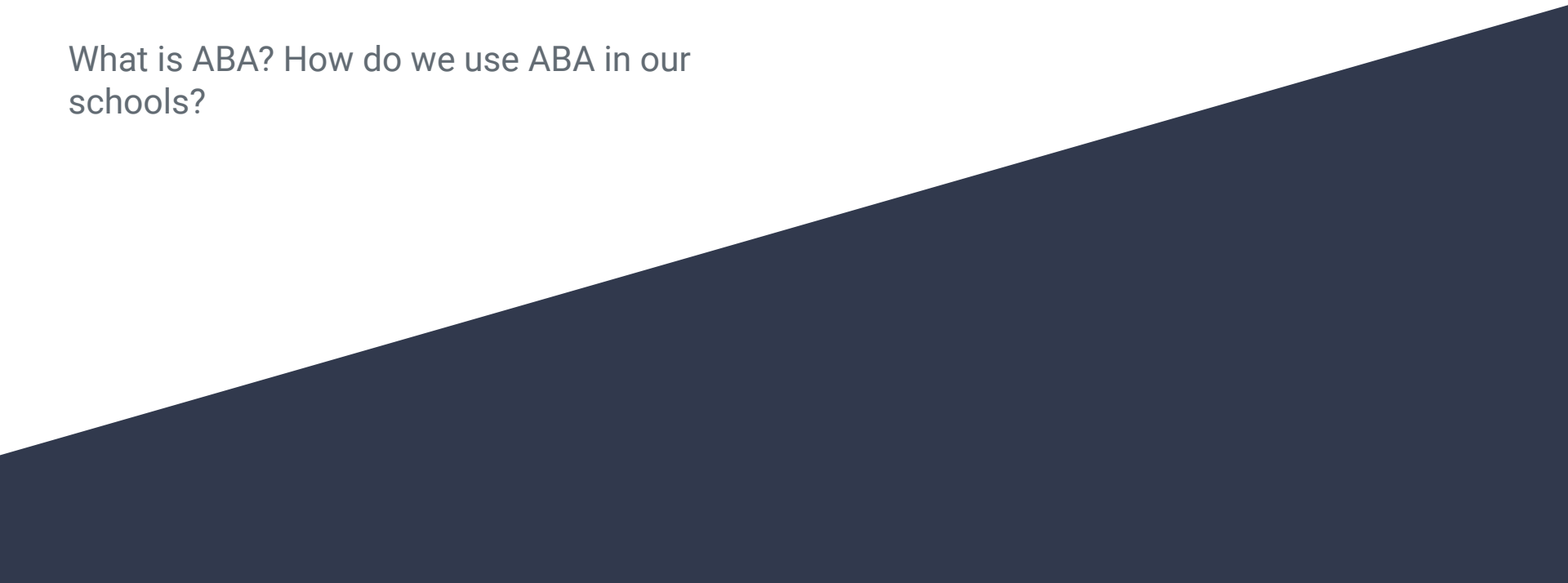


Waldwick School District

What is ABA? How do we use ABA in our schools?

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Presented by

Mary D'Amico, BCBA
Kate Polidoro, OTR/L
Allison Kellar, Teacher
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What is ABA?

- Science dedicated to the understanding and improvement of human behavior
- Behavior Analysts focus on defining behaviors of social significance
- Data collection occurs to make sure interventions are effective
- Behavior analyst train staff to implement interventions
- Program for generalization and maintenance

Functions of Behavior



??



Functions of Behavior

- **Sensory /Automatic-** simply because it feels good!
- **Escape/Avoidance-** this kind of behavior happens in order to escape or avoid an unpleasant situation or task.
- **Attention-** some behavior happens because a person desires certain reactions from others.
- **Tangible-** behavior with a tangible function occurs in order to gain access to a preferred item or activity.

The ABC's of ABA

- **Antecedent-** What happened before the behavior occurred?
- **Behavior-** define behaviors as clearly and concisely as possible, use a lot of detail
- **Consequence-** what happens after the behavior occurs?

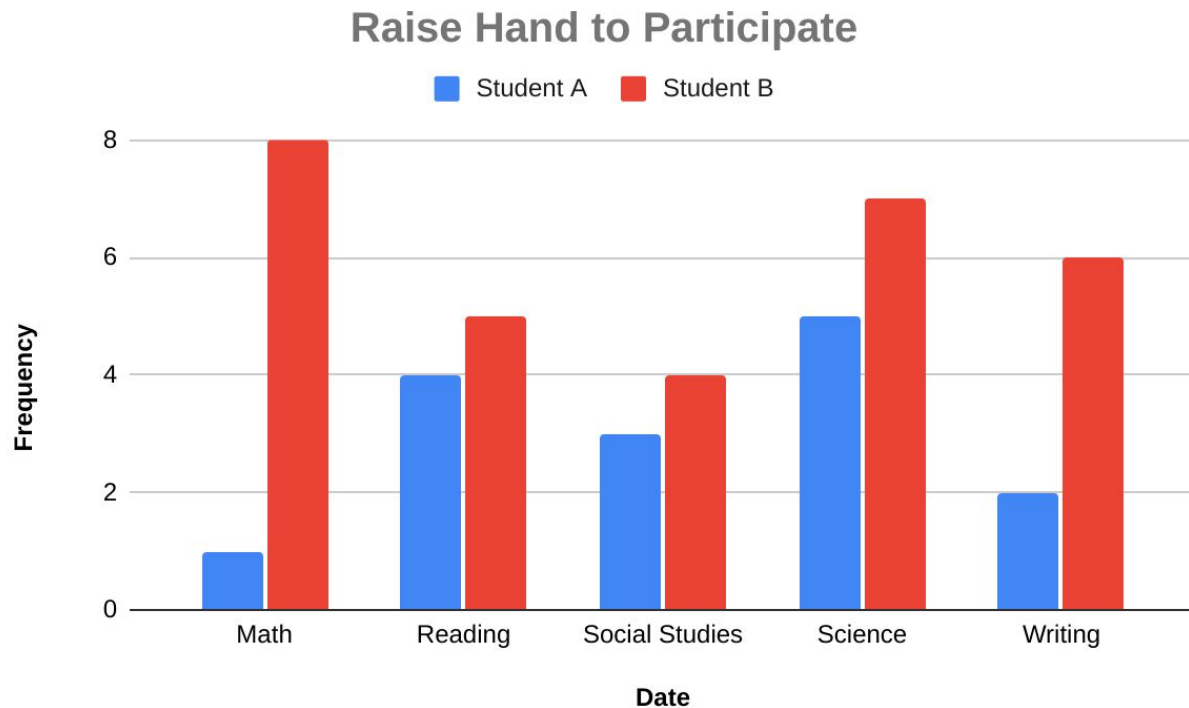
Types of Teaching

- Discrete Trial Teaching
- Natural Environment Teaching
- Direct Instruction
- Task Analysis
- Visual Schedules

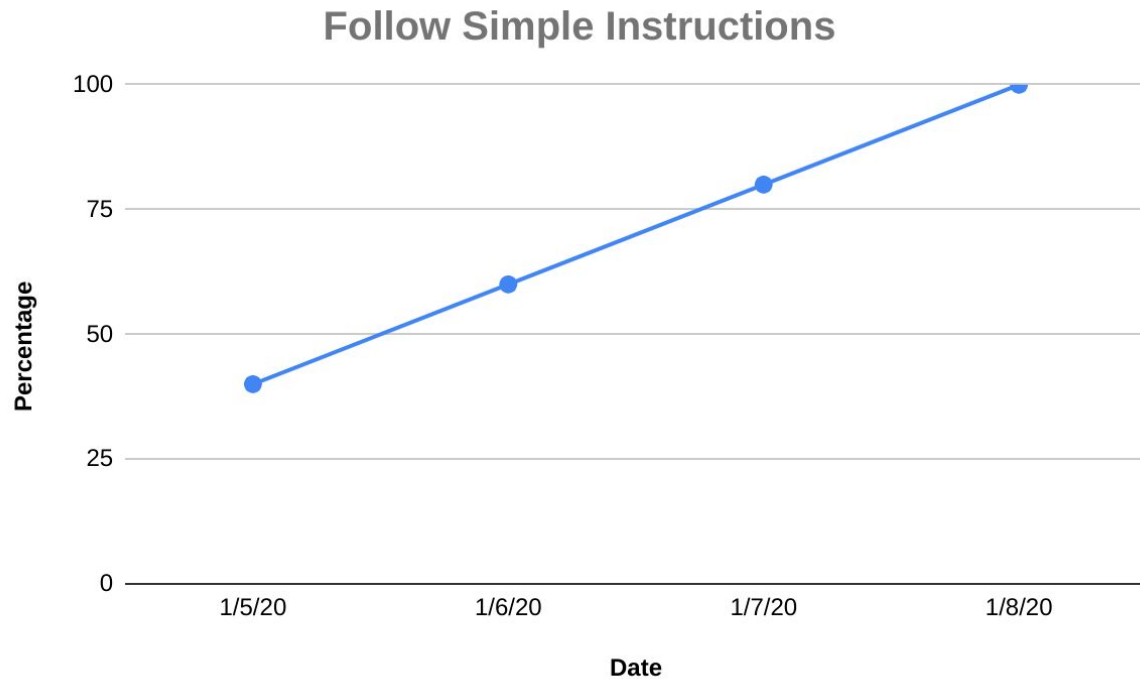
Data Collection

- Decision Making
- Intervention Integrity
- Patterns

Graphs



Graph



Graph

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Math					
Writing					
Reading					
Science					

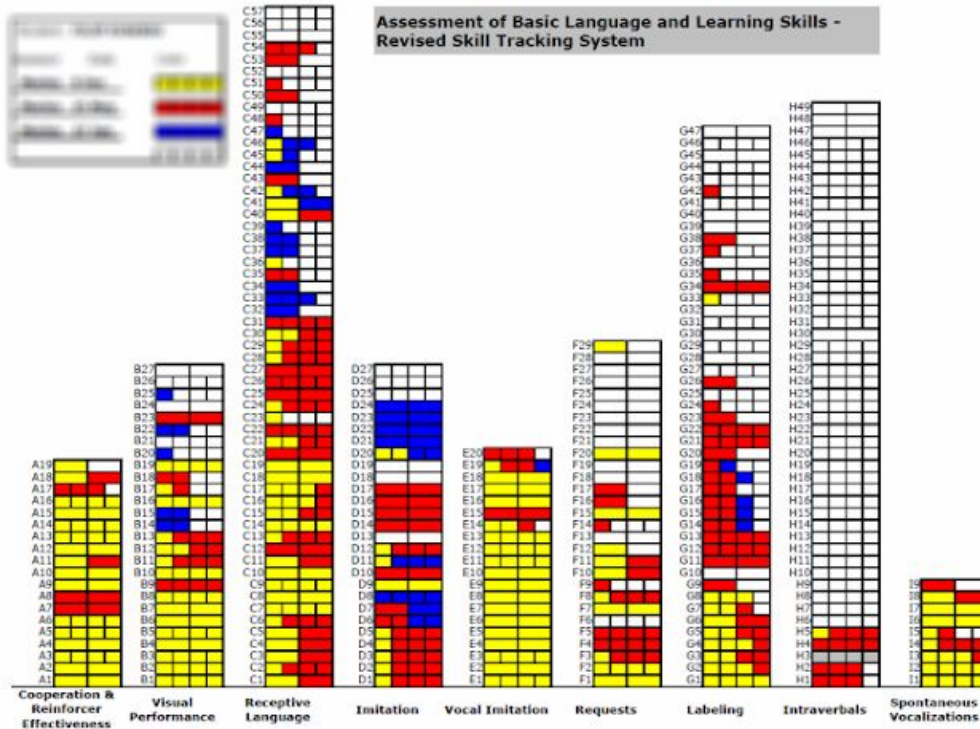
Pre- K

- Ages 3-5
- Focus on:
 - Independence
 - Social skills
 - Appropriate play skills
 - Compliance
 - School readiness skills

ABLLS

- Assessment of Basic Language and Learning Skills
- Used as an assessment tool and curriculum or programming guide
- Assists with determining skills the student currently has
- Used as a programming tool to determine goals and areas to address with students
- 26 Areas of focus
 - Receptive and Expressive language, Imitation skills, academic areas, self help skills, play and social skills, and classroom routines
- Normative grid to compare assessment results vs student performance

ABLLS



ABLLS

Assessment

COOPERATION AND REINFORCER EFFECTIVENESS

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QU
A1	0 1 2	Take reinforcer when offered	When offered a known reinforcing item or activity, the student will take/ use the item or activity.	When you offer a known reinforcing item or activity, will the student take/ use the item or activity?
A2	0 1 2	Take a reinforcer from two choices of items	When offered one reinforcing item or activity and another non-reinforcing item or activity, the student will select the reinforcing item or activity.	When you offer a reinforcing item or activity and a non-reinforcing item or activity, will the student select the reinforcing item or activity?
3	0 1 2 3 4	Look at a non-reinforcing item	Student will look at and track changes in location of a non-reinforcing item presented by an instructor.	If you hold a non-reinforcing item in front of the student, will the student look at it and watch it as you move it to a different location?
1 2	2	Take a common object when offered	When offered a common object, the student will take	When you hold out a common object, will the student take it?

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Cooperation &

positions in front of him (e.g., up/ down/left/right)

A19 ○
A18 ○
A17 ○
A16 ○
A15 ○
A14 ○
A13 ○
A12 ○
A11 ○
A10 ○
A9 ○
A8 ○
A7 ○
A6 ○
A5 ○
A4 ○
A3 ○
A2 ○
A1 ○

B22 ○
B21 ○
B20 ○
B19 ○
B18 ○
B17 ○
B16 ○
B15 ○
B14 ○
B13 ○
B12 ○
B11 ○
B10 ○
B9 ○
B8 ○
B7 ○
B6 ○
B5 ○
B4 ○
B3 ○
B2 ○
B1 ○

Visual Schedule

- Definition / overview
- Task Analysis
- Examples



Visuals



Visuals

I want



big wheel



golf



trampoline



bubble blower



sand and water table



sidewalk chalk

Turn on light
Shut door



Sit on toilet



Wipe with
toilet paper



Flush toilet



Wash hands



Preference Assessments

- Used to determine preferred items that may be motivating or reinforcing to a student to increase behavior
- Also used to determine items that a child has no interest in
- Need to be done frequently - interests change often
- Can be a variety of objects - food, videos, computer time, toys, etc

Preference Assessments

How do we perform Preference Assessment?

- Ask the learner, parent, family member, other staff members
- Observe the learner
 - Observe items activities that seem to interest the learner
- Formal assessment-
 - Present potential preferences in a structured way and record the order in which the learner chose each item

Reinforcement Tools

- Token Boards
- First / Then
- Social Praise - high fives, fist bumps, clapping, etc
- Breaks

Elementary ABA

- Grades K-5
- Focuses on goals specifically derived from ABLLS/AFLS/VB-MAPP assessments and grade level goals:
 - Reading
 - Math
 - Writing
 - Functional/social
 - Self-help
 - Leisure
 - Peer interactions
 - Opportunities for mainstreaming/mentoring

Mainstreaming

Students are given the opportunity to participate in general education classroom activities.

- Homeroom, academic subject areas, specials, lunch, etc.

This allows students that are receiving ABA services to generalize acquired skills, create and maintain peer relationships, follow daily routines, and regularly be a part of a larger group.

Staff Training

- Training is modeled on the principles of ABA and how to accurately take data
 - Additional training in the areas of: positive behavior supports and mindfulness/supporting a calm learning environment
- Staff members learn how to graph data and analyze for specific trends.
- Meetings with ABA team members are held daily to review individual student programs/steps, set changes and modifications

Task Analysis

- In our classrooms we use task analyses to teach skills that encompass multiple steps.
 - For example, when teaching a student to wash their hands, each step of the task is analyzed.

[Hand washing TA](#)

Generalization

ABA staff members received training regarding generalization from Dr. John C. Burke from Felician College.

- Generalization is the ability for a student to perform a skill under different conditions, or apply a skill in a different way.
 - Students receiving ABA services generalize skills throughout the day both in and out of the classroom

Additionally, Dr. Burke reviewed video modeling and other ways to incorporate generalization during the initial stages of programming.

How are related services incorporated?

Related services include Occupational Therapy, Physical Therapy, and Speech Therapy Services
Services can be **DIRECT** or **INDIRECT**

As an Occupational Therapist, direct service can provide occupational therapy to help develop foundational skills to achieve program goals

Example: postural strength and control to remain seated in a chair

Example: holding a pencil to write

Example: manual dexterity to manipulate zippers, lunch boxes, etc.

Indirect service works in conjunction with the team members to help develop and consult on programs

Example: Developing visual motor integration programs to ensure pre-writing sequences are developmentally appropriate and/or letters are grouped/formed properly

Example: The implementation and incorporation of sensory diets as both reinforcers as well as to improve sensory processing for increased sensory organization and emotional regulation

What is a sensory diet?

Kids with sensory processing difficulties respond to the environment in a number of ways. Although each child is unique, there are some common ways of reacting to sensory input.

A sensory diet has nothing to do with food. It's a carefully designed series of physical activities and accommodations tailored to give each child the sensory input they need. Completing a sensory diet routine can help kids get into a “just right” state, which can help them pay attention in school, learn new skills and socialize with other kids.

For kids who tend to get overstimulated, their sensory diet can help them come down from an overloaded state and feel calm. Or kids who feel or appear sluggish can get into a “just right” state by doing activities that help them feel more alert.

New Additions!

