



ABA 101

Southwest Autism Research & Resource Center (SARRC)
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602-340-8717
www.autismcenter.org

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Who is SARRC?

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SARRC Southwest Autism Research & Resource Center

FREE AUTISM PROGRAMS*
NOW ENROLLING

602.606.9806
autismcenter.org/FreeTraining2022

GILA RIVER INDIAN COMMUNITY
1939 ARIZONA

SARRC Southwest Autism Research & Resource Center

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Overview

- 1 What is Autism Spectrum Disorder?
- 2 Applied Behavior Analysis
- 3 Strategies

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Autism

A grid of 60 purple human icons arranged in 4 rows and 15 columns. The icon in the second row, eighth column is highlighted in orange, representing a person with autism.

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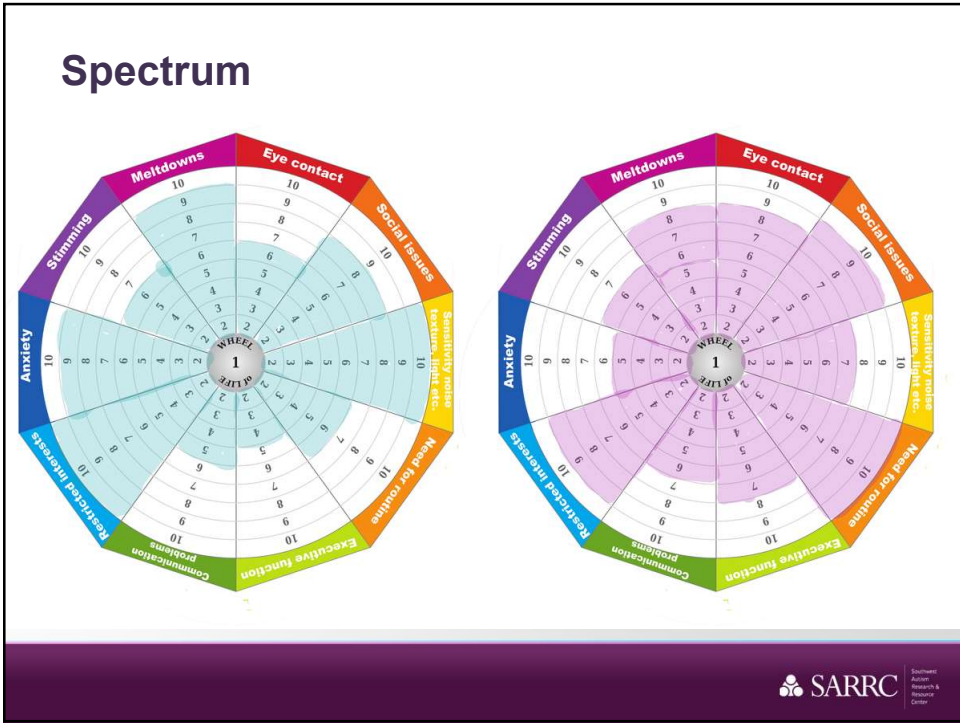
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What is Autism?

A Venn diagram consisting of two overlapping purple circles. The left circle is labeled "Social Communication" and the right circle is labeled "Restricted/ Repetitive Patterns of Behavior".

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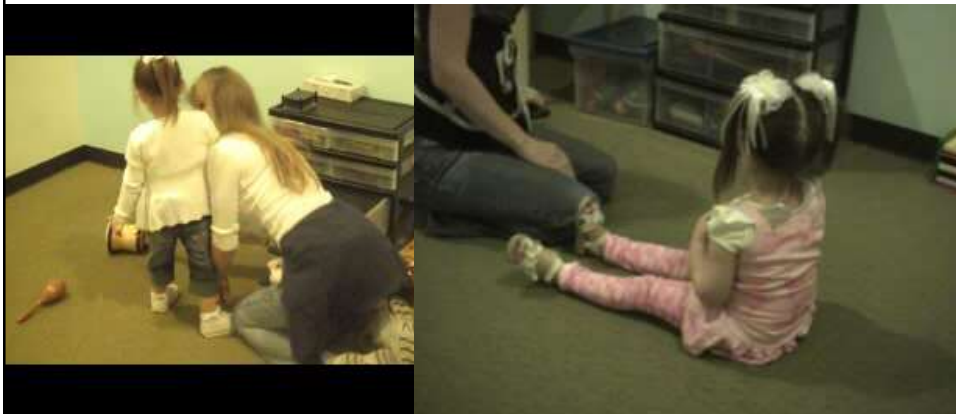
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Overview

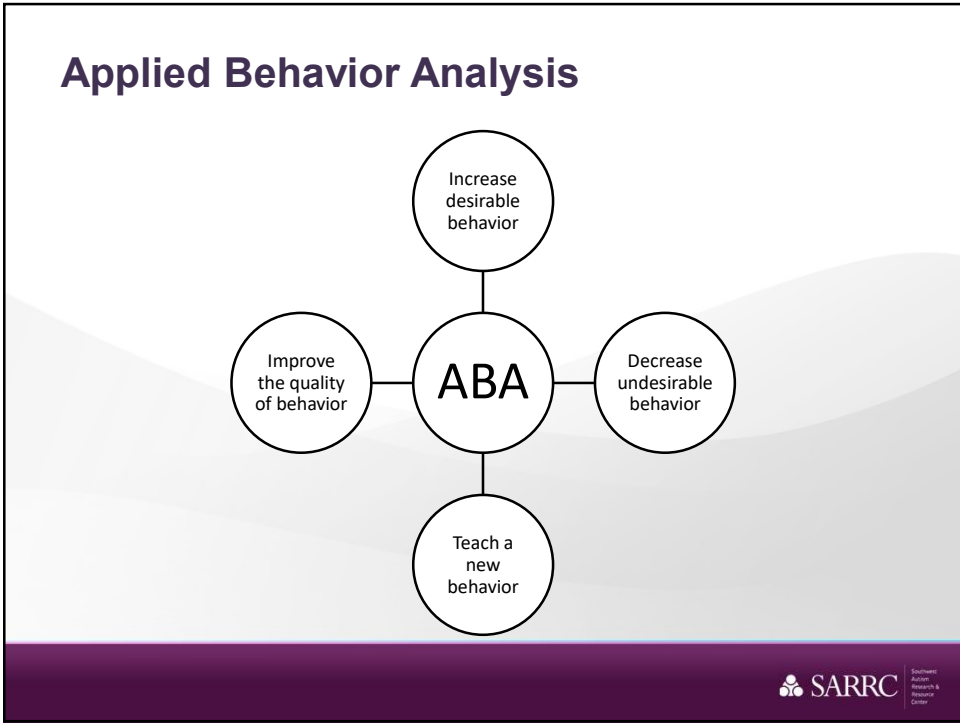
- 1 What is Autism Spectrum Disorder?
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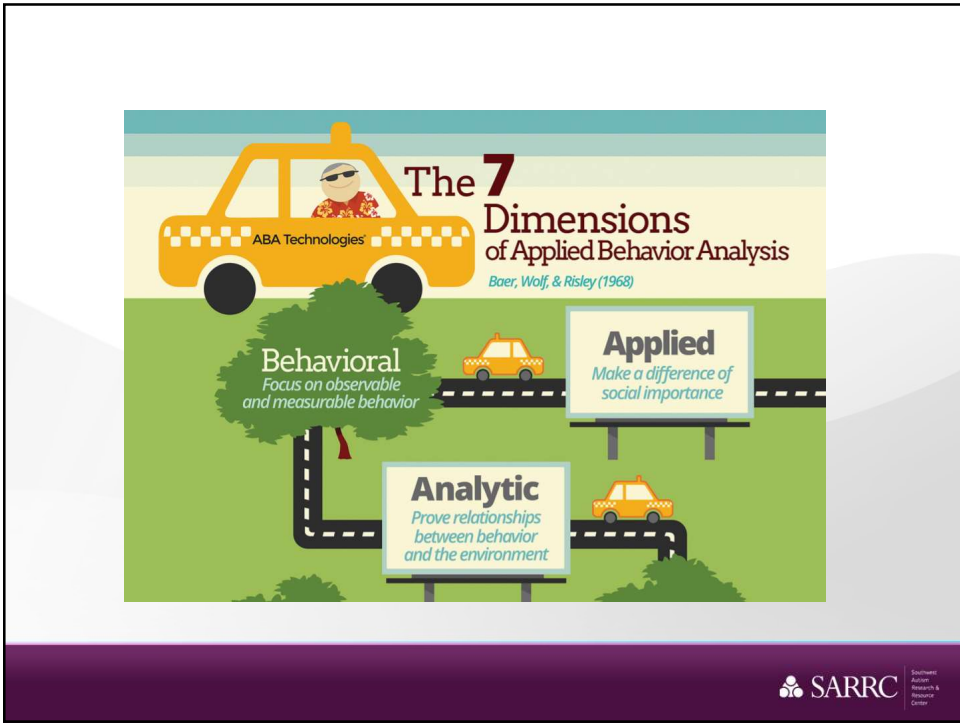
Video Examples



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Conceptually Systematic
Relate procedures to behavioral principles

Technological
Procedures are clear and replicable

Effective
Behavioral techniques result in socially significant change

Generality
Results are durable and long lasting

To help you remember:
G.E.T. A.C.A.B.

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Applied Behavior Analysis Defined

Applied: Socially Significant Behaviors

"TAXI!"

BUSY

OFF DUTY

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Applied Behavior Analysis Defined

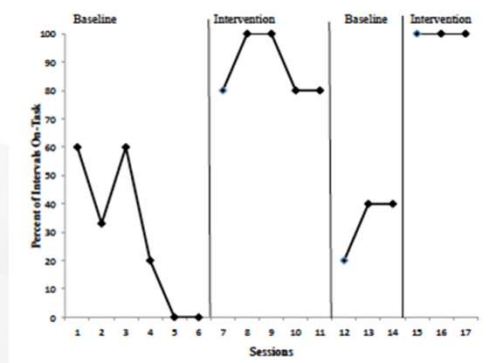
Behavioral: Is it measurable?



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Applied Behavior Analysis Defined

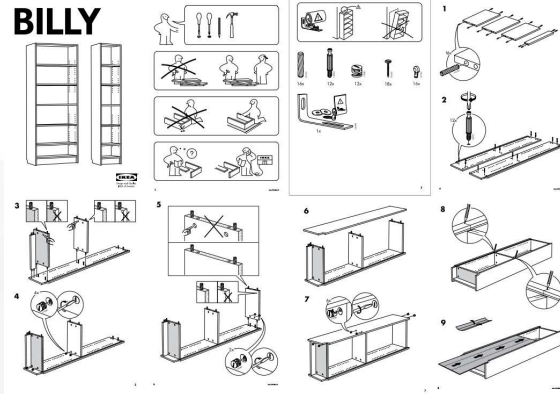
Analytic: Is there experimental control?



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Applied Behavior Analysis Defined

Technological: Is there written description?



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Applied Behavior Analysis Defined

Effective: Were the results practical?



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Applied Behavior Analysis Defined



Generality: Does it last over time?

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Applied Behavior Analysis Defined

Conceptually Systematic: Does it use principles of ABA?

Stimulus Punisher
 Operant Research
 Response Class Fidelity
 Punishment Reinforcer Motivation
 Experiment Environment
 Schedules Contingency Negative
 Reinforcement Implementation
 Unconditioned Consequence
 Deprivation Satiation Respondent
 Conditioned Antecedent
 Habituation Repertoire Extinction
 Applied Behavior Aversive
 Positive
 Control

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ABA and Autism

Evidence-Based Practices and Students With Autism Spectrum Disorders
 Richard L. Simpson
Focus on Autism and Other Developmental Disabilities; Fall 2005; 20, 3; ProQuest Education Journals
 pg. 140


Evidence-Based Practices and
 Students With Autism Spectrum
 Disorders

Richard L. Simpson

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TABLE 1
Evaluation of Interventions and Treatments for Learners With Autism Spectrum Disorders


Classification	Intervention and Treatment Categories				
	Interpersonal relationship	Skill-based	Cognitive	Physiological/ biological/ neurological	Other
Scientifically based practice		<ul style="list-style-type: none"> Applied behavior analysis (Hagopian, Crockett, van Stone, DeLeon, & Bowman, 2000) Discrete trial teaching (Committee on Educational Interventions for Children with Autism, 2001) Pivotal response training (Hupp & Reitman, 2000) 	<ul style="list-style-type: none"> <i>Learning Experiences: An Alternative Program for Preschoolers and Parents</i> (Strain & Hoyson, 2000) 		

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Basic Principles: Three-Term Contingency

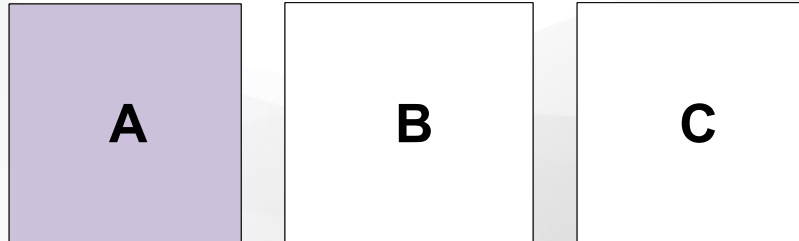


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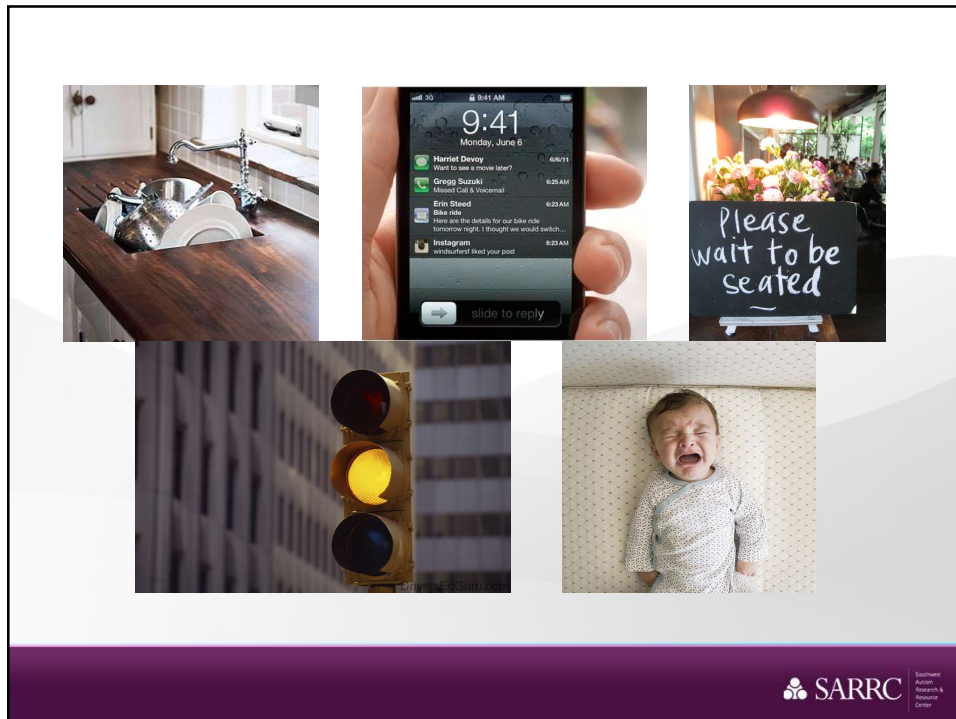
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Basic Principles: Antecedent

An instruction, event, or something else from the environment, that occurs prior to the behavior



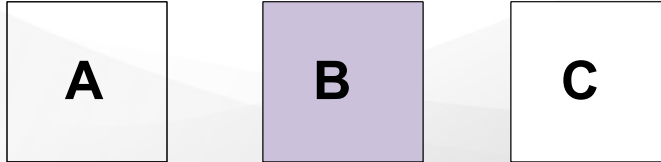
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Basic Principles: Behavior

What the person *does* immediately following the antecedent presentation.



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Basic Principles: Consequence

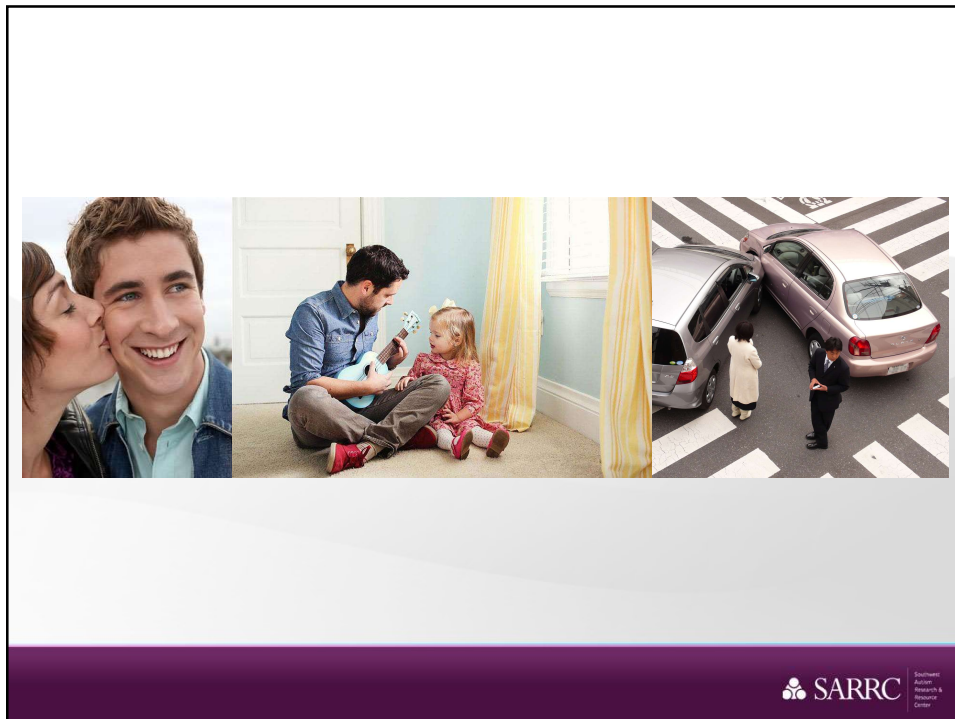
The presentation or removal of something immediately following the behavior, which directly affects the rate of the behavior occurring in the future.

A

B

C

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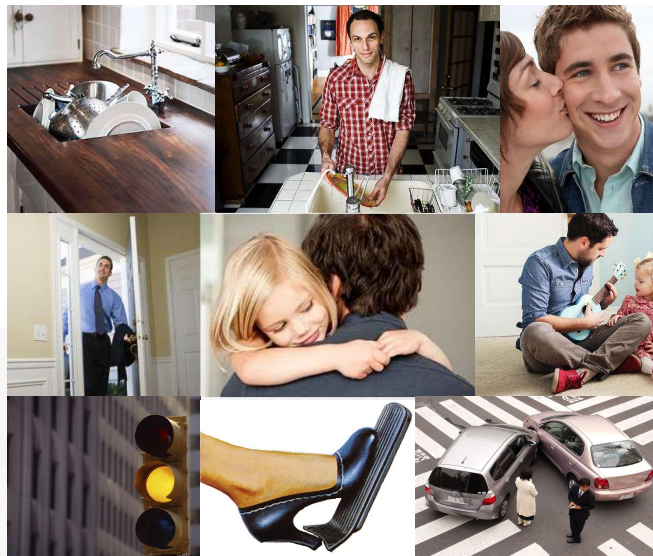
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Basic Principles: Three-Term Contingency



Putting it all together!


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Overview

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Important Component #2

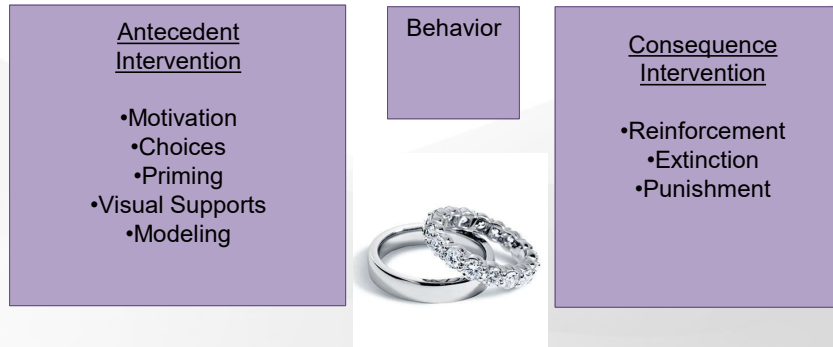
4 Important Components: Problem Behavior Interventions
(Horner et al., 2002)

Prevention (Intervention Strategies)	Functional Assessment	Comprehensive Intervention	Systems Change
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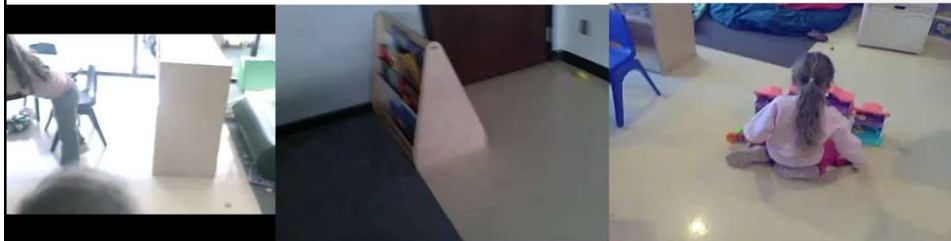
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Combined Interventions



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Example of Combined Support



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Example of Combined Support



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Applied Behavior Analysis Defined

Accountability and Effectiveness

If the child is not learning, it is not the child's fault. We must change the way we are teaching and continue to try new ways until we find one that works.

Doable

Visible and public, no "magic" here.

Empowering

Tools that work.

Optimistic

Everyone is teachable.

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Systems Change

The magnitude of behavior reduction (change) is greater when the intervention is implemented by typical caregivers (teachers, parents) than with atypical agents. (Horner et al., 2002).



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Mission

SARRC's mission is to advance research and provide a lifetime of support for individuals with autism and their families.

mmann@autismcenter.org



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