

ABA Meets the Classroom: A Functional Approach

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Agenda

- What is and is not ABA?
- Why implement in schools?
- ABA - elementary
- ABA - secondary
- Barriers

ABA – What Is It?

“Applied Behavior Analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, *and to demonstrate that the interventions employed are responsible for the improvement in behavior*”

Baer, D.M., Wolf, M.M., & Risley, T.R. (1968)

ABA – It is Not...



Behavior Increases

- Social Skills
- Communication Skills
- Academic Fluency - Precision Teaching
 - Math
 - Reading
 - Writing
 - Spelling
 - Vocabulary
- Hygiene
- Grooming
- Vocational Skills

Behavior Decreases

- Self-Injurious Behavior
- PICA
- Aggression
- Restrictive/Repetitive Behaviors

Berrien RESA ASD Classroom Overview



ABA Strategies for Target Skills: Berrien RESA ASD

Antecedent-based interventions

- Discrete trial training
- Reinforcement (SR+ & DR)
- Task Analysis
- Generalization training
- Prompting/Shaping/Chaining
- Time Delay
- Stimulus-stimulus pairing with reinforcement
- Functional communication training
- Response interruption and redirection
- Pivotal response training
- Incidental teaching
- Functional routines
- FBA for interfering behaviors

Berrien RESA ASD Elementary

- Target Skills
 - Receptive language
 - Expressive language
 - Play & social interaction
 - Routines
- Target Students
 - Students with autism or characteristics of autism
 - Students not progressing as expected with current interventions
 - Up to 9 years of age

Core Components - Elementary

- Classroom Environment & Teaching Assessment – CETA Checklist (START)
- Discrete Trial Instruction – 30 to 60 minutes/day
- Pivotal Response Training – 15 to 30 minutes/day
- Functional Routines – throughout the day
- Registered Behavior Technicians
- FBA for intense behaviors
- Assessments
 - DTT (STAR) - daily
 - PRT/FR data (STAR) - weekly
 - Engagement data (START) – 2/month
 - Social interaction data (START) – 2/month
 - VB-MAPP – 2/year

How Did We Get Here? Our Journey

- Identified a curriculum/attended training
- Brought curriculum consultants in – flipped 1 room
- Pilot project – offered to 10 classrooms/curriculum consultant provided PD
 - Early On
 - Local districts
- Expanded to all county centered-based ASD classrooms @ elementary
- Implemented the secondary curriculum

Implementation - Elementary

- Administrative Support
- Curriculum
 - Training – STAR, AFIRM, AIM, START
 - Materials – STAR curriculum
- Room Set Up
 - Organizational system – data collection, lesson plans, reinforcers
 - Room layout – identified space for DTT/PRT
 - Schedules
 - Visual supports
- Other
 - PRT box
 - Reinforcers
 - Dividers

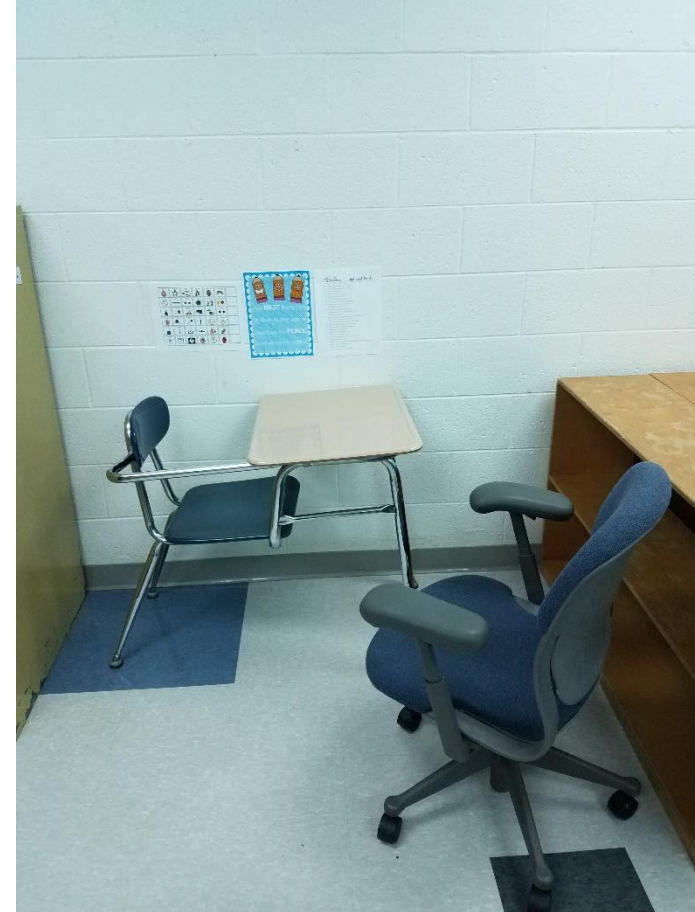
Organization - Data



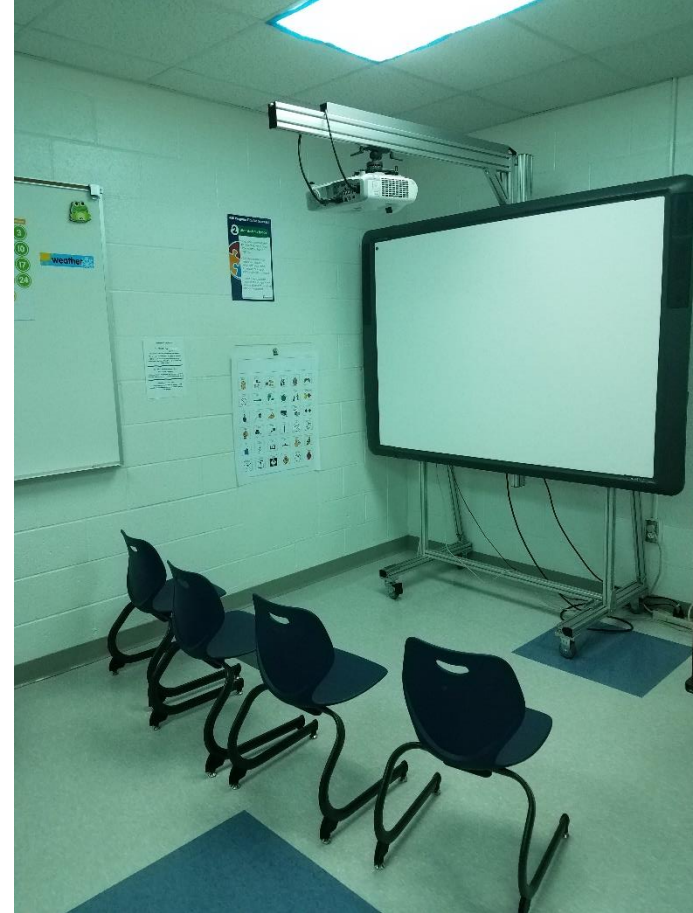
Discrete Trial Areas



Discrete Trial Areas



Other Areas



PRT Boxes



My hair is a mess. I need to brush my hair.
These flowers smell great (presented to small).
Don't forget to put the toilet seat down.
This box is hot.
Please close the door after you enter to the frame.
I need to water "..." well.
It's dark in here. I'll turn on a light.

Pizza Party Play Food Set

- Time for pizza.
- I want mushrooms (pepperoni, prepared for my pizza).
- I can't wait to eat my pizza.
- This looks good.
- Pizza is almost done!
- This smells good (presented to small).
- Time to eat the pizza.
- Here's your slice.
- Here you go.
- Let's make the pizza on the pizza oven.
- Cutting the pizza.
- Scooping your slice.
- This is yummy (presented to small).

Uno Card Game

Comments:

- My turn, your turn.
- What color, what number do you need?
- Draw 4, draw 3, skip turn.
- Good job.
- Better luck next time.
- I got lucky.
- Reverse.
- Wild card.
- How many cards do you have?
- I only have three cards in my hand.



Always use with care and follow instructions. This is a toy and should be used responsibly.

Student & Staff Schedules

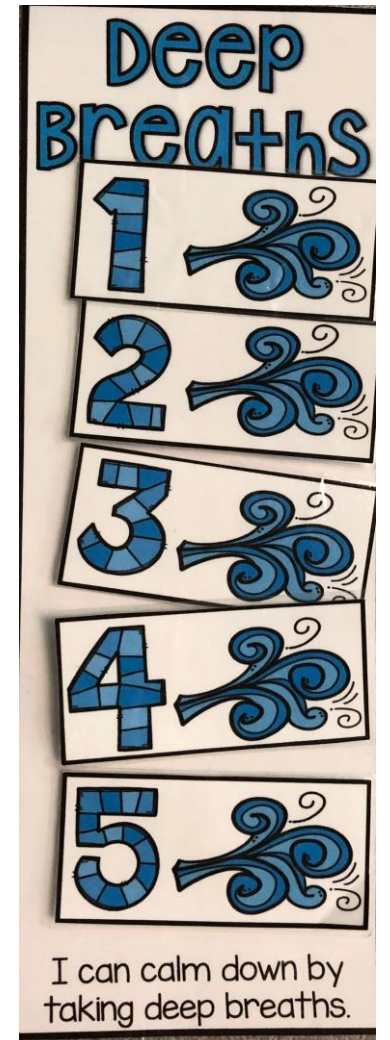
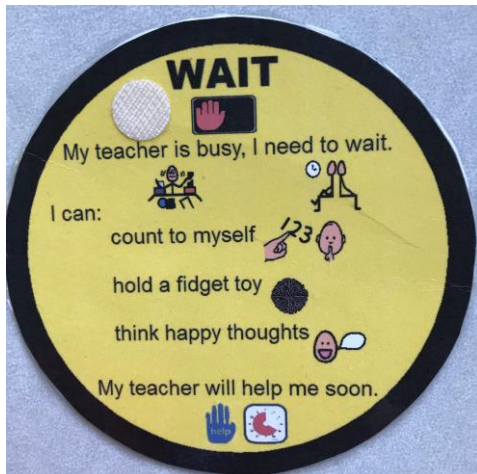


Communication Systems

- Language Acquisition Through Motor Planning - LAMP
- Core Vocabulary Boards
- Core Books
- Pragmatic Organization Dynamic Display - PODD Book/Device
- American Sign Language

Based on Individual Characteristics & Effectiveness

Visual Supports



Berrien RESA ASD Secondary

- Target Skills
 - Functional Academics
 - Functional Routines
 - Social Communication Skills
 - Vocational Skills
 - Daily Living/Independent Living Skills
- Target Students
 - Students with autism or characteristics of autism
 - Students not progressing as expected with current interventions
 - Students age 10-26

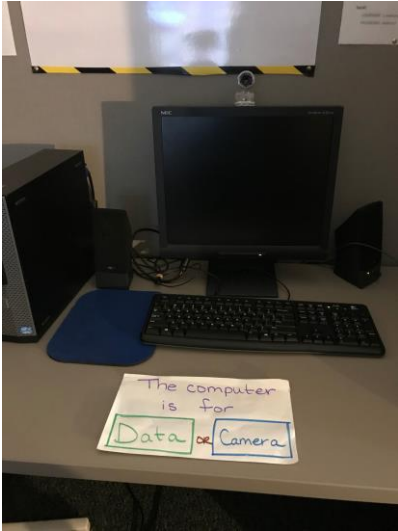
Core Components - Secondary

- Functional Routines – throughout the day
- Essential Eight ~ Must Have daily living skills
- Community Based Instruction
- Vocational Training at community businesses
- FBA for intense behaviors
- Assessments
 - AIMS Web – Fall, Winter, Spring
 - Engagement data (START) – 2X/Month
 - Social interaction data (START) – 2X/Month
 - VB-MAPP – Social Interaction – Winter, Spring
 - EFL Quick Assessment – Winter, Spring
 - Transition Assessments – ESTR, Building Your Future (START), School to Career, LINKS, O*NET

Implementation - Secondary

- Middle/High School Classrooms in locals
 - Core Curriculum – Engagement Data
 - Peer to Peer Supports – Social & Engagement Data
 - LINKS Curriculum – Functional Routines
- Middle/High School Classrooms in Center-base
 - Unique Learning Systems – Core Curriculum/Pre-Vocational/Daily Living
 - LINKS Curriculum – Functional Routines
 - Peer to Peer Supports – Social & Engagement Data
 - FBA/BSP Data, Team Meetings
- Transition Program
 - Community Based Instruction – Independent Living (groceries, restaurants, leisure, community events)
 - Vocational Skill Development – O*Net Online, BYF, School to Career, paid and unpaid employment
 - Connectedness with county services – MRS, CMH, Disability Network,
 - Unique Learning Systems – Vocational/Daily Living
 - LINKS Curriculum – Functional Routines
 - FBA/BSP Data, Team Meetings

Organization - Independent Work Spaces




Community Supports

Week #1


Communication in the WORK PLACE

Use an appropriate volume.




- Use an inside voice.
- Use a loud enough volume to be heard.

Make eye contact.



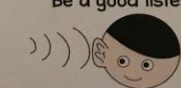
- When you need to speak to someone.
- When someone is speaking to you.

Give personal space.



- Stay an arm's distance away.
- Keep your hands to yourself.

Be a good listener.




- Stop what you are doing to listen when spoken to.
- Don't interrupt.
- Stay on topic.

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Following Rules in the Work Place

Be On Time




- This is part of your job.
- This is part of being responsible.

Pay Attention



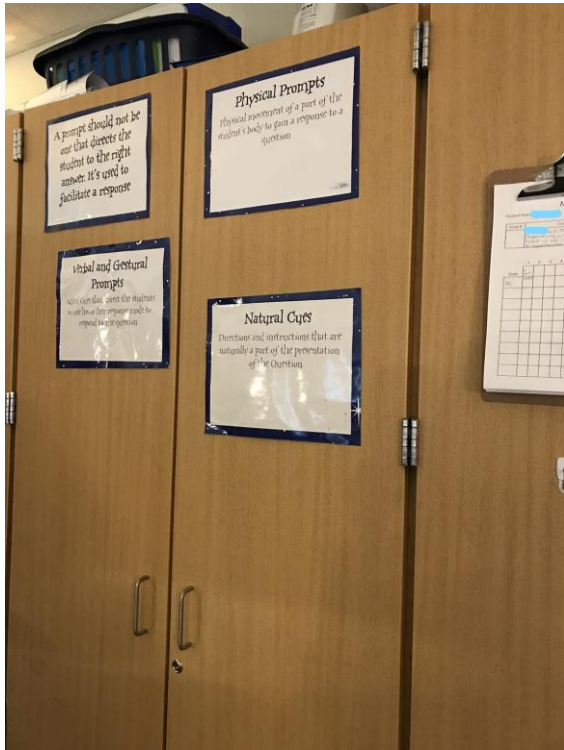
- Pay attention to signs for safety and special instructions.

Follow the dress code



- Follow the guidelines for proper clothing.
- Wear a uniform if required.

Staff Supports



Watch for Signs of Stress

- Rocking, pacing, motor activity
- Perseveration-preferred topics or activities, question asking, echolalia
- Social withdrawal/avoidance
- Decreased attention span
- Outbursts

Phones in
pocket or desk

Accepting "No"

<p>Do If an item is requested when it can't (safety) or won't be awarded, say, "No," and deny access.</p>	<p>Don't Repeat directive or say when the item/activity may be available.</p>
<p>If he accepts, "No," give praise (fade the praise).</p>	<p>Let him request another item.</p>
<p>If PB occurs, interrupt (safety) or wait until it stops. Wait an additional set time (restart if PB occurs).</p>	<p>Talk to him or mention what he is doing (BX). Allow another item or activity/request.</p>

Wait Protocol

<p>Do After a learner makes a request for an item or activity, direct him/her to wait (pre-determined wait time) and complete required activities while doing so.</p>	<p>Don't Repeat the direction or indicate how long the learner will wait.</p>
<p>Gradually increase wait time (small increments)</p>	
<p>If PB occurs, interrupt or wait until PB is no longer occurring. Then, wait an additional period of time (specific to learner). If PB occurs, restart the time and continue until behaviors no longer occur during the entire period of time.</p>	<p>Provide access to the item or activity for which he is waiting, talk with the learner, acknowledge what learner is doing or permit him to engage in other activities.</p>

Accepting Removal

<p>Do When learner is interacting with a preferred item/activity direct him to relinquish the item/activity, share with turn-taking or go to required task.</p>	<p>Don't Indicate when item will be accessible again.</p>
<p>Use an immediate prompt (at a level to bring success) until he makes one of the desired responses in step 1.</p>	<p>Use prompts that do not result in one of desired responses in step 1.</p>
<p>If learner exhibits one of the desired responses in step 1 several consecutive times, praise and begin to fade prompts ~ then fade praise.</p>	<p>Provide learner with opportunity to make a request for another item/activity.</p>
<p>If PB occurs, interrupt and wait until the PB is no longer happening for a set time (restart if PB occurs).</p>	<p>Talk to the learner, acknowledge his bx, or allow access to other item/activities.</p>

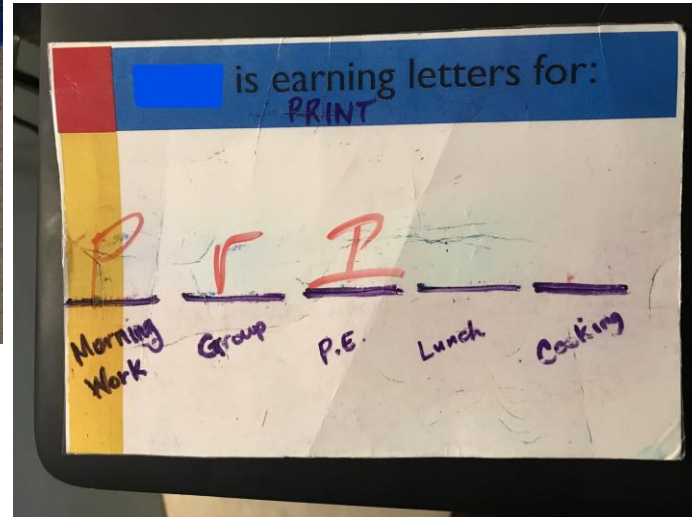
Reinforcement Tools



How to Earn Money

Task	Picture	Amount
Ride to School	Ride to school	\$2.00
Hang Up Coat	Hang up coat	25¢
Hang Up Backpack	Hang up backpack	25¢
Put Folder Away	Put away binder	25¢
Getting and Eating Breakfast	School Breakfast	\$1.00
Morning Work	Morning Work	50¢
Puzzle	Puzzle	50¢

News	CNN 10	75¢
Participate in Group	Group Work	\$1.00
Computers	Computers	\$1.50
P.E.	P.E.	\$1.50
Life Skills	Life Skills	\$3.00
Lunch	Lunch	\$2.00
Movement/Outside	Movement	25¢



You can choose a YouTube video! Youtube \$200.00	You can have extra computer class time! Computer \$500.00	You get to help us in the office today! Office Help \$75.00
You get to choose what we cook today! recipe \$50.00	You get to choose what game we play today! games \$25.00	You get to choose what radio station we listen to this week! Pandora \$25.00
You don't have to do your morning work today! Morning Work \$50.00	You get to do whatever you want on the computer for 10 minutes today! Computer \$500.00	You get 5 extra minutes of choice time today. You get to choose when to use it. 5 minutes \$300.00
You get a special snack today! snack \$150.00	You get to choose our Brain Pop video! Brain Pop \$25.00	You get to sit in a teacher's chair today! Teacher's Chair \$400.00

Barriers

- Administrative Support
- Staff Resistance
- Staff Turnover

Current Projects

- Para Learning Communities – Expanding naturalistic teaching strategies throughout day
- Transition RBT – Students back to locals
- Project SEARCH

References & Resources

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