



What is ABA?

- Applied Behavior Analysis
- Principles are derived from Experimental Analysis of Behavior (EAB)
- B.F. Skinner
- Understand the principles, and you can apply them to almost any observable act



History of ABA

- Watson 1913
 - Stimulus-response
- Skinner
 - Clarified distinction between classical conditioning and operant conditioning
 - 1957 Verbal Behavior
 - Partington, Sundberg, McGreevy, Carbone, et. al.



Characteristics of ABA

- Socially significant
- Technological
- Conceptual
- Generality
- Analytic



Behaviorism and Inadequate Explanations of Behavior

- Nominal Fallacy
- Teleology
- Reification
- Circular Reasoning



Successful Programs

- **Effective Assessment**
- **Appropriate Communication System**
- **Skilled Instructors**
- **Parent Involvement**
- **School Involvement**



Effective Treatment

- Consistency
- Loose Structure
- Good Rapport with Child
- Minimal use of Punishment
- Research-based Teaching Procedures
- Treatment is based on the function of behavior
- Trained professionals providing services
- Address both deficits and excesses of both language and behavior



The ABLLS

Cooperation	Visual Performance	Receptive Language	Imitation Skills	Vocal Imitation
Mands	Tacts	Intraverbals	Spontaneous Vocalization	Syntax & Grammar
Play & Leisure	Social Interaction	Group Instruction	Classroom Routines	Generalized Responding
Reading	Math	Writing	Spelling	Eating
Dressing	Grooming	Toileting	Gross Motor	Fine Motor



Basic Principles of ABA

- Antecedent
- Behavior
- Consequence

$S^D \rightarrow R \rightarrow S^{R+/-}$



Reinforcement

- Positive
 - Socially-mediated
 - Automatic
- Negative
 - Socially-mediated
 - Automatic



RALSTON
Verbal Behavior Consultant

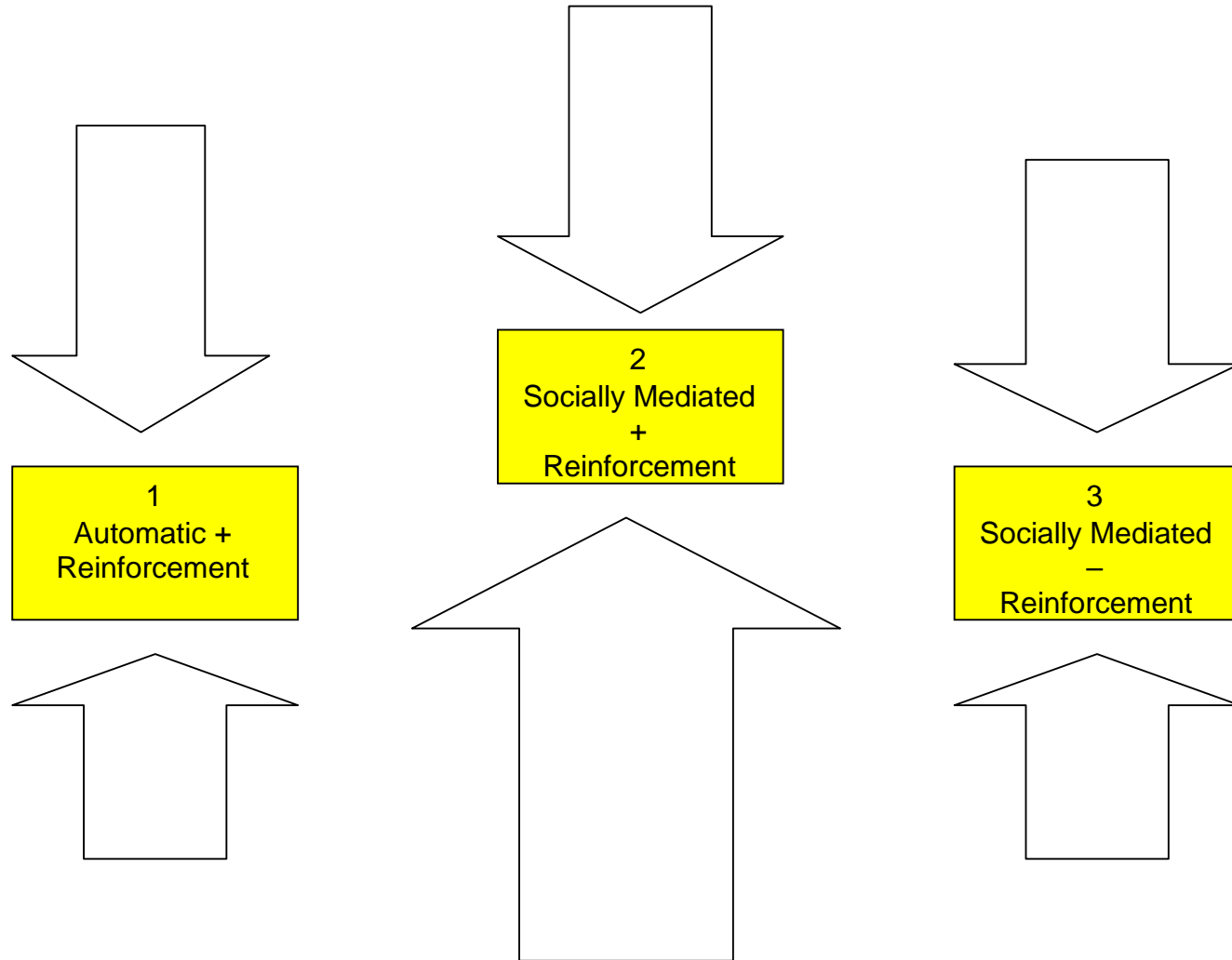
Punishment

- Positive
- Negative



Establishing Operations

- Condition that creates motivation
- Changing the value of reinforcers
- Competition between reinforcers



Amanda Ralston's Illustration of Dr. Vincent Carbone's "3 Levers" Analogy



Teacher Variables

- Fast-paced instruction
- Mixed and Varied Tasks
- 60% Easy vs. 40% Difficult tasks
- Errorless Teaching
- Progressive Time-Delay Prompting Procedure



The Verbal Operants

- Imitation
- Receptive
- RFFC
- Mand
- Tact
- Echoic
- Intraverbal
- Textual



NET

- Highly motivating
- Requires teacher to be well paired with reinforcement
- Infrequent responses – not the rapid fire of intensive teaching
- Has drawn comparisons to Floortime
- Language is taught in context



Final Notes

- This workshop and its materials would not be possible without the dedication and great work of Dr. Vincent Carbone, Ed.D., CBA. Significant portions of the material, verbal behavior, and my behavior about Verbal Behavior have been evoked by his teaching. Additionally, the author would like to acknowledge the works of Drs. Partington, Sundberg, McGreevy, and all other behavioral professionals who are striving to bring attention to Skinner's analysis and providing new science to guide us all as educators, instructors, therapists, parents, and friends to individuals with Autism Spectrum Disorder.