

HOW TO DEAL AND USE ABA



- Danielle McGurk, M.S., BCBA
- Joanna Cunningham, M.Ed., BCBA
- Jennifer Silva, M.A., BCBA

JUGGLING ALL THESE ROLES

Working, Teaching, managing behavior

Major disruptions to children's schedules

Explaining new Rules

Social Distancing

Hand washing

Wearing Masks





Our new 'daily life' is different today and it appears, that it will continue to be this way for a little bit.



Need to adapt and make changes so that it gets easier!

THE NEW WAY
OF LIFE (FOR
NOW)

STICKING TO THE BASICS



PRIORITIZING GOALS
IN THE HOME SETTING



KEEPING A SCHEDULE



REINFORCEMENT

PRIORITIZING GOALS

- Ask yourself, what is the TOP two things that the child needs right now?
 - Decreasing challenging behavior?
 - Increasing compliance to demands?
 - Academic work completion?
 - Independent Skills?
 - Sibling Interactions
- PICK 2 GOALS – and focus on those

KEEP TO A SCHEDULE

Visual Schedules (Picture or written)

Help to show what is expected and what is coming next

Learn when their preferred activities are coming up

Provide clear instruction to the child when tailored to their level

Increase Independence

| Paul's Bedtime Schedule | | |
|-------------------------|--|--|
| 7:45 | Put on PJs | |
| | Brush Teeth | |
| | Wash Face | |
| | Pick A Book And Read Harry Potter The Lost Hero Maze Runner | |
| 8:15 | Say Goodnight | |
| 8:20 | Lights Out | |

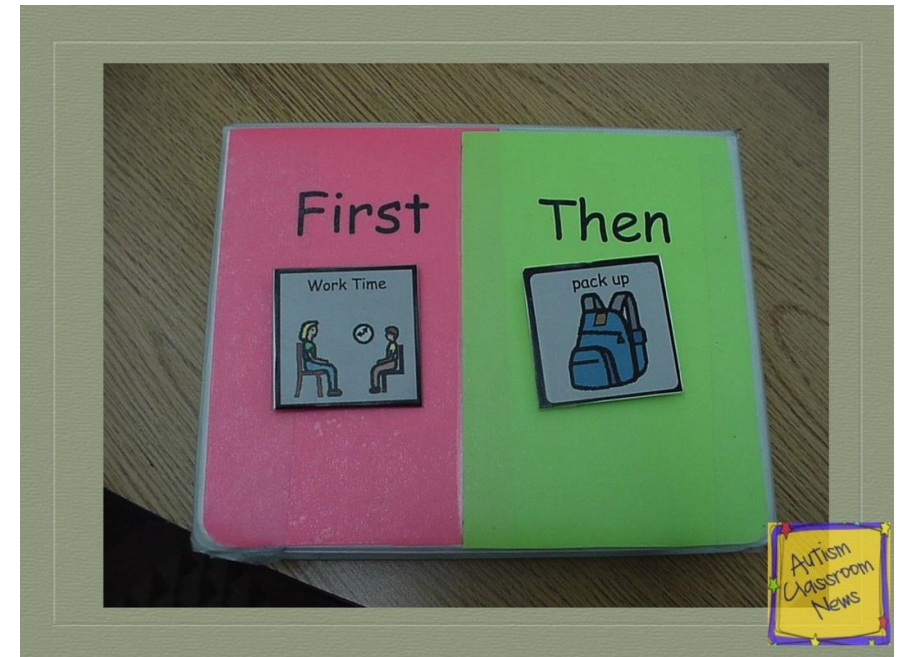
IMPLEMENTING A VISUAL SCHEDULE

- Gain child's attention and give a clear cue, "check your schedule"
- Can be a picture that the child takes off and takes with them to the new activity or written instructions
- Be available to prompt child if necessary
- Provide child with reinforcement such as verbal praise "Nice job checking your schedule!"

FIRST/THEN SCHEDULE

If a full visual schedule is too much.....

FIRST/THEN Schedule



REINFORCEMENT

The most powerful tool
in your tool box!



REINFORCEMENT BASICS

- Will increase the likelihood that the child/ person will engage in the behavior in the future
- Understanding what can be used as reinforcement
 - Attention
 - Verbal praise
 - Electronics
 - Edibles
 - Play
 - Access to other preferred items or activities.....

REINFORCEMENT OF SELECTED BEHAVIORS

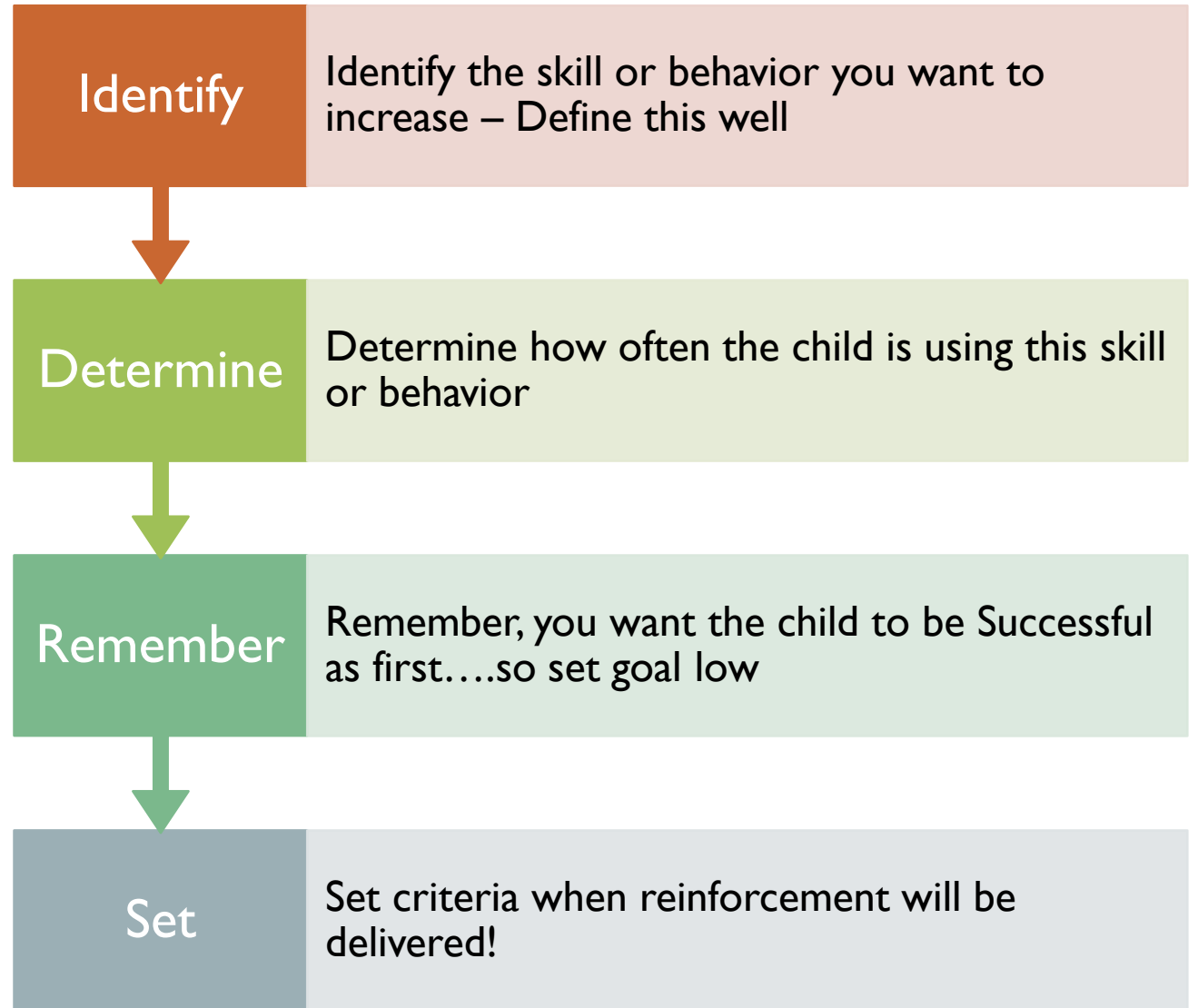
- Choose Behaviors you would like to see go UP!
 - Cooperation with siblings
 - Compliance
 - Remaining at the table for meals / academic instruction
 - Cleaning up
 - Hygiene skills
 - Transitioning from preferred activities
 - The list goes on.....



STOP FREE ACCESS

If child is getting access to everything they like and love for free.....

HOW TO IMPLEMENT REINFORCEMENT



EXAMPLES OF REINFORCEMENT

- John gets 15 minutes of Ipad time for completing his math assignments
- Ian receives a piece of candy every 5 minutes he remains seated at the table during meal time
- Cindy gets verbal praise and a token after she complies with directives from mom, after 10 tokens, she gets 15 minutes to listen to music
- Jack and Joe receive 2 minutes of Ipad time when they are able to play nice for up to 10 minutes
- Abby gets 2 minutes when slime, when she transitions from one activity to another

A young child with blonde hair is sitting in a wooden high chair, crying with their mouth open and food inside. The child is wearing a dark blue shirt. The background is a soft-focus indoor setting.

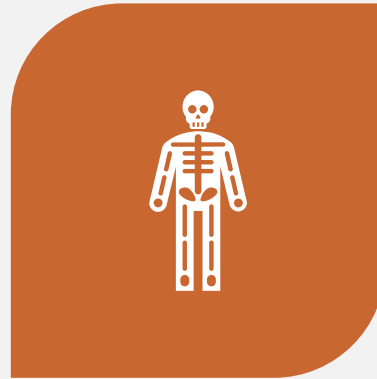
CHALLENGING BEHAVIOR

- Knowing what to do when your child engages in challenging behavior
 - Tantrums, aggression toward others or themselves, self-injury, refusal....

DECREASING CHALLENGING BEHAVIOR



ALWAYS MAKE SURE SAFETY
IS NUMBER ONE



RELY ON YOUR TREATMENT
TEAM, BCBAS, BSCS RBTS, TO
GUIDE TREATMENT



UNDERSTANDING
FUNCTION HELPS US TO
CORRECT THE PROBLEM

GAINING COMPLIANCE

- 3 Step prompting is a helpful tool for children who do not follow instructions consistently
- This can be used when you give your child a directive and ...
 - Ignores you
 - Says “no”
 - Starts crying or whining
 - Throws or knocks over items
 - Waits 10 minutes before complying





3-STEP PROMPTING

- TELL
 - Give an instruction to the child, such as "Clean up the toys". Wait for the child to begin to comply. If they comply at this point, provide reinforcement. If not, move to step 2.
- SHOW
 - Repeat the instruction, while modeling or gesturing to what you want the child to do. Say "Clean up the toys like this" as you actually pick up a few toys and put them away. Wait for the child to begin to comply. If they comply at this point, provide praise and/or reinforcement, but to a lesser degree than if they had complied at step 1. If they don't comply, move to step 3.
- DO
 - Repeat the instruction. Go over to the child and physically prompt them to clean up the toys with minimal language and eye contact. Use physical prompting to have them pick up and put away each toy. Ignore any problem behaviors the child may exhibit such as whining. Do not provide praise or reinforcement once they are done.

REMINDERS



Do NOT ask for compliance....give directive to complete a demand



Do not allow delayed compliance to be acceptable



No step is ever repeated



No other conversation takes place

PARENT'S BEHAVIORS GET SHAPED TOO

- Be aware of our own reinforcement ...
- Avoiding a tantrum or meltdown is REINFORCING...
- Our own behavior is predictable as well
- Important to get over the “hump” to reach better outcomes long term

WHAT TO DO WHEN THE BAD DAYS HAPPEN

- Start fresh
- Remain committed
- Give yourself a break

