


The Application of Applied Behavior Analysis in the Special Education Classroom

Tonight's Agenda

- Review course requirements
- Discuss foundational principles and history of ABA

SPC ED 519
Spring 2015

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IT'S IN THE SYLLABUS


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Course Requirements & Expectations

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Important Information

Course objectives, policies, and assignments.



Class website:
http://www.unm.edu/~susanrc/Site/SPC_ED_519.html

Course Reserves Page

SPCED519-001 - ABA IN SP ED CLASS (Spring 2014) - COPELAND

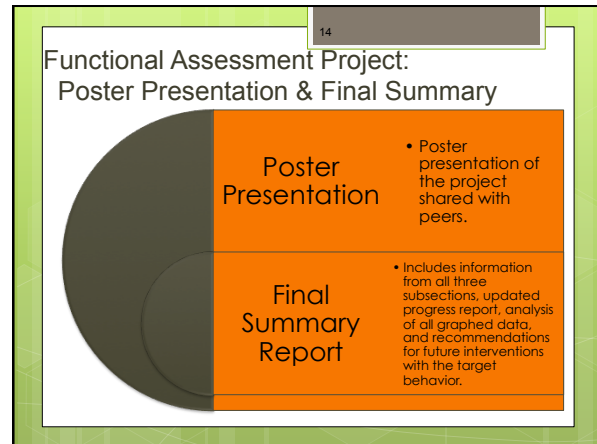
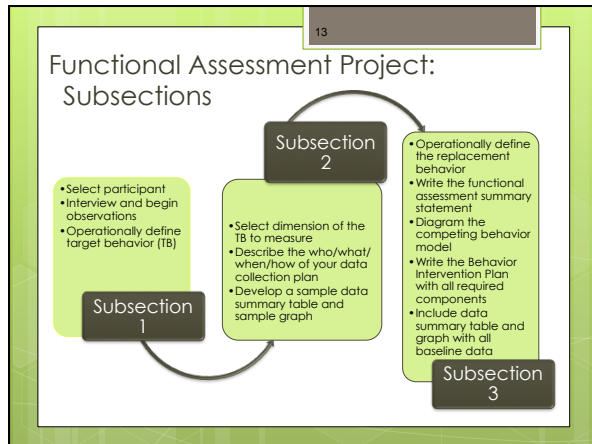
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Course Info Documents Page Management

Open/Close All Folders | Download All As Zip | Help Opening Documents

Title	Primary Author	Format	Size (KB)
Pengra: Values Give Meaning to Behavior (Chapter 2)		Portable Document Format (Adobe Acrobat)	3751 KB
Pengra: Problem Behavior and Schema Analysis (Chapt. 6)		Portable Document Format (Adobe Acrobat)	5189 KB
Overview and history of positive behavior support		Portable Document Format (Adobe Acrobat)	1824 KB
Behavior_differences	Hosp, J. L.	Portable Document Format (Adobe Acrobat)	2235 KB

Password: lobo519
The first 3 readings on the Electronic Reserves page are required; the remainder are suggested readings.



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Graduate Resource Center

Mesa Vista Hall, Suite 1057
 Available for one-on-one assistance with a variety of writing tasks and statistics.
 Call 277-1407
<http://unmgrc.unm.edu>

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Where did ABA come from?
 On what are ABA practices based?
 Do all teachers use ABA or just those who teach children with ASD?

BACKGROUND FOR APPLIED BEHAVIOR ANALYSIS

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There are many different theories about how people learn. Some include:

- Neurophysiological/biochemical
 - Genetic and hereditary factors
 - Biochemical explanations
- Information processing
 - what happens between *Input and Output*
- Cognitive/developmental
 - Stage theories; psychoanalytic; constructivism
- **Behavioral**
 - Behavior is learned and serves a function for the person using a particular behavior

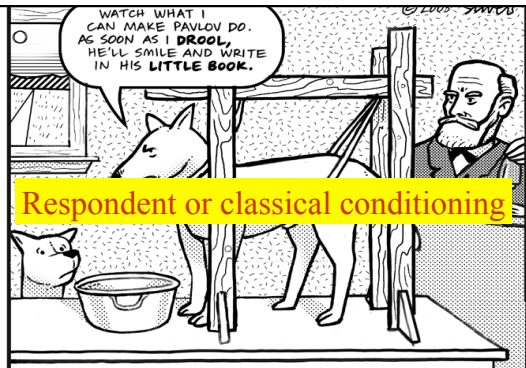
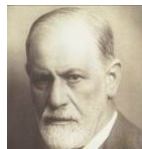
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Behavioral theory consists of:

- Behavioral principles
 - Rules that govern behavior
- Behavioral procedures
 - Specific teaching and behavior management strategies based on behavioral principles

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Some of Sigmund Freud's work actually formed a basis for later work that developed ABA.




Respondent or classical conditioning

Food (UCS) paired with CS (tone) = Salivation (Response) so . . .
 Tone (CS) = Salivation (Response)

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B. F. Skinner

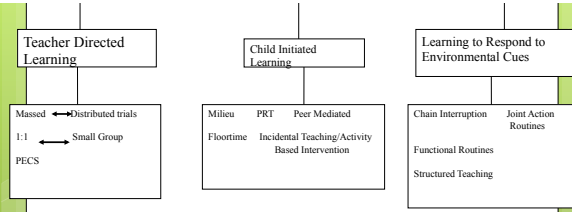


Operant Conditioning

Voluntary behavior + Consequence = Functional Relationship

- Future occurrence of a behavior is tied to the **consequence** for that behavior. That is, the behavior is more or less likely to occur depending on the what was the consequence to the behavior.

ABA is the basis for many, many educational and therapeutic interventions in education.



Teacher Directed Learning

- Manned ↔ Distributed trials
- 1:1 ↔ Small Group
- PECS

Child Initiated Learning

- Milieu
- PRT
- Peer Mediated
- Floortime
- Incidental Teaching/Activity Based Intervention

Learning to Respond to Environmental Cues

- Chain Interruption
- Joint Action Routines
- Functional Routines
- Structured Teaching

Goals:

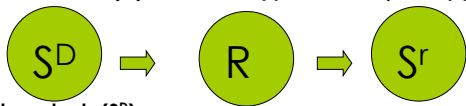
1. Increase child's ability to attend and respond to stimuli.
2. Desensitization and regulation of the central nervous system (CNS).

Developed by Ruth Falco and presented by Lore Loos at Yamhill ESD Autism Conference, 1/00.

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Any given behavioral sequence has 3 basic components: **the Three-Term Contingency**

Antecedent (S^D) Behavior (R) Consequence (S^r)



Antecedents (S^D)
Stimuli, settings, and contexts that occur before and influence behavior

Behaviors (R)
What individuals do (or do not do)

Consequences (S^r)
Events or stimuli that follow behavior that increase, decrease, or have no impact on the future occurrence of the behavior

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An important assumption on which behavior analysis is based:

- An individual's behavioral response is based partially on characteristics of the antecedent stimuli and partially on the individual's reinforcement history (the consequences for a response that have occurred in the past).

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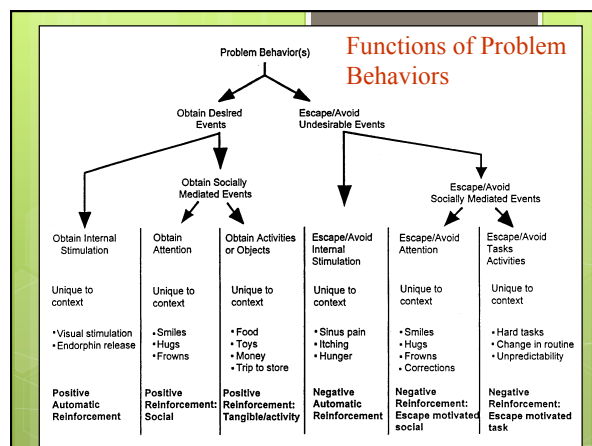
Another assumption, following from the last one, is that

effective teaching involves management of both antecedents and consequences.

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More Key Assumptions:
Purposeful Nature of Behavior

- All behavior has a purpose (or function), even problem behavior
- There is an empirical basis for this assertion; there are numerous examples in the literature of the adaptive or purposeful nature of problem behaviors



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Problem Behaviors in Typically Developing Children

- Serve the same functions as in children with disabilities
- Studies of crying and aggression toward peers suggest problem behavior serves a purpose for individual displaying it
- As individuals acquire new ways of achieving their goals, they give up old ways

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Communication Hypothesis of Problem Behavior

Problem behavior often functions as a form of communication for those individuals who do not yet possess or use more sophisticated forms of communication that would enable them to influence others to obtain a variety of desirable outcomes.

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Two Important Points

- Communication Hypothesis of Behavior does not state that only people who cannot speak will use problem behavior to influence others (we all do this!).
- It does not state that individuals systematically and intentionally use their problem behavior to influence others.

Improving communication skills or learning other new adaptive skills may result in decreasing or eliminating problem behaviors.

Individual can learn to use new communication skills or new adaptive skills in a variety of contexts (Generalization) and maintain their use across time (Maintenance).

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Criticisms of ABA

- Time consuming (b/c is data based)
- Hx emphasis on consequences rather than antecedents
- "Reinforcement is bribery"
- Association with animal research
- Association with punishment
- "Procedures dehumanizing and authoritarian"

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It still is a sense of collective intelligence when the strategies are actually arranged in a downward setting

- | | |
|------------------------------|--------------------------|
| Not why travel was disrupted | Why travel was disrupted |
| Continues assumptions about | Makes assumptions about |
| Discontinues learning | Discontinues learning |

There are three important things to remember about education. The first one is motivation, the second is use of technology, and the third is motivation.

(Heward, 2005) (Carter, 2005)

--Terrance Bell