The background of the slide features a pattern of overlapping autumn leaves in various shades of brown and orange, creating a textured, naturalistic feel. The text is centered and rendered in a serif font.

ABA

Your Ticket

to Work!

Applied Behavior Analysis
and its Application in the Vocational
Setting

Who We Are (as individuals)

Skylar J. Tierney
Vocational Director

Amanda J. Brott
Behavior Analyst

Who We Are (as an organization)

The Hope Institute for Children and Families

- Serves children ages 4-22
- All youth have a dx of Intellectual Disability
- Most have multiple disabilities
 - 80% Autism
 - 10% Mental Illness component
- Ed: 175 -- Res: 125
- 98% of our referrals are for behavioral reasons

Vocational Department

- Made up of eight full time staff
- Staff – Café Manager and 6 Job Coaches
- Kids – 105 total youth age 14.5 and above
- Off campus
 - 10 Competitively Employed
 - 8 On the Job Training Sites
- On campus
 - Badge System

Behavioral Health Department

Composed of:

- Three Clinical Psychologists
- Three Board Certified Behavior Analysts
- One Behavioral Technician
- Two Pre-Doctoral Interns

Applied Behavior Analysis

- The “simplified” definition:
 - A set of concepts, principles, and techniques, based upon learning theory, which are used in the assessment, treatment, and prevention of problem behaviors, and the teaching of new behaviors.
 - Over 50 years of evidence supporting ABA techniques in many settings (e.g., schools, hospitals, etc.) with many types of individuals (with disabilities, without disabilities, etc.).

Behavior basics: What “Behavior” is NOT

- Behavior is not something to fear!
- Behavior is not a ‘bad thing’
- Pet peeve #1: “Raymond had a behavior today”
 - We all have lots of behaviors each day, unless we are dead

Behavior basics: What “Behavior” IS

- Behavior is the interaction of the muscles and glands of an organism and the environment
- There are many types of behaviors
 - Positive behaviors
 - Negative behaviors
- Behavior is observable and can be measured

Behavior Basics

- Nearly all behaviors exhibited by an individual are learned
- Learning occurs through the interaction of the individual with the environment
- Behavior is orderly. It follows a pattern and serves a purpose (i.e., has a function)

Function of Behavior

- Importance of Identification:
 - To identify the variables of which behavior is a function; to discover cause-effect relationships
- Facts:
 - Most problem behaviors are learned
 - Adaptive and maladaptive behavior can serve the same function

Methods for Conducting Functional Analyses

Precision

Least



Most

Anecdotal (Indirect) Methods

Descriptive (Naturalistic) Analysis

Functional (Experimental) Analysis

Simplicity

Most



Least

ABC Model

- Antecedents
- Behavior
- Consequences
 - This is usually the best way to identify function, if you can directly analyze these variables.

Common Behavioral Functions

- Attention
- Alone
- Demand
- Tangible

How we learn: Operant Learning

- Correlation is between a response and a consequence
- Behavior is a function of its consequences
 - Behaviors → good consequences are repeated more frequently
 - Behaviors → bad consequences are repeated less frequently

Vocational Assessments

How We Assess

- Task Analysis
- Informal Observation
- Teacher/QSP Interviews
- Direct Observation
- Client Interview

On Campus Jobs

- Perhaps similar to DTT vs Community Employment
- On Campus Tasks/Jobs
 - Assembly
 - Janitorial
 - Housekeeping
 - Farmer's Market
 - Thrift Store
 - Shredding
 - Formica
- Move toward competitive, community employment and away from sheltered workshop-type employment/experience

From Campus to Community

Stepping Stones for Student Success

- Monitor the students with the class
- Job Coach works with identified student
- Add student to payroll
- OJT Training Sites in the community
- Competitive Employment

Developing the Jobsite

Making people tell you NO

- Networking-Developing Partnerships
- Selling our Services-Keep it ‘old school’
- Never-ending task

Specific Job Tasks & Data Collection

- Data collection sheets
- Monitoring student progress
- IEP/ISP Goals
- Working toward independence
 - All prompt types are recorded
 - Only independent responses are counted

Behavior Problems at Work

Typical Behavioral Problems at the Workplace

- Elopement
- Aggression
- Work Refusal

Proactive General Treatment Strategies

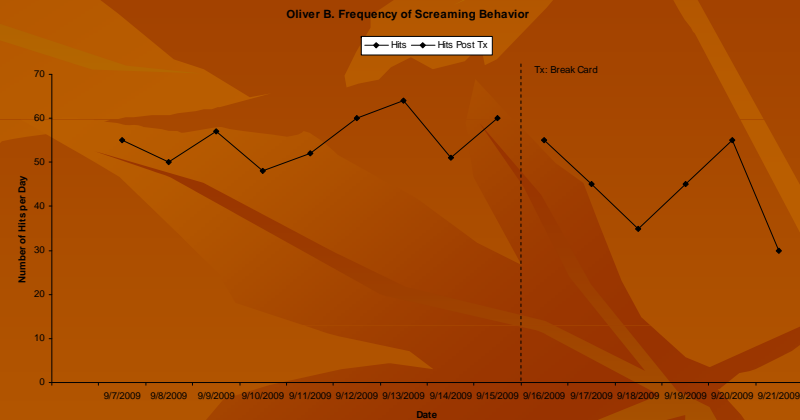
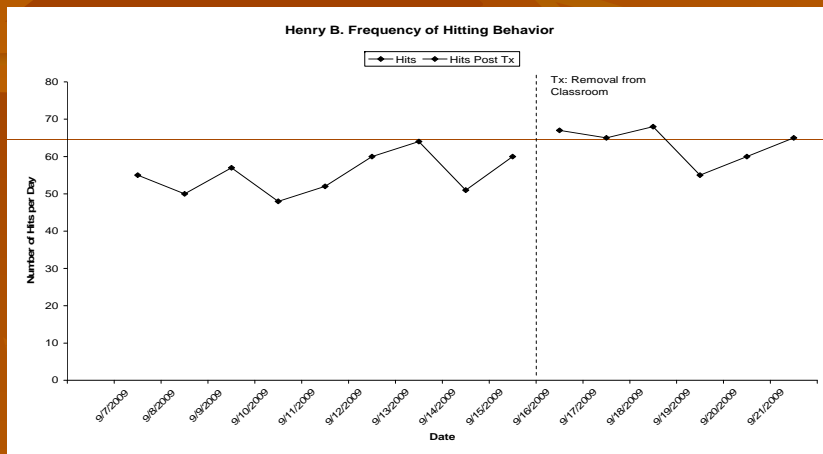
- Visual Schedules
- Timers
- Study Carrels
- Noncontingent Reinforcement
- Visual Sweeps
- Token Economies
- Sticker Programs

Reactive General Treatment Strategies

- Planned Ignoring
- STOP-BLOCK-REDIRECT
- Break Card Procedures
- Wait Out
- Teaching of a new skill (that serves the same function)
- Privilege Loss
- Seclusion
- Removal

Using the Data

- Making Data Based decisions
- A good graph has no opinion



Reinforcement and Punishment

- Consequences are termed reinforcing or punishing, based upon the consequence's effect on behavior
- Defined functionally; must look at individual's behavior to determine whether stimulus is reinforcing or punitive
 - Behavior increase = reinforcement
 - Behavior decrease = punishment

Reinforcement

- Positive Reinforcement
 - Stimulus presented following behavior response
 - Behavior increases as a result of this stimulus presentation
 - Future frequency of the behavior response increases
- Negative reinforcement
 - Stimulus removed following a behavior response
 - Behavior increases as a result of this stimulus removal
 - Future frequency of the behavior response increases

Examples of Reinforcement

- Positive Reinforcement
 - Teacher gives a student a drop of hot mustard on tongue after tying shoes appropriately; frequency of tying shoes properly increases
 - Saying “STOP IT!” every time Sam punches himself; frequency of SIB increases
- Negative Reinforcement
 - Scared to give speech; you “play sick” to avoid giving speech; “faking sick” increases in rate when undesirable task presented
 - Removing Matilda from the classroom each time she yells; frequency of yelling behavior increases

Punishment

■ Positive Punishment

- Following a behavior, an aversive stimulus is presented
- Behavior decreases as a result of this presentation
- The likelihood of the behavior occurring in the future is decreased

■ Negative Punishment

- Following a behavior, a reinforcing stimulus is removed
- Behavior decreases as a result of this removal
- The likelihood of the behavior occurring in the future is decreased

Examples of Punishment

- Positive Punishment

- Charlie is bitten by the dog each time he pets him; frequency of petting behavior reduces.
- Corporal Punishment

- Negative Punishment

- Amelia loses minutes on her computer game each time she curses. Frequency of cursing decreases.

Punishment versus Reinforcement

- Punishment only tells you what NOT to do
- Reinforcement tells you what to do
- The best way to teach is to systematically reinforce appropriate behavior
 - Rather than using punishment to decrease an excessive (inappropriate) behavior, use reinforcement to strengthen an alternate/deficit behavior

Speaking of Reinforcement: What is a reinforcer?

- Most common answers: Soda pop, M&Ms, candy, chips.....
- In reality.....
 - Anything that is motivating or highly desirable
 - When delivered tells the person the behavior just exhibited was good
 - Communicates what is expected

Types of Reinforcers

- Primary Reinforcers
 - You are born loving 'em!
- Secondary Reinforcers
 - Learned or conditioned
 - Examples?

Working with Job Coaches & Staff

- Getting behavioral buy-in from staff
- Training on general and individualized behavioral strategies
- Consistency across environments through open communication

Working Together

A strong partnership between our Vocational Department and Behavioral Health Department is essential in bettering the lives of the children we serve.

TEAMWORK MAKES THE DREAM WORK

Questions? Comments?

- Amanda Brott & Skylar Tierney
 - The Hope Institute for Children and Families
 - Email:
 - stierney@thehopeinstitute.us
 - abrott@thehopeinstitute.us
 - Website: thehopeinstitute.us

