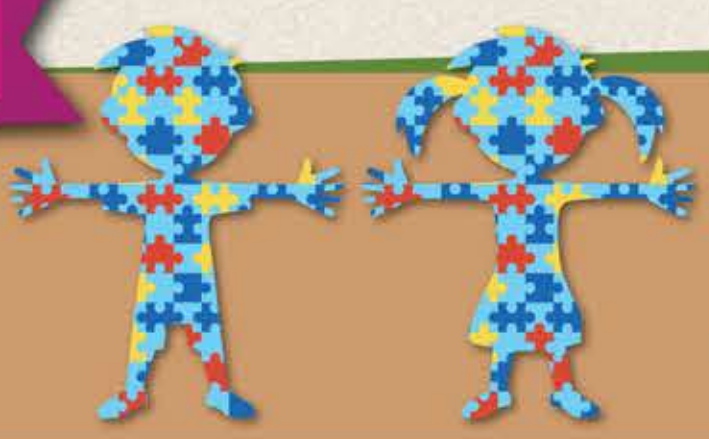


SECTION 1:

WHAT IS ABA



Applied Behavior Analysis (ABA) uses the scientific principles of learning and motivation in order to effectively teach. It focuses on the idea that the consequences of what we do affect what we learn and what we will do in the future.



ABA seeks to improve specific behaviors while demonstrating a reliable relationship between the procedures used as well as change in that specific behavior.
ABA uses positive reinforcement to increase more positive behaviors & social interactions & decrease inappropriate behaviors.
ABA therapy is implemented to ensure that each individual's programs are tailored to that individual's unique needs.
Analysts will often use different assessments (i.e., functional assessment interviews, direct observations, ABLLS, VB-MAPP, etc.) to develop an ABA program that is the ideal match and addresses the individual's specific needs.

SECTION 2:

WHO CAN PROVIDE ABA THERAPY

There are two different levels in which someone can become certified to provide ABA services. Both levels have certain degree, training, and experience requirements.



BCBA (Board Certified Behavior Analyst) level
BCBA requires you to have earned your Masters Degree.

BCaBA (Board Certified Assistant Behavior Analyst) level
BCaBA requires you to have earned at least your Bachelors Degree. With this certification, the individual needs to be supervised and work with a BCBA.

SECTION 3:

WHO WILL BENEFIT FROM ABA THERAPY

ABA is effective with a wide spectrum of behaviors and ability levels. **ABA can benefit individuals with:**



- Autism
- Asperger Syndrome
- Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)
- Traumatic Brain Injuries (TBI)
- Developmental Disabilities
- Alzheimer's and Dementia
- Problem Behaviors
- Tantrums
- Physical Aggression
- Self-Injurious Behaviors
- Noncompliance



HOW OFTEN SHOULD THERAPY BE DONE AND WHEN

ABA therapy consists of intensive programming that is tailored to the individual's needs. Depending on an individual's skill level as well as range and level of disability the amount of hours needed for services will vary.

The amount of therapy and services needed should be determined by a qualified professional (i.e., BCBA), but the expected range of hours are typically from 10 to 40 hours a week. Individuals needing more help and support will be at the higher range while those requiring less support will be at the lower end.



The earlier an individual receives ABA therapy the better. Children that receive services earlier than age four are considered to be obtaining early intervention services. Even if an individual does not receive services at a young age they can still benefit from obtaining therapy at an older age. No one is too young or old to receive therapy.



SECTION 4:



TYPES OF ABA THERAPY

DISCRETE TRIAL TRAINING (DTT)

DTT teaches a skill by breaking it up into simplified, isolated tasks/steps. By breaking down tasks into short trials and using prompts, DTT increases the overall success rate of learning. DTT uses clear beginnings and ends to each trial with specific instructions and prompts. The trials are short, permitting several teaching trials and a number of learning opportunities to occur. In addition, using one-to-one teaching allows for individualized programming.



VERBAL BEHAVIOR (VB)

VB training uses a structured and one-on-one type of teaching format. This training works to teach language to children by creating and developing connections between a word and its meaning. The following are a list of VB terms that are typically implemented:

- **Echoics** occur when a speaker says something aloud and the listener repeats exactly what was said. For example, the therapist says, "Ball pit" and the child will repeat the same phrase, "Ball pit".
- **Mands** can be thought of as commands or demands, in which a person is commanding or demanding something. A mand typically results in the speaker obtaining the item that was spoken. For example, a child asking for a drink of water when he/she is thirsty and then receiving the drink.
- **Tacts** can be thought of as labeling an object. When a child sees a dog and then verbally says the word "Dog", he/she is emitting a tact.
- **Intraverbals** are similar to a conversation; a question is first asked and then an answer is provided. For example, the therapist asks, "How are you?" & the child responds, "Good!". Intraverbals can also involve filling in the blank. For example, the therapist says, "Twinkle twinkle little _____" and the child responds with "Star".



NATURAL ENVIRONMENT TRAINING (NET)

NET focuses on practicing & teaching skills within the situations that they would naturally happen. In these situations, the therapist uses naturally occurring opportunities to help children learn. The therapist might provide a coloring page but withhold the crayons until the child requests them, giving the child an empty cup and waiting for him/her to request juice, or playing a board game but withholding the dice or spinner until the child requests it are all examples of using NET.



PIVOTAL RESPONSE TRAINING (PRT)

PRT uses the natural environment for teaching opportunities and consequences. PRT focuses on increasing motivation by adding items like having the child make choices/selections, taking turns, and providing reinforcement for attempts made.



SELF-MANAGEMENT TRAINING

Self-management training is used to help individuals increase their independence and generalization of skills without always requiring the help from a teacher or parent. This technique results in an individual being able to monitor their own behavior. The individual is taught to self-evaluate their behaviors, keep track and monitor their behaviors, and provide their own type of reinforcement.



VIDEO MODELING

Video modeling uses repeated presentations of target behaviors so that there is not a lot of change between modeling the target behavior. Video modeling can assist individuals with working on social skills, learning self-help/hygiene tasks, understanding emotions, etc..



SECTION 5:

HOW ABA IS USED IN

The School	At Home	At Therapy
 <ul style="list-style-type: none"> • Following the school schedule/daily classroom routines • Appropriately sitting in seat • Appropriately engaging and playing with peers (i.e., sharing/taking turns) • Increasing on task behaviors & decreasing off task behaviors • Raising hands to ask/answers questions or ask for help • Appropriately transitioning from activities, classrooms, and/or teachers 	 <ul style="list-style-type: none"> • Completion of morning/ evening routines • Daily hygiene skills/tasks • Potty training • Completing household tasks/chores • Reduction of tantrums & increase compliance • Appropriately engaging & playing with siblings 	 <ul style="list-style-type: none"> • Receptive and expressive language skills • Appropriate social skills & interactions in group settings • Completing activities of daily living • Learning appropriate ways to gain attention & wait for/get desired needs/items • Listening/following directions • Sharing/taking turns • Token economies/ charts to work on waiting & compliance



For more on ABA including videos, checklists, webinars and answers to your questions visit: www.ABAinfoGraphic.com

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