

# **Bringing Behavior Analysis into the Home**

**FISD Parent Training  
February 24, 2011**

# Agenda

- ◉ Structure
- ◉ Applied Behavior Analysis
- ◉ Prompting
- ◉ Fading
- ◉ Shaping
- ◉ Chaining

# Structure in the Home

- ◉ Physical arrangement
- ◉ Procedures and Routines
- ◉ Materials

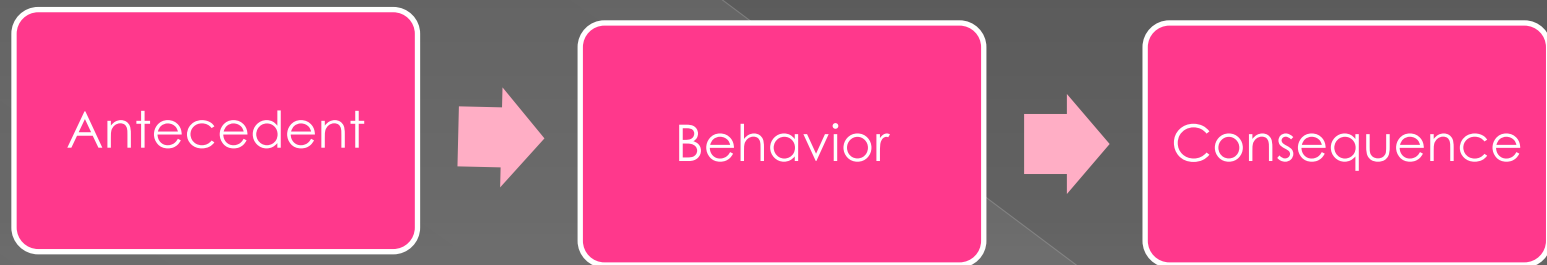
# Applied Behavior Analysis

- ◉ Consists of principles and procedures that have been carefully and systematically researched
- ◉ Instructional and management strategies that effectively address the educational needs of a wide range of learners

# ABA Involves

- Applying these behavior principles for instructional and behavior management purposes
- Evaluating whether your interventions resulted in desired outcomes

# ABC Model



# Basic ABA Teaching Procedures

- ◉ Prompting
- ◉ Fading
- ◉ Shaping
- ◉ Chaining

# Prompting

- ◉ Used in behavior shaping and skill acquisition
- ◉ Varies from most to least intrusive
- ◉ Should be faded to avoid prompt dependency
- ◉ Cue or support to encourage a desired behavior



# Types of Prompting

- Physical - physically guiding the individual to perform a skill
- Verbal - verbal cues which give information to help the individual to respond correctly
- Model - demonstrating the desired skill for the individual to promote imitation

# Types of Prompting

- Gestural - using gestures, such as pointing, to guide the individual to the correct response
- Visual - pictures, symbols, and text that can assist an individual to respond correctly
- Positional - placing materials in a location or sequence that ensures successful completion of an activity

# Prompting Activity

# Fading

- ◉ Gradually reducing the prompt to increase the individual's independence
- ◉ Most important aspect of prompt fading is monitoring the individual's progress/performance

# Steps in Fading

- Force – how much help is being provided
- Time – between instruction and prompt
- Space – between the individual and adult

# Shaping

- ◉ Reinforcing predetermined approximations of a behavior in order to teach the target behavior
- ◉ Begins with a step analysis

# Shaping Example

- Current Level: Mark does not know his address.
- Goal: Mark will learn his address.
- Step Analysis:
  - > When asked “Where do you live ?” Mark will:
    1. Recite the first two digits in his house number.
    2. Recite the first four digits in his house number.
    3. Recite all six digits in his house number.
    4. Recite his house number and street name.
    5. Recite his house number, his street name, and city.

# Chaining

- The skill to be learned is broken into the smallest units for easy learning
- Useful for teaching behaviors that occur in the same order each time



# Forward Chaining

- Forward chaining – individual is taught the first portion of the task and is then prompted through the remainder of the task
- Steps:
  1. The adult teaches the first step of the chain.
  2. When the first step is learned, the adult adds the second step. The individual is learning the second step and is attaching it to the first.
  3. Once the individual is able to demonstrate the first two steps , the third step is added.

# Backward Chaining

- Backward Chaining – involves the same process as forward chaining except in the reverse, with the adult providing assistance throughout the process until the last step
- Steps:
  1. Child is encouraged to complete the last step independently.
  2. When the last step is mastered, the adult provides assistance until the child is able to perform the step before the last one.
  3. The child completes additional steps independently, until he masters all steps and is able to complete the task without help.

# Chaining Activity

Closing

# References

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