

# INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS (ABA) & CARD SERVICES

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## INTRODUCTION TO CARD

- Founded in Los Angeles in 1990 by Dr. Doreen Granpeesheh
- More than 200 locations in the United States, as well as, internationally

### OUR MISSION:

*“To make a difference in the world by providing top quality innovative evidence based and effective treatment to ensure that individuals fulfill their potential.”*



## INTRODUCTION TO CARD

- Over the past 40 years, several thousand published research studies have documented the effectiveness of ABA across a wide range of:
  - **Populations** - children and adults with mental illness, developmental disabilities and learning disorders
  - **Interventionists** - parents, teachers and staff
  - **Settings** - schools, homes, institutions, group homes, hospitals and business offices
  - **Skills and Maladaptive Behavior** - language; social, academic, leisure and functional life skills; aggression, self injury, oppositional and stereotyped behaviors



## WHAT IS APPLIED BEHAVIOR ANALYSIS?

Applied Behavior Analysis (ABA)  
applies the principles of learning and motivation  
to produce new behaviors.





## **WHAT IS APPLIED BEHAVIOR ANALYSIS?**

## **CORE PRINCIPLE OF ABA**

Desirable consequences increase behavior whereas undesirable consequences decrease behavior. The consequences of what we do affect what we learn and what we will do in the future.

Antecedent – Behavior – Consequence



## **COMPREHENSIVE ABA**

- Comprehensive ABA programs include a variety of components
  - Discrete Trial Training (DTT)
  - Natural Environment Training (NET)
  - Verbal behavior
  - Challenging behavior
  - Programming for generalization
  - Data collection



## **6 WAYS ABA METHODS SUPPORT INDIVIDUALS WITH AUTISM**

1. Increase behaviors
2. Teach new skills
3. Maintain behaviors
4. Generalize or to transfer behavior from one situation or response to another
5. Restrict or narrow conditions under which interfering behaviors occur
6. Reduce maladaptive behaviors



## **ABA AND EARLY INTERVENTION**

- Research has shown that early, intensive behavioral intervention in the form of Applied Behavior Analysis (ABA) for children with autism is a highly effective treatment option
- Once a child receives a diagnosis of autism or related disorder, starting ABA as soon as possible is a big step towards making strides in learning new skills and behavior reduction





## THE FOCUS OF ABA

- ABA generally focuses on the process of behavior change with respect to the development of adaptive, prosocial behavior and the reduction of maladaptive behavior.
- Specific "socially significant behaviors" include academics, communication, social skills and adaptive living skills.



## THE FOCUS OF ABA

- For example, ABA methods can be used to teach adaptive living skills such as:
  - Gross and fine motor skills (opening and closing containers)
  - Eating and food preparation
  - Toileting
  - Dressing
  - Personal self-care, etc.



## **ABA METHODS CAN BE USED TO...**

- Teach new skills (e.g. the socially significant behaviors listed above)
- Generalize or transfer behavior from one situation to another (e.g., from communicating with caregivers in the home, to interacting with classmates at school)
- Modify conditions under which interfering behaviors occur (e.g., changing the learning environment so as to foster attention to the instructor)
- Reduce inappropriate behaviors (e.g., self injury or stereotypy)



## **ABA METHODS**

Learning activities are typically performed within two types of therapy formats

### **Discrete Trial Training (DTT)**

- More formal instruction, repetition of instructions, often times conducted sitting down with specific materials being presented

### **Natural Environment Training (NET)**

- Less formal instruction, variety of instructions, centered on naturally occurring activities, moving around in natural environment



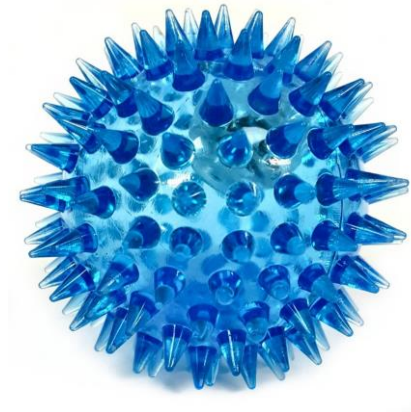
## ABA METHODS

- Most learners at CARD have both types of therapy formats within their ABA program, some will utilize more of one than the other
- Learning activities will be interspersed with play and social activities throughout each session
- Initially, learning activities will be brief, allowing the learner to gain rewards and breaks for small amounts of tasks, and then will gradually be increased
  - **Demand fading**



## ABA METHODS

**Reinforcement** will be used throughout the entire session to keep the learner motivated and reward all desired behaviors





## DATA COLLECTION

- Data collection is an essential component of any ABA therapy program
- Data helps see what the learner knows, how fast they are learning, what approaches work and do not work, and what needs to be modified to increase progress
- Therapists collect data on target lessons, communication, play and social skills, self-help skills and behaviors



## CHANGES IN THE LEARNER

- ABA therapy involves several primary changes to a learner's environment, including:
  - New people
  - New routine/schedule
  - New demands
- While ABA therapy will work to introduce these changes gradually, many learners will have an increase of behaviors at first

Let's look at why...





## CHANGES IN THE LEARNER –

## EXTINCTION BURST

- All behavior is a form of communication
  - Crying to get a cookie
  - Hitting to make someone go away
- ABA strives to teach learners how to communicate what they want appropriately, and that other less appropriate forms of communication will not result in the desired outcome
  - Crying does not get me a cookie, but asking for it does
  - Hitting does not make someone go away, but asking for a break does



## CHANGES IN THE LEARNER – EXTINCTION BURST

Adult puts the  
chips away

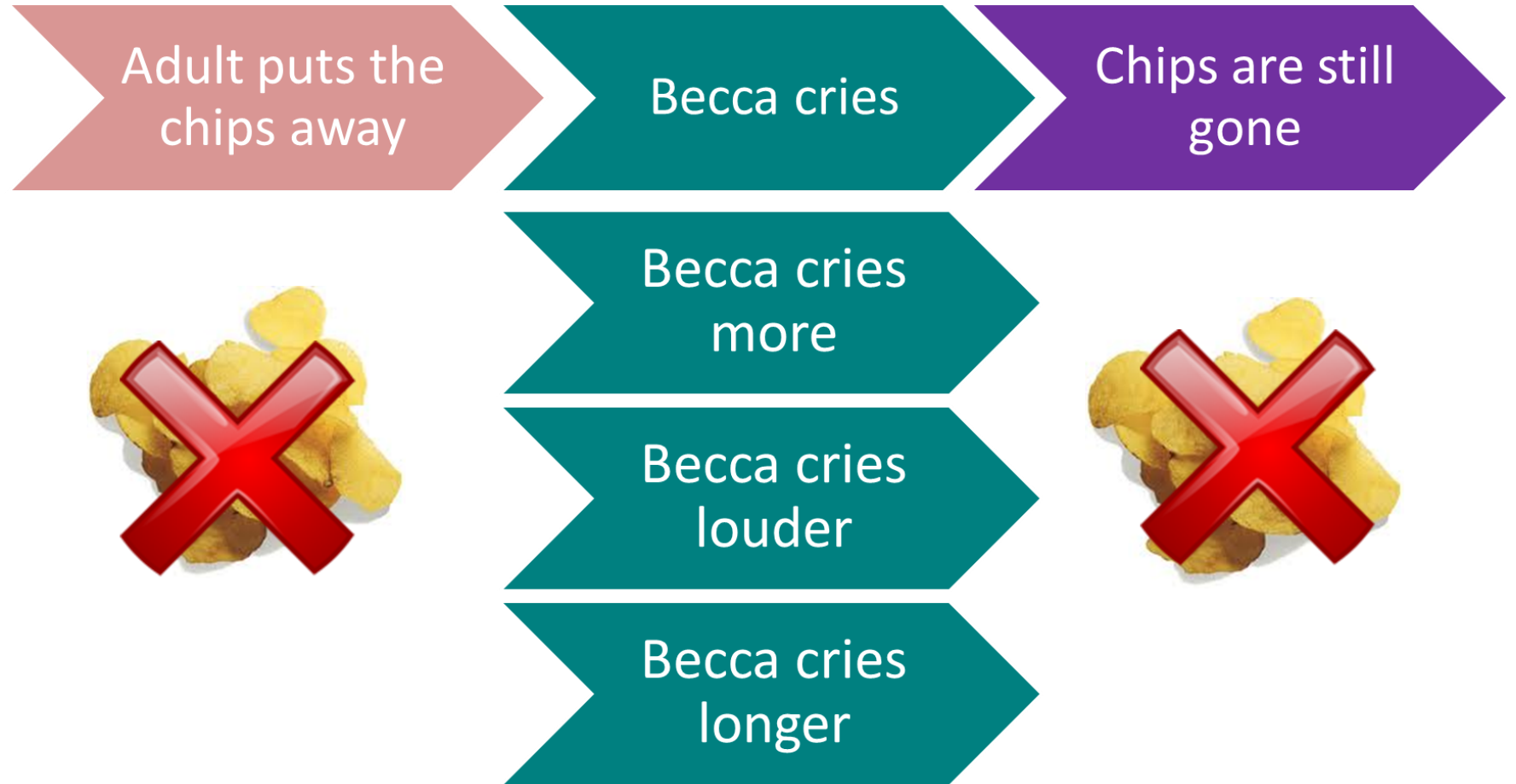
Becca cries

Adult gives  
the chips back



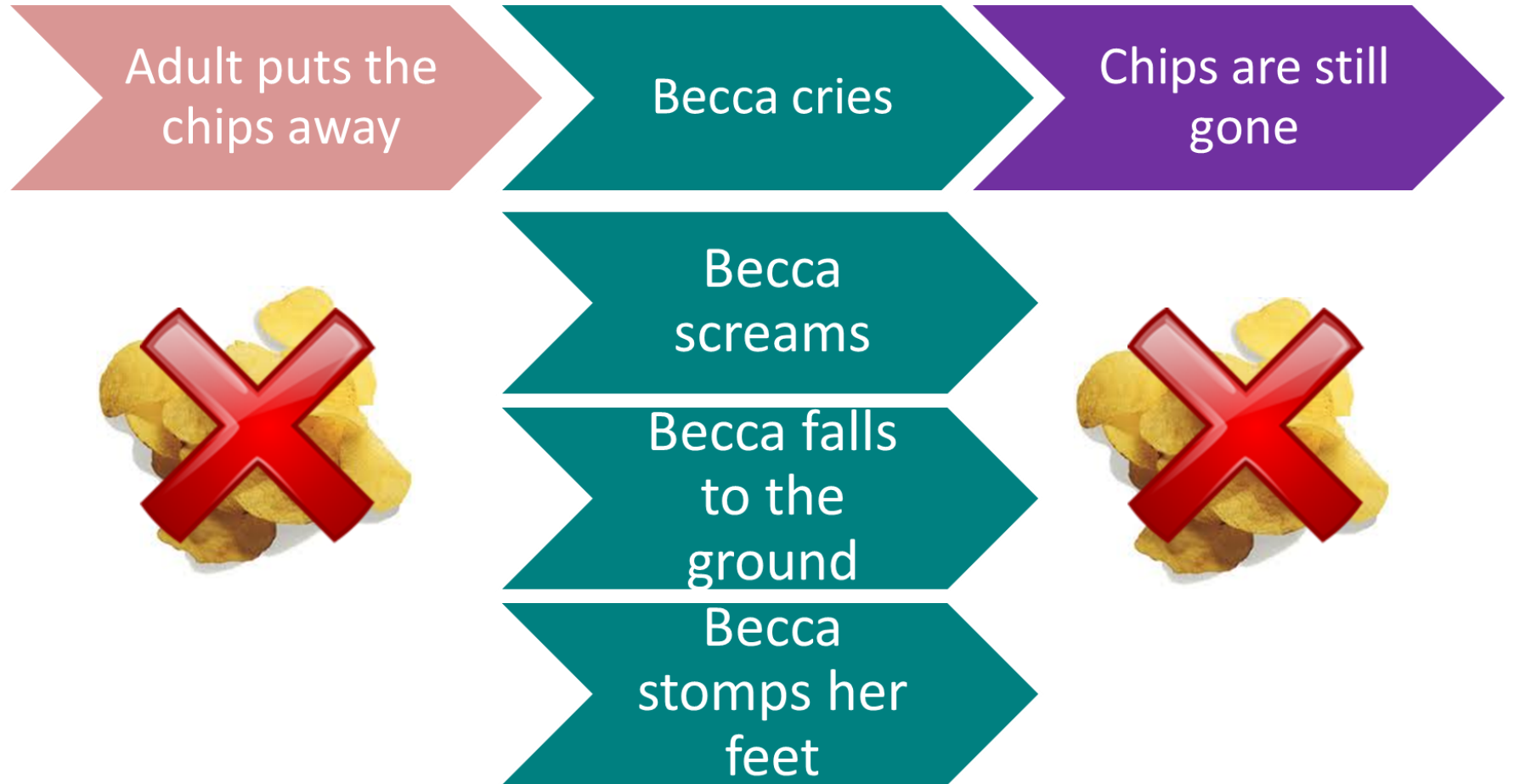


## CHANGES IN THE LEARNER – EXTINCTION BURST





## CHANGES IN THE LEARNER – EXTINCTION BURST





## CHANGES IN THE LEARNER – EXTINCTION BURST

Adult puts the  
chips away

Becca does not  
cry

Becca gets  
praise, chips  
are still gone







## CHANGES IN THE LEARNER – EXTINCTION BURST

Adult puts the  
chips away

Becca asks, “I  
want chips”

Adult gives  
Becca some  
chips





## **ABA IN THE HOME CENTER AND COMMUNITY SETTINGS**

In the home, center and community settings ABA is used to-

- Generalize mastered skills
- Teach appropriate social interactions
- Improve adherence to a routine or activity
- Teach adaptive skill independence

LET'S LOOK AT SOME EXAMPLES!



**SKILLS®**



- Online Data Collection Tool
- Comprehensive assessment & curriculum, positive behavior support planning for challenging behaviors, progress tracking, treatment evaluation
- Identifies every skill needed from infancy through adolescence
- Over 4,000 lessons





# Shaping Knowledge through Individualized Life Learning Systems



## SOCIAL

Social interactions and relationship building, as well as social language skills® and self-esteem



## MOTOR

Visual, oral, and motor skills® a child needs to communicate effectively, participate in play and daily living activities, and succeed academically



## LANGUAGE

Ability to communicate effectively and understand others



## ADAPTIVE

Ability to engage in daily living activities independently, from dressing and toileting to setting the table and shopping for groceries



## PLAY

Various forms of play, including interactive, independent, pretend, and computer play



## EXECUTIVE FUNCTIONS

Goal-oriented behavior and self-management, such as memory, attention, planning, self-awareness, flexibility, and problem solving



## COGNITION

Perspective-taking Skills® or "Theory of Mind" (i.e., the ability to understand the mental states of oneself and others)



## ACADEMIC

Language arts and math Skills®, so a child can independently participate in assignments at school



















## **SKILLS FOR LIFE®**

- Skills® For Life is designed to address the needs of teen and adult learners with exceptional needs as they transition to independence
- Includes over 3,000 lessons
- Skills® For Life helps learners develop essential life skills including;
  - Effective Communication
  - Problem Solving
  - Personal, Adaptive, and Community Safety
  - Developing and Maintaining Relationships
  - Pre-Employment Skills



# Shaping Knowledge through Individualized Life Learning Systems



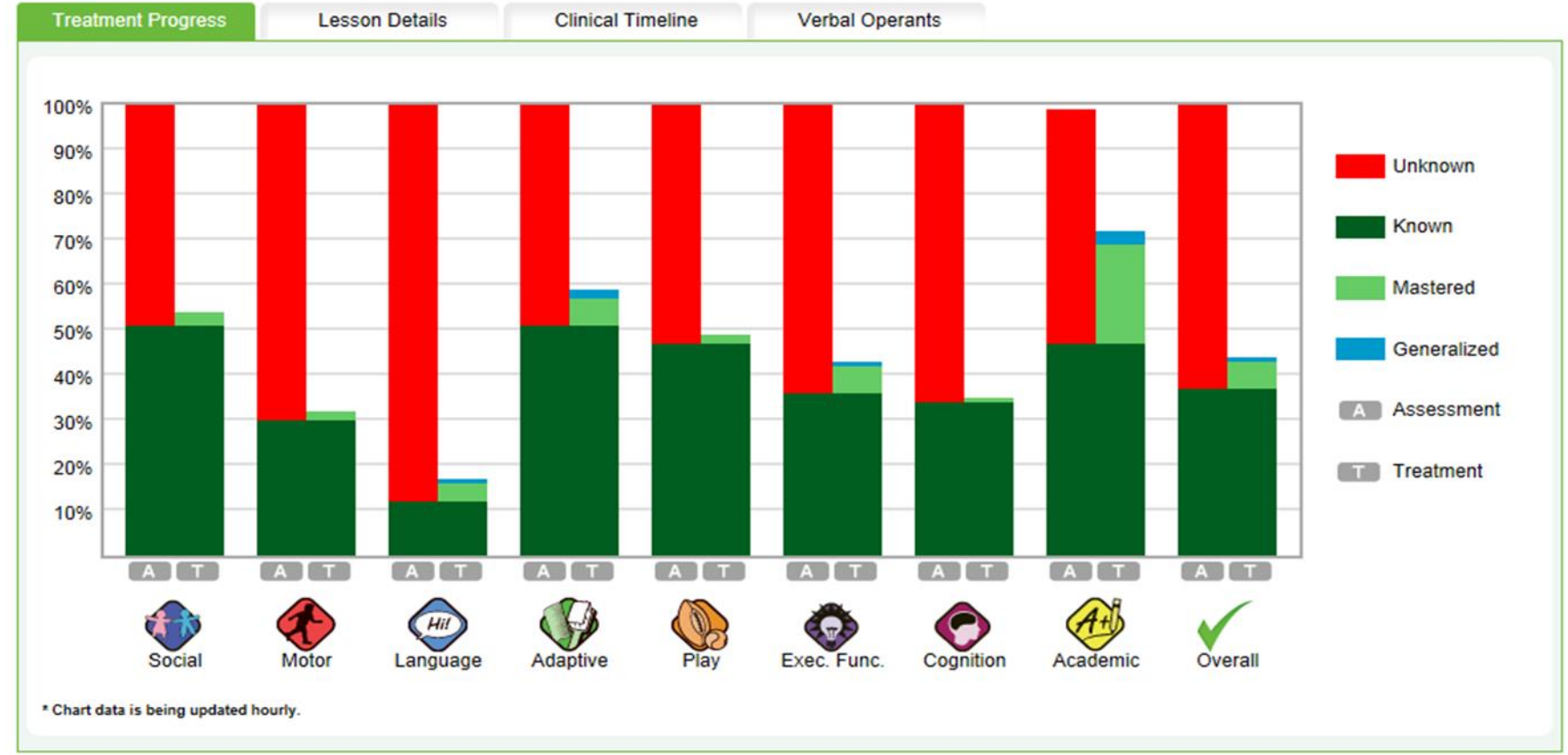
 Cognition for Life	 Community Integration	 Employment	 Executive Functions for Life
 Functional Communication	 Grade-Level Academics	 Health and Safety	 Housing
 Independent Living	 Leisure	 Mobility	 Personal Responsibility
 Relationship Skills	 Social Skills	 Technology	 Vocational



# TRACK PROGRESS AND SKILL ACQUISITION



## Progress Charts



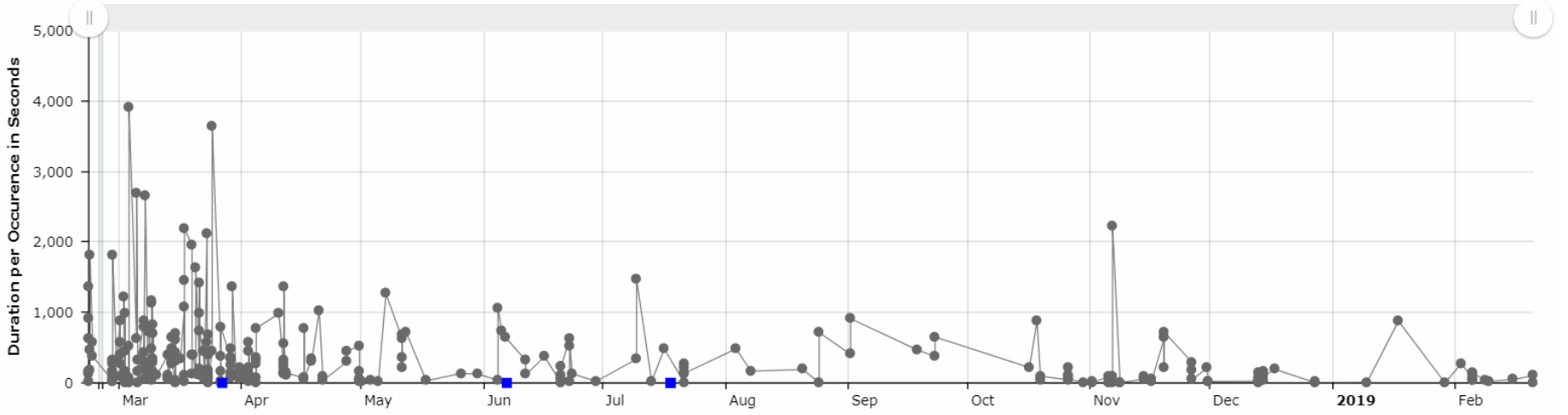
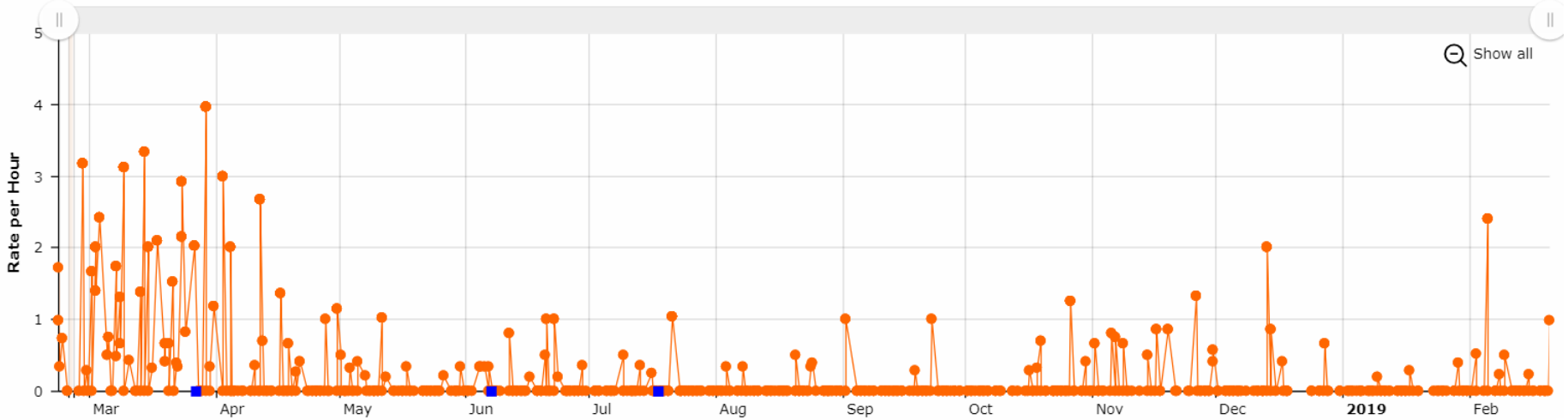


**MONITOR  
CHALLENGING  
BEHAVIORS  
AND MORE**



**Tantrum**

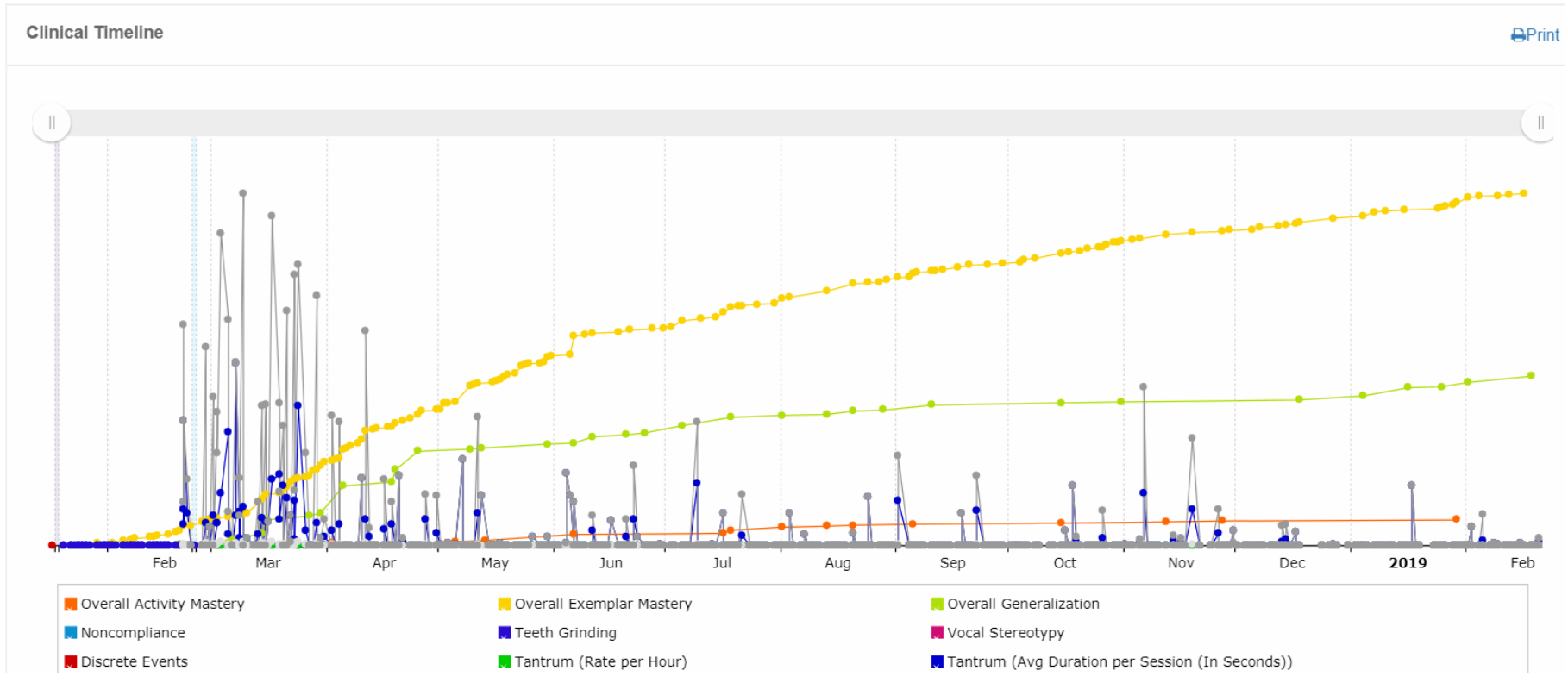
- ☒ Rate
- ☒ Average Duration
- ☒ Percentage of Duration
- ☒ Duration per occurrence







# MONITOR CHALLENGING BEHAVIORS AND MORE





## **THE CARD ADULTS TRANSITIONS PROGRAM**

As children reach 13+ years of age the focus of many of their programs are modified to meet their needs as they approach adulthood. These skills are taught beginning at an early age as it may take some time for learners to master and generalize these skills. The following are some of the skills introduced within the CARD Adults program:

- Adaptive Living Skills
  - Community Integration
  - Vocational Skills
  - Transportation Skills
  - Use of technology (emails, cell phones, debit cards, etc.)
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- No previous ABA services are required to begin services within the CARD Adults program.