


APPLIED BEHAVIORAL LEARNING SERVICES

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- **FUNCTIONAL BEHAVIOR ASSESSMENT**
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Overview

- Review definition of Autism
- Motivation for Problematic Behavior
- Type of Functional assessment
- Behavior Support Plans
- Techniques to decrease problematic behavior

AUTISM

- **Developmental disability characterized by qualitative and pervasive impairment in reciprocal social interaction skills, communication skills, and the presence of stereotyped and repetitive behaviors, interests, and activities.**

**Why do our students have
behavioral challenges?**

- Limited communication skills
- Limited social skills
- Lack of leisure (play) skills
- Sensory needs
- Escape/Avoidance

**MOTIVATION FOR
PROBLEMATIC BEHAVIOR**

- Automatically reinforced
- Escape/Avoidance
- Tangible

**ANY OTHER KINDS OF
MOTIVATION?**

FUNCTIONAL BEHAVIOR ASSESSMENT

- **Process whereby informed hypotheses are developed about relationships between events in the environment and a target behavior.**

Who can conduct an FBA?

- Behavior Analyst
- Psychologist

FBA Components

- Antecedent stimuli
- Target behavior
- Consequences
- Alternative behaviors
- Potential reinforcers
- Previous interventions
- Setting Events

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Setting Events

- Classes of stimuli that change ongoing stimulus-response relationships
- Physical conditions such as pain, exhaustion, illness
- Psychological variables such as anxiety?

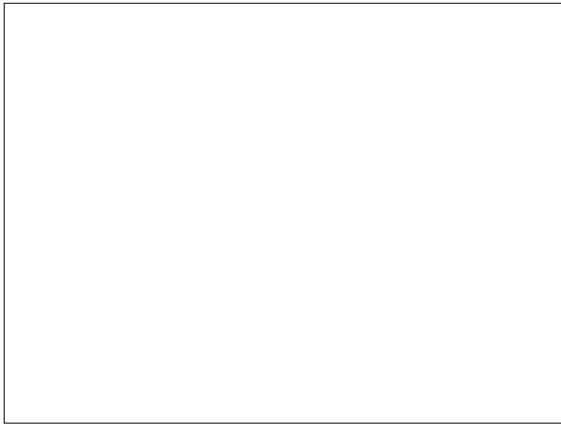
TYPES OF ASSESSMENT METHODS

- Indirect
- Descriptive
- Analog Assessment
- Hypothesis-Based

FBA Components

Conclusions that guide intervention

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SERVICES



REINFORCEMENT

- **REINFORCEMENT** happens when the application or removal of a stimulus results in an **INCREASE** in the behavior.

- There are two types of RF: Negative & Positive
- **NEGATIVE RF** happens when you take something away and the behavior increases.
- **POSITIVE RF** happens when you give something and the behavior increases.

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PUNISHMENT

- **PUNISHMENT** happens when the application or removal of the stimulus results in a **DECREASE** in the behavior.
- **NEGATIVE PUNISHMENT** happens when you take something away and the behavior decreases.
- **POSITIVE PUNISHMENT** happens when you give something and the behavior decreases.

BEHAVIOR SUPPORT PLANS

- Antecedent Strategies
- Consequential Approaches
- Concurrent Operant Approaches

TECHNIQUES TO DECREASE PROBLEMATIC BEHAVIOR

- **EXTINCTION**
- **DIFFERENTIAL REINFORCEMENT**
- **TOKEN ECONOMY**
- **TIME-OUT**

EXTINCTION

- Procedure in which the reinforcer maintaining a problem behavior is eliminated in order to decrease the frequency of the behavior.

Extinction can be used if:

- The therapist has control over the reinforcers.
- No harm will come to the child or others in the environment.
- The escalation in the problem behavior during an extinction burst can be dealt with effectively.
- Consistency can be maintained.

DIFFERENTIAL REINFORCEMENT

- Combination of Rf & Extinction.
- A behavior other than or incompatible with the target behavior is reinforced while the target behavior is extinguished.

TYPES OF DIFFERENTIAL REINFORCEMENT

- **DRO: Differential Rf of OTHER behavior**
- **DRA: Differential Rf of ALTERNATIVE behavior**
- **DRL: Differential Rf of LOW RATES of the behavior**
- **DRI: Differential Rf of a behavior that is INCOMPATIBLE with the target behavior**

TOKEN ECONOMY

- **Procedure in which conditioned reinforcers (tokens) are used to strengthen desirable behaviors and to eliminate problematic behaviors.**
- **Target behaviors are identified and tokens are delivered contingent upon their occurrence.**
- **Tokens are later exchanged for primary reinforcing stimuli at a predetermined exchange rate.**
- **When tokens are paired with primary reinforcers they eventually acquire reinforcing value.**

RESPONSE COST

- **Involves removing the tokens each time the target behavior is performed.**
- **Token systems should never start with response cost.**

TIME-OUT

- Involves removing all sources of positive reinforcement for a brief, pre-specified period of time following a target behavior.

ISSUES with PUNISHMENT

- Ethical Issues
- Does not teach appropriate behavior
- Generates emotional responses that interfere with learning
- Child habituates so aversive needs to increase for effect

SENSORY INTEGRATION

The organization of sensation for use. Involves locating, sorting, and organizing the sensations so learning can occur.

SENSORY INTEGRATION

- **Tactile Defensiveness**
- **Auditory Sensitivity**
- **Visual Sensitivity**
- **Proprioceptive Issues**

**SENSORY INTEGRATION
THERAPY**

- No empirical support for the treatment of Autism
