

## MSBSD ABA Programs

- Started seven years ago
- Began to address significant behavior challenges in students with severe behavior
- Students have significant social/language needs
- Many students on the autism spectrum

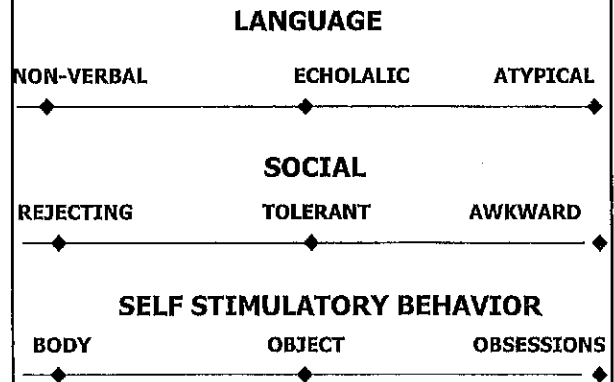
## Growth and Change

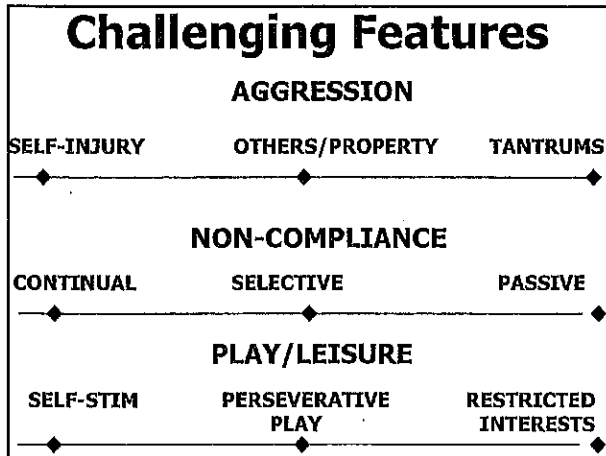
- MSBSD has five ABA classrooms this year
- Three elementary programs (Larson, Pioneer Peak)
- One middle school program (Teeland Middle School)
- One high school program (Palmer High School)

## Facts About Autism

- **ORIGINALLY IDENTIFIED IN 1943**
- **TREATMENT DID NOT BEGIN UNTIL 1960'S**
- **RATIO OF BOYS TO GIRLS IS 4:1**
- **WE DO NOT KNOW THE "CAUSE"**
- **RAPIDLY INCREASING "PREVALENCE"**

## Diagnostic Features





- ### DISRUPTIVE BEHAVIORS
- ③ Acting out Behaviors
  - ③ Passive Behaviors
  - ③ Obstacles to development
  - ③ Detrimental to the learning process

### Applied Behavior Analysis

**\*ABA\***

***"Applied":***  
THE APPLICATION OF THE THEORY AND PRINCIPLES OF BEHAVIORISM

***"Behavior":***  
AN APPROACH BASED UPON THE "SCHOOL" OF BEHAVIORISM

***"Analysis":***  
MUST ANALYZE THE EFFECTIVENESS OF INTERVENTION!!!

- ### LEARNING HOW TO LEARN
- CHANGING RESPONSES BASED UPON FEEDBACK
  - WAITING
  - DISCRIMINATING INSTRUCTIONS
  - STAYING ON TASKS FOR PROGRESSIVELY LONGER PERIODS OF TIME
  - COMPLIANCE

## LEARNING HOW TO LEARN

- ENGAGEMENT
- ATTENDING
- RESPONDING TO INSTRUCTIONS
- CHANGING RESPONSES BASED ON PROMPTS
- UNDERSTANDING THE CONNECTION BETWEEN RESPONSES AND REINFORCEMENT

## How you can help

- **Sometimes less is more**
  - Fewer verbal instructions
  - Clear concise language
  - Give students a chance to try it themselves
  - Help students access reinforcement or rewards
  - Be willing and prepared to follow directions of paraeducators and other staff in the room.

## Compliance

1. IS THE INSTRUCTION NECESSARY?
2. DOES THE CHILD UNDERSTAND THE INSTRUCTION?
3. WILL YOU/CAN YOU FOLLOW THROUGH?
4. DON'T ISSUE MULTIPLE INSTRUCTIONS
5. PROVIDE CHOICES WHEN POSSIBLE
6. PHRASE WITH EXPECTATION OF COMPLIANCE
7. CATCH THE CHILD LISTENING
8. IF NON-COMPLIANCE OCCURS PROVIDE THE LEAST AMOUNT OF ATTENTION

## Differential & Informational Feedback

<i>Correct &amp; good Attending ++</i>	<i>Correct &amp; Poor Attending + --</i>	<i>Incorrect &amp; Good attending -- +</i>	<i>No Response -- --</i>
Wow	That's right	Good try	I didn't hear you
Beautiful	Correct	Almost	You need to look
You got it	OK	Use both hands	You missed that
Great listening	Yeah	Nope	You need to listen
Perfect	Yep	Not quite	No
You figured it out	You can do it better	Do it when I do it	You need to pay attention
You're so smart	Good	Close but...	You're not
Terrific	Alright	Uh-uh	Your work is here
Good going	Mmmm-hmmm	Shake head "no"	You need to try
All right	Pretty good	That's not the...	Pay attention
Super job	Good job, but...	Try again	Listen
That's wonderful	That's nice	You're getting close	I am asking a question

## **Helpful Hints**

- 1. "CATCH CHILDREN BEING GOOD":  
DON'T WARN, BRIBE OR THREATEN!**
- 2. PICK YOUR BATTLES!!!**
- 3. SET CHILDREN UP FOR SUCCESS**
- 4. DON'T BE AFRAID TO ASK FOR HELP!**