



# CABA

CENTER FOR **ADVANCEMENT** OF  
**BEHAVIOR ANALYSIS**

- **Provide Comprehensive Training for Professionals in Quality Applied Behavior Analysis**
- **Advance the Field of Applied Behavior Analysis**



# INCLUSION RESEARCH

- **Research Has Not Demonstrated the Inclusion to Be More Effective than “Segregation” for Student’s with ASD**
- **Effectiveness is Based Upon Skill Level of Student**
- **Academic Skills Typically Do Not Improve In Inclusion**
- **Language Skills Typically Do Not Improve In Inclusion**



# SCALES FOR PREDICTING SUCCESSFUL INCLUSION

Gilliam & McConnel, 1997



# WORK HABITS

- **Following Classroom Rules**
- **Staying On Task**
- **Working Independently**
- **Following Teacher's Verbal Directions**
- **Producing Work Commensurate With His Or Her Ability**



# COPING SKILLS

- **Accepting Not Getting His Or Her Own Way**
- **Handling Frustrations Effectively**
- **Expressing Anger Without Physical Or Verbal Aggression**
- **Coping Effectively When Pressured To Do Something He Or She Doesn't Want To Do**

# PEER RELATIONSHIPS



- **Making Friends Easily**
- **Initiating Activities With Others**
- **Skillfully Ending Conversations With Peers**
- **Maintaining Friendships Over An Extended Period Of Time**



# EMOTIONAL MATURITY

- **Speaking To A Teacher Respectfully**
- **Accepting Blame When He Or She Has Done Something Wrong**
- **Concentrating On Tasks**
- **Expressing Realistic Expectations**



# FACTORS FOR SUCCESSFUL INTEGRATION

## Autism Partnership

- **Minimal Disruptive Behaviors**
- **Doesn't Require Continuous Support**
- **Reinforcement System is Similar to Peers**
- **Good Observational Learning Skills**
- **Learning Proficiently in Groups**
- **Skill Level is Commensurate with Peers**





# SCOPE OF EDUCATION

*“Educational benefit is not limited to academic needs, but includes the social and emotional needs that affect academic progress, school behavior, and socialization”*

**County of San Diego v. California Special Education Hearing Office, 24 IDELR 756 (9<sup>th</sup> Cir. 1996)**

- Academic
- Social
- Health
- Emotional
- Physical
- Vocational



# BARRIERS TO SUCCESSFUL INTEGRATED LEARNING

- **Low Expectations**
- **Lack of Critical Thinking**
- **Patience with the Process**
- **Student's Motivation**
- **Interfering Behaviors**
- **Learning How to Learn Behaviors**
- **Curriculum**
- **Working in Groups**
- **Comprehensive and Ongoing Training**



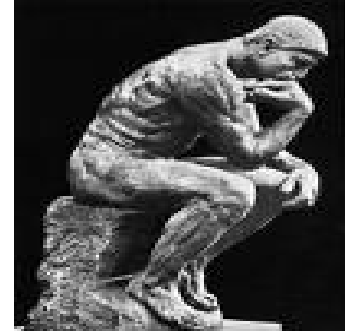
# CRITICAL THINKING

## Observed Events:

1. **Child is Calm**
2. **Child Eats Candy**
3. **Child Becomes “Hyperactive”**



# CRITICAL THINKING



Possible Interpretations:

- **Sugar Intake Caused “Hyperactivity”**
- **Child Eats Candy during Fun and Unstructured Events (Halloween, Birthday Parties, Sleep Overs)**
- **Child Rarely Eats Candy & Is Excited**
- **Parents React Differently Because of Their Expectations**
- **Child’s Behavior Actually Didn’t Change, But Parent Now Believes There was Change**
- **Coincidence**

**CORRELATION**



Correlation  
**DOES NOT**  
Imply **Causation!**

Dr. Piffer, 1971



CORRELATION IS:

The  
**Tool**  
of the



**Devil!**



# CORRELATION



- **Children Raised in Homes With Better Appliances Perform Better in School**
- **Private Schools are Superior to Public Schools**
- **People with Bigger Feet are Better Readers**
- **Students with ASD ... (e.g., Visual Learners, Need Predictability, Prompt Dependent, Robotic Language, Crave Deep Pressure, Don't Generalize, Not Socially Interested, Inclusion is the Best Educational Placement, etc.)**



PATIENCE WITH THE PROCESS!!!

*It's a Marathon  
Not a Sprint!*







*“Do Not Permit What You Cannot Do  
Interfere With What You Can Do”*

**John Wooden**



# CHALLENGES

- Behaviors, **BEHAVIORS, BEHAVIORS**
  - They Often Get Worse Before They Get Better
  - Long Lasting Change Requires Systematic and Comprehensive Programs
  - **IT HAS TO BE THE PRIORITY!**
- Initially, One on One Intervention is Necessary
- Without Powerful Reinforcement, You Might as Well Go Home!



# DEVELOPING REINFORCERS

- **Exposure to Potential Reinforcers**
- **Selling the Reinforcer**
- **Novelty and Anticipation**
- **Escape or Avoidance**
- **Associations**
- **Self Stimulation**
- **Sessions Devoted to Reinforcement Development**
- **Social Connections**



# REINFORCEMENT GUIDELINES

- **Reinforcers Should Be Reinforcing**
- **Reinforcement Should Be Earned (Contingent)**
- **Pair Tangible Reinforcers with Social**
- **Initially, Reinforcement Should Occur Immediately**
- **Reduce Frequency of Reinforcement ASAP**
- **Label the Behaviors Being Reinforced**
- **Use a Variety of Reinforcers**
- **Utilize Differential Reinforcement**
- **Don't Use as Bribery or "Briberyland"**



# REACTIVE PLAN

- Provide “**C**” Reinforcer Every \_\_\_\_ Minutes for the **Absence** of **Disruptive** Behaviors
- Disruptive Behaviors Should Result in the Least Amount of Attention Necessary
- Disruptive Behaviors Result in the Loss of Opportunity for Reinforcement



# REACTIVE PLAN

- Provide “**C**” Reinforcer Every \_\_\_\_ Minutes for the **Absence** of **Disruptive** Behaviors
- Disruptive Behaviors Should Result in the Least Amount of Attention Necessary
- Disruptive Behaviors Result in the Loss of Opportunity for Reinforcement



# PROACTIVE PLAN

- **Select Replacement Behavior Based Upon Functional Behavior Assessment**
- **Concentrated & Systematic Teaching (i.e., Sprints of Teaching)**
- **Provide “A” Reinforcer Every \_\_\_\_ Times for the Presence of *Appropriate* Behavior**



# BEHAVIORAL CONSEQUENCES

## PAYOFFS

Attention (+/-)  
Avoidance/Escape  
Requests (Access)  
Self Stimulation  
Control  
Anger Release



## COSTS ???

Reprimands  
Instructions  
Time Out  
Ignoring





# LEARNING

## HOW TO LEARN

- **Sitting**
- **Giving Back Reinforcers**
- **Not Fidgeting or Grabbing**
- **Remaining Calm**
- **Paying Attention**
- **Joint Attention**
- **Following Directions**
- **Learning From Feedback**
- **Learning From Prompts**
- **Deductive/Inductive Reasoning**
- **Observational Learning**
- **Waiting**
- **Memory**



# EFFECTIVE EDUCATION PRACTICES FOR STUDENTS WITH ASD (2003)

- **Educators Should Consider the Functionality of Skills Targeted Within the Curriculum**
- **Focus Should be on Those Skills that:**
  - (a) **Are Useful in the Student's Life**
  - (b) **Increase Independence & Quality of Life**
  - (c) **Increase Competent Performance**

The Center for the Advancement of Behavior Analysis (CABA) is committed to furthering the field of ABA and ASD by promoting expertise in the application of behavioral treatment. CABA is dedicated to promoting accessible and effective Autism treatment, training the next generation of professionals, educating those impacted by Autism Spectrum Disorder, disseminating empirically supported information, and advancing the science of quality ABA.

## OUR MISSION

- Provide training opportunities for professionals in the implementation of quality ABA based intervention via multiple modalities
- Increase knowledge of the core principles of ABA
- Improve knowledge of the core features of ASD
- Improve the quality of intervention available for individuals diagnosed with ASD
- Increase the general public's understanding of ABA and ASD intervention

For more information about CABA please visit:  
[www.caba.net](http://www.caba.net)

## CONTINUING EDUCATION

BACB® (7 units, type 2)

BBS (7 hours)

APA (7 credits)

ASHA (0.7 units) - *pending*

\*includes 1 hour of ethics and 1 hour of supervision

## PRICING

\$175 – Early Registration

Price includes lunch and cost of CEUs

## LOCATION

Old Ranch Country Club

3901 Lampson Ave.

Seal Beach, CA 90740

April, 28, 2017 • 8:30-4:30 PST

[caba-autism-conference-2017.eventbrite.com](http://caba-autism-conference-2017.eventbrite.com)

# The 2<sup>nd</sup> Annual CABA Autism Conference

Preserving Quality ABA and the  
Effective Implementation of  
Autism Treatment

Friday, April 28<sup>th</sup>, 2017

Seal Beach, CA

**CABA**  
CENTER FOR ADVANCEMENT OF  
BEHAVIOR ANALYSIS