

NOT ALL ABA IS ALIKE

Rigid

AP's Model

-
- Eliminate Distractions
 - Robotic Instructions & Style
 - Exclusive 1:1
 - DTT
 - Food Reinforcers
 - Prompting Edicts
 - Language & Academics
 - Continuous Data
 - Massed Trials
 - Reinforcement Preferencing
 - **RIGID PROCTOLS**
- Most Natural Setting Possible
 - Natural Instructions & Style
 - 1:1, Small Group & Large Group
 - DTT, TI's, Continuous Teaching
 - Engagement, Activities, Toys
 - Flexible Prompting Strategies
 - Behavior, Social, Recreation
 - Representative Samples
 - Discrimination
 - Contingent Choice
 - **CLINICAL JUDGMENT**



AUTISM PARTNERSHIP'S MODEL

- **Clinical Judgement**
- **Clinic Based**
- **Extensive Staff Development**
- **Parent Buy In & Expertise**
- **Phases of Intervention**
- **Evidenced Based**
- **Controversial**





AUTISM PARTNERSHIP'S MODEL

- **Clinical Judgement**
- **Clinic Based**
 - Simulates School
 - Increased Social Opportunities
 - Continuous Staff Training
- **Extensive Staff Development**



STAFF RECRUITMENT



HOURS OF TRAINING: YEAR ONE

200

Hired

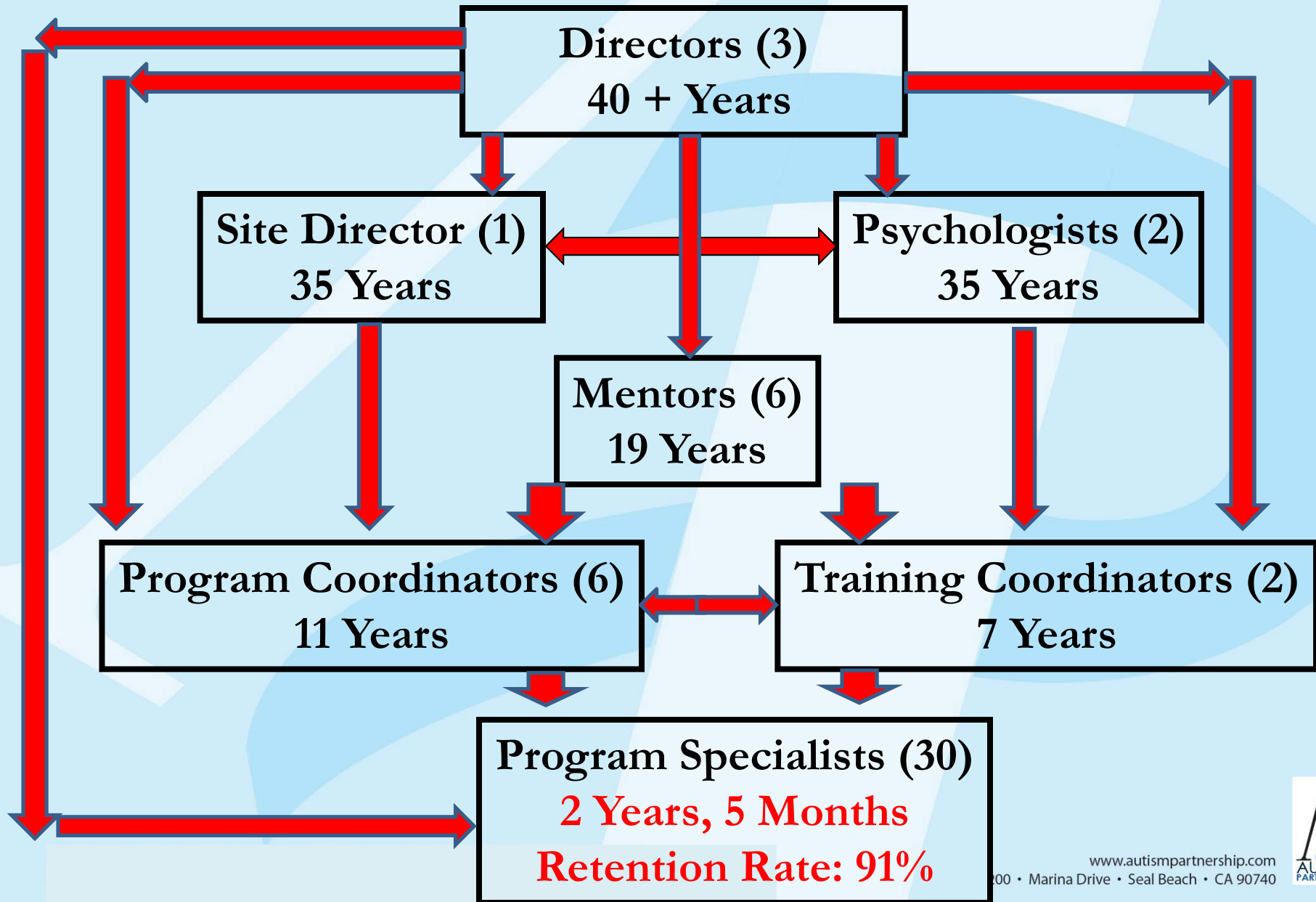
480

Probation Period

120

Paid Audition

AUTISM PARTNERSHIP'S STRUCTURE



LEARNING HOW TO LEARN

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



Obedience to
Set Protocols is
Paramount

Unqualified
Interventionists
Providing Treatment

Journals Reject
Submissions
Because They
are Innovative

There is a
"Lovaas
Model"

STOP
the
INSANITY!!!

Still Debates About
"Recovery"

Operant Bigotry,
Social Stories, Social Thinking,
Continuous Data, Prolonged FBAs,
Reinforcement Preference Assessments,
"Skinner is the Father of Behaviorism"...

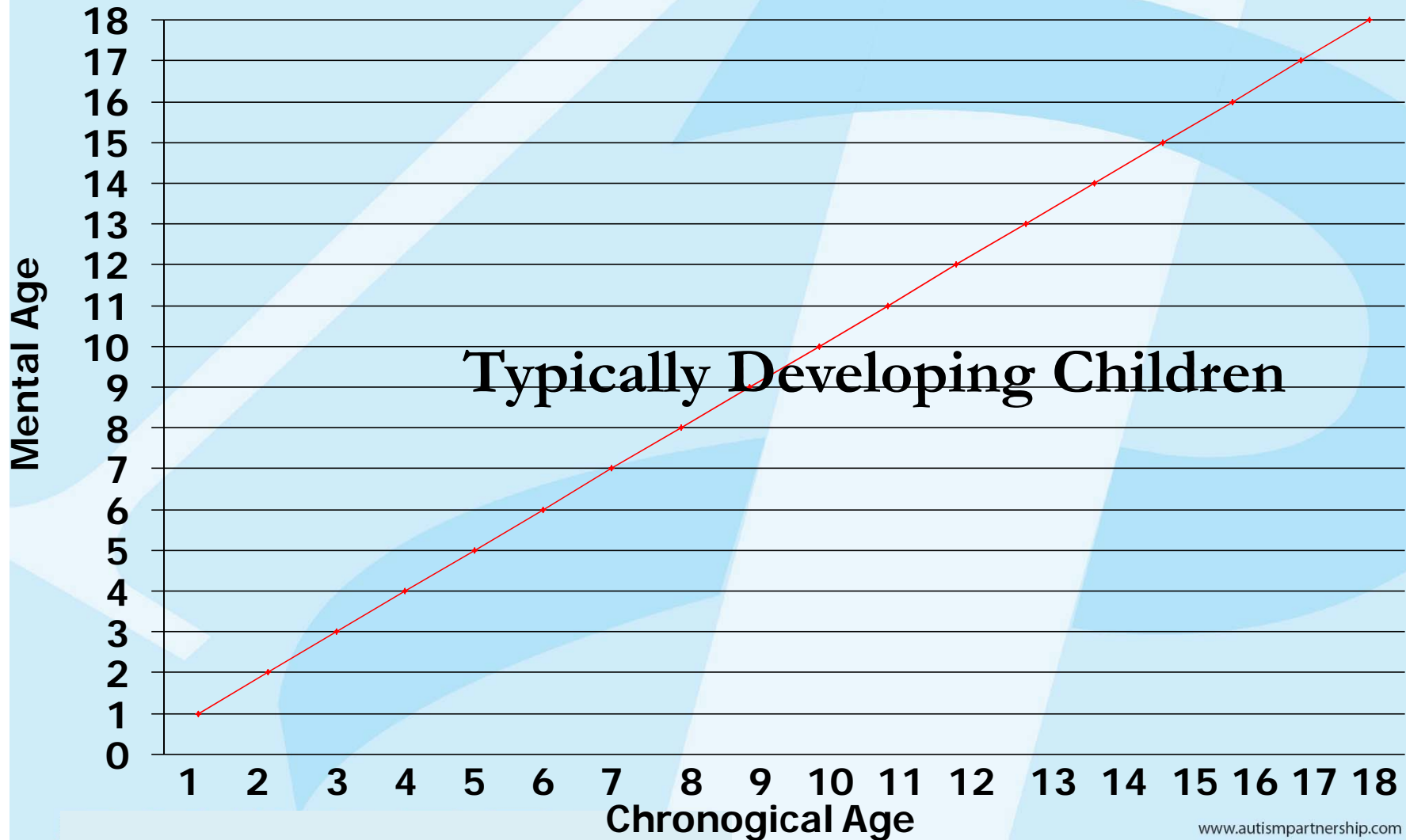


www.autismpartnership.com

200 • Marina Drive • Seal Beach • CA 90740



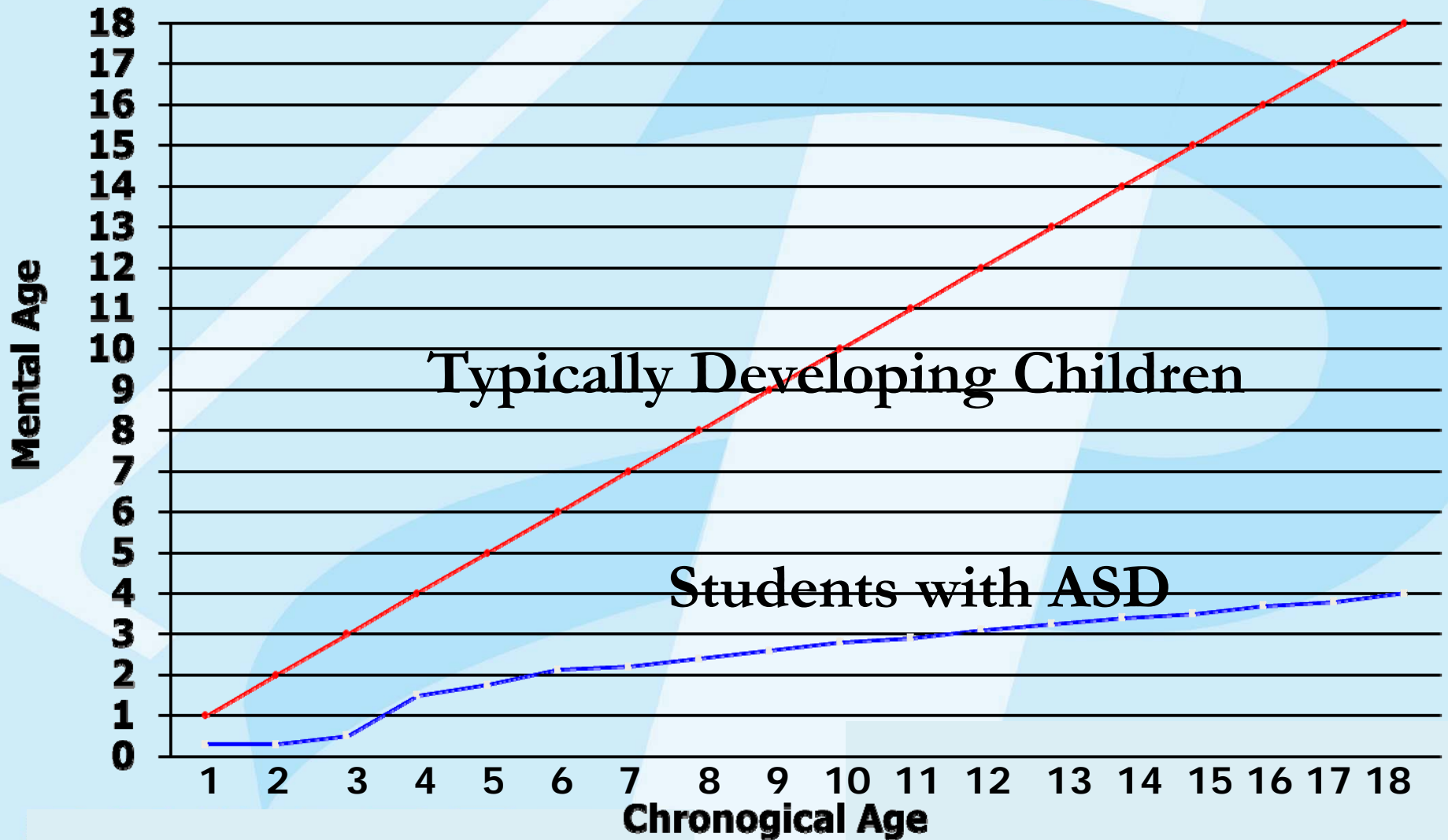
THE GAP



Typically Developing Children



THE GAP



**TEACH
LEARNING HOW
TO LEARN SKILLS**

**QUALITY
ABA INTERVENTION**

**HIGHLY TRAINED
STAFF**

**CLOSING
THE GAP**

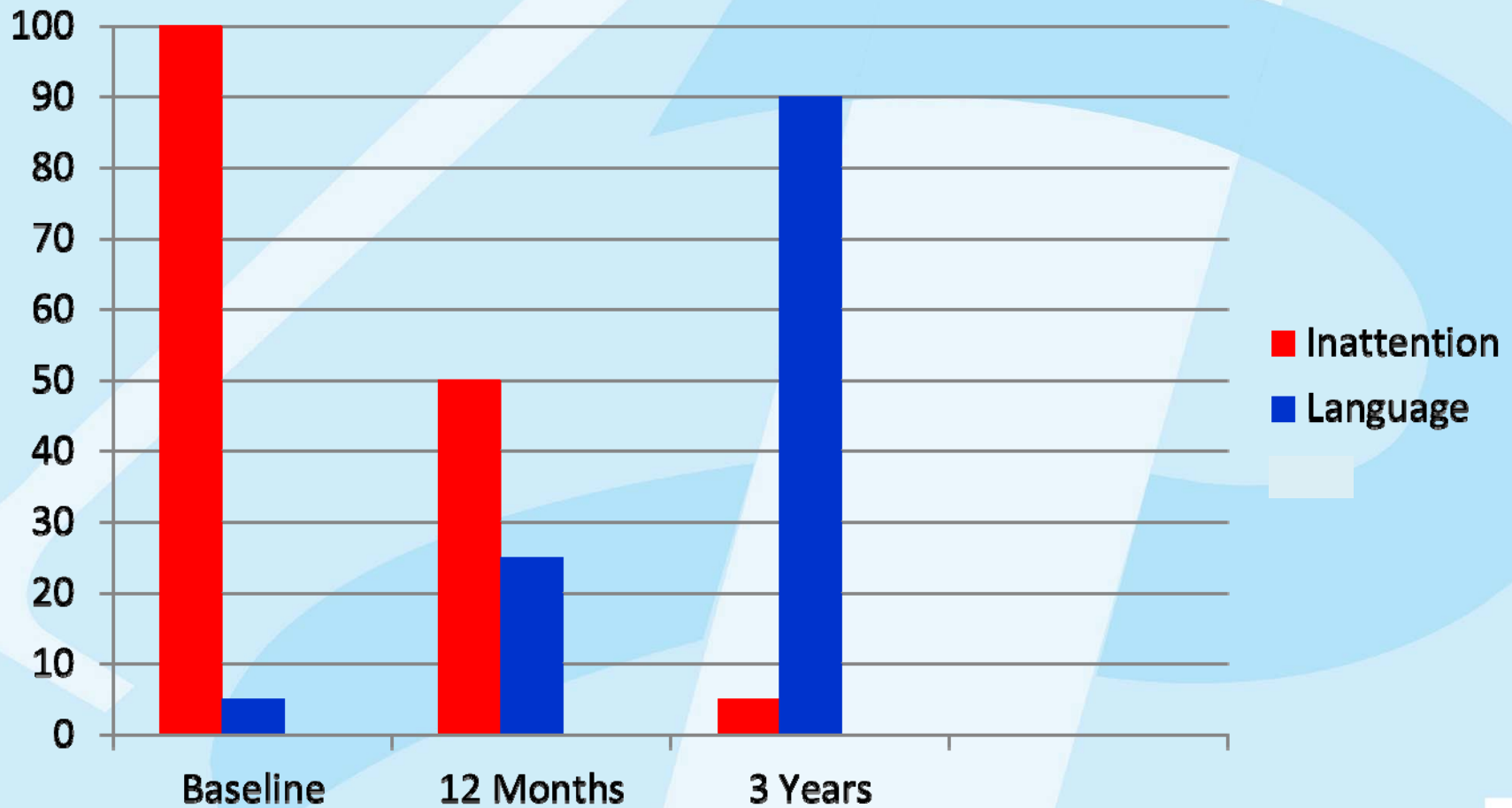
**ELIMINATE
INTERFERING
BEHAVIORS**

**INTENSIVE AND COMPREHENSIVE
INTERVENTION**

HOW IMPORTANT ARE LEARNING HOW TO LEARN SKILLS?



HOW IMPORTANT ARE LEARNING HOW TO LEARN SKILLS?



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
- Make Learning as Fun & Natural **AS POSSIBLE**
- Provide “**A**” Reinforcer Every _____ Times for the **Presence of Appropriate Behavior**

