

# RBT ONLINE TRAINING COURSE

Comprehensive Overview of  
ABA Techniques:  
*Back to the Basics*



A.W.C. & Associates, LLC  
*For the Health of it . . .*

AND



**Special Learning, Inc.**  
*Autism Education for Parents, Teachers, and Therapists*

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# Program Development



Amanda Fishley, MA, BCBA, COBA is a Board Certified Behavior Analyst and Certified Ohio Behavior Analyst. She has experience working with children, adolescents and adults in variety of settings including school, home and mental health facilities. In each of these environments, she worked closely with parents, teachers, and paraprofessionals to develop and oversee implementation of behavior intervention plans. She has extensive experience mentoring and providing supervision to RBTs®, BCBA® candidates and behavior analysts.

As an Associate Director of Clinical Solutions for Special Learning, she is responsible for creating and presenting educational materials and promoting Special Learning's mission to positively impact the special needs community.

She received her Master's degree in Special Education/ABA from The Ohio State University. She has been working with in the field of ABA for over ten years.

# Program Development and Speaker Bio



Krystal Larsen, B.A., BCaBA is a Board Certified assistant Behavior Analyst. She has been practicing Behavior Analysis for over 10 years, where she begun her ABA career as a behavior technician. She has experience working in family homes, schools, group homes, foster care, and facilities. She specializes in Natural Environment Training, maladaptive and aggressive behaviors- with children and adults whom have ASD, developmental delays, and/or mental health diagnoses.

As an RBT® Program Manager for Special Learning, she is responsible for overseeing and provide behavior analytical coaching to those seeking RBT® training, clinical supervision, and RBT® credentialing.

She received her Bachelor's in Psychology from the University of South Florida and her BCaBA coursework from Florida Institute and Technology.

# Conjunction Program Development



Dr. Arthur Channer, BCBA-D is a Board Certified Behavior Analyst-Doctoral and Psychologist in Florida . He is the Founder , CEO , and Clinical Director of A.W.C. & Associates, LLC where he has over 20 years of experience in providing ABA services to juvenile delinquents, foster care children, and ex-convicts of varying ages, diagnoses, and traumatic backgrounds.

He also has extensive history in providing supervision to BCBA® candidates and creating and presenting training for state –funded residential placement facilities with a focus on severe intense behaviors.

He received his Master’s degree in ABA from Florida Institute of Technology and a second Master’s Degree and Doctorate in Clinical Psychology from Argosy University.

# Course Format and Sequencing

- Baseline Quiz (complete before session)
- Prepare for Course with available downloadable tools
- Attend the class
  - There are 21 classes and 1 optional Round Table
  - This class is session **3** of **21**
  - Be actively involved with the class(es)
- Complete the Module Quiz
- Live Coaching available, send eMail to [training@special-learning.com](mailto:training@special-learning.com)
- Easy to Follow Format mapped to RBT® Task List
- Recorded version will be available within 10-14 days

## RBT® Task List Item(s) Addressed

*This training program is based on the RBT Task List (2nd ed.) and is designed to meet the 40-hour training requirement for RBT certification. The program is offered independent of the BACB.*

RBT® Task List Item	Item Description
A-06	Describe the behavior and environment in observable and measurable terms.
C-03	Use contingencies of reinforcement (e.g., conditioned/unconditioned reinforcement, continuous/intermittent schedules).
D-03	Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli.
D-04	Implement differential reinforcement procedures (e.g., DRA, DRO).
E-05	Comply with applicable legal, regulatory, and workplace data collection, storage, transportation, and documentation requirements.
F-05	Maintain client Dignity.

# Objectives & Learning Outcomes

*This training program is based on the RBT Task List (2nd ed.) and is designed to meet the 40-hour training requirement for RBT certification. The program is offered independent of the BACB.*

RBT® Task List Item	Objective
A-06	Learn what is and is not a behavior
C-03 & D-04	Learn the key laws of reinforcement how-to implement reinforcement
D-03	Discover proactive strategies to increase appropriate behaviors
E-04	Identify potential covert and overt signs of coercive behaviors

## Ultimate Learning Outcome (s)

- Learn key principles of ABA that will provide you with the tools to begin to help an individual with autism
- Learn key ABA strategies include setting expectations, avoiding coercive behaviors, planned ignoring, pivot praise, and of course, positive reinforcement
- Discover strategies effective in addressing most problem behavior across all age groups.

# ABA Made Simple: The A-B-C Model



# About ABA

- About Applied Behavior Analysis
  - Applied Behavior Analysis is a well-developed discipline among the helping professions,
  - uses a mature body of scientific knowledge,
  - established standards for evidence-based practice
  - distinct methods of service.
- Behavior analysis focuses on the principles that explain how learning takes place.
  - Positive reinforcement is one such principle.
  - When a behavior is followed by some sort of reward, the behavior is more likely to be repeated.
  - Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning.
- Applied behavior analysis (ABA) is the use of these techniques and principles to bring about meaningful and positive change in behavior.

# Antecedent-Behavior-Consequence

## ➤ ABC MODEL

- Antecedent—Behavior—Consequence

❖ Antecedent-What happens **just before** behavior

❖ Behavior- Anything a person says or does that can be observed and measured

❖ Consequence- What happen **right after** behavior

# Your Turn! ASR #1

MULTIPLE-CHOICE: CHOOSE THE BEST ANSWER

1. Behavior is \_\_\_\_\_

- A. Anything a person does that can be observed and measured
- B. Anything a person thinks and feels
- C. Too subjective to be understood
- D. Anything that can be observed and measured

## Your Turn! ASR #2

### True or False

- AN ANTECEDENT IS WHAT HAPPENS JUST BEFORE A BEHAVIOR
- A CONSEQUENCE IS WHAT HAPPENS RIGHT AFTER A BEHAVIOR

- **TRUE**  
ANTECEDENTS OCCUR BEFORE A  
BEHAVIOR  
(A-B-C)
- **TRUE**  
CONSEQUENCES OCCUR AFTER A  
BEHAVIOR

# Antecedent (A – B – C Model): Proactive Approach for Success

# ANTECEDENT- B - C

## ➤ Antecedent

- What happens before a behavior

- A trigger

- **Green Light**

- ❖ Open door



- **Red Light**

- ❖ Closed door



- Deprivation

- ❖ Increases the effectiveness (value) of a reinforcer

# Antecedent Manipulations

## ➤ Start off each encounter **POSITIVE**

- Use positive statements whenever speaking with **the individual**.
  - ❖ (i.e. you look nice, I know you can do this, good job etc.)
- Use positive words that will keep the encounter in a positive context.
- **Always give POSITIVE reinforcement**
  - ❖ (verbal praise, high fives, pats on his/her back) for his/her appropriate behavior.

# Antecedent Manipulations (cont.)

- Give Choices
  - **Individual** should be given two choices at all times and verbally praise him/her once they engage in the request.
  - **DO NOT THREATEN the INDIVIDUAL**
  - *(If the choices are not available do not offer them.)*



# Setting Expectations

## ➤ Setting Expectations

- Verbally stating for **the individual** what is expected in a particular situation.
- First stating what is expected to be done.
  - ❖ *(i.e. When we go outside to play you are expected to keep your hands, and feet to yourself, and follow directions first time given.)*
- Then stating what will be earned when it is completed as directed.
  - ❖ *(i.e. when you are finished playing in the time given, you can earn 10 minutes extra to play or an extra snack).*
- Next state what won't be earned if the task is not completed as directed.
  - ❖ *(i.e. if you don't keep your hands, and feet to yourself, and follow directions first time given you will not earn extra time to play or a snack).*

# Setting Expectations Case Scenario

## SCENARIO 1 :

- An “individual” is rarely prepared for the transportation vehicle to go to his/her perspective school. The individual enjoys watching TV when he/she returns home from the school.
- What behavior are we looking for?
- How can we set the expectation with the information given?

# Setting Expectations Case Scenario

## SCENARIO 2 :

- Daily, an “individual” refuses to complete their homework before dinner/bed time. In the past, the individual has refused long-enough to never even complete it. The individual enjoys setting the table with his/her mother.
- What behavior are we looking for?
- How can we set the expectation with the information given?

# Offering Choices

## ➤ Give Choices

- Give **the individual** two choices:
  - ❖ *(i.e. you can do your homework and get an extra five minutes with Staff John, or you can do your homework and get an extra ten minutes with staff. Staff should then count down from five to one out loud. If he/she does not choose then you make the choice for him/her).*
  - ❖ *(i.e. you can do your homework and get to play your video games, or you can not do your homework and don't play your video games. staff should then count down from five to one out loud. If he/she does not choose then you make the choice for him/her).*
  - ❖ *(i.e. you can do your homework, or you can do your homework and read a book. staff should then count down from five to one out loud. If he/she does not choose then you make the choice for him/her).*
  - ❖ *(i.e. you can have 1 scoop of ice cream, or you can have 2 scoops of ice cream. staff should then count down from five to one out loud. If he/she does not choose then you make the choice for him/her).*

# Consistency is Key

- **Being Consistent**

- Have “House Rules”, posted where the individual can see and understand.
- Make sure to follow through **the individual’s** BIP (*If one is available*).
- Make sure to follow through with positive consequences.

- **STAY POSITIVE**

- Understand the functions of his/her behavior:
  - **Sensory, Escape, Attention, Tangibles**

# Using Antecedent Strategies to Promote Appropriate Responding

# Behavioral Momentum

## ➤ Use Behavioral Momentum

- Start off with requesting three high-preferred (easier) tasks first.
  - ❖ (i.e. stand up, sit down, come here, give high fives/daps, clap your hands etc.)
- Follow each compliant behavior to a request with reinforcement (verbal praise).
  - ❖ (i.e. good job listening class or specific individuals).
- Along with Behavioral Momentum, make sure to ignore inappropriate “junk” behaviors.

# “Junk” Behaviors

## ➤ “Junk” Behaviors

- Any age-typical behavior that is annoying, done for attention, that poses no potential harm to any person (individual/others), property, or animals.
- How-to use Planned Ignoring
  - Don’t make eye contact with the individual
  - Don’t speak to the individual
  - Don’t be physically close (Proximity)
  - If behavior is serious, don’t ignore and use response blocking.



## Your Turn! ASR #3

Is it considered “junk” behavior?



**-NO**



**-YES**



**-YES**

# “Junk” Behaviors (cont.)

## “Junk” Behaviors (cont.)

### ➤ Pivot Praise

You carefully ignore the junk behavior of one person while giving positive consequences for the appropriate behavior of another person.

- How-To use Pivot Praise

1. Say nothing
2. Do nothing
3. Turn to someone else and provide positive consequence
4. Turn back and provide positive consequence
5. Within 3 seconds of appropriate behavior provide positive consequence
6. Stay Cool- no coercives

# Planned Ignoring Case Scenario

## **SCENARIO 1 :**

A parent asked his child to wash the dishes with him. The child walks closer to his parent and begins to whine stating “I do not want to do the dishes . . .”

What behavior are we looking for?

How can we implement planned ignoring with the information given?

# Pivot Praise Case Scenario

## **SCENARIO 1 :**

A teacher in a pre-school classroom has started circle-time, where the children in the class sit in a circle on the floor while the teacher reads a book to the students. The student you are providing ABA services with, begins to clap and make loud noises.

What behavior are we looking for?

How can we implement pivot praise with the information given?

## Your Turn! ASR #4

- Match the antecedent manipulation with the “how -to”

Behavior Momentum

Planned Ignoring

Pivot Praise

- Say nothing, Do nothing, Turn to someone else & provide positive consequence. Turn back & provide positive consequence, within 3 seconds of appropriate behavior provide positive consequence, Stay Cool
- Start off with requesting three high-preferred (easier) tasks first AND praise for compliant behavior.
- Don't make eye contact with individual, Don't speak to individual, Don't be physically close (Proximity)  
*If behavior is serious, don't ignore and use response blocking.*



# The Do's and Don'ts of Antecedent Manipulations

# Pairing Review

➤ **Begin each session with pairing**

- Intersperse instruction as designated by the plan
- Start each encounter in a positive manner

➤ **Utilize reinforcement systems and prompting as described by the plan**

- If you're not familiar with prompting and schedules of reinforcement yet, you will be. Implementing these correctly is critical to the efficacy of your clients' programming



# Staying Close

## ➤ Staying Close

- You create a safe, positive environment and establish yourself as a source of caring, Empathy and positive consequences.
- Staying Close Basics
  - 1) Get Physically Close
  - 2) Touch Appropriately
  - 3) Match Facial Expressions
  - 4) Use the Appropriate Tone of Voice
  - 5) Relaxed Body Language



# How-to Implement Staying Close Procedure

## ➤ How-to Stay Close

- Ask Open-ended, Positive Questions
- Listen While the individual Speaks
- Use Empathy Statements
- Change the Subject (if conversation is going south)
- Prompt Expectations (if conversation is going south)
- Encourage
- Ignore Junk Behavior
- Stay Cool Throughout the Process (No Coercives)

# Coercive Behavior

## By product of coercion

### ➤ A.G.E.

- The individual IS LIKELY TO, Try to **Avoid** the coercive individual, **Get even** with the coercive person, and/or **Escape** the coercive person.

### ➤ Avoid

- The individual will not speak, or be in the same area as the person whom utilizes coercive techniques.
- Coach J. (used coercive techniques in the past) is coming to class, and Little Johnny states to the teacher “I need to go to the nurse.” The teacher sends him to the nurse, and Little Johnny does not have to interact with Coach J.

### ➤ Get Even

- The individual will “target” the person whom utilizes coercive techniques in effort to “harm” by physical, emotional, and mental tactics.
- Mrs. Rowen (used coercive techniques in the past) tells her student “What are you doing? Are you stupid?” The student begins to yell obscenities and throws a pencil towards Mrs. Rowen.

### ➤ Escape

- The individual will interact with the coercive person for short periods of time, then remove themselves from that person.
- Lying

## Your Turn! ASR #5

- Fill-in-the-blank
- Coercive behaviors leads to:

**Avoid**

A: \_\_\_\_\_

**Get Even**

G: \_\_\_\_\_

**Escape**

E: \_\_\_\_\_

# Coercive Behavior Types

## ➤ Bribery

- When a person is engaging in inappropriate behavior, making an offer for a desired item/task upon them stopping the inappropriate behavior

## ➤ One Ups Manship

- Telling a person why their situation is not that bad by talking about your own situations.

## ➤ Tell on Them to Others

- Taking negatively about a person to another person so that the person can hear what you are saying.

## ➤ Logic

- Explaining with more than two statements why a behavior is good or bad for the person to get them to stop the behavior

## ➤ Questioning

- Asking questions that will not likely result in a honest answer or a desirable answer

## Coercive Behavior Types (Cont.)

- **Force (physical or verbal)**
  - Causing pain or creating fear in the person to get a person to engage in or stop a specific behavior
- **Taking items or activities away**
  - Removing a desired item/activity following problem behavior without a plan in place
- **Overcorrection**
  - Requiring the person to do more than just restore the environment
- **Extra Work**
  - Requiring the person to complete extra work as punishment

# Behavior (A – B – C Model): Objective, Observable, & Measurable

# A - Behavior - C

## ➤ Behavior

- Anything a person says or does, can be observed and measured
- Subjective vs. Objective (Inter-observer agreement)

### ❖ Specific

#### ▪ Who

- There
- Not there

#### ▪ What

- Say
- Do

#### ▪ How

- Often (how many times did he/she do the behavior)
- Duration (how long did it last)
- Intensity

# Is it a Behavior or Not? (Cont)

- **Where**
  - Location
- **When**
  - Time of day
- **Dead Man Test**
- **Good vs. Bad**





## Your Turn! ASR #6

- Behavior (Yes or No)

- |                 |       |
|-----------------|-------|
| • Screaming     | • YES |
| • Talking       | • YES |
| • Aggression    | • NO  |
| • Touching hair | • YES |
| • Happy         | • NO  |
| • Picking nose  | • YES |
| • Upset         | • NO  |

# Consequences (A – B – C Model): Reinforcement or Punishment

# A – B – Consequence

## ➤ Consequences

- A behavior is either strengthened or weakened by its consequences.
- Two types
  1. Reinforcement
  2. Punishment

# Types of Consequences

## ➤ Reinforcement

- **Increases** the probability of behavior occurring in the future
  - ❖ Positive
    - Something **added** to the environment
  - ❖ Negative
    - Something **removed** from the environment

## ➤ Punishment

- **Decreases** the probability of behavior occurring in the future
  - ❖ Positive
    - Something **added** to the environment
  - ❖ Negative
    - Something **removed** from the environment

## Your Turn! ASR #7

### TRUE OR FALSE

- ANTECEDENTS OCCUR AFTER A BEHAVIOR

- CONSEQUENCES OCCUR AFTER A BEHAVIOR

- **FALSE**

- Antecedents occur before a behavior (A-B-C)

- **TRUE**

- Consequences occur after a behavior

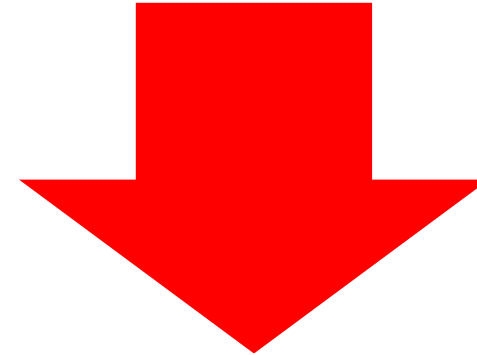
# Reinforcement vs. Punishment

## **REINFORCEMENT**



**Increases** the likelihood the behavior occurring in the future

## **PUNISHMENT**



**Decreases** the likelihood the behavior occurring in the future

# Positive vs. Negative

## POSITIVE:

Something  
**ADDED**  
to the environment



## NEGATIVE:

Something REMOVED  
**(SUBTRACTED)**  
from the environment



# Types of Reinforcement

## POSITIVE REINFORCEMENT:

Add something to the environment, which  
Increases the probability of behavior  
occurring in the future.



## NEGATIVE REINFORCEMENT:

Remove something from the environment,  
which Increases the probability of behavior  
occurring in the future.

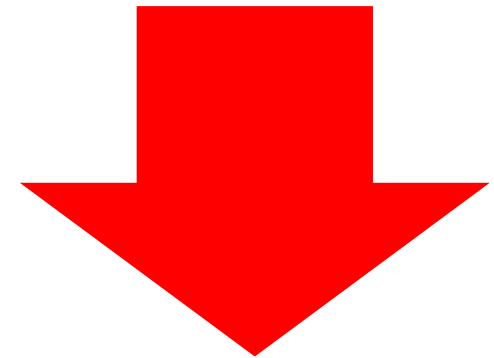




# Types of Punishment

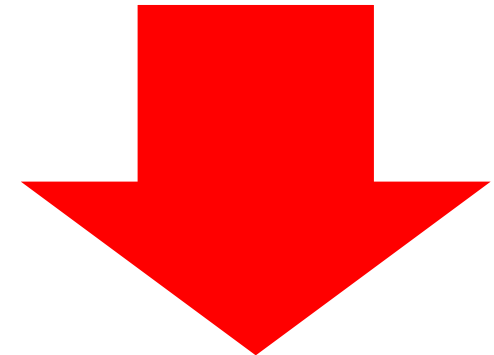
## POSITIVE PUNISHMENT:

Add something to the environment,  
which Decreases the probability of  
behavior occurring in the future.



## NEGATIVE PUNISHMENT:

Remove something from the  
environment, which Decreases the  
probability of behavior occurring in the  
future.



# How-To Implement Reinforcement Appropriately

# Laws of Reinforcement

## ➤ How to Provide Reinforcement

- **(S)mall quantity or equal to behavior**
  - ❖ **Provide a positive consequence that fits the appropriate behavior:**
    - Verbal Praise (Use 8-9 Words in 3-5 Seconds)
    - Appropriate Touch (Hug, Pat, High Five, etc.)
    - Appropriate Privilege/Item (see behavior plan)
    - A piece of cookie as opposed to a whole cookie
- **(I)mmediate**
  - ❖ Provide the reinforcing consequence within 3 seconds of recognizing the behavior if possible.
- **(P)aired with descriptive praise**
  - Tell what behavior you liked
  - Provide specific, verbal praise
  - Vary verbal praise

# Differential Reinforcement Overview

## ➤ Differential Reinforcement

- Implementation of **reinforcing** only the appropriate response (or behavior you wish to increase) and applying extinction to all other responses. Extinction is the discontinuing of a **reinforcement** of a previously reinforced behavior.

## ➤ **When Providing Differential Reinforcement For An Appropriate Behavior :**

- Provide Reinforcement equal to the amount of effort required for the behavior
  - ❖ Individual says “candy” to ask for candy → deliver 1 small piece of candy
  - ❖ Individual says “May, I have some candy, please?” → Deliver whole candy bar

# Addressing Inappropriate Behaviors with Reinforcement

## ➤ Address inappropriate behaviors with Stop-Redirect-Reinforce Techniques:

- Get within arms reach of the person.
- Say, “Stop.” Then, state the opposite positive behavior or something similar, such as “Keep your hands to yourself!”
- Make sure the person stops the (inappropriate) behavior (use gentle physical guidance, if necessary).
- Redirect the person, by telling them to do something else.

# Stop-Redirect-Reinforce Techniques

- If the person does not go to do the suggested activity within 3 seconds, model, or gently guide them to do the activity.
- Give a positive consequence for doing the appropriate behavior (praise, touch).
- Give the positive consequence within 3 seconds after the appropriate behavior begins.
- Do not say or do anything about junk behavior throughout the process.
- Stay cool throughout the process (no coercives).

# Stop-Redirect-Reinforce Case Scenario

## **SCENARIO 1 :**

A learner you are working with is transitioning from the “work” area to the kitchen in his home. The learner begins to jump and run from the “work” area to the kitchen.

What behavior are we looking for?

How can we implement stop-redirect-reinforce techniques with the information given?

# Reinforcement is Contingent on the Appropriate Behavior

## Reinforcement Review:

- It increases the probability of a specific behavior in the future
- You can use Positive (+) or Negative (-) approaches
- Do not use reinforcement for inappropriate behaviors, but implement (depending on the BIP)
  - ✓ Planned Ignoring
  - ✓ Pivot Praise
  - ✓ Stop-Redirect-Reinforce
  - ✓ Differential Reinforcement



# Resources

- Applied Behavior Analysis for Teachers by Paul A. Alberto & Anne C. Troutman  
4<sup>th</sup> Edition. © 1995 by Prentice Hall, Inc.
- Behavior Analyst Certification Board. (2018). RBT task list (2nd ed.). Littleton, CO: Author
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- The Behavior Analyst Certification Board Professional and Ethical Compliance Code for Behavior Analysts. (2017). *Professional and Ethical Compliance Code for Behavior Analysts*. [online] Available at: <https://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf> [Accessed 15 July. 2018].

# Resources

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- Latham, Glen. (1994). The Power of Positive Parenting: A Wonderful Way to Raise Children. P & T Ink: Ohio.
- Lerman, D.C., Iwata, B.A., Smith, R.G., Zarcone, J.R., & Vollmer, T.R. (1994). Transfer of behavioral function as a contributing factor in treatment relapse. *Journal of Applied Behavior Analysis*, 27, 357-370.
- Mayer, G. R. (1996). Why Must Behavior Intervention Plans Be Based on Functional Assessments?. *The California School Psychologist*, 1(1), 29-34.

# **Congratulations for completing the 3rd class in the RBT 40-Hour Course!!!**

If you have any questions during your Journey to become a credentialed RBT® email:

**RBT ® Program Manger:**  
**[KLarsen@special-learning.com](mailto:KLarsen@special-learning.com)**

**Or Support:**  
**[Contact@special-learning.com](mailto:Contact@special-learning.com)**

Thank You for Attending Special-Learning's

**Live**

# RBT ONLINE TRAINING COURSE

***Next Session in RBT® Live Classroom Series:***

## **Section A: (Part 1)- Measurement**

*The science and the driving force of Applied Behavior Analysis  
(ABA) is DATA.*

- Learn to become proficient in areas of data; what it is, how to prepare for data taking, how to take data, how to analyze data
- Demonstrate mastery of accurate initial data taking and ongoing continuous data practices



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