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**SELECTED APPLIED BEHAVIOR ANALYSIS STRATEGIES**

<p><b>SHAPING</b> Use – When Person Does <u>Not</u> Occasionally Engage In Target Behavior And Cannot Simply Be Told Or Shown What To Do</p> <ol style="list-style-type: none"> <li>1. Define The Target Behavior</li> <li>2. Identify Starting Behavior That Has Some Relevance To Target Behavior</li> <li>3. Identify Potential Changing Steps (Moderate Changes Between Steps)</li> <li>4. Differentially Reinforce Successive Approximations To The Target Behavior</li> </ol> <p><b>CHAIN TRAINING/ TASK ANALYSIS</b> Use – Target Behavior/ Task Can Be Broken Into Sequential Steps Through Observing Someone Perform It And Person Needs Intensive Step-By-Step Instruction</p> <ol style="list-style-type: none"> <li>1. Define The Target Behavior</li> <li>2. Break Behavior Into Sequential Steps</li> <li>3. Teach Behavior Through Forward, Backward Or Total Task Chaining</li> </ol> <p><b>BEHAVIOR SKILLS TRAINING</b> Use – When Person Can Learn Skills Through Modeling And Instructions And Does Not Need Intensive Step-By-Step Instruction</p> <ol style="list-style-type: none"> <li>1. Identify Skills To Teach</li> <li>2. Identify Controlling Simultaneous Prompt</li> <li>3. Identify Situations For Performing Skills</li> <li>4. Demonstrate/ Model Skill</li> <li>5. Provide Acquisition Practice</li> <li>6. Program For Generalization</li> </ol> <p><b>FUNCTIONAL ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Conduct Interviews To:             <ul style="list-style-type: none"> <li>* Define Behavior</li> <li>* Determine Setting Event, Consequences And Other Factors</li> <li>* Develop Hypothesis About Antecedents That Evoke Behavior And Reinforcers</li> </ul> </li> <li>2. Conduct Direct Observations To Confirm Hypothesis</li> <li>3. If There Are Still Questions Conduct A Functional Analysis</li> <li>4. Develop A Plan Which Includes             <ul style="list-style-type: none"> <li>* Modifications Which Prevent The Behavior</li> <li>* Teaching Replacement Behavior</li> <li>* Responding When The Behavior Occurs</li> </ul> </li> </ol> <p><b>Extinction</b> Use – When It Is Safe To Ignore The Undesirable Behavior And Extinction Bursts Can Be Tolerated</p> <ol style="list-style-type: none"> <li>1. Collect Data For Use In Assessing Treatment Effects</li> <li>2. Identify The Reinforcer For The Challenging Behavior Through Functional Assessment</li> <li>3. Eliminate The Reinforcer For The Challenging Behavior</li> <li>4. Consider Schedule Of Reinforcement For Challenging Behavior</li> <li>5. Reinforce Alternative Behavior</li> <li>6. Promote Generalization And Maintenance</li> </ol> <p><b>DRA: Differential Reinforcement Of Alternative Behavior</b> Use – To Increase Desirable Behavior That Occurs Occasionally</p> <ol style="list-style-type: none"> <li>1. Define Desirable Behavior</li> <li>2. Define Undesirable Behavior</li> <li>3. Identify Reinforcer</li> <li>4. Reinforce Desirable Behavior Consistently</li> <li>5. Eliminate Reinforcement For Undesirable Behavior</li> <li>6. Intermittently Reinforce Desirable Behavior</li> <li>7. Program For Generalization</li> </ol>	<p><b>DRO: DIFFERENTIAL REINFORCEMENT OF OTHER BEHAVIOR</b> Use – To Eliminate Undesirable Behavior</p> <ol style="list-style-type: none"> <li>1. Define Reinforcer For The Undesirable Behavior</li> <li>2. Identify Reinforcer For Absence Of Undesirable Behavior</li> <li>3. Choose Initial DRO Interval</li> <li>4. Eliminate Reinforcer For Undesirable Behavior And Deliver Reinforcer For Absence Of Undesirable Behavior</li> </ol> <p><b>DRL: DIFFERENTIAL REINFORCEMENT OF LOW RATE BEHAVIOR</b> Use – To Decrease But Not Eliminate An Undesirable Behavior</p> <ol style="list-style-type: none"> <li>1. Identify Undesirable Behavior</li> <li>2. Identify Reinforcer For Low Incidence Of The Undesirable Behavior</li> <li>3. Choose Full-Session or Spaced DRL Interval</li> <li>4. Deliver Reinforcer For Low Incidence Of The Undesirable Behavior</li> </ol> <p><b>ANTECEDENTS PROCEDURES (See Back of Sheet For Many More Procedures)</b></p> <ol style="list-style-type: none"> <li>1. To Evoke The Desired Behavior             <ul style="list-style-type: none"> <li>* Present S<sup>D</sup>s That Have Control Over The Desirable Behavior</li> <li>* Use An Establishing Operation Which Makes The Desirable Behavior More Reinforcing</li> <li>* Decrease The Response Effort For The Desirable Behavior</li> </ul> </li> <li>2. To Make The Undesirable Behavior Less Likely             <ul style="list-style-type: none"> <li>* Remove S<sup>D</sup>s For Behavior Which Competes With The Desirable Behavior</li> <li>* Eliminate Establishing Operations For The Outcomes Of The Undesirable Behavior</li> <li>* Increase The Response Effort For Competing Behavior</li> </ul> </li> </ol> <p><b>GENERALIZATION - PROGRAM DESIGN AND IMPLEMENTATION</b></p> <ol style="list-style-type: none"> <li>1. Identify Target Stimulus Situations For The Behavior</li> <li>2. Identify Natural Contingencies Of Reinforcement</li> <li>3. Implement Appropriate Strategies To Promote Generalization</li> <li>4. Measure Generalization Of Behavior             <ul style="list-style-type: none"> <li><u>Generalization Strategies</u></li> <li>* Reinforce Occurrences Of Generalization</li> <li>* Tap Into Natural Contingencies Of Reinforcement</li> <li>* Modify Natural Contingencies Of Reinforcement And Punishment</li> <li>* Incorporate A Variety Of Relevant Stimuli Into Training</li> <li>* Incorporate Common Stimuli From Environment To Be Generalized To</li> <li>* Teach Range Of Functionally Equivalent Responses</li> <li>* Incorporate Self-Generated Mediators Of Generalization</li> </ul> </li> </ol> <p><b>SELF-MANAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Define Target Behaviors</li> <li>2. Identify Competing Behaviors</li> <li>3. Set Goals</li> <li>4. Self Monitor</li> <li>5. Perform Functional Assessment</li> <li>6. Choose Appropriate Self Management Strategies (e.g., Antecedent Changes, Consequence Changes, Social Support, Self-Monitoring, Goal Setting, Self-Instructions, Self-Praise, Behavior Contracting)</li> <li>7. Evaluate Behavior Change And Make Modifications</li> </ol>
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**SELECTED ANTECEDENT INTERVENTIONS**

Provide choices, intersperse easy and hard tasks, curriculum revision/ modification, with students establish class norms/ rules, establish consistent class routines, develop a class schedule which controls for length and variation of activities, increase engaged time and decrease transition time, increase positive interactions with teacher, increase positive peer interactions, teach social skills, use meaningful activities, encourage student involvement in high status activities, build on student strengths, use the physical arrangement of the class. See below for many more example from Figures 1 and 2 of the "Circle of Courage" paper (personal supports and academic mastery supports) .

**SAMPLE SUPPORTS RELATED TO THE "CIRCLE OF COURAGE" FOR INCREASING BELONGING, GENEROSITY, INDEPENDENCE AND MASTERY**

<p><b>BELONGING – INCREASE OPPORTUNITIES FOR POSITIVE ATTENTION AND FRIENDSHIP</b></p> <ul style="list-style-type: none"> <li>• Increase number of friends who know and spend time with the student</li> <li>• Assign student to teacher advisor/ mentor</li> <li>• Support the student to join after school groups/ clubs/ teams</li> <li>• Encourage other students to include the student in activities</li> <li>• Support student involvement in volunteer and community service activities</li> <li>• Engage family, friends, faculty and other students in support the student</li> <li>• Identify an adult mentor within the community</li> <li>• Increase the number of community activities the student has access to</li> <li>• Increase others knowledge of students interests/ strengths/ preferences</li> <li>• Speak and react to students in ways that model respect and friendship</li> <li>• Develop a peer buddy system for student</li> <li>• Increase use of peer tutoring and small group instruction</li> </ul> <p><b>GENEROSITY – INCREASE PRO-SOCIAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Support student involvement in volunteer and service activities</li> <li>• Teach pro-social skills such as, share, take turns, join in, offer to help</li> <li>• Support student to be peer mentor/ tutor to practice generosity and pro-social skills</li> <li>• Support student involvement in the belonging activities listed above</li> </ul> <p><b>INDEPENDENCE - INCREASE STUDENT CHOICES, CONTROL, STATUS, SELF-ESTEEM AND IMAGE</b></p> <p><b>Increase Student Choices and Control</b></p> <ul style="list-style-type: none"> <li>• Increase the variety and importance of decisions students make</li> <li>• Include students in problem solving what they need to be successful</li> <li>• Support students having flexibility and choices in their daily schedules</li> <li>• Support students shortening length of an activity or taking a mini break</li> <li>• Support students having choices in assignments</li> <li>• Support student having choices in how they are evaluated/ tested</li> <li>• Grant students legitimate power – involve them in leadership roles</li> <li>• Support students to transition to next class or activity at different time</li> <li>• Teach students strategies for setting academic and personal goals</li> <li>• Teach students to self-evaluate their academic/ personal performance</li> <li>• Teach students strategies for problem solving and weighing alternatives</li> <li>• Teach students strategies for choosing among assignments or parts of assignments</li> <li>• Teach students strategies to choose ways of assessing their performance</li> <li>• Support student to be peer mentor/ tutor to increase status / leadership</li> </ul>	<p><b>Increase Student Status, Self-Esteem and Image</b></p> <ul style="list-style-type: none"> <li>• Support student to obtain a job Support student to be a peer mentor or tutor</li> <li>• Support student to access materials and clothing accessories in style for age and peers</li> <li>• If student's has a negative image, try to decrease the stigma the student experiences</li> <li>• Support student engaging in high status classroom/ school jobs/ roles</li> <li>• Increase time in activities of strong ability or strong interest (e.g. drawing, math)</li> <li>• Develop assignments that emphasize the student's choices, strengths and talents</li> </ul> <p style="text-align: center;"><b>SAMPLE ACADEMIC MASTERY SUPPORTS</b></p> <p><b>Match Teaching Strategies / Arrangements to Meet the Student's Strengths</b> (e.g., use hands on small group activities ; use peer partner/tutoring formats; select groups in advance and rearrange groupings often to insure good matches among students; decrease length of activities; increase repeating/rewording questions and answers; use comprehension checks before going on to new topic; use teacher demonstration/ modeling; increase use of role playing, coaching and feedback; increase opportunities for students to use computers; increase the fun level of activities</p> <p><b>Match Instructional Activities and Materials to Student Strengths</b> (e.g., tailor materials to students' needs; use "real life" examples; use meaningful materials and activities; start at a point where students will be successful and work from there; provide a variety of books/ articles/ materials for each lesson and allow students to select ones that meet their needs; limit competition among students; increase opportunities for problem solving; provide pre-training on materials</p> <p><b>Match Expected Responses/Testing Methods to Student's Strengths</b> (e.g. allow students to communicate ideas and demonstrate learning in a variety of ways (art, music, dance, poetry, oral presentations); avoid requiring students to respond in ways which are likely to produce extreme stress of anxiety (e.g., read aloud for a non-reader, essay exam for a poor writer); provide extra practice in non-threatening, supportive situations; read the test to students; test students in private; give students extra time to answer/complete tests; test students on a subset of the material; break the test into shorter segments given over a period of days</p> <p><b>Physical Arrangement and Classroom Management</b> (e.g., change seating arrangements, support student to leave room, limit access to certain peers and adults, reassess classroom rules and discipline methods)</p>
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