

ABA Day by Day's Guide to ABA





ABA Day by Day

**Please read through this entire manual
prior to your first ABA session.**



ABA Day by Day

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ABA DBD's Mission & Vision

At ABA Day by Day, our passion is ignited by our unwavering dedication to empowering individuals with cognitive differences to flourish in their environments. Through compassionate and evidence-based Applied Behavior Analysis (ABA) services, we strive to ignite a spark of hope and possibility in every individual we serve.

We are fervently committed to tailoring personalized interventions that honor the unique needs and strengths of each person. By forging collaborative partnerships with families, schools, and communities, we aim to create a ripple effect of positive change that reverberates throughout society.

Our relentless pursuit is to cultivate independence, foster social inclusion, and unleash the full potential of every individual. With hearts ablaze, we create a nurturing environment where individuals embark on a transformative journey of learning, growth, and goal achievement, one step at a time.

Introduction to Autism & ABA

Autism Spectrum Disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication, and repetitive behaviors.

Applied Behavior Analysis (ABA) is the scientific process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf & Risley, 1968; Sulzer-Azaroff & Mayer, 1991).



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Reinforcement

Reinforcement: adding or removing a stimulus to/from the environment that **increases** the future probability of a behavior occurring again.

	Positive Reinforcement (SR ⁺)	Negative Reinforcement (SR ⁻)
Definition	The addition of a stimulus to the environment contingent on a behavior that increases the future rate of the behavior. Adding something in order to increase a response.	The removal of a stimulus contingent on a behavior that increases the future rate of the behavior. Taking something away in order to increase a response.
Example	An item is given to a learner each time they complete a math problem. The learner increases the amount of math problems they complete.	An item is removed from a learner each time they say "No thank you". The frequency of saying, "No thank you" increases when presented with items.



Delivering Reinforcement

Types of Reinforcement

1. **Behavior Specific Praise:** providing verbal feedback specific to the individual response.
 - Verbal praise only: “Great job.”
 - Examples of Behavior Specific verbal praise:
 - “Great job washing your hands!”
 - “Good job saying ‘hi!’”
2. **Tangible Reinforcement:** items such as toys, games, tickles, foods, iPad, etc.

Reinforcement Objectives

When a learner responds correctly, deliver **behavior specific praise** and/or **tangible reinforcement**.

1. Deliver Reinforcement **only in the absence of maladaptive behavior**.
2. Deliver **Immediate Reinforcement**: within 2 seconds of the target response.
3. Deliver **Differential Reinforcement**: provide greater reinforcement for new and/or independent skills and lesser reinforcement for acquired and/or prompted skills.
 - a. Verbal Praise: Demonstrate a greater or lesser stimulus change in your voice and affect (e.g., smiling, change in intonation, increase in enthusiasm)
 - b. Tangible Item: Deliver more or less of the item (e.g., toys, games, tickles, edibles, iPad)

Examples:

1. Therapist says, “sit down.” Learner sits down appropriately. Therapist immediately says “Nice job sitting down!”
2. Learner performs a new skill independently (hand washing). Therapist says, “Great job washing hands! Here’s your favorite puzzle!”

Nonexamples:

1. Therapist says, “sit down.” Learner sits down and throws toy. Therapist says, “Nice job!”
2. Therapist says, “sit down.” Learner sits down. After 5-10 seconds, therapist says, “Nice job!”
3. Learner performs a new skill independently (handwashing). Therapist says, “Good job.”



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Pairing

At ABA Day by Day, every case begins with a 4-8 session pairing period. This is an important step in forming an effective teaching/learning relationship.

Pairing: the process of relationship building that conditions the therapist as a reinforcer.

Pairing Objectives

1. Place no/minimal demands (while considering safety and “house rules”).
2. Allow the student to lead the pairing process.
3. Be an enthusiastic and active participant in play and interaction with the student.
4. Use language the learner can understand and model natural, age-appropriate language.
5. Provide reinforcement as often as possible.
6. Identify signs of successful pairing such as the learner smiling, approaching you, and/or engaging with you.
7. Continue pairing intermittently throughout ABA programming to maintain a positive relationship with the learner.

Examples:

1. Playing a learner’s chosen game/activity
2. Granting access to a preferred item
3. Giving praise often for desired behaviors

Nonexamples:

1. Placing demands or asking questions
2. Taking data on skill acquisition programs
3. Running a behavior intervention plan

From Pairing to Programming

Once the therapist and student have successfully paired, and the therapist is paired with reinforcement, the therapist can slowly add simple instructions to play or within other natural contexts. Ensure that these simple instructions are easy demands with which the learner can comply. The therapist should continue pairing intermittently throughout ABA programming to maintain a positive relationship with the learner.



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Manding

Mand: (from the word “command”): a request.

Manding Objectives

1. Deliver the requested item only in the absence of maladaptive behavior.
2. Deliver the item **Immediately**: within 2 seconds of the request.
3. Deliver the item **Differentially**: providing more of the requested item for new and/or independent requests and less of the item for acquired and/or prompted requests.
4. Contrive opportunities for the learner to practice manding appropriately (e.g., presenting a desired item and asking, “What do you want?”)

Examples:

1. A non-verbal learner points to juice or exchanges a picture to request juice.
2. A verbal learner says, “I want juice.” The therapist gives the learner ample juice for an independent mand.
3. The therapist says, “What do you want? Jui--” The learner says, “Juice”. The therapist gives the learner less juice since the response was prompted.

Non-examples:

1. A learner sees juice, and labels the item, but does not want juice.
2. A learner says “juice” and throws cup of water. The therapist gives the learner juice.
3. The learner exclaims, “I love juice!”
4. The therapist says, “What do you want? Jui--.” The learner says, “Juice”. The therapist gives the learner lots of juice even though the response was not independent



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Preference Assessments

Preference Assessment: an assessment (formal or informal) that is conducted to identify potential reinforcers for a learner wherein item(s) are presented to the learner and the learner approaches/selects the item he/she prefers.

It is important to note that a preference assessment will give indication of a potential reinforcer, not necessarily a definite one. You will know for sure if an item is a reinforcer if it increases the frequency of a desired behavior following each presentation.

Types of Preference Assessments

1. **Presentation of 1 item:** Therapist presents 1 item to the learner. Learner reaches for the item.
2. **Presentation of Array:** Therapist presents 2-3 items. Learner chooses 1 item.
3. **Direct Observation:** Observation of a learner approaching an item of choice.
4. **Parent Survey:** Therapist surveys the parent on what interests the child that day.

Preference Assessments Objectives

1. How to run a Preference Assessment:
 - a. Present 1 item by itself or present an array of 2-3 items.
 - b. If the learner reaches for 1 item and tries to access it, it may be a potential reinforcer.
 - c. If the learner does not reach for an item or pushes it away, it is likely not a preferred item.
 - d. If the learner reaches for more than one item at a time, the preference assessment must be conducted again.
2. When and Why to conduct Preference Assessments
 - a. At the beginning of the session to determine a reinforcer, prior to placing a demand.
 - b. Throughout the session to determine if the current reinforcer is still preferred.
 - c. Anytime during the session to identify novel or different reinforcers.
 - d. Anytime during the session to contrive a mand opportunity.

Examples:

1. Therapist presents ball. Learner reaches for ball.
2. Therapist presents ball. Learner says, "ball."
3. Therapist presents ball and puzzle. Learner says, "ball." Therapist says, "nice job asking for ball," and gives the ball to the learner.
4. Therapist presents ball and puzzle. Learner reaches for both items. Therapist represents the ball and puzzle. Learner says, "ball."

Non-examples:

1. Therapist presents ball. Learner does not reach for ball or say, "ball." Therapist gives the ball to the learner.
2. Therapist presents ball and puzzle. Learner says, "ball." Therapist gives the puzzle to the learner.
3. Therapist presents ball and puzzle. Learner reaches for both items. Therapist gives both items to the learner.



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Following Through & Instructional Control

Following Through: When a demand is given to a learner, the therapist ensures that the learner complies with the direction. This helps to establish **instructional control**.

Instructional control: an authoritative relationship between the therapist and learner.

Following Through & Instructional Control Objectives

1. Present the demand.
 - a. All demands should be clear, concise and specific (i.e., stated in a need-to-do manner)
2. If the student complies:
 - a. Provide **behavior specific praise** (and possibly tangible reinforcement).
3. If the student does not comply,
 - a. Repeat the demand.
 - b. Prompt the student to respond appropriately immediately.
 - i. Note: **Prompts** are explained in the next section.
 - c. Provide neutral feedback.

Examples

1. Therapist says "Sit in this chair." Learner sits in the chair indicated.
2. "Say 'Hi Miss Lee.'" Learner says, "Hi Miss Lee!"
3. "Put the car on the table." Student puts the car on the floor. Therapist says, "Put the car on the table," and physically prompts the student to pick up the car and put it on the table.

Non-examples

1. "Sit in this chair." Learner sits in different chair. Instructor thinks "good enough".
2. "Say 'Hi Miss Lee.'" Learner says, "Miss Lee, let's play!" Sarah plays with the learner.
3. "Put the car on the table." Student puts the car on the floor. Therapist says "No, not the floor silly. I said the table. Put the car on the table."



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Guide to Teaching New Skills

Errorless Teaching: a teaching method used to teach new skills in which the learner is prompted to make the correct response before they respond, ensuring a correct response each time.

Prompt: a cue or form of assistance given to help the learner complete a task and to increase accurate responding.

Match the Prompt to the type of response (e.g., use a physical prompt for a physical response and a verbal prompt for a verbal response).

Refrain from **Inadvertent Prompts:** unintentionally prompting the learner through placement of materials, glances toward the answer, patterns of presentation, mouthing the answer, etc.

Individualize prompts used to each learner. For example, if a learner cannot read, a text prompt would not be an effective prompt, and if a learner has difficulty imitating, a model prompt would not be an effective prompt.

Fade Prompts as quickly as possible to promote accuracy with the least amount of errors.

Prompt Fading: Gradually reducing the prompt level using **Most-To-Least Prompting**.

Most-to-Least Prompting: Gradually reducing the prompt level from most intrusive to least intrusive. First trials are prompted with the most intrusive prompt to help the learner respond correctly. For subsequent trials, a less intrusive prompt is used to support more independent responses.

Prompt Hierarchy (ordered from *most* intrusive to *least* intrusive)

1. Physical Prompt: physically guiding the learner to engage in the correct response.
2. Verbal Prompt: providing verbal information to help the learner to respond correctly.
3. Model Prompt: Demonstrating the correct response for the learner to imitate.
4. Gestural Prompt: Signaling towards the correct response.
5. Positional Prompt: Placing materials in a location/sequence to help the learner to respond correctly.

Examples

1. Therapist says, "What's your name? Anne."
Learner says, "Anne." Therapist says, "Good job saying your name. What's your name? A--." Learner says, "Anne." Therapist says, "Great job saying your name, Anne!"
2. Therapist says, "Sit down" and uses a full physical prompt to help the learner to sit. Therapist says, "nice sitting. Stand up." Learner stands. Therapist says, "good standing. Sit down," and uses a partial physical prompt to help the learner sit.

Nonexamples

1. Therapist says, "What's your name?"
Learner does not respond. Therapist says, "What's your name?" and presents a piece of paper with 'Anne' written on it.
2. Therapist says, "What's your name?" and inadvertently mouths, 'Ann'.
3. Therapist says, "Sit down" and models sitting down. Learner does not respond. Therapist says, "I said sit down" and points to the chair.

Task Analysis: involves breaking complex skills into smaller, teachable units, the product of which is a series of sequentially ordered steps or tasks.



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Task Analysis vs. Discrete Trial Teaching

Task Analysis	DTT
Used to teach long response chains	Used to teach single responses
Data is taken for each teachable unit	Data is taken on one response only
Examples: hand washing, putting on shoes, etc.	Examples: imitating words, identifying shapes, colors, etc.

Example of Task Analysis - Hand Washing

1. Turn on water
2. Wet hands
3. Pump soap one time
4. Make bubbles
5. Rinse hands
6. Turn off water
7. Get paper towel
8. Dry hands
9. Throw away paper towel

Chaining

- **Forward chaining:** teach first-to-last. The first step(s) is completed independently by the learner and the remaining steps are completed by the therapist.
- **Backward chaining:** teach last-to-first. The first step(s) are completed by the therapist and the final step(s) are completed by the learner.

Shaping: providing reinforcement for **successive approximations** toward the target behavior.

Successive Approximations: behavior changes that are successive steps towards the target behavior.

Teaching New Skills Objectives

1. **Match the prompt** to the type of response (e.g., use a physical prompt for a physical response and a verbal prompt for a verbal response).
2. **Individualize prompts** to each learner.
3. Refrain from **Inadvertent Prompts** (e.g., positional, glances, patterns, etc.)
4. Utilize **Errorless Teaching** for new skills.
5. Follow the **Prompt Hierarchy** of **Most-To-Least** to teach new skills and **Fade Prompts**.
6. Provide reinforcement for **Successive Approximations** to shape behavior.
7. Implement **Chaining** procedures for **Task Analysis Long Response Chains** as needed.



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Discrete Trial Teaching

Discrete Trial: Unit of instruction. During Discrete Trial Teaching, the steps of any given skill are broken down into smaller components and each step is taught one at a time.

DTT Sequence: All DTT includes a S^D , Response, and Consequence. Depending on the current level of teaching, other components may be required (e.g., prompt, error correction)

S^D → Prompt → **Response** → Error Correction → **Consequence**

1. Establish Attending Behaviors

- a. Common Ways to Establish Attending Behaviors
 - i. Say the learner's name once.
 - ii. Establish eye contact with the learner.
 - iii. Orient the learner to the materials.
 - iv. Use tracking to gain the learner's attention with preferred items.

2. **Discriminative Stimulus (S^D):** Instruction or item/event that sets the occasion for a response to occur. The S^D signals the learner that reinforcement is available for performing the task. For example, the S^D can be a question ("Do you want a pretzel?") or presentation of an item/materials (learner is given a coloring book).

3. **Prompt:** a cue or form of assistance given to help the learner complete a task and to increase accurate responding. Occurs before the learner responds.

4. **Response:** The behavior evoked from the learner following the S^D .

5. **Error Correction:** A teaching procedure used to teach a learner to engage in the correct response after the learner has responded incorrectly.

- a. Common Errors that require an Error Correction
 - i. **No Response:** The learner does not respond to the instruction within 3 seconds.
 - ii. **Incorrect Response:** The learner responds incorrectly.
 - iii. **Scrolling:** The learner links several responses together (e.g., responds correctly followed by incorrect response(s) or vice versa, selects two responses simultaneously)
 - iv. **Responds Correctly with Simultaneous Inappropriate Behavior:** The learner provides the correct response but engages in inappropriate behavior (e.g., selects the correct picture card, then rips it/throws it)

6. **Consequence:** Stimulus that immediately follows a response.



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Discrete Trial Teaching Objectives

1. Prepare Materials (identify reinforcers)
 - a. Organize materials and reinforcers so they are prepared and available.
 - b. Run Preference Assessments as needed to identify potential reinforcers.
2. **Discriminative Stimulus (S^D)**
 - a. Establish attending behaviors.
 - b. Present the S^D/Instruction (according to the Skill Acquisition Program)
 - i. State the S^D in a clear, concise and specific way (i.e., need-to-do manner).
 - ii. Present the S^D one time in a neutral tone.
 - iii. Do not engage in intra-trial verbals.
 - iv. Vary the S^D on subsequent trials, whenever possible.
3. **Response** - Allow the learner 2-3 seconds to respond.
4. **Consequence**
 - a. If the learner responds correctly, deliver behavior specific praise and/or tangible reinforcement.
 - i. Deliver **Immediate** and **Differential Reinforcement**.
 - b. If the learner responds incorrectly or does not respond:
 - i. Run an **Error Correction** with no further data collection.
 1. Provide the S^D accompanied by a more intrusive prompt.
 2. Provide behavior specific feedback for a successful response in a neutral tone.
 3. Provide the S^D again with no/a lesser prompt.
 4. If correct response is given, provide behavior specific praise only.
 5. If incorrect response is given, repeat the error correction.
5. Data Collection
 - a. For each correct response, a plus will be recorded on Raw Data Collection Sheet
 - b. For each incorrect response, a minus will be recorded on Raw Data Collection Sheet
 - c. When an error correction is run, there is only ONE data point recorded - a minus after the initial incorrect response. No further data is taken during the error correction.



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Natural Environment Teaching (NET)

Natural Environment Training (NET) utilizes principles of ABA and the learner's motivation in the natural environment to facilitate language and teach new skills.

Incidental Teaching is the simplest form of NET. An incidental teaching opportunity occurs when the child initiates an interest in an item or object. The sequence is as follows:

1. Learner makes an initiation toward something (e.g., reaches for bubbles).
2. Instructor prompts a more elaborate or complex response (e.g., "Say BUH", "Say Can I have bubbles please?").
3. Learner responds with a more elaborate initiation (e.g., "BUH", "Can I have the bubbles please?").
4. Instructor provides natural reinforcement in the form of what the learner initiated for (e.g., instructor gives bubbles).

Advantages of NET and Incidental Teaching

- Utilizes learner's motivation and interests to teach new skills.
- Helps the learner apply skills functionally in their natural environment.
- Allows skills to be generalized to multiple settings more easily.
- Creates more "teachable" moments for functional communication.

NET vs DTT

Natural Environment Teaching (NET)	Discrete Trial Teaching (DTT)
The learner initiates the teaching interaction.	The teacher initiates the teaching interaction.
Loosely structured sessions paced by the learner.	Highly structured sessions paced by the instructor.
Opportunities for responding are captured in the natural environment or can be contrived functionally by the instructor.	Opportunities for responding are contrived by the instructor.
Stimuli are chosen by the learner's motivation .	Stimuli are often chosen by the instructor .
Reinforcers are functionally related to responses.	Reinforcers are not functionally related to responses.
Teaching occurs in the natural environment and therefore, newly acquired skills may generalize across settings more easily.	Teaching occurs in DTT environment and therefore, newly acquired skills may have to be taught in generalized settings.



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Functions of Behavior & ABC Data

The 4 Functions of Behavior

1. **Escape/Avoidance**: The behavior functions as a means to get away from something or avoid something altogether.
2. **Attention Seeking**: The behavior functions as a means to gain social attention or a reaction (e.g., positive or negative) from other people.
3. **Tangible**: The behavior functions as a means to obtain a tangible item or gain access to a desired activity.
4. **Sensory Stimulation** (Automatic Reinforcement): The behavior functions as a means to obtain a pleasing internal sensation or remove a displeasing internal sensation. The behavior does not rely on anything external to the person and does not serve any of the other 3 functions.

ABC Data

- **Antecedent**: The events, actions, or circumstances that occur before an event
- **Behavior**: The behavior that occurred
- **Consequence**: The action or response that follows the behavior

	Functions of Behavior Examples			
ABC	Escape	Attention	Tangible	Sensory
Antecedent	The teacher gives the learner a pen and pencil and asks them to write their name.	A learner's mom walks out of the room.	A learner's dad says, "No, you can't have a cookie right now."	A student begins an exam.
Behavior	The learner pushes the materials off the desk.	The learner cries.	The learner screams and shouts for several minutes.	The student chews on his/her pencil.
Consequence	The teacher leaves the learner alone.	The mom enters the room and gives the learner a hug.	The dad gives the learner a cookie.	The student continues to work on the exam.



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Data Collection

Data is collected manually via a binder/Rethink stored in a safe location at each learner's home. When collecting data, please be sure to use the Raw Data Collection Sheet. The percentages from the Raw Data Collection Data Sheet should be recorded on the Program Checklist. The data should also be graphed within the binder/Rethink. You will be trained on completion of each task.

Beginning a Session:

1. Retrieve a Raw Data Collection page and list all programs to be run for the session.
2. Review open targets.

Running Trials

All programs must be run at each session.

1. Check the binder/Rethink for all programs.
2. Deliver the S^D/Instruction.
3. Record the response as a + if the learner delivers the correct response and a - if the learner delivers the incorrect response.

Tracking Progress

A program must be run at least 5 times per session.

1. If the natural environment doesn't lend itself to running a specific program, please ensure that you contrive the setting.

Session Notes: Record at the end of each session!

1. Always include:
 - a. Skill acquisition information: targets mastered that session, difficulty with particular targets.
 - b. Behavior information: new behaviors observed, rate/severity of target behavior/s.
 - c. Reinforcer information: successful and/or novel reinforcers.
2. Keep your session notes and timesheet together and submit for payroll as scheduled.



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Session Flow

Behavioral Momentum: a behavioral strategy that entails placing demands that are easy for the child before placing demands that are more challenging or difficult. This increases the child's motivation to engage because opportunities for success are prevalent.

Interspersals: an instruction that a learner has previously known or mastered and is presented immediately before the target instruction. The interspersals should vary from trial to trial. The number of interspersals provided prior to the target SD varies from learner to learner.

Session Flow Objectives

1. Be sure to complete session flow steps in order.
2. Setup (10-15 minutes)
 - a. Review therapist notes in binder/Rethink (if two or more therapists are on the case).
 - b. Review current targets in learners' binder/Rethink/Rethink.
 - c. Prepare and organize session materials and reinforcers.
3. Pairing (5-10 minutes)
4. Instruction (e.g., Discrete Trial Teaching, Long Response Chains)
 - a. Run a Preference Assessment if needed.
 - b. Establish and Maintain **Behavioral Momentum**
 - i. Establish attending.
 - ii. Present **Interspersals** (e.g., acquired skills).
 - iii. Present the Target **S^D/Instruction**.
 - iv. Present Prompt/Errorless Teaching (if necessary)
 - v. Provide **Immediate** and **Differential Reinforcement** for correction responses
 - vi. Provide **Error Correction** for incorrect responses.
 - vii. Collect data on Raw Data Collection Sheet
 - viii. Continue to intersperse acquired skills with target skills to maintain Behavioral Momentum.
 - ix. **Pace** the instruction to maintain the learner's attention and limit the "down time" between trials of instruction.
 - x. End instructional segments on a positive note.
 - c. Return to Preference Assessment and/or Pairing as needed.
5. Pairing (at least 5 minutes at the end of session)
6. Clean Up (5-10 minutes)
 - a. Clean up materials and reinforcers.
 - b. Complete **Session Notes**
 - c. Render session time on MyABAPractice and have the session signed by parent/guardian.



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Session Flow Scenario

In ABA programs, a learner has a multitude of objectives. Often, the learner may have multiple reinforcers. For the purpose of conveying an example of session flow and ABA program strategies, the example learner is learning 1 target (Receptive Identification of Shirt) and has 2 tangible reinforcers (Puzzles and Bubbles). The therapist also utilizes behavior specific praise as reinforcement. Note that the therapist varies the SD for the target instruction (e.g. "Where is the shirt?", "Find the shirt", "Show me the shirt", "Touch the shirt").

Arrival

The therapist arrives to the home on time and greets the family and learner.

- I. The therapist may conduct an informal preference assessment by asking the learner's parents what the learner has been playing with today. The parents inform the therapist that the learner has been playing with puzzles and bubbles.*

Set Up

The therapist takes 10-15 minutes to set up for the session.

- I. The therapist reviews Notes in binder/Rethink/Rethink if the program has more than one therapist providing therapy to the learner.*
- II. The therapist reviews the learner's current targets in the learner's binder/Rethink/Rethink.*
- III. The therapist acquires and organizes materials as needed for programming and reinforcement. This learner is working on Receptive ID of Shirt, so the therapist prepares the picture cards. This learner has enjoyed puzzles and bubbles recently, so the therapist gathers motivating puzzles, ensuring all pieces are available for the learner, and a bubble blower to utilize during pairing and reinforcement.*

Pairing

The therapist pairs with the learner for 5-10 minutes.

- I. During this time, the therapist places none/minimal demands on the learner.*
- II. The therapist lets the student lead and observes that the learner takes a puzzle off of the shelf. The learner also mands, "bubbles," and the therapist blows bubbles for the learner. The therapist notes that the learner may be reinforced by playing with puzzles and bubbles today.*
- III. The therapist is an enthusiastic and active participant in play and interaction with the learner by engaging in the puzzles and bubbles with the learner.*
- IV. The therapist provides reinforcement as often as possible by actively engaging with the learner and providing access to preferred activities and/or novel reinforcers.*

Instruction

The therapist establishes attending behavior.

Therapist: Says learner's name.

Learner: Establishes eye contact.

Therapist: "Good looking at me."

The therapist provides behavior specific praise.

The therapist runs a preference assessment.

Therapist: Presents a puzzle and bubbles.

Learner: "Bubbles"



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Therapist: “Nice asking for bubbles!” *Blows bubbles.* “Let’s work for more bubbles.”

The therapist introduces interspersals (acquired skills) to build behavioral momentum.

Therapist: Do this.” *Models tapping the table.*

Learner: *Imitates tapping the table.*

Therapist: “You did what I did.” *Presents shape pictures.* “Where is the square?”

Learner: *Touches the picture of the square.*

Therapist: “Good job finding the square.”

The therapist introduces the target SD with errorless teaching because it is a new skill.

Therapist: *Presents clothing pictures.* “Find the shirt.” *Points to shirt (gestural prompt).*

Learner: *Touches the picture of the shirt.*

Therapist: “Wow! You found the shirt! Great job! Have some bubbles!”

The therapist immediately provides differential reinforcement with enthusiastic verbal praise and tangible reinforcement for the correct response of a new skill.

The therapist marks the target response as a minus on the Data Sheet because prompting was used and the response was not independent.

The therapist returns to programming by establishing attending behavior.

Therapist: *Says learner’s name.*

Learner: *Establishes eye contact.*

Therapist: “Nice looking at me.”

The therapist returns to interspersals (acquired skills).

Therapist: “Touch your nose.”

Learner: *Touches nose.*

Therapist: “Nice touching your nose. Where’s your head?”

Learner: *Touches head.*

Therapist: “Good job finding your head.”

The therapist returns to the target SD. The therapist continues to do errorless teaching, but begins to fade prompts using the Most-To-Least prompt strategy. The therapist uses a positional prompt by positioning the picture of the shirt much closer to the learner than the other pictures.

Therapist: *Presents clothing pictures with positional prompt.* “Where’s the shirt?”

Learner: *Touches the picture of the shirt.*

Therapist: “Awesome job finding the shirt! Here’s some bubbles!”

The therapist immediately provides differential reinforcement with enthusiastic verbal praise and tangible reinforcement for the more independent correct response.

The therapist marks the target response as a minus on the Data Sheet because prompting was used and the response was not fully independent.

The therapist returns to programming by establishing attending behavior.

Therapist: *Says the learner’s name.*

Learner: *Establishes eye contact.*

Therapist: “Thanks for looking at me.”

The therapist presents interspersals (acquired skills).

Therapist: Do this.” *Models clapping hands.*

Learner: *Claps hands.*

Therapist: “Nice doing what I did.” *Presents pictures.* “Find the circle.”

Learner: *Touches the picture of the circle.*

Therapist: “Good job finding the circle.”



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The therapist returns to the target SD. The therapist continues to do errorless teaching while fading the prompt level. This time, the therapist uses a lesser positional prompt where the picture of the shirt is only a little closer to the learner than the other pictures.

Therapist: *Presents pictures with lesser positional prompt. "Find the shirt."*

Learner: *Touches the picture of the shirt.*

Therapist: *You found the shirt! Here's some bubbles!"*

The therapist immediately provides differential reinforcement with enthusiastic verbal praise and tangible reinforcement for the more independent correct response.

The therapist marks the target response as a minus on Data Sheet because prompting was used and the response was not fully independent.

The therapist returns to programming by establishing attending behavior.

Therapist: *Says learner's name.*

Learner: *Establishes eye contact.*

Therapist: *"Thanks for looking at me.*

The therapist returns to interspersals.

Therapist: *"Find your ear."*

Learner: *Touches ears.*

Therapist: *"You found your ears. Where's your eyes?"*

Learner: *Touches eyes.*

Therapist: *"Those are your eyes."*

The therapist returns to the target SD, fading all prompts and delivering the instruction by itself.

Therapist: *Presents pictures. "Show me the shirt."*

Learner: *Touches the picture of the pants.*

The therapist runs an error correction, returning to the least intrusive prompt (positional prompt). The therapist represents the pictures with the shirt a little closer to the learner than the other pictures.

Therapist: *"Find the shirt."*

Learner: *Touches the picture of the shirt.*

Therapist: *"Nice finding the shirt."*

The therapist collects the pictures and represents SD with less intrusive prompt (no positional prompt).

Therapist: *"Show me the shirt."*

Learner: *Touches the picture of the shirt.*

Therapist: *"Good job showing me the shirt."*

The therapist marks the target response on Data Sheet as a minus since an error correction was run.

The therapist does not provide access to tangible reinforcement.

The therapist conducts a preference assessment to potentially identify a more motivating reinforcer.

Therapist: *Presents a puzzle and bubbles.*

Learner: *"Puzzle"*

Therapist: *"Good asking for puzzle! Let's work for puzzle."*

The therapist returns to interspersals.

Therapist: *"Do this." Models hands in the air.*

Learner: *Puts hands in the air.*

Therapist: *"Good job doing what I did." Presents shape pictures. "Where's the star?"*

Learner: *Touches the star.*

Therapist: *"Good touching the star."*

The therapist returns to the target SD, fading all prompts and delivering the instruction by itself.

Therapist: *Presents clothing pictures. "Show me the shirt."*



ABA Day by Day

Learner: *Touches the shirt.*

Therapist: *“You found the shirt! What a great job! Here’s your puzzle! Let’s do it together!”*

The therapist provides differential reinforcement with enthusiastic verbal praise and tangible reinforcement for the independent correct response. The therapist allows the learner to engage in tangible reinforcement for a longer period of time since the response was correct and independent. The therapist marks the target response as a plus on Data Sheet.

Pairing

The therapist concludes the instructional session by pairing with the learner for 5 minutes.

Concluding Session

The therapist utilizes the last 5-10 minutes of the session time to clean up and write notes.

- I. The therapist cleans up materials used and leaves the session area as it was found.*
- II. The therapist completes a Session Note which includes:*
 - A. Skill acquisition information (mastered targets, difficulty or progress made with targets).*
 - 1. The therapist indicates that the learner correctly identified the shirt for the remainder of the session following one error correction.*
 - B. Behavior information (new behaviors observed, rate and severity of target behavior).*
 - 1. The therapist indicates that the learner did not engage in problem behavior during today’s session.*
 - C. Reinforcer information*
 - 1. The therapist indicates that the learner was motivated to work for bubbles throughout the duration of the session.*
- III. The therapist renders their session on MyABAPractice and has the parent/guardian sign off on the completed session.*

Leaving

If asked, the therapist can provide the family with relevant updates on progress. The therapist indicates that the learner is making progress on identifying a picture of a shirt and really enjoyed bubbles today. If the family has clinical questions or concerns, the therapists relays the information to the program BCBA to ensure the family’s concerns are addressed.