Verbal Behavior 101:

A Quick Introduction

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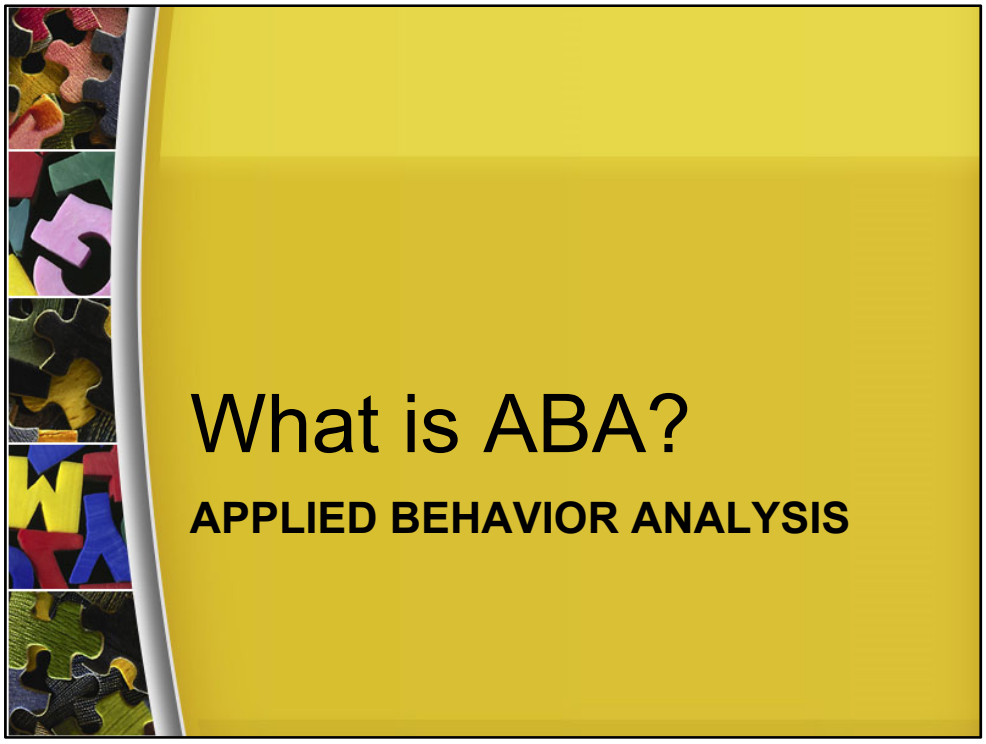
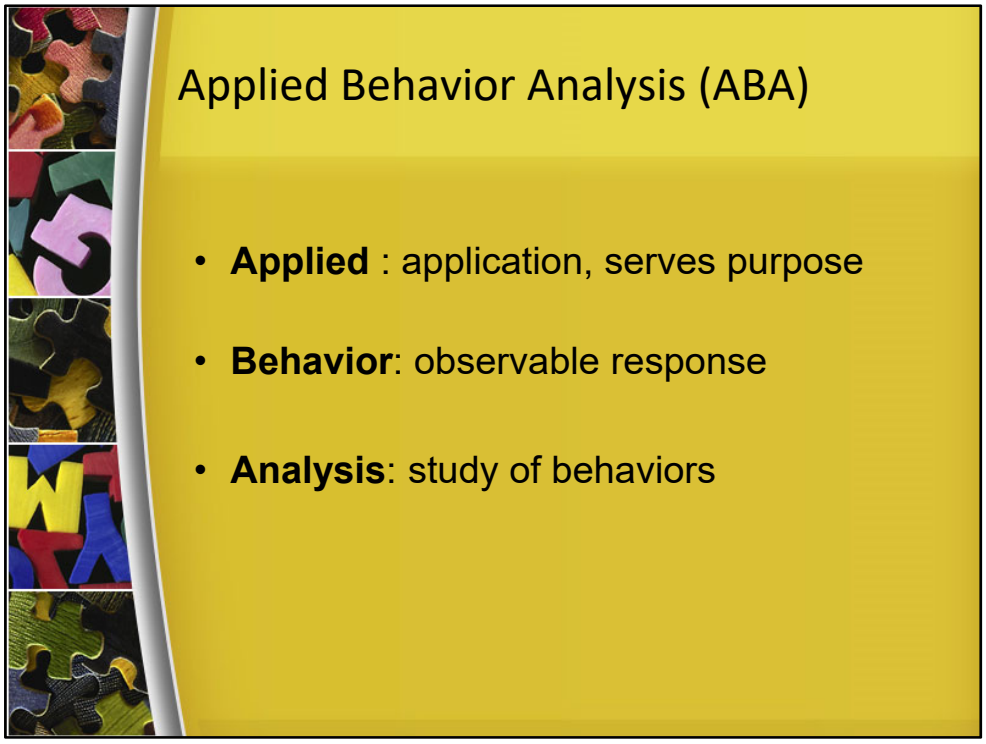
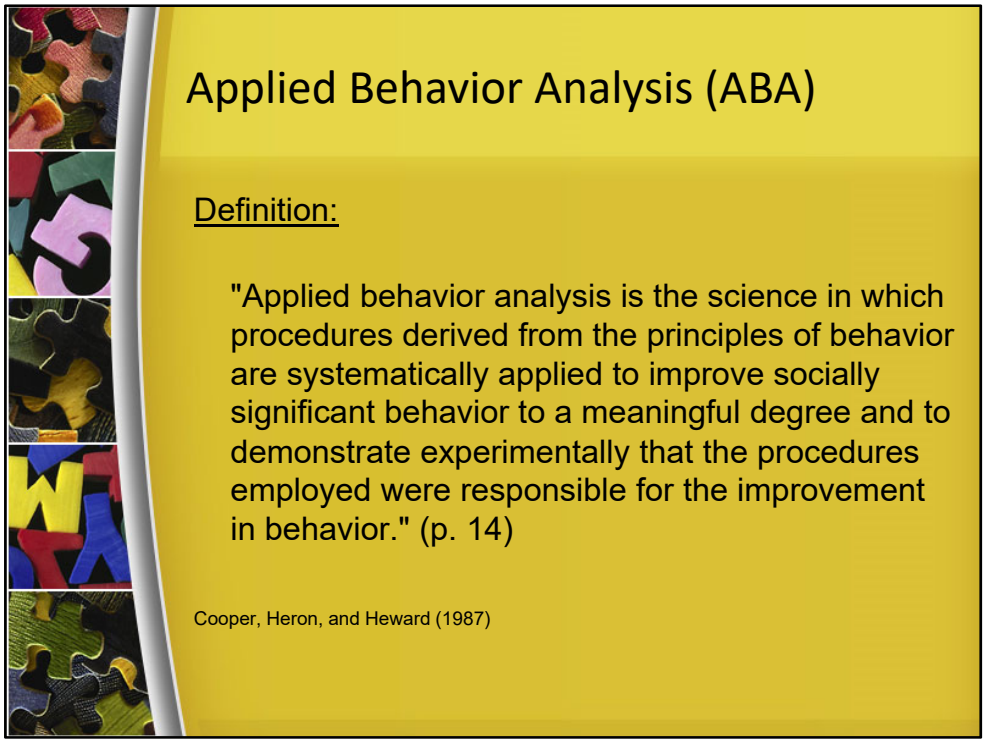
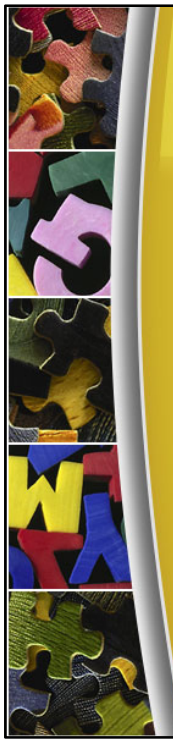
The Heart of Behavior LLC.


What is ABA?
APPLIED BEHAVIOR ANALYSIS

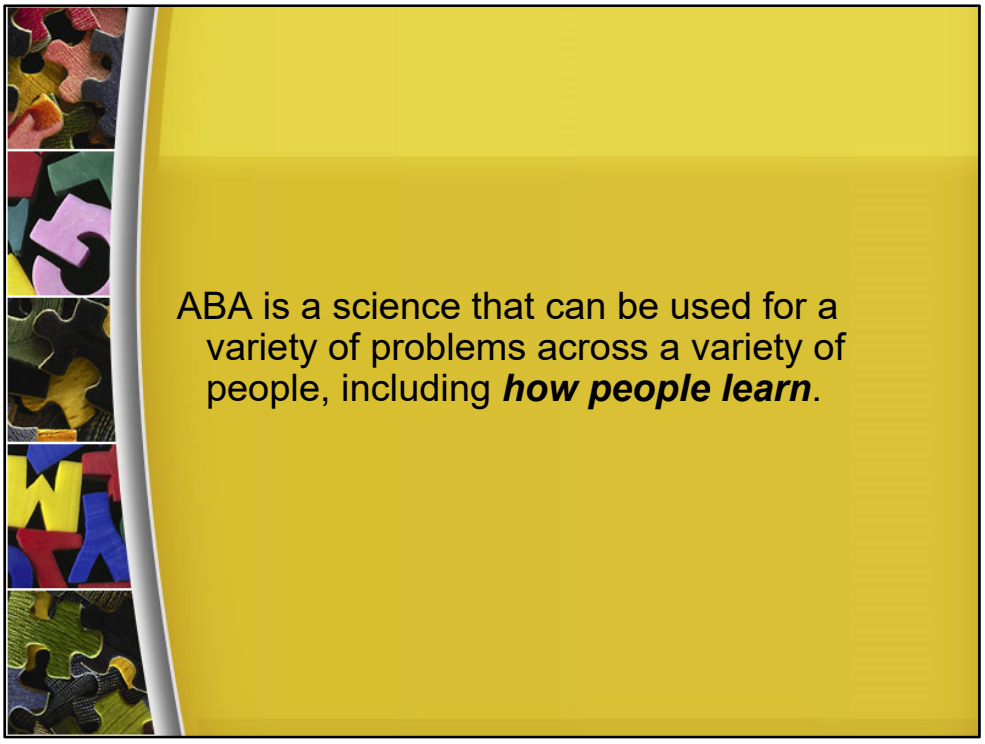

Applied Behavior Analysis (ABA)
• **Applied** : application, serves purpose
• **Behavior**: observable response
• **Analysis**: study of behaviors

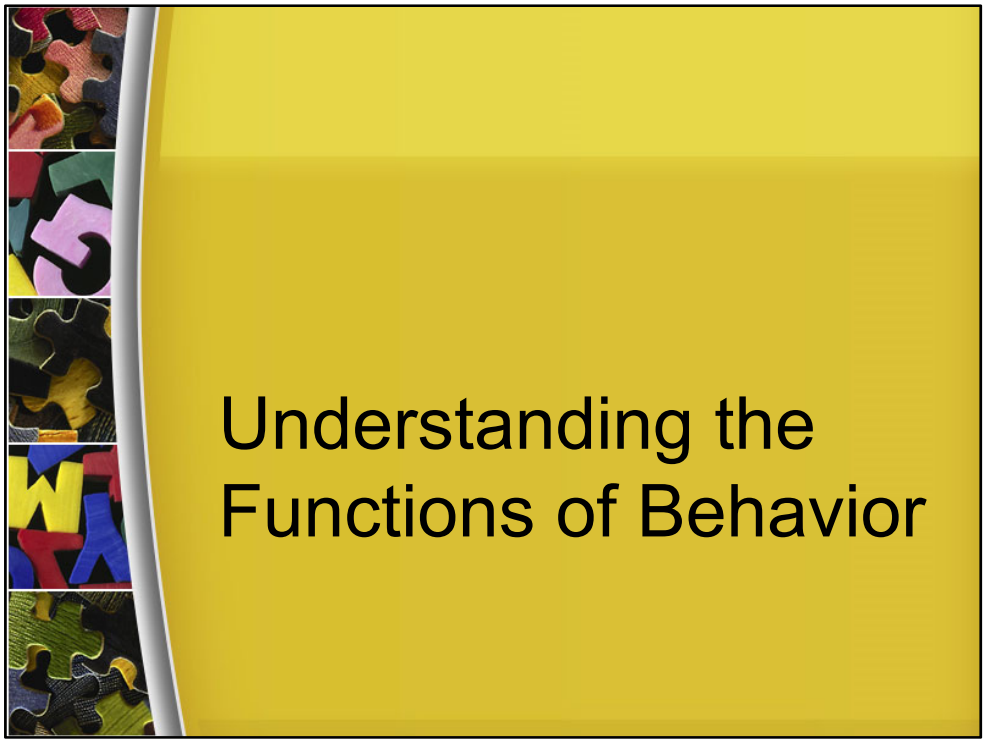

Applied Behavior Analysis (ABA)
Definition:
"Applied behavior analysis is the science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior." (p. 14)
Cooper, Heron, and Heward (1987)

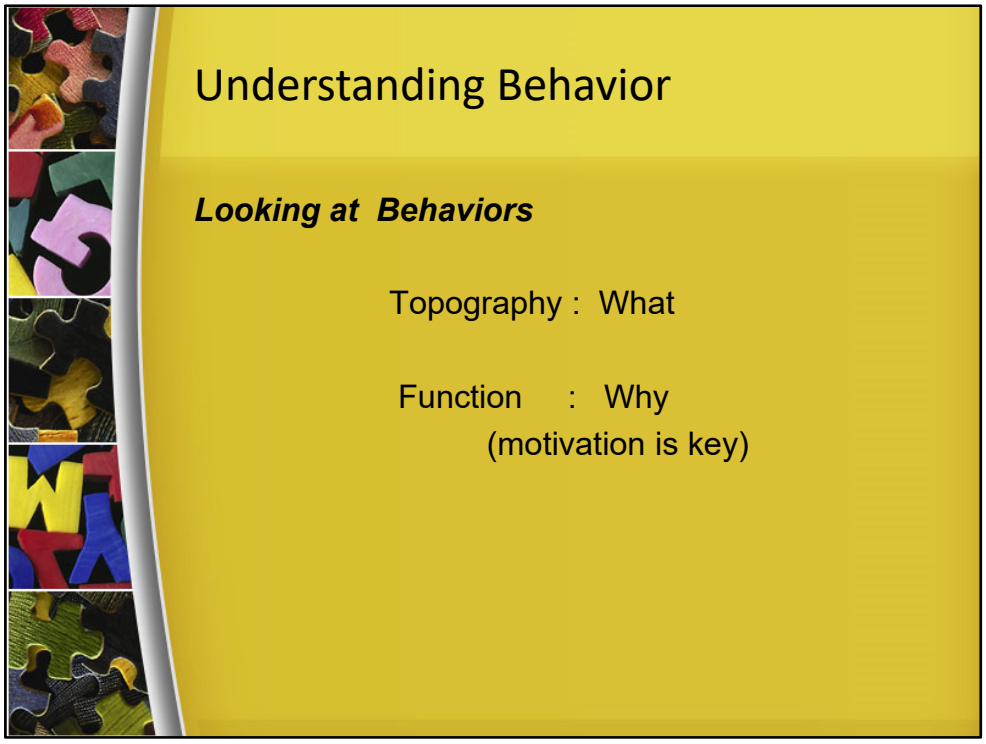


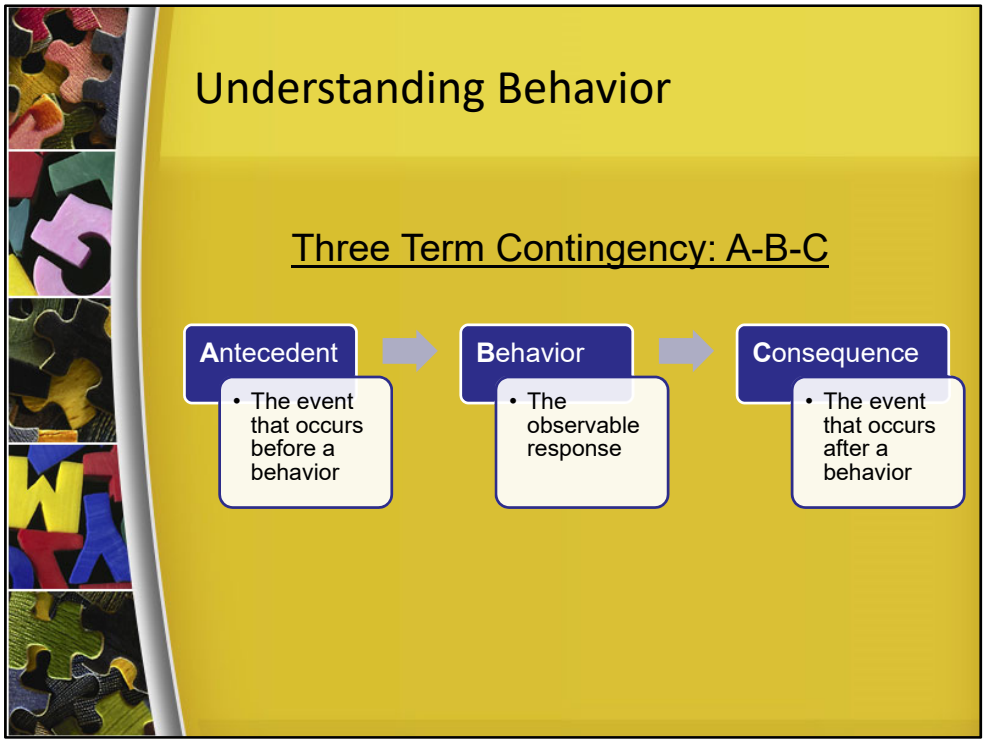
Applied Behavior Analysis (ABA)

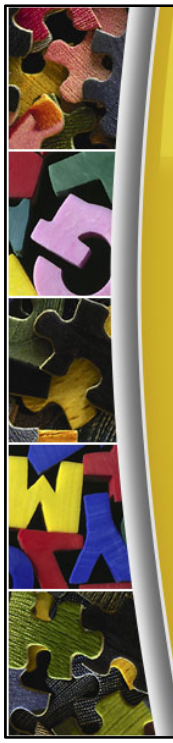
- What isn't it?
  - Applied Behavior Analysis is NOT one set of procedures that can be applied to everyone.
  - Applied Behavior Analysis is NOT synonymous with Discrete Trial Teaching (DTT)
  - Applied Behavior Analysis is NOT just for individuals with Autism.


ABA is a science that can be used for a variety of problems across a variety of people, including ***how people learn***.


Understanding the
Functions of Behavior


Understanding Behavior
Looking at Behaviors
Topography : What
Function : Why
(motivation is key)

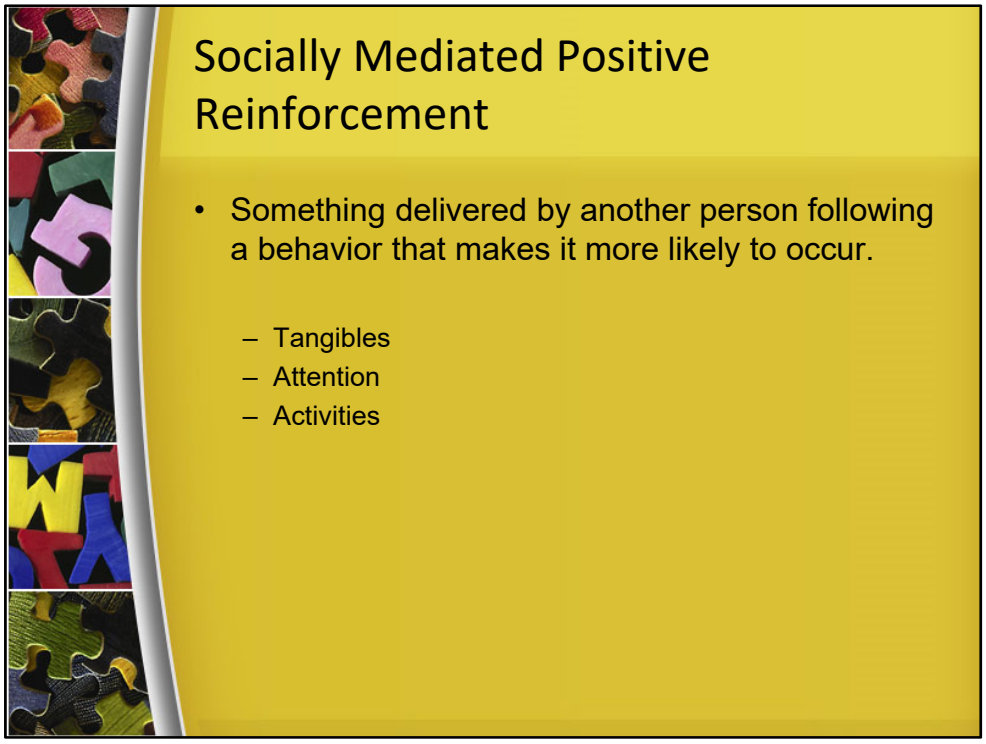

Understanding Behavior
Three Term Contingency: A-B-C
Antecedent
• The event that occurs before a behavior
Behavior
• The observable response
Consequence
• The event that occurs after a behavior

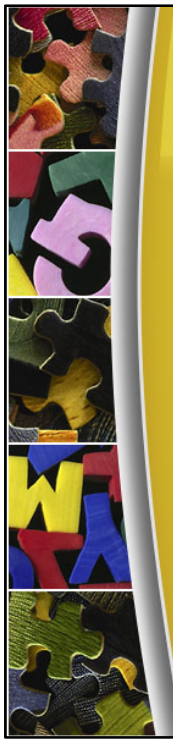


Functions of Behavior

- Socially Mediated Positive
- Socially Mediated Negative
- Automatic Positive
- Automatic Negative

Neidert, (2010)

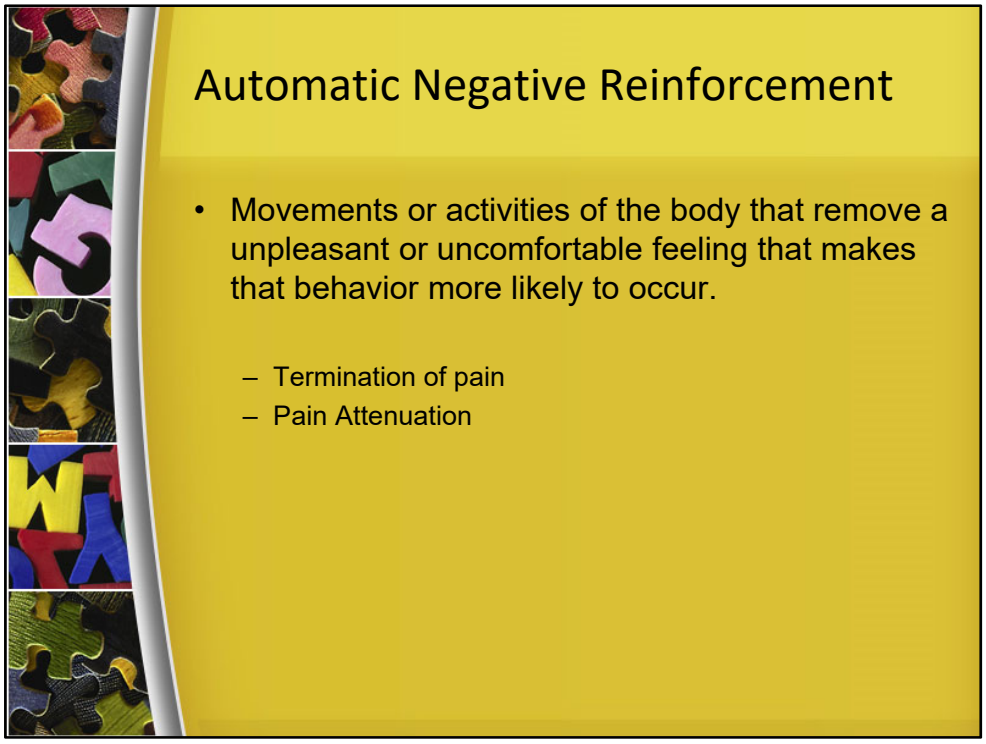

Socially Mediated Positive Reinforcement
• Something delivered by another person following a behavior that makes it more likely to occur.
– Tangibles
– Attention
– Activities



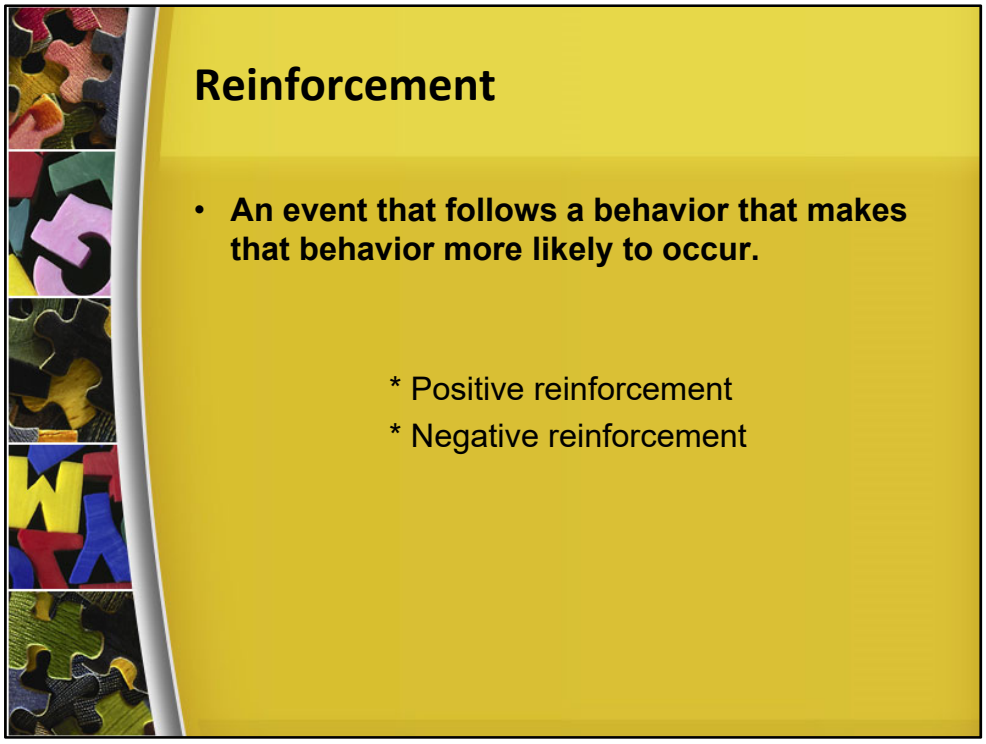
Socially Mediated Negative Reinforcement

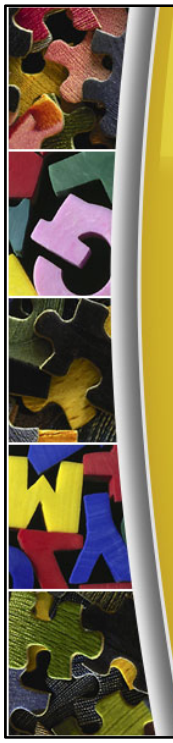
- Something (demand) removed by another person following a behavior that makes it more likely to occur.
  - Escape
  - Avoidance


Automatic Positive Reinforcement
• Movements or activities of the body that produce a feeling that makes it more likely to occur.
– Self-stimulatory Sensations
– Restrictive and Repetitive Behaviors


Automatic Negative Reinforcement
• Movements or activities of the body that remove a unpleasant or uncomfortable feeling that makes that behavior more likely to occur.
– Termination of pain
– Pain Attenuation


What is
Reinforcement?

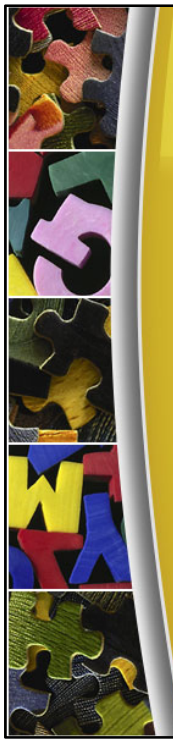

Reinforcement
• An event that follows a behavior that makes that behavior more likely to occur.
* Positive reinforcement
* Negative reinforcement



Positive Reinforcement

The contingent presentation of a stimulus immediately following a response, which increases the future rate and/or probability of the response. *(Alberto & Troutman)*

- Think math, what are you "adding" to their environment?



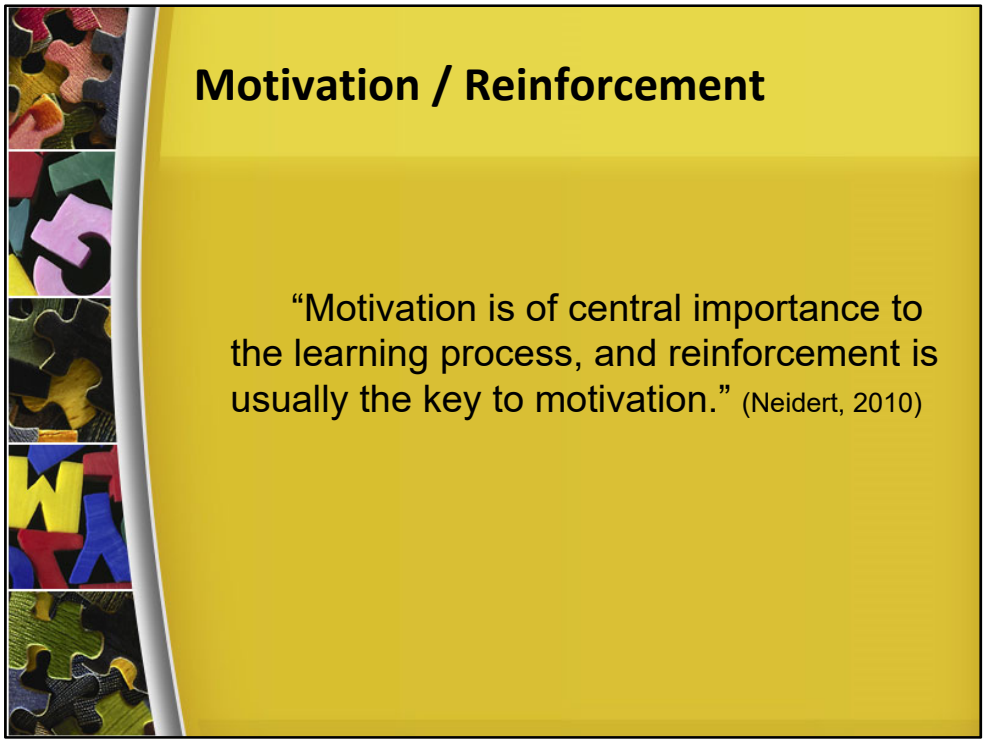
Negative Reinforcement

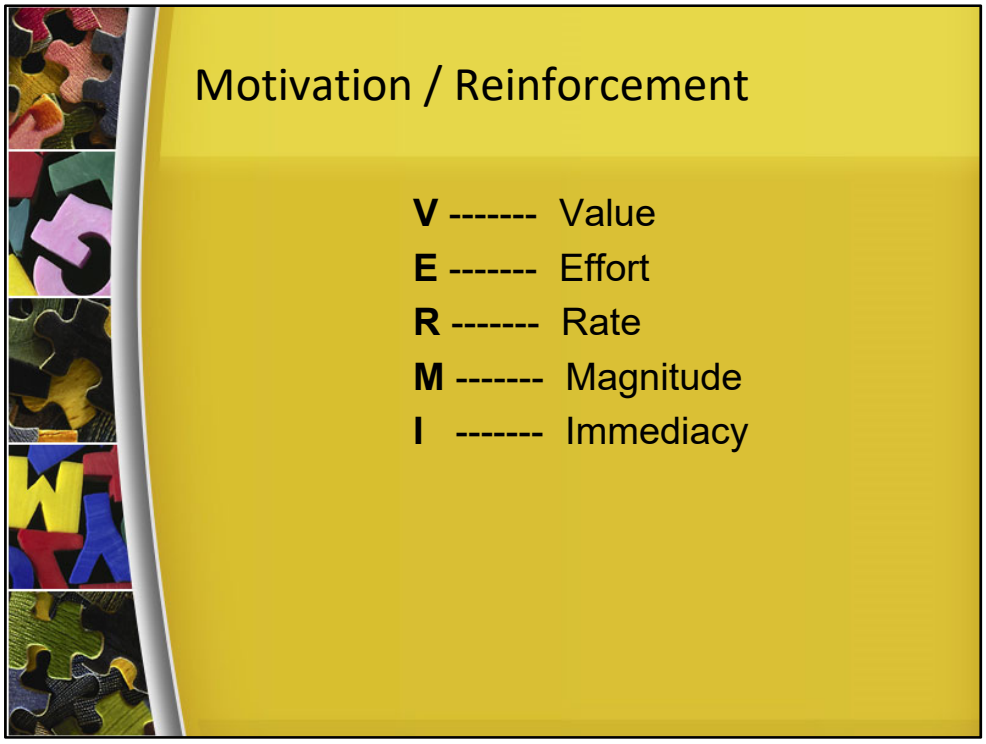
The contingent removal of an aversive stimulus immediately following the response; increasing the rate and/or probability of the response.

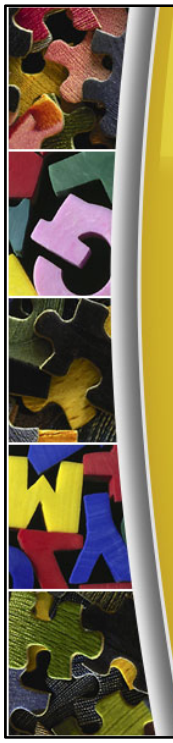
(Alberto & Troutman)

- Think math, what are you "subtracting: from their environment?


Motivation / Reinforcement
Who?
Everyone
When?
All the time
Why?
To increase, decrease or maintain behavior


Motivation / Reinforcement
"Motivation is of central importance to the learning process, and reinforcement is usually the key to motivation." (Neidert, 2010)

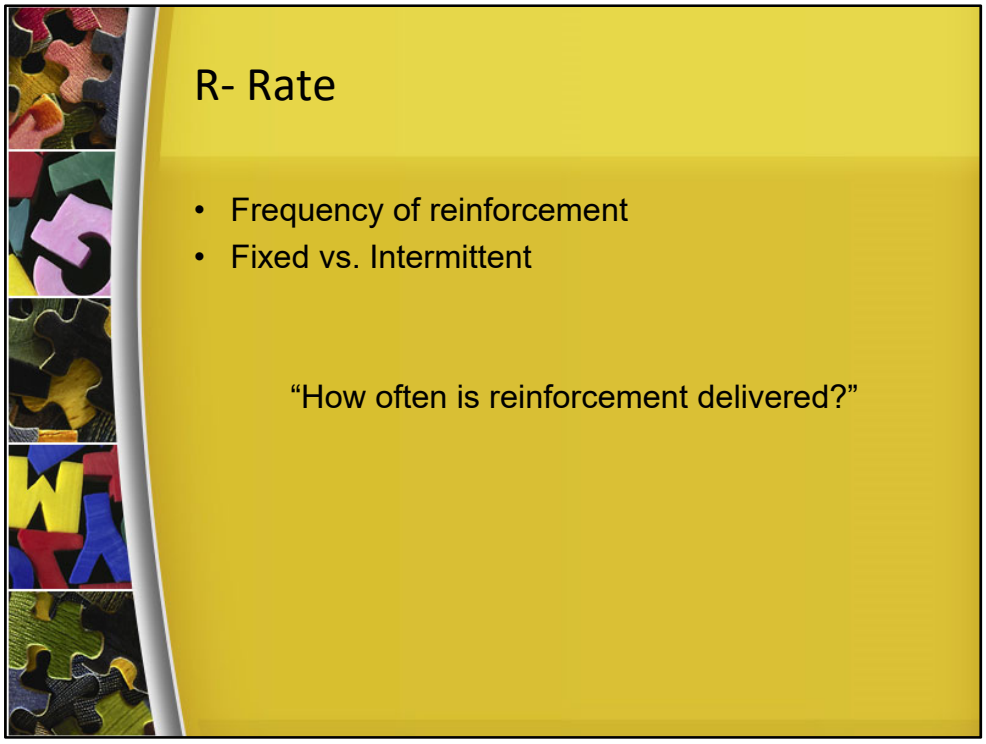

Motivation / Reinforcement
V ------- Value
E ------- Effort
R ------- Rate
M ------- Magnitude
I ------- Immediacy

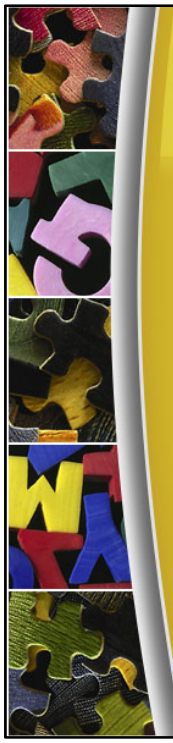


V- Value E- Effort

- The payoff (value) should be worth the amount of work (effort)

"Is the reinforcer *valuable* to the individual for the amount of *effort* required?"

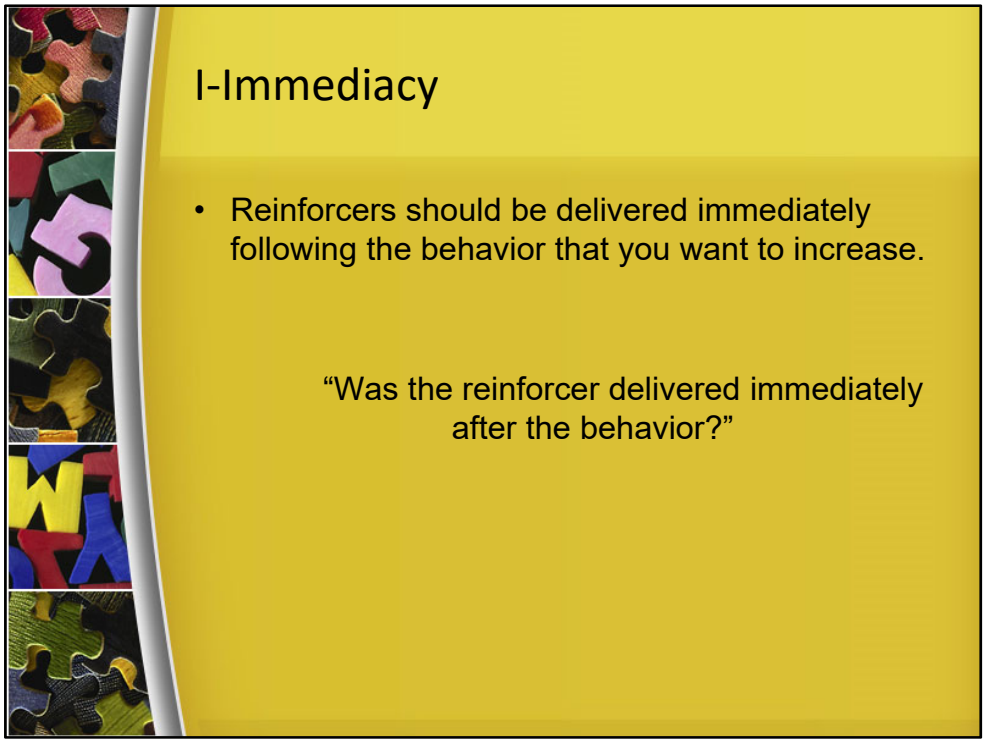

R- Rate
• Frequency of reinforcement
• Fixed vs. Intermittent
“How often is reinforcement delivered?”

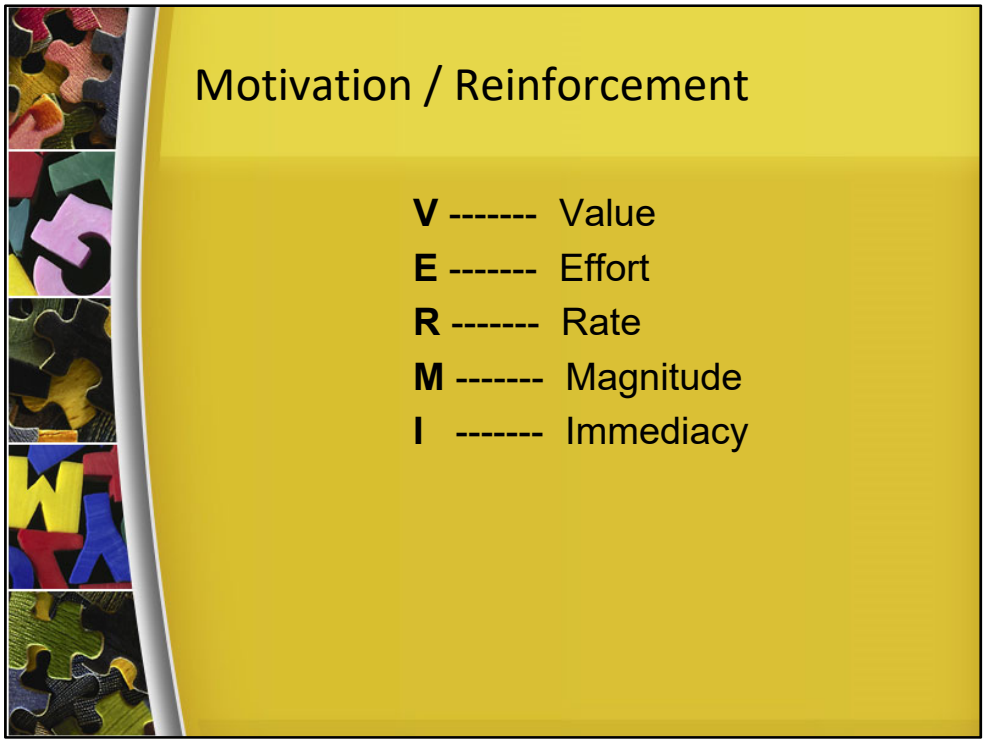


M- Magnitude

- Reinforcers should be delivered in a worthwhile amount that is enough to increase the behavior, but not too much to satiate the individual.
- Size can refer to amount or duration of engagement

"Was the amount of the reinforcer used worthwhile?"


I-Immediacy
• Reinforcers should be delivered immediately following the behavior that you want to increase.
"Was the reinforcer delivered immediately after the behavior?"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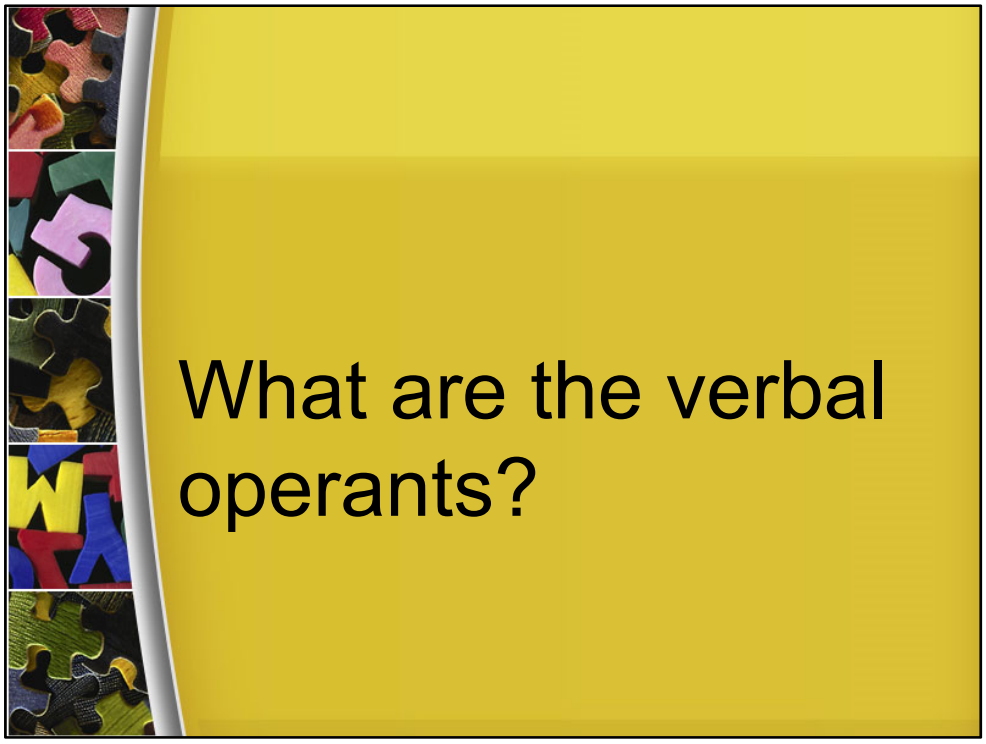
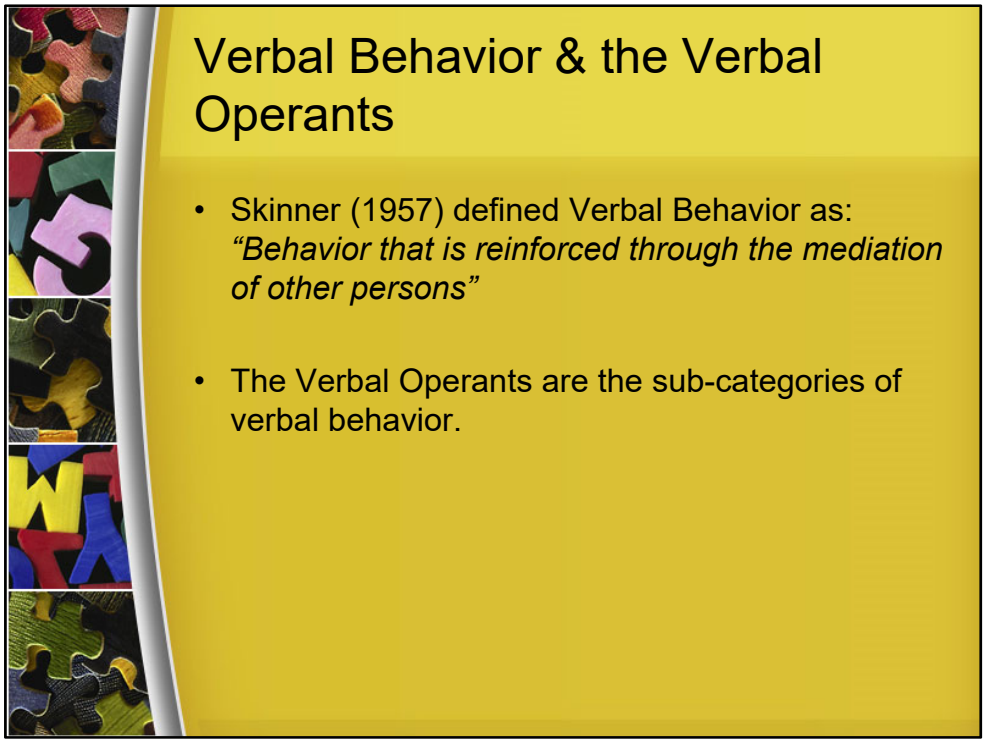
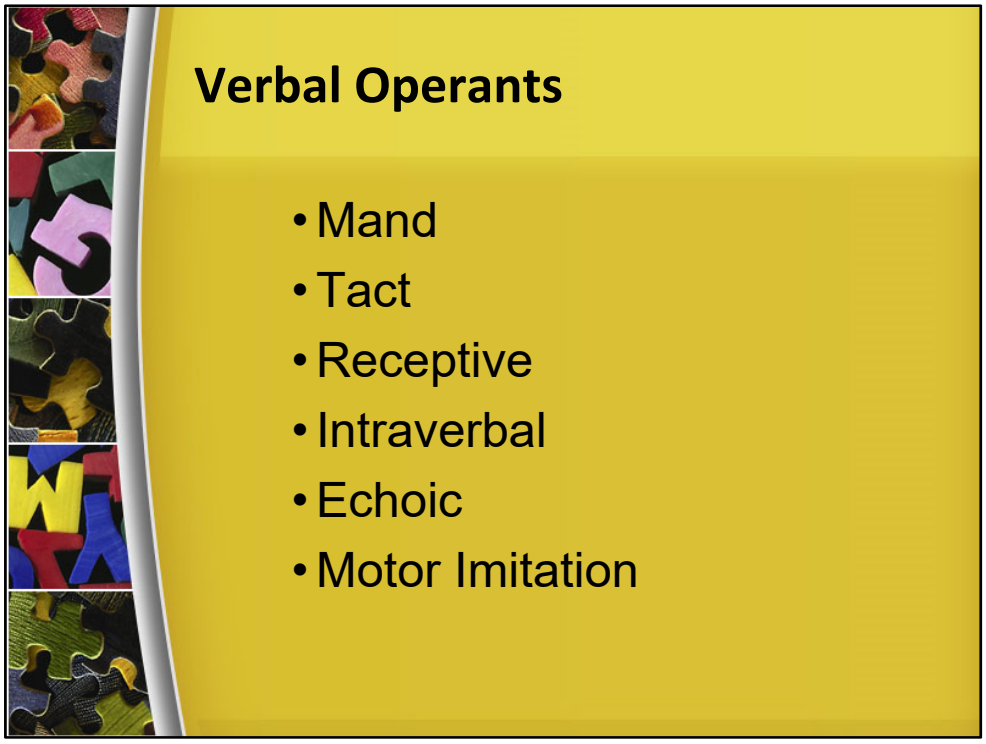
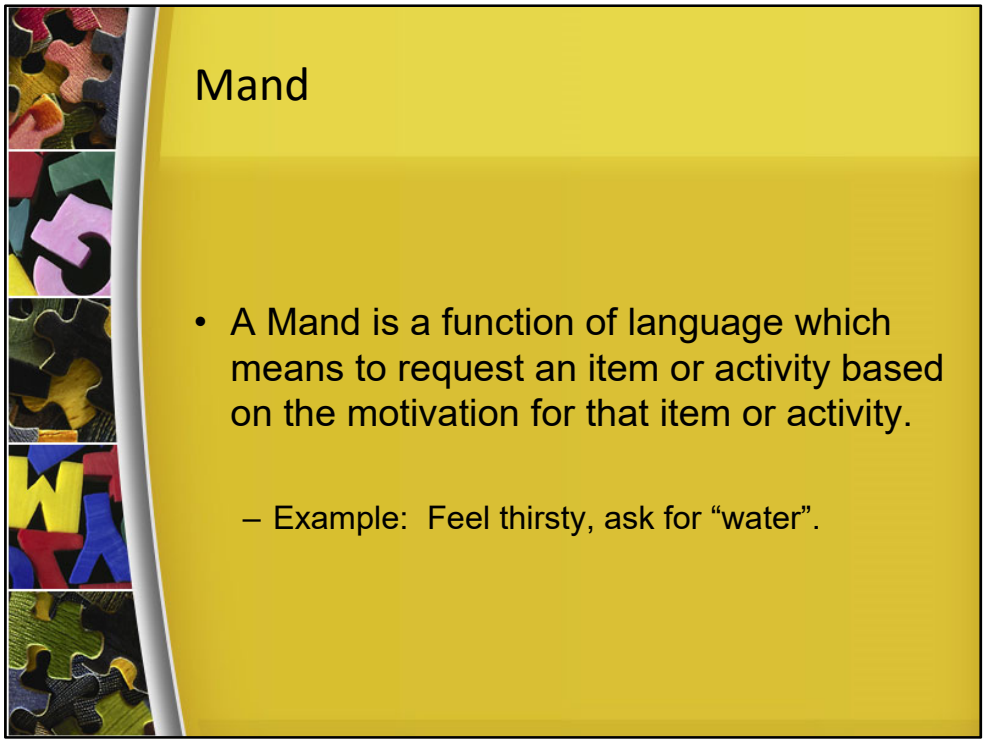
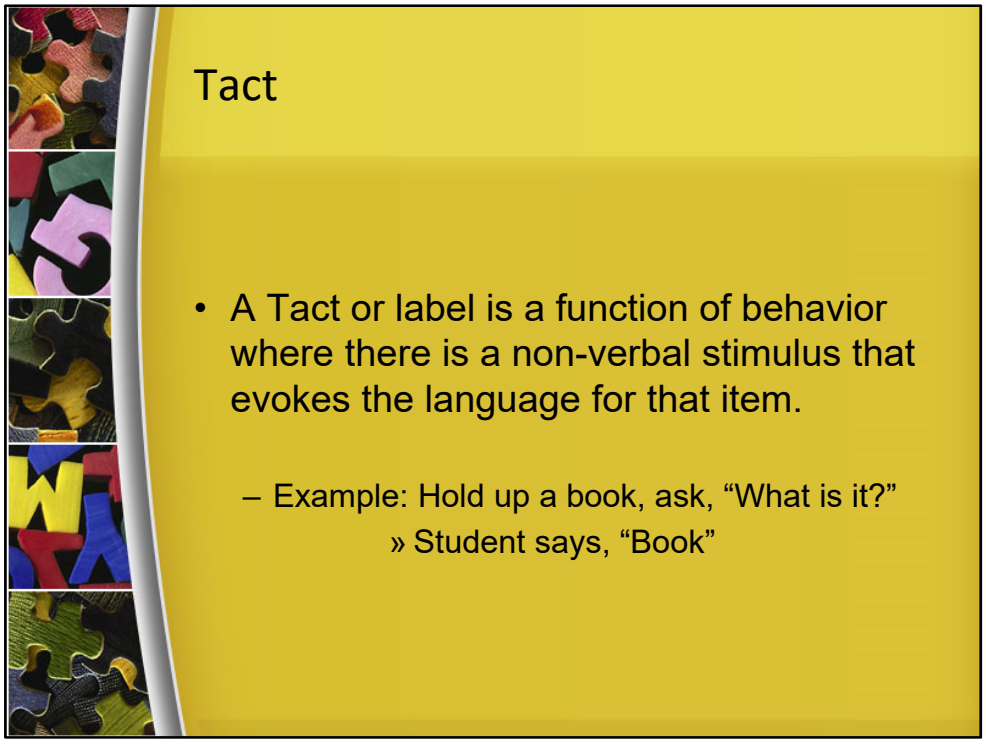
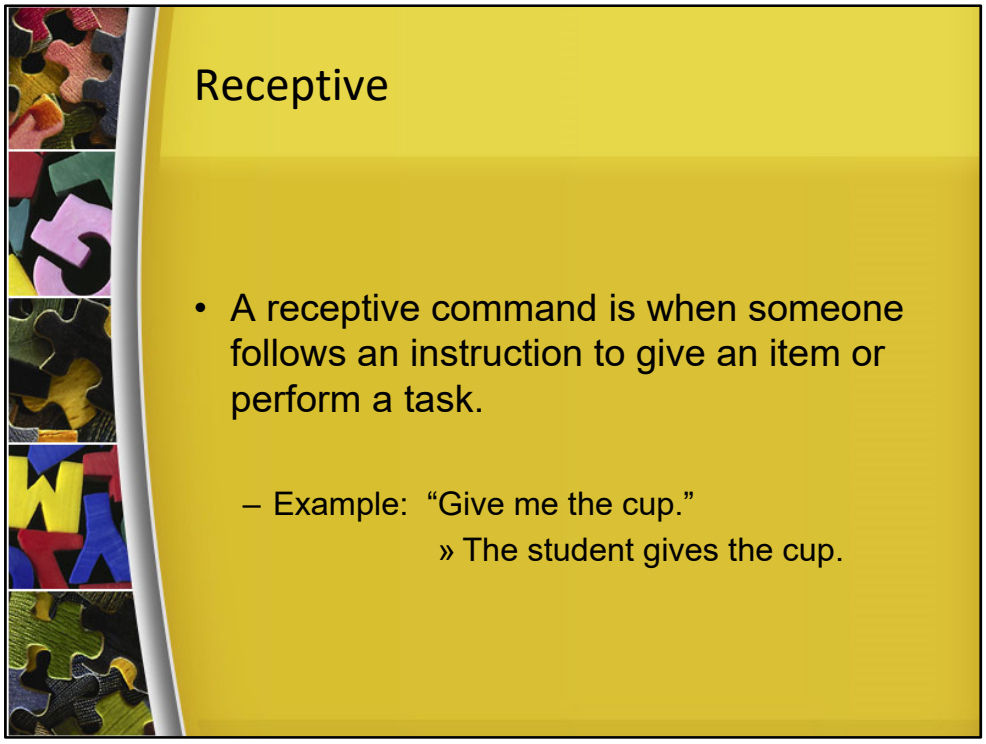

What are the verbal operants?

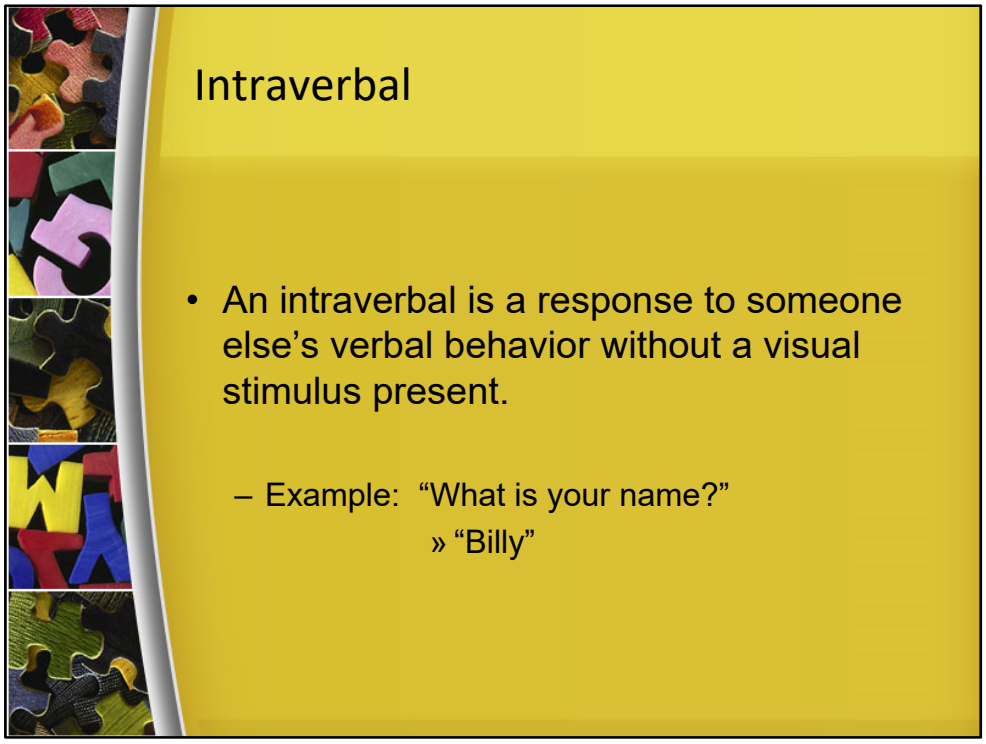

Verbal Behavior & the Verbal Operants
• Skinner (1957) defined Verbal Behavior as: *"Behavior that is reinforced through the mediation of other persons"*
• The Verbal Operants are the sub-categories of verbal behavior.

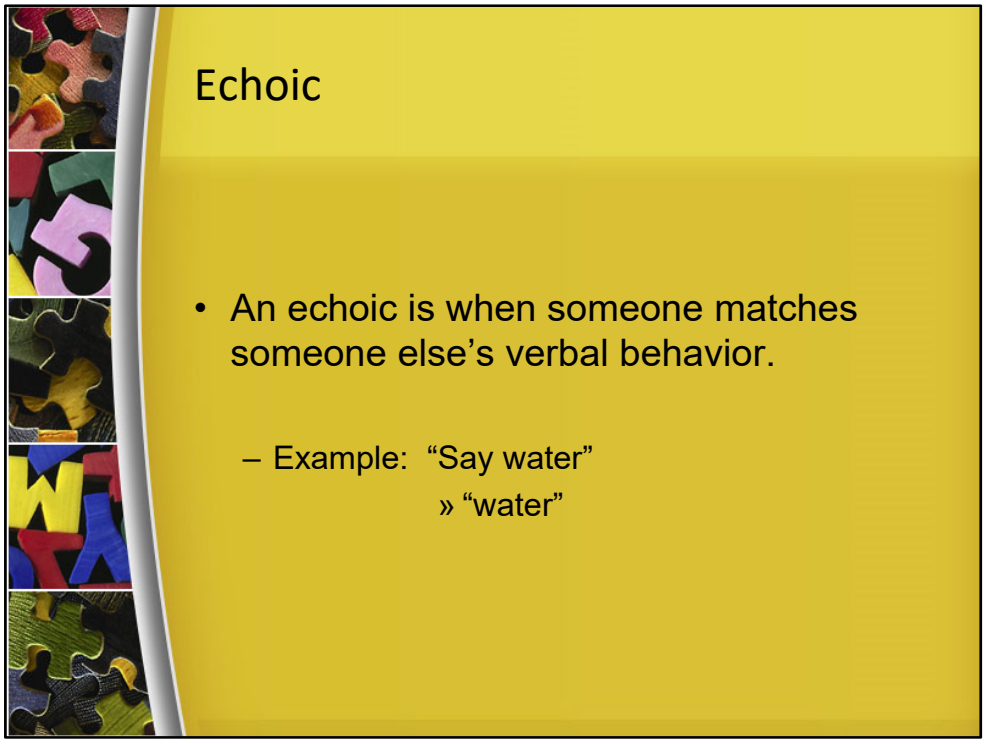

Verbal Operants
• Mand
• Tact
• Receptive
• Intraverbal
• Echoic
• Motor Imitation

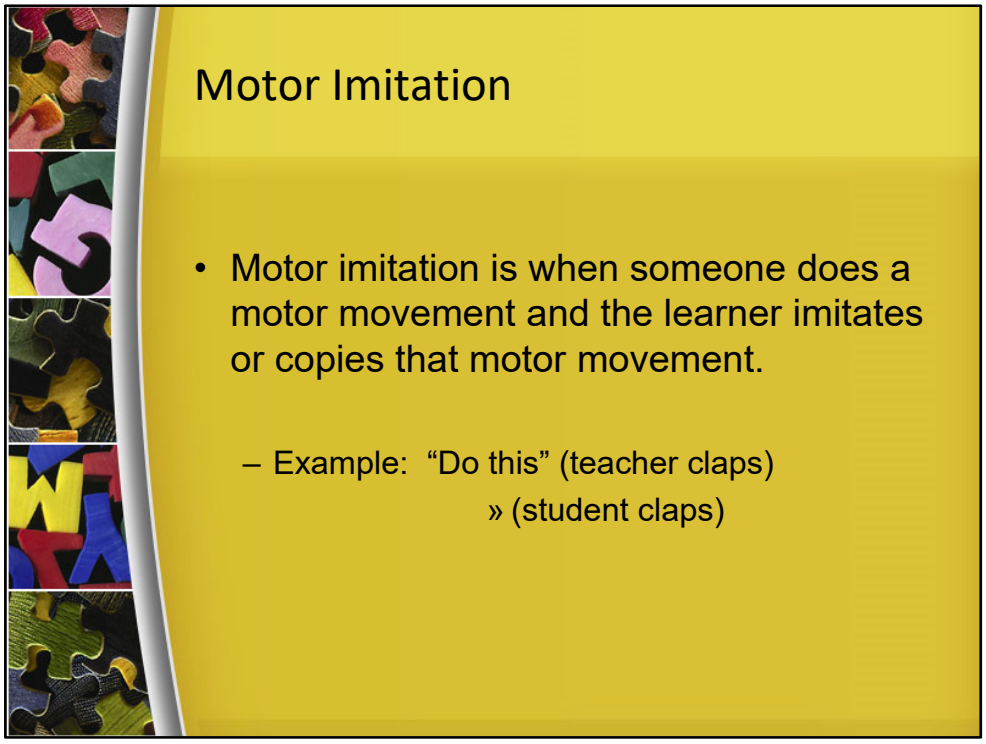

Mand
• A Mand is a function of language which means to request an item or activity based on the motivation for that item or activity.
– Example: Feel thirsty, ask for “water”.

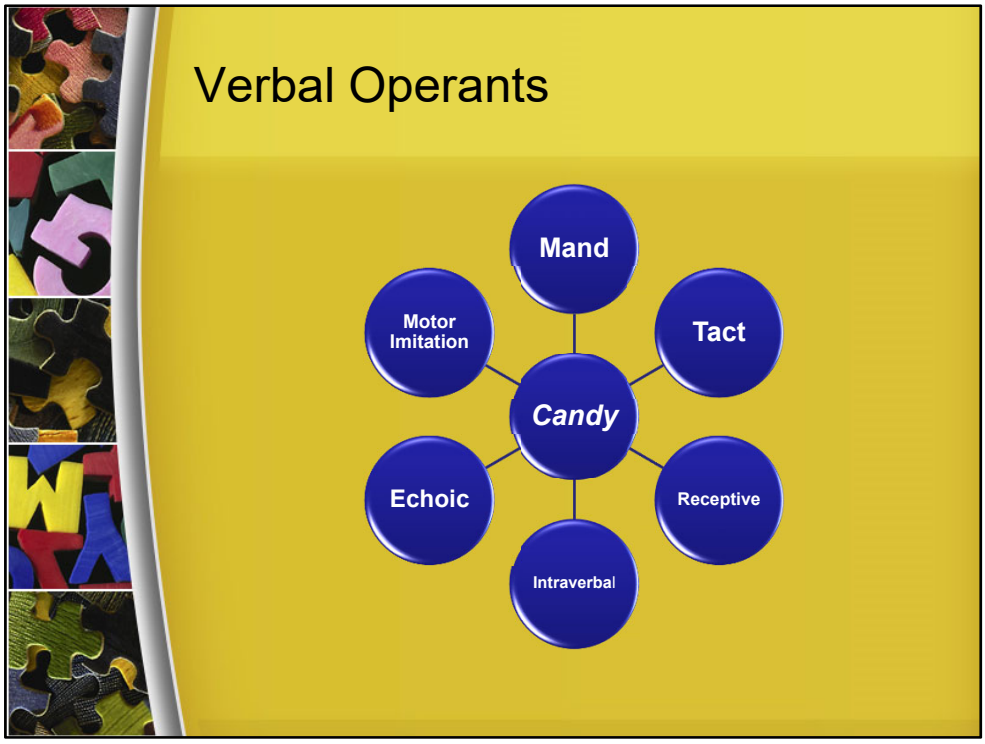

Tact
• A Tact or label is a function of behavior where there is a non-verbal stimulus that evokes the language for that item.
– Example: Hold up a book, ask, “What is it?”
» Student says, “Book”

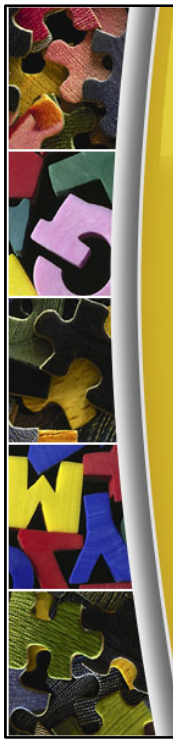

Receptive
• A receptive command is when someone follows an instruction to give an item or perform a task.
– Example: “Give me the cup.”
» The student gives the cup.


Intraverbal
• An intraverbal is a response to someone else's verbal behavior without a visual stimulus present.
– Example: "What is your name?"
» "Billy"


Echoic
• An echoic is when someone matches someone else's verbal behavior.
– Example: "Say water"
» "water"


Motor Imitation
• Motor imitation is when someone does a motor movement and the learner imitates or copies that motor movement.
– Example: “Do this” (teacher claps)
» (student claps)


Verbal Operants
Mand
Motor Imitation
Tact
Candy
Echoic
Receptive
Intraverbal



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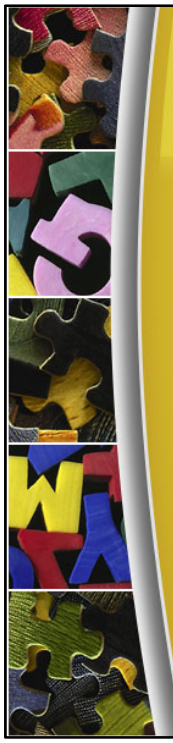

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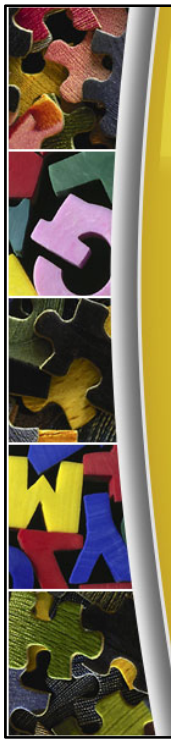

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