

## Additional ABA Strategies

Follow Through	<p>Follow through means that when an expectation is placed you commit to that expectation and rule and you ensure that the expectation is followed regardless of challenging behaviour.</p> <p>Example: if it is expected that the student washes their hands before snack, staff ensures that hands are washed prior to snack.</p>
Consistency	<p>Consistency means doing the same thing at the same time every day. Consistency supports with increasing predictability and establishing expectations.</p> <p>Example: Every day after cubby time students sit on the carpet and have circle time. Every day prior to the end of the day students sing a goodbye song.</p>
Pairing	<p>A term often used to describe the process of building or maintaining a positive relationship with a student by engaging in preferred activities and following the students lead. This is done by beginning sessions with low demand and high reward which with often results in gaining instructional control. An educator will know that a pairing process has worked if the student is consistently moving toward and approaching the educator as opposed to walking away from the educator.</p>
Behavioural Skills Training	<p>Strategy to teach a new skill that involves 4 steps: instruction, model, rehearsal, feedback.</p> <p>Example: teaching how to participate</p> <ul style="list-style-type: none"> <li>- Instruction: teacher would say “when we want to participate in class it is important that we wait for our turn and raise our hand to signal we have something to say”</li> <li>- Model: teacher will raise their hand and wait to be called on and can demonstrate the appropriate way of raising hand as well as the inappropriate way.</li> <li>- Rehearsal: have the student practice raising their hand in an appropriate manner.</li> <li>- Feedback: teacher will provide feedback and praise the student for engaging in the skill appropriately, if they did not the teacher will remind them of the expected behaviour.</li> </ul>

Task Analysis	<p>The process of breaking a complex skill or series of behaviour into smaller, teachable units (Cooper, Heron, Heward, 2007, p. 706).</p> <p>Example: Hand washing – turn water on, wet hands, add soap, etc.</p>
Chaining	<p>Chaining is way to teach behaviours that involve a sequence of steps that must be performed in sequential order.</p> <p><b>Forward Chaining:</b> a method for teaching behaviour chains that begin with the learner being prompted and taught to perform the first behaviour in the task analysis; the trainer completes the remaining steps in the chain. When the learner shows competence in performing the first step in the chain, they are then taught to perform the first to behaviours in the chain, with the trainer completing the chain. This process is continued until the learner complete the entire chain independently (Copper, Heron, &amp; Heward, 2007, p. 696).</p> <p><b>Backward Chaining:</b> a teaching procedure in which a trainer completes all but the last behaviour in a chain, which is performed by the learner, who then receives reinforcement for completing the chain. When the learner show competence in performing the final step in the chain, the trainer performs all but the last two behaviours in the chain, the learner emits the final two steps to complete the chain, and reinforcement is delivered. The sequence is complete until the learner completes the entire chain independently (Copper, Heron, &amp; Heward, 2007, p. 690).</p>
Shaping	<p>Shaping is reinforcing closer and closer examples of the behaviour you want to see. Once the child or youth can demonstrate a step or part of a skill, expect that level in the future. Reserve the best reinforcers for the best responses</p> <p>Shaping can be used for different behaviours such as, voice volume, pace of walking, writing, etc.</p>
Exemplar and non-exemplar	<p>Examples of appropriate and non-appropriate ways to behave.</p> <p>Example: raising hand – directly up and high enough to see without moving (exemplar); raising hand- waving hand back and forth (non-exemplar).</p>
Differential reinforcement	<p>Differential reinforcement is reinforcing a behaviour with differing levels of quality, intensity, and duration in relation to the child's behaviour.</p>



	Example: providing a lesser quality, intensity, and duration of reinforcement for a prompted behaviour.
Redirection	<p>A technique to distract a child from engaging in a problem behaviour.</p> <p>Example: directing the student to a more appropriate behaviour, changing the topic, etc.</p>
Contriving Opportunities	<p>Contriving opportunities is when the educators set up the environment in a way that allows students to practice their skills numerous times throughout each session.</p> <p>Example: Turn taking – during a cutting activity ensure there are less scissors than student.</p>