
Professional Certificate in Advocacy Studies for Autism Spectrum Disorder

Behavior Management Techniques

****ABA (Applied Behavior Analysis):**** ABA is an evidence-based therapy that focuses on improving specific behaviors, such as social skills, communication, reading, and academics, as well as adaptive learning skills, such as fine motor dexterity, hygiene, and job skills. Related terms: behavioral intervention, positive reinforcement, discrete trial training.

****Antecedent-Behavior-Consequence (A-B-C) model:**** The A-B-C model is a framework for understanding behavior, where "A" represents the antecedent (what happens before the behavior), "B" represents the behavior itself, and "C" represents the consequence (what happens after the behavior). By analyzing the A-B-Cs of a behavior, practitioners can identify the cause and effect relationships that maintain the behavior and develop strategies to change it. Related terms: functional behavior assessment, behavior intervention plan.

****Behavioral contract:**** A behavioral contract is a written agreement between an individual with ASD and a teacher, parent, or therapist that outlines specific behaviors and the rewards or consequences associated with them. The contract is designed to increase motivation, promote positive behaviors, and reduce negative ones. Related terms: positive reinforcement, token economy.

****Challenging behavior:**** Challenging behavior refers to any behavior that interferes with an individual's ability to function in their environment, such as self-injurious behavior, aggression, or property destruction. Challenging behaviors can be addressed through a functional behavior assessment and a behavior intervention plan. Related terms: functional behavior assessment, behavior intervention plan, positive behavior support.

****Discrete trial training:**** Discrete trial training is a teaching method used in ABA that involves breaking down complex tasks into smaller, more manageable steps and teaching each step through a series of repetitions. Each trial is discrete, meaning it has a clear beginning and end, and the teacher provides reinforcement for correct responses. Related terms: Applied Behavior Analysis, positive reinforcement.

****Differential reinforcement:**** Differential reinforcement is a strategy used in ABA to increase the likelihood of desired behaviors and decrease the likelihood of undesired behaviors. This is done by providing reinforcement for the desired behavior and withholding reinforcement for the undesired behavior. Related terms: positive reinforcement, negative reinforcement, reinforcement schedule.

****Echoic:**** An echoic is a verbal behavior that involves repeating the words or sounds of another person. Echoic responses are often used in ABA to teach new words and sounds, and can be elicited through the use of prompts or models. Related terms: mand, tact, listener behavior.

****Extinction:**** Extinction is a behavior management technique used in ABA to decrease the frequency of undesired behaviors. It involves withholding reinforcement for the undesired behavior, making it less likely

to occur in the future. Related terms: positive reinforcement, negative reinforcement, reinforcement schedule.

****Functional behavior assessment (FBA):**** An FBA is a process used to identify the cause and effect relationships that maintain challenging behaviors. It involves collecting data on the antecedents, behaviors, and consequences of the behavior, and analyzing the data to develop a behavior intervention plan. Related terms: Antecedent-Behavior-Consequence (A-B-C) model, behavior intervention plan, positive behavior support.

****Mand:**** A mand is a verbal behavior that involves requesting a desired item or activity. Mands are often taught in ABA to increase communication and reduce challenging behaviors. Related terms: echoic, tact, listener behavior.

****Negative reinforcement:**** Negative reinforcement is a strategy used to increase the likelihood of a behavior by removing an aversive stimulus following the behavior. For example, if a child with ASD engages in a desired behavior, such as completing a task, the teacher may remove a demand, such as a worksheet, as a reward. Related terms: positive reinforcement, reinforcement schedule.

****Positive behavior support (PBS):**** PBS is a proactive, person-centered approach to addressing challenging behaviors. It involves developing a positive behavior intervention plan that focuses on teaching new skills, modifying the environment, and providing reinforcement for positive behaviors. Related terms: functional behavior assessment, Antecedent-Behavior-Consequence (A-B-C) model, behavior intervention plan.

****Positive reinforcement:**** Positive reinforcement is a strategy used to increase the likelihood of a behavior by providing a reward or reinforcer following the behavior. For example, if a child with ASD engages in a desired behavior, such as completing a task, the teacher may provide praise or a preferred activity as a reward. Related terms: negative reinforcement, reinforcement schedule.

****Reinforcement:**** Reinforcement is a process by which a behavior is made more likely to occur in the future by the presentation or removal of a stimulus following the behavior. Reinforcement can be positive (adding a desirable stimulus) or negative (removing an aversive stimulus). Related terms: positive reinforcement, negative reinforcement, reinforcement schedule.

****Reinforcement schedule:**** A reinforcement schedule is a pattern of reinforcement that determines how often a reinforcer is presented following a behavior. Common reinforcement schedules include continuous reinforcement (reinforcer presented every time the behavior occurs), fixed ratio (reinforcer presented after a set number of responses), and variable ratio (reinforcer presented after an unpredictable number of responses). Related terms: positive reinforcement, negative reinforcement.

****Self-management:**** Self-management is a strategy used in ABA to teach individuals with ASD to monitor and manage their own behavior. This can involve the use of self-monitoring checklists, self-instruction, and self-reinforcement. Related terms: self-monitoring, self-instruction, self-reinforcement.

****Shaping:**** Shaping is a teaching method used in ABA to gradually shape a behavior towards a desired goal. It involves reinforcing closer and closer approximations of the desired behavior until the individual is

able to perform the behavior consistently. Related terms: Applied Behavior Analysis, positive reinforcement.

****Token economy:**** A token economy is a behavior management technique used in ABA to increase motivation and promote positive behaviors. It involves providing tokens, such as chips or points, for desired behaviors, and allowing the individual to exchange the tokens for preferred items or activities. Related terms: behavioral contract, positive reinforcement.

****Time-out:**** Time-out is a behavior management technique used in ABA to decrease the likelihood of undesired behaviors. It involves removing the individual from access to reinforcement for a set period of time following the behavior. Related terms: positive reinforcement, negative reinforcement.

****Tact:**** A tact is a verbal behavior that involves labeling or identifying an object or event in the environment. Tacts are often taught in ABA to increase communication and reduce challenging behaviors. Related terms: echoic, mand, listener behavior.

****Visual schedule:**** A visual schedule is a tool used in ABA to help individuals with ASD understand and follow a daily routine. It involves using pictures or words to represent each activity in the routine, and providing the individual with a clear visual representation of what is expected. Related terms: Applied Behavior Analysis, positive reinforcement.

Please note that the above glossary terms are just a sample and a more comprehensive glossary for a Professional Certificate in Advocacy Studies for Autism Spectrum Disorder would include many more terms and concepts. Additionally, it is important to note that behavior management techniques should always be implemented in a safe, ethical, and individualized manner, taking into account the unique needs and preferences of each individual with ASD.