

ABA Terms

ABA Therapy: Applied Behavior Analysis (ABA) treatment for autism

ABC: Antecedent (A) Behavior (B) Consequence (C)

Antecedent (A): The precursor or preceding event prior to a behavior.

Active Ignoring: Ignoring a challenging behavior that you are attempting to reduce/stop. This is a withdrawal of reinforcement from the challenging behavior while redirecting your attention to appropriate behaviors.

Behavior (B): An instance of an observable action.

Behavior Intervention Plan (BIP): A written plan that outlines specific antecedent modifications and consequence modifications to challenging behaviors. This generally is one page.

Behavior Support Plan (BSP): A written plan that details behavior modification similar to a BIP, except in far more detail. BSPs are multiple pages.

Behavior Technician: One-on-one support that follows an ABA program to work one-on-one with clients under the supervision of a BCBA. Also known as Registered Behavior Technician (RBT). You may see more interchangeable terms. The RBT specifically has completed a 40-hour training course, is currently under BCBA supervision, and has passed certification exam.

Consequences (C): What takes place after a behavior that is a result of the behavior. In ABA, consequences are neither good nor

bad, they are simply the reaction within the environment to a behavior.

Compliance: The follow-through with an instruction or direction.

Extinction: The removal of all reinforcement from a behavior. This is a tricky one, as it specifically refers to “reinforcement” and not “attention”. Extinction is the absence reinforcement; thus behaviors decrease as they are no longer being reinforced. BCBA’s can help with how to use extinction appropriately.

Extinction Burst: A dramatic increase of a challenging behavior after reinforcement has been removed. This increase or “burst” is temporary. The escalation is in response to extinction, it is an attempt to get the challenging behavior to get the reinforcement back.

Generalization: A learned skill that is then applied to settings, people, and situations that different from the learning environment.

Functional Behavior Assessment (FBA): A BCBA conducted assessment that discerns the causes of challenging behaviors.

Maintenance: A learned skill that is then demonstrated after a period of time, such as over a week, then month, then months.

Mand: The first echelon of communication; a request for something needed or wanted. Saying “candy” to get candy.

Planned Ignoring: A methodology similar to extinction. This specific type of methodology works for behaviors that are encouraged (increased/reinforced) by attention.

Praise: A verbal and/or gestural encouragement (reinforcement) that is complimentary and increases behaviors. "Good job!" or clapping your hands.

Probe: An attempt to see if your child knows a skill.

Reinforcer: An object or activity meant to be provided after a behavior that increases the likelihood the behavior will take place again.

Reinforcement: Something that comes after a behavior that increases the likelihood the behavior will happen again.

Tact: A second echelon of communication: labeling of the environment. Saying "table" when pointing to a table.

Vineland: An assessment conducted by a BCBA meant to identify skill levels, strengths, and determine areas in need of support. This is just one kind of assessment BCBA's can use.