



# Behavioral Intervention Terms: Definitions, Examples, and Citations

- A Comprehensive Overview of Key ABA Concepts

# Antecedent Manipulations

**Definition:** Antecedent manipulations involve strategies that alter the environment or conditions before a behavior occurs to increase desirable behaviors or decrease undesirable ones (p. 242).

Examples:

**Citation:** Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures (7th ed.). Cengage Learning US.

**Visual Schedules:** Providing a visual schedule for a child to reduce anxiety before transitions.

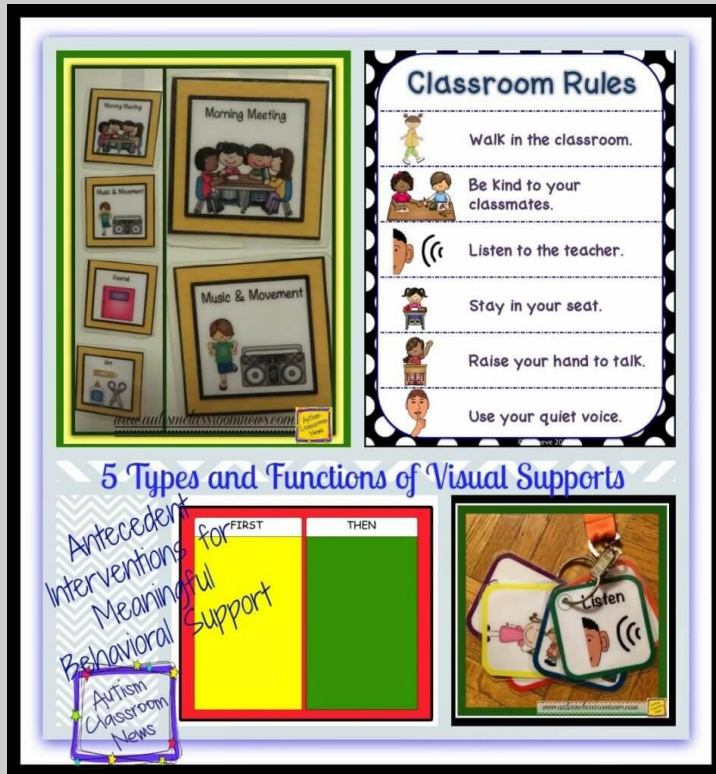
**Prompting:** Using verbal prompts before a task to ensure a correct response.

**Modifying MOs:** Providing a snack before a task to reduce hunger-related problem behaviors.

# Examples of Visual Schedule

[visual-antecedent-interventions-title.jpg 1065x1149 - Search Images](#)

[example and picture of antecedent manipulation visual schedule - Search Images](#)



# Chaining

**Definition:** Chaining breaks down complex behaviors into smaller, teachable steps and links them together to form a sequence (p. 153).

**Examples:**

Miltenberger, R. G. (2023). *Behavior Modification: Principles and Procedures* (7th ed.). Cengage Learning US.

**Hand-Washing Routine:** Breaking down the hand-washing steps into smaller tasks like turning on the faucet, applying soap, etc.

**Dressing Skills:** Teaching a child to put on a shirt by breaking it into steps such as picking up the shirt, putting it over the head, etc.

**Toileting Routine:** Teaching a child to complete the entire toileting process by chaining each step together.



# Visual of Forward Chaining

[Autismstep visual schedule](#)  
[- Search Images](#)



# Differential Reinforcement

**Definition:** Differential reinforcement involves reinforcing only the responses in a behavior group (response class) that meet specific criteria, such as frequency, form (topography), duration, latency, or intensity (magnitude), while other behaviors in the same group are not reinforced (placed on extinction). This method helps shape and strengthen targeted behaviors by selectively rewarding those that align with desired outcomes (Cooper et al., 2019, p. 790).

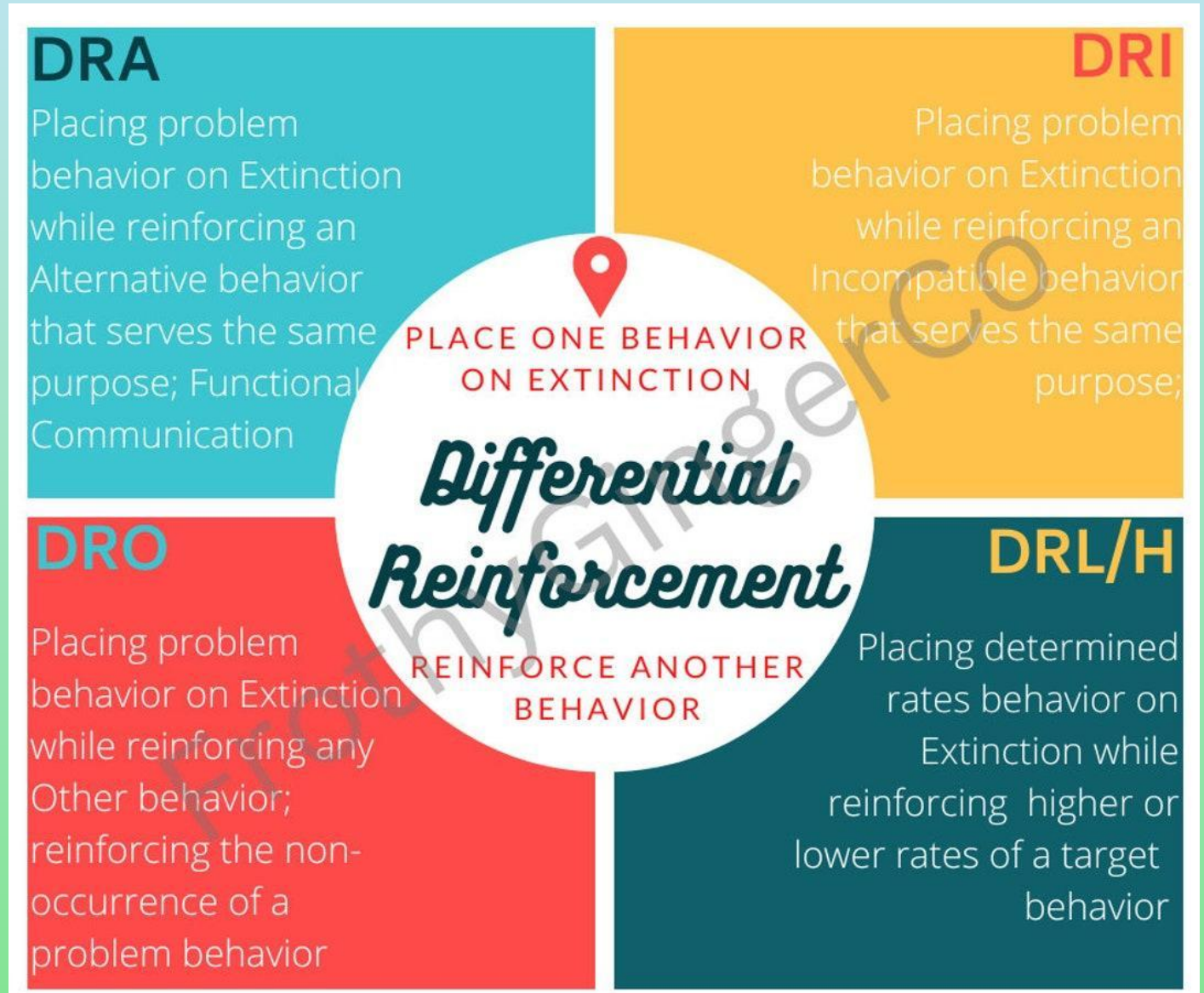
## Examples:

- **Reinforcing Full Sentences:** Reinforcing a child for using complete sentences rather than just single words.
- **Reinforcing Appropriate Play:** Providing reinforcement for cooperative play while not reinforcing parallel play.
- **Reinforcing Academic Behavior:** Reinforcing a child for focusing on a worksheet while ignoring off-task behaviors.

**Citation:** Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis (3rd ed.)*. Pearson Education (US). <https://capella.vitalsource.com/books/9780134798783>

# Example of Differential Reinforcement: A Strategy to Strengthen Positive Behaviors

- [example of differential reinforcement flowchart and picture showing 4 different type - Search Images](#)



# Discrete Trial Training

•**Definition:** A teaching method where skills are broken down into small, teachable components and each is taught using discrete trials (clear instructions, prompts, and reinforcement) (Nelson & Dixie, 2003, p. 4).

•**Examples:**

1. **Teaching Color Identification:** Presenting a color and prompting the child to say its name.
2. **Matching Objects:** Teaching a child to match similar objects (e.g., matching a car with a picture of a car).
3. **Learning Numbers:** Providing discrete trials where the child is shown a number and prompted to say the corresponding number of objects.

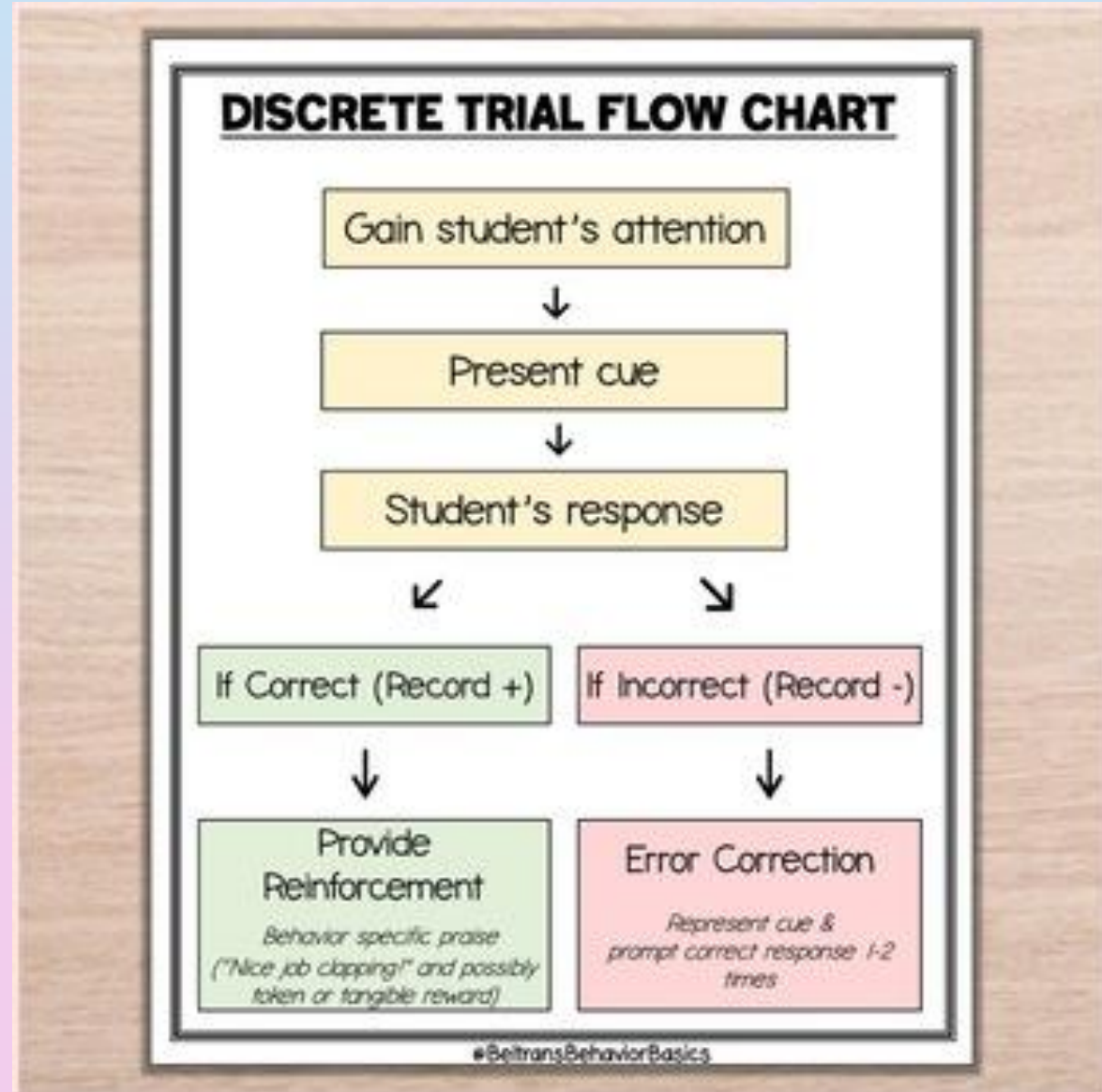
•**Citation:** Nelson, C., & Dixie, S. H. (2003). Young Children with Autism: Judicial Responses to the Lovaas and Discrete Trial Training Debates. *Journal of Early Intervention*, 26(1), 1-7,10-19.





# DTT Procedure S

- [example and flow chart of dtt aba](#)  
- [Search Images](#)



# Error Correction

**Definition:** A technique used to address incorrect responses by re-teaching or providing additional guidance (p. 2).

**Examples:**

**Citation:** Leaf, J. B., Cihon, J. H., Ferguson, J. L., Milne, C. M., Leaf, R., & McEachin, J. (2020).

**Re-teaching a Skill:** If a child answers a math problem incorrectly, the teacher provides the correct answer and has the child try again.

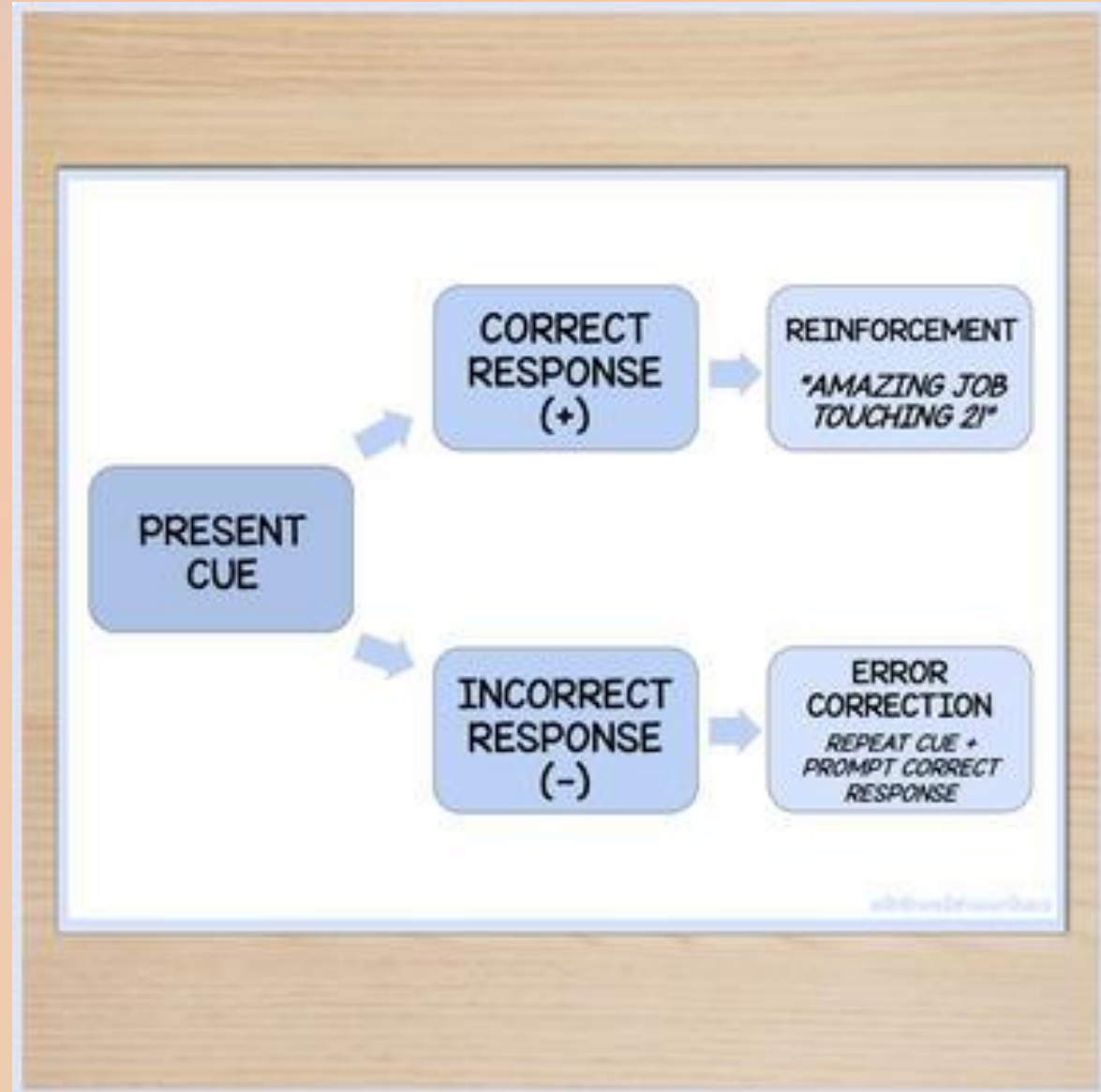
**Providing Hints:** If a child gives a wrong answer in a spelling test, the teacher provides the correct spelling and asks the child to repeat it.

**Using Visual Cues:** When a child says the wrong word in a sentence, the instructor shows the correct word and prompts the child to try again.

# How to perform an Error Correction procedure

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- [example and flow chart of dtt aba](#)  
- [Search Images](#)



# Errorless Teaching

- **Definition:** A teaching strategy designed to minimize the chance of mistakes by providing prompts from the beginning (p. 2).

- **Examples:**

1. **Hand-Over-Hand Prompting:** When teaching a child to complete a puzzle, the instructor physically guides the child's hands to the correct pieces.
  2. **Providing Choices:** Offering a few pre-selected responses to a child so they don't make an error.
  3. **Using Visual Prompts:** Providing visual cues (such as a picture) that show the correct response to a child.
- **Citation:** Leaf, J. B., Cihon, J. H., Ferguson, J. L., Milne, C. M., Leaf, R., & McEachin, J. (2020). Comparing error correction to errorless learning: A randomized clinical trial. *The Analysis of Verbal Behavior*, 36(1), 1-20. <https://doi.org/10.1007/s40616-019-00124-y>



# Errorless Teaching Procedures

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- [example and flow chart of errorless teaching aba - Search Images](#)

# ERRORLESS TEACHING



1. Identify target skill(s)
2. Identify effective prompt(s)
3. Fade prompts (according to learner's needs)

# Extinction

**Definition: Extinction involves discontinuing reinforcement for a previously reinforced behavior, leading to a decrease in the behavior over time (Miltenberger, 2023, p. 71).**

## Examples:

**Ignoring Whining:** Ignoring a child's whining to reduce attention-seeking behavior.

**Withholding Preferred Items:** Not allowing access to a preferred toy if a child engages in aggressive behavior to gain it.

**Discontinuing Reinforcement for Interruptions:** Not providing attention when a child interrupts a conversation.

**Citation: Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures (7th ed.). Cengage Learning US.  
<https://capella.vitalsource.com/books/979821433830>**

# Using Extinction

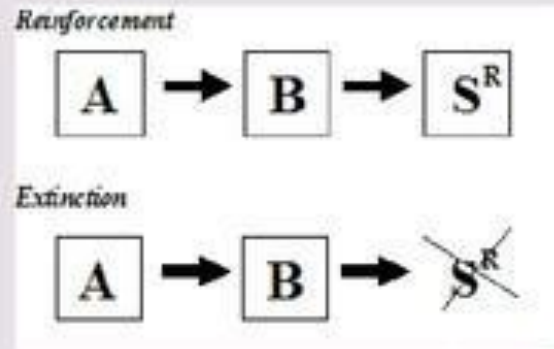
examples, pictures and flow chart of how to perform extinction aba - Search Images

examples, pictures and flow chart of how to perform extinction aba - Search Images

In behavior analysis and treatment for your child, we think this...

**EXTINCTION:**

The process in which we no longer reinforce a behavior that was reinforced in the past.



## Using Extinction

Function of Behavior	Break contingency by...	Replace behavior with...
Attention	No longer provide attention when challenging behavior occurs	Appropriate means of getting attention (asking for help, raising hand)
Escape	No longer remove task/activity when challenging behavior occurs	Appropriate means of escaping activity (asking for break)
Sensory	Masking or removing sensory component of behavior	Provide access to sensory item following appropriate behavior (preferred motor activities)

***Always combine with other reinforcement procedures!***

# Functional Communication Training (FCT)

**Definition:** An antecedent intervention in which an appropriate communicative behavior is taught as a replacement behavior for problem behavior usually evoked by an establishing operation (EO); involves differential reinforcement of alternative behavior (DRA) (Cooper et al., 2019, p. 792).

## Examples:

- **Teaching a Child to Request a Break:** A child learns to use a communication device to request a break instead of engaging in problem behavior.
- **Using PECS for Requests:** Teaching a child to use picture exchange communication to request a desired item.
- **Teaching Gestures or Signs:** Teaching a child to use gestures or sign language to communicate basic needs.

**Citation:** Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* (3rd ed.). Pearson Education (US). <https://capella.vitalsource.com/books/9780134798783>



# FCT Method

[fct examples, pictures and flowchart aba - Search Images](#)

## FUNCTIONAL COMMUNICATION TRAINING

Why it's more than "Use your words."

Escape	I need a break	Get out of work
Gain Attention	Play with me	Gets playmate to attend
Gain Item	I want _____	Gets the item

www.autismclassroomnews.com

## AAC FUNCTIONAL COMMUNICATION (REQUESTING)

©2018 Tech 'n Talk SLPs

### I can request a turn!

# Fluency Training

**Definition:** Fluency training involves teaching behaviors at a fast rate and with high accuracy to promote automaticity (p. 163).

## Examples:

- **Reading Sight Words Quickly:** Reinforcing a child for reading sight words fluently and without hesitation.
- **Number Counting Practice:** Practicing counting numbers quickly until the child can count without pauses.
- **Verbal Repetition Tasks:** Practicing saying words or phrases fluently with minimal prompts.

**Citation:** Binder, C. (1996). *Behavioral fluency: An overlooked concept in applied behavior analysis*. *The Behavior Analyst*, 19(1), 163-197.

# Building Mastery with Fluency Training

[fun with fluency training picture, flowchart and examples aba - Search Images](#)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sight Word Assessment

Point to each word. Circle the words students can read by sight.

a	am	an	and	can
do	for	go	has	have
he	here	I	in	is
it	like	look	me	my
no	play	said	see	she
so	the	to	up	we

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## Fun With Fluency

KEEP 'EM MOVING!  
Kinesthetic Classroom

Your kids will love reading with their silly voices!

1 mad  Look for some people.	1 sleepy  I like him.	1 sad  Not now.
2 grandma or grandpa  They went here.	2 mouse  A different land.	2 whisper  Take a little.
3 under water  A good thought.	3 pirate  Once upon a time.	3 dinosaur  A long life.

# Natural Environment Teaching (NET)

**Definition:** NET involves teaching skills in the context of naturally occurring activities and routines to promote generalization and functionality.

**Examples:**

**Citation:** Sundberg, M. L., & Partington, J. W. (1998). *Teaching Language to Children with Autism or Other Developmental Disabilities*. Behavior Analysts, Inc.

**Labeling Items During Play:** Teaching a child to label a “ball” while playing catch.

**Requesting During Snack Time:** Encouraging a child to mand (request) for juice during snack time.

**Counting Objects Outdoors:** Practicing counting while picking up rocks or leaves during outdoor play.

# How to Incorporate Naturalistic Teaching into Everyday Routines

- [EXAMPLE, PICTURE, FLOWCHART OF NATURAL ENVIRONMENT TRAINING - Search Images](#)



## Natural Environment Training

- Naturalistic behavioral teaching procedures go by many names:
  - Incidental Teaching, Pivotal Response Teaching,
- Basic approach:
  - Teach in the natural environment
  - Set up situations where the child will be motivated (e.g., toy out of reach)
  - Wait for child to initiate
  - Prompt the correct behavior
  - Reinforce it

# Prompt Fading

**Definition: Prompt fading involves gradually reducing prompts used to elicit a behavior until the behavior occurs independently (p. 137).**

## Examples:

**Reducing Hand-over-Hand Support: Gradually reducing physical assistance when teaching a child to write.**

**Fading Visual Prompts: Removing visual guides like picture cues when teaching daily routines.**

**Decreasing Verbal Prompts: Using fewer verbal cues as a child learns to independently respond to instructions.**

**Citation: Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures (7th ed.). Cengage Learning US.**

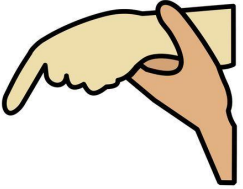
# Examples of Prompt Fading Procedures

[examples and flowchart of prompt fading aba? - Search Images](#)

procedures for  
**Prompt Fading**  
theautismhelper.com

Some rules for prompt fading:

- Plan it out from the start.
- Train your staff.
- Do it gradually.
- If incorrect responding begins, return to last prompt level.



Make the reinforcer for the unprompted (independent) response much bigger & better to keep independent responses coming!

## Prompt Fading

: Gradual Removal of prompts

- Most to Least
- Least to Most
- Decreasing Assistance
- Graduated Guidance: fade physical prompts
- Time Delay
- Increasing Assistance

# Shaping

**Definition:** The reinforcement of successive approximations to a target behavior. Shaping is used to establish a novel topography or dimension of a behavior (Miltenberger, 2023, p. 124).

## Examples:

- **Teaching Speech Sounds:** Reinforcing a child for saying “buh” as an approximation for “ball.”
- **Building Sitting Tolerance:** Gradually increasing the time a child sits at the table by reinforcing small increments.
- **Developing Writing Skills:** Reinforcing scribbling, then letter formation, and finally full words.

**Citation:** Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures (7th ed.). Cengage Learning US. <https://capella.vitalsource.com/books/9798214338309>




# Steps to Shaping Behavior

- [EXAMPLE, PICTURE, FLOWCHART OF SHAPING ABA - Search Images](#)

**Shaping Behavior**

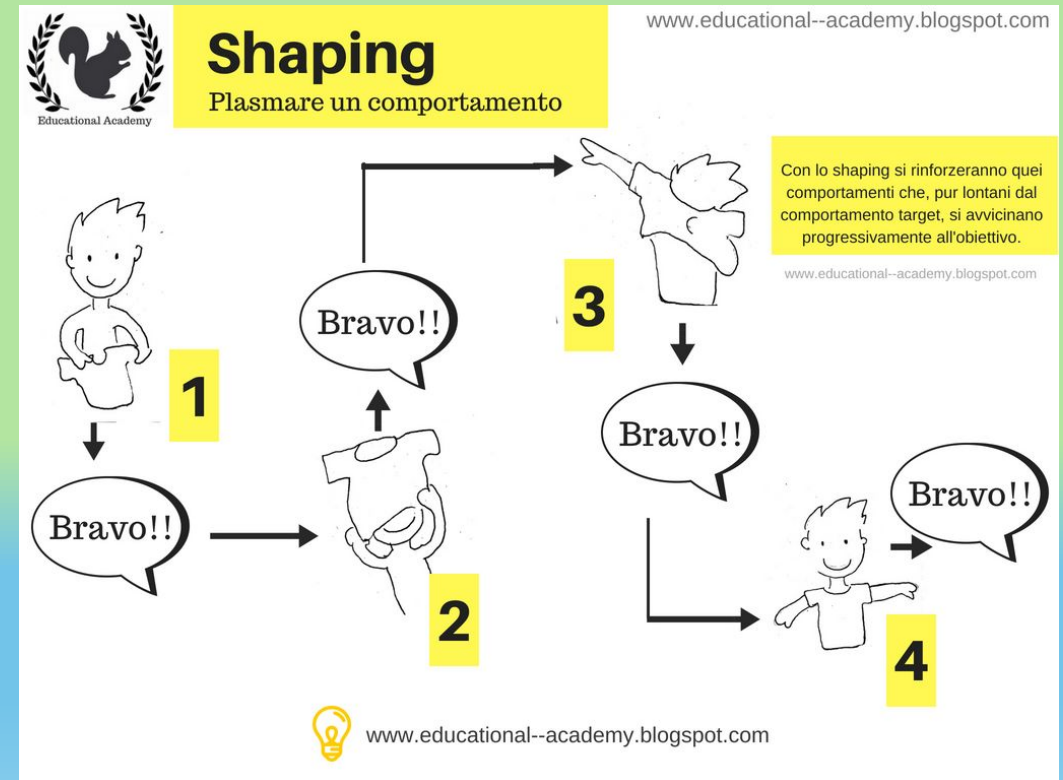
Teaching a child a skill in increments, by reinforcing successful approximations of the behavior.



move . play . grow

**Shaping**  
Plasmare un comportamento

www.educational--academy.blogspot.com



Con lo shaping si rinforzeranno quei comportamenti che, pur lontani dal comportamento target, si avvicinano progressivamente all'obiettivo.

www.educational--academy.blogspot.com

www.educational--academy.blogspot.com

# Schedules of Reinforcement

**Definition:** Specifies which responses will be followed by delivery of the reinforcer. In a continuous reinforcement schedule, every response is followed by the reinforcer. In an intermittent schedule, not every response is followed by the reinforcer (p. 61).

## Examples:

- In a fixed ratio (FR) schedule, reinforcement is delivered after a set number of responses, such as giving a token for every three correct answers.
- A variable ratio (VR) schedule provides reinforcement after an unpredictable number of responses, like a slot machine rewarding after a random number of pulls.
- By using FR and VR schedules strategically, practitioners can strengthen behaviors and build resistance to extinction.

**Citation:** Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures (7th ed.). Cengage Learning US. <https://capella.vitalsource.com/books/9798214338309>

# Visual of Basic Schedules of Reinforcement

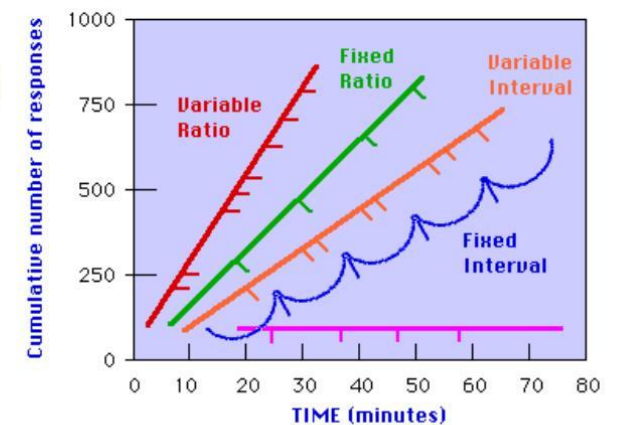
- [18.5: Reinforcement Schedules - Social Sci LibreTexts](#)

<b>Fixed Ratio Schedule</b>	<b>Fixed Interval Schedule</b>
requires the completion of a fixed number of responses to produce a reinforcer	provides reinforcement for the first response following a fixed duration of time
<b>Variable Ratio Schedule</b>	<b>Variable Interval Schedule</b>
requires the completion of a variable number of responses to produce a reinforcer	provides reinforcement for the first response following a variable duration of time

## 4 Basic Schedules of Reinforcement

- Fixed-interval schedule
- Variable-interval schedule
- Fixed-ratio schedule
- Variable-ratio schedule

### SCHEDULES OF REINFORCEMENT



# Response Cost

**Definition:** Defined as the removal of a specified amount of a reinforcer contingent on the occurrence of a problem behavior. Response cost is a negative punishment procedure when it results in a decrease in the future probability of the problem behavior (Miltenberger, 2023, p. 269).

## Examples:

- **Loss of Tokens:** Taking away a token when a child engages in disruptive behavior during class.
  - **Loss of Screen Time:** Reducing screen time minutes after hitting a peer.
  - **Removing a Preferred Toy:** Taking away a toy when a child refuses to share with a sibling.
- **Citation:** Miltenberger, R. G. (2023). *Behavior Modification: Principles and Procedures* (7th ed.). Cengage Learning US. <https://capella.vitalsource.com/books/9798214338309>

[example of response cost picture, flowchart aba - Search Images](#)

# Understanding Response Cost

- The behavior “costs” something by withholding or withdrawing a positive reinforcer contingent on a specific misbehavior
- Example: students receive 10 tokens at the beginning of class, every time a problem behavior occurs, the teacher gets 1 token back. The tokens can be exchanged at the end of the day or class for free time.



# Relational Frame Theory (RFT)

**Definition:** A theory of derived stimulus relations proposing that stimulus relations are inherently verbal and that accumulated experience with relational exemplars creates generalized repertoires of relating (p. 798).

## Examples:

**Teaching Opposites:** Relating 'big' to 'small' through contrastive associations.

**Understanding Same-Different:** Learning that 'dog' and 'cat' are both animals but are different species.

**Hierarchical Relations:** Recognizing that a 'poodle' is both a 'dog' and an 'animal.'

**Citation:** Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied Behavior Analysis (3rd ed.). Pearson Education (US).  
<https://capella.vitalsource.com/books/9780134798783>

# Exploring Relational Frame Theory (RFT)

- EXAMPLE OF Exploring Relational Frame Theory (RFT) PICTURE FLOW CHART - Search Images

## Relational Frame Theory (RFT)

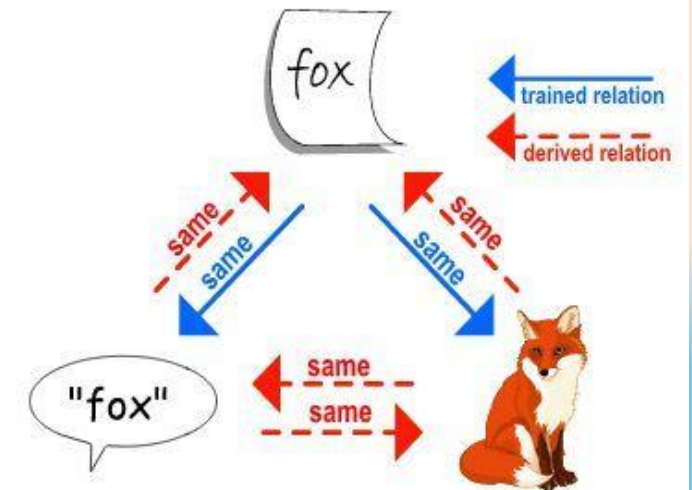
- ▶ Language about mind was avoided in the 1<sup>st</sup> wave & mentallistic in the 2<sup>nd</sup> wave
- ▶ Rorty (1997) – when we've explained the use of language in society, we've made sense of the term "mind"
- ▶ RFT may have provided us us with a functional conceptualization of mind
  - Mind is unidirectional – once you have it, you got it

### Trained Relations

fox (written) = fox (spoken)  
fox (written) = fox (image)


### Derived Relations

fox (spoken) = fox (written)  
fox (image) = fox (written)  
fox (spoken) = fox (image)  
fox (image) = fox (spoken)



# Token Economy

**Definition:** A token economy is reinforcement system in which conditioned reinforcers (tokens) are delivered to people for desirable behaviors: the tokens are later exchanged for backup reinforcers (Miltenberger, 2023, p. 269).



## **Examples:**

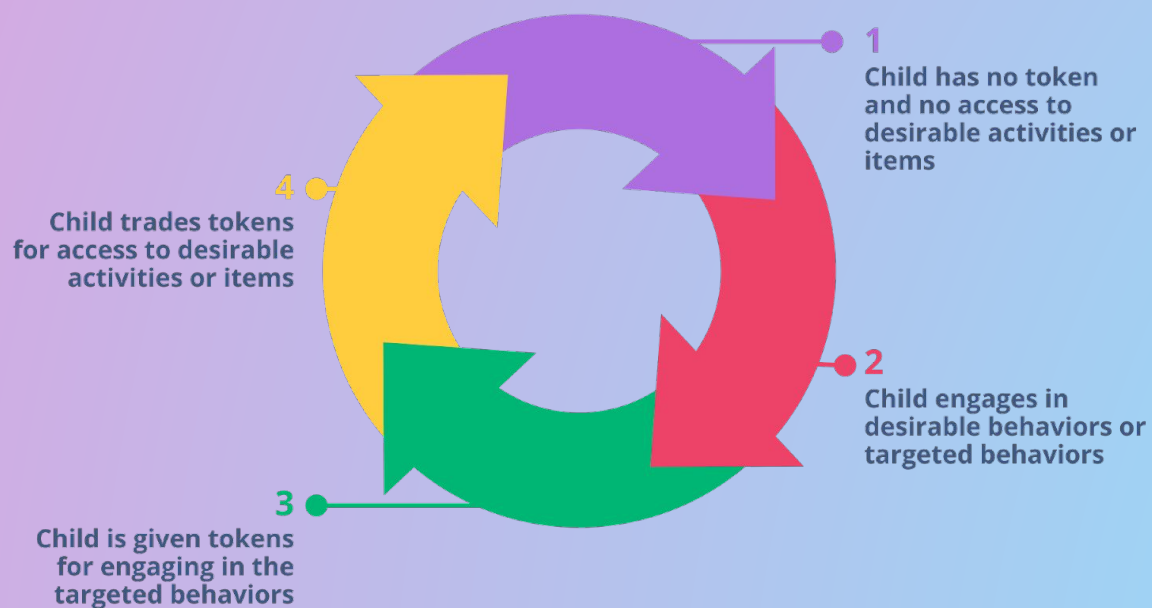
- **Earning Tokens for Completing Homework:** A child earns tokens for each assignment and exchanges them for extra playtime.
- **Reinforcing Task Completion:** Workers earn points for meeting targets, which are exchanged for rewards.
- **Classroom Management:** Students earn stars for good behavior that they trade for prizes.

**Citation:** Miltenberger, R. G. (2023). Behavior Modification: Principles and Procedures (7th ed.). Cengage Learning US. <https://capella.vitalsource.com/books/9798214338309>



# Implementing Token Economy

## Basic Token Economy "Cycle"



- [EXAMPLE OF TOKEN ECONOMY PICTURE FLOW CHART - Search Images](#)

# Conclusion

## **Summary of Key Concepts:**

We explored fundamental ABA strategies, including Antecedent Manipulations, Chaining, Differential Reinforcement, Discrete Trial Training, Error Correction, Errorless Teaching, and many others. Each of these techniques has specific applications and examples that illustrate their practical use in behavior intervention and skill acquisition.

## **Importance of ABA Strategies:**

These strategies are grounded in empirical research and have been shown to produce meaningful improvements in behavior, learning, and quality of life for individuals across different settings and age groups.

## **Ethical and Thoughtful Implementation:**

Applying these strategies requires sensitivity to individual needs, maintaining social validity, and adhering to ethical guidelines to ensure the dignity and autonomy of individuals receiving ABA services.

## **Call to Action:**

As practitioners, educators, or caregivers, we must commit to continuous learning and collaboration to refine our skills and deliver the most effective interventions.

# References



Binder C. Behavioral fluency: Evolution of a new paradigm. *Behav Anal.* 1996 Fall;19(2):163-97. doi: [10.1007/BF03393163](https://doi.org/10.1007/BF03393163). PMID: 22478257; PMCID: PMC2733609.



Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* (3rd ed.). Pearson Education (US). <https://capella.vitalsource.com/books/9780134798783>



Leaf, J. B., Cihon, J. H., Ferguson, J. L., Milne, C. M., Leaf, R., & McEachin, J. (2020). Comparing error correction to errorless learning: A randomized clinical trial. *The Analysis of Verbal Behavior*, 36(1), 1-20. <https://doi.org/10.1007/s40616-019-00124-y>



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Nelson, C., & Dixie, S. H. (2003). Young Children with Autism: Judicial Responses to the Lovaas and Discrete Trial Training Debates. *Journal of Early Intervention*, 26(1), 1-7,10-19. <https://library.capella.edu/login?url=https://www.proquest.com/scholarly-journals/young-children-with-autism-judicial-responses/docview/233253771/se-2>