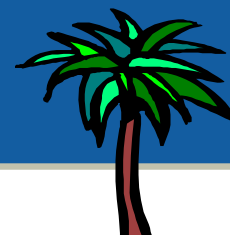


HABA NEWS



HAWAIIAN ASSOCIATION FOR BEHAVIOR ANALYSIS
Promoting Applied Behavior Analysis in Hawaii

The “Why” and “How” of Behavior Change in Children

By Rachel Thampan, M.A., BCBA

Kaleo, a 5th grade boy weighing 250 pounds, engages in aggression throughout his school day. He does not complete any work and requires a teacher and an aid to be with him in his own classroom. In observing such a situation, two questions usually come to my mind, “Why does he behave in that way?” & “How can I change what he does?” While you may or may not know of a similar situation, many of you reading this article ask those same questions after observing many different scenarios of someone else’s behavior. Whether wanting to decrease some inappropriate behavior or increase a desirable behavior it is necessary to know why children behave the way they do and how you can change what they do. That is exactly what Dr. Michele Wallace set out to do in presenting a workshop at the Pacific Autism Center on Saturday November 19, 2005.

IDEA 2005....more good news for ABA

By Catherine Wilson, M.Ed., BCBA, LMHC

It was quite an acknowledgement for the field of applied behavior analysis when IDEA 1997 stated that “in the case of a child whose behaviors impedes his or her learning or that others, consider, if appropriate, strategies, including positive behavioral interventions....” This time around the federal government continues to encourage ABA.

There are a few highlights from the new 2005 Individuals with Disabilities Education Act that

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Dr. Michele Wallace completed her Ph.D. in Psychology at the University of Florida in 2000. Her major areas of study and research involved the assessment and treatment of problem behaviors. Dr. Wallace not only shared her knowledge and experience with the workshop participants, but also taught them how to apply that knowledge. Below are excerpts from the workshop.

The first step in changing behavior is to identify the behavior(s) you want to decrease (hitting, biting, screaming) and to

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once again shines on applied behavior analysis. These occur in the area of discipline and in addressing the over identification of children with learning disabilities problem.

When a student violates a code of conduct from Chapter 19 they receive the corresponding discipline such as detention, suspension, and in some cases expulsion. Manifestation determination is a process in which a child with disabilities may not be subjected to the usual

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discipline in a school if the treatment team decides that the behavior was due to his or her disability. Part of the manifestation determination states that children with disabilities must receive, as appropriate, a functional behavior assessment, behavioral intervention services and modifications that are designed to address the behavior violation (§615(k)(1)(D)).

The discrepancy between IQ and achievement test scores is no longer being used as the determining factor when classifying someone as learning disabled. These standardized tests have been criticized for being biased towards minority groups. IDEA has provided additional funds for teachers to learn more about positive behavior supports along with multiple teaching strategies.

These two additional references to applied behavior analysis in IDEA 2005 assist greatly in making applied behavior analysis known as best practices for individuals with disabilities.

“Part of the manifestation determination states that children with disabilities must receive, as appropriate, a functional behavior assessment, behavioral intervention services...”



International ABA in Beijing

By Justin N. Kyriannis, M.A., BCBA

The 3rd International ABA Conference was held in Beijing, China November 25–27th 2005 at the Kerry Centre Hotel. Dr. Julie Vargas from the B.F. Skinner Foundation presented the opening address on Skinner’s scientific discoveries and technological derivations. The discussion portrayed Skinner’s childhood with the use of photographs and anecdotal personal accounts. Unlike most ABA conferences, the setting at the international event was quite intimate and relaxed. One felt as if you were in the presence of a group of friends rather than a pupil in a large audience of learners. The event was sponsored by the LiYuan Hospital of the Tongji School of Medicine, Hua Zhong University of Science and Technology along with ABA, Chinese ABA, Applied Behavior Consultants (ABC), and the B.F. Skinner Foundation. The program included 334 authors from 23 countries!

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ABC was the first applied behavior analysis company to open three schools in China. It was interesting to learn that only a handful of people were responsible for bringing ABA techniques to China. It was fascinating to learn that the same empirically validated techniques we use in the United States are equally effective abroad.

"...only a handful of people were responsible for bringing ABA techniques to China."

While ABA is still in its infancy stage in China, it resounds with memories of ABA development locally in Hawaii. Growth of ABA in Hawaii can be inferred by examining the number of board certified behavior analysts in the state, or paying close attention to legislation and language (see IDEA 2005 article above) specifying the use of behavior intervention as best practice for children with special needs.

The conference in Beijing demonstrates the spread of ABA in the Pacific Rim and beyond – worldwide. Greater country representation is a trend that continues to improve with every International Conference.



Upcoming Conferences

By Patricia Wright, M.A., BCBA

California Association for Behavior Analysis
February 16–18, 2006
Burlingame, California
<http://www.calaba.org/>

Positive Behavior Support
March 23–25, 2006
Reno, Nevada
<http://www.apbs.org/conference/confanncmnt.htm>

Hawaii Association for Behavior Analysis
April 8, 2006
Honolulu, Hawaii
<http://home.hawaii.rr.com/haba>

Association for Behavior Analysis
May 26–30, 2005
Atlanta, Georgia
<http://www.abainternational.org/convention/>

American Psychological Association
August 10–13, 2006
New Orleans, Louisiana
<http://www.apa.org/convention06/>

HAWAII'IAN ASSOCIATION FOR BEHAVIOR ANALYSIS

Check out our website for up to
date information:

<http://home.hawaii.rr.com/haba>

Presidential Invitation

Kimberly Smalley, Ph.D. BCBA

It is that time of year again – time to submit nominations for next year’s board members. We will be voting at our next meeting in February, followed by guest speaker Don Wachelka of Quality Behavioral Outcomes (QBO). Please let us know if you are interested in the positions of President, Treasurer, or Secretary. Nominate your friends, colleagues, and yourself. HABA needs your time and commitment to help behavior analysis grow in Hawaii. These are exciting times for us at HABA, so come join in the fun. Nominations can be e-mailed to smalleyk001@hawaii.rr.com or BehavAn@hawaii.rr.com

As our membership grows and participation increases we hope to offer more community trainings, study groups for the BCBA or BCABA exams, and CEUS. If you would like to contribute to any of these venues, please let us know as well. The more the merrier. We have recently begun preparations for our 2nd annual conference (April 8th mark you calendars) and are now accepting call for papers. Please submit abstracts to the above as well. I Hope to see you all in February. –Kim



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identify the behavior(s) you want to increase (following directions, raising your hand, sitting in desk).

The second step in changing behavior is to identify why the behavior is occurring. Behavior can have two primary functions: Positive Reinforcement (to gain access to something “they want”) and Negative Reinforcement (to avoid something that “they don’t want”)

To increase an appropriate behavior you need to provide reinforcement (give them something “they want” or take away something “they don’t want”). To decrease an inappropriate behavior you need to remove the maintaining reinforcer. To do this you need to look at the ABC’s (Antecedent, Behavior, Consequence) of behavior to determine “why” the behavior is occurring.

Use the ABC assessment of behavior in making the following three changes:

1. Change the antecedents (triggers)
2. Eliminate the consequences (supports)
3. Teach replacement behaviors

Making all three of the above changes simultaneously is the most effective way to change behavior.

(1) Change the antecedents to remove problem behavior by doing the following three things:

1. Remove the signal for undesirable behavior
2. Manipulate the motivation.
3. Increase the amount of effort.

(2) Use Extinction. Extinction occurs when the behavior that has been previously reinforced no longer results in the “good” or avoidance of the “bad” and the behavior then stops occurring. Note: there are precautions to remember in delivering extinction, do this only under the direction of someone knowledgeable about using extinction.

(3) Use Reinforcement to support replacement behavior. The reinforcer used to reinforce the replacement behavior should be the same that reinforced the problem behavior.

“The reinforcer used to reinforce the replacement behavior should be the same that reinforced the problem behavior.”

The above excerpts from the Workshop presented by Dr. Wallace give a small picture of the training that was given to parents and staff.

Understanding and changing behavior are very complex tasks. Think of a situation where a child engages in a behavior that you would like to decrease; think also of a related behavior that you would like increased. Try going through the steps listed in the excerpt to make your own plan for changing that child’s behavior. Now you are on your way to understanding “why” the child is behaving that way and “how” you can change what they do.

Dr. Michele Wallace is the director of the Center for Severe Behavior Problems at the University of Nevada Reno. You can see more information on Dr. Wallace’s work at the following web-site: <http://www.unr.edu/psych/ncsbp/ncsbplab.html>