

**USING APPLIED BEHAVIOR ANALYSIS TO UNDERSTAND  
AND IMPROVE PERFORMANCE & BEHAVIOR**

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B \* E \* T \* A

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## Outline.

1. Introduction – Why are we here? If you understand what makes behavior happen you can more effectively apply strategies for change. Applied Behavior Analysis (ABA) is a scientific discipline that informs us about how behavior works and how to guide change.

2. Who Are We?

3. What is Behavior? – Action observable by one or more of our five senses. See, hear, feel, smell, taste.

Happy = not behavior; smiling = behavior; angry = not behavior; shouting = behavior.

Measured. Frequency, Intensity, Duration.

4. Exercise.

5. The great counterintuitive paradox of what causes behavior – not caused by what precedes it, by emotions, by diagnosis, by personality, by frustration, by limited communication ability; not caused by what comes before the behavior, as quite commonly believed.

BEHAVIOR IS CAUSED BY WHAT FOLLOWS IT, WHAT COMES NEXT, WHAT COMES AFTER, THE RESULTS IT PRODUCES. Once you firmly understand this, you can decipher and improve any behavior.

6. Common results: I R M A

Interaction, Attention

Relief, Escape

Material, Tangible

Automatic

Most concerned with Attention or Interaction.  
Behavior does not ever occur "out of the blue".  
Concept of a "contingency".

13. Behavior is continuous, only observable by selection.
  - Antecedent
  - Behavior
  - Consequence
  - Functional Analysis
14. Create practice opportunities –  
Practice makes perfect – double edged  
Insure successful practice.  
High frequency  
Use Guided Practice when necessary – silent creation of  
performance, talk during and after not before.
15. Positive Performance Feedback.
16. NonReactive Monitoring.
17. Guided Practice/Restoration.
18. Exercise.
19. Shaping.
20. Magnificent Seven.
21. Keeping track so you know things are improving.  
OK/not OK

- - E N D - -

**Another look at "Positive Performance Feedback" (PPF):**

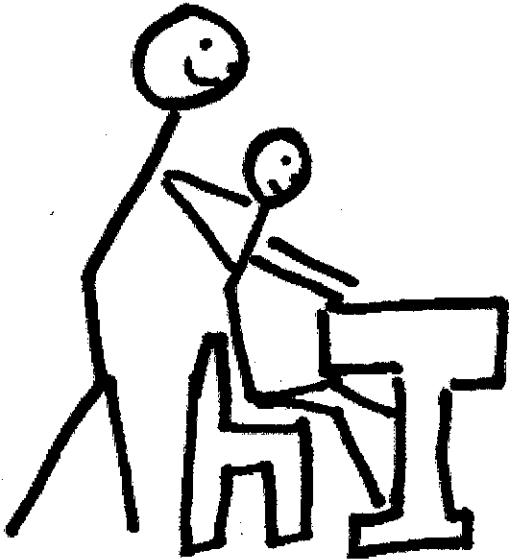
**WHAT:** Detailed Performance Feedback, With Positive Comment. The performance feedback is most important. Describe it in detail as it occurs.

**CRITERIA:**

1. Occurs within one second following performance, and during continuing performance.
2. Contains relevant specifics of criterion performance.
3. Occurs at least one to three times as often as all other interactions, e.g., instructions, requests, corrections, questions.

**LEVEL I POSITIVE PERFORMANCE FEEDBACK (PPF):**

**Performance Description Plus "Good Job" Variant - (Performance Description is the most important part. Must be included in enough detail to make repeat performance easy.)**



**Praise: "Thank you."**

**Detailed Description of Performance: "You came right to your desk, sat down, and started to work as soon as you came in."**

**Praise: "That's terrific! Best way to learn."**

## **"NONREACTIVE MONITORING (NRM)"**

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (2008)

### **Purpose:**

- Provide nonreactive environmental context for unconstructive behavior(s).
- Speed learning.
- Improve Behavior.
- Encourage individual to return to constructive behavior(s).

### **What:**

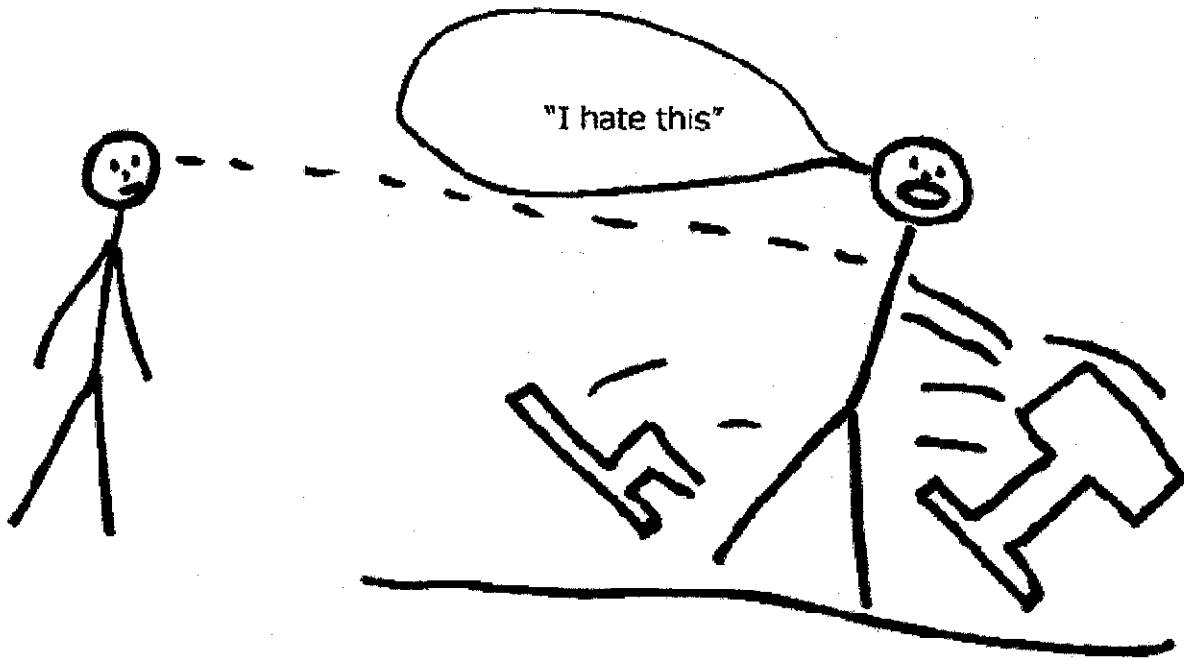
- Absence of reaction to individual during performance of unconstructive behavior, together with careful vigilance for a return to constructive behavior;
- "WAIT AND WATCH".
- ("Planned Ignoring.")

### **How:**

1. Clearly identify constructive behaviors.
2. Clearly identify unconstructive behaviors.
3. Provide "Positive Performance Feedback (PPF)" for all constructive behavior.
4. When unconstructive behaviors begin, display no reaction. Interrupt ongoing interactions the individual might find enjoyable, if occurring. Disengage.
5. Continue non-reaction to unconstructive behaviors for as long as they continue.
6. Continue careful vigilance for return to any specific constructive behavior that might be praised.
7. Immediately when constructive behavior begins, provide "Positive Performance Feedback (PPF)".
8. Avoid reference to unconstructive behavior. For example, say "Thank you for quieting down and showing me you're ready to finish your work", rather than "I'm glad you stopped screaming and banging on the table."
9. Return to ongoing activity, or move on to next activity.
10. Nonreactive Monitoring (ignoring) will NOT WORK unless the context is substantial and regular positive feedback for constructive behaviors.

**REACT to behaviors you wish to see more often;**

**NONREACT to behaviors you wish to see less often.**



**STAGE II NONREACTIVE MONITORING:**

**Descriptive Acknowledgment for return to constructive behavior –**

## **"GUIDED PRACTICE/RESTORATION(GP/R)"**

**The Applied Learning Principles System (A.L.P.S.): Frank J Marone, PhD, BCBA-D  
(© 1992, 1999, 2007, 2009)**

**What:** Creating successful skill practice without relying upon verbal instruction (prompts). Providing simultaneous Positive Performance Feedback (PPF) strengthens future successful performance, eventually leading to mastery and fluency.

**When:** Every occasion for the student to engage in the skill. The more successful, errorless practice the better. Additional occasions not regularly present may be created for a period of time to enable a higher frequency of practice.

**Where:** In every situation in which the skill is relevant. The more successful, errorless practice, in the widest variety of situations, the better.

**Why:** Various schemes for verbal prompting end in a stalemate in which the student is labeled "prompt dependent". Performance only occurs and/or continues when the learner is reminded of some or all of the steps of the skill. This situation actually reflects an instructional error more reflective of how the student has been taught the skill in the past. It does not reflect any characteristic of the student.

**How:** There are four levels of Guided Practice/Restoration -

- 1. WAITING** for correct performance or partial performance (independent) under typical conditions; Reinforce with Positive Performance Feedback and other social reinforcement when successful performance begins, continues, and ends.
- 2. ARRANGING** conditions and materials to make it most likely that the person will engage in successful performance (sometimes called antecedent arrangement); Reinforce with Positive Performance Feedback and other social reinforcement when successful performance begins, continues, and ends.
- 3. MODELING**, where the instructor performs the skill in the view of the learner so the learner can copy it; Reinforce with Positive Performance Feedback and other social reinforcement when successful performance begins, continues, and ends.
- 4. PHYSICALLY ASSISTING** the cooperative individual to practice performance of the skill. The individual must cooperate fully throughout without force on the part of instructor. Reinforce with Positive Performance Feedback and other social reinforcement continuously during successful performance.

**INDIVIDUAL:**

**DAY/DATE:**

**RECORDER:**

**TIME . ACTIVITY . EXPECTATION . # . UPB . UVB . . . . .**

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**INSTRUCTIONS: ACTIVITY = name activity; EXPECTATION = statement of objective, performance: 100% independent = 3, >50% = 2, <50% = 1, 0% = 0; UPB: X = problem occurred; UVB: X = problem occurred; other behaviors: X = problem occurred**  
**NOTES:**