

Applied each child  
(kalmeyer, n.d.).  
although there are

[Education](#), [Teaching](#)



Applied Behavior Analysis (ABA) is an intensive one-on-one teaching program first developed by B. F. Skinner in 1938. It is used to shape everyday behaviors through reinforcement. Using repeated trials, children are presented with a command such as “ Look at me”. When the child responds correctly, he/she is given positive reinforcement for their actions, whereas incorrect responses are ignored. At the beginning of the program, the expectations of what the child responds to are lower.

Responses that are close to the desired response are rewarded, but as time goes on and the child perfects the desired response, the child is expected to give a correct response (Kalmeyer, n. d.). ABA involves the ABC's, which are Antecedent, Behavior, and Consequence. The antecedent is the initial trigger that leads to the behavior. The behavior is the observable behavior that occurs in response to the antecedent.

The consequence is the outcome that reinforces the behavior (“ What is Applied?”, n. d.). These three aspects of ABA are closely examined and studied to plan therapies for various clients. Usually, an ABA program consists of 40-hour sessions each week of intensive teaching for at least two years, but the length of the sessions can vary for each child (Kalmeyer, n. d.). Although there are many programs within ABA, the most common one is Discrete Trial Training (DTT). With this technique, complex skills are broken down and children work on them one by one, instead of learning them all at once.

Children are able to develop simple skills this way by working on small tasks individually. Errorless learning is another technique widely used in ABA

programs. Children are not told “no”, but instead are directed towards the desired response (“What is ABA?”, n. d.). ABA programs record detailed data to determine the needs of the child as well as analyzing the progress each session to determine the strengths and weaknesses of the program and what lessons should be taught next.

ABA programs can begin in the household or in a clinic, with the ultimate goal of generalization outside of the home or clinic. The role of the Speech-Language Pathologist in an ABA program is to select an appropriate ABA program for each child. Every child will have different needs, and one ABA program that works for one child may not necessarily work for another. An SLP can help determine an ABA program that will most benefit the child. Another role of the SLP is to collect data and analyze it in order to determine what the child needs to work on next.

The SLP also teaches expressive language in ABA therapy through labeling, requesting, repeating words or phrases, and conversing with the clinician. The SLP incorporates generalization strategies to make certain that what the child learned in therapy is carried across various settings and situations. (Esch and Dyer, n.

d.) In conclusion, ABA aims to help individuals effectively emit important responses that are used in everyday life. Accurate measurements and data collection is vital in order to develop specific ABA therapy plans and to determine what each session should look like (Cooper, 1982).