

What is applied behavior analysis?

Applied behavior analysis (ABA) is a methodology that involves the application of basic behavioral practices (positive reinforcement, repetition, and prompting) to facilitate the development of language, positive skills, and social behavior. ABA also helps reduce everyday social problems and serious behavior disorders.

Data collected and analyzed at May Institute support the findings of hundreds of other studies that indicate ABA is the most effective method to teach children and adolescents with autism spectrum disorders (ASD) and other developmental disabilities, as well as brain injury and other traumas.

Is ABA safe?

Tested by research and experience for more than 40 years, ABA practices have been endorsed by the Surgeon General, the National Institutes of Health (NIH), and the Association for Science in Autism Research. The skills and experience of an ABA professional are essential for success. Continuous and systematic evaluation of effectiveness is a fundamental component of the ABA methodology.

What type of problems can ABA address?

ABA can be used to teach a variety of skills and positive behaviors, including functional living skills, language, reading, social skills, positive peer support, academic engagement, and more. ABA methodology is also effective in decreasing inappropriate behaviors such as noncompliance, tantrums, bed-wetting, feeding problems, aggression, and self-injury.

At what age can my child benefit from the ABA approach?

ABA can be effective in working with individuals of all ages. However, research shows that skill development programs that are provided at a young age foster better outcomes and can often reduce the likelihood of more severe or dangerous behaviors later in life.

What is an example of ABA?

Professionals at May Institute used ABA to successfully teach a 4-year-old boy with ASD to share toys with other children. Before intervention, Andy tended to play by himself and hoard his toys. When a peer or adult would

ask him to share, he would vigorously refuse. This behavior left him very much isolated.

Using ABA techniques, clinical staff and teachers at a May Center School helped Andy learn to share and be more agreeable to giving up a toy when asked. At the start of play opportunities, teachers practiced sharing with Andy, gently guiding him to share and praising him each time he did so. Later, when he was with his peers, teachers periodically prompted sharing. As Andy began sharing more, they faded the intervention.

The teachers also measured sharing among 4-year-olds without ASD in Andy's class. They found that, before intervention, Andy shared far less than his peers. After intervention, however, he shared as often and sometimes more often than the other children. In this case, ABA was used to teach an essential social skill that was otherwise undeveloped as a consequence of ASD.

In what environments are ABA techniques used?

ABA techniques work across all environments—work, home, and school. Home-based services require a significant commitment of time and energy

from parents and other caregivers. Some of the advantages of working in the home are the early identification of problems, the ability to incorporate elements that are relevant to the child into practice, and the opportunity to include those people who are closest to the child as teachers. At May Institute, in-home therapists assist parents as they learn how to help their child acquire appropriate communication skills and functional living techniques.

Likewise, children in school benefit from being in a familiar setting and doing activities that are relevant to them. May Institute professionals work with hundreds of schools across the country to provide services using ABA techniques to help individual students, teachers, and entire classrooms.

May Institute also employs ABA methodology in its four private schools that serve children and adolescents with ASD and other developmental disabilities. May Institute also uses ABA techniques in its school for children and adolescents with brain injury.

How can I identify a qualified ABA professional and what should I expect?

Professionals utilizing ABA techniques should have solid practical experience in the field and meet high educational and professional standards—ideally a Ph.D. or Psy.D., licensure, and board certification by either the Behavior Analyst Certification Board (BACB) or the American Board of Professional Psychology (ABPP). May Institute employs some of the most highly trained and experienced ABA professionals in the country. Our nationally recognized ABA experts teach at top universities, publish regularly in professional journals, and make presentations at national and international conferences.

Before utilizing ABA practices, qualified professionals should evaluate a child with behavioral problems to identify his or her specific needs for intervention and support. They will observe a child in several situations to determine where and why the problem behavior occurs. Once an evaluation is complete, a recommendation can be made regarding the type of program and setting that is best for the child and the family.

Is ABA right for my child?

Parents who feel their child might be helped by ABA-based procedures should take several things into consideration: the time and resources of the family, the severity of the behaviors, and the help available in the community.

Proven Effectiveness

Hundreds of scientific studies have shown that ABA is the most effective method to teach children and adolescents with autism and other developmental disabilities, and neurological problems. ABA has been endorsed by the National Institutes of Health and the Association for Science in Autism Treatment, and has been identified by the Surgeon General of the United States as the most effective way to treat autism. According to the National Autism Center's *National Standards Report* (2009, 2015), data collected through hundreds of studies indicate that ABA is a highly effective method to teach children and adolescents with ASD.

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May Institute is a nonprofit organization that provides educational, rehabilitative, and behavioral healthcare services to individuals with autism spectrum disorder and other developmental disabilities, brain injury, and behavioral health needs. Since its founding more than 60 years ago, May Institute has evolved into an award-winning national network that serves thousands of individuals and their families every year at nearly 140 service locations across the country. The Institute operates several schools for children and adolescents with ASD and other developmental disabilities. They are located in Randolph, West Springfield, and Woburn, Massachusetts; and Santa Cruz, California. It also operates a specialized school for children and adolescents with brain injury and neurobehavioral disorders; it is located in Brockton, Mass.

For more information, contact May Institute at 800.778.7601 or info@mayinstitute.org.