

# ASD Strategies in Action

## Behavior Assessment and Planning with Evidence-Based Interventions - Toddler and Preschool Age Course 40 Hours

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### **Many Faces of Autism:**

An Introduction to Characteristics and Simple Strategies

### **1. Understanding ABA, the Role of the Direct Service Provider, & Autism**

Essential Elements: Supporting Young Children on the Autism Spectrum

Introduction to Applied Behavior Analysis

Skill Acquisition

Functional Behavior Assessment

Behavior Intervention Planning

### **2. Skill Acquisition Procedures**

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# ASD Strategies in Action

## Behavior and Assessment Planning with Evidence-Based Practices - Toddler and Preschool Age Course 40 Hours

This coursework is designed to provide a comprehensive, in-depth understanding of how to use functional behavior assessment and positive behavioral intervention planning to decrease interfering behaviors and teach new skills. The evidence-based interventions are presented online with videos of expert interviews, perspectives from people on the autism spectrum, and case examples in homes, schools, work sites, and the community. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.

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### Many Faces of Autism

An Introduction to Characteristics and Simple Strategies  
90 Minutes

#### Module Description:

This introductory module presents information about unique characteristics of autism spectrum disorder (ASD), including social-communication, restricted interests and patterns of behavior, sensory, cognition and information processing, and emotional regulation. Five simple strategies are introduced that may be used anytime, anywhere with young children, students, and adults with ASD.

#### Learning Objectives:

- Provide an understanding of the spectrum of skills that characterize autism spectrum disorder, or ASD.
- Dispel common misconceptions about ASD.
- Provide simple strategies that may be helpful for individuals with ASD.

Chapter 1: Social Communication

Chapter 2: Restricted Interests and Patterns of Behavior

Chapter 3: Sensory

Chapter 4: Cognition and Information Processing

Chapter 5: Emotional Regulation

Chapter 6: Simple Strategies

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## 1. Understanding ABA, the Role of the Direct Service Provider, & Autism

Essential Elements: Supporting Young Children on the Autism Spectrum

Introduction to Applied Behavior Analysis

Skill Acquisition

Functional Behavior Assessment

Behavior Intervention Planning

### Essential Elements

Supporting Young Children on the Autism Spectrum

60 minutes

**RBT Task List:** Skill Acquisition: C-12, Documentation & Reporting: E-01, E-03, E-04, E-05, Professional Conduct & Scope of Practice: F-01, F-02, F-03, F-04, F-05

**Module Description:**

This module is designed for those involved in the life of a young child on the autism spectrum and presents the elements that are essential in the role of direct service provider.

**Learning Objectives:**

Learn the fundamentals of the direct service provider role:

- Presume competence
- Develop relationships
- Build independence.
- Demonstrate professionalism.

Chapter 1: Presume Competence

Chapter 2: Develop a Relationship

Chapter 3: Build Independence

Chapter 4: Demonstrate Professionalism

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## A Systematic Approach to Behavior

Introduction to Applied Behavior Analysis

60 Minutes

**RBT Task List:** Assessment: B-01, B-03, Professional Conduct & Scope of Practice: F-01

**Module Description**

Applied behavior analysis, or ABA, is the science in which tactics, based on the principles of behavior, are applied systematically to improve socially-significant behaviors. In this module, you will learn the definition of ABA and the rationale for using ABA to help make positive changes in behavior for the individuals you support.

**Learning Objectives**

- Define Applied Behavior Analysis and the key components of ABA.
- Understand the practical benefits of ABA.
- Recognize the functional relationship between behavior and biological and environmental variables.

Chapter 1: Introduction to Applied Behavior Analysis

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## Teaching New Skills with Applied Behavior Analysis

Skill Acquisition Procedures

60 Minutes

**RBT Task List:** Skill Acquisition: C-01, C-02, Behavior Reduction: D-06, Documentation & Reporting: E-02, E-03, Professional Conduct & Scope of Practice: F-03

**Module Description**

Skill acquisition is a term used to describe how new behaviors and skills are learned. In ABA, skill acquisition plans outline how you will teach new socially-relevant skills and behaviors. In this module, you will focus on implementing effective plans to teach important new skills to the individuals you support.

**Learning Objectives**

- Learn the definition and purpose of skill acquisition planning.
- Understand procedures for the assessment of learning strengths and needs.

- Recognize the essential components of skill acquisition plans.
- Know how to prepare for a learning session.

## Chapter 1: Teaching New Skills: Skill Acquisition Planning

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### **Assessing and Understanding Why Behaviors Occur**

Functional Behavior Assessment

180 Minutes

**RBT Task List:** Measurement: A-01, A-02, A-05, Assessment: B-01, B-03, B-04, D-02, Documentation & Reporting: E-01, E-04

#### **Module Description**

Functional behavior assessment (FBA) is a systematic process used to collect information and define the events or circumstances in the environment that predict and maintain a behavior or behaviors. In this module, we will introduce a process designed to guide you in finding the purpose a particular challenging behavior serves for an individual so that you may develop more effective intervention plans.

#### **Learning Objectives**

- Define functional behavior assessment.
- Recognize functions of behavior.
- Understand the relationship between antecedents, behaviors, and consequences.
- Recognize antecedent and consequence events.
- Learn about types of assessment.
- Understand assessment procedures that are part of conducting an FBA.

Chapter 1: Functional Behavior Assessment: A Structured Approach to Understanding Behavior

Chapter 2: Important Terms and Components

Chapter 3: Considerations and Starting the FBA Process

Chapter 4: Conducting a Functional Behavior Assessment

Chapter 5: Gathering and Using the Data

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### **A Positive Approach to Interfering Behaviors**

Developing Effective Behavior Intervention Plans

180 Minutes

**RBT Task List:** Measurement: A-01, Assessment: B-01, B-04, Skill Acquisition: C-01, C-02, C-11, Behavior Reduction D-01, D-03, D-06, Documentation & Reporting: E-03

#### **Module Description**

A behavior intervention plan consists of a written systematic approach to address interfering behaviors and teach new skills that has been based on a functional behavior assessment. In this module, you will learn about the necessary components of positive behavior intervention plans, including strategies and interventions, methods of evaluation, crisis plans, and provisions for coordinating the plan.

#### **Learning Objectives**

- Define behavior intervention planning.
- Understand why behavior intervention plans are important.
- Recognize the components of behavior intervention plans.

## 2. Skill Acquisition Procedures

Joint Attention Strategies

Shared Control Strategies

Prompting Basics

Time Delay

Prompting Procedures

Task Analysis

## Tell Me, Show Me, Share with Me

Joint Attention Strategies

60 minutes

**RBT Task List:** Measurement: A-01, Assessment: B-01, Skill Acquisition: C-02, C-05, C-11, Behavior Reduction: D-03

### Module Description:

Attending to the interests and actions of other people in order to share experiences is called joint attention. Joint attention can be difficult for children with ASD. Using strategies that help young children improve their joint attention skills is an important part of fostering early communication and learning. In this module, you will learn more about joint attention skills and how to teach those skills to children with ASD.

### Learning Objectives:

- Define joint attention and why it is important.
- Identify and observe common types of joint attention gestures.
- Set joint attention goals and recognize teaching strategies.
- Build on current skills and evaluate progress.

Chapter 1: Definition

Chapter 2: Identify and Observe Common Types of Joint Attention Gestures

Chapter 3: Setting Goals and Recognizing Strategies

Chapter 4: Building on Current Skills and Evaluating Progress

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## Involved and Engaged

Shared Control Strategies

60 minutes

**RBT Task List:** Skill Acquisition: C-05, C-07, C-11, Behavior Reduction: D-03, D-04

### Module Description:

As parents and providers, we want the young children in our lives to participate in their daily routines and learning opportunities. We also want them to learn to make decisions and gain independence. Using strategies that promote shared control will ensure that young children have the opportunity to participate through making choices, taking turns and expanding their language and engagement. This module will help you understand and use strategies that promote shared control.

**Learning Objectives:**

- Define shared control and understand why strategies that promote shared control are important.
- Describe strategies that promote shared control.
- Understand how to use strategies that promote shared control.

Chapter 1: Definition

Chapter 2: Strategies That Promote Shared Control

Chapter 3: More Strategies That Promote Share Control

Chapter 4: How To Use Shared Control

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## Guiding Young Children Toward Independence

Prompting

75 minutes

**RBT Task List:** Measurement: A-01, Skill Acquisition: C-08, C-09, C-10, C-11

**Module Description:**

Sometimes the young children in our lives need some hints, or assistance, to help them successfully participate and learn. Those hints are called prompts. How do we provide those prompts? How do we know what kind of prompts to provide? How do we know when not to provide prompts so a child can be independent? After completing this module, you will understand how to use different types of prompts and how to know if the prompts you are using are effective and appropriate.

**Learning Objectives:**

- Define prompting and identify common types of prompts.
- Consider how to select and use prompts.
- Measure the effectiveness of prompting.

Chapter 1: Definition and Types of Prompts (Part 1)

Chapter 2: Definition and Types of Prompts (Part 2)

Chapter 3: Selecting and Using Prompts

Chapter 4: Considerations and Measuring Effectiveness

Chapter 5: Putting it All Together

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## Time to Respond

Time Delay Procedures

120 Minutes

**RBT Task List:** Skill Acquisition: C-02, C-06, C-10, Measurement: A-02, Documentation & Reporting: E-02

**Module Description**

Time delay is a response-prompting procedure that focuses on fading the use of prompts during instructional activities. In this module, you will learn about two specific time delay procedures and understand how to implement these procedures as a component of behavioral intervention.

**Learning Objectives**

- Define time delay.
- Recognize two different time delay procedures.

- Understand when and why to use time delay procedures.
- Know how to implement different types of time delay procedures.

Chapter 1: Definition of Time Delay and Two Time Delay Procedures

Chapter 2: Using Time Delay Procedures

Chapter 3: Using Time Delay Procedures

Chapter 4: Time Delay Case Studies

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## Systematic Approaches to Prompting

Prompting Procedures

120 Minutes

**RBT Task List:** Measurement: A-01, Skill Acquisition: C-08, C-09, C-10, C-11

### Module Description

You have already learned a lot about prompting, including the different types of prompts. In this module, you will revisit the definition and purpose of prompting and review some general prompting concepts. Then, you will extend your knowledge of these concepts as you learn to implement prompting using three specific prompting procedures.

### Learning Objectives

- Define prompting and extend knowledge of concepts related to implementing prompting procedures.
- Recognize three prompting procedures.
- Understand how to select and implement prompting procedures.

Chapter 1: Definition and Purpose of Prompting

Chapter 2: Selecting Prompting Procedures

Chapter 3: Planning to Implement Prompting Procedures

Chapter 4: Implementing Least-to-Most Prompting

Chapter 5: Implementing the Graduated Guidance Procedure

Chapter 6: Preparing For and Implementing Simultaneous Prompting Procedures

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## Small Steps, Big Learning

Task Analysis

60 Minutes

**RBT Task List:** Skill Acquisition: C-02, C-06, C-10, C-11

### Module Description

Task analysis is an effective way to plan for interventions that require several steps to be performed in a certain order. It is an approach that breaks down the steps of tasks, such as getting your lunch in a cafeteria or brushing your teeth. While it requires planning, you will learn about the value of task analyses in teaching important skills.

### Learning Objectives

- Define task analysis.
- Understand how to use a task analysis to break a task into smaller parts.
- Recognize three chaining procedures.
- Recognize how to apply task analyses in intervention plans.

Chapter 1: Introduction to Task Analysis

Chapter 2: Teaching Skills Using Task Analysis

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### 3. Reinforcement

Reinforcement 1

Reinforcement 2

Reinforcement Review & Key Concepts

### Let's Do It Again!

Reinforcement

75 minutes

**RBT Task List:** Assessment: B-02, Skill Acquisition: C-02, C-03, C-07, Behavior Reduction: D-03, D-04, Professional Conduct & Scope of Practice: F-03

#### Module Description:

We all participate in activities and learn new things because there is something that we enjoy about them. We are motivated by what will follow the things we do, whether it's cooking dinner, going to work, or getting a tissue after we sneeze. Over time, doing these "behaviors" has been reinforced by something—maybe it's eating the food after cooking, or maybe it's the praise from others who eat the food we make; It could be the paycheck we get after working or interactions with our co-workers when we're there; maybe using a tissue is reinforced by having a clean nose after wiping or maybe it's the feeling of the tissue on your nose. In this module, you will learn about different types of reinforcers and how to use reinforcement techniques to motivate children with ASD to participate in routines and activities.

#### Learning Objectives:

- Define reinforcement and understand how reinforcement increases participation and learning for young children.
- Identify common types of reinforcers.
- Create a menu of reinforcer options for a young child.

Chapter 1: Definition

Chapter 2: Natural, Special Interest, Tangible, and Edible Reinforcers

Chapter 3: Activity and Social Reinforcers

Chapter 4: Finding What Works

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### Keeping Motivation High and Increasing Learning

Reinforcement

60 minutes

**RBT Task List:** Assessment: B-02, Skill Acquisition: C-02, C-03, C-07, Behavior Reduction: D-03, D-04, Professional Conduct & Scope of Practice: F-03

#### Module Description:

Do you know when and how you use reinforcement with young children? Structured reinforcement systems provide an organized way to keep young children engaged in learning. In this module you will learn about the importance of intentionally using reinforcement within children's daily routines measuring the effectiveness of the reinforcers you are using.



### **Learning Objectives:**

- Know when and how to use reinforcement.
- Implement a structured reinforcement system.
- Use token reinforcement.
- And measure the impact of reinforcement.

Chapter 1: When and How

Chapter 2: How it Works

Chapter 3: Token Economies

Chapter 4: Understanding the Impact of Reinforcement

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## **Reinforcing Reinforcement**

Reinforcement Review & Key Concepts

**RBT Task List:** Assessment: B-01, B-02, Skill Acquisition: C-03

### **Module Description**

You have learned many important concepts about reinforcement. By now, you can see what an important tool reinforcement is for teaching new skills and effectively changing behavior. The purpose of this module is to ensure you have a deep understanding of the key concepts of reinforcement.

### **Learning Objectives**

- Revisit some important definitions and terms related to reinforcement.
- Learn how to conduct preference assessments.
- Review the importance and various types of reinforcement schedules.
- Extend knowledge of reinforcement's guiding principles for effective implementation.

Chapter 1: Definition and Types of Reinforcement

Chapter 2: Preference Assessment

Chapter 3: Reinforcement Schedules

Chapter 4: Guiding Principles of Reinforcement

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## **4. Reductive Procedures**

Antecedent-Based Intervention

Priming

Differential Reinforcement

Extinction

## **Which Comes First? Changing the Environment to Change Behavior**

Antecedent-Based Intervention

120 Minutes

**RBT Task List:** Skill Acquisition: C-03, Behavior Reduction D-03

### **Module Description**

In the field of behavior analysis, the term antecedent refers to something that occurs before a behavior. Antecedent based intervention, or ABI, involves modifying an antecedent stimulus in the environment or routine in order to reduce interfering or disruptive behaviors and increase the use of more appropriate behaviors. In this module, you will learn how to recognize and implement antecedent based interventions.

### **Learning Objectives**

- Define antecedent based intervention.
- Describe how antecedent events can contribute to the occurrence of both desired and interfering behaviors.
- Recognize a variety of antecedent based intervention strategies for preventing interfering behaviors and enhancing the likelihood of positive learning behaviors.
- Understand how to choose ABI strategies to fit different contexts and conditions.

Chapter 1: Definition and Key Concepts

Chapter 2: Antecedent-Based Strategies

Chapter 3: More Antecedent-Based Strategies

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## **What's Next? Preparing for Upcoming Activities**

Priming  
60 minutes

### **Module Description:**

Before going to a meeting, we look through the agenda. Before heading to new hotel, we get online to look at the pool and see if they have continental breakfast. We like to know what's coming next and what to expect. Children with ASD are no different. Preparing for what's coming next is called priming. In this module, you will learn more about what priming is and how it can be used with young children on the autism spectrum.

### **Learning Objectives:**

- Define priming.
- Understand why priming is important for young children with ASD.
- Understand that priming is specific to the child and to the situation.
- Observe and learn from priming in action.

Chapter 1: Definition

Chapter 2: Why it's Important

Chapter 3: How it Works

Chapter 4: Putting It All Together

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## **To Reinforce or Not To Reinforce? (What to Reinforce is the Question!)**

Differential Reinforcement  
135 Minutes

**RBT Task List:** Measurement: A-01, Assessment: B-01, B-02, B-04, Skill Acquisition: C-03, C-10, Behavior Reduction: D-04, D-05, Documentation & Reporting: E-03

### **Module Description**

Differential reinforcement procedures aim to decrease or eliminate interfering behavior by using reinforcement for positive behaviors. The four differential reinforcement procedures you will learn about in this module will help foster a positive teaching environment that facilitates learning.

## Learning Objectives

- Define differential reinforcement.
- Recognize four differential reinforcement procedures.
- Understand how to select and implement a differential reinforcement procedure for a specific individual.

Chapter 1: Definition and Types of Differential Reinforcement

Chapter 2: Two More Types of Differential Reinforcement

Chapter 3: Select and Implement a Differential Reinforcement Procedure

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## Without Reinforcement, It Shall Cease

Extinction

120 Minutes

### Module Description

Extinction is a procedure in which reinforcement of a previously-rewarded interfering behavior is discontinued or withheld in order to decrease or eliminate the behavior. In this module, you will learn how to implement extinction procedures and the importance of using extinction together with other behavioral interventions to decrease interfering behaviors and teach new skills.

**RBT Task List:** Behavior Reduction: D-05

### Learning Objectives

- Define extinction.
- Develop and implement a list of intervention steps to conduct an extinction procedure.
- Understand how to apply extinction strategies with individuals who exhibit a variety of interfering behaviors.

Chapter 1: Definition and Steps to Create an Extinction Program

Chapter 2: Implementing an Extinction Program

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## 5. Treatment Methods

Discrete Trial Training

Naturalistic Intervention

### A Structured Approach to Teaching Skills

Discrete Trial Training

120 Minutes

**RBT Task List:** Skill Acquisition: C-02, C-03, C-04, C-06, C-07, C-11, Measurement: A-01

Assessment: B-01, Behavior Reduction D-03

### Module Description

Discrete trial training provides systematic opportunities for the repeated use of learning trials, so that an individual has multiple opportunities for successful performance. In this module, you will understand the key components of discrete trials and how to implement discrete trial training procedures.

### Learning Objectives

- Learn the definition of discrete trial training (DTT) and understand why it was developed.
- Understand how to implement DTT in different settings and to teach various skills.

- Recognize the procedures for using DTT to teach skills.

Chapter 1: Definition and Types of Differential Reinforcement

Chapter 2: Two More Types of Differential Reinforcement

Chapter 3: Select and Implement a Differential Reinforcement Procedure

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## **Systematic Teaching within Everyday Routines, Activities, and Interests**

Naturalistic Intervention

90 Minutes

**RBT Task List:** Measurement: A-01, A-02, Assessment: B-01, Skill Acquisition: C-02, C-04, C-10, C-12, Professional Conduct & Scope of Practice: F-03

### **Module Description**

Naturalistic intervention is a collection of practices designed to encourage specific target behaviors based on individuals' interests by building more complex skills that are naturally reinforced and appropriate to the interaction. In this module, you will learn how to use environmental arrangement, interaction techniques, and behavioral strategies implemented in natural settings and routines to encourage the use of and elaboration on target behaviors.

### **Learning Objectives**

- Define naturalistic intervention.
- Recognize why Naturalistic Intervention is useful for individuals with ASD.
- Know steps for selecting and implementing naturalistic intervention strategies.
- Understand naturalistic intervention practices for individuals at the preschool, elementary, and middle/high school levels.

Chapter 1: Definition and Key Concepts

Chapter 2: Naturalistic Strategies

Chapter 3: Preparing to use Naturalistic Intervention

Chapter 4: Using Naturalistic Intervention

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## **6. Data Collection & Ethics**

Ethics

Data Collection

### **Standards of Practice: Honesty, Integrity, Protection, and Safety**

Ethics

150 Minutes

**RBT Task List:** Documentation & Reporting: E-03, E-04, E-05, Professional Conduct & Scope of Practice: F-01, F-02, F-03, F-04, F-05

### **Module Description**

In this module, you will focus on ethics and how they affect your professional practice, with an emphasis on the Behavior Analyst Certification Board's Ethical and Compliance Code as it relates to Registered Behavior Technicians.

### **Learning Objectives**

- Know why ethics and compliance codes are important.

- Recognize ethical responsibilities of direct service providers.
- Understand how to identify ethical and compliance requirements in the workplace.
- Problem solve case study examples of ethical and compliance situations.

Chapter 1: Definition and the Core Concepts

Chapter 2: Responsible Conduct for Behavior Analysts

Chapter 3: Behavior Analysts' Responsibility to Clients

Chapter 4: Assessing Behavior and Behavior-Change Programs: Responsibility to the Profession and to Colleagues

Chapter 5: Public Statements, Research, and Ethical Responsibilities

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## **Who, What, When, Where, Why?**

Collecting Data and Measuring Outcomes

90 minutes

**RBT Task List:** Measurement: A-01, A-02, A-03, A-04, A-05, Assessment: B-01, Documentation & Reporting: E-01, E-02, E-03, Professional Conduct & Scope of Practice: F-03

### **Module Description:**

Data are a critical part of understanding what a child is learning. While it may seem like “just one more thing to do”, data can be extremely helpful. Maybe you just aren’t sure where to start. Whether or not you like data, this module will increase your understanding of how to collect and use data to be sure that you are using strategies that keep young children making progress.

### **Learning Objectives:**

- Define data collection and understand why it is important.
- Understand definitions of target behaviors.
- Understand how to measure behaviors.
- Know how to record and understand data.

Chapter 1: Definition

Chapter 2: Target Behaviors

Chapter 3: How to Measure Behaviors

Chapter 4: Recording and Understanding Data