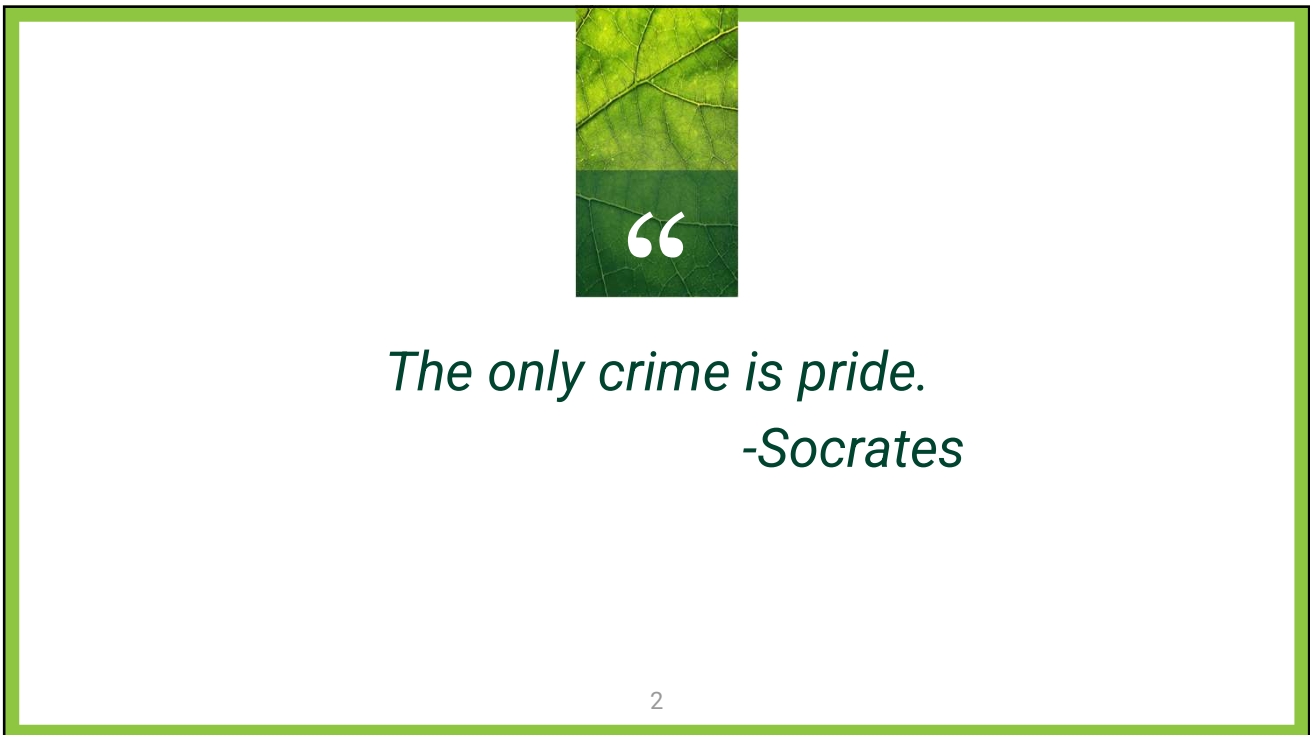




Is ABA Ethical? – Part II

1



“

The only crime is pride.

-Socrates

2

2

Ethical?

3

3

Yes, but..

...we need to be willing to challenge & question
appropriate use of it.

4

4

adjective

1. being in accordance with the rules or standards for right conduct or practice, especially the standards of a profession.

What Does It Mean to Be Ethical?

5



Ethics Code for Behavior Analysts

The Ethics Code for Behavior Analysts (Code) replaces the Professional and Ethical Compliance Code for Behavior Analysts (2014). All BCBA and BCaBA applicants and certificants are required to adhere to the Code effective January 1, 2022.

6

6

adjective

2. pertaining to or dealing with morals or the principles of morality; pertaining to right and wrong in conduct.

What Does It Mean to Be Ethical?

7

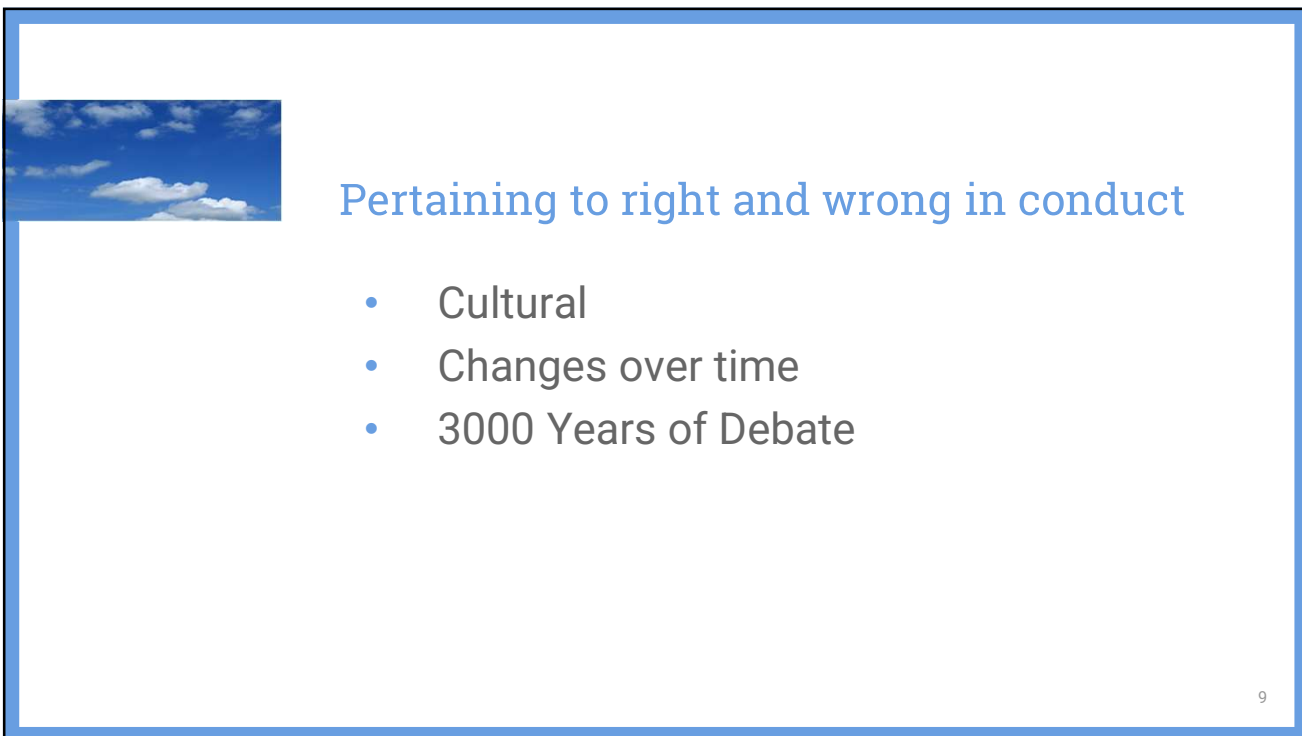


Pertaining to right and wrong in conduct

- ⦿ Does No Harm?
- ⦿ Treat Others Like We Treat Ourselves?
- ⦿ Good of the Many...?
- ⦿ Religious/Spiritual Principles?
- ⦿ Something else?

8

8

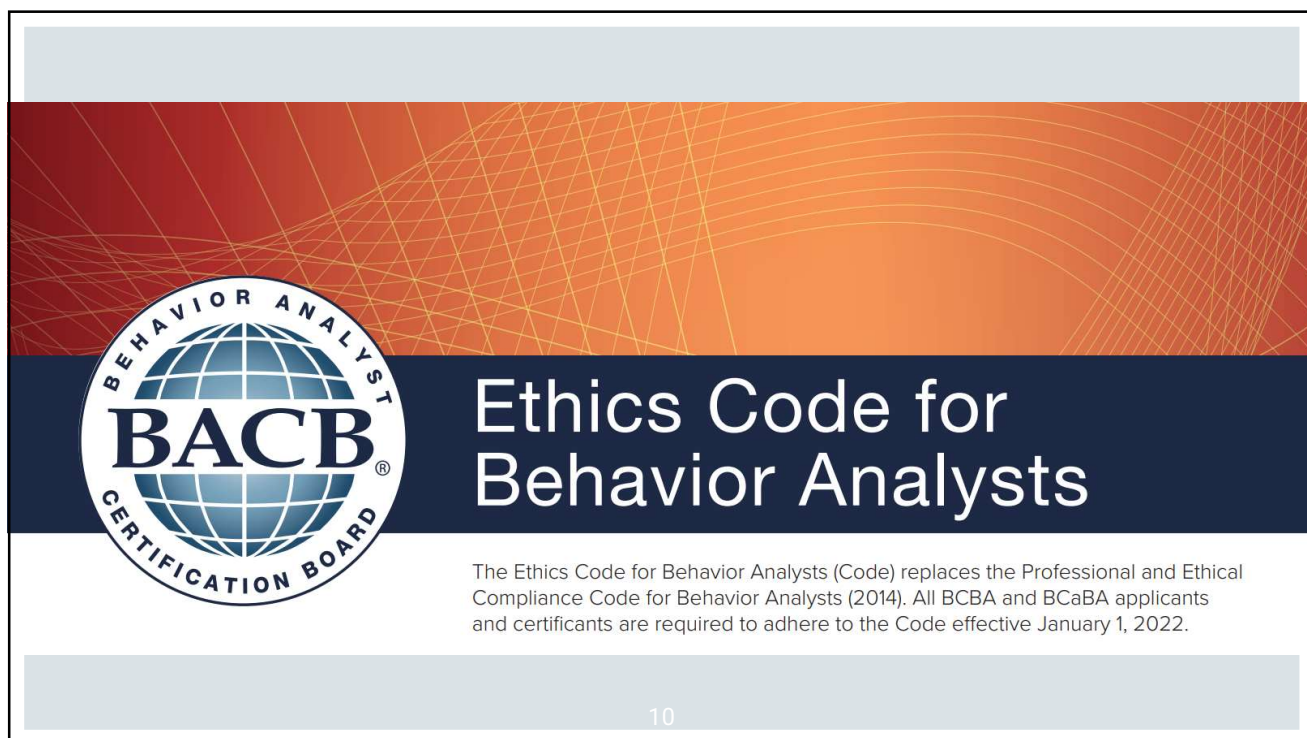


Pertaining to right and wrong in conduct

- Cultural
- Changes over time
- 3000 Years of Debate

9

9



Ethics Code for Behavior Analysts

The Ethics Code for Behavior Analysts (Code) replaces the Professional and Ethical Compliance Code for Behavior Analysts (2014). All BCBA and BCaBA applicants and certificants are required to adhere to the Code effective January 1, 2022.

10

10

Benefit Others. Behavior analysts work to maximize benefits and do no harm by:

- Protecting the welfare and rights of clients above all others
- Protecting the welfare and rights of other individuals with whom they interact in a professional capacity
- Focusing on the short- and long-term effects of their professional activities

11

11

Treat Others with Compassion, Dignity, and Respect. Behavior analysts behave toward others with compassion, dignity, and respect by:

- Treating others equitably, regardless of factors such as age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status, or any other basis proscribed by law

12

12

- Respecting and actively promoting clients' self-determination to the best of their abilities, particularly when providing services to vulnerable populations

13

13



Ethical Codes/Guidance

- BACB Code of Ethics
- NASW Code of Ethics
- APA Code of Ethics
- NEA Code of Ethics for Educators
- Kennedy Institute of Ethics

14

14



Commonalities

- Protect from harm
- Protect from degradation & discrimination
- Promote autonomy & self-determination

15

15

The Statistics

33% Of children with disabilities are victims of maltreatment.

People with intellectual disabilities are **4-10x** More likely to be a victim of abuse and neglect than people with no disabilities

16

- Cruel – Torture
- Learned helplessness
- Magnified vulnerabilities to sexual and physical abuse
- Causes PTSD and general trauma
- Promote and ignore anxiety

Criticism of ABA - Harm

17

- Ableist
- Emphasis on Assimilation
- Cure Autism
- Learned helplessness

Criticism of ABA – Degradation/Discrimination

18

- Creates “Robots”
- Decreased intrinsic motivation
- Suppressed autonomy
- Prompt dependency
- Adult reliance

Criticism of ABA - Autonomy

19



**Avoiding Harm,
Promoting Autonomy &
Dignity**

20

	<h1>How Well Are We Doing This?</h1>

21

	<p><i>Advances in Autism, October 2017</i></p> <p><i>Evidence of increased PTSD symptoms in autistics exposed to ABA</i></p> <p>“Autistic respondents exposed to ABA were 1.86 times more likely to meet PTSD diagnostic criteria”</p>
Literature	

22

Cogent Psychology 2019

How much compliance is too much compliance: Is long-term ABA therapy abuse?

“ABA ..treatment essentially violates their autonomy, does them direct harm and is unjust to one group of people.”

“This approach to treating typical clients would never pass.”

Literature

23


Kennedy Institute of Ethics Journal, January 2020

Ethical Concerns with Applied Behavior Analysis for Autism Spectrum “Disorder”

“Autistic children should not be treated with (the dominant species of) ABA, as such treatment essentially violates their autonomy, and at least contingently it does them direct harm and is unjust to one group of people.”

Literature

24

	<p>Emphasis on observable Behavior has led to a dismissal of private events and overall wellbeing.</p>

25

 <p>WE ONLY MEASURE BEHAVIOR WE CAN OBSERVE!</p>

26

<p>Science <u>VS.</u> Wellbeing or Science <u>OF</u> Wellbeing</p>	<ul style="list-style-type: none">• Cannot Observe Private Behavior & Events• Often Disregard It• Create Interventions as if They Don't Exist

27

	<p>The Behavior Analyst, 2011 Behaviorism, Private Events, and the Molar View of Behavior</p> <p>“Private events are not <i>useful</i> in a science of behavior, and, far from being a key defining aspect of radical behaviorism, private events constitute an unnecessary distraction.”</p>
Literature	

28

Science <u>VS.</u> Wellbeing or Science <u>OF</u> Wellbeing	<ul style="list-style-type: none"> • Cannot observe Private Behavior & Events • Often Disregard it • Create Interventions as if they don't exist • Don't consider that we may be unintentionally reinforcing or punishing private events (emotions, biases, etc)

29

Science <u>VS.</u> Wellbeing or Science <u>OF</u> Wellbeing	<ul style="list-style-type: none"> • More Research on wellbeing needed • Behavior Analytic perspective • Journal of Applied behavior Analysis, Journal of Experimental Behavior analysis, & Behavioral Interventions • 17 articles included work "wellbeing" • Non were specifically about wellbeing

30

Systems Analysis	<ul style="list-style-type: none">• Change the Environment• Behavior occurs in a system• System that is observable & not observable• Greater education on systems & systems Analysis• Wellbeing requires systems analysis

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Trauma Informed Behavior Analysis


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Trauma Informed Behavior Analysis

- Being aware of our clients' trauma
- Understanding our clients' trauma
- Being aware of things that may cause trauma
- Creating a safe environment to try and fail
- Teaching skills that promote independence and success in the real world
- Teaching coping skills
- Teaching communication
- Balance
- Golden Rule

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Trauma Informed Behavior Analysis


- Generalizing one client's trauma to every client
- Trivializing or downplaying one's trauma
- Making fun of a child's tantrums or things said in a behavior
- Protecting our clients from the world
- Reinforcing fear and shame
- Letting client do whatever they want
- Adults make all the decisions
- Child makes all the decisions
- Avoiding making someone upset
- Ignoring the child's emotions (in a behavior or at baseline)

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Trauma Informed Behavior Analysis

- Safety
- Trust
- Choices
- Collaboration
- Empowerment
- Inclusion



35

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Our Clients often struggle with:

Our Clients often struggle with:

- Self Advocacy
- Mobility
- Communication
- Autonomy
- Saying “No”
- Discriminating between safe and unsafe behaviors
- Speaking up about injustices

36

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Using TIBA



Create a **safe** environment for clients to learn, try, fail and cope with their emotions.

Create healthy relationships between students and staff that promote **trust** between both parties.

Give our students meaningful **choices** that allow them to have more autonomy.

Promote **collaboration** and compromising between all parties.

Empower our clients to live the type of life they want to live and be who they are.

Create opportunities for **inclusion** in the “real” world and with a diverse group of people.

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Trauma Prevention




Unwanted physical touch is one of the most common ways children of abuse can be retraumatized.

To prevent:

- Get consent
 - “I’m going to pull down your shirt to cover your belly!”
 - “Okay, time to change your pull-up, I’m gonna help you pull down your pants!”
- Only ever physically move a child if it is an emergency situation/safety concern
 - Ex: Your 12 year old client is in a tantrum and is at risk of falling off, so you say, “I need to move your body, this isn’t safe”, and carefully help guide them off the surface
- End physical contact immediately after communication to stop
 - Communication can be verbal or nonverbal (pushing you away, moving from touch, ect.)
 - Any sort of communication to end physical contact should be honored **100%** of the time
- Know your client
 - When being trained, asked trainer if client is aversive to touch or if they are okay with being touched
- Full physical prompting
 - should **only** be used to teach a new skill, if client is participating and willing, or if there is a safety concern

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Trauma Prevention


- Stigma
- Compliance Training
- Natural environment/Natural reinforcer
- Behaviors for Reduction
- Use of Extinction
- Physical Touch/Assent

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Stigma- a mark of disgrace associated with a particular circumstance, quality, or person

- Save Client from Sigma
- Whose responsibility to change
- Stigma contributor to trauma
- Difficult question




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Compliance Training

- ⦿ Stop it!
- ⦿ Don't do it



"We don't do that here"

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Teaching Compliance with ABA

Scenario 1

1. Give a demand
2. Do what we ask
3. Reinforce

Scenario 2

1. Give a demand
2. Student refuses
3. Use escape extinction
 - Block elopement
 - Prompt or re-deliver Sd
 - Hand over hand guidance

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What was learned

Scenario 1

Compliance = Good Stuff

Scenario 2

Non-Compliance = Bad Stuff
Will have to do it anyway
Useless to fight it

43

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What was learned

Scenario 1

Adults will tell me what to do
I don't need to think
I don't need to make decision

Scenario 2

My wishes don't matter
I'm helpless
If I fight it, adults spend more time focused on me

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Kids Need to do Certain Things

- We need to do things we don't like
- Getting my way ≠ functional adult
- Learn tolerance to aversive
- Bigger later vs. Smaller sooner

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Compliance vs. Cooperation

Compliance

- Following instructions
- Tolerate adult demand
- Smaller Sooner
- Reliance on behavior reduction

Cooperation

- Develop intrinsic motivation
- Larger later
- Decision making
- Discrimination good vs. bad
- Compromise
- Problem solving

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Managing ABC

- ⦿ Natural SD
- ⦿ Natural Reinforcer



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A-B-C

<u>Antecedent:</u> "Get Dressed"	<u>Behavior</u> Gets Dressed	<u>Consequent</u> "Good job. Here is some candy."
-------------------------------------	---------------------------------	--

48

48



A-B-C - Fade Reinforcer

<u>Antecedent:</u> "Get Dressed"	<u>Behavior</u> Gets Dressed	<u>Consequent</u> "Good job. Here is your token."
-------------------------------------	---------------------------------	--

49

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A-B-C - Fade Reinforcer

<u>Antecedent:</u> "Get Dressed"	<u>Behavior</u> Gets Dressed	<u>Consequent</u> "Good Job."
-------------------------------------	---------------------------------	----------------------------------

50

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A-B-C - Fade Reinforcer

<u>Antecedent:</u>	<u>Behavior</u>	<u>Consequent</u>
"Get Dressed"	Gets Dressed	

51

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A-B-C - Extinction Occurs

<u>Antecedent:</u>	<u>Behavior</u>	<u>Consequent</u>
"Get Dressed"	Gets dressed with complaining and yelling	

52

52




A-B-C - Extinction Occurs

<u>Antecedent:</u> "Get Dressed"	<u>Behavior</u>	<u>Consequent</u>
-------------------------------------	-----------------	-------------------

53

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A-B-C – Start Again

<u>Antecedent:</u> "Get Dressed"	<u>Behavior</u> Gets Dressed	<u>Consequent</u> "Good job. Here is some candy."
-------------------------------------	---------------------------------	--

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A-B-C - With Fading to Natural Stimuli

<u>Antecedent:</u> "Wash Dishes"	<u>Behavior</u> Washes Dishes	<u>Consequent</u> "Good job. Here is some candy."
-------------------------------------	-------------------------------------	---

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A-B-C - With Fading to Natural Stimuli

<u>Antecedent:</u> "There are dishes in the sink. Time to Wash Dishes"	<u>Behavior</u> Washes Dishes	<u>Consequent</u> "Look now we have clean dishes. Good job. Here is some candy. "
--	-------------------------------------	--

56

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A-B-C - With Fading to Natural Stimuli

<u>Antecedent:</u>	<u>Behavior</u>	<u>Consequent</u>
“There are dishes in the sink. Time to Wash Dishes”	Washes dishes	“Look now we have clean dishes. Good job.”

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A-B-C - With Fading to Natural Stimuli

<u>Antecedent:</u>	<u>Behavior</u>	<u>Consequent</u>
“There are dishes in the sink.”	Washes dishes	“Look now we have clean dishes”

58

58



A-B-C - With Fading to Natural Stimuli

Antecedent:

Dishes are in the sink

Behavior

Washes dishes

Consequent

Has clean dishes

59

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Behaviors for Reduction

- ⊗ Interfere with Safety
- ⊗ Interfere with Learning
- ⊗ Interfere with Socialization
- ⊗ Interfere with Independence

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Behaviors for Reduction - Safety

- Aggression
- Self Injury
- Property Destruction
- Elopement*

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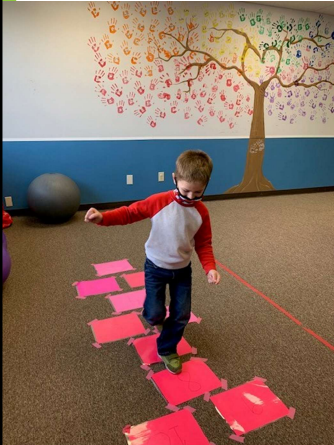


Interfering Behaviors

- Off Task
- Non-compliance
- Refusal
- Perseveration
- Stereotypy
- Elopement

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Behaviors – Off Task

- ⦿ Is this a teaching issue or student issue?
- ⦿ Attention not an issue for items of interest
- ⦿ Focus on building motivation
- ⦿ Reinforcing learning behaviors

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Behaviors – Non-Compliance

- ⦿ Not a behavior
- ⦿ Any behavior that is not the behavior that is requested
- ⦿ Does not pass Corpse Test

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Behaviors – Refusal

- Refusal has purpose
- 100% reduction is dangerous
- Punishes self-advocacy
- Punishes decision making
- Focus on building motivation
- Reinforcing learning behaviors

65

65




Behaviors - Stereotypy

- Vocal/Motor Stereotypy
- Automatic function:
 - + or - Reinforcement
- Interfere with Socialization
- Student Issue or Cultural Issue
- Stigma

66

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Behaviors - Perseveration

perseverate [per-sev-uh-reyt] [SHOW IPA](#)


See synonyms for: [perseverate](#) / [perseverative](#) on [Thesaurus.com](#)

verb (used without object), per-sev-er-at-ed, per-sev-er-at-ing.

- 1 to repeat something insistently or redundantly:
to perseverate in reminding children of their responsibilities.

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67




Behaviors - Perseveration

Any instance of vocally or non-vocally manding for an item, activity, escape, or attention with in 30 minutes of being denied the request.

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Behaviors - Perseveration

Child will ask a set of six to seven questions, after all the questions have been answered, she will begin to re-ask the same questions.

69

69




Behaviors - Perseveration

Perseveration is repetition or continuation of a response (e.g., behavior, word, thought, activity, strategy, or emotion) in the absence of an ongoing occasion or rationale for that behavior or emotion

70

70




Behaviors - Perseveration

Perseveration is repetition or continuation of a response (e.g., behavior, word, thought, activity, strategy, or emotion) in the absence of an ongoing occasion or rationale for that behavior or emotion

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Behaviors - Perseveration

- ⦿ Teaching words don't matter
- ⦿ Teaching interests aren't important
- ⦿ Skill deficit not behavior excess
- ⦿ Danger of punishing or reinforcing private behaviors
- ⦿ Appropriate behavior but inappropriate topography

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Behaviors – Elopement

- Definition of elopement matters
- Elopement of the house, clinic, school can be dangerous
- Elopement away from adult is necessary part of developing independence

73

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Side Effect of Behavior Reduction

- Decrease all instances of the behavior
- Does not teach decision making or discrimination between appropriate or inappropriate
- May punish functional communication
- May reinforce unwanted private behaviors
- May lead to overgeneralization of emotions
- Emphasis on teaching replacement skills

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Other Consideration

- Easier for Adults
- Standard higher than other children
- Stigma for Adults
- Messaging that child is “broken”, “wrong”, “abnormal”
- Interferes with self-determination

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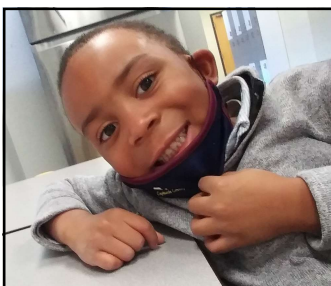


Strategies

- Reinforcement of wanted behaviors
 - Function Communication
 - Problem solving
 - Compromise
 - Discrimination (e.g. good vs. bad request)
- Shaping MOs

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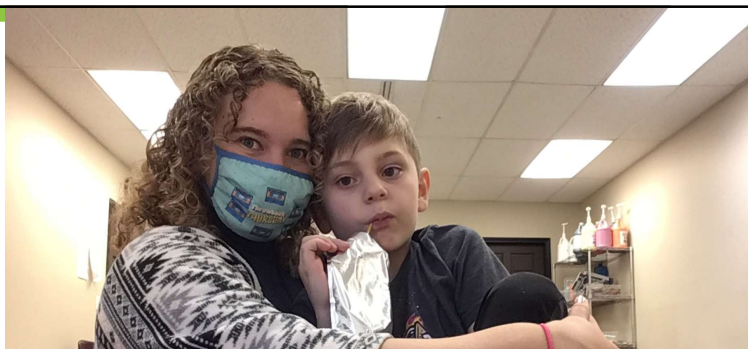


Behaviors for Increase

- Does this help adults or the child
- How important is the behavior
- Challenge our own assumptions about appropriate behaviors


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Extinction

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Extinction

100% Effective
IF
100% Correct on Function
AND
100% Control Access to Reinforcer

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Extinction

- Function is always a hypothesis
- Escape, Attention, Access, Automatic
 - High Level Categories
 - Specifics Matter
 - Private events are unknowable and unable to control
- Reinforcing Private Behavior????
- Pair Private Events?????

80

80



Attention Extinction

- ⦿ Planned ignoring
- ⦿ Ignore the behavior not the child
 - Abandonment
 - Confusion
 - Big emotions – danger for over generalizing
 - Potential trauma
- ⦿ Don't mention the behavior

81

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Attention & Extinction

- ⦿ Attention is not bad
- ⦿ Different Attention Needs
- ⦿ How do we alter the MO around attention
 - Leisure Skills
 - Non-contingent attention

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Escape Extinction

- How do we do this
 - Reminding of reinforcer
 - Repeated verbal or visual prompts
 - Full physical prompt
- Description of Power Struggle
 - A situation in which two or more people compete for control in a particular sphere
 - My way or Your way
 - You vs. Me instead of You & Me against issue

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Escape Extinction – Full Physical Prompting

- Physical Prompting
 - Holding in Place
 - Restraint?
 - Reinforcing?
- Highest risk for safety issues
- Extinction or Punishment

84

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Escape Extinction or Punishment

- Stimulus Change
- Following the Behavior
- Results in behavior Reduction

85

85




Escape Extinction or Punishment

- Stimulus Change – Physical contact
- Following the Behavior - yes
- Results in behavior Reduction – hopefully
- Definition of punishment
- Against the Ethics Code

86

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Extinction Bursts

- Big emotions need support
- Prompt tacting emotions
- Empathize & Model Tolerating

87

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Extinction Side Effects

- Extinction burst may be dangerous
- Risk of Aggression during EB
- EB may not be tolerated in all conditions
 - Reinforced in some instances
 - Intermittent reinforcement is most powerful
- The learner doesn't learn new behaviors
- Risk of trauma

88

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Least Restrictive Intervention

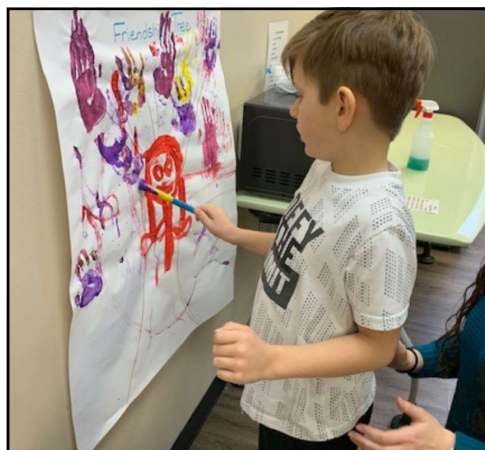
89

2.15 Minimizing Risk of Behavior-Change Interventions

Behavior analysts select, design, and implement behavior-change interventions (including the selection and use of consequences) with a focus on minimizing risk of harm to the client and stakeholders. They recommend and implement restrictive or punishment-based procedures **only after demonstrating that desired results have not been obtained using less intrusive means**, or when it is determined by an existing intervention team that the risk of harm to the client outweighs the risk associated with the behavior-change intervention. When recommending and implementing restrictive or punishment-based procedures, behavior analysts comply with any required review processes (e.g., a human rights review committee). Behavior analysts must continually evaluate and document the effectiveness of restrictive or punishment-based procedures and modify or discontinue the behavior-change intervention in a timely manner if it is ineffective.

90

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Client Participation

4.02 Involving Clients in Planning & Consent – “Behavior analysts involve the client in the planning of and consent for behavior-change programs”

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Client Participation

- Do We Ask the Client if Skill is Meaningful?
- Communication is a Barrier
- Adults on Spectrum Providing Different Point of View
- Neurodiversity

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Client Participation	<ul style="list-style-type: none"> • Include clients when possible • Explain goals and procedures • Benefit for client in terms that matter to them • Check for understanding and assent

93

Client Participation	<ul style="list-style-type: none"> • Assess for Assent • Respect bodily autonomy • Physical contact only when there is assent or for safety reasons. • Watch for signs of assent withdraw • Potential for traumatization

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Least Restrictive

- ⦿ Restraint
- ⦿ Punishment
- ⦿ Prompting
 - Least to Most or Most to Least

95

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Prompting or Force

<h3>Prompting</h3> <ul style="list-style-type: none"> Skill unknown/not mastered Client's body is easily manipulated Client can engage with the teaching Pro-active strategy Ends with praise and reinforcement The skill is eventually acquired 	<h3>Forcing Compliance</h3> <ul style="list-style-type: none"> Skill is known, ensuring compliance with the SD Client's body is stiff and resists Client contacts an aversive Re-Active Strategy High potential for escalation and use additional force No new skills are learned
--	---

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Behaviors to teach

- Tolerating Big Emotions
- Tacting Emotions
- Coping with aversive conditions
- Self-Advocacy
- Co-Operation

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Other Suggestions

- Human Rights or Ethics Review Board
- Clinical oversight system
- Create a culture of debate
- Question, Doubt, Question
 - Would this be okay for a neurotypical person?
 - Would this be okay for my child?
 - Would this be okay for me?

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Discussion