alphabee PRO

Replacement Behaviours
ST and IT Competency

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Follow up with a BCaBA/BCBA/BCBA-D is recommended to develop a specific plan for your child or student.

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Objectives

Main Objectives

1. Why teach replacement behaviours?
2. What are replacement behaviours?
3. Effective replacement behaviours
4. Teaching replacement behaviours

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"A practitioner should never plan to reduce or eliminate a behaviour from a person's repertoire without (a) determining an adaptive behaviour that will take its place and (b) designing the intervention plan to ensure that the replacement behaviour is learned"

(Cooper, Heron, Heward, 2007)

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Why Teach Replacement Behaviours?

- Functional for the learner
- Consequence strategies do not eliminate the EO
- Client respect and dignity
- Right to effective treatment
- Lasting behaviour change and generalization

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What Are Replacement Behaviours?

- Skills we teach
- Functionally equivalent to the PB
- Less response effort then the PB
- Gain access to more/better reinforcement
- Examples:
  - Functional Communication Training (FCT)
  - Tolerating delays, denials and waiting
  - Transitioning
  - Compliance

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FCT

- If the learner is vocal, focus on vocal language - echoic manding
- Not all learners will have vocal communication
  - Augmentative system
- Contrive opportunities
- Generalization

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Effective Replacement Behaviours

Faster
Gets access to the maintaining reinforcer more quickly than PB

Easier
Easier, or requires less response effort, than the PB

More Reliable
Gets access to the reinforcer more frequently and more consistently than PB

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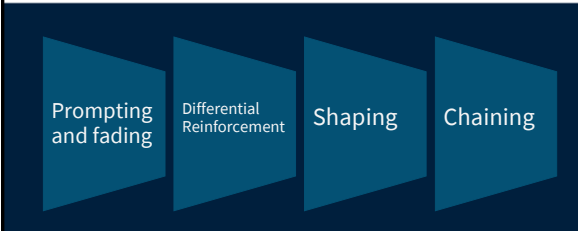# Teaching Replacement Skills

Prompting and fading | Differential Reinforcement | Shaping | Chaining

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Examples

Target behaviour:
Albert does not like to wear a dirty shirt. He will rip his shirt if he doesn't get a clean shirt after lunch or a messy art project

Replacement behaviour:
Albert will ask for a clean shirt, or he will ask for a paint shirt to put over his shirt

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Examples

Target behaviour:
Maggie will hit herself in the head when she wants the teacher's attention. Maggie is non-vocal

Replacement behaviour:
Maggie will sign or exchange a PEC to request attention

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Examples

Target behaviour:
Ben tries to avoid math by tearing up his worksheets and throwing them on the floor

Replacement behaviour:
Ben will ask for help when his math work is difficult. Programming will also focus on increasing Ben's tolerance skills

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References

Cooper, Heron, Heward (2007) - Applied Behavior Analysis, 2nd edition.

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