

## How Does ABA Fit with the Part C Philosophy?

Seven Dimensions of ABA (Baer, Wolf & Risley, 1968)	Philosophical Tenets of Part C Early Intervention Service Provision (Infant and Toddler Connection of Virginia)
<b>Applied</b> <i>Prioritize solving problems and building skills that are relevant to individual, family and society/community</i>	<b>Families participate in goal setting and formulation of objectives</b> <i>Providers target behaviors and routines important to the family, aimed to improve the child's overall access to activities in the home and greater community with similar-age peers without the need for the provider to always be present in order for behaviors and skills to be maintained.</i>
<b>Behavioral</b> <i>Observable and measurable, something that one "does"</i>	<b>Targeting observable skills that are necessary for daily living</b> <i>Progress is recorded and measured in quantifiable terms with skills that can be utilized on a daily basis during family routines and events.</i>
<b>Analytical</b> <i>Demonstrating that the behavior change is the result of the intervention</i>	<b>Positive, measurable outcomes</b> <i>The IFSP is developed following direct and indirect assessments to identify measurable, meaningful and developmentally-appropriate outcome goals. Providers document activities and both the child's and the caregiver's participation and progress towards goal mastery, to make changes to plans as often as necessary to promote significant improvement in the child's development, a greater feeling of parent confidence in their skills, and meaningful changes in the quality of life for the child and family in their natural environment and community.</i>
<b>Technological</b> <i>Procedures that are clearly described and explained so that another person could replicate</i>	<b>Parent/Caregiver-directed service model</b> <i>Explanations are broken down into easy-to-understand steps (e.g., task analysis) using parent-, caregiver-friendly language in order to be practiced during and generalized beyond the session.</i>
<b>Conceptual systems</b> <i>Use of strategies and techniques that are based in research with methodical planning and implementation derived from sound theory</i>	<b>Empirically-supported, evidence-based practices</b> <i>During coaching sessions, practitioners provide parents/caregivers with training in the use of antecedent-based interventions, basic principles of reinforcement, pivotal response training, verbal behavior and functional communication, prompt fading, shaping, and behavior chaining.</i>
<b>Effective</b> <i>Behavior changes as a result of the intervention are long lasting, significant and life changing</i>	<b>Outcomes that are quantifiable and demonstrable</b> <i>Intervention is interwoven into the fabric of the child's natural environments, empowering the family as the primary agents of change to promote skill mastery and maintenance of results that are practical, socially-significant and durable.</i>
<b>Generality</b> <i>Behavior change endures over time and is consistent across people, environments, and materials</i>	<b>Learning opportunities beyond the "therapy session"</b> <i>The service provider uses natural and contrived opportunities to model behavioral techniques and/or coach the parent in demonstration of the same skills.</i>