

# Applied Behaviour Analysis Simplified

*The ABC Model in Practice*



Presented By:  
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# **INTRODUCING Mr. Mohamed Kamel**

# Mr. Mohamed Kamel

## Master in Special Education

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## Board Certified Assistant Behaviour Analyst –BCaBA

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## Special & Professional Diploma in Special Education, Intellectual Disability.

Ain Shams Uni - 2005, 2008

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20 Years of Experience!



## OUTLINE

- **Introduction for Behaviour Analysis**
- **Applied behavior analysis. ABA**
- **A B C. Term**
- **The functions of the behaviour**
- **References**

# Introduction For Behaviour Analysis

- **Behavior Analysis: Science & Technology**
- **Behavior analysis is a natural science.**
- **It studies functional relations between behavior and environmental events.**
- **The term, behavior analysis, also includes the practical, technological applications of our science**
- **It is evidence based on data and measurement**

# Introduction For Behaviour Analysis

## Roots in Behaviorism (Early 1900s)

**John B. Watson** (1913): Father of behaviorism — said psychology should study **observable behavior**, not thoughts or feelings.

Famous quote: *“Give me a dozen healthy infants... and I'll train them to be any type of specialist.”*

## . **B.F. Skinner (1930s–1990s)**

Developed **Operant Conditioning**, a method of learning through rewards and consequences.

Introduced terms like:

**Reinforcement** (to increase behavior)

**Punishment** (to decrease behavior)

# Applied Behaviour Analysis ABA.

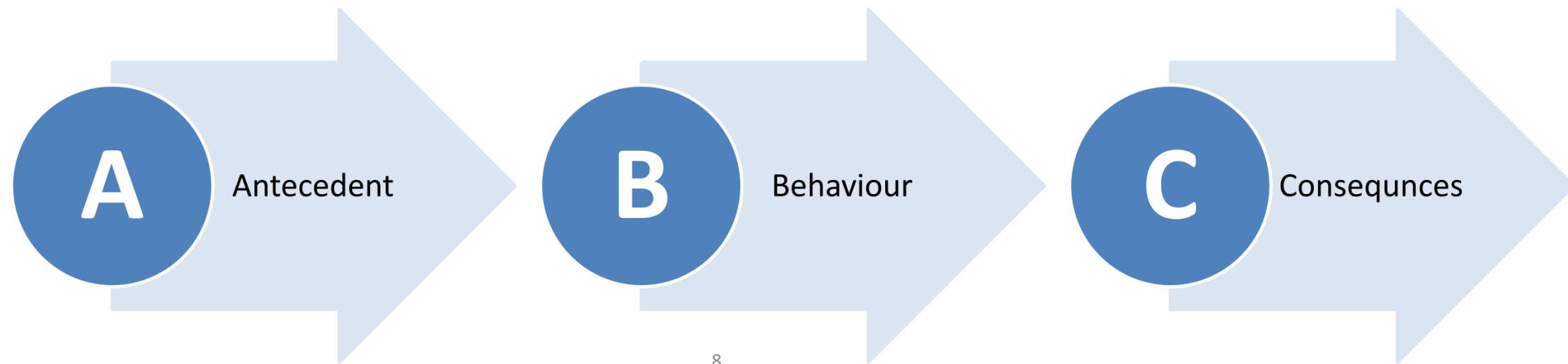
**B.F Skinner is the founder of ABA.**

**the science of human behavior. ABA has evidence based principals for increasing useful behaviors and decreasing harmful ones. Applied behavior analysis wants to discover the functional relations between its socially significant behavior and the controlling variables, and act to influence these variables for the betterment of the individual and those around them.**

“

**يهدف تحليل السلوك التطبيقي إلى تحديد العلاقات الوظيفية بين السلوك ذي الأهمية الاجتماعية والمتغيرات البيئية المؤثرة عليه، وذلك من خلال التدخل والتأثير في هذه المتغيرات بما يسهم في تحسين جودة حياة الفرد والمحيطين به**

# ABC Term



## What is Antecedent?

is a stimulus which precedes, that is, occurs **before** a response.

### Examples

Ahmed tells you **“Green light ahead”** – You go

Seeing **the light of the empty tank** - you go to the petrol station

**Seeing the telephone** – My child cries

**Seeing the worksheet** – my child said (No)

**Seeing the rain** – you open the umbrella

## What is consequence?

is a stimulus which follows, that is, occurs after a response.

## Examples

Press the play button – hearing music

Open the umbrella – no longer rain

You give the child a candy – no longer crying

You give the child a break – no longer leaving the seat

## Skinner's Definition of Behavior

Behavior is the movement of an organism or its parts in a frame of reference provided by the organism or by various external objects or fields (Skinner, 1938).

السلوك هو حركة الكائن الحي أو أجزائه حسب الطريقة التي يحددها هو أو تؤثر فيها أشياء أو عوامل خارجية

## What is Behavior?

Behavior is everything that an organism does.

Watch me.

What did I do?

"السلوك هو كل ما يفعله الكائن الحي

راقبني

ماذا فعلت؟

# Examples & Non Example of Behavior

- Refusing a gift
- Thinking about a new toy
- Slapping one's own face
- Flapping his hands
- Hitting
- Sitting
- Play
- Having a positive attitude
- Having poor impulse control
- Being stubborn
- Being non-compliant
- Being aggressive
- Expecting to get a star

	Antecedent (A)	Behavior (B)	Consequence (C)
1	Parent says "No" to candy	Child cries and screams	Parent gives candy to stop the tantrum
2	Teacher hands out a math worksheet	Student throws paper on the floor	Student is sent to hallway, avoids task
3	Parent is on the phone	Child climbs furniture and yells	Parent tells child to stop and gives attention
4	Child is sitting alone during free play	Child flaps hands	No change; behavior continues (self-reinforcing)
5	Peer asks to play with child's toy	Child shares the toy	Peer praises and plays with child

# Behaviour Functions (SEAT)

**There are four functions of behavior**



<b>Function</b>	<b>Why it Happens</b>	<b>When it Happens</b>	<b>What They Might Want</b>
<b>Sensory</b>	Feels good / meets internal need	Anytime, often alone or under-stimulated	Sensory stimulation
<b>Escape</b>	Avoid something unpleasant	During or right before a demand/task	To stop or delay the task
<b>Attention</b>	To gain social interaction	When not getting attention	Interaction, recognition, reactions
<b>Tangible</b>	To get something they want	When denied or waiting for access	Object, food, activity, privilege

	Antecedent (A)	Behavior (B)	Consequence (C)	Function
1	Parent says "No" to candy	Child cries and screams	Parent gives candy to stop the tantrum	<b>Access to tangibles</b>
2	Teacher hands out a math worksheet	Student throws paper on the floor	Student is sent to hallway, avoids task	<b>Escape (avoidance of task)</b>
3	Parent is on the phone	Child climbs furniture and yells	Parent tells child to stop and gives attention	<b>Attention-seeking</b>
4	Child is sitting alone during free play	Child flaps hands	No change; behavior continues	<b>Automatic reinforcement (sensory)</b>



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# Why Knowing the Function of Behavior is Important in ABA:

## Guides Effective Interventions:

Interventions are only effective if they address the *reason* behind the behavior. For example, a strategy for attention-seeking won't work if the behavior is actually escape-motivated.

## توجيه التدخلات الفعّالة

التدخل لا يكون فعالاً إلا إذا استهدف سبب السلوك. فمثلاً، الاستراتيجية التي تنجح مع سلوك يسعى للحصول على الانتباه لن تنجح إذا كان السلوك ناتجاً عن الرغبة في الهروب من مهمة

## Prevents Reinforcing the Problem Behavior:

Without knowing the function, caregivers may accidentally reinforce challenging behaviors (e.g., giving candy to stop a tantrum).

## منع تعزيز السلوك غير المرغوب فيه

من دون معرفة الوظيفة، قد يعزز الأهل أو المعلمون السلوكيات السلبية عن غير قصد (مثل إعطاء الحلوى). (لإيقاف نوبة غضب)

# Why Knowing the Function of Behavior is Important in ABA:

Once the function is known, we can teach functionally equivalent replacement behaviors that meet the same need in a more acceptable way (e.g., asking for a break instead of running away).

تعليم بدائل مناسبة  
عندما نعرف وظيفة السلوك، يمكننا تعليم سلوك بديل له نفس الوظيفة بطريقة أكثر قبولاً (مثل طلب استراحة بدلاً من الهروب من الصف).

**Supports Long-Term Behavior Change:**

Function-based interventions are more sustainable and lead to meaningful improvements in the person's life.

يدعم التغيير السلوكي طويل الأمد  
التدخلات المبنية على الوظيفة تكون أكثر استدامة وتؤدي إلى تحسن حقيقي في حياة الفرد

**Improves Quality of Life:**

By addressing the individual's needs in an appropriate way, we reduce frustration and support independence and communication.

## S – Sensory (Automatic Reinforcement)

**Why?** The behavior feels good or satisfies a sensory need.

**When?** Usually happens when the person is alone or not socially engaged.

### Examples:

Rocking, hand-flapping, spinning objects.

Scratching or picking at skin.

Humming or making repetitive sounds.



## **E – Escape (Avoidance)**

**Why? The person wants to get out of or avoid something unpleasant.**

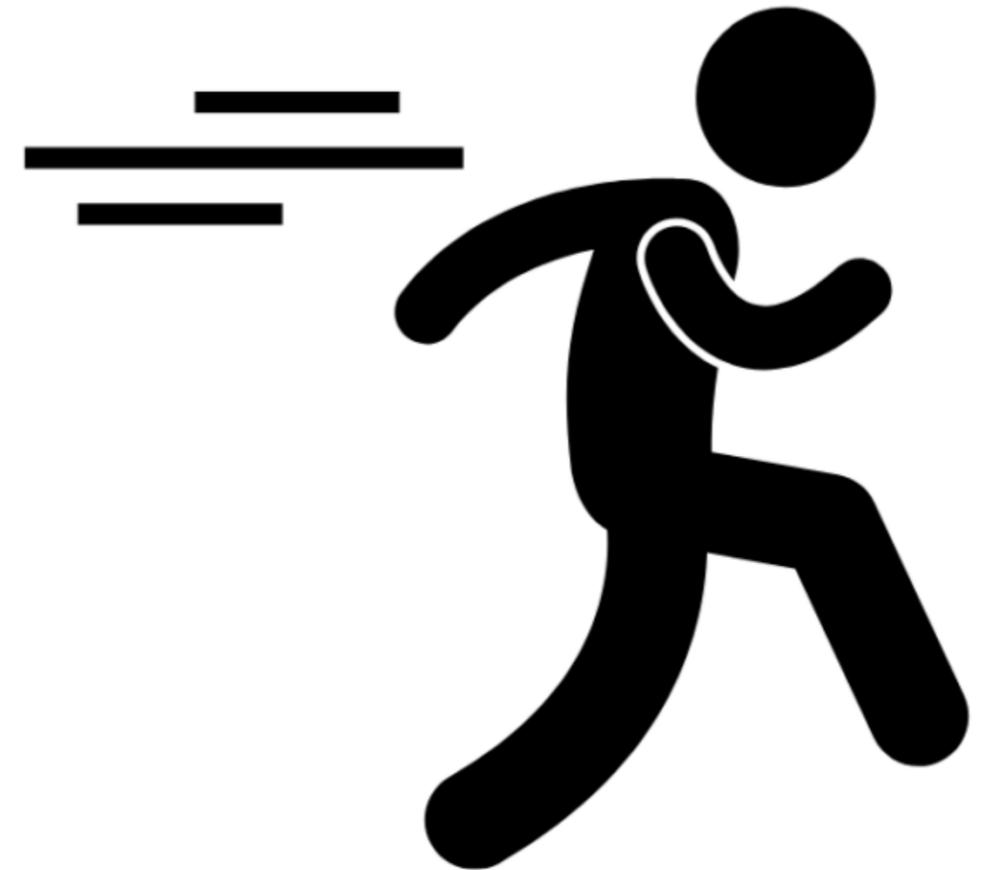
**When? Right before or during non-preferred tasks or situations.**

**Examples:**

**Throwing a tantrum to avoid doing homework.**

**Running away when asked to clean up.**

**Saying “I’m tired” repeatedly when given a dem**



## A – Attention

**Why? The behavior gets the person attention from others (positive or negative).**

**When? Often happens when attention is limited or inconsistent.**

**Examples:**

**Yelling or screaming when ignored.**

**Making jokes in class to get peers' reactions.**

**Interrupting adult conversations.**



## **T – Tangible (Access to Items or Activities)**

**Why? The person wants a specific item, activity, or privilege.**

**When? Usually occurs after being denied access to something they want.**

**Examples:**

**Crying when told “no” to candy or electronics.**

**Hitting to get a toy.**

**Screaming at a store checkout for a treat.**



<https://www.youtube.com/watch?v=EcvjPediBiw>

# ASR

During circle time, a student frequently calls out silly words without raising their hand. The teacher looks at the student and says, "Please wait your turn." The student immediately smiles and continues calling out. In the future, the calling out increased.

☞ *What is the most likely function of the student's behavior?*

- A) Access to tangibles
- B) Escape/Avoidance
- C) Attention
- D) Automatic/Sensory

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When asked to complete a math worksheet, a child drops their pencil and puts their head on the desk. The teacher allows the child to take a short break before trying again. The child starts dropping their pencil more often. In the future, the child dropped the pencil more often in order not to do the given task.

☞ *Which function of behavior is maintaining this response?*

- A) Escape/Avoidance
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# ASR

In the play area, a child begins screaming when another child picks up a toy car. The teacher gives the toy car to the child who was screaming. The screaming stops. In the future, the screaming increased because it resulted in getting the toy

☞ *What function of behavior is demonstrated here?*

- A) Attention
- B) Escape/Avoidance
- C) Automatic/Sensory
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The student repeatedly flaps their hands and hums while sitting alone, whether or not adults or peers are nearby. In the future, the behavior continued at the same rate because it was automatically reinforced

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### ABC Data Sheet

<b>Date:</b>	<b>Time:</b>	<b>Antecedant:</b> Description of what, where, who, and how right before Behavior.	<b>Behavior:</b> Description of what behaviors occurred, intensity of behavior, duration of behavior, etc.	<b>Consequence:</b> Description of what occurred immediately following behavior, what did you do, what changed in the environment, what were others responses.

# Reference

Skinner, B. F. (1987). Upon further reflection. Upper Saddle River, NJ: Prentice-Hall Inc.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*(2nded.). Upper Saddle River, NJ: Pearson Education Inc

**THANKS**

**Workshop Evaluation Form**



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