



## Learning through Applied Behaviour Analysis (ABA)

### Child-Centred Approach in Behaviour Analysis in Education Indirect Assessment Interview

#### The Child as a Person

#### Who is the Child as a Person?

Social Categories that consist of the child's identity: sex, gender, cultural background, race or ethnicity, economic and social backgrounds, language/s spoken

State the social categories of the child's identity based on the child's or the family's self-identification:

State how the family would like to consider these social categories in providing meaningful education for the child:

Ask about the values and preferences of the child and family that play crucial roles in teaching and learning:

Request the family for information on how they are able to contribute to the child's learning and what kinds of support they need and which areas of support:

**The Child's Strengths**

What can the child do best?

What can he or she contribute to the community  
(home, school and society)?

What are the strengths of the child? What can he or she do best?

What are the interests of the child?

With the child's strength in mind, and as unique individual, how can he or she contribute to the community?

### The Child's Physical or Biological Needs and Sensory Challenges

What are biological and sensory conditions that may pose as challenges for the child? How can we provide some support to the child to address these needs that are brought by environmental stressors? What kinds of Antecedent Intervention or Preparatory Acts we should have to help the child?

What are biological and sensory conditions that may pose as challenges for the child?

How can we provide some support to the child to address these needs that are brought by environmental stressors, especially some of these might be present in the school environment?

Does the child need to be referred to another professional who can help the child? If the family is willing to be referred, we can do this referral.

How would the child's strengths and interests be used to address his or her needs?

What kinds of Antecedent Intervention or Preparatory Acts we should have to help the child? These are the accommodations.

### The Child as a Learner

What are the skills to teach? What behaviours are socially significant and relevant to the child and for the child to gain meaningful access and function in the community? What specific behaviours in terms of socialization, communication, cognitive or academic and motor skills, do we need to teach the child as a learner?

What are the immediate skills to teach?

What behaviours are socially significant and relevant to the child and for the child to gain meaningful access and function in the community?

What specific behaviours in terms of socialization, communication, cognitive or academic and motor skills, do we need to teach the child as a learner?

**The Child's Motivation to Learn**

What are motivating things that will help the child pursue learning? Reinforcements should be self-selected, and the child should be provided with choices, consistently delivered and paired with social reinforcement.

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Reinforcements should be self-selected, and the child should be provided with choices, consistently delivered and paired with social reinforcement. Use the Learner Motivation Survey in the previous chapter of the course.

**The Child and the Educator in their shared experience of Teaching and Learning**

What are the research studies we should consult with as we identify the skills to teach to the child?

What supports for training and implementation of teaching we can offer to the educator/s, so that there will be effective teaching?

What are the teaching methods we should use to individualize education?

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### The Child as a Person and a Learner in the School Environment

What are the supports and accommodations we should provide the child to support learning? What obstacles in the school environment we should remove? What kind of structural, visual, auditory and kinesthetic and other supports we must provide the child to be successful in the school as a learning environment?

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Provide Predictability and Routine and create cues through visual schedules. Use various media for instruction (videos, print materials, audio, visuals, etc.)

What obstacles in the school environment we should remove? Look at the formal or physical school environment. Are there physical barriers that hinder the child's mobility? Are there auditory barriers for children with sound sensitivity? Look at lighting, spaces and places in school to accommodate all kinds of learners.

What kind of structural, visual, auditory and kinesthetic and other supports we must provide the child to be successful in the school as a learning environment?