



EXPANDING PERSPECTIVE-TAKING IN BEHAVIOR ANALYTIC SERVICES

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PRESENTATION OBJECTIVES

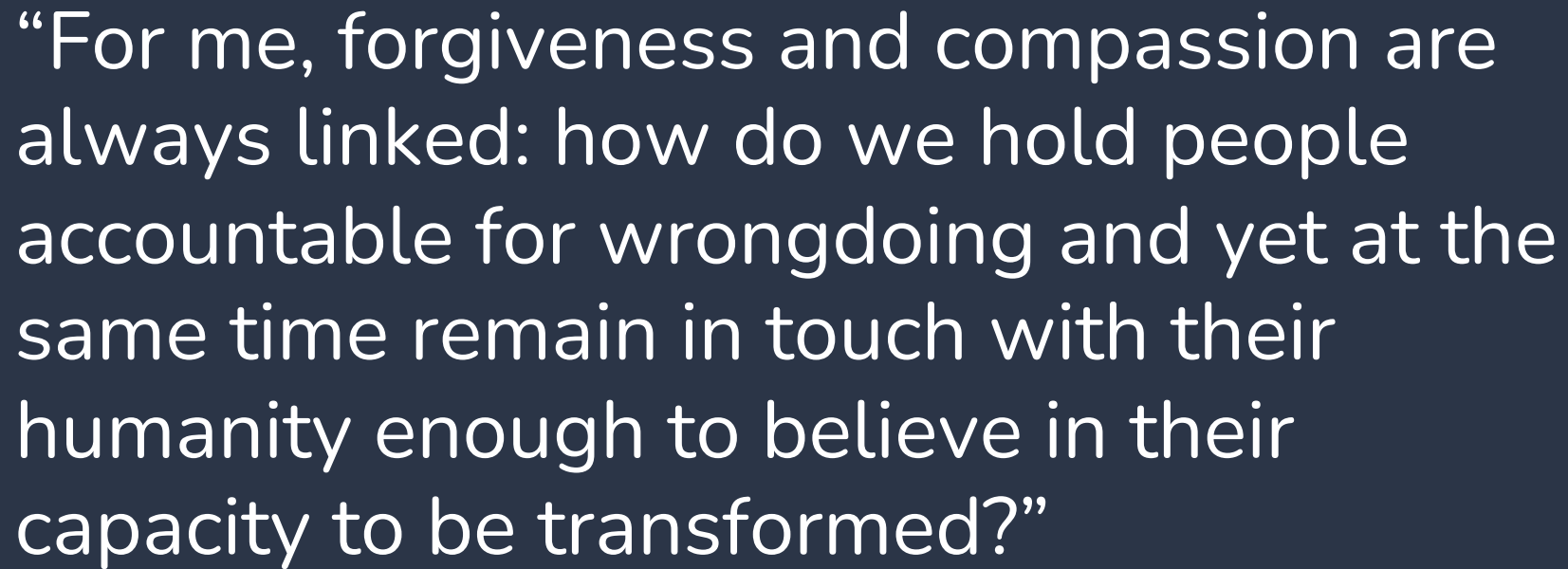
Participants will be able to:

- X Identify some core perspectives of neurodivergent individuals that PBS/ABA practitioners may fail to consider.
- X Highlight the need to expand perspective-taking in order to meet the heuristic of social validity.
- X Identify key areas where perspective-taking can improve the quality of services delivered by PBS practitioners to neurodivergent populations regardless of the practitioners' own neurotype.



PUSHING INTO DISCOMFORT

In order for us to have this discussion in an authentic and genuine manner that allows for growth, we need to be able to accept our discomfort and own our mistakes.



“For me, forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed?”

-BELL HOOKS

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WHAT ARE PERSPECTIVES ON ABA?

How the Autistic & Disabled
Community Perceives ABA



"One of the loudest perspectives in the autistic & disability communities right now stands on a complete ban and abolishment of ABA. Their stance comes from the trauma of the enactment of ABA by those who saw their pain as a gateway to fixing them, when they weren't broken in the first place. ABA is what's broken, and to continue harmful practices because that's all you know is just building a foundation engrained in suffering under the instilled facade of care."

-Jude Afolake Olubodun,
Chief Decolonization Officer at NeuroClastic

CONCERNS

- X Robotic Programming/Dog Training
- X Double Empathy Problem
- X Training Masking
- X Trauma & Mental Health
- X Internalized ableism
- X Loss of Agency
- X Coercion
- X Deficits & the Medical Model
- X Nothing without Us



PBS VALUES

- X Quality of Life
- X Teaching Skills
- X Prevention & System Change
 - X Niche construction
- X Choice, Control, Agency, Autonomy
- X Social Validity & Ecological Validity
- X Rights-holder's Participation & Involvement
- X Encourage (not force); reinforcers rather than restraint/coercion
- X Strengths over Deficits

PBS QUESTIONS

X Who's Quality of Life?

X What Skills?

X What Systems?

X Who's Choice, Control,
Agency, & Autonomy

X How Do We Measure Social
& Ecological Validity?

X What if we can't determine
the rights-holder's values?

X What if their values don't
match the environment?

X What about safety?

X Strengths masking learning?

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WHAT ARE AUTISTIC/ND VALUES?

“Normative values” aren’t necessarily neurodivergent values.

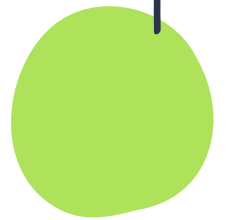
SOME NEURODIVERGENT CULTURAL VALUES

- X Authentic
- X Directness
- X Honesty
- X Curiosity
- X Movement
- X Analytical
- X Creativity
- X Connection
- X Meritocratic
- X Loyalty



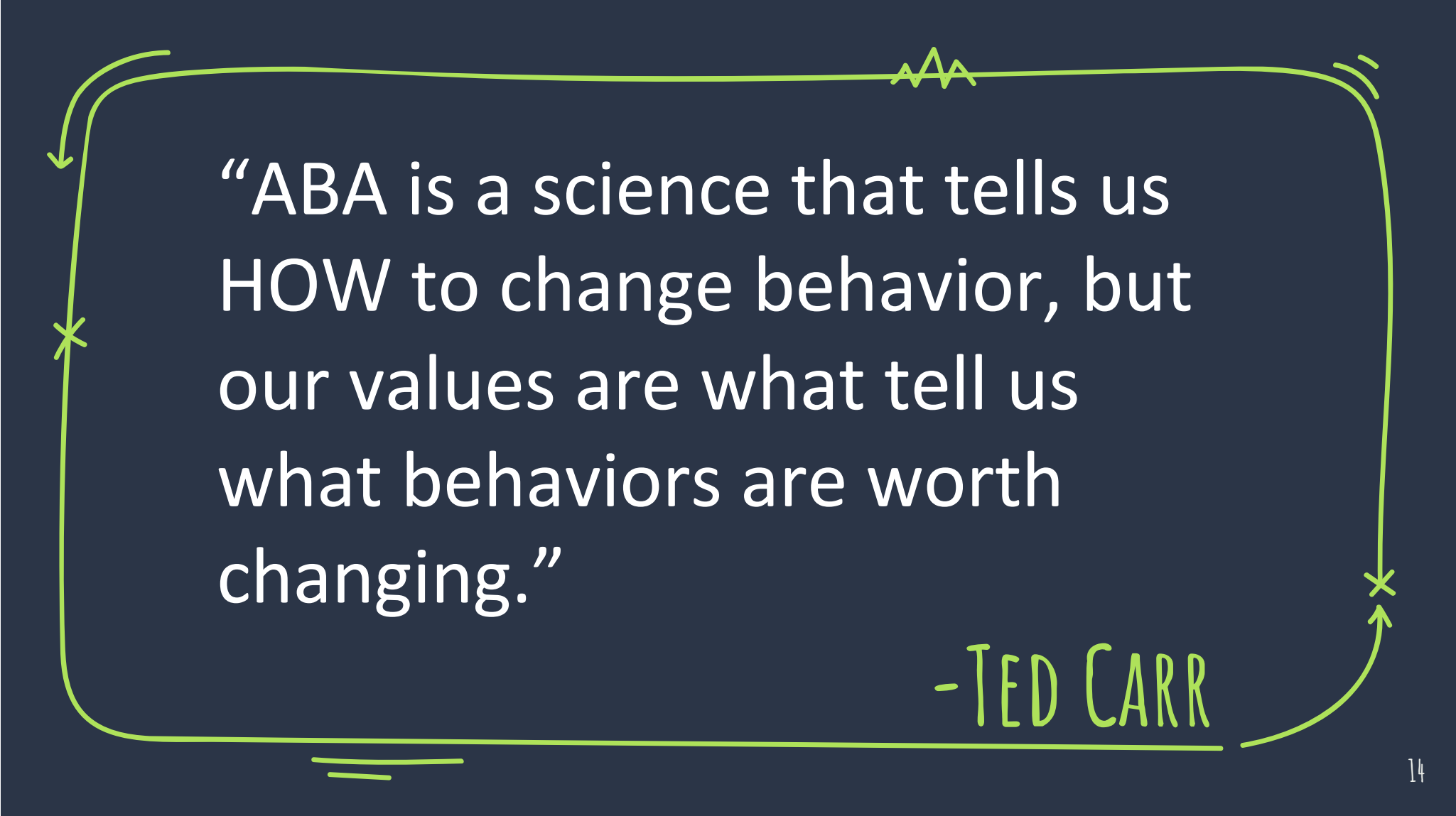
INDIVIDUALISM VERSUS COLLECTIVISM

If we have to live with one another, we have to learn to inquire together on what's the best way to live for all.



STRUGGLE VS SUFFERING

The objective is NOT to eliminate struggle. Struggle is default. Learning frequently includes struggle. The issue is suffering. Suffering is not necessary, yet when we impose our perspective on the learner rather than learning from them we are creating conditions for suffering and harm.



“ABA is a science that tells us
HOW to change behavior, but
our values are what tell us
what behaviors are worth
changing.”

-TED CARR

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