



SUPERVISION WEBINAR TRAINING SERIES 2.0

MODULE 3

Behavioral Skills Training
/ Parent Training



Special Learning, Inc.
A Global Leader in Digital Autism Solutions

A Note. . .

- This training program is based on the BACB Supervisor Training Curriculum Outline (2.0) but is offered independent of the BACB.

https://www.bacb.com/wp-content/uploads/2017/09/supervisor_curriculum.pdf

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Ann Beirne, M.A. BCBA is a Board Certified Behavior Analyst with over two decades of experience working with individuals with autism spectrum disorder.

She has provided direct services to children and families in home environments, schools, and residential programs. Her work with this population has spanned the lifespan, including toddlers, young children, adolescents and adults with developmental disabilities.

Ms. Beirne is co-author of the textbook *Understanding Ethics in Behavior Analysis: Practical Applications* available from Routledge Publishing in 2019.

Objectives

Participants will:

- Describe behavioral skills training and its necessary components as it relates to supervision and oversight
- Summarize research in staff training using behavioral skills training
- Identify examples of the use of behavioral skills training to train in the following skills
 - *Fundamental behavior-change procedures*
 - *Specialized procedures*
 - *Data collection and analysis*
 - *Case conceptualization*
 - *Problem solving*

A Quick Review

Supervision vs. Oversight

Supervision

- Acquiring supervised field work hours which often leads to certification as a *Board Certified Behavior Analyst* or *Board Certified Assistant Behavior Analyst*
- *The goal is independent practice*

Oversight

- Oversight refers to management of a process or procedure
- *The goal is maintenance of skills*

Behavioral Skills Training (BST)

Involves several components:

- Instruction
 - Often in the form of task analysis checklist
 - Can be used to monitor procedural integrity
- Modeling
 - Demonstration of the target behavior
 - Procedure to be trained
- Rehearsal
 - Allow trainee to perform procedure
- Feedback
 - Provide feedback for trainee

BST and the supervision process

- Supervision:
- Should be focused on the acquisition of independent responding
- Oversight:
- Should be focused on maintaining the skills necessary for competent fulfillment of job responsibilities
- In either case, the trainee should be able to competently implement procedures

Advantages of BST

- Evidence based
- Cost effective
- Efficient
- Can be used in large group settings or 1:1

Making the investment

Instruction is a necessary component

- Fourth Edition:
 - K-03 Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.
- Fifth Edition:
 - I-2 Establish clear performance expectations for the supervisor and supervisee.
 - I-4 Train personnel to competently perform assessment and intervention procedures.
 - I-5 Use performance monitoring, feedback, and reinforcement systems.

Active Student Response

Multiple-choice (select the best response).

Behavioral skills training includes:

- a) Instruction
- b) Modeling
- c) Rehearsal
- d) All of the above

Instructions

- There must be a clear task analysis for each of the responsibilities of the supervisee.
- Descriptions should be objective and clear enough so that the supervisee is able to perform the required skill
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Procedural Integrity

- The extent to which a procedure is implemented exactly as planned and described without deviating from this plan

How is this done?

- Generally a task analysis of the procedure is developed and used to provide instruction and feedback

Tip

Instructions should refer to source material

Consult the research when developing procedural integrity checklists

- Refer to the research in the procedures themselves rather than “the way we’ve always done it”
- Be sure to cite these sources
 - Part of what supervisees should be learning is how to seek out these resources on their own

Modeling

- Demonstrate the procedure as written
- Follow the steps in order
 - In vivo modeling
 - Role play
 - Video modeling

In situ modeling

- Modeling in the real situation
- Perform trials or implement procedures with the client

In Situ Training

Advantages

- Training can be applied immediately
- Can be part of instruction

Disadvantages

- May waste instructional time as trainee learns with client
- Stopping to explain may not simulate
- Interferent behavior or illness could disrupt training

Role play

- Trainer plays the role of clinician and models procedures for the trainee. Trainee plays the role of client.
- Trainer and trainee then switch roles so that the trainee plays the role of instructor and trainer plays the role of the client.

Role Play

Advantages

- Can easily pause to make corrections or explain
- Does not interfere with client's instructional time

Disadvantages

- Can be difficult to simulate session
- Does not allow for troubleshooting practice

Video modeling

- Procedures are recorded and examples are shown to an examples of how to implement the target procedure

Video Modeling

Advantages

- Consistency
- Low cost and time efficient
- Allows for training without taking away instructional time

Disadvantages

- Can be logistically difficult
- There may be elements missing or examples may not be easily generalizable

Troubleshooting

- When something goes wrong during teaching, this also can be a training opportunity
- Model for the trainee:
 - Self-correction
 - Conducting a session if behavior interferes

Rehearsal/Feedback

Tell me and I forget, teach me and I may remember, involve me and I learn
--Chinese proverb

- Rehearsal/Feedback can be more impactful than instruction or modeling alone.

Feedback: Positive

“Behavior goes where reinforcement flows”

- Feedback should be in the form of reinforcement as well as corrective.
- If we do not reinforce behavior we run the risk that it may disappear
- Feedback should be behavior specific
- Promote generalization by explaining *why* praise is being offered

Feedback: Corrective

- Begin with empathy statement
- Specify the behavior to be corrected and
- Specify the rationale behind making these corrections
- Offer clarification

Train the trainer

- Supervisees should also be trained in the use of BST with clients as well as those over whom they have oversight
- BST has been successfully implemented to teach
 - Abduction prevention
 - Social skills
 - Gun safety

Rationale Behind Parent Training

- More effective use of instructional time
- Intensive programming often incorporates parent training to promote generalization

A Word of Caution

- Parents have much more “buy-in” than other stakeholders
- Parents also have other responsibilities
- *Encourage parents to do fewer programs at higher quality and build from there*

ETHICS TOUCHPOINT

Fourth Edition Task List K-02:



Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly..



Think About Matching Law

The factors that affect choice making:

- Rate of reinforcement
 - Is the reinforcer consistent?
- Delay of reinforcement
 - Is it immediate?
- Magnitude of reinforcer
 - Is the size or quality sufficient?
- Effort of the response
 - Is the required response too difficult?

Parent Training

Plan

Encourage parents to plan specific times to work on skills

Prioritize

Prioritize a few skill to work on or behaviors to target rather than overwhelming families

Reinforce

Make sure that parents' teaching behavior is reinforced and that they know they are on the right track.

Adapt

Be prepared to simplify procedures or data collection systems so that families can implement procedures easily

Active Student Response

True or false.

Parent follow through on all programming is necessary

False

BST: Fundamental Elements of Behavior Change

- Behavior analysts must be capable of implementing procedures based on fundamental elements of behavior change, such as:
 - Reinforcement and the use of reinforcement schedules
 - Extinction
 - Training of verbal operants
 - Use of task analyses and teaching chaining procedures

BST: Task Analysis

- Instruction
 - “To teach this procedure, you will want to develop a task analysis so let’s start by trying the procedure ourselves and writing everything down”
- Modeling
 - [Supervisor engages in the behavior writes down each step]
- Rehearsal
 - “So how would you teach this? How would you perform this task”
- Feedback
 - “Okay so now I’ll try and do it based on the steps you noticed”
 - “Is this what you were going for?”
 - “Looks like we missed something”

BST: Specific Procedures

- Behavior analysts must also be capable of planning and implementing specific behavioral procedures including:
 - Discrimination training
 - Contingency contracting

BST: Choice

- Instruction:
 - “You’ll need an alternative behavior that they will engage in, so let’s think about why they would choose to do that”
- Modeling
 - [Supervisor reviews alternatives]
- Rehearsal
 - “If we consider what makes a good choice, what would be a good alternative behavior? What factors can we manipulate?”
- Feedback
 - “Can the reinforcer be delivered consistently/ quickly? Is it more valuable? Is the response easier

BST: Data Collection

- A behavior analyst must be competent in both the evaluation and the implementation of data collection systems, including:
 - Frequency
 - Duration
 - Interval/sampling data
 - Trails to criterion

BST: Implementation

- Instruction:
 - Describe the data collection system
- Modeling
 - Have the supervisee observe while you collect data
- Rehearsal:
 - Create opportunities for data collection
- Feedback
 - Use IOA to determine the reliability of data

BST: Case Conceptualization

- Case conceptualization involves “putting it all together”
 - Assessment
 - Selection of target behaviors
 - Development of treatment plan
 - Selection of data collection system

Active Student Response

Fill-in-in the blank

All skills in behavior analysis are used in *case conceptualization*.

BST: Assessment

- Instruction
 - Provide instructions on functional or skills assessments
 - You can also use commercially available assessments
- Modeling
 - Demonstrate the assessment procedures
- Rehearsal
 - Observe supervisee implementing assessment procedures
 - You can also use video models of behavior
- Feedback
 - Look at IOA

BST: Selection of Target Behavior

- Target behaviors must be selected based on social significance
- Prioritization matrix (Cooper Heron & Heward)
 - *Does behavior pose a danger?*
 - *How many opportunities will arise/ How often does problem behavior occur?*
 - *How long-standing is the problem?*
 - *Will changing behavior produce higher rate of reinforcement?*
 - *What is importance of target behavior to independent functioning?*
 - *Will changing behavior reduce unwanted attention?*
 - *Will changing behavior produce reinforcement for significant others?*
 - *How likely is success?*
 - *How much will it cost to change this behavior?*

BST: Selection of Target Behavior

- Instruction
 - Review prioritization matrix
- Modeling
 - Use a case example and provide rationale for selecting target behavior
- Rehearsal
 - Have supervisee select target behavior for a current client and provide rationale
- Feedback
 - Review the prioritization matrix again and answer questions together with respect to target behavior

Active Student Response

Multiple-choice (select the best response).

Target behaviors should be selected based on

- a) Access to future reinforcers
- b) Development of independence
- c) Likelihood of success
- d) All of the above

BST: Treatment planning

- Behavior analysts must be able to develop plans to address socially significant behavior using behavior analytic techniques

BST: Treatment Planning

- Instruction
 - Include the necessary element of a treatment plan in a description of expectations
- Modeling
 - Provides samples of treatment plans
- Rehearsal
 - As a supervision activity have supervisees develop a written plan for a current client
- Feedback
 - Review elements of treatment planning

BST: Problem Solving/Decision Making

- Behavior analysts must be able to recognize problem with programming and make data-based decisions

BST: Problem Solving/Decision Making

- Instruction
 - Develop criteria
- Modeling
 - Use case examples to demonstrate problem solving
- Rehearsal
 - Allow supervisee to suggest possible solutions
- Feedback
 - Encourage supervisee to examine data to determine if the solution has been effective

ETHICS TOUCHPOINT

5.04 Designing Effective Supervision and Training.



Behavior analysts ensure that supervision and trainings are behavior-analytic in content, effectively and ethically designed, and meet the requirements for licensure, certification, or other defined goals.



ETHICS TOUCHPOINT

5.06 Providing Feedback to Supervisees.



a) Behavior analysts design feedback and reinforcement systems in a way that improves supervisee performance.



b) Behavior analysts provide documented, timely feedback regarding the performance of a supervisee on an ongoing basis

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