



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

MULTIDISCIPLINARY COLLABORATION SERIES

MODULE 4: PSYCHOLOGISTS & ABA

April 18, 2019

Housekeeping

1. Post your questions in the Questions Box. If we have time, one of our moderators will select a few to present to our panelists.
2. If you experience technical issues during the webinar, contact GotoWebinar directly by calling (877) 582-7011.
3. There will be a 5-minute break near the half way point.
4. A recorded version of this webinar will be available for purchase approximately 7 to 10 days after the live event.
5. This webinar is eligible for BACB[®] 2 Type II (Learning) CEUs.
6. This webinar is eligible for QABA[®] 2 General Learning (In-Person) CEs.
7. Please complete the survey after the webinar to receive a Certificate of Completion and CEU Certification.
8. If you have any post webinar questions or comments, please send an email to kchung@special-learning.com.

Objectives and Learning Outcomes

- Identify the role of a Psychologist in School/Clinic settings
- Identify the role of a Behavior Analyst in School/Clinic settings
- Describe the history and competencies of both professions
- Identify common terminology of Psychologists and BCBA's
- List best practices in collaboration to achieve greater outcomes for the client/student



Jennifer Rumfola, MA, CCC/SLP, BCBA/LBA



Jennifer is a dually credentialed professional, licensed and certified as a Speech Language Pathologist and Behavior Analyst (BCBA). She possesses expertise and advanced skill in teaching language to children on the autism spectrum having worked in Early Intervention, Preschool and School environments. Over the past 10 years, she has successfully meshed both fields to support individuals with autism and their educational teams.

Jennifer conducts training for a variety of audiences including educators, related service providers, administrators, parents, para-professionals and undergraduate/graduate students across disciplines. She also maintains her volunteer adjunct faculty position at the University of New York at Buffalo, where she was formerly a part time graduate clinical supervisor.

Mike Marroquin, PhD, BCBA-D



Mike Marroquin PhD, BCBA-D, New York State Licensed Behavior Analyst
Franklin Square School District, New York

Dr. Michael “Mike” Marroquin, is an Autism graduate & undergraduate professor at Queens College (CUNY). He also is a practicing consultant for families and school districts in New York. He is passionate about making behavior analysis accessible to students in public school settings. He specializes in parent and staff training on the use of ABA methodologies in both home and school settings to provide students with a consistent set of expectations in both environments.

Dr. Mike currently Supervises BCBA® applicants and state licensure applicants in public school settings. As a behavior analyst, he uses ABA to teach behavior analysis in higher education, school and home.

Last Time We Discussed...

Keys for successful collaboration

Build relationships (*pair with reinforcement*)

- *Shaping*: acknowledge what is almost going well, may need adjustment
- Match personality and tone

Identify your scope of competence and respect the same for others

- No one knows everything, no one knows nothing

Choose one goal area and all work together to make contributions

- then use this as the template for future targets

Listen!

- Engage in active listening (repeat what has just been said, ask for clarification)

Ask questions!

- Arrive at an operational definition (“What does that look like?”)

*Riordan, J., & Rumfola, J. (2019, February). Multidisciplinary collaboration series. In Rumfola, J. (Chair), *Module 2- SLP & ABA*. Symposium conducted at the Special Learning, Inc. CEU LIVE event, Virtual



Review Chart (3 Variables)



Models of Collaboration:

Multidisciplinary

- Teams consist of professionals working independently

Interdisciplinary

- Teams work toward a common goal, each professional works within their own area of expertise

Transdisciplinary

Teams work together across disciplines to accomplish goals



IDEA:

In the 2004 authorization, it was noted that issues with implementation included:

Low expectations for student progress

A lack of emphasis on evidence-based teaching methods

IDEA establishes the high expectations that are considered to maximize educational benefit



Recent case law: eliminates “de minimus standards”

Meeting standards vs managing expectations

All children need services, not only those who will be mainstreamed

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504 and FAPE Services

Section 504

Rehabilitation Act of 1973

Civil rights legislation protecting students from discrimination.

Can provide for services or **accommodations*** for students who do not qualify for an IEP

- Types of Accommodations
 - Breaks
 - Movement
 - Behavior
 - Annual review

FAPE / IEP

Free Appropriate Public Education

Recent case law establishes “appropriate” as being beyond a de minimis standard

Should be more than “some educational benefit”, must address student’s needs so that the student makes meaningful progress

- Goal Areas: Academic, OT, Speech, Social-emotional, Behavior
- Greater number of goals
- Quarterly progress reports
- Support Services

*Beirne, A., & Riordan, J. (2019, March). Multidisciplinary collaboration series. In A. Beirne (Chair), *Module 3- Educators & ABA*. Symposium conducted at the Special Learning, Inc. CEU LIVE event, Virtual

What is Collaboration? What are Our Goals?

“...shared decision-making and problem solving toward a common goal and resulting in changes to tasks and solutions that would not have been achieved in isolation.” (Kelly and Ticani, 2013)

- Collaboration in this relationship may be more indirect if in a school setting or direct if in a clinical setting.

Goals:

- Socially significant changes in behavior that are based on scientific principles and research
- Improving the quality of life and learning for individuals, functional outcomes

Challenges to Collaboration

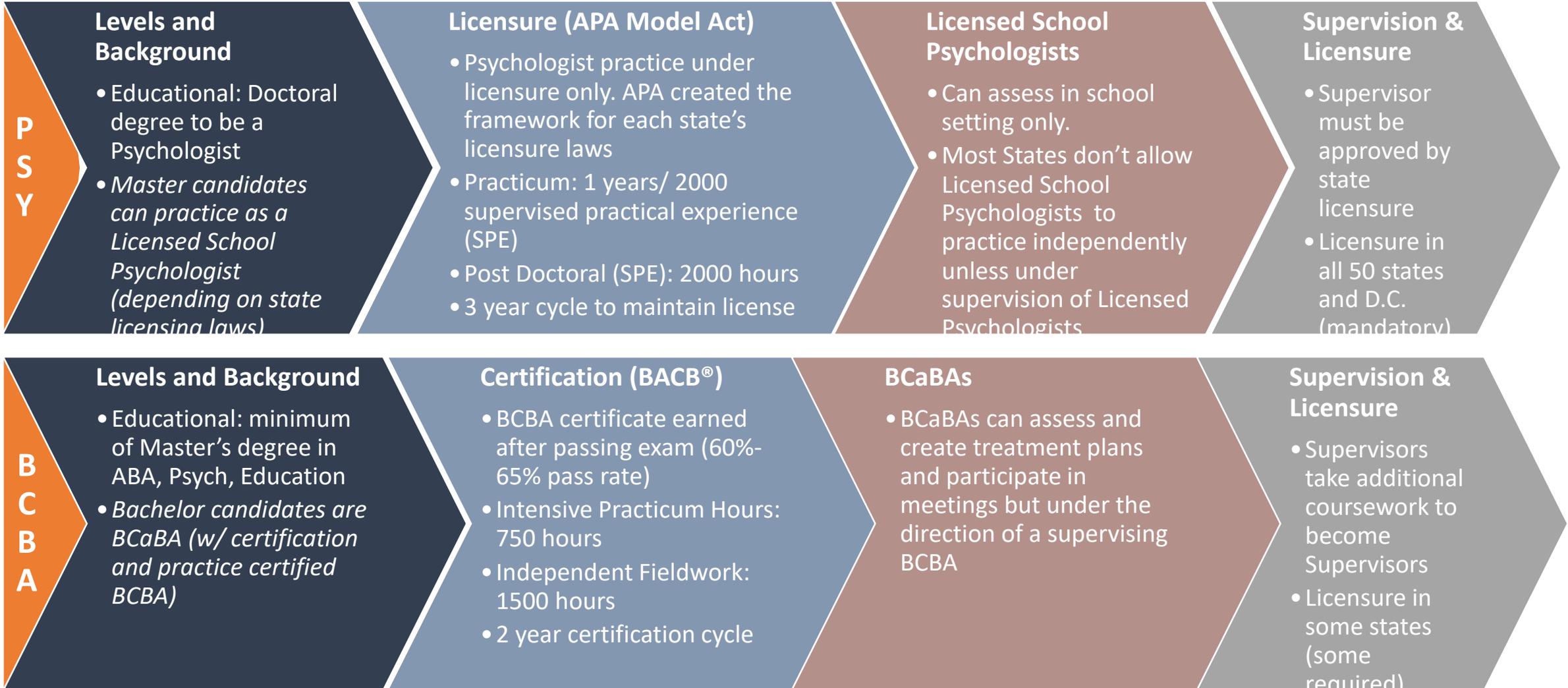
- Differences in terminology
- Time to collaborate
- Different educational/background experiences
- Misunderstanding of roles



Benefits of Collaboration

- Better outcomes, more expertise contributing to treatment decisions.
- Effective programming, reducing behavioral challenges
- Recognized globally and across disciplines and fields
- Greater accountability
- Can facilitate generalization
- Increases clarity in information shared with consumers

Psychologist & BCBA Background



Psychologist Competencies

1. Data based decision making and accountability.
2. Consultation and collaboration.
3. Interventions and instructional support to develop academic skills.
4. Interventions and mental health services to develop social and life skills.
5. School-wide practices to promote learning.
6. Preventative and responsive services.
7. Family-school collaboration services.
8. Diversity in development and learning.
9. Research and program evaluation.
10. Legal, ethical, and professional practice.

NASP Practice Model 10 Domains. (n.d.). Retrieved April 12, 2019, from <https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains>

APA & BACB® Ethical Code Regarding Collaboration

APA

School psychologists apply their knowledge of both psychology and education during consultation and collaboration.

School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family – school collaboration.

BACB®

Boundaries of Competence

- (a) All behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, defined as being commensurate with their education, training, and supervised experience.
- (b) Behavior analysts provide services, teach, or conduct research in new areas (e.g., populations, techniques, behaviors) only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas.

2.03 Consultation

- (a) Behavior analysts arrange for appropriate consultations and referrals based principally on the best interests of their clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations.
- (b) When indicated and professionally appropriate, behavior analysts cooperate with other professionals, in a manner that is consistent with the philosophical assumptions and principles of behavior analysis, in order to effectively and appropriately serve their client



Role of the Psychologist in School Setting

- Responsible for completion of cognitive/academic achievement testing and generating educational plans and programs for students, may chair CSE meetings
- Treatment for mental health concerns, peer issues and other social emotional concerns
- Likely the person with the most behavioral knowledge in the school
- Given many roles and responsibilities across the school environment
- Program recommendations
- Crisis management
- Often primary contact with family when a student is struggling behaviorally.
- A sounding board for parents, teachers, and administrators.

Role of the Psychologist in Clinical Setting

- Diagnosis-thorough DSM knowledge
- Specific treatment (i.e. Cognitive Behavioral Therapy)
- Mental health wellness
- Direct service for more severe cases
- Doctoral level licensed psychologists can write a prescription for ABA services (NY-crucial)

Role of the BCBA or Behavior Specialist in School Setting

- **BCBA vs. Behavior Specialist Background and Qualifications**
- Often acts as consultant, coordinator
- Functional behavior assessments
- Development of behavior intervention plans and data collection systems
- Provide services in an as-needed basis, may be direct or direct supervisor of mandated behavioral services
- Ongoing behavioral supports may be needed for a student to maintain the current placement
- Share historical interventions that have been successful
- Assist with academic, social skill acquisition

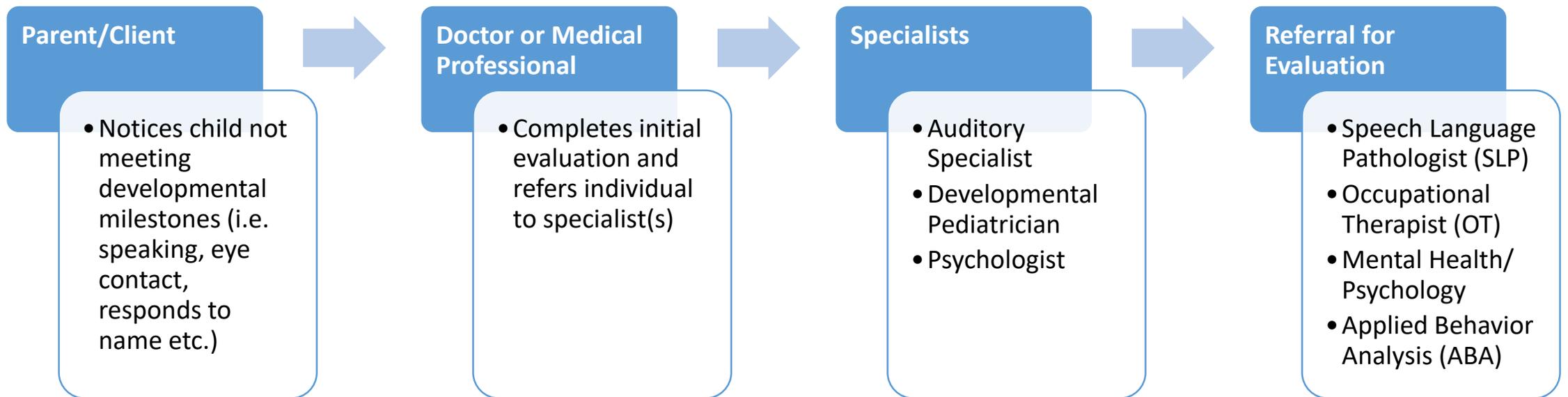
Role of the BCBA in Clinical/Home Setting

- **BCBA vs. RBT (or Behavior Techs) Background and Qualifications**
- Mirrors competencies of that of school based setting
- Supervision of BCaBAs and RBTs who may provide treatment
- Provides assessment
- Establishes and monitors treatment goals
- Parent training
- Coordination of care
- Insurance based

Common Terminology

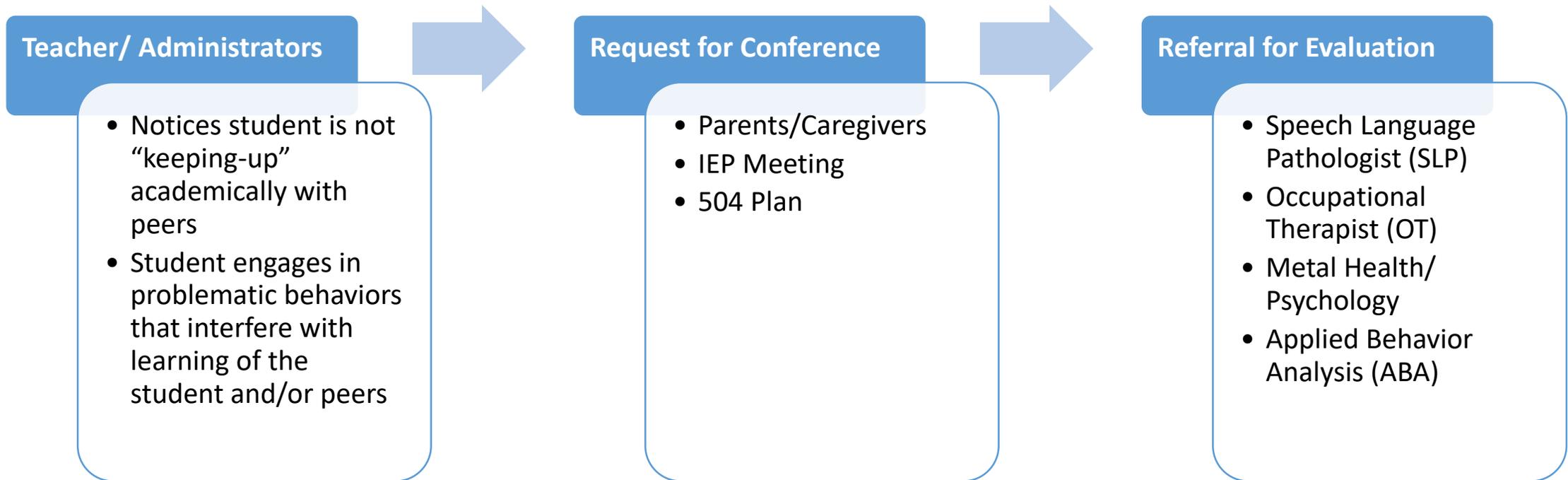
Psychology	Behavior Analysis
Functioning (Diagnosis)	Functions of Behavior Medical, Escape, Attention, Tangible, Self-stimulation (MEATS)
I.Q. (Cognitive Ability)	Skills
Cause (true issue)	Internal events / Private Events
Reinforcement vs. Reinforcer	Positive Reinforcement (add) Negative Reinforcement (remove)
Rapport	Pairing
Anxiety	Escape
Retention or Regression	Maintenance
Coping Skills	Delay to Reinforcement
Proactive Plan	Antecedent Strategies
Replacement Behavior (Compliance)	Functional Equivalent Replacement Behavior

Diagnosis to Treatment Process (Clinic Setting)



Larsen, K., (2019, August). RBT® 40-Hour Online Training Course. In K. Larsen (Chair), *RBT® Course Live: Section B (Part 1) - Assessment*. Lecture presented at the Special Learning, Inc Workshop, Virtual.

Diagnosis to Treatment Process (School Setting)



Larsen, K., (2019, August). RBT® 40-Hour Online Training Course. In K. Larsen (Chair), *RBT® Course Live: Section B (Part 1) - Assessment*. Lecture presented at the Special Learning, Inc Workshop, Virtual.

How Can the Disciplines Work Together



ASSESSMENT



TREATMENT
PLANNING



SOCIAL SKILLS
TRAINING



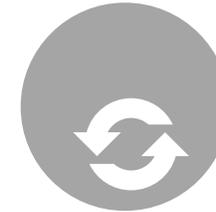
ACADEMIC
INTERVENTIONS



TEACHING TECHNIQUES/
TROUBLESHOOTING



GENERAL BEHAVIORAL
INTERVENTION / PBIS



GENERALIZATION

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5 Minute Break

Collaboration in Assessment

- Psychologist can provide input regarding areas of strengths and weaknesses (cognitive) to use to create a behavior plan
- Records review provides comprehensive history that BCBA's can use as part of the FBA process
- BCBA can provide information to support more formal testing protocols
 - Completion of assessment protocols/rating scales
 - Provide historical data on behaviors or academic achievement
- Functional Behavioral Assessment collaboration
 - Working together to develop a hypothesis, observation, data collection and analysis
 - Could facilitate running a functional analysis beyond a descriptive assessment
 - Psychologist can facilitate running test trials in the school environment

Case Scenario

Initial referral-Kindergarten student, just moved into state, no documentation received. Presenting with behavioral challenges in the general education setting. No success with Daily Report Card that teacher created. Currently is being scheduled for outside evaluations to look at possible ASD diagnosis.

- *Scope of practice?*
- *How would BCBA respond?*
- *How would a Psychologist respond?*
- *How can they work together? What are possible barriers? How can you overcome the barriers?*

Collaboration in Behavioral Intervention

- Use of the FBA to develop a Behavioral Intervention Plan
- Data analysis and oversight
- Staff training on Behavior Intervention Plans
- Communication with administration
- Fidelity and integrity checks

Case Scenario

Student with behavioral concerns in self-contained classroom with BCBA and school psychologist on team. BCBA utilizes a function based approach to intervention including replacement behaviors and the school psych insists a weekly reward will work better and states “he already knows how to ask for a break”.

- *Scope of practice?*
- *How would BCBA respond?*
- *How would a Psychologist respond?*
- *How can they work together? What are possible barriers? How can you overcome the barriers?*



Collaboration in Social Skills Instruction

- Decisions on skills to target
- Delivery, procedures and contingencies
- Analyze behavioral motivation, shaping and reinforcement
- Sharing of resources, programs and generalization
- Can be integrated into school-wide plans

Collaboration in Academic Intervention

- Support teachers, related service providers and paraprofessionals in best practices in teaching when there are barriers, both behavioral and instructional skills
- School Psychologist can provide info related to skill deficits that can be underlying to a behavioral issue
- Information relating to symptoms of a diagnosis or diagnostic criteria
- Coordination with school personnel for access to services, supports and accommodations

Case Scenario

Child with autism receiving outside psychological services, BCBA consultant supporting the classroom, school psychologist oversees general behavioral well being for the entire Elementary school building. Student is struggling to meet IEP goals and engages in self stimulatory behaviors throughout the day, yet principal wants to start inclusion for socialization for several academic periods per day. Where to begin?

- *Scope of practice?*
- *How would BCBA respond?*
- *How would a Psychologist respond?*
- *How can they work together? What are possible barriers? How can you overcome the barriers?*

Collaboration in Data Collection and Analysis

- Analysis of data as part of the FBA process, developing a hypothesis of function
- Analysis of data as part of the BIP to ensure intervention effectiveness and facilitate changes in treatment
- School psychologist assists with achievement data/progress monitoring in classrooms may make referrals for support to BCBA or note contributing factors to behavioral manifestation related to academic expectations
- May monitor school wide behavioral data
- May have the opportunity to collaborate in research

Case Scenario

A BCBA was contracted by a school district to help the school psychologist complete an FBA/BIP in a school setting. During the process concerns are voiced from the teacher regarding the complexity of the program and data collection expectations. She “can barely get through the day as it is!”.

- *Scope of practice?*
- *How would BCBA respond?*
- *How would a Psychologist respond?*
- *How can they work together? What are possible barriers? How can you overcome the barriers?*

Collaboration in School Wide PBIS

- Training for staff and administration
- Creating, maintaining and troubleshooting a school wide plan
- Integration of evidence base and data to support plan

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Thank you for attending Special Learning's
Multidisciplinary Collaboration Series: Psychologist & ABA Collaboration

Next and the Final Session in the Collaboration in Series:
Multidisciplinary Collaboration Series- Module 5: OT & ABA
On June 20, 2019

Thank you to the wonderful Special Learning team members without whom our experience would be greatly diminished (or just plain disorganized!)

- *Ann Beirne, BCBA, (ACE Coordinator & Moderator)*
- *Krystal Larsen, BCaBA, Director of Clinical Solutions (Moderator and Clinical Support)*
- *Michelle Capulong (Client Support Manager)*
- *Pia Agsao (Client Support)*
- *Sasho Gachev (Creative Director)*

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