

If you are planning on collecting your free BACB® Supervision CEU, please ensure you complete the following steps:

CEUHelper
<https://ceuhelper.com>

Check In

ONTABA Professional Series



Putting Clients And Families First: Compassionate ...

Friday, June 12th 2020, 12:00 pm - 1:00 PM

Toronto, ON, Canada

Before the webinar:

- 1) Go to <https://ceuhelper.com/info>.
- 2) Create an account and download app to your mobile device.
- 3) Add your BACB certification number under "Certifications."
- 4) Go to Conference tab.
- 5) Select conference called "ONTABA Professional Series."
- 5) Find event called, "Putting Clients and Families First: Compassionate Care and High Quality Supervision During COVID-19" (it's the only one).

During the webinar:

- 1) Click "Tap Here to Check In" and scan the QR code. This can be done no later than 10 minutes past the start of the webinar, otherwise we will not be able to process CEUs (BACB rules).
- 2) After the event, check out by scanning the QR code. This can be done no earlier than 5 minutes before the end of the webinar (BACB rules).
- 3) Click "leave the conference."

After the webinar:

- 1) Go to the Certificate tab to access certificate (will be available within one week).



Putting Families & Clients First: Compassionate Care & High Quality Supervision During COVID-19

Ontario Association for Behaviour Analysis (ONTABA)
Professional Webinar Series

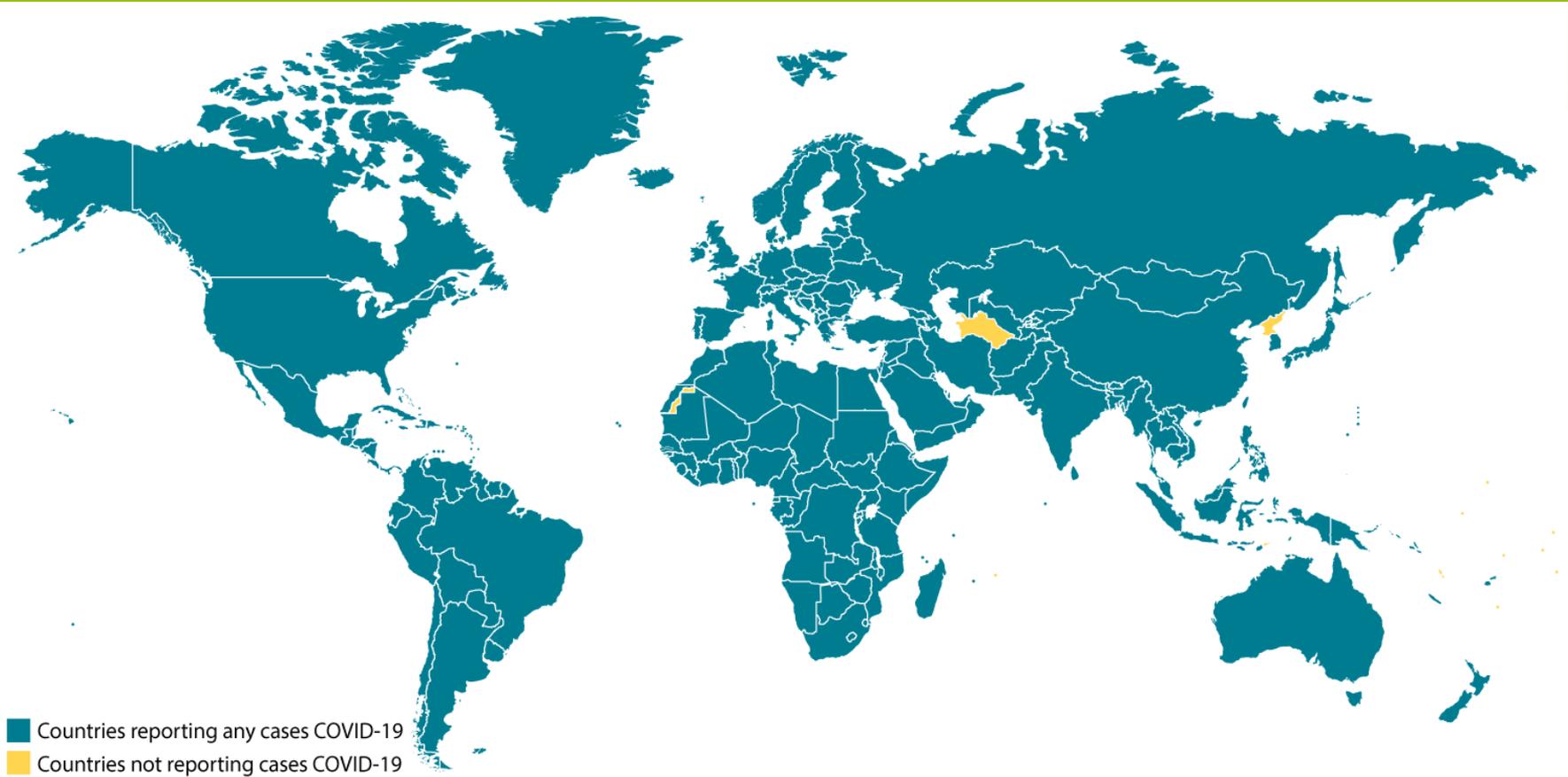
Presented by: Nancy Marchese, C.Psych, BCBA,
Kendra Thomson, PhD, BCBA-D
June 12, 2020



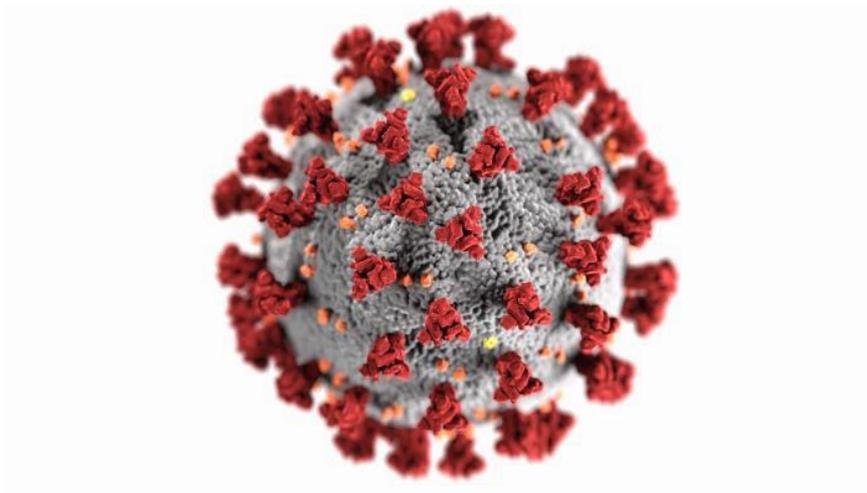
Autism ONTARIO
see the potential *voir le potentiel*



The Ontario Association for Behaviour Analysis, Inc.



Impacts & Innovations



Remote Service Delivery: Empirical Support

- For conducting behavioural assessment:
 - E.g. functional analyses (Wacker et al., 2013)
- For implementing behavioral interventions
 - E.g., incidental teaching; (Neely et al., 2019)



Benefits of Remote Service Delivery

- Reduced cost (e.g., Lindgren et al., 2016)
- Eliminates geographical barriers (e.g., Barkaia et al., 2017)
- Diverse applications - classroom (e.g., Knowles et al., 2017)
- Builds capacity for direct care staff (e.g., Artmann-Meeker et al., 2017)
- As preferred as traditional formats (e.g., Sump et al., 2018)

Robertson & Thomson, in preparation



Considerations for Remote Service Delivery

- Implementation fidelity under- and variably-reported (e.g., Neely et al., 2017)
- Generalization & maintenance under reported (Robertson & Thomson, in prep)
- Training is often fixed duration vs. competency based (Robertson & Thomson, in prep)



Considerations for Remote Supervision

- Supervisee/Client access to technology
- Supervisee/Client preferences
- Training & troubleshooting
- Association guidelines & Public health regulations
- Generalize from what we know (e.g. Lee et al., 2015; Lerman et al., 2020)
- Follow remote supervision guidelines (e.g., Rios et al., 2018)



Behav Anal Pract. 2020 May 26 : 1–9.

PMCID: PMC7250264

doi: [10.1007/s40617-020-00434-x](https://doi.org/10.1007/s40617-020-00434-x) [Epub ahead of print]

School's Out for COVID-19: 50 Ways BCBA Trainees in Special Education Settings Can Accrue Independent Fieldwork Experience Hours During the Pandemic

[Brigid H. Fronapfel](#)¹ and [MaryAnn Demchak](#)²

► Author information ► Copyright and License information [Disclaimer](#)

Abstract

Go to:

Due to the COVID-19 pandemic and nationwide executive orders closing schools, many trainees completing their supervised independent fieldwork in educational settings lost the ability to accrue hours linked to restricted activities of a therapeutic and instructional nature with students (i.e., clients). Given the impact on trainees of the pandemic restrictions, we present 50 suggestions for trainees in school settings to continue to accrue hours for both restricted and unrestricted activities throughout the course of the COVID-19 pandemic.

Keywords: Behavior analysis, COVID-19, Pandemic, supervision



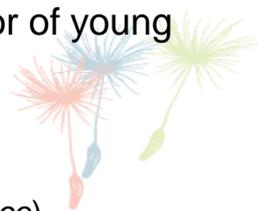
Task List 4 Examples: F. Behavior-Change Systems

F-07 Use functional communication training.

Have trainees develop & implement protocols to virtually train mediators in functional communication training.

Suess, A. N., Romani, P. W., Wacker, D. P., Dyson, S. M., Kuhle, J. L., Lee, J. F., et al. (2014). Evaluating the treatment fidelity of parents who conduct in-home functional communication training with coaching via telehealth. *Journal of Behavioral Education, 23*(1), 34–59.

Wacker, D. P., Lee, J. F., Padilla Dalmau, Y. C., Kopelman, T. G., Lindgren, S. D., Kuhle, J., et al. (2013). Conducting functional communication training via telehealth to reduce the problem behavior of young children with autism. *Journal of Developmental and Physical Disabilities, 25*(1), 35–48.



Task List 4 Examples: H. Measurement

H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.

Train supervisees and mediators to collect data using behaviour tracking apps on smartphones on a schedule.

Tarbox, J., Wilke, A. E., Findel-Pyles, R. S., Bergstrom, R. M., & Granpeesheh, D. (2010). A comparison of electronic to traditional pen-and-paper data collection in discrete trial training for children with autism. *Research in Autism Spectrum Disorders*, 4(1), 65-75. |

(From Thomson, Burnham Riosa, & Malkin, submitted May 2020 to *Behavior Analysis: Research & Practice*)



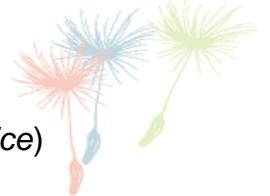
Task List 4 Examples: I. Personnel Supervision and Management

I-2 Establish clear performance expectations for the supervisor and supervisee.

Train supervisees to self-monitor compassionate care and therapeutic relationships via telehealth. Film and review sessions according to a checklist for self-assessment.

LeBlanc, L. A., Taylor, B. A., & Marchese, N. V. (2019). The training experiences of behavior analysts: Compassionate care and therapeutic relationships with caregivers. *Behavior Analysis in Practice*, 1-7.

(From Thomson, Burnham Riosa, & Malkin, submitted May 2020 to *Behavior Analysis: Research & Practice*)



Task List 5 Examples: E. Ethics

E-2 Behavior analysts' responsibility to clients

E-3 Assessing behavior

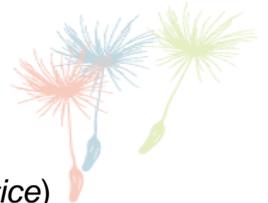
E-4 Behavior analysts and the behavior-change program

Create decision trees related to carrying out specific interventions during pandemic. Consider whether specific practices lend themselves well to telehealth.

Cox, D., Plavnick, J., & Brodhead, M. (2020). A Proposed Process for Risk Mitigation During the COVID-19 Pandemic. *Behavior Analysis in Practice*, 1–7.

Guidelines from ABAI, ACBS, APBA, & BACB

(From Thomson, Burnham Riosa, & Malkin, submitted May 2020 to *Behavior Analysis: Research & Practice*)



Task List 5 Examples: G. Behavior-Change Procedures

G-5 Use modeling and imitation training.

Create video prompts for clients' daily living and social skills during Covid-19 (e.g., social distancing, wearing a mask, or accessing technology).

Armendariz, V., & Hahs, A. D. (2019). Teaching leisure activities with social initiations through video prompting. *Journal of Behavioral Education, 28*(4), 479-492.

Bellini, S., & Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. *Exceptional Children, 73*(3), 264–287.



Task List 5 Examples: H. Selecting & Implementing Interventions

H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.

Develop social validity measures to specifically evaluate telehealth applications.

Wolf, M. M. (1978). Social validity: the case for subjective measurement or how applied behavior analysis is finding its heart 1. *Journal of Applied Behavior Analysis*, 11(2), 203-214.

Gresham, F. M., & Lopez, M. F. (1996). Social validation: A unifying concept for school-based consultation research and practice. *School Psychology Quarterly*, 11(3), 204.



Parental Involvement and Autism Treatment

- Studies on the importance of parental involvement in ABA interventions for kids with ASD
(e.g., Eldevik et al., 2009; Gerow et al., 2018; Koegel, Bimbela & Schreibman, 1996; Lovaas, 1987; Miller & Sloane, 1976)
- Practitioners also report parental involvement is important (Solish et al., 2015)



Parental Involvement and Autism Treatment

BUT....

Procedural integrity and conceptual knowledge doesn't guarantee implementation



Environmental Variables and Parent Participation

- Growing body of parent training research on child specific factors

(e.g., Eldevik et al., 2009; Gerow et al., 2018; Koegel et al., 1996; Lafasakis & Sturmey, 2007; Laski et al., 1988; Marcus et al., 2001; Miller & Sloane, 1976)

- What about variables outside of the specific training context?
 - Commentary from relatives
 - Aversiveness of child's problem behavior
 - Child delivered consequences
 - Parent "attitudes" and "beliefs"

(e.g., Allen & Warzak, 2000; Durand et al., 2012; Scheithauer et al., 2019; Solish & Perry, 2008; Solish et al., 2015; Stocco & Thompson, 2015)



Parent “attitudes” and “beliefs”

- Durand et al. (2012)
 - Parent pessimism and child outcomes
- Solish and Perry (2008) and Solish et al. (2015)
 - Parent Involvement Questionnaire



Compassionate Care Skills

- Empathetic professionals correlated with better client outcomes
- May allow for opportunities to listen and gather meaningful information
 - (Taylor et al., 2018; LeBlanc et al., 2019)



Compassionate Care Skills

- Collecting Information
- Active Listening
- Remaining silent while the client responds
- Picking up on suggestions
- Stating the perception of the client's feelings
- Requesting and accepting feedback
- Offering support and partnership



Social Validity and Parent Participation

- Consider the degree to which goals, procedures, and outcomes are meaningful and acceptable to parents
- Consider acceptability and meaningfulness of the plan and its relationship with parental adherence



Parent Engagement

- Dissatisfaction and disengagement with parent training plans = barrier to treatment
- Variables outside of the direct training context may influence parent participant
- Clinician collaborating with parents may enhance participation



Recommendations

- It is important for clinicians to plan beyond teaching evidence-based strategies to parents
- Build therapeutic alliance prior to working on teaching evidence-based strategies
 - Demonstrate compassionate care skills



Recommendations

- Prior to selection of strategies, work with families to establish meaningful and achievable treatment goals
- Help families fully understand the procedures prior to getting started
- Ensure procedures are acceptable to the family or select others



Recommendations

- Work with families to identify potential barriers to implementation ahead of time
- Plan for how to deal with barriers to implementation
- Plan for parent support across disciplines and agencies depending on barriers identified (e.g., social work)



Recommendations

- In teaching specific strategies, giving instructions on how to implement strategies is not enough
- Instead try - Behavioral Skills Training (BST)
 - Instructions, Modelling, Feedback, Rehearsal



THANK YOU!



If you are planning on collecting your free BACB® Supervision CEU, please ensure you complete the following steps:

CEUHelper
<https://ceuhelper.com>

Check Out

ONTABA Professional Series



Putting Clients And Families First: Compassionate ...

Friday, June 12th 2020, 12:00 pm - 1:00 PM

Toronto, ON, Canada

Before the webinar:

- 1) Go to <https://ceuhelper.com/info>.
- 2) Create an account and download app to your mobile device.
- 3) Add your BACB certification number under "Certifications."
- 4) Go to Conference tab.
- 5) Select conference called "ONTABA Professional Series."
- 5) Find event called, "Putting Clients and Families First: Compassionate Care and High Quality Supervision During COVID-19" (it's the only one).

During the webinar:

- 1) Click "Tap Here to Check In" and scan the QR code. This can be done no later than 10 minutes past the start of the webinar, otherwise we will not be able to process CEUs (BACB rules).
- 2) After the event, check out by scanning the QR code. This can be done no earlier than 5 minutes before the end of the webinar (BACB rules).
- 3) Click "leave the conference."

After the webinar:

- 1) Go to the Certificate tab to access certificate (will be available within one week).

