

Special Topics in Ethics for Behavior Analysts

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Penn State

Lori Chamberlain, MS, BCBA

Rebekah Houck, MEd, BCBA



PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Description:

The tools a behavior analyst brings to the table with regards to interventions with clients should also be used to govern one's own behavior. Ethics is a topic that is all-encompassing, and practitioners can often face a variety of decisions that should be driven by ethics-related undercurrents. This session will provide an analysis of ethical behavioral approaches, practical applications, data collection techniques, and strategies to improve expertise. Daily decisions, integrity and principles occur in contingencies that should be analyzed and managed to maintain professionalism.

Objectives:

1. Participants will learn to identify personal boundaries of competence plus methods to increase their boundaries in order to branch beyond their scope of expertise.
2. Participants will learn to identify action steps towards professional development through methods of research and accountability.
3. Participants will learn to use proactive strategies such as self-management techniques and data collection to keep the practice of ethics as an ongoing practice.

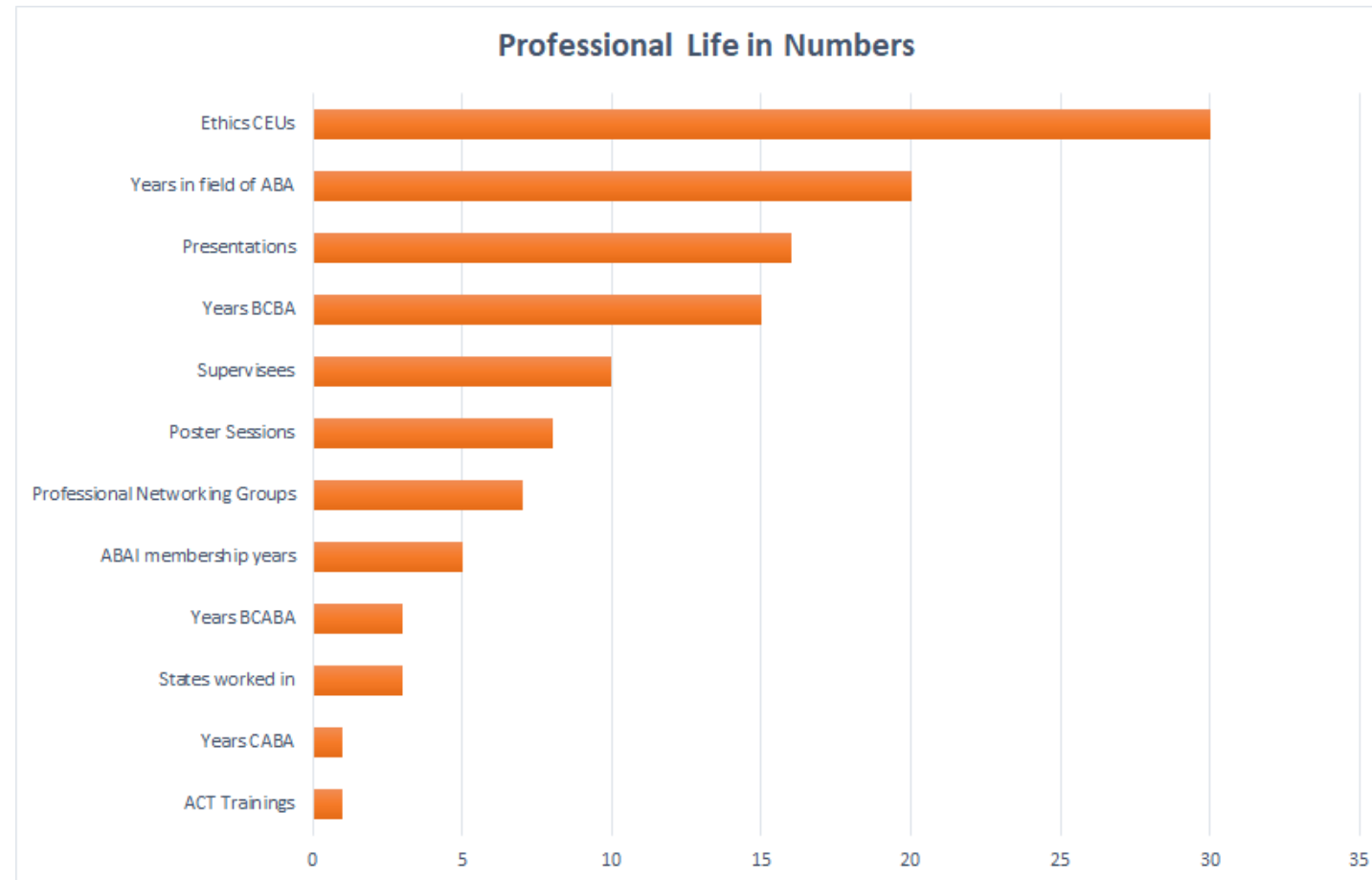
Today's Agenda:

- Boundaries of competence
- Professional development
 - Accountability
 - Self-Management
 - Managing difficult people
 - Public speaking
- Self-Care
- Our verbal behavior
- Maintaining the culture of ethics
- Disseminating behavior analysis
- Social Media



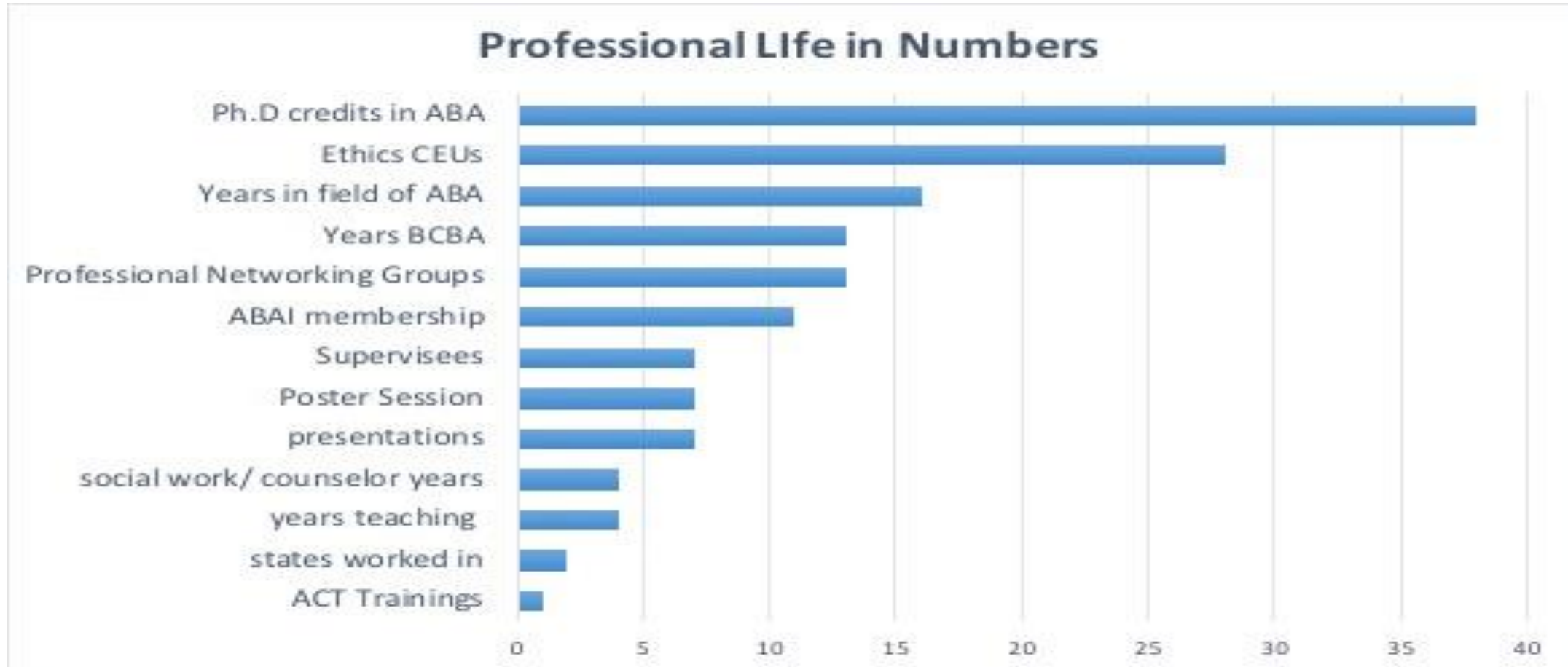
How we got started + Experience with Ethics:

Rebekah

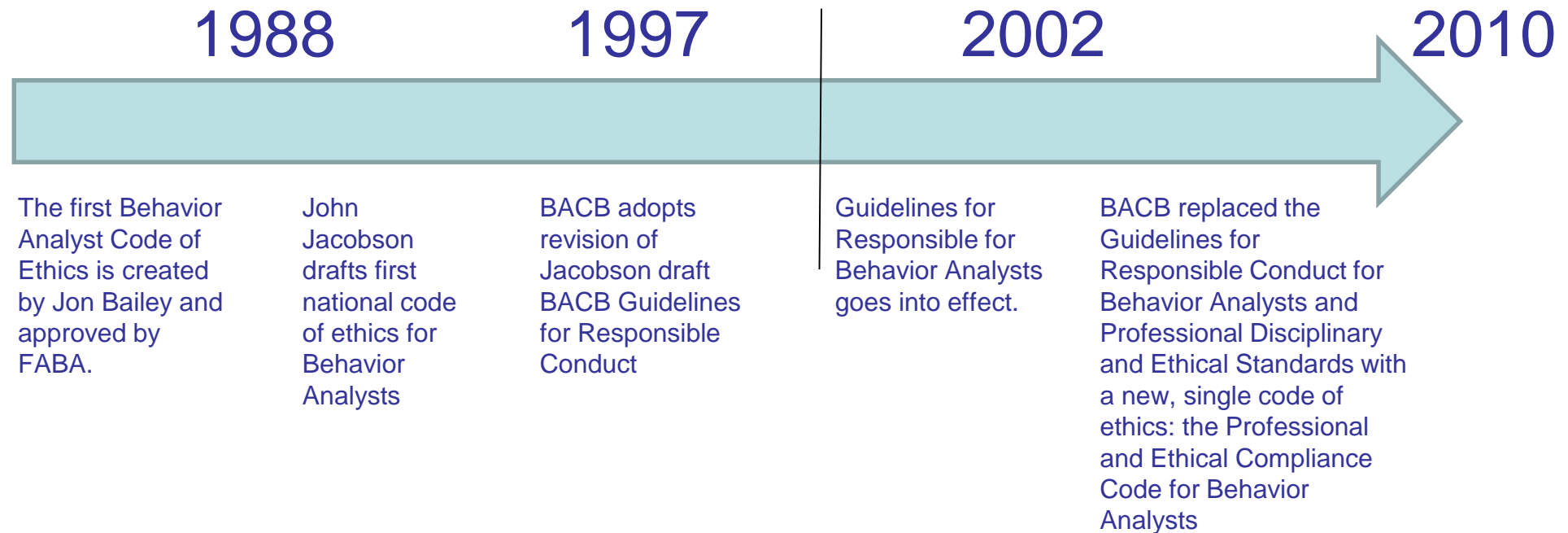


How we got started + Experience with Ethics:

Lori



Professional and Ethical Compliance Code Timeline



(Bailey, 2018)

Why 2016 Changes?

“The Board of Directors established two main goals for the workgroup. The first goal was to consolidate the Conduct Guidelines and Disciplinary Standards into one enforceable document to (a) more clearly present the BACB’s ethics code and (b) further expand the range of professional conduct from which disciplinary action might be taken. The second goal was to expand the capabilities of the BACB’s disciplinary system in terms of timeliness, case volume, and corrective action.” (BACB newsletter, 2014).

Still we are not done . . .

- “People are having a hard time taking the code and making it work for situations they are in” (Brodhead in Cicoria, 2018).
- Considerations for large group/classroom context.
- Contingencies & Stakeholders in school context different.



(Bailey, 2018; Brodhead in Cicoria, 2018)

BACB White Pages 2018

A SUMMARY OF ETHICS VIOLATIONS AND CODE-ENFORCEMENT ACTIVITIES: 2016-2017

Violation Category	Relevant Code Elements	# of Total Actionable* Violations (all systems)	# of Substantiated Violations (DR)
Inaccurate and dishonest information in attaining or maintaining a BACB certification or status	10.01 Truthful and Accurate Information Provided to the BACB 10.04 Examination Honesty and Irregularities 10.05 Compliance with BACB Supervision and Coursework Standards	31	20
Failure to maintain adequate or accurate records	2.07 Maintaining Records 2.10 Documenting Professional Work and Research 2.11 Records and Data 2.13 Accuracy in Billing Reports	27	16
Non-sexual multiple or exploitive relationship	1.06 Multiple Relationships and Conflicts of Interest 1.07 Exploitative Relationships	27	15
Insufficient service continuity	2.15 Interrupting or Discontinuing Services 4.11 Discontinuing Behavior-Change Programs and Behavior-Analytic Services	27	6
Responsibility to the client	2.0 Behavior Analysts' Responsibility to Clients 2.02 Responsibility 2.05 Rights and Prerogatives of Clients	24	15
Non-evidence-based or non-behavior-analytic assessments or interventions	1.01 Reliance on Scientific Knowledge 2.09 Treatment/Intervention Efficacy 4.01 Conceptual Consistency 6.01 Affirming Principles	21	14
	2.12 Contracts, Fees, and Financial Arrangements		

A Sample
Screenshot:
Summary of Ethics
Violations and
Code-Enforcement
Activities:
2016-2017

https://www.bacb.com/wp-content/uploads/180606_CodeEnforcementSummary.pdf

Ethics: A Scientific Approach

- A Review of Ethics using analysis of contingencies:
Based on Skinner's concern for the details of environment-behavior relations
- Antecedent, Behavior, Consequence
- A data driven approach

6.01 Affirming Principles

6.01(a) Above all other professional training, behavior analysts uphold and advance the values, ethics, and principles of the profession of behavior analysis.

6.01(b) Behavior analysts have an obligation to participate in behavior-analytic professional and scientific organizations or activities.



Start with the End in Mind

Why are we here?
Create a Culture of Ethics!



(LeBlanc in Cicoria, 2017)

Professional Development of Ethics

- Familiarity with BACB's Professional and Ethical Compliance Code for Behavior Analysts as a standard form of professional development will create greater learned behavior and may prevent potential problems from arising.
- Code is not meant to be a violation that people react to, but rather to assist in creating systems and Antecedent strategies to prevent unethical behavior and promote ethical behavior.

(Brodhead & Higbee, 2012; Broadhead in Cicoria, 2018)

Treating Ethics as a Skill Itself



Does it pass the 7 Dimensions of ABA test?

- Applied - socially significant
- Analytic - based on data
- Behavioral - observable & measurable
- Conceptually Systematic - consistent with principles
- Effective - interventions are monitored
- Generality - occur in non-teaching environment
- Technological - procedures clear & replicable

(Brodhead in Cicoria, 2018)

Benefits of Professional Development of Ethics:

- Higher quality of care and greater consumer protection.
- Provides relevant training to employees.
- Helps to mitigate consumer loss, reputation damage, and litigation.
- Promotes the organization and field of ABA.
- Provide feedback on behavior change.
- Reinforce appropriate responses to ethical conflicts.



(Brodhead & Higbee, 2012)

Maintaining Competence on Ethics

- One example is to establish an ethics committee, network or community.
 - Step 1: “put info in the environment to get people excited about ethics. ” You want people thinking about ethics proactively – what would you do before something occurs.
 - Step 2: develop group to provide training, monthly talking points, related codes and scenarios.
- **Saturate the culture on knowledge and resources. Sensitize the *value* of ethics.**

(LeBlanc in Cicoria, 2017)

6.01 Action Step

1. Know the code.
2. Treat ethics as a behavior
3. “Compliance is a process not a checklist” (Cavalari et al, 2015).
4. Designate an ethics coordinator.
5. Develop networking, committee, training within company.
6. Make it a habit forming behavior.

6.01 Personal Example

1. *Make a pocket code of ethics.*
2. Observable and Measurable
3. *Review potential scenarios ahead of time*
4. If not a designated person, have a mentor or a trusted colleague.
5. *Working within our own organization for list of CEU/training opportunities and relevant articles of interest.*
6. *Using an ACT principle as a “toward move.” Noticing your ethical behavior.*

Portable Ethics

How to Make a pocket code of ethics guide:

<https://www.youtube.com/watch?v=ulgg9c-WVbg&feature=youtu.be>



(ABA Insider Track - podcast)

6.02 Disseminating Behavior Analysis in Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis

Behavior analysts promote behavior analysis by making information about it available to the public through presentations, discussions, and other media.



Dealing with Negative Rhetoric



- Develop a rapport with relevant fields ie psychologists, educators
- If in the public arena, approach others professionally and personally to discuss their rhetoric.
- Remember what our science tells us with regards to problem behavior!

(Kelly et al, 2018)

Ten Rules for Discussing Behavior Analysis

- The organism is always right.
- Behavior is not personal.
- Behavior has a function.
- Plan your own behavior to support behavior change.
- Behavior changes gradually.
- Pick your battles.
- It is easier to prevent than to rectify problem behavior.
- Be evidence based.
- Skills become more fluent with practice.
- Teach the world about behavior analysis.



(Critchfield, 2014)

6.02 Action Step

1. Identify an area of need
2. Plan to support behavior change
3. Gather colleagues and non-behavioral key players
4. Assist in getting it going
5. Supervise and revise
6. Summarize and reinforce



6.02 Personal Example

1. *Adaptive Living Skills Training.*
2. *Provide a basic training including hands on opportunities to practice.*
3. *Invite teachers, support staff, and administration.*
4. *Plan to assist in classrooms providing behavior skills training model. Suggest plans of action for key stakeholders.*
5. *Review on-going data and make necessary recommendations.*
6. *Reinforce staff in person and in written statements including supervisors.*

8.04(b) Media Presentations & Media-Based Services

Behavior analysts making public statements or delivering presentations using electronic media do not disclose personally identifiable information concerning their clients, supervisees, students, research participants, or other recipients of their services that they obtained during the course of their work, unless written consent has been obtained.

8.04(d) Media Presentations & Media-Based Services

When behavior analysts provide public statements, advice, or comments by means of public lectures, demonstrations, radio or television programs, electronic media, articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate behavior-analytic literature and practice, (2) the statements are otherwise consistent with this Code, and (3) the advice or comment does not create an agreement for service with the recipient.

Did you know?

- When information is sent between 2 computers over the Internet, that info is routed through many electronic devices ?
- “Social media can create a sense of anonymity and detachment from social cues and consequences for online actions” (p. 1227).



(Cavalari et al, 2015; Greysen et al, 2010)

Real clients should be heavily disguised!

“The more an individual makes themselves public, the less privacy they can expect for themselves and clients” (p. 7).

Tips on disguising clients:

1. Provide an age range
2. Avoid using names, initials
3. Be aware of your location/business



Social Media Recommendations:



- Avoid making treatment recommendations and refer readers back to the literature.
- Response effort is often altered in social media. It's easy to ask and answer a question without putting in the effort to access the scholarly literature.

(Carr, 2010; O'Leary et al, 2017)

Social Media Recommendations:

Think about
your digital
footprint!



(Greysen, 2010)

8.04 (b)+(d) Action Steps:

1. Seek organizational training (O'Leary, 2017).
2. Monitor your social media behavior periodically.
3. Poll a trusted colleague.
4. Check and recheck your “work.”
5. Perform a risk assessment for self or company.
6. Provide a disclaimer.

8.04 (b) + (d) Personal Example:

1. *Suggest organizational training.*
2. *#mindfulmondays (will explore in self-care)*
3. *SAVVY IOA*
4. *Apply the front-page newspaper test.*
5. *SAVVY Social Media Checklist for Behavior Analysts: self.*
6. *Provide a disclaimer.*

Breakout Activity:

SAVVY social media checklist for behavior analysts

Suitable (is what you are about to share suitable for public knowledge)

Aware (are you aware of potential issues that may arise)

Voice (are you able to give voice to the practice of behavior analysis for the betterment)

Verifiable (is what you are saying true? Is it evidence-based)

You (are you promoting an ethical culture per the code of ethics)


Frequent Somewhat Frequent Neither frequent/infrequent Somewhat Infrequent Infrequent
1 ----- 2 ----- 3 ----- 4 ----- 5

SAVVY Social Media Checklist for Behavior Analysts					
	Facebook	Instagram	Twitter	Linked In	Pinterest
Do I provide direct access that guides my audience to the behavior analytic literature?					
Do I reach out to the behavior analytic community to develop collaborative relationships and network?					
Do I seek information on conferences, CEU's etc					
Do I relate the readers back to the code of ethics creating a culture of ethics?					
Do I think about the digital footprint that impacts the behavior analytic community?					
Do I provide a disclaimer if I do provide any kind of professional recommendations?					
Do I disseminate behavior analysis when it's appropriate and contributes to the greater good?					
Do I avoid "venting" about my clients, consumers, work culture, colleagues on social media sites?					
Do I disguise all identifiable characteristics and maintain confidentiality when using electronic media?					
Do I provide behavior analytic information that is within my scope of practice?					

References:

Brodhead, M. T., & Higbee, T. S. (2012). Teaching and Maintaining Ethical Behavior in a Professional Organization. *Behavior Analysis in Practice*, 5(2), 82-88. <http://doi.org/10.1007/BF03391827>

O'Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2017). Blurred Lines: Ethical Implications of Social Media for Behavior Analysts. *Behavior Analysis in Practice*, 10(1), 45-51. <http://doi.org/10.1007/s40617-014-0033-0>



Take 5 min to fill out this breakout activity for yourself!

1.02 Boundaries of Competence

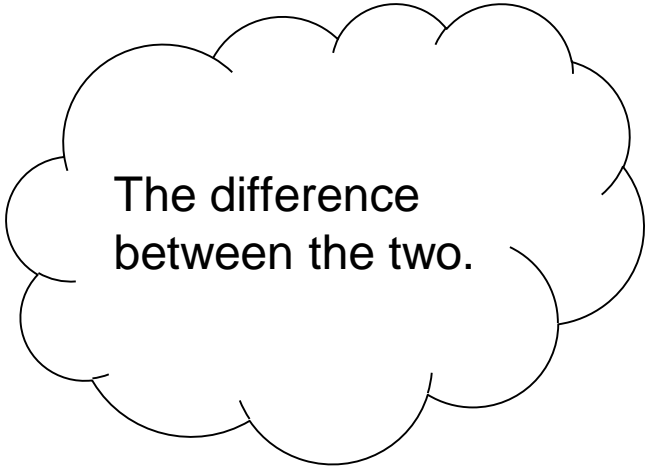
1.02(a) All behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, defined as being commensurate with their education, training, and supervised experience.



Boundary/Scope Awareness

Boundaries/Scope of practice - handed down by BACB ie task list.

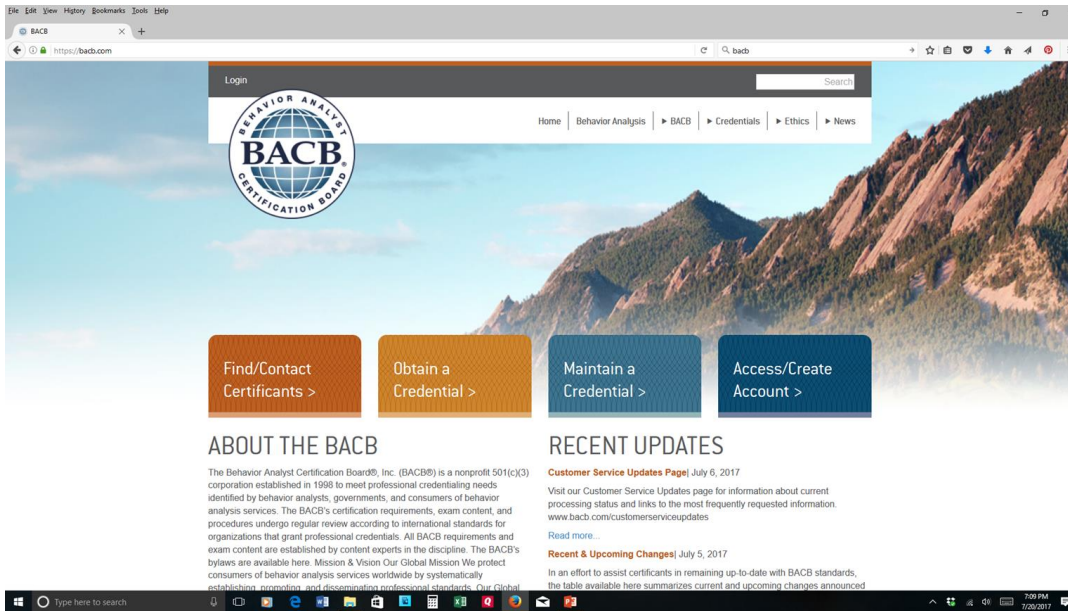
Boundaries/Scope of competence - individual skills & abilities that we are uniquely able to perform; different for each person.



The difference between the two.

(Brodhead in Cicoria ,2018)

BACB Exam



BACB exam is a test of “minimal competency” (pg. 60).

(Bailey & Burch, 2010)

1.02(a) Action Step

1. Identify current professional boundaries of competence.
2. Create a statement that best describes this.
3. You are asked to work in an area that you do not have experience. Create a statement that describes your scope of limitations.
4. Do no harm.
5. Support.
6. Keep current and review.



1.02(a) Personal Example:

1. *15+ years BCBA for ages 2-21 diagnosed with Autism Spectrum Disorder and developmental delays, clinic, home based, and school environment ABA.*
2. *I have provided school/home/clinic consultation/training on the principles of ABA and Skinner's Analysis of Verbal Behavior. I frequently conduct FBAs and implement behavior change systems. ABA is the most evidence based conceptual framework for autism services and ABA is driven by operant analysis.*
3. *I do not have experience working with persons with addiction or anxiety disorders; it is best you seek out an individual who has training, education and experience in those areas; he or she may also be a BCBA.*
4. *Do not perform a task that you are not qualified to perform.*
5. *Offer to provide a practitioner and direction that is evidence and data based. "I cannot provide said service but X person has demonstrated . . ."*
6. *I frequently read journal articles and exchange ideas with my colleagues to keep up to date within my scope.*

1.02(b) Boundaries of Competence



1.02(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.

Scope and Vision

Vilardaga suggests that ABA is in “many ways more influential, but it’s scope and vision have narrowed” (p.106).



(Vilardaga, 2009)

Expanding Professional Competence

There are several reasons why a behavior analyst may want to expand their repertoire:

- greater flexibility with a diverse client base
- financial stability
- intellectual stimulation
- reaching undeserved populations



(LeBlanc et al, 2012)

Increasing Professional Competence

To increase professional competence in a new area, Leblanc et al specify:

- contacting the literature both in behavior analysis and the target area
- contact relevant professional groups via conferences, memberships and workshops
- pursue retraining and supervision.



Developing Networking Skills

“The systematic part of networking involves having an organized plan to find networking opportunities and to seek out people who you think might be able to help you at some point in the future.”



(Bailey & Burch, 2010)

1.02(b) General Action Step

1. Identify Current boundaries.
2. Seek and/or identify areas outside of current scope that you are interested in.
3. Research academic or professional opportunities to gain additional knowledge or practicum in intended areas.
4. Network with colleagues practicing in both behavior analysis and the target field.
5. Attend classes, seminars, practicums.
6. Shadow practicing behavior analysts.

1.02(b) Personal Example:

1. *15 years BCBA for ages 2-21 diagnosed with Autism Spectrum Disorder and developmental delays, clinic, home based, and school environment ABA.*
2. *8 mos practicing ACT on myself. #practiceACT; current self-management project that includes self-care.*
3. *Read critical articles, books in the field.*
4. *Network with colleagues practicing in both behavior analysis and the target field.*
5. *Attend classes, seminars, practicums.*
6. *Shadow practicing behavior analysts.*

Current Barriers for Behavior Analysts Expanding in a New Area



- Lack of applied experience; increase in response effort
 - Lack of behavior infrastructure
 - Lack of reinforcement
- ** The need might be strong, but people may not know about behavior analysis. Educating the public will be critical.

(Leblanc in Cicoria, 2017)

Total Specialty Competence (Bailey & Burch, 2010) vs. Behavior Analytic Consumer

Total Specialty Competence:

- “Understanding the complexities of behavior for your area of expertise” (p. 64).
- Strive for this level of competence in your current scope of practice and your emerging scope of practice.

Behavior Analytic Consumer:

- “Commitment to the science of behavior and the profession of behavior analysis - an obligation to use scientific knowledge.”
- “Our code says that behavior analysts . . . must be aware of these ethical obligations in *all* situations”

(Bailey & Burch, 2010; Bailey, 2016)

Behavior Analytic Consumer

“Balancing personal and professional ethics sets a very high bar for behavior analysts . . . and [we need to] demonstrate similarly exemplary behavior at home and in our communities.”

- Sustainability (#NoStraw4Me)
- Canine citizen/training
- Toilet Training

*Disclaimer



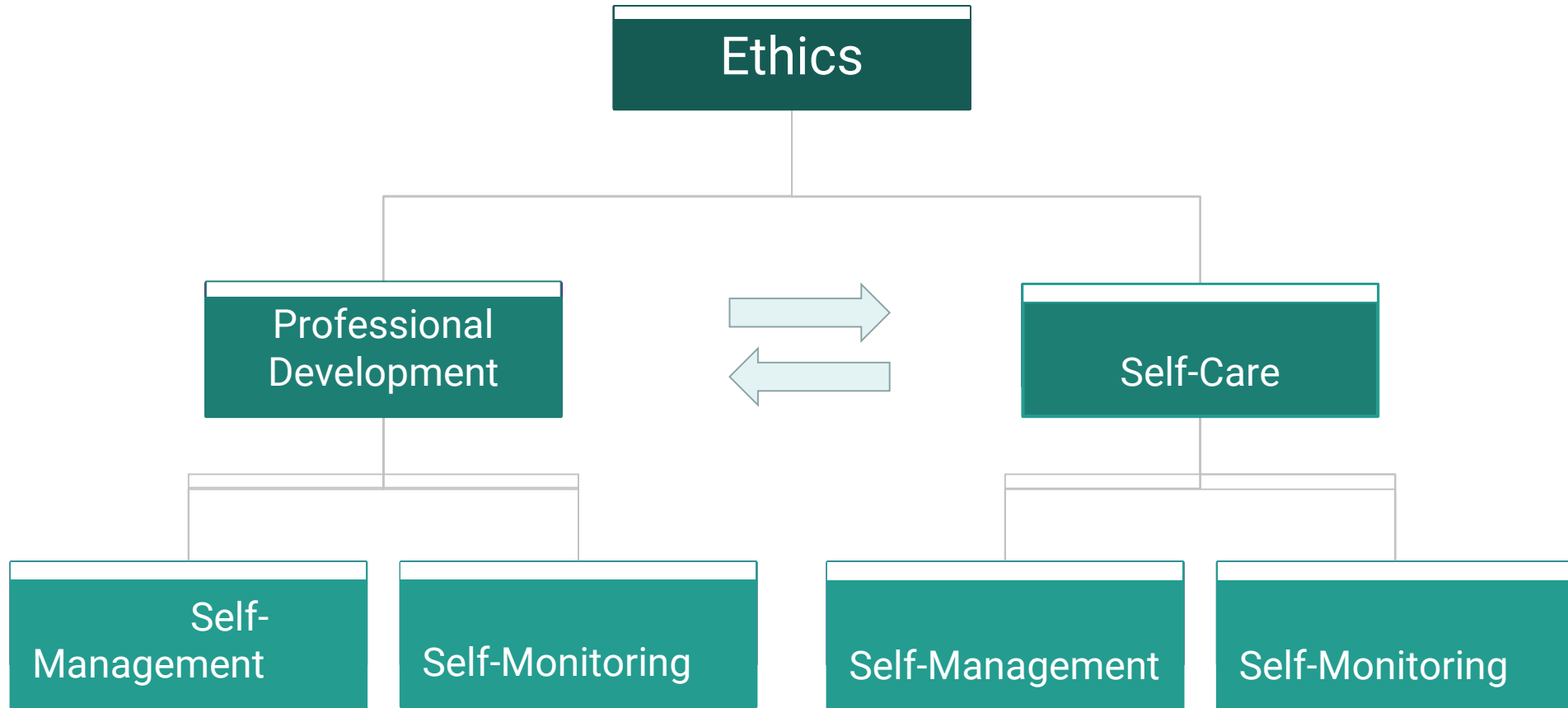
(Bailey, 2016)

1.03 Maintaining Competence through Professional Development

Behavior analysts maintain knowledge of current scientific and professional information in their areas of practice and undertake ongoing efforts to maintain competence in the skills they use by reading the appropriate literature, attending conferences and conventions, participating in workshops, obtaining additional coursework, and/or obtaining and maintaining appropriate professional credentials.



Professional Development Umbrella



Self Help without the Hype (Epstein, 1996)


SELF-MANAGEMENT Week #1 Assignment

1. *Select a behavior to change.*
 2. *Keep a record of when it occurs.*
 3. *Modify your environment to help produce the change you desire.*
- Come back again next week for the second secret!*


Best of luck!

Uncle Fred

How will we address maintaining competence through professional development?



✓Managing
Difficult People
✓Public
Speaking



✓Accountability
✓Goal Setting

What is Accountability?

Personal Accountability
Self-Assessment

Personal Accountability	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. I create my own process and timeline(s) for getting things done.					
2. I work on tasks and projects until they are done.					
3. I know when to ask for permission and when I have full responsibility to proceed.					
4. I know how to find information I need to get things done.					
5. I connect and learn about people so I know who I can reach out to if needed.					
6. I find out what I need to do even when I am not given direction.					
7. I do what is expected even when no one is watching.					
8. I actively seek out feedback from others.					
9. I seek out different ways to assess my knowledge, skills and expertise.					
10. I let people know when I don't know something.					
11. I "own" my results and outcomes.					
12. I expect only what is earned.					
13. I do what I say I am going to do.					
14. I work through barriers to get things done.					
15. I can reverse my negative thoughts and feelings.					
16. I am proud that others can expect the same level of quality from me all the time.					
17. I have methods to keep myself, both personally and professional, on track.					
18. I can move myself forward when I get off track.					
19. I know exactly what motivates me and I create tools to keep me motivated.					
20. I can report results for my personal and professional areas in my life.					
Total Scores					
Combine Total Score:					

Instructions:

Rate Yourself using the Rating Scale to the right of the descriptors. Enter your score in each box. Total your scores in each column. Total all columns for your final score.

Combined Total Score:

- >90 - High Level of Accountability
- 70-90 - Fairly Good of Accountability
- 50-70 Medium Level of Accountability.
- <50 - Low Level of Accountability.

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Responsibility * Liability *
Answerability



One Method of Accountability: Data Reliability and Treatment Integrity

- Vollmer et al article via ABA Inside Track's podcast episode #17: *Ethics in Data Collection with Dr. Amanda Karsten*.
- Under non-experimental conditions many people may complain that reliability and integrity are not necessary. Vollmer et al suggest this is a “potentially dangerous practice” that can have life-changing decisions for clients.
- Vollmer lists residential placement, restrictive/intensive staffing, and medication changes. In addition, school placement and staff placement can also be affected.

Measuring Performance

“Measurement systems, properly constructed, allow for the discrimination of small changes in performance. Small improvements set the occasion for positive reinforcement.”

- - - or in other words - - -

“What gets measured, gets done.”

(Daniels, 2017)

Practical Usage of Data Reliability & Treatment Integrity

- Provide immediate performance feedback
 - Positive feedback
 - Corrective feedback (to not occur more often than positive)
- Delayed and cumulative performance feedback
 - Positive feedback
 - Corrective feedback
- Clinical decision making
 - Good clinical decisions
 - Proper evaluation of treatment effects



(Vollmer et al, 2008)

Sources of Reliability and Integrity Errors

- Inadequate training of the protocols
- Complexity of protocol
- Generalization of protocol (beyond training)
- Procedural drift
- Competing environmental contingencies (reinforcers and punishers)

(Vollmer et al, 2008); Parry-Cruwys et al, 2016)

Reliability and Integrity Recommendations

- *Simplify measurement

- *Start with 10 min

- #getreliable



(Vollmer et al, 2008); Parry-Cruwys et al, 2016)

Reliability and Integrity Example

Update 2017.2018 Data per 9 month Consultation Process

Total # of Consult Visits/CVS notes for 39 Classrooms	% Interobserver Reliability	% Treatment Integrity	% Transcription
175	17%	15%	19%

Goal Met = ADD IOA

Goal Not Met = Increase treatment integrity and transcription

Definitions provided to administration when data was presented:

IOA: refers to the degree to which two or more independent observers report the same observed values after measuring the same event. Most commonly used indicator of measurement quality in ABA. (Cooper Heron Heward)

Treatment Integrity: the extent to which the independent variable is applied exactly as planned and described and no other unplanned variables are administered inadvertently. (Cooper Heron Heward)

Transcription: A record of instruction that derives from set observational procedures. Transcription allows us to measure the occurrence of critical events within an intensive teaching session (Mike Miklos).

Self-Management & Self-Monitoring

Self-Management is defined as the personal application of behavior change tactics that produces a desired change in behavior.

- Living a more effective and efficient daily life (Rodriguez, 2016)
- Breaking bad habits and acquiring good ones
- Accomplishing difficult tasks
- Achieving personal goals

Self-Monitoring is a procedure whereby a person observes his behavior systematically and records the occurrence of nonoccurrence of a target behavior.

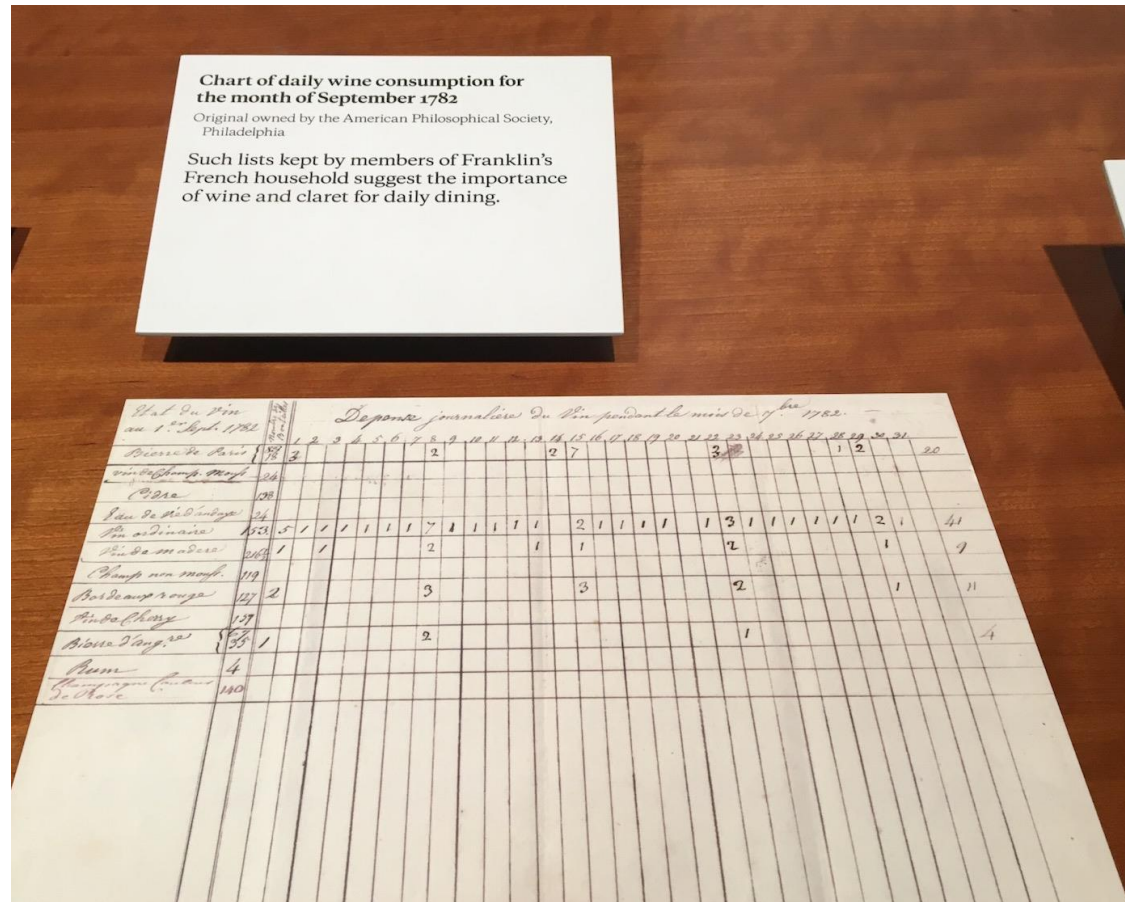
- Have materials and devices that make self-monitoring easy
- Auditory, visual or tactile stimuli as prompts or cues
- Monitor the most important dimension of target behavior
- Monitor early & often (can be decreased as data suggests)
- Reinforce

(Cooper et al, 2007)

History of Self-Management

Ben Franklin “chart of daily wine consumption”

- Ben Franklin House, Phila, PA



Self-Monitoring & Goal Setting:

Ryan O'Donnell suggests:

- Planning ahead
 - Identify your current needs
 - Create a goal hierarchy
 - Have a support network
- Baseline Logic
 - Baseline logic is something we do in our every day professional practice and it's the application then to our personal practice as well.



O'Donnell in Cicoria, 2017)

Goal Setting

- ❖ Goals should be exciting and meaningful yet realistic. Short-term goals such as times for a certain event at a certain competition should be very detailed and objective.
- ❖ The coach and athlete need to develop a plan to reach the short-term goals which is based on attainment of specific daily objectives which are measured and recorded.
- ❖ Goals should be written down.
- ❖ If an athlete falls short of his/her goals, it is very helpful to look back at the daily/weekly objectives and see where things don't add up.
- ❖ The most learning takes place when we fail. Embrace the process of improvement and the outcomes will naturally follow.

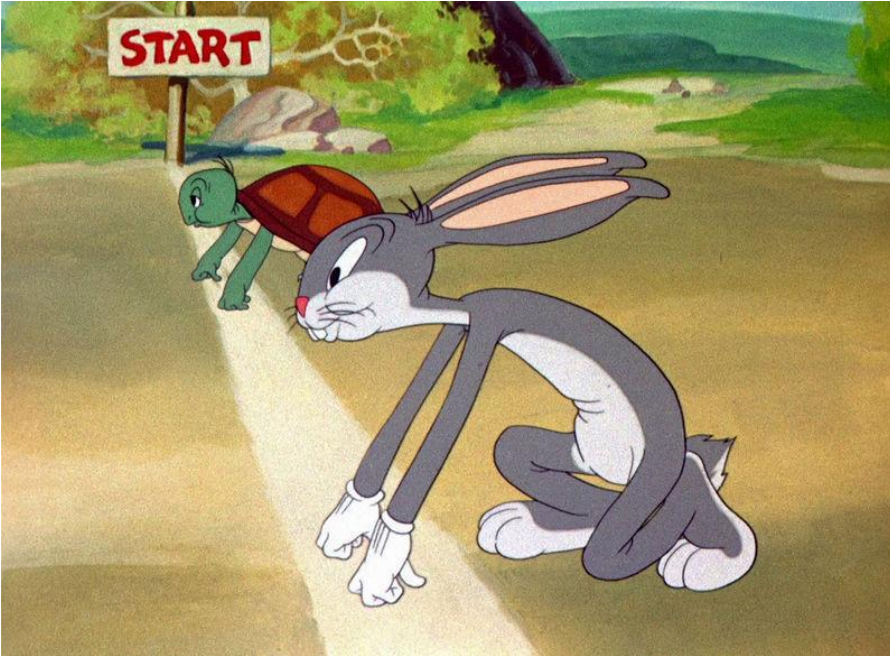
Bob Bowman

<http://ilovetowatchyouplay.com/2016/06/01/michael-phelps-olympic-head-shares-a-secret-to-gaining-an-edge-in-any-sport/>



Michael Phelps

Start Something . . . To finish

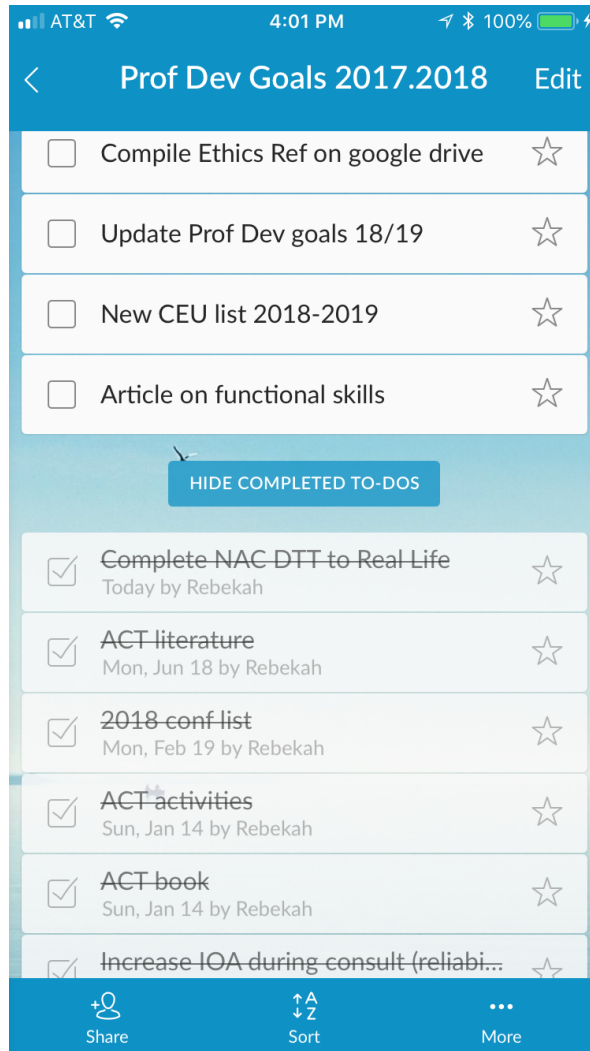


Pat Friman: “Start something you can finish . . . And then start something else you can finish . . . And then start something else you can finish” = not being overwhelmed and avoiding burn out.

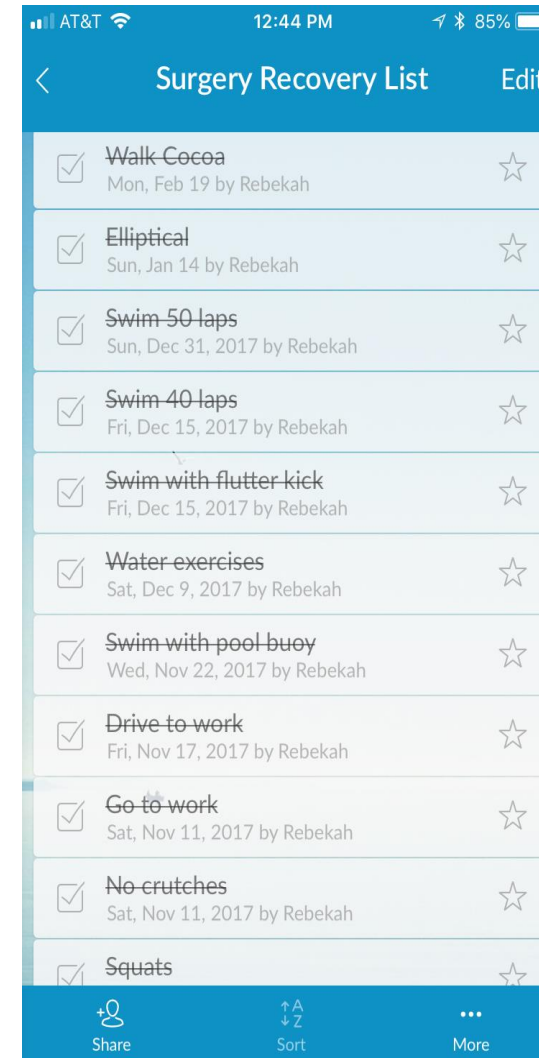
Burn out = “a function of engaging in effortful responses that don’t produce an outcome.”

(Friman in Cicoria, 2016)

Self-Management & Self-Monitoring: Personal Application



Short term professional development goals.

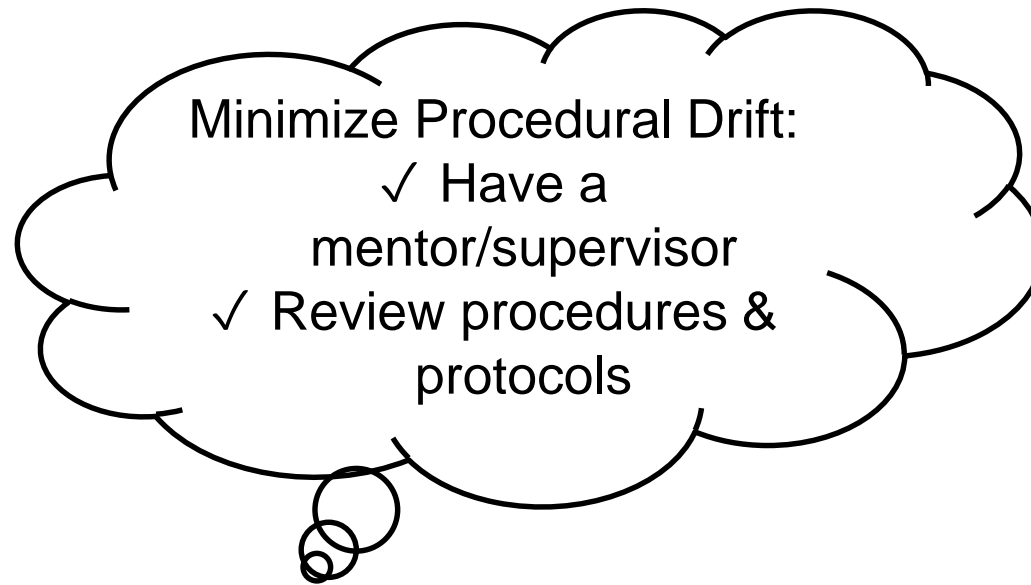


Cross off list - personal accomplishments.

Remembering your Competencies

When you already know it?

- When a person relies on remembering of how they've done something before, we rely on the accuracy of that memory and memories can be faulty. In her work on false memory, Elizabeth Loftus suggests memory is constructed and reconstructed (Loftus, 2013).
- Procedural drift: Deviate from the original procedure and that deviation gets shaped to a new behavior-consequence. (Leblanc in Cicoria, 2017)



7.01 PROMOTING AN ETHICAL CULTURE IN THE WORK ENVIRONMENT.

Bailey and Burch (p.169)

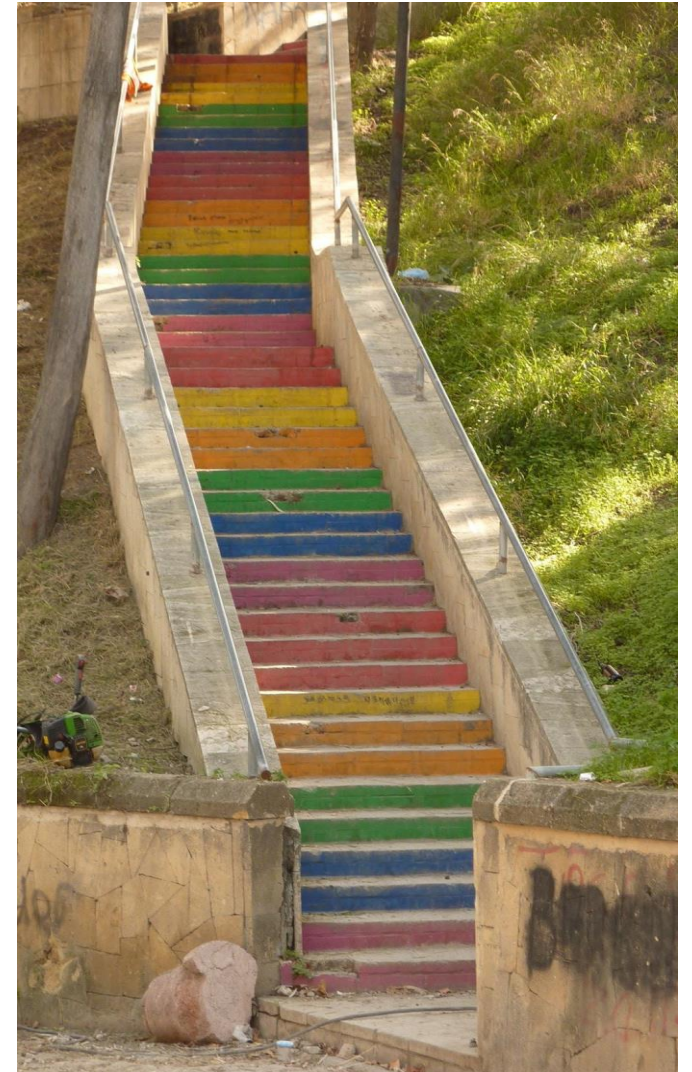
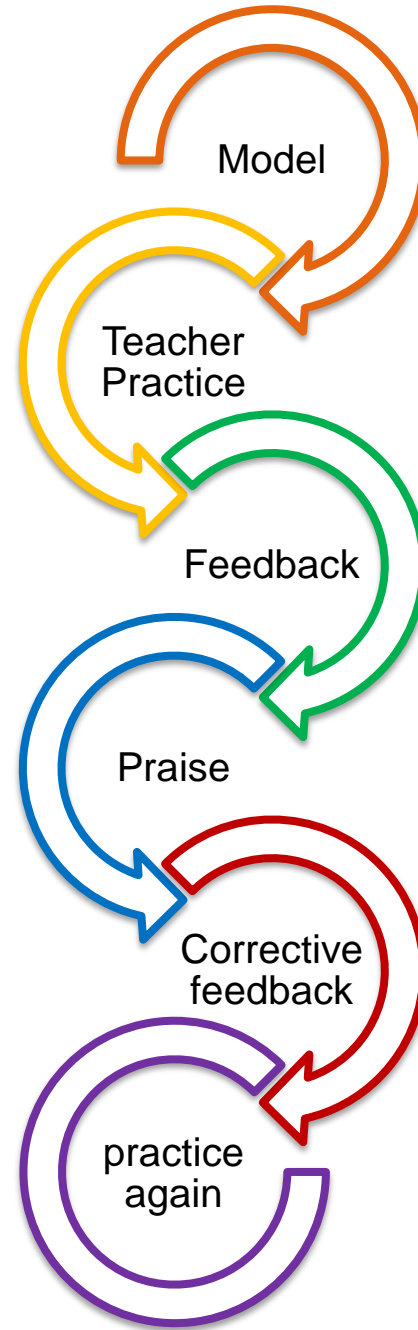


- “Being an effective behavioral consultant means carrying your behavioral gear with you everywhere, analyzing each situation you come into during the day, and being prepared to apply the most appropriate tools when needed.”

Research on Consulting Skills

- “Verbally describing intervention techniques is insufficient to establish the skills necessary for competent adaption and application.”
- (Reid & Parsons, 2012)
- ”Studies also show that teachers have a difficult time providing information about antecedents or what happened before a behavior or an error that would imply a remedy.
- (Englemann, 1988).”

Consulting steps



Can you show me that? (Bailey & Burch p. 174,175)

Key to effective consultation:

- We actually need to see what is going on to be able to do anything about it.



Assessment

5	Accurately states behavioral techniques in easy to understand terms, models it accurately and then guides staff in performing the tasks with verbal feedback: corrective if necessary or praise/reinforcement if correct.
4	Accurately states behavioral techniques in easy to understand terms, models it accurately. Then observes staff.
3	Accurately states behavioral technique, models it accurately
2	States behavioral technique
1	Does not state behavioral technique accurately or give any feedback.

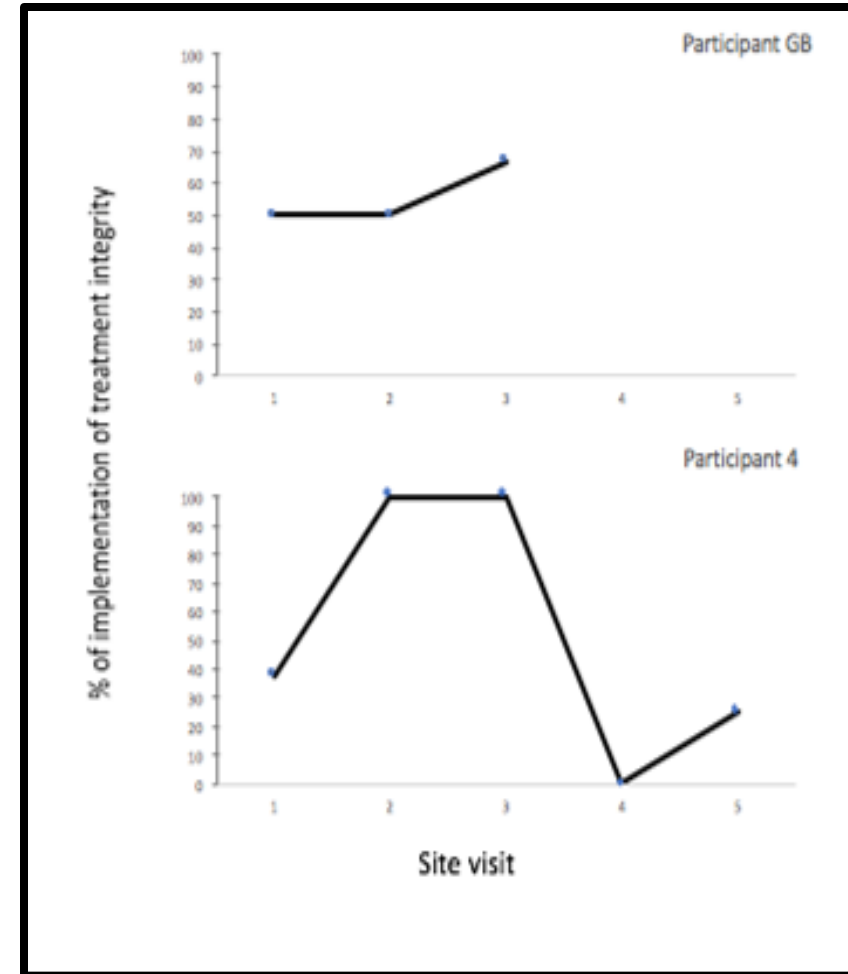
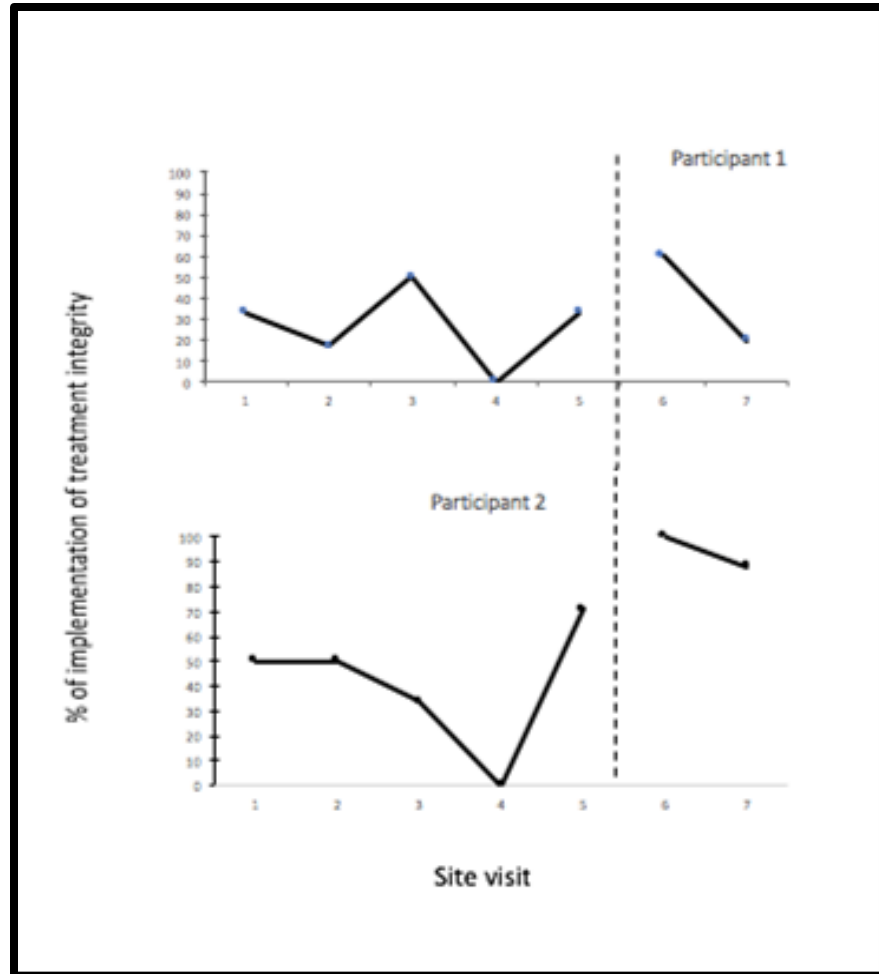
Treatment Integrity Form

	Yes	No
Did I observe the teacher or staff working with the student?		
Did I base the intervention on observation or something in the data?		
Did I state the procedure in simple, observable terms?		
- Refer to the treatment integrity for the procedure. (accuracy)		
Did I model the procedure with another person or with the student?		
- Refer to the treatment integrity for the procedure. (accuracy)		

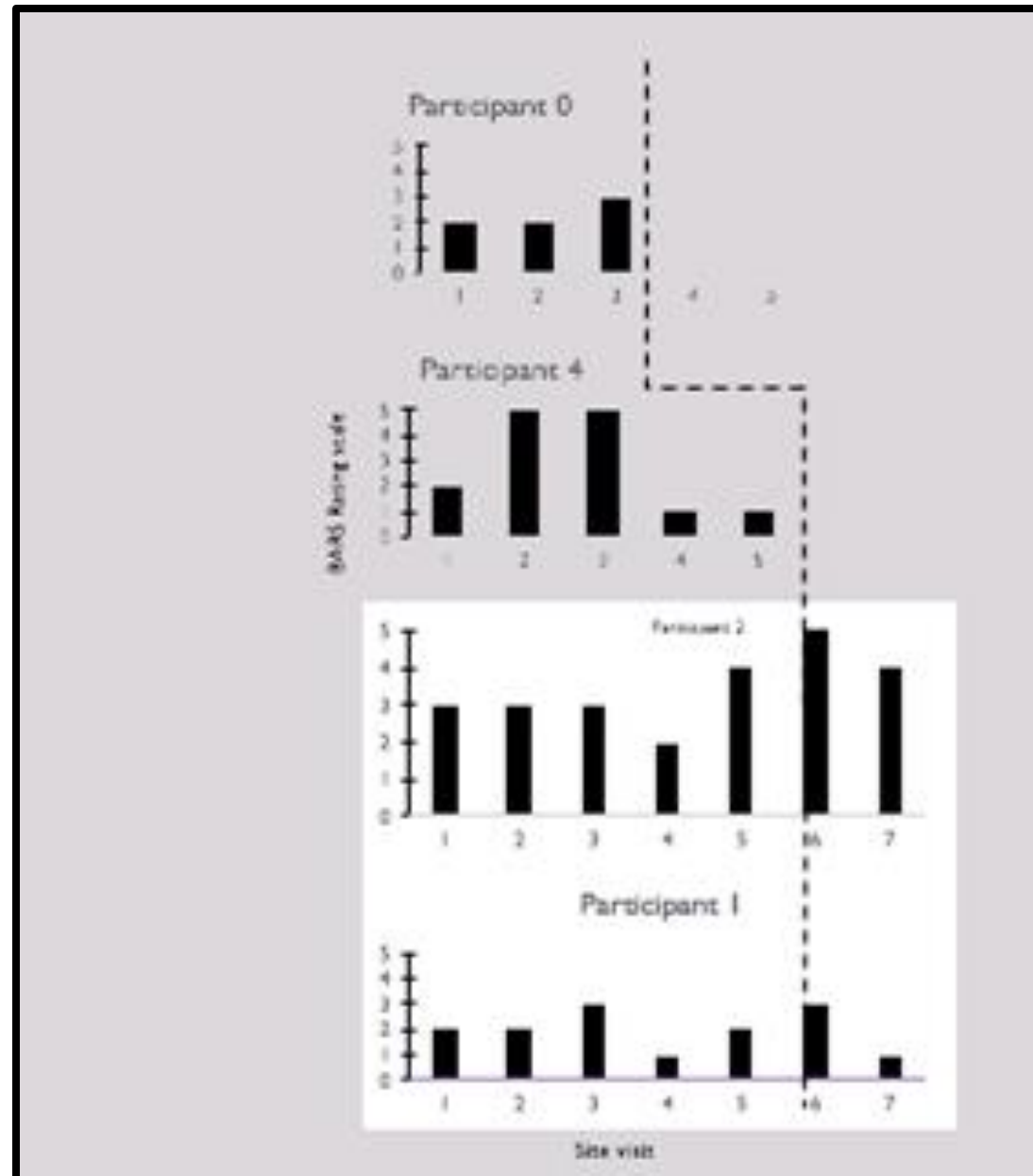
Treatment Integrity Form

	Yes	No
Did I have the teacher practice the procedure with another person or with the student?		
- Did I give specific praise about the parts of the procedure that was performed well?		
- Did I give corrective feedback regarding the parts of the procedure that was not performed correctly?		
- If corrective feedback was needed, did I have the teacher practice the procedure again with the corrective feedback parts emphasized?		
How many times did the teacher or the staff practice the procedure?		

Data



Data



Example of Feedback

Treatment integrity form: will be used to take data on the behaviors of the consultant: (baseline and with the intervention)		Yes	No
Did I observe the teacher or staff working with the student?	x		
Did I base the intervention on observation or something in the data?	x		
Did I state the procedure in simple, observable terms?	x		
- Refer to the treatment integrity for the procedure. (accuracy)			
Did I model the procedure with another person or with the student?	X		
- Refer to the treatment integrity for the procedure. (accuracy)			
Did I have the teacher practice the procedure with another person or with the student?	x		
- Did I give specific praise about the parts of the procedure that was performed well?	X		
- Did I give corrective feedback regarding the parts of the procedure that was not performed correctly?	X		
- If corrective feedback was needed, did I have the teacher practice the procedure again with the corrective feedback parts emphasized?	X		
How many times did the teacher or the staff practice the procedure?			
		100% implemented.	
<p>You based the intervention on observation of teacher working with a student: You modeled how to do error correction and errorless teaching after the observation of the teacher error. Then you had the teacher sit back in the chair and practice. This was not the end of the consultation. You then gave feedback and reinforcement for performing the errorless teaching and error correction correctly. One thing to improve upon: keeping the descriptions of the procedures simple and concise, pointing out what you are doing or why you are doing it that way while keeping the description simple.</p>			

5	Accurately states behavioral techniques in easy to understand terms, models it accurately and then guides staff in performing the tasks with verbal feedback: corrective if necessary or praise/reinforcement if correct.
4	Accurately states behavioral techniques in easy to understand terms, models it accurately. Then observes staff.
3	Accurately states behavioral technique, models it accurately.
2	States behavioral technique
1	Does not state behavioral technique accurately or give any feedback.

Example 2

Treatment integrity form: will be used to take data on the behaviors of the consultant: (baseline and with the intervention)		Yes	No
Did I observe the teacher or staff working with the student?			x
Did I base the intervention on observation or something in the data?		x	
Did I state the procedure in simple, observable terms?		x	
- Refer to the treatment integrity for the procedure. (accuracy)			
Did I model the procedure with another person or with the student?		X (prompted)	
- Refer to the treatment integrity for the procedure. (accuracy)			
Did I have the teacher practice the procedure with another person or with the student?			x
- Did I give specific praise about the parts of the procedure that was performed well?			n/a
- Did I give corrective feedback regarding the parts of the procedure that was not performed correctly?			n/a
- If corrective feedback was needed, did I have the teacher practice the procedure again with the corrective feedback parts emphasized?			n/a
How many times did the teacher or the staff practice the procedure?			
		60% implemented.	
<p>You based the intervention on observation of something in the data: fluency data collection which is a great detection of something to work on.</p> <p>You stated that graphing is important which is true.</p> <p>You did not probe further as to whether the teacher could graph fluency. This was prompted and then you modeled how to make a graph based on fluency data (rate).</p> <p>It is critical to make sure someone knows how to do something by having them show you rather than tell you. They may think that they know something just because they have no idea it is different then what they already know.</p>			

5	Accurately states behavioral techniques in easy to understand terms, models it accurately and then guides staff in performing the tasks with verbal feedback: corrective if necessary or praise/reinforcement if correct.
4	Accurately states behavioral techniques in easy to understand terms, models it accurately. Then observes staff.
3	Accurately states behavioral technique, models it accurately.
2	States behavioral technique
1	Does not state behavioral technique accurately or give any feedback.

Useful for Supervisees

Scale: 1-5.

5 independently and clearly. 1 not doing anything even with prompts, 2 doing it but with prompts ,3 less prompts were needed.

	Yes	No
Did the supervisee observe the teacher or staff working with the student?		
Did the supervisee notice the things to work on?		
Did supervisee base the intervention on observation or something in the data?		
Did supervisee state the procedure in simple, observable terms?		
- Refer to the treatment integrity for the procedure. (accuracy)		
Did supervisee model the procedure with another person or with the student?		
- Refer to the treatment integrity for the procedure. (accuracy)		
Did supervisee have the teacher practice the procedure with another person or with the student?		
- Did the supervisee give specific praise about the parts of the procedure that was performed well?		
- Did the supervisee give corrective feedback regarding the parts of the procedure that was not performed correctly?		
- If corrective feedback was needed, did the supervisee have the teacher practice the procedure again with the corrective feedback parts emphasized?		
How many times did the teacher or the staff practice the procedure?		

5	exceptional	Accurately states behavioral techniques in easy to understand terms, models it accurately and then guides staff in performing the tasks with verbal feedback: corrective if necessary or praise/reinforcement if correct.
4	Excellent	Accurately states behavioral techniques in easy to understand terms, models it accurately. Then observes staff.
3	Fully competent	Accurately states behavioral technique, models it accurately.
2	Marginal	States behavioral technique
1	Unsatisfactory	Does not state behavioral technique accurately or give any feedback.

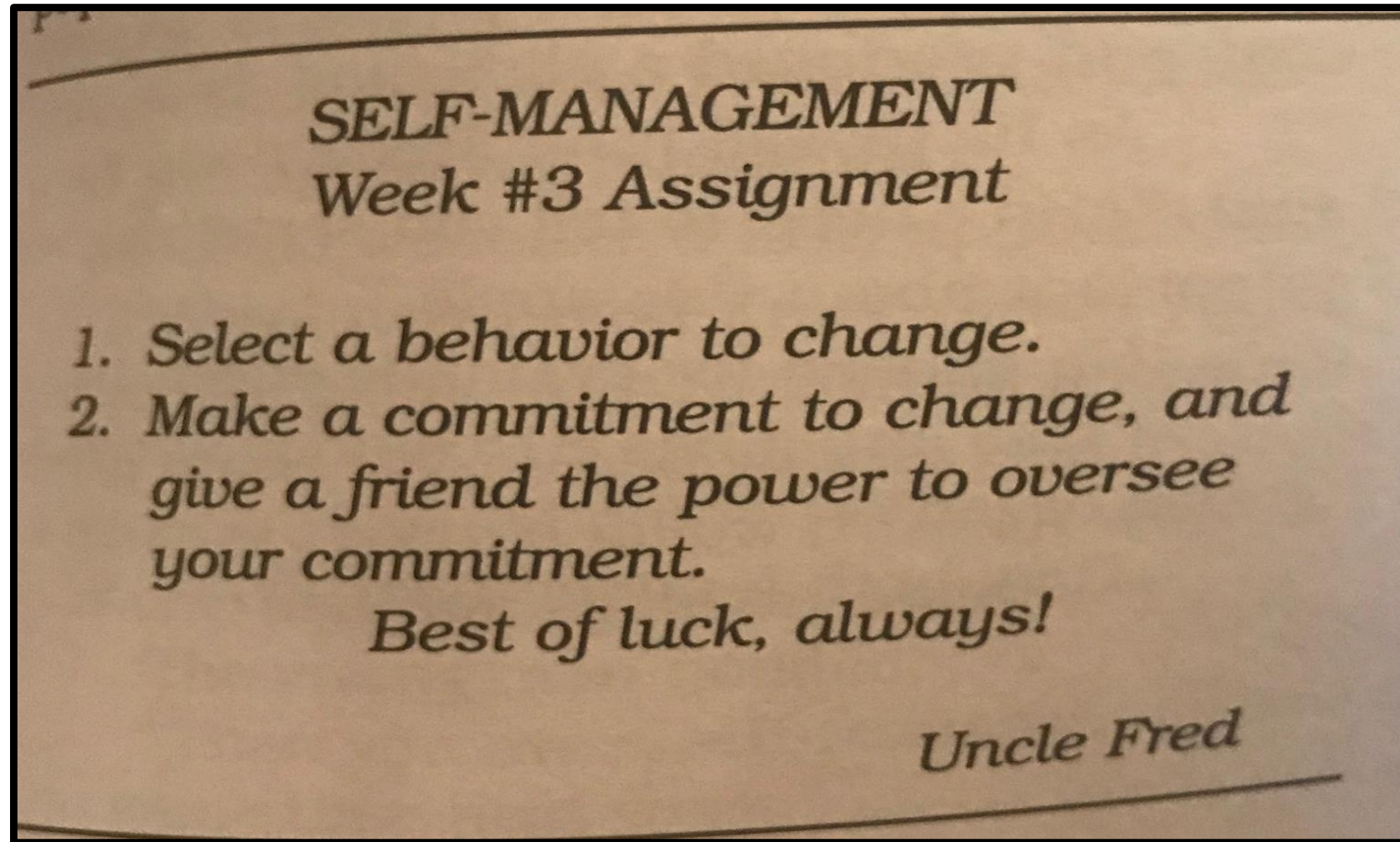
Rationale



Develop Positive accountability:

- Create a workplace that is positive and where feedback, treatment integrities are used to help everyone improve.

Self-help without the Hype. (Epstein, 1996)



1.03 Maintaining Competence through PD

*“A person controls his own behavior, verbal or otherwise, as he controls the behavior of others”
(Skinner, p. 403).*

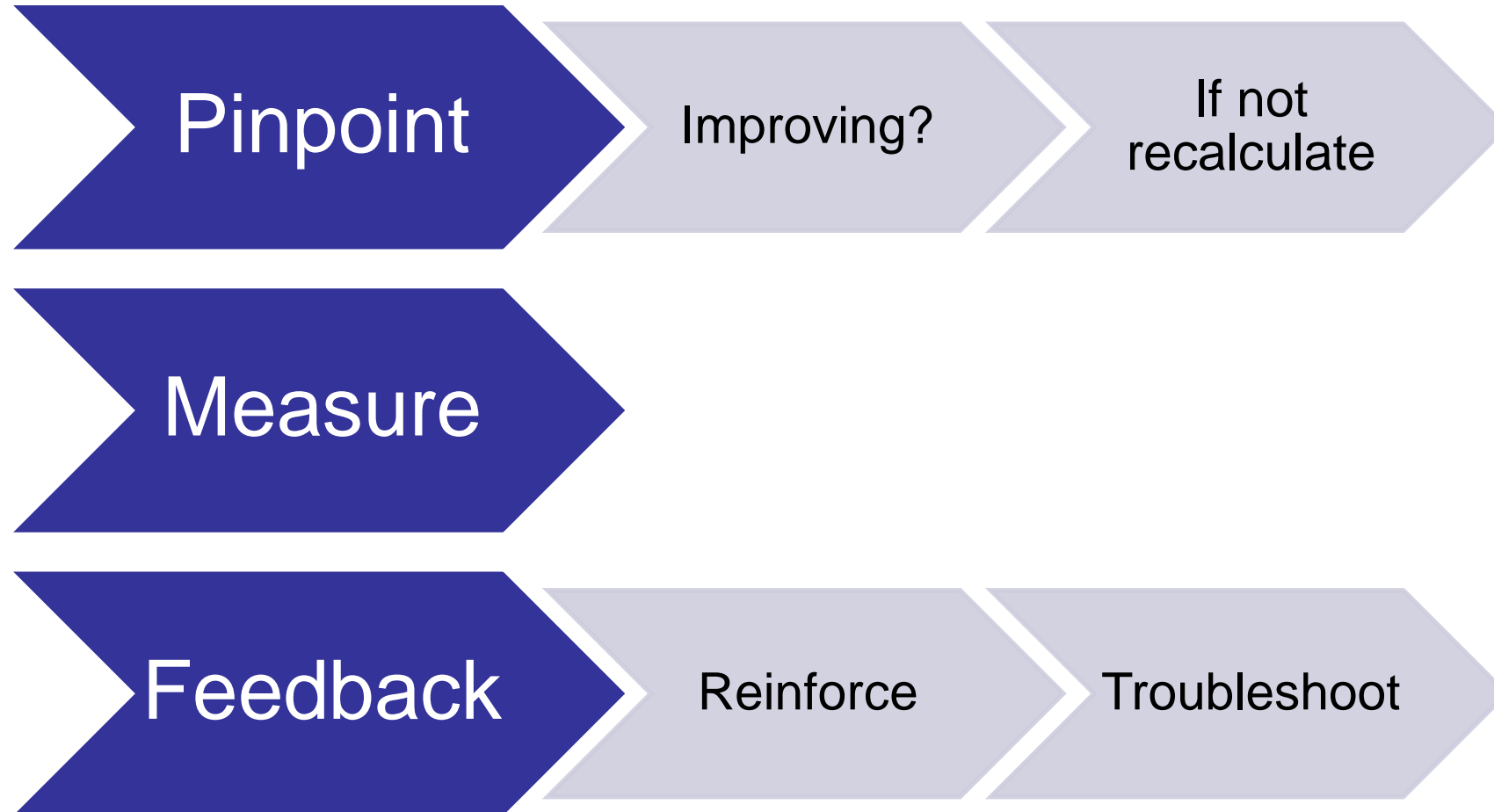
Goldiamond,
1975

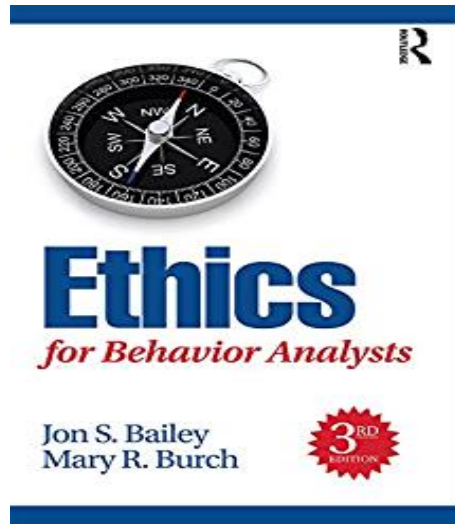
“To establish and maintain...
control over his own behavior
requires insight by the individual
into his own contingencies and
consequences governing his own
behavior, as well as his ability to
control and manipulate these
variables.”

1.03 Maintaining Competence through PD.

- ✓ Determine the skill to develop. (Assessment)
- ✓ Review Research.
- ✓ Set up a data system.
- ✓ Take baseline if possible.
- ✓ Make a goal.
- ✓ Measure Behavior. (Take Data)
- ✓ Celebrate the achievement, recalculate the goal.

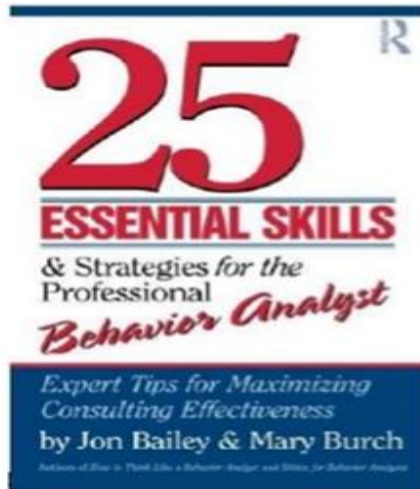
Performance Management (Daniels & Bailey)





25 Essential Skills & Strategies for the Professional Behavior Analyst. (by Bailey & Burch)

Expert Tips for Maximizing Consulting Effectiveness.



This book is written as a companion to the book Ethics for Behavior Analysts (2005)

Examples of 25 Professional Skills...

Business etiquette

- Dress for success
- Use down-to-earth language
- Know how to introduce oneself
- Proper etiquette for meetings, use of cell phones, etc

Think Function

- Be aware of your social environment
- Apply think function to help read cues and interact effectively with people, even off duty.
- Try to determine controlling variables in order to make adjustments or corrections to respond appropriately.

Competency Matrix

Assessment of PD

Example From Bailey and Burch:

Essential Business skills

1. Business etiquette
2. Assertiveness
3. Leadership
4. Networking
5. Public relations
6. Total competence
7. Ethics in daily life

Basic Consulting repertoire

8. Interpersonal communication
9. Persuasion and influence
10. Negotiation and lobbying
11. Public speaking

Competency Matrix

23 skills and strategies

Key: x= pre. √= post.

Essential Business skills

1. Business etiquette
2. Assertiveness
3. Leadership
4. Networking
5. Public relations
6. Total competence
7. Ethics in daily life

Basic Consulting repertoire

8. Interpersonal communication
9. Persuasion and influence
10. Negotiation and lobbying
11. Public speaking

Applying your behavioral knowledge

12. Handling difficult people
13. Think function
14. Use shaping effectively
15. Can you show me that?
16. Performance management

Vital Work Habits

17. Time management
18. Become a trusted professional
19. Learn to deal behaviorally with stress
20. Knowing when to seek help

Advanced Consulting Strategies

21. Critical thinking
22. Creative problem solving and troubleshooting
23. Understanding and using power
24. Training, coaching, and mentoring
25. Aggressive curiosity

	Strong	Good	Average	Weak	nonexistent
1. Business etiquette		x√			
2. Assertiveness		√	x		
3. Leadership		√	x		
4. Networking			√	x	
5. Public relations			x√		
6. Total competence		x√			
7. Ethics in daily life	√	x			
8. Interpersonal communication		x√			
9. Persuasion and influence			x√		
10. Negotiation and lobbying			x√		
11. Public speaking			x√		
12. Handling difficult people		√	x		
13. Think function		x√			
14. Use shaping effectively		x√			
15. Can you show me that?		x√			
16. Performance management		√	x		
17. Time management			x√		
18. Become a trusted professional		x√			
19. Learn to deal behaviorally with stress		√	x		
20. Knowing when to seek help		x√			
21. Critical thinking		x√			
22. Creative problem solving and troubleshooting	√	x			
23. Understanding and using power		√	x		
24. Training, coaching, and mentoring	√	x			
25. Aggressive curiosity	√	x			

Competency Matrix

Competency Matrix

	Strong	Good	Average	Weak	nonexistent
<i>23 skills and strategies</i>					
Key: x= pre. √= past.					
<i>Essential Business skills</i>					
1. Business etiquette		x√			
2. Assertiveness		√	X		
3. Leadership		√	X		
4. Networking			√	X	
5. Public relations			X√		
6. Total competence		X√			
7. Ethics in daily life	√	X			
<i>Basic Consulting repertoire</i>					
8. Interpersonal communication		X√			
9. Persuasion and influence			X√		
10. Negotiation and lobbying			X√		
11. Public speaking			X√		
<i>Applying your behavioral knowledge</i>					
12. Handling difficult people		√	X		
13. Think function		X√			
14. Use shaping effectively		X√			
15. Can you show me that?		X√			
16. Performance management		√	X		
<i>Vital Work Habits</i>					
17. Time management			X√		
18. Become a trusted professional		X√			
19. Learn to deal behaviorally with stress		√	X		
20. Knowing when to seek help		X√			
<i>Advanced Consulting Strategies</i>					
21. Critical thinking		X√			
22. Creative problem solving and troubleshooting	√	X			
23. Understanding and using power		√	X		
24. Training, coaching, and mentoring	√	X			
25. Aggressive curiosity	√	x			

Applying your behavioral knowledge

- 12. Handling difficult people
- 13. Think function
- 14. Use shaping effectively
- 15. Can you show me that?
- 16. Performance management

Vital Work Habits

- 17. Time management
- 18. Become a trusted professional
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23 skills and strategies

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Basic Consulting repertoire

- 8. Interpersonal communication
- 9. Persuasion and influence
- 10. Negotiation and lobbying
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Applying your behavioral knowledge

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Advanced Consulting Strategies

- 21. Critical thinking
- 22. Creative problem solving and troubleshooting
- 23. Understanding and using power
- 24. Training, coaching, and mentoring
- 25. Aggressive curiosity



Closer look at building competence

CASE STUDIES

Issues Selected



**Handling
difficult
people
(classrooms).**

- *Public Speaking*
- *Behaviorally
Managing stress*

Issues Selected



**Handling
difficult
people
(classrooms).**

*Public Speaking
Behaviorally
Managing stress*

MANAGING DIFFICULT CLASSROOMS

Definition of Difficult

(Bailey & Burch, p.139 & 140)



“ A difficult person is someone who slows down or derails our attempt to effectively implement our behavior-change agenda.”

Ethical Analysis.

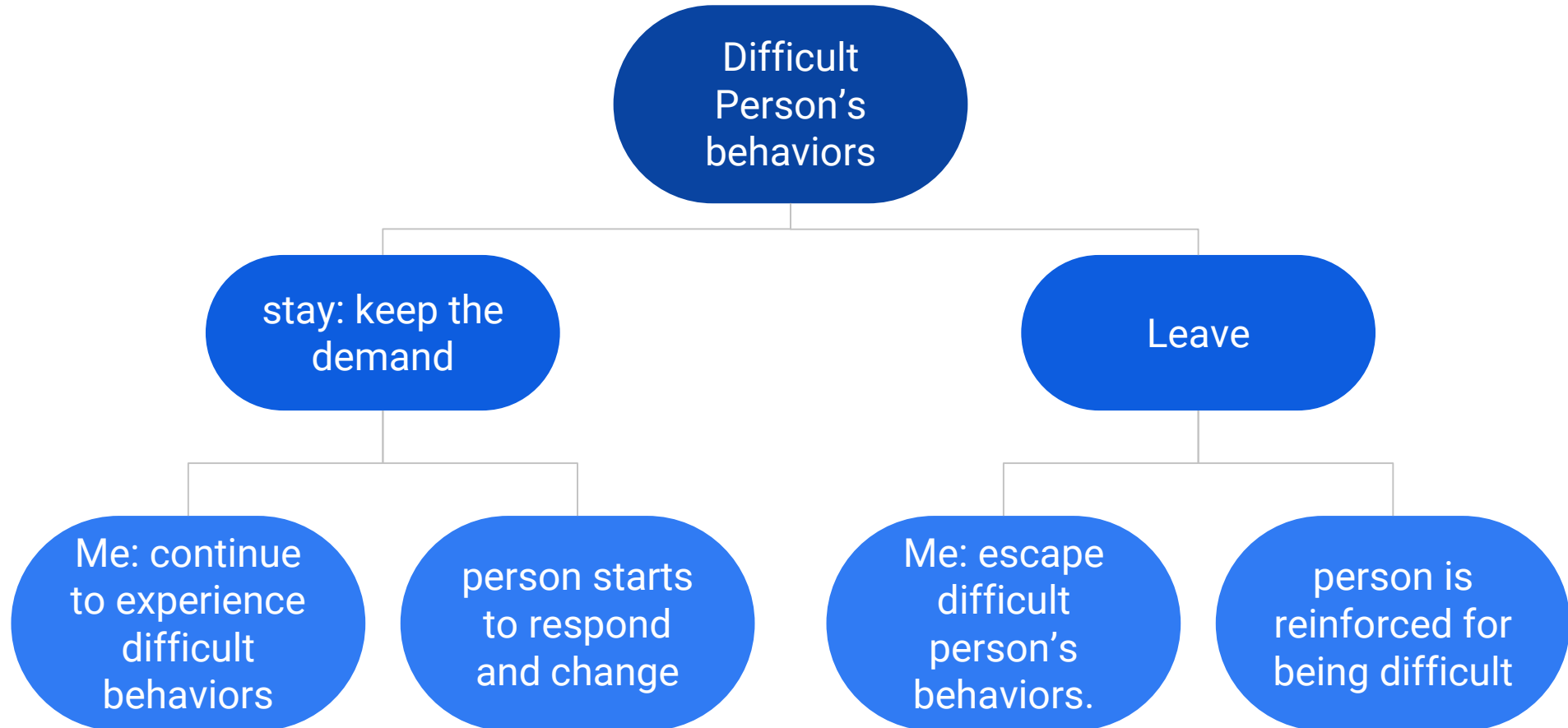
Two Possibilities:

- motivational issue
- skill deficit



“I’m not sure I’m up to this...”

ABC Analysis



Data Collection

I need to do the right things no matter what, then I am being ethically correct and this is what I want to increase.

Handling difficult people:

- ★ number of responses that keep the demand or recommendations
- number of responses that ignore the response of the difficult person

Measurement

classroom responses

5	Exceptional	Classroom staff implements Autism initiative recommendations and behavioral techniques before the consultants next visit and can even go beyond the recommendations based with the help of the internal coach. All Staff display behavior that indicates they want to learn and implement techniques.
4	Excellent	Classroom staff implements Autism initiative recommendations and behavioral techniques before the consultants next visit. Most Staff display behavior that indicates they want to learn and implement techniques. (75% of staff).
3	Fully competent	Classroom staff start to implement Autism Initiative recommendations and behavioral techniques but are not able to implement everything that was recommended before the consultant next visit. (50% of recommendations were implemented). Some of the staff display behavior that indicates they want to learn and implement techniques. (50% of staff).
2	Marginal	Classroom staff start to implement Autism Initiative recommendations and behavioral techniques but are not able to implement everything that was recommended before the consultants next visit (25% of recommendations were implemented) Some of the staff display behavior that indicates they want to learn and implement techniques. (25% of staff).
1	Unsatisfactory	Classroom staff do not implement any of the Autism Initiative recommendations and behavioral techniques and can tend to give reasons why these techniques cannot be completed.

my responses

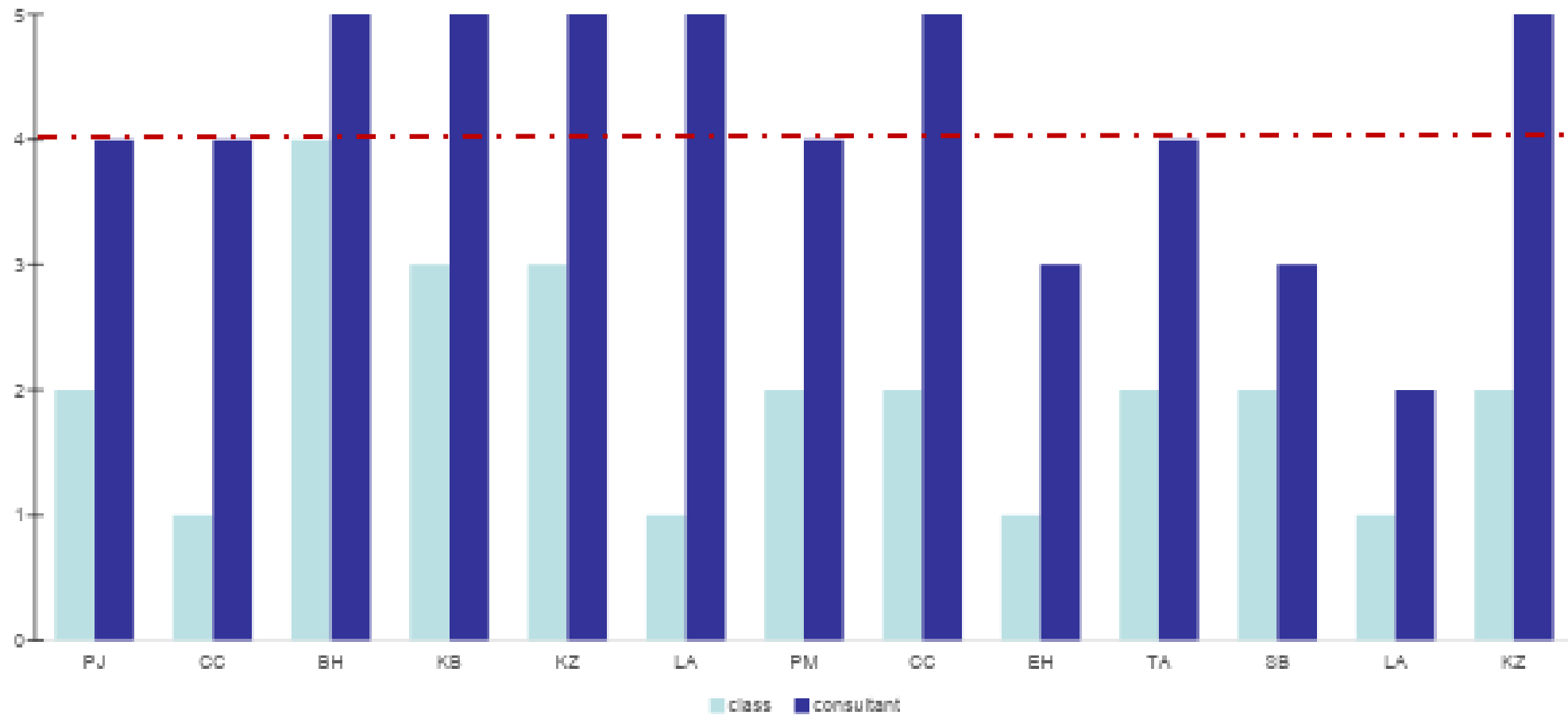
Consultant responses in difficult classrooms:

5	Exceptional	Consultant models the technique and repeats the directions in clear and concise terms: <u>so the staff can understand the procedures.</u> (classroom staff <u>actually practice</u> the technique as well).
4	Excellent	Consultant models the techniques and repeats the directions in clear and concise terms: <u>so staff can understand the procedures.</u>
3	Fully competent	Consultant models or states the techniques again. Or switches to another intervention that may get the staff motivated.
2	Marginal	Consultant goes to a new intervention to try to get staff to be motivated.
1	Unsatisfactory	Consultant avoids taking about the procedure and nothing is completed.

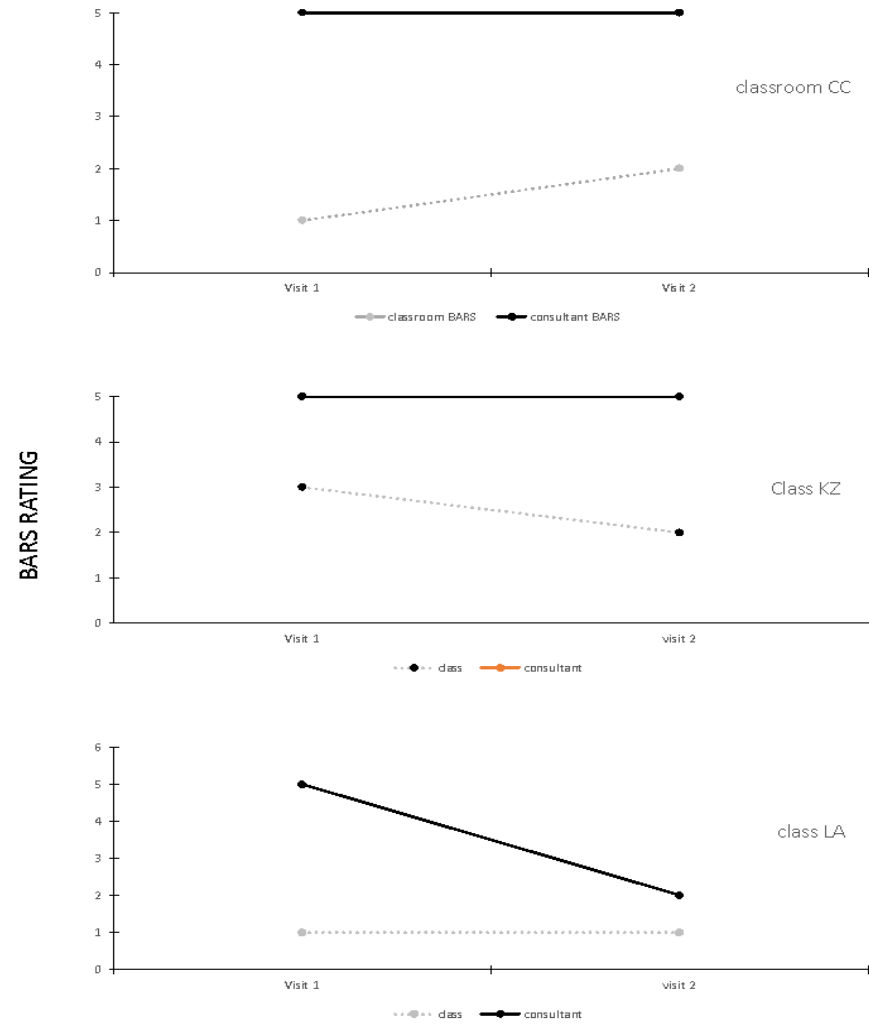


BARS 4 and 5

Data



Handling Difficult Classrooms



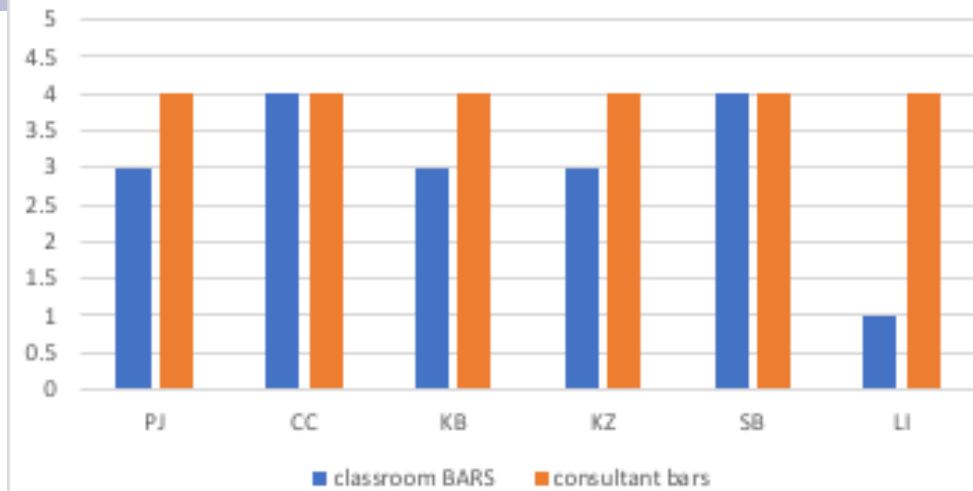
Recalculate Goal:

- Use positive reinforcement more than corrective feedback as soon as classrooms start to implement any of the recommendations
- 4:1 ratio of positive/corrective feedback.
- Go to the next step with classrooms that have crisis mode: have a “talk” with the staff regarding lack of implementation and the crisis mode issue.

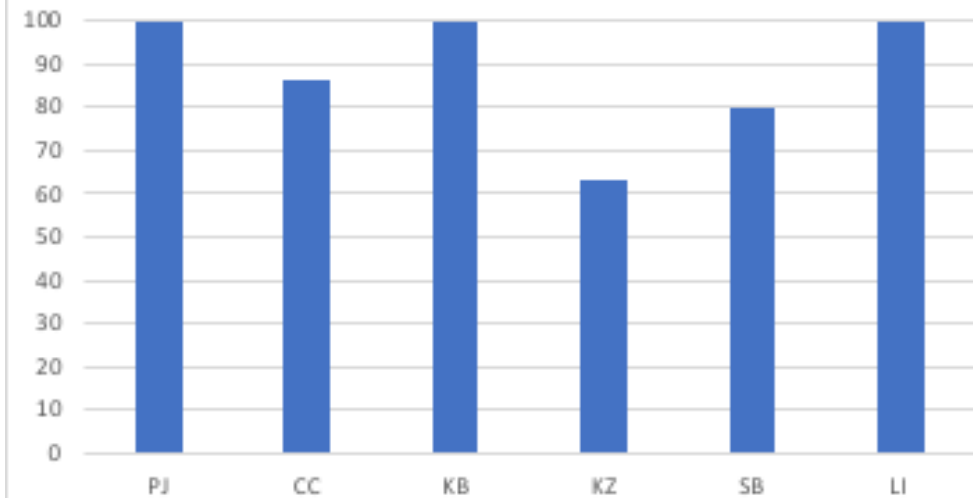
Update

50

BARS: 2017-18



Percent of consults with Guided Practice 2017-18



1.05(b) Professional and Scientific Relationships



When behavior analysts provide behavior-analytic services, they use language that is fully understandable to the recipient of those services while remaining conceptually systematic with the profession of behavior analysis. They provide appropriate information prior to service delivery about the nature of such services and appropriate information later about results and conclusions.

- Clients
- Colleagues

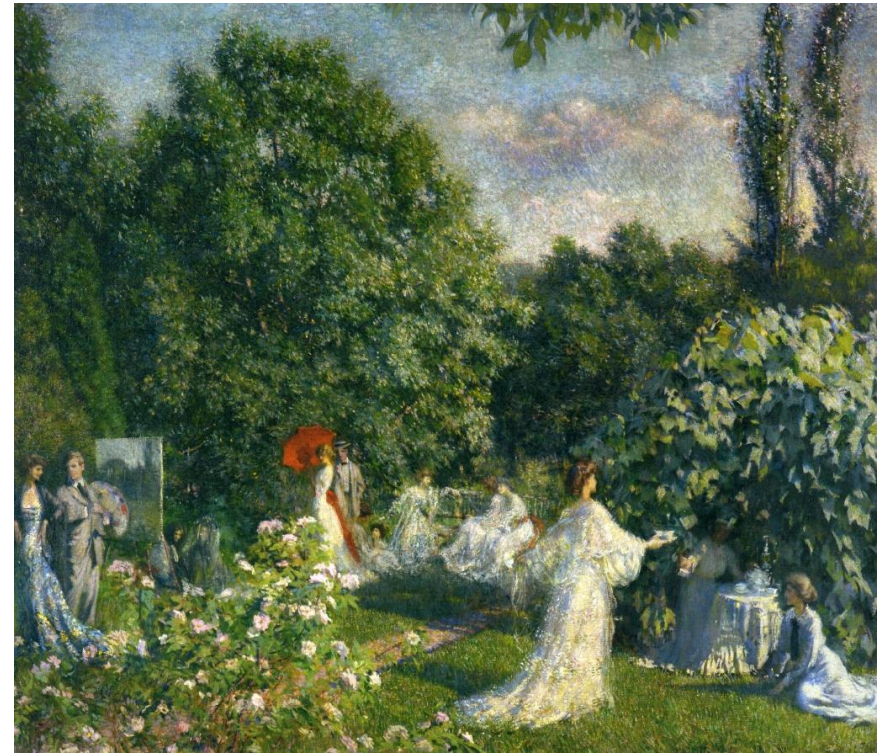
“Fluent in the Lab and Fluent on the Lawn”

In *Pat Friman is back!*:

- “Our use of technical language is not useful to those outside our field . . . and it’s a problem if we don’t have a language to communicate with others”
- “Use plain ordinary language with plain ordinary people.”

Manny Rodriguez - OBM literature

- “It is important to remember that language is about function and not form.”
- When we are a visitor to another culture, we need to attempt to learn their language.



“*Garden Party*,” Philip Leslie Hale,
American Impressionist Artist

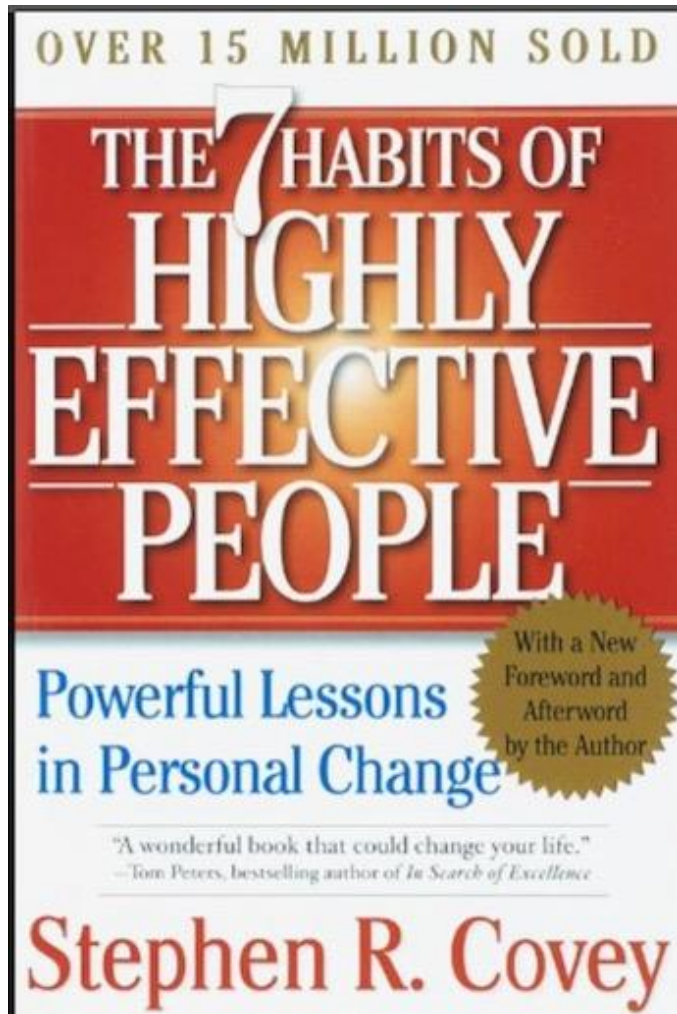
(Friman in Cicoria, 2016; Brown
in Rodriguez, 2016)

Speaking to Other Professionals in your Field who are NOT Behavior Analysts

Brodhead suggestions from: “Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Non-behavioral Treatment Recommendations for Individuals with Autism.”

- Promote the field of ABA
- Understanding other disciplines’ perspective(s)
- Respecting other disciplines
- Appreciating the science that supports additional disciplines
- Learning to collaborate with other disciplines
- Making clinical decisions based on all relevant information

The 5th Habit in 7 Habits of Highly Effective People



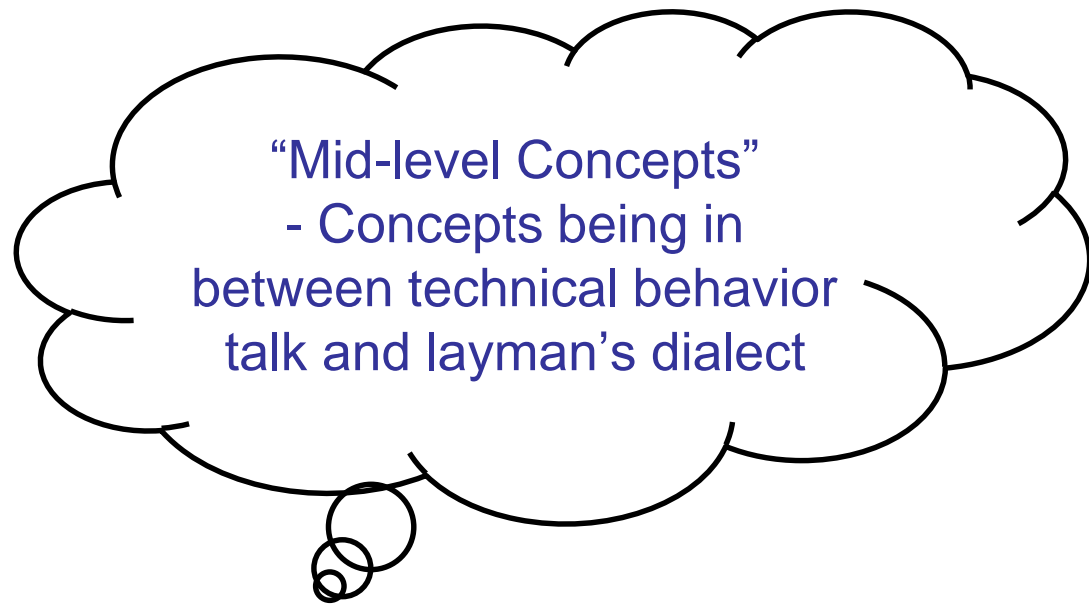
Seek First to Understand, Then to Be Understood

“Because you so often listen autobiographically, you tend to respond in one of four ways:

1. Evaluating: You judge and then either agree or disagree.
2. Probing: You ask questions from your own frame of reference.
3. Advising: You give counsel, advice, and solutions to problems.
4. Interpreting: You analyze others' motives and behaviors based on your own experiences.”

Professional but not Technical . . .

(Hayes in Critchfield, 2014)



- Write your first copy in your own technically sound words.
- Have a general consumer (non behavior analyst) read your efforts. Does it make sense? Did you convey your message? If yes, double check and proceed. If not,
- Review and circle all the words that are technical and that the general consumer said “were confusing” and replace them with professional words that still convey the idea.

What can you Learn from Other Disciplines?

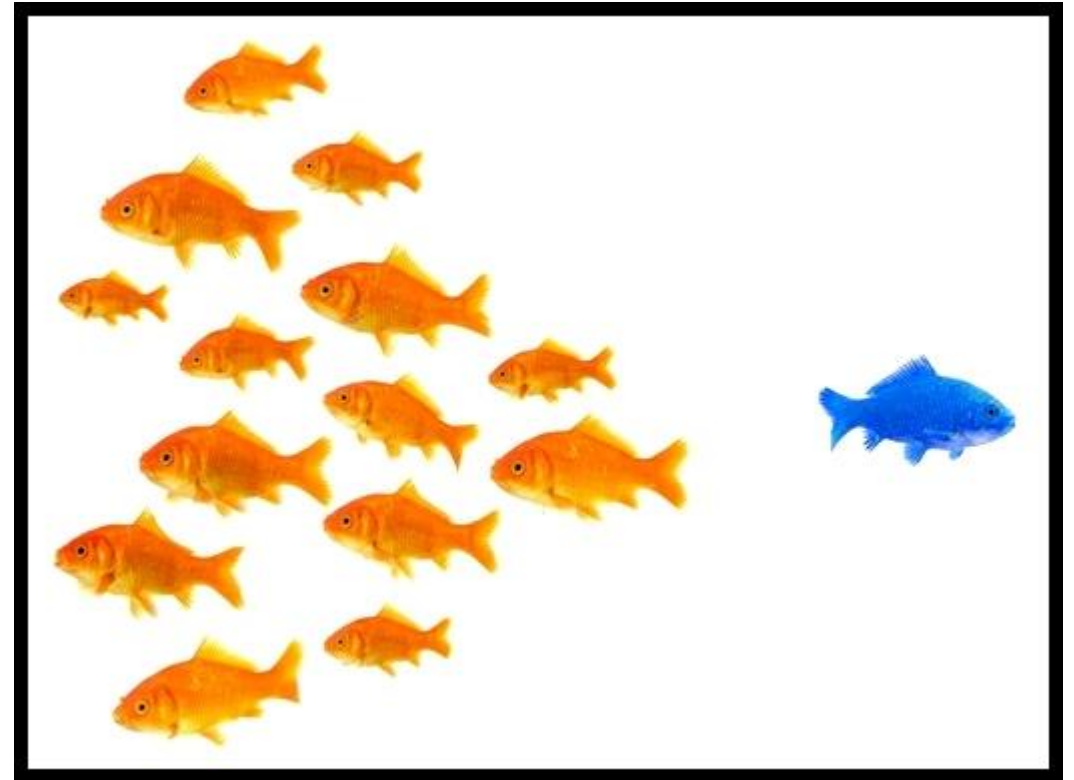
Editing technique: circle your being and helping verbs and try to find an action verb that substitutes.

- Example 1: Sally went to the store to buy some bread.

And then . . .

- Example 2: Sally skipped to the store to buy some bread.

The second example provides the reader with different information.



Sound Bite

- “Come up with a user-friendly, 20 second description of what you do, or autism is, what ABA is, what evidence-based treatment means, why ABA is medically necessary, and why it should be funded through health insurance (pg. 55).”
- Example: In applied behavior analysis, we break skills down into easily learned parts, give children a lot of guidance, and positive feedback while they are learning, and make frequent observations to make sure what we do is effective.

(Bailey & Burch, 2010)

1.05(b) Action Plan:

1. Identify your topic
2. Identify your audience
3. Plan your verbal behavior
4. Edit your verbal behavior
5. Deliver your verbal behavior
6. Accept feedback and dialogue



1.05(b) Personal Example:

1. *Creating a Crisis Intervention Plan*
2. *Target audience: autism support teacher, support personnel, and administration.*
3. *I drafted a section in my consultation note using behavior skills training.*
4. *I then used my editing system of action words and mid-level concepts and made the necessary changes.*
5. *I sent my consultation note to all intended parties via secure email.*
6. *I reviewed follow up questions from the autism support teacher via email and in person at my next consultation.*

PUBLIC SPEAKING

Bailey and Burch (2010).



- “To maximize your effectiveness as a behavior analyst, you need to push yourself to the point where you can address most any audience on short notice and tell your story with confidence and enthusiasm. (P. 126)”

Research: Public Speaking

BEHAV ANALYST (2014) 37:109–118

DOI 10.1007/s40614-014-0009-y



ORIGINAL RESEARCH

Behavior Analysts to the Front! A 15-Step Tutorial on Public Speaking

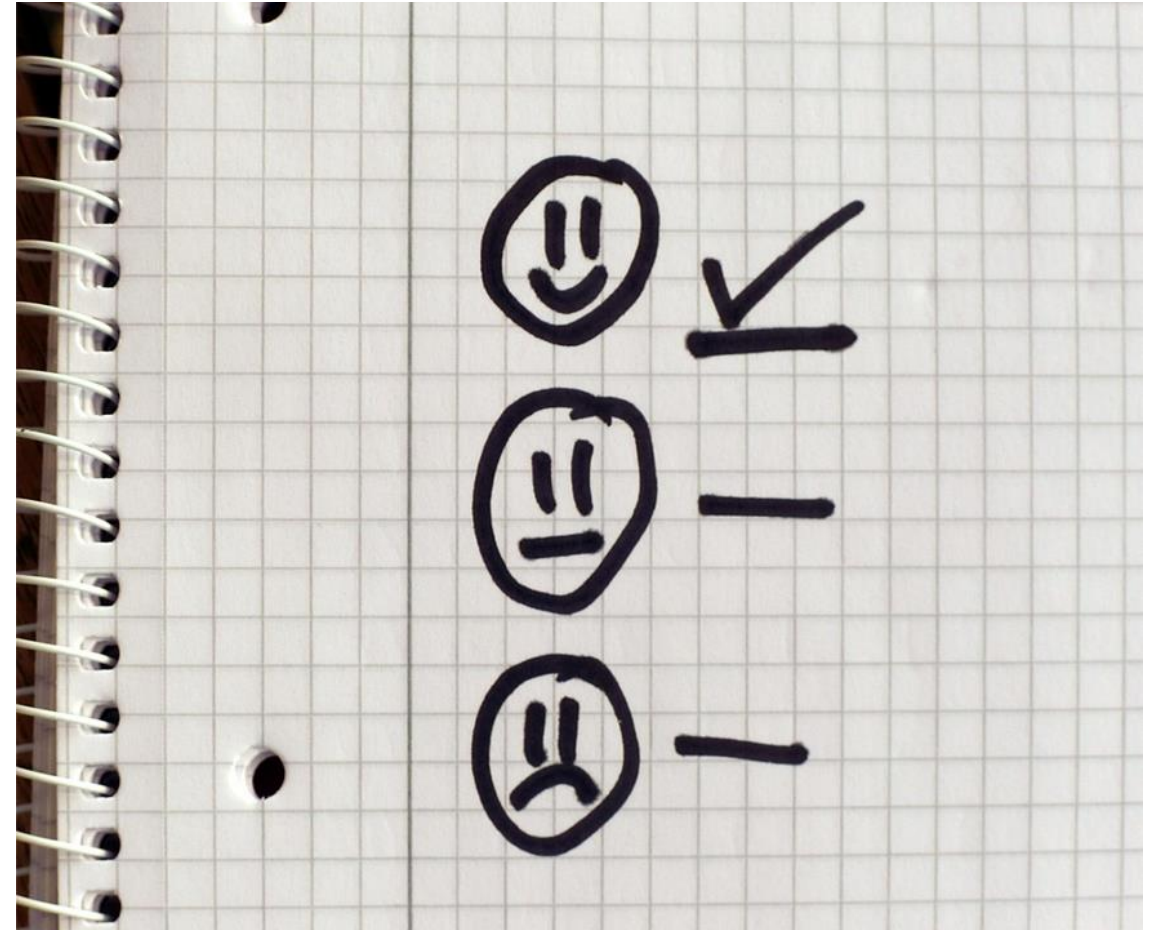
Patrick C. Friman

Published online: 20 May 2014

© Association for Behavior Analysis International 2014

Peterson et al, 1982; Yeaton & Sechrest, 1981

“The degree to which an independent variable is implemented as intended has come to be known as *treatment integrity*.”



Measurement:

Prepare:

1. Rehearse presentation (minimum: the first 5 minutes and last 5 minutes)
2. If loudness is a problem: practice with background noise on to increase volume
3. Practice while walking/running on treadmill to increase lung capacity/ breathing

Study:

1. Watch a good presenter to study the public speaking skills

Prepare:

1. Go to the room where you are going to present well before the presentation (the night before) imagine the audience.
2. Get comfortable with the room and the set up. Stand in the front and practice the first 5 minutes and the last 5 minutes of the speech.
3. Test the microphone (if possible).
4. Test the PowerPoint and computer system.
5. Test videos and sound.

Measurement:

Capture:
1. Enter the room with confidence (set a good first impression) Make an entrance.
2. Smile and focus eye contact with many members of the audience.
3. Wait for the room to be quiet before beginning.
Introduction:
1. If you can take the formal introduction out of the public speaking engagement, do so ahead of time. Talk to the person in charge about not having an introduction/ introduce yourself.
Dress for the occasion:
1. To communicate respect: dress slightly better than your average audience member.
Stand up straight and smile:

1. Enter the room with confidence (set a good first impression) Make an entrance.
2. Smile and focus eye contact with many members of the audience.
3. Wait for the room to be quiet before beginning.

Introduction:

1. If you can take the formal introduction out of the public speaking engagement, do so ahead of time. Talk to the person in charge about not having an introduction/ introduce yourself.

Dress for the occasion:

1. To communicate respect: dress slightly better than your average audience member.

Stand up straight and smile:

Data

Prepare:			
1. Go to the room where you are going to present well before the presentation (the night before) imagine the audience.	x		
2. Get comfortable with the room and the set up. Stand in the front and practice the first 5 minutes and the last 5 minutes of the speech.		x	
3. Test the microphone (if possible).			n/a
4. Test the PowerPoint and computer system.	x		
5. Test videos and sound.	x		
Capture:			
1. Enter the room with confidence (set a good first impression) Make an entrance.	x		
2. Smile and focus eye contact with many members of the audience.	x		
3. Wait for the room to be quiet before beginning.	x		
Introduction:			
1. If you can take the formal introduction out of the public speaking engagement, do so ahead of time. Talk to the person in charge about not having an introduction/ introduce yourself.			n/a
Dress for the occasion:			
1. To communicate respect: dress slightly better than your average audience member.	x		
Stand up straight and smile:			
1. Stand with good posture to improve confidence and purpose	x		
2. Smile at the audience to reduce stress and fear and appear likable and generate trust.	x		
Voice:			
1. Volume: increase and lower volume of points to draw attention to information.		x	
2. Tempo: increase and decrease tempo to emphasize important points.		x	
3. Stop talking occasionally to pause and draw attention to		x	

Feedback

- Prepare for future speeches with the treatment integrity
- Baseline: 85% implementation.
- Shortcoming was preparation and voice.

Update: another checklist (based on TED talks)

Name: _____ Date: _____ Presentation: _____

	Slide making checklist (10 tips for better slides/TED blog)	Yes	NO	N/A
1.	Think about your slides last			
2.	Create a consistent look and feel			
3.	Think about topic transitions			
4.	With text, less is almost always more			
5.	Use photos that enhance meaning			
6.	Go easy on the effects and transitions			
7.	Use masking to direct attention in images			
8.	Try panning large images			
9.	For video, don't use autoplay			
10.	Reproduce simple charts and graphs			
	ADDITIONAL CHECKLIST (storytelling) Tips from TED: 10 commandments of speaking (2013)			
1.	Be clear about the talk's fundamental message			
2.	Your main point: is the punch line, hook, anchor for the whole presentation.			
3.	Say it in a language the audience understands (if it is an audience outside the field your "their" language.			
4.	Connect with people. Tell a story			
5.	- Ingredients of storytelling: main character			
6.	- Ingredients of storytelling: something familiar to the audience			
7.	- Ingredients of storytelling: something that makes the story interesting (surprises, conflict, moments of doubt)			
8.	- Ingredients of storytelling: Revealing details of the story			
9.	- Ingredients of storytelling: an emotional payoff for the audiences' attention			
10.	- Ingredients of storytelling: clear meaning that linked to your talk			
11.	- Ingredients of storytelling: Make an audience laugh or cry along with you. Share genuine feelings.			
12.	Share one thing no one knows			
13.	Pose questions you can't answer			
14.	Make Complex plain			
15.	No selling from the stage			
16.	Give the audience something to take home			

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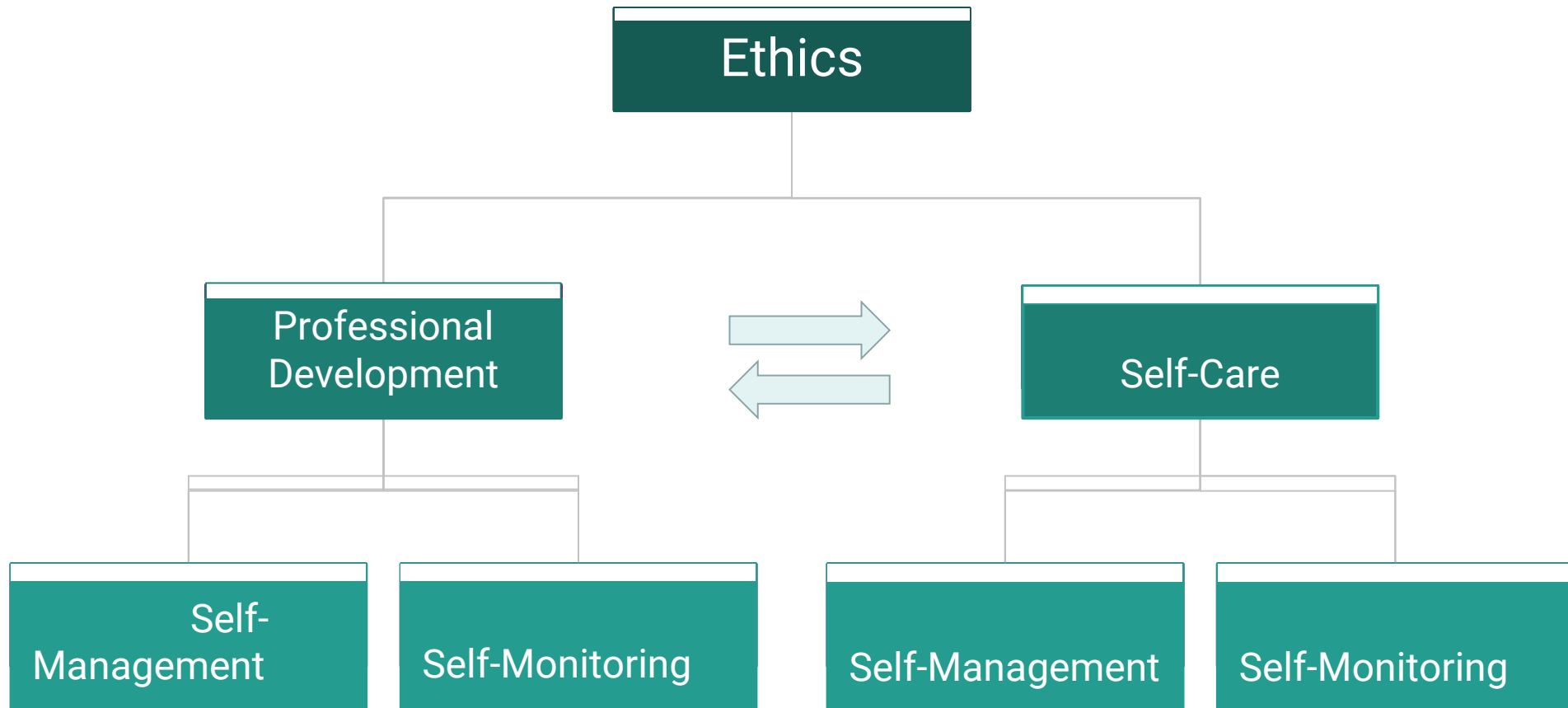
Name: _____ Date: _____ Presentation: _____

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Self-Care Umbrella



How will we address self-care?

✓Stress



✓Practicing
the Pause



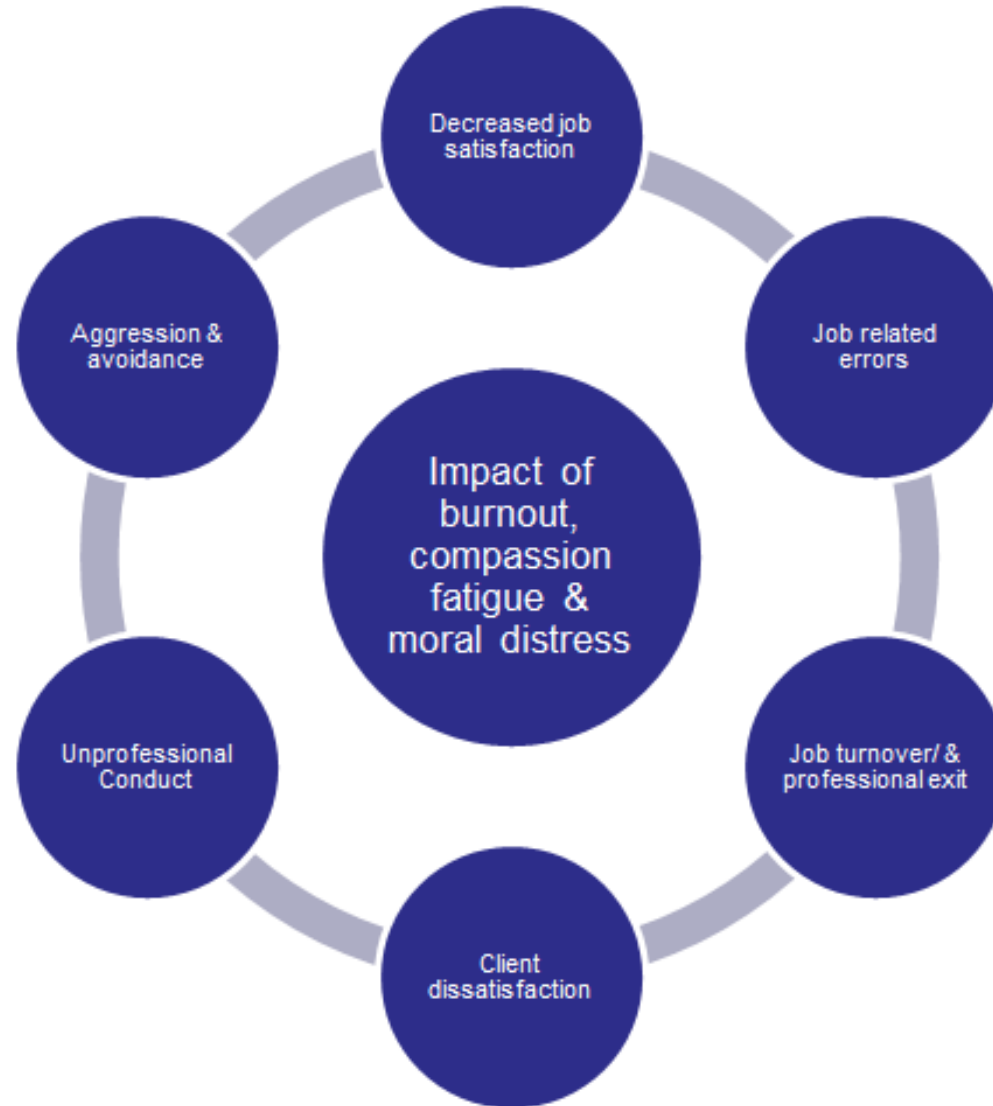
Self-Care for Behavior Analysts

- Look towards the medical literature for information on clinicians who take care of people experiencing an acute psychological/medical diagnosis.
- Persons in the helping profession are at risk for a diminished well-being in response to the structure of this care.



Sanchez et al (2013)

Impact of Burnout, Compassion Fatigue & Moral Distress



“Our findings suggest that about two in every three participants were experiencing moderate to high burnout levels and little to no job satisfaction”
(Plantiveau et al (2018)).

Sanchez et al (2013)

Personal Self-Care Exercises



Time-Management
Fitness
Assertiveness
Relaxation
Rest
Nourishment
Stress-Reduction
Mindfulness
Immunity
Reinforcement

Self-Care = “cadre of activities performed independently by an individual to promote and maintain personal well-being throughout life.”

(Sanchez et al 2013;
<https://socialwork.buffalo.edu/resources/self-care-starter-kit/self-care-assessments-exercises/exercises-and-activities.html>)

Professional Self-Care Strategies



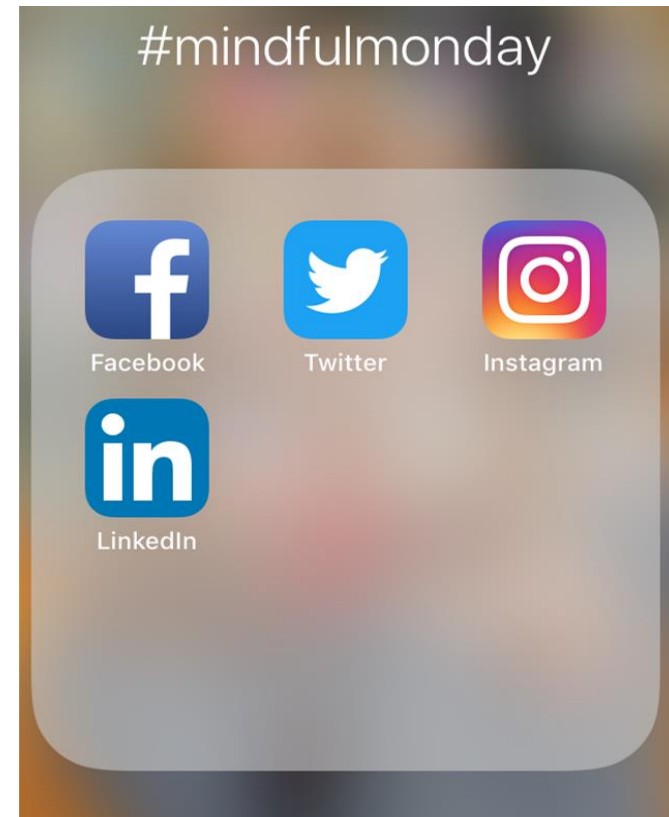
Policies
Writing
Self-Awareness
Networking
Team-Meetings
Communication
Procedures Appraisal
Management

(Plantiveau et al 2018, Sanchez et al 2013)

Ethics of Self-Care

Skinner (1953) suggests "doing something else" as a potential self-management tactic. When we practice the pause, we disrupt our habitual behavior. Embrace the pause, friends.

#mindfulmondays



Action Steps on Self-Care (Epstein, 1996)



Morning Minute Strategy


- ❑ Thinking about areas to work on.
- ❑ Thinking about your life.
- ❑ Don't just live your life, manage it!
- ❑ Reflect on it and make it better.

Main concepts of ACT Approach: (practice activity)




ACT as a tool for self-care.

MATRIX CARDS



SELF - CARE



What does self-care mean to me?

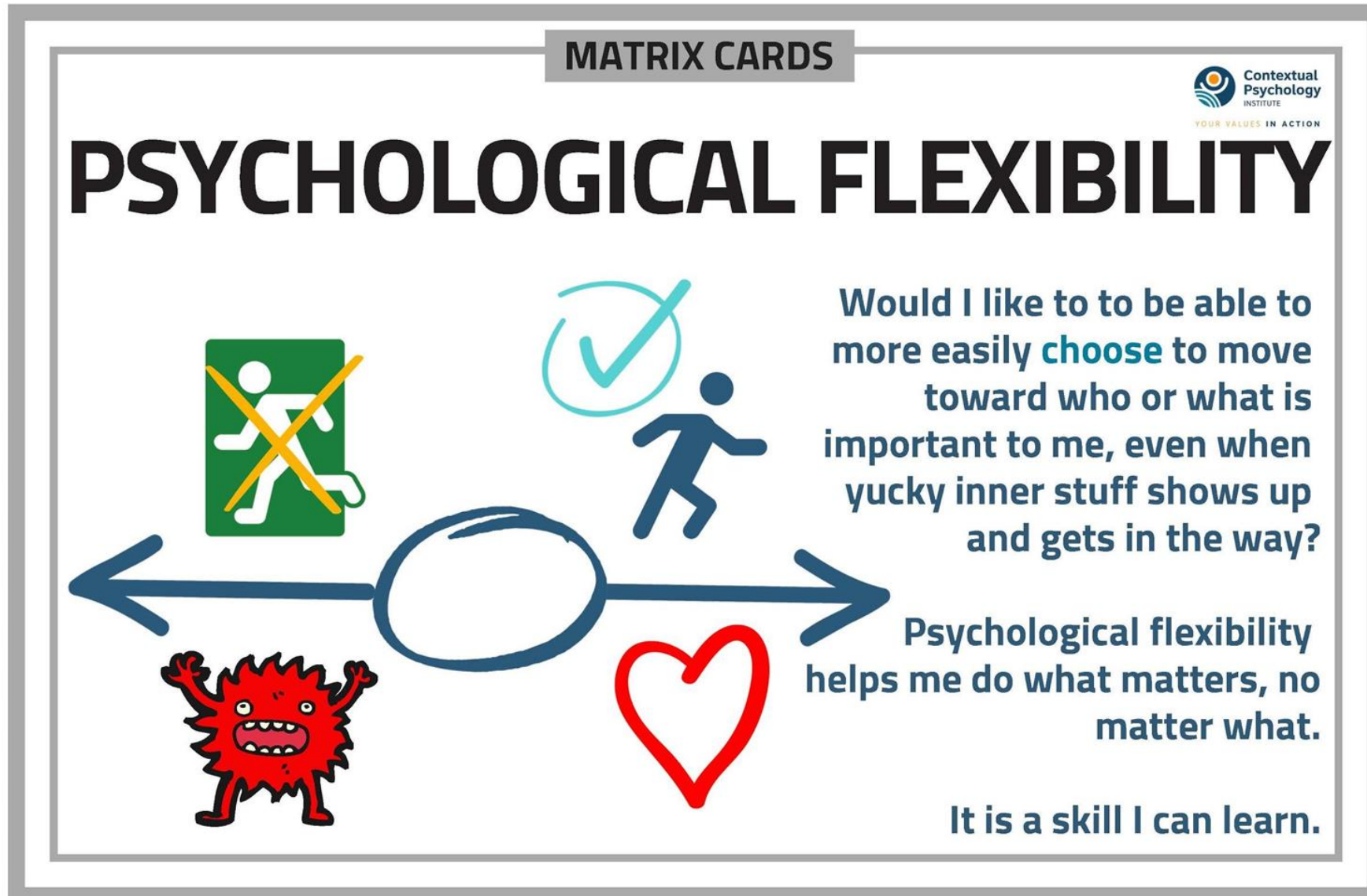
What do I do to take care of myself?

What self-care did I engage in this coming week?

What self-care could I engage in next week?

Who or what can best support my self-care?

ACT Matrix



Personal Action steps on Self-care

- Went to the two day workshop on the ACT matrix with Benji Schoendorff.
- Conducting a 6 week group session going over the 6 steps to Psychological Flexibility. (using the ACT matrix).

BEHAVIORALLY MANAGE STRESS

Behavior analysis begins at home. (Bailey and Burch,p. 234)

Analyze your own behavior / Provide your own interventions

★ Self-care:

- Begin by making sure you have your physical and emotional health in order with proper diet, sufficient sleep and vigorous exercise.

→ Conduct a functional analysis.

→ Develop a short term intervention.

Improve and enhance your own life.

Advice on How to Manage Time Behaviorally:

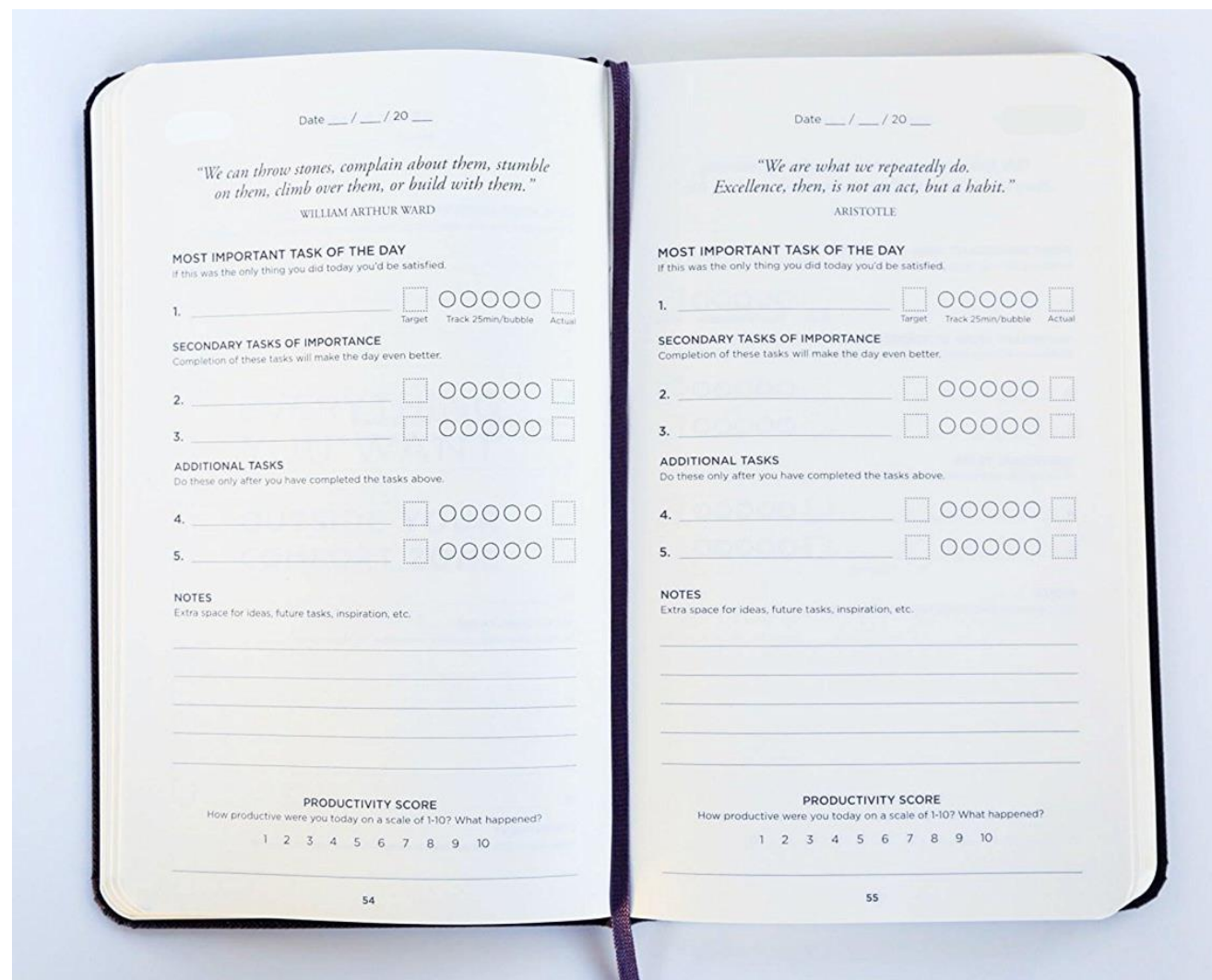
- Analyze your time each day and determine if behavioral erosion or slippage is occurring.
- Analyze your time and productivity.
- Plan your day, avoid wasting time, use a method for handling workflow...
- Working on this skill will help you develop into a person who does high-quality work and turns it in on time with energy and enthusiasm to spare.



HOUR POWER

Self-Help without the Hype (Epstein, 1996)

Productivity Planner: Daily Goals



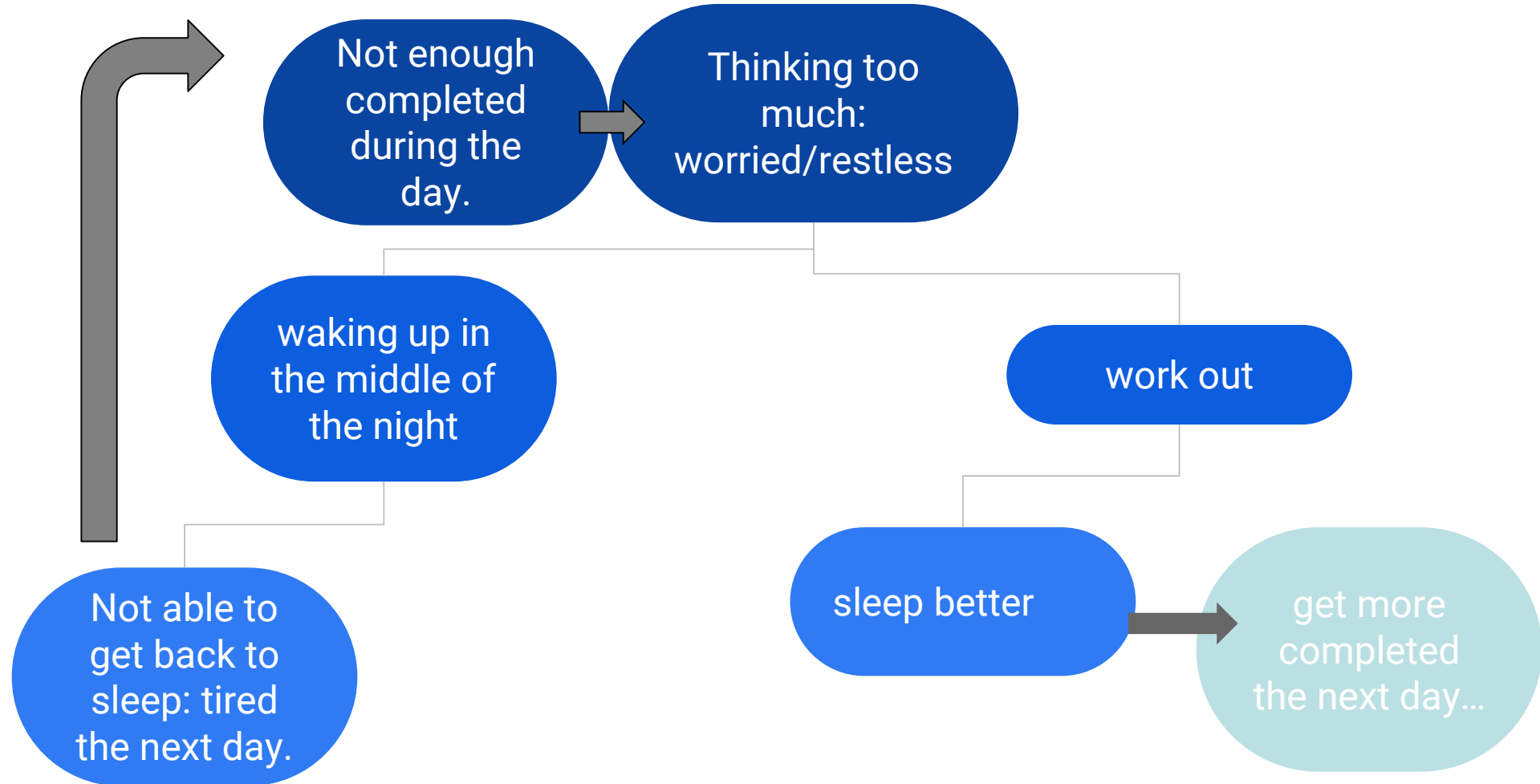
Productivity Planner: Weekly Goals.



Research

- Traditional solutions to life stressors include exercising, relaxing, getting lots of sleep and in some cases getting counseling. (Bailey & Burch p. 226)
- The foundation of stress prevention is built on a healthy diet, 8 hours of sleep, and a vigorous exercise at least three times a week.
- Stress management requires a combination of assertiveness (saying no), time management, and personal communication skills ...

ABC analysis



Assessment

- Dealing behaviorally with stress: count my number of responses that include no I can't, count my number of completed tasks, count my length of time doing “fun” or free time for myself, **count the length of time exercising during the week to help deal with stress.**
- Dealing behaviorally with stress: right now I am not working out, so this would be a skill deficit.

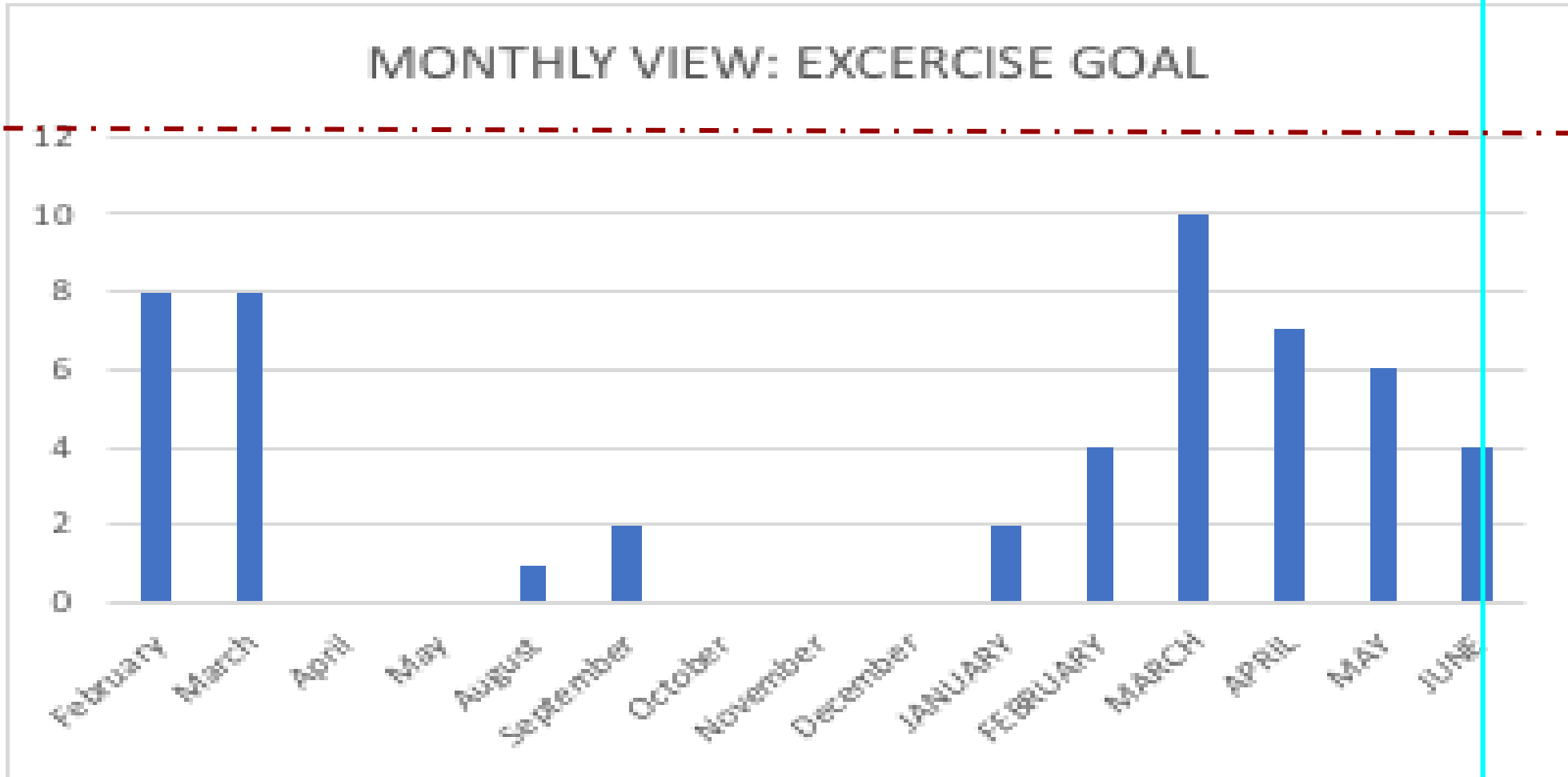
Measurement



Work out at least 3 times every 7 days for a minimum of 30 minutes each time.

Data

A



Feedback

For
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which
out f



em.

Robert Epstein, 1996



- ❑ Modify Your Environment
- ❑ Monitor Your Behavior
- ❑ Make Commitments
- ❑ How you do so is up to you, and if one method fails, try another, or try several at once.
- ❑ Remember, self-change is easy when you have the right skills.

Good fishing and good living!

A Final Thought on Ethics . . .



Strive to increase the scholarly and academic content to guide us (Brodhead, 2018).

If you want to engage more often in conversations surrounding Ethics, or expand your knowledge on Ethics in Behavior Analysis, then offer to present on Ethics to your colleagues at conventions and conferences etc.

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Contact Information

www.pattan.net

Lori Chamberlain

C-lchamberlain@pattan.net



Rebekah Houck

C-rhouck@pattan.net

Commonwealth of Pennsylvania

Tom Wolf, Governor