

# Special Topics in Ethics for Behavior Analysts

August 2, 2017

Penn State

Lori Chamberlain & Rebekah Houck



Pennsylvania Training and Technical Assistance Network

## 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:

- Participants will construct a functional analysis of an ethical issue related to the area of professionalism and the Board-certified behavior analysis ethics codes.
- Participants will design a self-management plan related to an ethical concern and based on the functional analysis of the issue.
- Participants will analyze various methods to expand their ethical competencies.

## 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

## Professional and Ethical Compliance Code

On January 1, 2016, the BACB replaced the Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards with a new, single code of ethics: the Professional and Ethical Compliance Code for Behavior Analysts.

## Professional and Ethical Compliance Code

“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.”

## The Most Frequent Ethical Concerns . . .

Jon Bailey in 2016 podcast from Behavior Observations:

1. Conflict of interest
  2. ***Being asked to do a job you are not trained for***
  3. “Fudge” on billing
- respond

- <https://answergarden.ch/504540>



The screenshot shows the AnswerGarden website interface. At the top is a dark blue header with the text "AnswerGarden" and a small blue icon. To the right of the header are four icons: a plus sign, a magnifying glass, a heart, and a question mark. Below the header is a light gray box containing the text "Name a ethical concern that you have or are experiencing." Below this text is a white input field with the placeholder text "Type your answer here...". To the right of the input field is a gray button labeled "Submit". Below the input field is a small, faint text that reads "All responses are anonymous."

## I.02 Boundaries of Competence

I.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.



## Total Competency in your Area



BACB exam is a test of “minimal competency (Bailey & Burch, 2010, p. 60).

## I.02(a) Action Step

1. Identify current professional boundaries
2. Create a statement that best describes your professional boundaries as a behavior analyst
3. Create a statement that describes what your scope of limitations might be
4. Do no harm
5. Support
6. Keep current and review



## I.02(a) Personal Example:

1. *13 years BCBA for ages 2-21 diagnosed with Autism Spectrum Disorder and developmental delays, home based therapy and school environment.*
2. *I have provided school/home consultation/training using ABA with 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 (NAC Standards Project) and ABA is driven by operant analysis.*
3. *I do not have experience working with persons with addiction disorders or traumatic brain injuries; 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.*

## I.02 Boundaries of Competence



I.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.

## I.02(b) Increasing Professional Competence

Vilardaga (2009) suggests that ABA is in “many ways more influential, but it’s scope and vision have narrowed.”





## I.02(b) Increasing Professional Competence

There are several reasons why a behavior analyst may want to expand their repertoire (Leblanc et al, 2012):

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

## I.02(b) Increasing Professional Competence

To increase professional competence in a new area, Leblanc et al (2012) 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.

My personal example is intellectual stimulation and diverse client base:

- Aging population

## 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).



### I.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: Gerontology

1. *13 years BCBA for ages 2-21 diagnosed with Autism Spectrum Disorder, home based therapy and school environment.*
2. *2 years volunteering at an elderly care facility*
3. *Read critical articles in the field such as [ . . . ] and found a certificate in Gerontology program at West Chester University*
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 (Leblanc in Cicoria, 2017):

- 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.**

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

Other areas I'd love to learn more about, but don't have the capacity right now on the global level:

- Sustainability (#NoStraw4Me)
- Antenatal care and Post partum depression

<https://www.alexisjoyfoundation.org/index.html>

- Goal setting for the athlete



## I.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.



## How will we individually address maintaining competence through professional development?



Managing Difficult  
People  
Public Speaking  
Stress



Accountability  
Goal Setting

### 1.03 General Action Steps for Professional Development

1. Conference attendance
2. CEU building
3. Podcasts
4. College courses
5. Journal articles/books

Research

- 
6. Small peer groups
  7. Online groups and forums (social media)
  8. Email authors

Accountability

## I.03 Personal Example:

1. National Autism Conference @ PSU, ABAI, Annual Autism Conference
  2. Autism Initiative Trainings, NAC, FIT online CEUs
  3. Behavioral Observations & ABA Inside Track
  4. College courses (post grad)
  5. Subscription to JABA
- 
6. Papers & Podcasts or Pints & Podcasts for the after work hours crew
  7. SIG groups on Facebook, Journals on Facebook, LinkedIn
  8. Email authors

Research

Accountability

## What is Accountability?

Personal Accountability  
Self-Questionnaire

Personal Accountability	Always 5	Frequently 4	Sometimes 3	Rarely 2	Never 1
1. I take my responsibilities and intended the getting things done.					
2. I hold my tasks and projects until they are done.					
3. I know when to ask for permission and when I have self-responsibility to proceed.					
4. I know how to find information I need to get things done.					
5. I connect and relate those people on I expect when I can make out to if needed.					
6. I find out what I need to do long before I get into given situation.					
7. I do what is expected of me when no one is watching.					
8. I do my work and finished them on time.					
9. I look up all those items in my knowledge, skills and expertise.					
10. For people I work with I don't know something.					
11. I make my words and actions.					
12. I keep my word when I say it.					
13. I do what I say I am going to do.					
14. I make enough time to get things done.					
15. I can receive my support, thoughts and feelings.					
16. I am proud that others can respect the same level of quality that we all do.					
17. I have methods to keep myself both personally and professionally on track.					
18. I can leave myself behind when I am all back.					
19. I know exactly what needs to be done and I can look on from the outside.					
20. I can relate people, be my personal and professional needs in my life.					

**Total Score:** \_\_\_\_\_

**Conclusion:** \_\_\_\_\_

**Instructions:** Rate yourself using the Rating Scale on the right of the questionnaire. Rate your score to each item. Total score ranges from 20 to 100. Find all ratings for your Total score.

**Estimated Total Score:**

- 100: High Level of Accountability
- 75-90: Middle Level of Accountability
- 50-70: Moderate Level of Accountability
- 25-50: Low Level of Accountability

Paul Boesen © 2013 All Rights Reserved. L.A. • 310.333.3333 • 310.333.3333

www.lisaboesen.com

Responsibility \* Liability \* Answerability



## One Method of Accountability: Data Reliability and Treatment Integrity

- Vollmer et al (2008) 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 by Aubrey Daniels (2017)

“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.”

## Practical Usage of Data Reliability & Treatment Integrity (Vollmer et al 2008)

- 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



## 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)



## Reliability and Integrity Recommendations Vollmer (2008) & Parry-Cruwys (2016)

\*Simplify measurement

\*Start with 10 min



## Reliability and Integrity Example

District Data per 9 month Consultation Process			
Total # of Consultants/CVS notes for 15 Classrooms	% Interobserver Agreement (IOA)	% Treatment Integrity	% Transcription
96	0%	16%	23%

This data ^^ tells me we need to up our game on our consultation process and it will be a \*NEW\* goal for next year.

Goal = ADD IOA, 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).

## Balancing Personal and Professional Ethics

“Balancing personal and professional ethics sets a very high bar for behavior analysts” (Bailey, 2016).

“Our code requires commitment to the science of behavior and the profession of behavior analysis . . .”

## Self Management & Self Monitoring

- **Self Management** is defined as the personal application of behavior change tactics that produces a desired change in behavior (Cooper et al, 2007).
  - Living a more effective and efficient daily life
  - 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

## Goal Setting & Self-Monitoring

Ryan O'Donnell (2017) 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.



## Start Something . . . To finish



Pat Friman (2016) “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.”

## 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

## Goal Setting and Self-Monitoring

### Wunderlist App



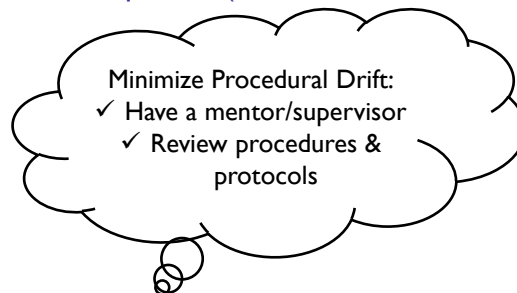
### Bullet Journal List



## 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)



### I.03 Maintaining Competence through PD

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

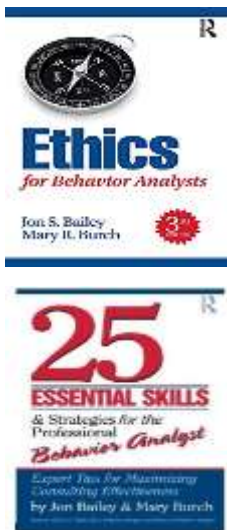
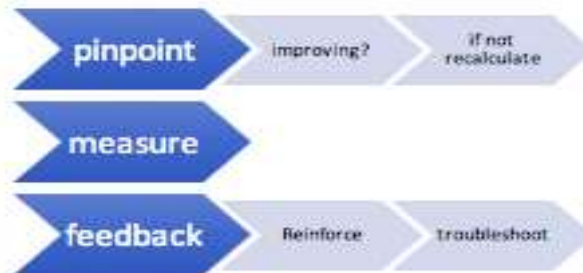
Goldiamond,  
1975

- “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.”

## I.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:

Competency Matrix		Strong	Good	Average	Weak	nonexistent
<u>23 skills and strategies</u>						
Key: x= pre    √= post.						
<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			



<https://goformative.com/formatives/Yj6KfvELdy3GnCBN8/view>

## **ACTIVE RESPONDING.**

### Issues Selected

Public  
Speaking

Behaviorally  
manage  
stress

Handling  
difficult  
people  
(classrooms).

Closer look at building competence

## **CASE STUDIES**

## **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.”
- Sample behaviors: opposing new ideas, resisting feedback, lying, misrepresenting who really did the work, being manipulative, undermining, and sabotaging others, dramatizing every issue, complaining, not complying with deadlines and protocols, arguing about everything, pointing out why any new suggestions will not work...etc.
- Best to focus on behavior rather than personalize the issue

## Ethical Responsibility.

Motivational Issue

Skill Deficit.

Best way to handle the issues:  
Model the new skill. Shape behaviors.



Ethically must think function with regards to "my behavior"

## ABC Analysis of my Behavior



## Data Collection

- Handling difficult people: count my responses based on the function: number of responses that keep the demand or recommendations (this needs to increase), number of responses that ignore the response of the difficult person (this needs to decrease).
- I need to do the right things no matter what, then I am being ethically correct and this is what I want to increase.

# Measurement

Classroom responses:

5	<b>Exceptional</b>	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	<b>Excellent</b>	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	<b>Fully competent</b>	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	<b>Marginal</b>	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	<b>Unsatisfactory</b>	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.

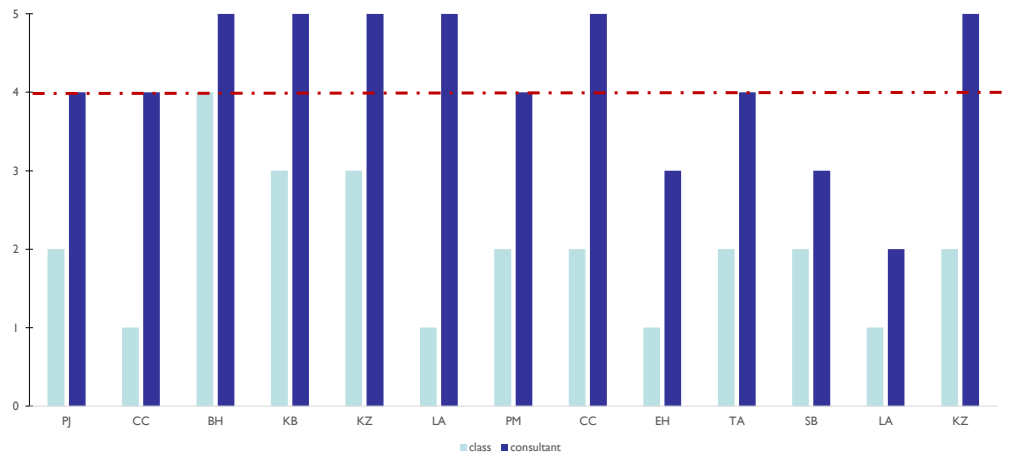
Consultant responses in difficult classrooms:

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

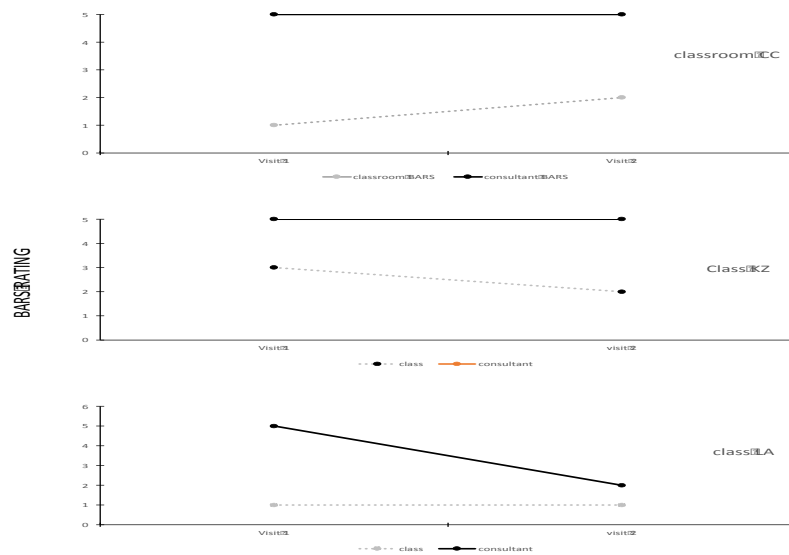
Goal

- Stay at a BARS 4 and 5

# Data



## Handling Difficult Classrooms



### Feedback:

- 10/13 responses at 4/5.
- 77% of my responses stayed at 4 or 5 at the BARS.

### Recalculate Goal:

- **Long term Objective:** Use positive reinforcement more than corrective feedback as soon as classrooms start to implement any of the recommendations and move to a 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.

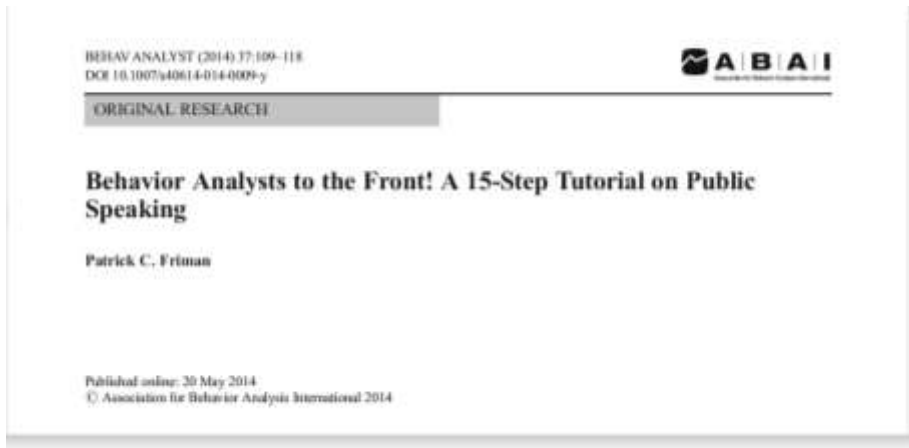
## PUBLIC SPEAKING

**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



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:

15 points on Public Speaking: treatment integrity.	Yes	No	Notes
<b>Prepare:</b>			
1. Rehearse presentation (minimum: the first 5 minutes and last 5 minutes)			# of times:
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			
<b>Study:</b>			
1. Watch a good presenter to study the public speaking skills			# of times:
<b>Prepare:</b>			
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.			
<b>Capture:</b>			
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.			
<b>Introduction:</b>			
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.			
<b>Dress for the occasion:</b>			
1. To communicate respect: dress slightly better than your average audience member.			
<b>Stand up straight and smile:</b>			

## Data

<b>Prepare:</b>			
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		
<b>Capture:</b>			
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		
<b>Introduction:</b>			
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
<b>Dress for the occasion:</b>			
1. To communicate respect: dress slightly better than your average audience member.	x		
<b>Stand up straight and smile:</b>			
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		
<b>Voice:</b>			
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.
- Short coming was preparation and voice.

## Recalculate Goal

- 90% for the next three presentations: Small improvement from baseline.

## **BEHAVIORALLY MANAGE STRESS**

### **Bailey and Burch (p. 234)**

- Behavior analysis begins at home.
- You should be able to analyze your own behavior and provide your own interventions.
- Begin by making sure you have your physical and emotional health in order with proper diet, sufficient sleep and vigorous exercise.
- Then 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.

## Example of Workflow Chart by David Allen



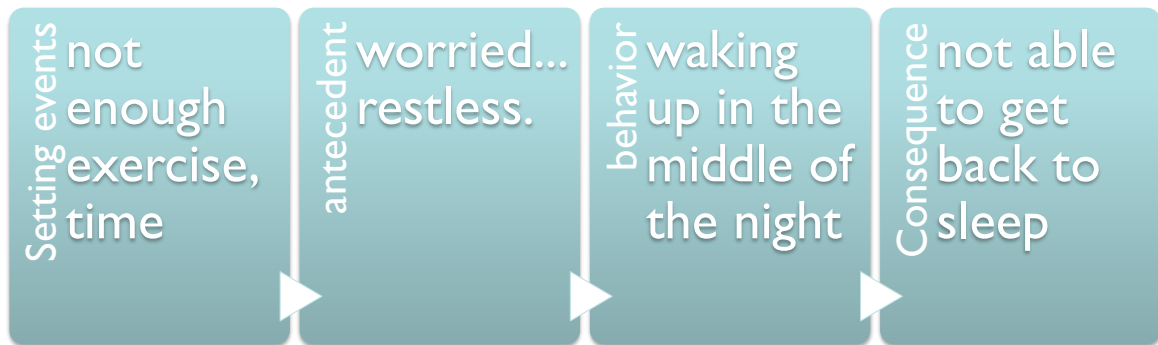
## Research

- 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 ...

## Example of ABC analysis



## Example of ABC analysis



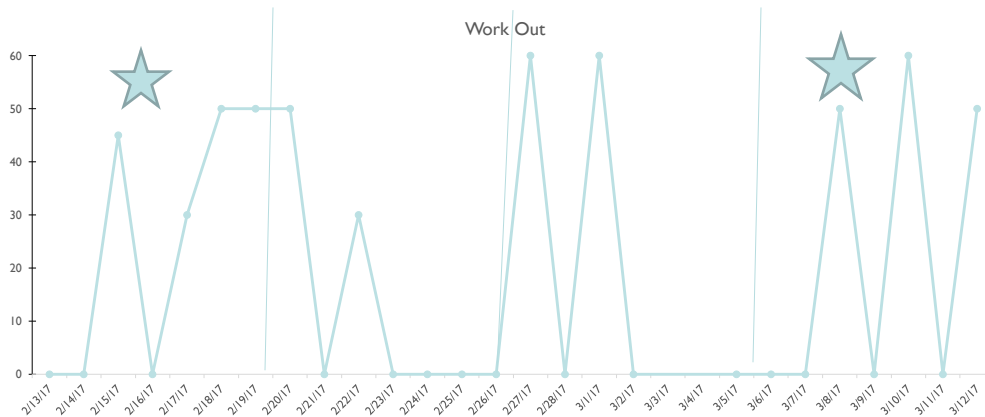
## Assessment

- 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

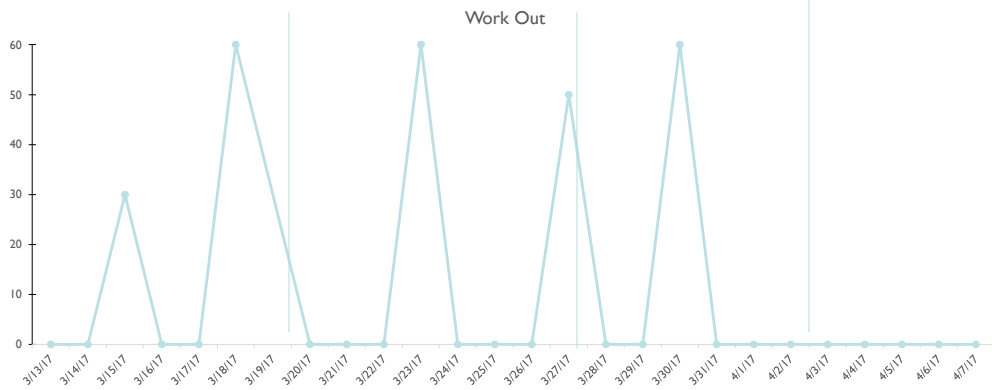
- work out at least 3 times every 7 days for a minimum of 30 minutes each time.

## Data





## More data.



## Feedback



## Recalculate the Goal

- continue this goal for at least 30 days
- start all over and try to get at least 5 weeks in a row with the goal met before I move on to other goals.
- The second half of the long term goal will be to manage my time better: work/working out/managing my household and free time. I am not sure what to measure and what to make the specific objective. But the stress of letting tasks pile up is the next part of dealing with stress that I want to manage behaviorally.

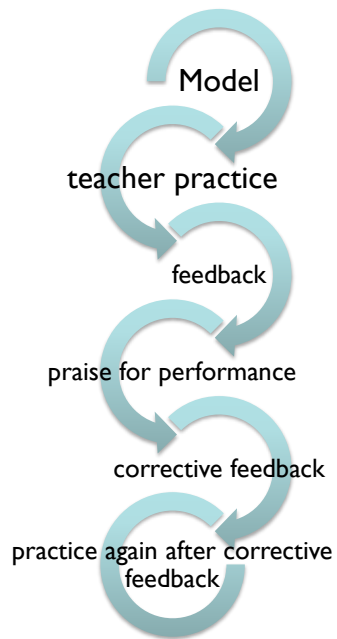
## 7.01 PROMOTING AN ETHICAL CULTURE IN THE WORK ENVIRONMENT.

## 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.”
- “If you are going to use shaping with people around you, you must always be ethical about it by selecting behavior that are in their best interests.”
- “Your goals should be honorable and justifiable, not self-serving or demeaning.”

## 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).”



## Can you show me that?

(Bailey & Burch p. 174,175)

- We actually need to see what is going on to be able to do anything about it.
- Key to effective consultation.
- Experience has proved time and again when it comes to human behavior, most people don't know what to look for. They miss the important variables and leave out key elements.

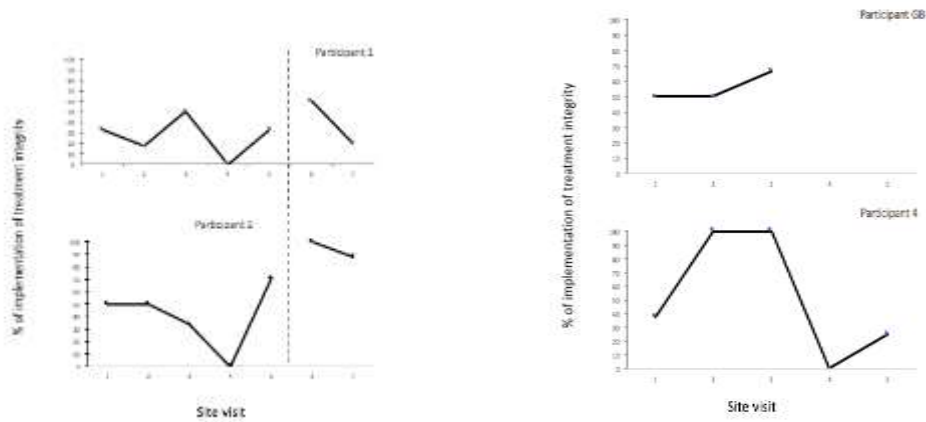
## Assessment

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.

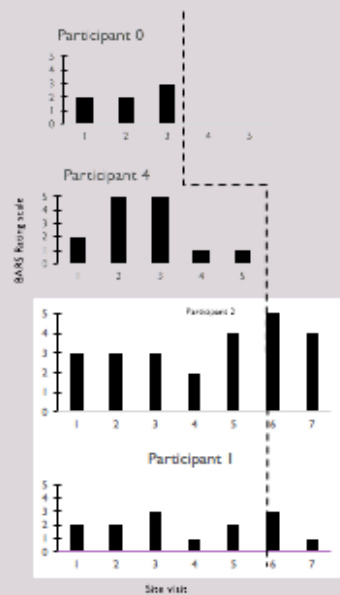
## Treatment Integrity Form

	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)		
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	
<ul style="list-style-type: none"> <li>Refer to the treatment integrity for the procedure. (accuracy)</li> </ul>		
Did I model the procedure with another person or with the student?	X	
<ul style="list-style-type: none"> <li>Refer to the treatment integrity for the procedure. (accuracy)</li> </ul>		
Did I have the teacher practice the procedure with another person or with the student?	X	
<ul style="list-style-type: none"> <li>Did I give specific praise about the parts of the procedure that was performed well?</li> <li>Did I give corrective feedback regarding the parts of the procedure that was not performed correctly?</li> <li>If corrective feedback was needed, did I have the teacher practice the procedure again with the corrective feedback parts emphasized?</li> </ul>	X	
How many times did the teacher or the staff practice the procedure?		
100% implemented		

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.

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	
<ul style="list-style-type: none"> <li>Refer to the treatment integrity for the procedure. (accuracy)</li> </ul>		
Did I model the procedure with another person or with the student?	X	
<ul style="list-style-type: none"> <li>Refer to the treatment integrity for the procedure. (accuracy)</li> </ul>		
Did I have the teacher practice the procedure with another person or with the student?		X
<ul style="list-style-type: none"> <li>Did I give specific praise about the parts of the procedure that was performed well?</li> <li>Did I give corrective feedback regarding the parts of the procedure that was not performed correctly?</li> <li>If corrective feedback was needed, did I have the teacher practice the procedure again with the corrective feedback parts emphasized?</li> </ul>		n/a
How many times did the teacher or the staff practice the procedure?		
60% implemented		

You based the intervention on observation of something in the data: fluency data collection which is a great detection of something to work on. You stated that graphing is important which is true. 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 (note). 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 than what they already know.

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.

## Rationale

- The goal is to impact change in the educational setting with the applied behavioral techniques and to do so requires effort on the part of the consultant.
- Develop Positive accountability: Create a workplace that is positive and where feedback, treatment integrities are used to help everyone improve.

## I.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



## Bailey & Burch (p.55)

- “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.”
- 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.”

<https://goformative.com/formatives/Yj6KfvELdy3GnCBN8/view>

**ACTIVE RESPONDING.**

## “Fluent in the Lab and Fluent on the Lawn” (Friman, 2016)

In *Pat Friman is back!* Session #16 on Behavioral Observations Podcast:

- “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”

*Creating additional challenges . . .*

- If you are training clients to speak in ‘behaviorease’ then they will have no one outside of behavior analysis to talk to about their problems and situations = not good.



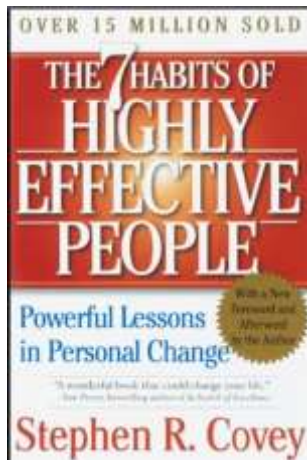
“Garden Party,” Philip Leslie Hale, American Impressionist Artist

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

Brodhead 2015 article “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 5<sup>th</sup> Habit in 7 Habits of Highly Effective People



### Seek First to Understand, Then to Be Understood

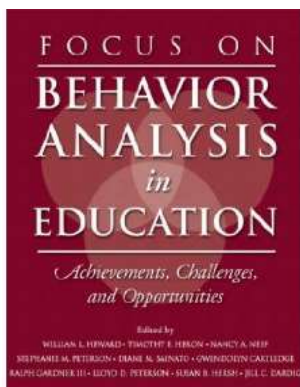
“Because you so often listen autobiographically, you tend to respond in one of four ways:

**Evaluating:** You judge and then either agree or disagree.

**Probing:** You ask questions from your own frame of reference.

**Advising:** You give counsel, advice, and solutions to problems.

**Interpreting:** You analyze others' motives and behaviors based on your own experiences.”



## Personal example

- Called to due process: wanted to represent the field well with
  - Precisely and Professionally
  - not too technical.
- Resource: Letters to a Lawyer by Don Baer.

## Letters to a Lawyer by Don Baer (p.8)

- “The effectiveness of applied behavior analysis depends on **analysis**, when teaching techniques fail, which often happens... that failure should be detected within a few days and analyzed to find whether any of the following have happened:
  - The child’s rewards have lost their power.
  - The child is being taught something for which the child does not yet know the prerequisites
  - The new situation brings out past errors incompatible with learning the new skill
  - A more supportive technique is needed.
  - The teacher has lost some of the necessary precision of technique and timing.

## Letters to a Lawyer by Don Baer (p.11)

- “To give an autistic (any developmentally delayed child) the best chance at an independent adult life, ABA should start as early as possible, be conducted intensively, and continue until all the behavior changes deemed essential to an independent adult life have been made.”

## Letters to a Lawyer by Don Baer

- “It can be said that the task of an ABA program is to understand and create that optimum opportunity to learn.”(p.12)
- “ABA programs make heavy use of techniques that require very small changes in behavior, especially at first, so that the child experiences mainly reinforcement, yet is always learning something new.”(p.13)
- “A constant objective of ABA is to prevent the practice of errors. A common technique is to begin with a skill he child can do perfectly and steadily and gradually transform that skill into the new skill to be taught.”(p.16)

## I.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



## I.05(b) Personal Example:

1. *Reverse Inclusion and peer to peer manding in an Autistic Support Classroom*
2. *Target audience: autism support teacher, school principal, general education teacher*
3. *I sent the information via email and drafted a written response on word. I uploaded a visual support onto a school computer and referenced that in my email.*
4. *I had a non behavior analytic professional read the email and retell the email in his own words. I then used my editing system and made the necessary changes.*
5. *I sent my email to all intended parties*
6. *I reviewed responses from the general education teacher via email and the autism support teacher in person; the principal has not responded.*

## What can you Learn from Other Disciplines?

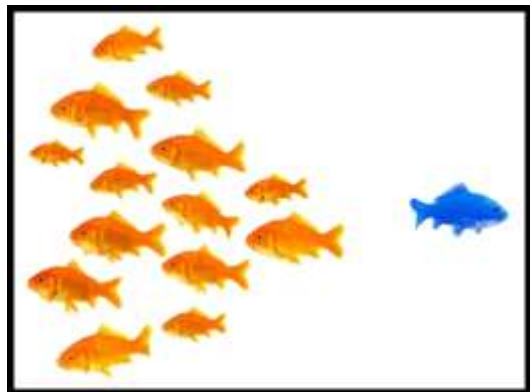
Editing technique: circle your being and helping verbs and try to find an action verb that substitutes.

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

And then . . .

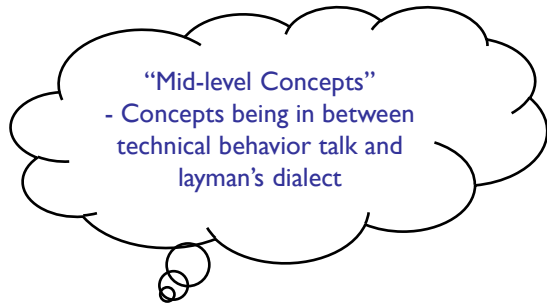
- Example 2: Sally skipped to the store to buy some bread.

The second example provides the reader with different information.



## 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.

## 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.



## Critchfield, T. (2014). Ten Rules for Discussing Behavior Analysis. In Behavior Analysis Practice, 7:141-142.

- 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.



## 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





## Personal Example: Dissemination of Behavior Analysis via Student Engagement

1. *Reverse inclusion is an opportunity to expand inclusion and reach those students who's least restrictive environments include self-contained classrooms. The implementation of these evidence based practices are also very difficult to achieve in the regular ebb & flow of the general education classroom.*
2. *Plan for staff/student training, data collection and use of specific protocols. Use "mid-level concepts" (Hayes in Critchfield, 2014).*
3. *Identify "who:" classroom teacher, Autism Support teacher, parent permission, administration support, behavior analytic support and peer interest and compliance.*

## Personal Example: Dissemination of Behavior Analysis via Student Engagement

4. *Physically assist with start up, training, student and staff support. Send emails and coordinate location and time logistics.*
5. *Check in with all necessary players. Review data; make recommendations based on current data. Observe and measure.*
6. *Provide a summary of actions and accomplishments. Reiterate purpose and establish future scope and sequence. Provide visual results using those "mid-level concepts." Provide praise and pledge future commitment.*

## Demographic – Case Study

- Suburban elementary school with a newer partially/self-contained classroom for autistic support.
- Fully included classrooms are supported by the PA Autism Initiative in the areas of Applied Behavior Analysis and Verbal Behavior
- Previous school year – large group staff training on Autism that left additional staff questions unanswered. Special Education teacher suggested it was not successful.
- District has a very strong reverse inclusion program at the middle school level.



## Timeline for Peer to Peer Manding

- Identified peer participant - 10/1/16
- Initiated conversation with staff - 11/8/16
- Provided initial student training - 11/29/16 (spoke to student about pairing and manding)
- Began peer to peer pairing with student 1 - 11/29/16
- Began peer to peer manding with student 1 - 12/13/16 (before student began this, teacher modeled manding and explained what the students should be doing, looking for, etc.)
- Follow-up student training - 3/14/2017
- Began peer to peer manding with student 2 - 3/21/17
- Began data collection peer to peer manding with student 2 - 3/23/17
- Video 1 - 5.18.2017
- Demonstrated typical peer mands to target peer - 5.18.2017
- Demonstrated peer to peer manding for information using "what" - 5.18.2017

## Data Sheet Examples

[illegible][illegible]

Video 6 min



## Future Goals for Dissemination Include:

- ✓ Reliability data (Vollmer)
- ✓ Additional staff and student training both large group and individual
- ✓ Student buddy club
- ✓ Social validity for staff members at large
- ✓ Staff and student reinforcement opportunities (both immediate and delayed)

## 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.



NAC 2015

## Maintaining Competence on Ethics (Leblanc, podcast 2017)

- 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.**

## A Final Thought . . .



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.

Don't just Talk the Talk, Walk the Talk and follow your words with actions.

<https://goformative.com/formatives/Yj6KfvELdy3GnCBN8/view>

## ACTIVE RESPONDING

## References

- Daniels, Aubrey (2017, February 14) *measuring performance: necessary but insufficient*: Aubrey Daniels Blog *Bringing out the best*. Retrieved from [www.aubreydaniels.com](http://www.aubreydaniels.com)
- Bailey & Burch: 25 professional development skills.
- Brodhead, M. (2015). Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Nonbehavioral Treatment Recommendations for Individuals with Autism. *Behavior Analysis in Practice*, 8, 70-78.
- Carr, J.E., Wilder D.S., Majdalany, L., Mathisen, D., and Strain, L.A. (1998). An assessment-based solution to a Human-Service Employee Performance Problem. *Behavior Analysis in Practice*. 6(1), 16-32.
- Cicoria, M. (Producer). (2017, April 10). Session 24: Ryan O'Donnell on Goal Setting, Self-Management, and More! [Audio Podcast]. Retrieved from <http://www.behavioralobservations.com/session-24-ryan-odonnell-goal-setting-self-management/>.
- Cicoria, M. (Producer). (2017, March 16). Session 22: Linda LeBlanc discusses Behavioral Gerontology, OBM, Ethics, and More! [Audio podcast]. Retrieved from <http://www.behavioralobservations.com/session-22-linda-leblanc-discusses-behavioral-gerontology-obm-ethics/>
- Cicoria, M. (Producer). (2016, November 23). *Pat Friman is Back!* [Audio Podcast]. Retrieved from <http://www.behavioralobservations.com/session-16-pat-friman-back/>.

## References

- Cicoria, M. (Producer). (2016, March 10). *Session 3: Jon Bailey on Ethics*. [Audio podcast]. Retrieved from <http://www.behavioralobservations.com/session-3-dr-jon-bailey-ethics-behavior-analysts/>
- Coddington, R.S., Feinberg, A.B., Dunn, E.K., Pace, G.M. (2005) Effects of Immediate Performance Feedback on Implementation of Behavior Support Plans. *Journal of Applied Behavior Analysis*. 38, 205-219.
- Covey, S. (2004, revised ed) *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York, NY: Free Press.
- Critchfield, T. (2014). Ten Rules for Discussing Behavior Analysis. *Behavior Analysis in Practice*, 7, 141-142.
- Daniels, A.C., Bailey, J.S. (2014). *Performance Management: Changing Behavior that drive Organizational Effectiveness*, Atlanta, GA: Performance Management Publications Definition of consultation. (2017, March 16). In Google. Retrieved 2017, March 16, from <https://www.google.com/search?q=define%20consultation>.
- Dawkins, R. (2003). *A devil's chaplain: Reflections of hope, lies, science, and love*. Wilmington, MA: Houghton-Mifflin.

## References

- Jones, K. M., Wickstrom, K. F., & Friman, P. C. (1998). The effects of observational feedback on treatment integrity in school-based behavioral consultation. *School Psychology Quarterly*, 12, 316-326.
- LeBlanc, L. A., Heinicke, M. R., & Baker, J. C. (2012). Expanding the Consumer Base for Behavior-Analytic Services: Meeting the Needs of Consumers in the 21st Century. *Behavior Analysis in Practice*, 5(1), 4-14.
- Parry-Cruwys, R., Parry-Cruwys, D., and MacDonald, J. (Producers). (2016, October 12). *Ethics in Data Collection with Dr. Amanda Karsten*. [Audio Podcast]. Retrieved from <http://www.abainsidetrack.com/home/2016/9/25/episode-17-ethical-data>.
- Parry-Cruwys, R., Parry-Cruwys, D., and MacDonald, J. (Producers). (2017, March 8). *How to Talk to Non-Behavior Analysts Without Really Trying*. [Audio Podcast]. Retrieved from <https://www.abainsidetrack.com/home/2017/2/27/episode-26-how-to-talk-to-non-behavior-analysts-without-really-trying>.
- Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-Based Staff Training: A Guide for Practitioners. *Behavior Analysis in Practice*, 5(2), 2-11.

## References

- Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-Based Staff Training: A Guide for Practitioners. *Behavior Analysis in Practice*, 5(2), 2–11.
- Skinner, B.F. (1953) *Science and Human Behavior*. New York: The free press. Inc.
- TED. (2013, June). *Elizabeth Loftus: How Reliable is Your Memory?* [Video File]. Retrieved from [https://www.ted.com/talks/elizabeth\\_loftus\\_the\\_fiction\\_of\\_memory/reading-list](https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory/reading-list)
- Vilardaga, R., Hayes, S. C., Levin, M. E., & Muto, T. (2009). Creating a Strategy for Progress: A Contextual Behavioral Science Approach. *The Behavior Analyst*, 32(1), 105–133.
- Vollmer, T. R., Sloman, K. N., & St. Peter Pipkin, C. (2008). Practical Implications of Data Reliability and Treatment Integrity Monitoring. *Behavior Analysis in Practice*, 1(2), 4–11.
- Wood, Timothy (editor). (2014). *ENGLEMANN'S direct instruction: selected writings from the past half century*. Eugene, OR: NIFDI press. P. 274-290.
- [https://bacb.com/wp-content/uploads/2016/06/BACB\\_Newsletter\\_09-14.pdf](https://bacb.com/wp-content/uploads/2016/06/BACB_Newsletter_09-14.pdf)

## Contact Information

[www.pattan.net](http://www.pattan.net)

Lori Chamberlain  
C-lchamberlain@pattan.net



Rebekah Houck  
C-rhouck@pattan.net

**Commonwealth of Pennsylvania**

Tom Wolf, Governor