




Consulting and Supervising In Schools Serving Students with Autism: Evidence-Based Strategies

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Background

- Formal evidence base: OBM research
- Informal base:
 - Supervisory experience
 - Consulting experience



Qualifications

- Focus on consulting
 - From outside an agency
 - Within an agency
- Not focusing on agency-wide supervisory systems
- Not focusing on the business end
 - One point: ≥ 2 - way diversification



Agenda

- Key point approach
- Basic premises and prerequisites
- Strategies
 - Basic (technological)
 - General (experiential)




Common Obstacles to Consulting




Premises and Prerequisites

- Two primary consumer groups: students and staff . . . (and of course the payer)
- Assume you are an aversive stimulus
- Know what you don't know and acknowledge such
- It's about outcomes and acceptability, not billable hours
- Behavior analytic consulting cannot be done from afar
- Know BACB ethics rules and adhere to them



Basic Strategy 1

- Always take some data
 - For knowing what to do
 - For evaluating your effectiveness
 - For giving feedback
 - To cover your backside



Basic Strategy 2

- Train with evidence-based procedures
- Performance- and competency-based or BST
- Formally and/or informally



Common (Problematic) Approach to Training



Staff Training Steps

- 1. Explain rationale
- 2. Describe skills
- 3. Provide written summary
- 4. Demonstrate skills
- 5. Trainee practice with feedback
- 6. Repeat #s 4 & 5 until competency




Basic Strategy 3

- Be skilled in, and practice, evidence-based feedback delivery




Feedback Protocol

1. Begin with positive or empathetic statement
2. Identify skills performed correctly
3. Identify skills performed incorrectly
4. Specify how to change/improve incorrect performance
5. Solicit questions
6. Describe next actions
7. End with positive or empathetic statement



Basic Strategy 4

- Monitor acceptably



Making Monitoring Acceptable

- Reid & Parsons (1995). Comparing choice and questionnaire measures of the acceptability of a staff training procedure. *Journal of Applied Behavior Analysis*, 28, 95-96.




Making Monitoring Acceptable

- Greet staff upon entering work site
- Briefly explain reason for monitoring
- Use common sense re proceeding
- Provide feedback quickly
- Acknowledge staff upon departing




General Strategy 1

- Make job of staff as easy to do as possible (while maintaining effectiveness)
 - With data collection
 - With interventions




General Strategy 2

- Do what paid to do and what front-line staff want




General Strategy 3

- Get some quick success




General Strategy 4

- Forget about bibliotherapy (almost)




General Strategy 5

- Use technical language judiciously




General Strategy 6

- Know when you will likely not succeed and acknowledge such




General Strategy 7

- Be willing to work for more than you are paid . . . at least initially




Reference

- Reid, D.H., Parsons, M.B., & Green, C.W. (2012). *The supervisor's guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff.*
- www.behaviordevelopmentsolutions.com



Summary

- Use the available evidence-based technology
 - For students
 - For staff (training, feedback)
- Be very diligent
- Be pleasant
- Focus on outcome and acceptability



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