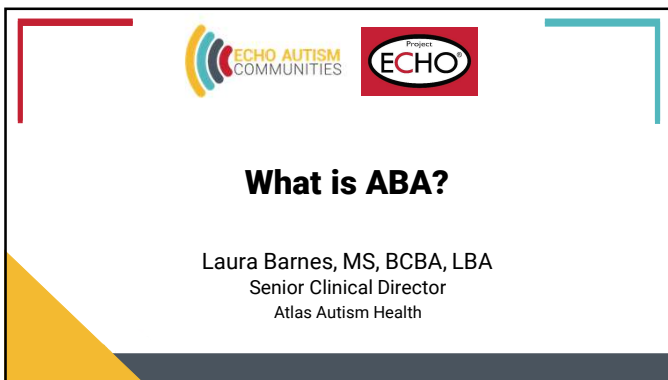
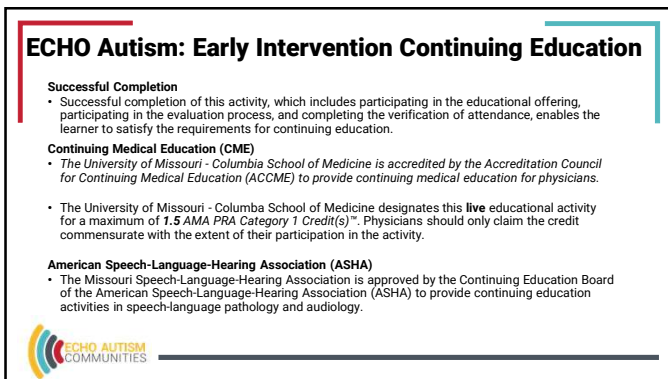




1



2



3

ECHO Autism: Early Intervention Speaker Disclosure

LPC, Social Work, Psychology, 50-minute hour CEs

The University of Missouri Continuing Education for Health Professions (CEHP) is part of an accredited university in the state of Missouri. As such, this program meets the requirements for Licensed Professional Counselors, Psychologists, and Social Workers with Missouri licenses. CEHP attests that this program contains 1.5 clock hours of instructional time. Licensed professionals measuring CE credit based on a 50-minute hour may claim up to 1.8 Contact Hours for full attendance at this program.

Relevant Financial Relationship Disclosures

Current ACCME (Accreditation Council for Continuing Medical Education) rules state that participants in CE activities should be made aware of any relevant affiliation or financial interest in the previous 24 months that may affect the planning of an educational activity or a speaker's presentation(s). Each planning committee member and speaker has been requested to complete a financial relationship reporting form for the ECHO Autism: Early Intervention Series

Kristin Sohl, MD,FAAP receives support:

- Cognoa Behavior Health – research support
 - Quadrant Biosciences – medical science collaborator
- All relevant financial relationships for the presenter(s) have been mitigated.*

No other speaker or planning committee member has a relevant financial interest



4

Learning Objectives

- LO 1: The learner will identify potential skill acquisition and behavior reduction targets that may be addressed during ABA therapy.
- LO 2: The learner will describe the role of the BCBA on an Early Intervention team
- LO 3: The learner will become familiar common teaching methods used in ABA



5

ABA Therapy – What is it?


- ABA = Applied Behavior Analysis
- Application of the science of learning and behavior
- Focuses on applying behavioral principles to reduces harmful behaviors but also to teach new, more appropriate behaviors
- Includes a variety of techniques to achieve these goals, but all are based on the science of behavior



6

ABA Therapy – What is it?


- Technical Definition:
 - “ABA is the design, implementation and evaluation of environmental modifications to produce socially significant changes in behavior”
 - Includes the use of direct observation, measurement, and functional analysis of the relations between environment and behavior
- Examine how the environment (i.e., people, places, things) plays a role in behavior change
 - Changing what happens before and after a child’s behavior in order to see more or less of that behavior in the future



7

ABA Therapy – What is it?


- Although ABA has existed for many decades, the demand for services has increased extremely rapidly since the 1990s, particularly in the realm of Autism interventions
 - Families have advocated for changes in public policy and increased funding for services
- Rapid increase in demand has led to misunderstanding about ABA and misrepresentations
- Solid base of research supporting its effectiveness in building skills and reducing problematic behavior across diagnoses, ages, and environments



8

ABA Therapy – What is it?


- Strong evidence base:
 - Children in intensive ABA programs twice as likely to score in normal range on cognitive and language assessments than children receiving “eclectic” mix of therapy programs
 - Howard, Stanislaw, Green, Sparkman & Cohen, 2014
 - Children starting early intensive ABA program before 2nd birthday made the most significant gains in joint attention, play, language, imitation
 - MacDonald, Parry-Cruwys, Dupere & Ahearn, 2014
 - Children receiving 20-40 hours/week of early intensive ABA programs outperformed control groups on IQ, language and adaptive behavior scores
 - Peters-Scheffer, Didden, Korzilius & Sturmey, 2011



9

ABA Therapy – What is it?


- Teaches new skills across a variety of domains
 - The goal is always to teach skills in an individualized manner that are specific to that child and that family.
- Reduces behaviors of concern
 - ABA focuses on reducing behavior that may be interfering with the child and family's ability to meet meaningful goals
- Caregiver and family support
 - Teaching parents and caregivers strategies to help promote skill acquisition and problem behavior reductions



10

ABA Therapy – What is it?

- Components of ABA:
 - Comprehensive Assessment
 - Social significance
 - Data collection
 - Function-based intervention
 - Individualized treatment plan
 - Consistent and frequent implementation
 - Ongoing, frequent assessment, analysis, and adjustments
 - Direct support and training of relevant caregivers
 - Comprehensive infrastructure for supervision



11

ABA Therapy – What is it?


- Common areas of intervention:
 - Skills to replace behaviors of concern
 - Skills to promote language and communication
 - Skills to increase appropriate social behavior
 - Skills to increase independence in daily living or in academic settings
 - Skills to help generalization across environments
 - Skills to promote attending and on-task behavior
 - Skills taught to parents to help increase their involvement and ability to teach outside of therapy sessions



12

ABA Therapy In Action


- What does a typical session look like?
 - Therapy should be response to the needs of the child and family and individualized based on the goals, age, environment of the client
 - Different providers may have different approaches. I encourage you to reach out to the BCBA to set up a time to observe, if possible!



13

ABA Therapy In Action


- Common teaching strategies include:
 - Discrete Trial Training (DTT)
 - 1:1 structured teaching that involves repetition and reinforcement
 - Naturalistic Teach Strategies
 - Teaching skills in settings where children with naturally use them
 - Verbal Behavior
 - Intensive 1:1 therapy using natural motivation to develop a connection between the word and its meaning
- Most comprehensive ABA programs will include components of all of these teaching strategies!



14

ABA Therapy In Action


- Behavior Reduction: How do we approach behaviors that may be interfering with the learning process?
 - An assessment must be completed that examines the relationship between the antecedents and consequences of the behavior to determine the **function**
 - **Function** – what is reinforcing/maintaining that specific behavior?
 - Not always obvious or straightforward!
 - Intervention **must** be based on the function in order to be effective!
 - We may accidentally reinforce behavior that we do not want to see more of if the function is not appropriately identified.



15

ABA Therapy In Action

- Key components of an effective behavior reduction intervention:
 - Data collection
 - Without accurate data, we can't know if it is **really** working
 - Objective measurement is critical!
 - Consistent implementation
 - Across people, across places, across scenarios
 - Behavior reduction plans are most effective if everyone is doing it
 - Persistence
 - Behavior **may** get worse before it gets better and it is important that everyone is prepared for that
 - Technical term: Extinction burst!





16

Who can practice ABA?

- Typically, ABA uses a tiered service delivery model:
 - **RBTs**: 1:1 work with clients, must be supervised by BCBA
 - **BCBA**: Masters level clinician who supervises team, does assessments, works with parents, collaborates with other professionals


The BACB credentials and recognizes practitioners at four levels:

17

Who can practice ABA?


- Team composition:
 - Most teams will have more than one RBT
 - RBTs are **required** to be supervised by a BCBA for a certain percentage of their time spent working with clients
 - Many RBTs are not going to be BCBA's and that is ok!
 - As long as they have completed the required training components and maintain the appropriate levels of supervision, they are fulfilling their responsibilities.
 - Not all funders require that the RBTs are actually RBTs but as an ABA provider, it IS best practice
 - BCBA's are required to be certified and licensed in Missouri



18

Collaboration


- BCBA's work on a wide variety of skills during ABA therapy.
- Most children who are in ABA are also working with OTs, SLPs, schools, and other therapists.
- Oftentimes, there is overlap between therapies.
 - This makes it even more critical to ensure collaboration is occurring!
- Please call us!
 - Share your goals and methods.
 - Let us know what is working and what isn't.
 - Invite us to meetings or come and observe a session with us.
 - If you have questions or are looking to collaborate, direct them to the BCBA!



19

Collaboration

- Our most successful cases are the ones we can effectively collaborate on.
- We all bring something valuable to the table and will absolutely be able to learn something new if we are able to listen.
 - We are all in in to help our clients and their families!
- Focus on the big picture!
 - How do all the pieces fit together?
 - What are the long-term goals for this client and how are we helping this family achieve those goals?




20

Is ABA appropriate for my client?

Are they...

- Having a difficult time learning new skills?
- Engaging in behavior that is disruptive or dangerous?
- Demonstrating difficulties with communication?
- Having a hard time with age-appropriate social interactions?
- Not able to independently complete activities of daily living?


Then probably! You can always make a referral or call for more info!



21

Quick Note


- Neurodiversity Movement
 - Check out the ECHO Autism Webinar: Neurodiversity and Nuance with Haley Moss and the Hub Team!
 - Important to understand, listen, and adjust when major concerns are voiced
 - Our goal is **not** to change the person or eliminate autistic characteristics.
 - Our goal is to help Autistic people and their families reach their goals!
 - Not all therapy is going to be a great fit for every child or every family, but ABA can be extremely helpful for many people.
 - Encourage families to have a dialogue with potential providers
 - Ask questions, speak up if something doesn't feel right, collaborate with your provider about what works for you and what doesn't



22

Resources

- Autism Treatment Network (ATN) Toolkit – Parent’s Guide to ABA
 - <https://www.autismspeaks.org/tool-kit/atnair-p-parents-guide-applied-behavior-analysis>
- Identifying Applied Behavior Analysis Interventions
 - Association of Professional Behavior Analysts (APBA), 2017
 - <https://www.bacb.com/wp-content/uploads/APBA-2017-White-Paper-Identifying-ABA-Interventions1.pdf>
- Behavior Analyst Certification Board
 - <https://www.bacb.com/>
 - https://www.bacb.com/wp-content/uploads/Behavioral-Treatment-of-Autism-and-Other-Developmental-Disabilities-Fact-Sheet_190520.pdf



23





24
