

# Best Practices for IBHS: Generalization And Transfer of Skill

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# Quick Training Refresher

# Conceptual Framework for IBHS: a 6-step process

1. Referral

## **CONCEPTUALIZATION**

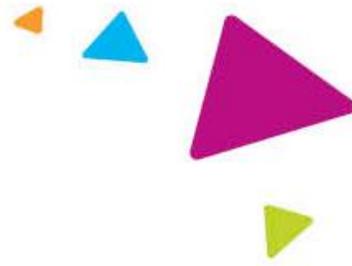
2. Interview/Observation
3. Treatment Plan Development

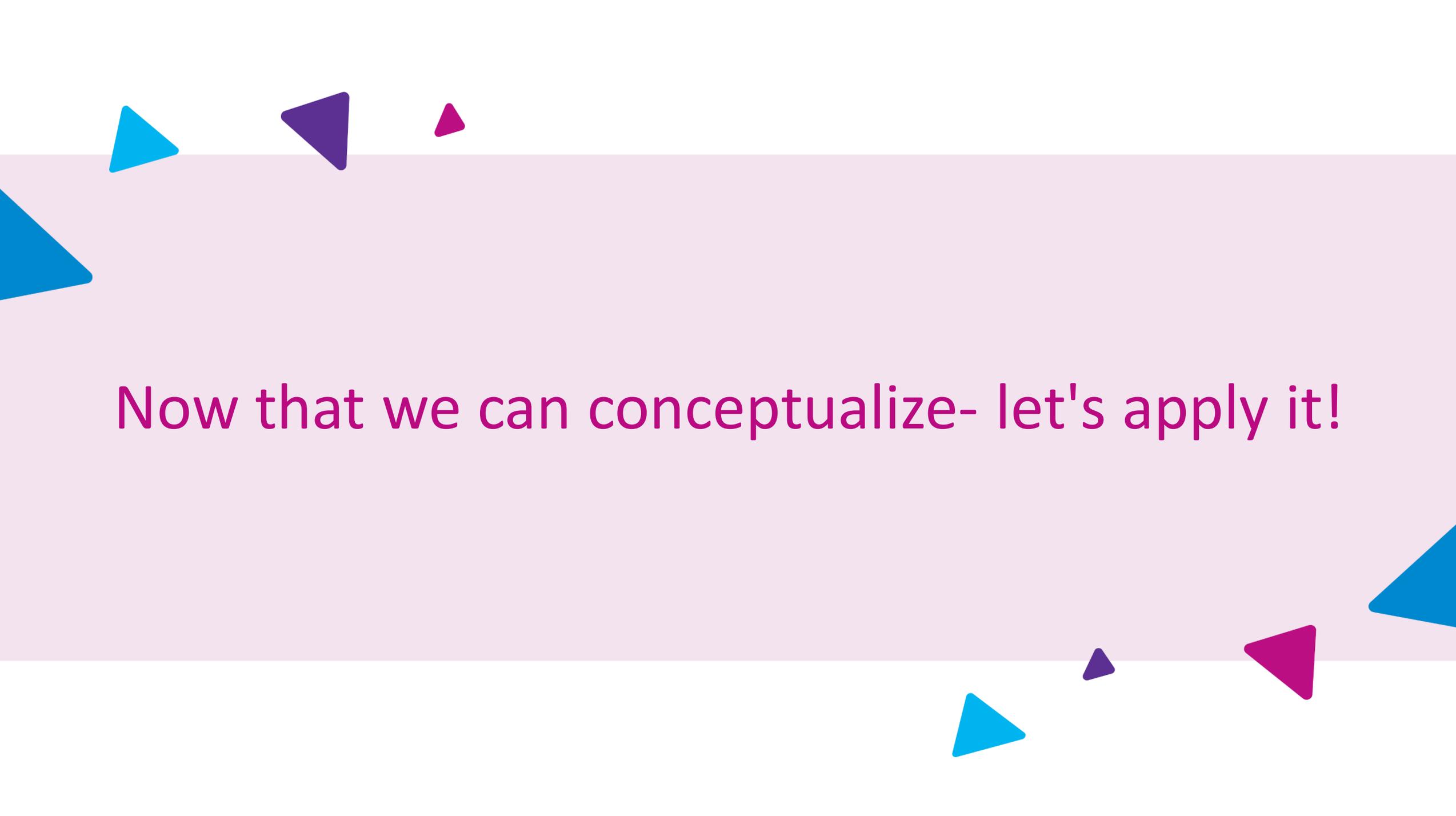
## **IMPLEMENTATION**

4. Training and Implementation
5. Progress Monitoring

## **DISCONTINUATION**

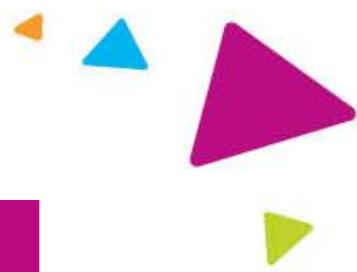
6. Discharge





Now that we can conceptualize- let's apply it!

# Goals for this Training



Assessment and Facilitation of Skill Generalization

Helping Caregivers Understand their Role in the Child's Treatment

Partnerships with School/Daycare Staff

Assessment of Caregiver Skill Set at Baseline

Including Specific Parent Goals in Treatment Planning

Explanation of Transfer of Skills for Caregivers

Engagement of Caregivers on Skill Implementation

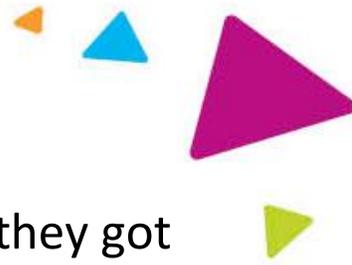
Measurement of Skills Transfer

Transfer of Skills and Discharge Planning



What role do we play in treatment?

# The Fisherman Story



Once upon a time in a small town, a group of fishermen gathered at the river's edge. Soon after they got there, a child came floating down the rapids, yelling for help. One of the fishermen jumped in the river and pulled the child out.

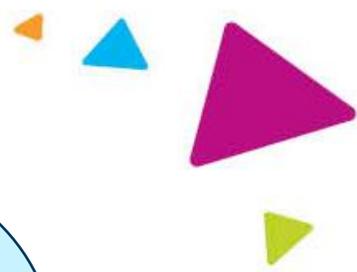
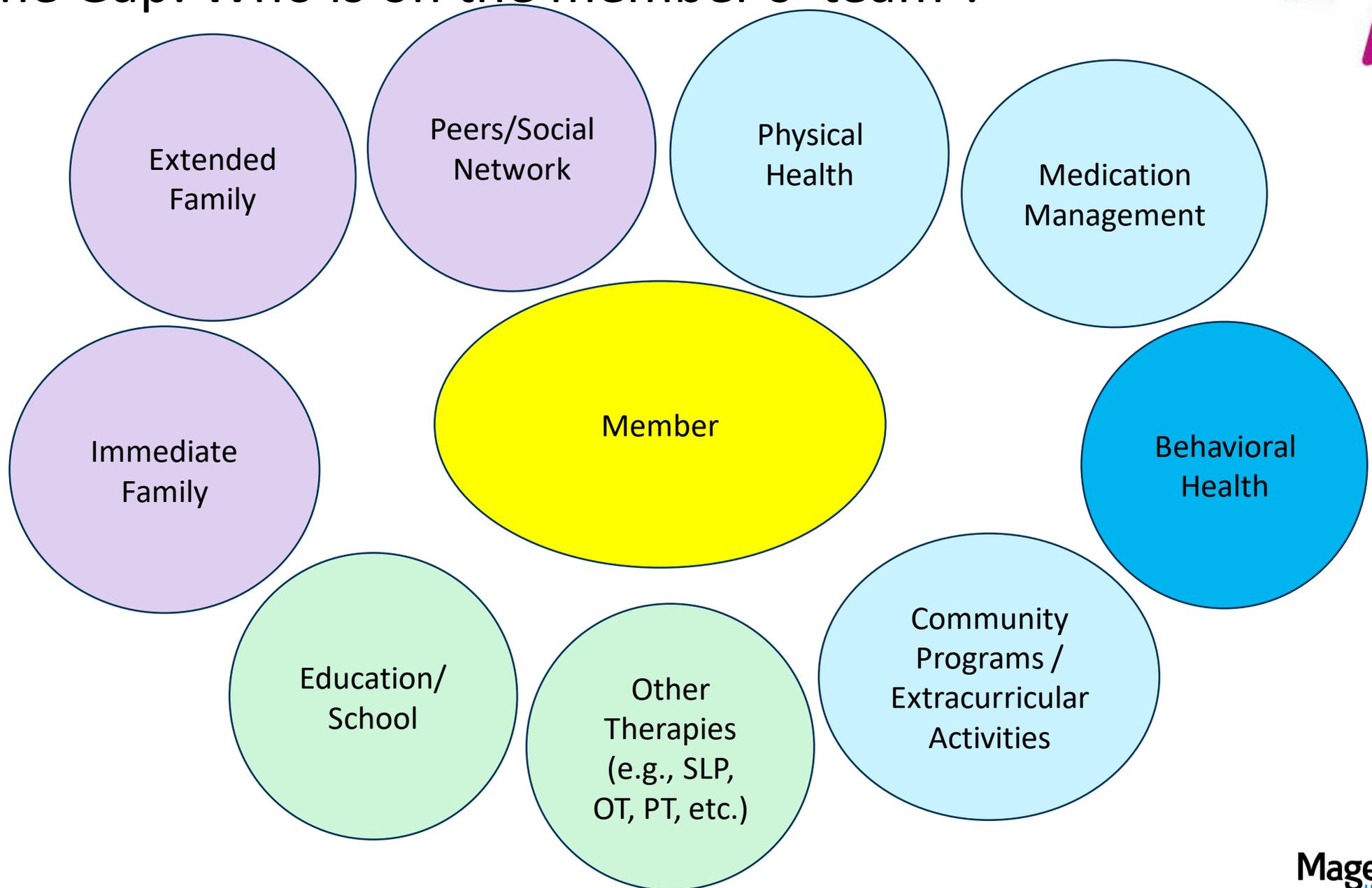
A few minutes later another child came, then another, and then another. Soon the fishermen were all diving in dragging children to safety. They continued jumping in over and over again, trying to save as many children as they could.

During all this frenzy, one of the fishermen walked away. The rest of the group became irate! How could he leave when there were so many children to save?

Hours later, to the fishermen's relief, the flow of children down the river stopped. The fisherman who had walked away returned. The group began shouting, "How could you? How could you walk away when we were all working so hard to save the children? We needed you with us."

He replied, "I decided to go upstream and find out why so many children were falling in the river. I found that the bridge had some missing boards. When the children tried to jump the gap, they couldn't make it and were falling in. I fixed the bridge so no more would fall in."

# Bridging the Gap: Who is on the member's 'team'?



# Helping the Caregiver Understand their Role in Treatment



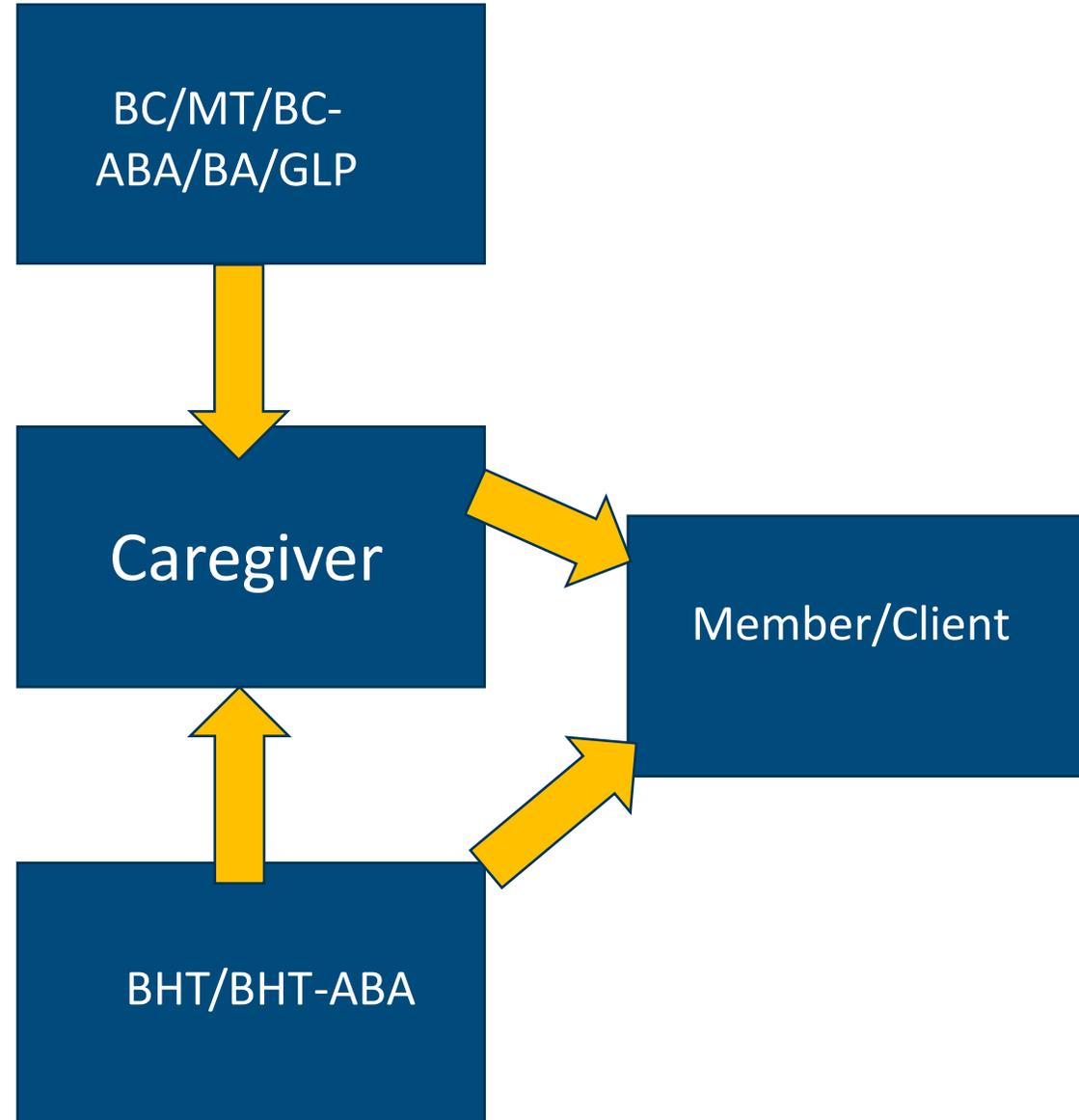
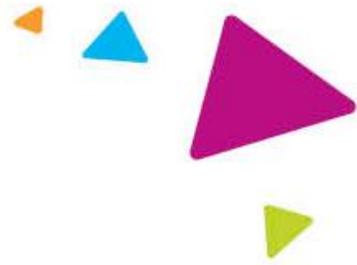
Caregivers are:

- parents/ legal guardian
- extended families
- teachers
- Other adults who are overseeing the child in an environment during all waking hours.

Caregivers Role: Treatment team member/Behavior Change agent

- Questions for the Clinical team to ask when working with a caregiver:
  - What do caregivers want to learn?
  - What are effective strategies in teaching?
  - How is the caregiver promoting or hindering progress?
  - Does this caregiver know discharge planning begins on Day 1?

# Parents ask- what do all these letters mean?



# Behavioral Health Team Member Roles and Responsibilities

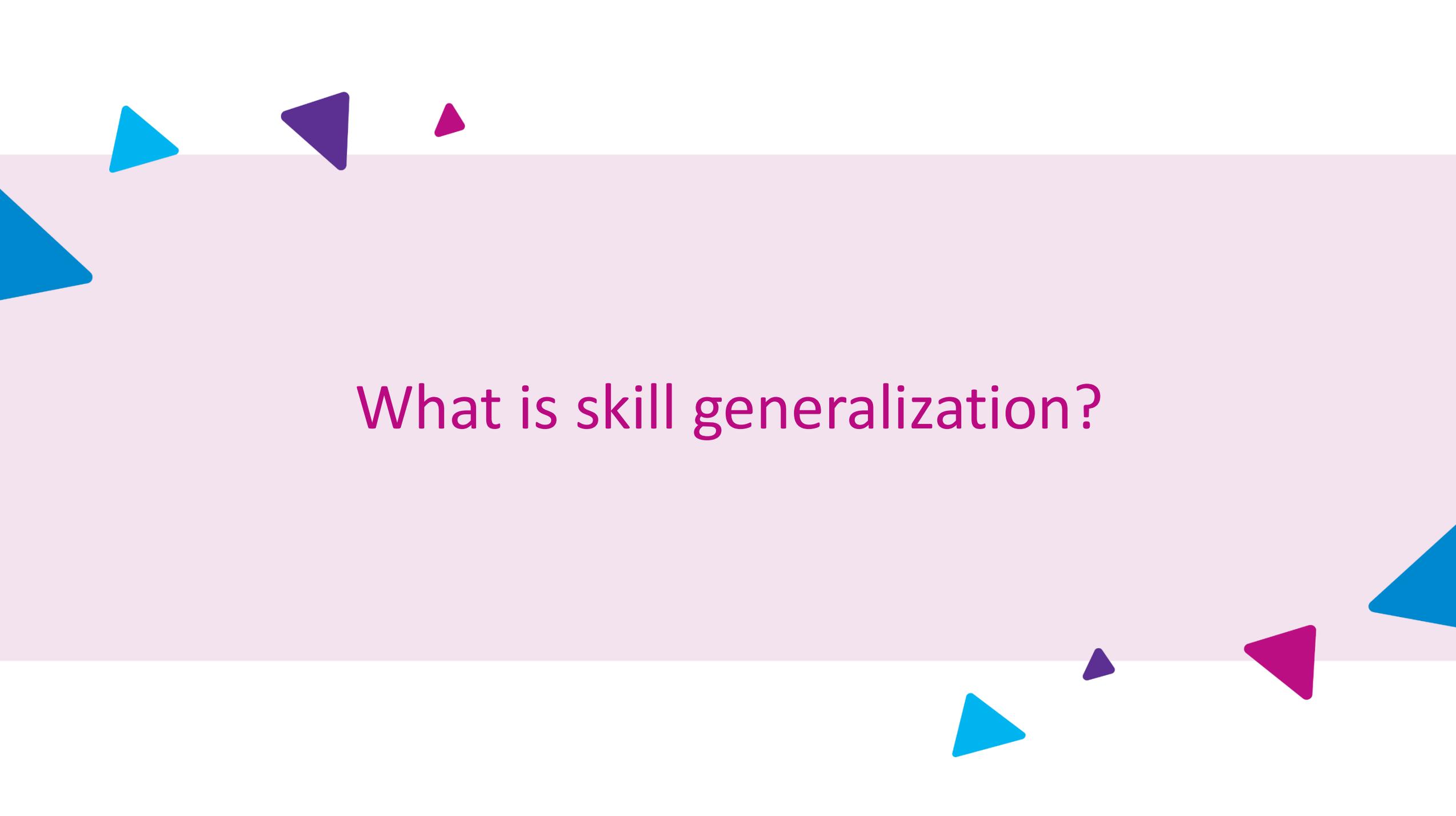
- Individual Services

- (a) Behavior consultation services consist of clinical direction of services to a child, youth or young adult; development and revision of the ITP; oversight of the implementation of the ITP and consultation with a child's, youth's, or young adult's treatment team regarding the ITP.
- (b) Mobile therapy services consist of individual therapy, family therapy, development and revision of the ITP, assistance with crisis stabilization and assistance with addressing problems the child, youth or young adult has encountered.
- (c) BHT services consist of implementing the ITP.

- ABA Services

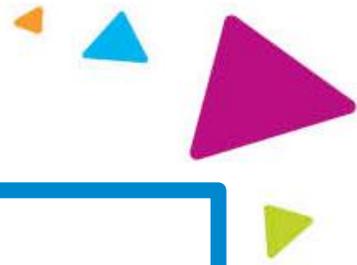
- (a) Behavior analytic services and behavior consultation—ABA services consist of clinical direction of services to a child, youth or young adult; development and revision of the ITP; oversight of the implementation of the ITP and consultation with a child's, youth's or young adult's treatment team regarding the ITP. In addition, behavior analytic services include functional analysis.
- (c) Assistant behavior consultation—ABA services consist of assisting an individual who provides behavior analytic services or behavior consultation—ABA services and providing face-to-face behavioral interventions. An individual who provides assistant behavior consultation—ABA services and BHT-ABA services may not provide interventions requiring skills, experience, credentials or licensure that the individual does not possess.
- (d) BHT-ABA services consist of implementing the ITP.

BUT- how do we explain these roles to the family as well as when each of them are needed?



What is skill generalization?

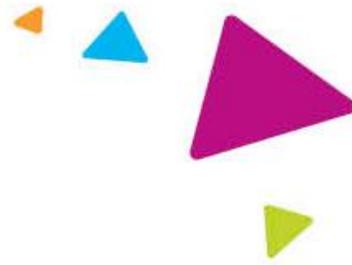
# Skill Generalization



Can the member and caregiver perform a skill in a context different from the training environment/context?

- *The Gold Standard: Across 2 people, across 2 settings*
  - *Child can use the skill in response to more than one Caregiver*
  - *Child can use the skill in more than one setting*
- *Like learning to drive*
  - *Just because a person can demonstrate a driving skill in the school parking lot*
  - *We don't assume they will know how and when to use the skill on the road*

# Skill Generalization: teaching with generalization in mind



Introducing and teaching targets that the member would encounter in the natural environment

Method of instruction consistent with procedures that the member would encounter in school

Teach skills that can be maintained in the absence of intervention

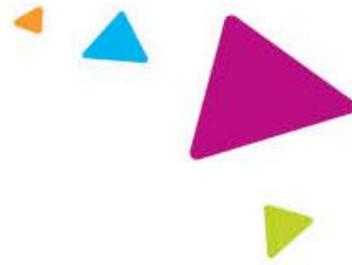
Prompts or 1:1 supports only being introduced as needed

Plan to fade prompts to avoid prompt dependence

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# What is Transfer of Skill?

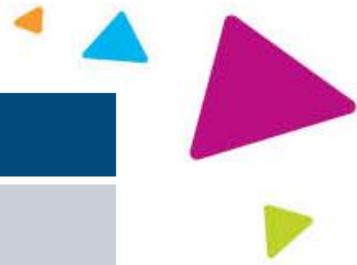
# Transfer of Skill: Teaching yourself out of your job!



But also....

1. BACB Ethics Code for Behavior Analysts Section 2 – Responsibility in Practice, 2.09 Involving Clients and Stakeholders, 2.14 Selecting, Designing and Implementing Behavior-Change Interventions, etc.
2. IBHS Regulations Section 5240.86 ITP (d)(5) The ITP must include: Whether and how parent, legal guardian or caregiver training, support and participation is needed to achieve the identified goals and objectives.
3. Council of Autism Providers ABA-ASD Practice Guidelines 2<sup>nd</sup> Ed. Section 7 Working with Caregivers and Other Professionals “...caregivers must receive training and consultation throughout treatment, discharge and follow-up”.
4. PA DHS Child and Adolescent Social Service Program (CASSP) Core Principles No.2 Family Focused “The family is the primary support system for the child and it is important to help empower the family to advocate for themselves. The family participates as a full partner in all stages of the decision-making and treatment planning process including implementation, monitoring, and evaluation.”

# Transfer of Skill: Teaching yourself out of your job!



Good	Not so good
BC with teach/model/coach caregiver to have child verbally identify objects/verbally request ...	BC will make weekly contacts with the school and family to update them on progress.
Caregiver will always have Picture Exchange Communication System available	Parents will collect data
Caregiver will use a firm neutral tone when delivering a prompt or directive.	BC/BHT/Caregiver will implement interventions in the treatment plan
Caregiver will model positive statements during teaching sessions 2x/week. Examples of positive statements are _____	Caregiver will utilize Behavioral Momentum and DRA to increase compliance
Caregiver will withhold attention by removing eye contact and terminating verbal exchanges but maintaining proximity when behaviors maintained by attention (see ITP) occur.	Caregiver will provide attention on a time-based schedule
Teacher will praise client at least 4 times per hour	

# Transfer of Skill Goal: Parent



Goals	Mastery Criteria	Baseline (Pre-intervention Skill Levels and Dates Assessed)	Intervention Plan	Current (Status and Progress to Date)	Caregiver Feedback*
<p>Mrs. Schrute will facilitate a play session with Dwight for 15 minutes, 1x/day.</p>	<p>100% accuracy during independent facilitation phase w/ Mrs. Schrute</p> <p>Across 4 out of 5 sessions each week for 2 consecutive weeks (by 12/31/21).</p>	<p>Mrs. Schrute does not have toys available to because Dwight requires physical guidance to engage in functional play (appropriate toys are not available in the home)</p>	<ol style="list-style-type: none"> <li>1. Get toys.</li> <li>2. BC-ABA will model play session across 5 sessions.</li> <li>3. BC-ABA will shadow Mrs. Schrute in the facilitation of play session across 5 sessions.</li> <li>4. Mrs. Schute will practice with BC-ABA guidance as need across 5 sessions.</li> <li>5. Mrs. Schute independently practice and record one sample session for review each week.</li> </ol>	<p>New – Planned Start Date 10/31/21</p>	<p>Mrs. Schrute stated that she is excited to learn how to facilitate play with Dwight and is committed to participating in sessions as needed to accomplish the goal.</p>

# Transfer of Skill Goal: Teacher



Goals	Mastery Criteria	Baseline (Pre-intervention Skill Levels and Dates Assessed)	Intervention Plan	Current (Status and Progress to Date)	Caregiver Feedback*
<p>Mr. Toby will give positive attention to Kevin by calling on him when he raises his hand at least 2x a day during group instruction (e.g., Circle, Reading, etc.).</p>	<p>4 out of 5 days/week for 4 consecutive weeks with Mr. Toby (by 1/31/22)</p>	<p>Kevin calls out during group activities and Mr. Toby responds by reminding Kevin of classroom rules and/ or placing Kevin's card in the parent contact section of the Classroom Level Board.</p>	<ol style="list-style-type: none"> <li>1. BC-ABA, BHT-ABA will review schedule of group activities with Mr. Toby to determine opportunities for M. Toby to call on Kevin.</li> <li>2. BHT-ABA will review classroom expectations (written on visual cue card on desk) with Kevin before group activity.</li> <li>3. BHT-ABA will sit behind Kevin to allow Mr. Toby to initiate interaction and reinforce response. BHT-ABA will only prompt response from Kevin after Mr. Toby has made at least 2 attempts.</li> </ol>	<p>New – Planned Start Date 11/11/21</p>	<p>Mr. Toby is in agreement with plan and wrote the intervention into Kevin's IEP. He is concerned with his ability to independently maintain the intervention but will see how it goes.</p>

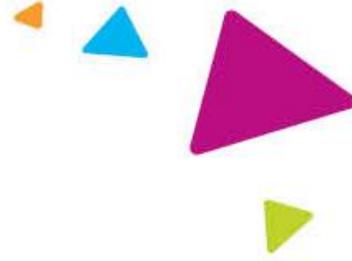


# Closing Thoughts

# Closing Thoughts

- Multiple systems and people are involved in a kiddo's skill building and transfer of skill
- Be mindful not to use ABA jargon when teaching and explaining skills
  - Both in the treatment plan and in person modeling and coaching
  - Get on their level and think "outside the box" for learning styles and teaching skills
  - Teach yourself out of your job!
- Assessment is not just during the "assessment period"
  - Assessment of both member and parent/caregiver skills should constantly be occurring and treatment updates should be made appropriately
  - Incorporate strong parent/caregiver goals into treatment to support with skill development
  - Highlight strengths of what parent/caregivers can do independently and grow from that to get buy in
- Aim to teach and generalize across 2 people and 2 settings
- We know you do great work, don't be afraid to show it off to us!

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