WEBVTT

1
00:00:00.000 --> 00:00:13.978
Hey, good morning. Everyone glad to have everyone here today for the the
3rd day of the behavior support review committee training series, as I
said, I'm Rita Cooper. I'm the western region area behavior analyst.

2
00:00:13.978 --> 00:00:18.509
And we've asked for you to enter if you want the.

3
00:00:19.164 --> 00:00:31.583
To enter your name email and address BCBA information in the chat. And
then the expectation is that you actively participate in the polling
questions.

4
00:00:32.334 --> 00:00:39.594
If you have trouble entering that, you can put it in the chat also. And
then at the end of the session.

5
00:00:39.899 --> 00:00:44.100
To also enter your email and.

6
00:00:45.240 --> 00:00:50.789
Bcba number, so we can kind of close the loop and then after that, we'll, uh.

7
00:00:50.789 --> 00:01:00.090
Company with, so, you know, if you've attended all and have the
participation, then we will send you your certificate for those 3.

8
00:01:00.090 --> 00:01:12.420
So That'll be pretty awesome and at no cost wow. We will be holding at
least at some point in time a workshop to kind of take this to the next
level.

9
00:01:12.420 --> 00:01:19.409
So, we can actually look at a plan and scoring it. So, beyond the lookout
for that, in the future.

10
00:01:19.409 --> 00:01:34.045
So, with that, if I'm going to hand it over, then to my associates,
Atlanta and Lucas, and, um, I'm the, of course, the western region
analyst, and I'll have my associates introduce themselves and we'll get
started.

11
00:01:34.105 --> 00:01:37.795
So, kick it off to Atlanta. And then to Lucas.

12
00:01:39.840 --> 00:01:46.140
Good morning I am the lamp with this bone, the eastern area behavior
analyst. Welcome back.

13
00:01:47.219 --> 00:01:53.040
Good morning everyone I'm Lucas sevens. I'm the central air behavior
analyst and it's good to see everyone back again.

14
00:01:58.200 --> 00:02:03.900
All right, let's go ahead and advance the slide. Or can I actually I can
do it can't I cannot.

15
00:02:03.900 --> 00:02:07.950
I can oh, wow. I should not be trusted with this much power.

16
00:02:07.950 --> 00:02:22.259
So this is a continuation from what we talked about last time. So
hopefully all of you have attended last time. Otherwise you'll be very
confused, but I'll try to give a little bit of a review. So.

17
00:02:22.259 --> 00:02:30.960
As you remember from last time, we, we went into a deeper dive on each
element we talked about what they were, what the components of each
element was.

18
00:02:30.960 --> 00:02:37.680
And then we gave some examples and non examples and just as a kind of
like a quick reminder.

19
00:02:37.680 --> 00:02:41.310
These these examples and non examples.

20
00:02:41.310 --> 00:02:54.389
Are small statements that contain if it's an example, all the, all the
necessary components that comprise the element, but may look a little odd
outside of a behavior support plan. So, this is kind of the intermediate
step. So, being able to recognize.

21
00:02:54.389 --> 00:02:58.794

Examples and non examples that have all those components of those essential elements.

22
00:02:58.794 --> 00:03:11.724
And then the, the workshop that Rita talked about, which is taking to the next level is actually kind of incorporating the elements throughout of, like, actual behavior, support plan and being able to still kind of identify those or discriminate whether they're, they are not there.

23
00:03:11.724 --> 00:03:20.335
So, I'm just as a quick refresher about what we're doing here and I'm going to kind of take us through this 1st example, and we'll get started.

24
00:03:22.770 --> 00:03:27.509
So this is for checklist item number 6 again, we're starting in the middle.

25
00:03:27.509 --> 00:03:34.469
Of the form, and this 1 is all about how, how to how to reinforce behavior that you would like to increase.

26
00:03:34.469 --> 00:03:42.689
And this is about how do you do it? So, what specific instructions are there or.

27
00:03:42.689 --> 00:03:49.530
Reinforcing behavior what do you how often do you do it? So what do you do? How often do you do it? That's a schedule.

28
00:03:49.530 --> 00:03:54.840
Is it every single time? Is it on a fixed time?

29
00:03:54.840 --> 00:04:06.360
Enter is it on an interval time? Is it every other performance that you see that you provide? Very unfortunately how often should people do it? And then what do they do it with so to speak so, like, what.

30
00:04:06.360 --> 00:04:11.490
What is the, what is the outcome or the stimuli.

31
00:04:11.490 --> 00:04:15.330
Or the stimulus they are using as reinforcer and why.

32

00:04:15.330 --> 00:04:19.889
You know, why is that? So it's it's more than just.

33
00:04:19.889 --> 00:04:24.149
Like, we're going to say good job after somebody does something that we want.

34
00:04:24.149 --> 00:04:32.278
Um, there has to be some reason to believe that saying good job actually means something for this person and will function as a reinforcer. So, this is.

35
00:04:33.504 --> 00:04:47.574
Kind of a call back to that good assessment that we started with element number 1 and I'm not going to go through all of these task list compliance code items. But Needless to say, it's how to reinforce behavior and that we want to reinforce behavior to increase.

36
00:04:47.574 --> 00:04:49.074
It's kind of like the foundation of.

37
00:04:49.379 --> 00:05:00.389
Our entire professional practice, if we truly are about building tours and individuals and staff people to support individuals.

38
00:05:00.389 --> 00:05:14.428
To help people be successful in ways that they care about, and that society cares about, we have to use reinforcement and user enforcement you got to know what to do. How often do it and why you're going to use to provide reinforcement. So, let's look at some examples and.

39
00:05:16.678 --> 00:05:26.759
So here is an example and remember these are these are written specifically to contain all of the necessary components in the element.

40
00:05:26.759 --> 00:05:33.598
And this 1 is about Steve, so each day that Steve gets up on time and prepares for work in 1 hour or less.

41
00:05:33.598 --> 00:05:37.499
Staff will take him to Starbucks for coffee on the way to his job.

42
00:05:37.499 --> 00:05:42.358
So, we're presuming that that coffee is reinforcing.

43
00:05:42.358 --> 00:05:48.718
Or Steve Steve is like me, then definitely coffee's a super big
reinforcer.

44
00:05:48.718 --> 00:05:51.809
And so we know specifically how to do it.

45
00:05:51.809 --> 00:06:00.718
So, we've got instructions here on what to do to deliver it. We know how
often to do it. It's basically every time he meets the contingency
requirement, he gets it.

46
00:06:00.718 --> 00:06:05.249
And we know what it is and again, and here's 4 plan. This should.

47
00:06:05.249 --> 00:06:09.838
This would be linked back or in the context of the functional assessment.
So you would know.

48
00:06:09.838 --> 00:06:16.259
That this, this is a reasonable reinforcer or stimulus to use.

49
00:06:16.259 --> 00:06:25.108
But in order to make this fit on the screen and not have a multiple
paragraph thing, this is what we chose. So, this has all the components.
This is an example.

50
00:06:26.189 --> 00:06:34.678
Another example, so this one's about 4 hay so when he requests an item
that is available, staff should retrieve it. If the item isn't available.

51
00:06:34.678 --> 00:06:39.718
Stash should present to related alternative choices for reporting to
choose from.

52
00:06:39.718 --> 00:06:44.189
And then let him have those things. So, again, this is what to do.

53
00:06:44.189 --> 00:06:48.778
To and to to reinforce.

54

```
00:06:48.778 --> 00:06:55.139
This 1 to get is presuming that choice making is a reinforcer, which is a
pretty safe assumption for most human beings. And.

55
00:06:55.403 --> 00:07:01.163
People in general and what to do and how often so basically, if he asked
for it, you can have it.

56
00:07:01.163 --> 00:07:14.934
He should always get the item, but if it isn't available, there's an
alternative thing to do an alternative procedure to set up that
reinforcing choice making in the event that the, the primary desired item
isn't there.

57
00:07:15.238 --> 00:07:20.129
So, again, we have all of those components that are necessary to kind of
know that.

58
00:07:20.129 --> 00:07:26.069
There's some reinforcement happening in this plan, and here is a non
example.

59
00:07:26.069 --> 00:07:35.098
So, I'm going to before we even get to the challenge, which I'm going to
have people chatting about what they think is missing here. So, if at the
end of the day, there's no physical aggression.

60
00:07:35.098 --> 00:07:38.968
Then Johnny is gonna get a diet soda, so.

61
00:07:38.968 --> 00:07:52.678
Let's just presume, let's give them the benefit that out that a dive soda
is actually reinforced for Johnny and it might it might be it would be
reinforced it for me. I don't drink greatly soda, but besides that, what
what is wrong with this example? What's missing?

62
00:07:52.678 --> 00:07:57.598
And you guys can chat it in, because obviously you can't talk.

63
00:08:03.959 --> 00:08:16.738
Well, yeah, so what time of the day it's not specific, but what but even
more fundamental, what what is the behavior being reinforced.

64
00:08:16.738 --> 00:08:20.009
```

No, physical aggression isn't.

65
00:08:20.009 --> 00:08:24.569
Isn't the behavior of of interest that we want to increase because.

66
00:08:24.569 --> 00:08:27.838
You know, going back to.

67
00:08:27.838 --> 00:08:35.788
A rule of thumb on the dead man's test. A dead man cannot be physically
aggressive so that's not really not what we're trying to do and.

68
00:08:35.788 --> 00:08:40.528
Bonus points what kind of schedule is this? So, what sort of intervention
is this.

69
00:08:47.339 --> 00:09:01.494
Remember all those different ones you had the, the, the incompatible you
had different reinforcement of alternatives. It's a absolutely. Okay. So
the thing about is, in most cases, they actually aren't reinforcement
procedures at all.

70
00:09:01.583 --> 00:09:03.504
So there's a really good article by.

71
00:09:04.229 --> 00:09:09.028
Jonathan, he was in 2016 and behaving Austin practice.

72
00:09:09.028 --> 00:09:18.568
Where he kind of goes through all the available literature on schedules
and shows that, depending on what the situation is and.

73
00:09:18.568 --> 00:09:32.399
How they're provided, they actually could function as extinction. They
could function as punishment and they may be your function is
reinforcement, but not for anything that you are planning to reinforce.
So, you.

74
00:09:32.399 --> 00:09:36.479
You may get some reinforcement of some behavior, but you don't know what
that behavior is and you're not.

75
00:09:36.479 --> 00:09:39.958

You know, programming for it, so it, it really doesn't meet the.

76
00:09:39.958 --> 00:09:49.708
The requirements for a reinforcement procedures, because you weren't actually targeting anything for increase. If you get something that increases awesome but you haven't planned for it. You can't predict what it will be.

77
00:09:49.708 --> 00:09:53.849
So, let's move into a challenge question.

78
00:09:53.849 --> 00:09:59.188
So, you actually will get to respond this time through the pulling feature. It's going to be amazing.

79
00:09:59.188 --> 00:10:08.818
So, if at the end of the week, no outburst have occurred Harley receives bucks to spend at the token store. Is this an example or an example.

80
00:10:08.818 --> 00:10:40.048
Silence.

81
00:10:40.048 --> 00:10:44.129
All right, let's see the results.

82
00:10:49.854 --> 00:11:02.153
All right, it looks like a few people indicated that it was. Yes, it was an example. The majority of folks 17 2008 said that it was not an example and 8 folks did not answer.

83
00:11:02.153 --> 00:11:06.203
So just as a quick reminder before we go into this specific question.

84
00:11:07.438 --> 00:11:12.359
Um, if you are trying to get used for this talk, make sure you do participate in each 1 of these.

85
00:11:12.359 --> 00:11:24.058
Uh, questions, because that's how we're tracking, because patient in this, which is the requirement for earning use and as part of our ace standards for doing that. So, make sure you're answering those.

86
00:11:24.443 --> 00:11:31.793

If you're not here for use, then, you know, it's your choice, but the correct answer is definitely no. So, there's lots of issues with this example.

87
00:11:31.974 --> 00:11:43.553
1 is, this is another sort of, this is what I would call, like, a full interval or so there's a long period of time. It's targeting non occurrences.

88
00:11:43.854 --> 00:11:53.333
So, you're not really actually looking for behavior to increase and then there's the whole what's probably a token economy and there's a lot of questions that would have to come to using a token economy.

89
00:11:53.333 --> 00:12:02.274
So, 1, how many books books that are exchangeable for? What when? So there's lots of things that go into this that make me.

90
00:12:02.578 --> 00:12:10.918
Not know, specifically how, um, this is actually a reinforcement plan. So 1 is the 0T and 2 there's there needs to be some more detail about the tokens cause that.

91
00:12:10.918 --> 00:12:18.778
That in of itself isn't enough information to substantiate having a reinforcement strategy.

92
00:12:18.778 --> 00:12:23.609
All right, I'm going to pass it on and I will advance slides as instructed. So.

93
00:12:23.609 --> 00:12:27.178
Here we go. All right.

94
00:12:27.178 --> 00:12:32.399
Elements 7 react to strategies for behaviour target for decrease.

95
00:12:32.399 --> 00:12:41.278
Um, so just ensuring that there are instructions in the behavior support plan that tell people what to do.

96
00:12:41.278 --> 00:12:49.558
When the challenging behavior is present and that those strategies are likely to minimize.

97
00:12:49.558 --> 00:12:57.328
Reinforcement for the behavior so that the behavior is not likely to occur.

98
00:12:57.328 --> 00:13:01.229
And so I'm going to go ahead and go to the next slide.

99
00:13:08.874 --> 00:13:15.114
So, we're going to look at this example, aggression routinely allows escape from task.

100
00:13:15.264 --> 00:13:27.083
If aggression occurs, staff should evade or utilize brief manual restraint after aggression staff should represent the task. And this would be an, a simpler because.

101
00:13:28.048 --> 00:13:32.068
1, it tells.

102
00:13:32.068 --> 00:13:35.548
The staff what to do if aggression is present.

103
00:13:35.548 --> 00:13:42.298
2, it also is likely.

104
00:13:42.298 --> 00:13:47.249
Um, to, um.

105
00:13:47.249 --> 00:13:51.568
Not reinforcing it. It's not likely to allow.

106
00:13:51.568 --> 00:13:58.828
This person to escape from the task so it meets all of the elements.

107
00:13:58.828 --> 00:14:05.158
It meets all of the components components of elements center.

108
00:14:06.509 --> 00:14:19.408
All right, I'm ready for the next example, I love this example in the past staff will rush to out requests, following key, throwing items.

109
00:14:19.408 --> 00:14:24.719
And stay it 1 outburst of throwing items companies requests.

110
00:14:24.719 --> 00:14:28.109
Staff should say in an empathetic tone.

111
00:14:28.109 --> 00:14:41.458
Let's take a breather and stay it and so this again meets all of the components of element 7 because it 1.

112
00:14:41.458 --> 00:14:45.058
It allows.

113
00:14:45.058 --> 00:14:48.568
Implement us to know what to do.

114
00:14:48.568 --> 00:14:53.938
Once keeps starts the line items and and.

115
00:14:53.938 --> 00:14:58.739
It also.

116
00:15:02.219 --> 00:15:07.019
Doesn't allow Keith to access, um.

117
00:15:07.019 --> 00:15:11.938
What, um, what it whatever he was he's requesting because the staff.

118
00:15:11.938 --> 00:15:17.698
Are not honoring of the requests they're allowing him to take a breath breath.

119
00:15:17.698 --> 00:15:23.188
Um, and so this would be an simpler as well.

120
00:15:24.928 --> 00:15:28.739
Hi, I'm ready for the non example.

121
00:15:33.509 --> 00:15:47.129

Making threads often gets Billy large reactions when this occurs staff should remind Billy that such statements are not appropriate. And so this would be a non example.

122
00:15:47.129 --> 00:15:53.188
Because it is not likely that staff.

123
00:15:53.188 --> 00:15:57.149
Stating to Billy.

124
00:15:57.149 --> 00:16:01.708
That those statements are not appropriate, it's going to decrease.

125
00:16:01.708 --> 00:16:12.778
The on that desirable or unsafe behavior from occurring, it it, it does tale staff what to do, but those strategies will not.

126
00:16:12.778 --> 00:16:17.818
Um, lead so desired outcomes.

127
00:16:17.818 --> 00:16:21.749
Hey, Mark, can I add 1 thing before you go to the challenge question?

128
00:16:21.749 --> 00:16:26.668
Sure. Okay. I actually want to ask you also when you look at this.

129
00:16:26.668 --> 00:16:29.849
This previous example, where instead of, uh.

130
00:16:29.849 --> 00:16:37.558
Honor request immediately when keeps throwing items that staff say, let's take a breather instead. What what sort of intervention would you all call this?

131
00:16:40.259 --> 00:16:44.369
You didn't think you were going to get a quiz like this today.

132
00:16:51.178 --> 00:16:54.418
Silence.

133
00:16:54.418 --> 00:16:59.788
I would not I wouldn't call the R a.

134
00:16:59.788 --> 00:17:07.378
I would, I would call it some sort of time out procedure. It's a time out
for a reinforcement procedure right? Would you agree? So.

135
00:17:07.378 --> 00:17:10.858
And and in contingent, on throwing things.

136
00:17:10.858 --> 00:17:14.669
It kind of creates distance between.

137
00:17:14.669 --> 00:17:17.729
Throwing things and when he can.

138
00:17:17.729 --> 00:17:23.519
Make requests to get honoured again would people agree with that?

139
00:17:33.689 --> 00:17:40.259
Well, good, good call take a breather. Could could be better defined, but
let's say, let's say this function as.

140
00:17:40.259 --> 00:17:43.469
Creating distance between asking.

141
00:17:43.469 --> 00:17:48.719
Making a request in getting it met contingent on doing something like
throwing items.

142
00:17:48.719 --> 00:17:56.608
So, let's just take that. So it is a, I would say it is a time out from,
from reinforcement in that situation. Is that okay? To do.

143
00:17:56.608 --> 00:17:59.788
In our setting.

144
00:18:05.729 --> 00:18:13.528
I would say it's absolutely okay to do. It's so what we don't do. So what
is prohibited practice in Missouri?

145
00:18:13.528 --> 00:18:26.338

Um, system is, uh, seclusion timeout specifically where you take somebody and not let them lead a room contingent on problem behavior. You aren't doing anything other than just not on a request in that moment.

146
00:18:26.338 --> 00:18:31.679
Contingent on them throwing something. You're not moving them. You're not even moving yourself. You're just not.

147
00:18:31.679 --> 00:18:38.249
You're just not doing anything. It's and it's I would call it including every time, because they're not leaving anywhere. You're just not.

148
00:18:38.249 --> 00:18:41.699
You're just not complying with that request in that moment.

149
00:18:41.699 --> 00:18:47.338
Is it a rights limitation? Yes, you can do it. But is it a ride limitation for the person?

150
00:18:51.419 --> 00:18:54.689
I would say, yes, it could be a rights limitation that would depend.

151
00:18:56.368 --> 00:19:07.979
Um, okay, so you guys, some questions say, would only be a time obviously, if you're hit the fiscal active for always reinforcing in and of itself and you prevented that.

152
00:19:09.148 --> 00:19:18.509
Well, so if the throwing yeah, so absolutely. So if you throw something in the past and that has increased the likelihood behavior demands met and then you no longer.

153
00:19:18.983 --> 00:19:33.294
Provide you actually take away the option to have demands met and yes, that would be a, that would be a timeout procedure. And somebody says it's, I'm really struggling with because it seems like program restraints who we were making plans to include interventions that are based on restraint.

154
00:19:33.898 --> 00:19:40.378
Could you describe a little bit about what? Where you see restraint happening here?

155
00:19:42.269 --> 00:19:52.919

Oh, okay. Somebody's helping me it's supposed to be.

156
00:19:54.388 --> 00:20:02.638
Oh, okay. This is the question about this 1. so somebody's struggling
with this 1 about them? Yes.

157
00:20:02.638 --> 00:20:06.868
Yeah, part of a comprehensive safety crisis plan, which is.

158
00:20:06.868 --> 00:20:10.769
The requirement for behaves for plans and situations where they are
necessary.

159
00:20:10.769 --> 00:20:14.729
Could include telling staff when they should consider using.

160
00:20:14.729 --> 00:20:29.003
Um, physical crisis responses, like brief manual restraint, and we
actually should plan for situations that those things are needed staff
should be trained on how to do those and we should have clear guidelines
for when those things are necessary. So that is absolutely best practice.

161
00:20:29.364 --> 00:20:31.013
We should definitely be planning.

162
00:20:31.348 --> 00:20:38.999
On what we want us to have to do in those situations, and it could
absolutely be the case that a brief manual restraint is the most safe
thing to do in that moment.

163
00:20:40.019 --> 00:20:43.769
Rita.

164
00:20:43.769 --> 00:20:53.189
What would you agree? Yes, I would concur. I mean, that that's.

165
00:20:53.189 --> 00:21:07.618
The option of physical intervention is an option, and especially to guide
staff. Exactly. When to use it. I mean, in a safety crisis plan, there
should be those elements that ensure the safety of everyone.

166
00:21:07.618 --> 00:21:16.709

Whether that includes physical intervention or not, it should be a physical intervention. Of course, that is approved by the department. So.

167
00:21:16.709 --> 00:21:22.888
You can't just use whatever you want. You have to have trained people in that quote.

168
00:21:22.888 --> 00:21:27.358
Type of intervention that physical intervention that you're using.

169
00:21:27.358 --> 00:21:35.219
So and, yeah, Lucas, um, her computer apparently shut down. Unfortunately I know she's gonna try to get back on.

170
00:21:35.219 --> 00:21:45.959
Okay. Noise. All right so I think I've got all the questions if I've missed 1 I'm sorry represent it and I'll go over it, but let's go to the challenge question. Really quick. So I'm just.

171
00:21:45.959 --> 00:21:51.598
Since we've kind of tangent went on a tangent here so really what we're looking for here is there is there a set of.

172
00:21:51.598 --> 00:21:57.118
Strategies instructions, force staff or Implementers to use to respond Chinese situations.

173
00:21:57.118 --> 00:22:01.769
And whatever it is that they're doing, does it, does it seem reasonable.

174
00:22:01.769 --> 00:22:12.179
Are reasonably likely to minimize reinforcement or eliminate reinforcement for the problem behavior. So does it result in minimal reinforcement? Something that's less valuable.

175
00:22:12.179 --> 00:22:17.489
Does it result an extinction? What do we, what can we do.

176
00:22:17.489 --> 00:22:26.159
So, let's look at a non exam are the challenge. Sorry? So following physical aggression drone must run lapse until he is ready to apologize for going to.

177

00:22:26.159 --> 00:22:29.999
This 1 didn't get fixed to whoever, whoever he struck.

178
00:22:29.999 --> 00:22:33.808
So, I know that's written awfully, but.

179
00:22:33.808 --> 00:22:40.679
After Jerome hit somebody in the face, he has to run laps until he is
ready to apologize to whoever hit in the face.

180
00:22:40.679 --> 00:22:44.909
Would you think that this is an example or a non example?

181
00:22:44.909 --> 00:22:54.328
Can we get the polling question?

182
00:22:54.328 --> 00:22:58.199
Is it going? It's going okay cool.

183
00:23:00.358 --> 00:23:03.898
No, it's not going.

184
00:23:03.898 --> 00:23:07.288
Here it is.

185
00:23:44.423 --> 00:23:45.864
Okay, we've got a few more seconds.

186
00:24:08.814 --> 00:24:12.743
Alright so it looks like everybody said, this is not an example.

187
00:24:13.169 --> 00:24:19.078
Um, yeah, absolutely. So this, this would be.

188
00:24:20.098 --> 00:24:29.578
Definitely, not an example, uh, because it it doesn't meet our
requirements as far as, you know, what's best practice for the
standpoint.

189
00:24:29.578 --> 00:24:34.709
Um, it isn't ethical. It doesn't mean our professional practice
requirements in state of Missouri.

190
00:24:34.709 --> 00:24:38.788
Both for licensure and for the CSR. So this is actually not in.

191
00:24:38.788 --> 00:24:44.999
Example, so we will move on and Rita is this you or.

192
00:24:44.999 --> 00:24:50.038
Yeah, it's actually Lucas. All right, I'll be quiet and I'll advance as
interrupted.

193
00:24:50.038 --> 00:25:02.189
Okay, great Thank you so much. So our next element is element 8, and
that's evaluating the advocacy of the behavioral strategy. So, you know,
is what we're doing working.

194
00:25:02.189 --> 00:25:06.479
And the components we're looking for is a visual display.

195
00:25:06.479 --> 00:25:10.979
Um, how can you do analysis if it's all words? I've seen some.

196
00:25:13.884 --> 00:25:27.263
And I'll use that as an example. Um, although, you know, a visual display
would be better that goes through each. And every event that ever
happened, I can't tell what's going on. That's those are words. Those
aren't pictures.

197
00:25:27.598 --> 00:25:33.959
And sometimes pictures are better, so we need visual display of the data
in a graph form. Hopefully.

198
00:25:33.959 --> 00:25:43.199
Contextual variables are present in the display and we're looking for,
you know, faith change lines to see when the baseline was.

199
00:25:43.199 --> 00:25:51.778
When medications may have been in included or decreased or changed, we're
looking at.

200
00:25:51.778 --> 00:26:06.298

You know, was to be changed so those relevant contextual variables are present. Cleared to my occasion. I already included that and then visual progress is logically related to the strategies of change.

201
00:26:06.298 --> 00:26:12.328
You know, are you measuring the the dimensions and the elements that really measure that behavior.

202
00:26:12.328 --> 00:26:26.969
If you need to use frequency, if you need to use duration, you know, if we want to know that things are decreasing, how do we know that? The other thing that I think is important to note is that we should have.

203
00:26:26.969 --> 00:26:33.778
The replacement behavior potentially on the same graph with the targeted behavior.

204
00:26:33.778 --> 00:26:46.499
So, and just to kind of those task list elements are not going to go through, but a is essentially measurement and then ages your measurement section. And then that compliance code.

205
00:26:46.499 --> 00:27:00.689
It looks at us making sure we're doing the assessments of the behavior and the data collection appropriately. So those are really key elements and, of course, as behavior analyst, we want to see changes.

206
00:27:00.689 --> 00:27:01.284
I mean,

207
00:27:01.284 --> 00:27:02.544
we're behavior analysts,

208
00:27:02.544 --> 00:27:07.193
we analyze what's going on and the best way to do that is by grafting,

209
00:27:07.193 --> 00:27:14.034
what we are doing and seeing what changes in the behavior occur,

210
00:27:14.334 --> 00:27:17.124
the targeted behavior and the replacement behavior.

211
00:27:17.548 --> 00:27:23.098

So, with that, let's move on to the next slide, which is an example.

212
00:27:23.098 --> 00:27:28.469
So, on here, we've got both the axis are labeled.

213
00:27:28.469 --> 00:27:32.669
We've got the dates on 1 side. We've got the occurrence per day.

214
00:27:32.669 --> 00:27:44.153
With that measurements the, it's essentially in black and white, we've got some noted changes when the was implemented when there was a change.

215
00:27:44.153 --> 00:27:49.253
We also know that this is the ongoing progress for this person person. A.

216
00:27:49.769 --> 00:28:00.509
And we have the target behavior identified, and we have the replacement behavior identified asking for headphones self, injurious behavior.

217
00:28:00.509 --> 00:28:05.429
You know, the assumption is, we don't know the background of this, but that.

218
00:28:05.429 --> 00:28:11.098
You know, these elements would really be the, the target and the replacement behavior.

219
00:28:11.098 --> 00:28:14.128
You know, so that's there.

220
00:28:14.128 --> 00:28:19.078
Let's go on, of course, to the, the next 1.

221
00:28:20.459 --> 00:28:27.659
And so what do we see and what elements might be missing.

222
00:28:27.659 --> 00:28:31.288
What elements, um, would you like to see.

223
00:28:31.288 --> 00:28:37.558
So, let's see if we can get some dialogue in the chat box if we could please.

224
00:28:39.118 --> 00:28:45.269
Silence.

225
00:28:45.269 --> 00:28:50.128
No baseline. Excellent. No phase change lines.

226
00:28:50.128 --> 00:28:55.019
Super, the other thing is, do we know what to what.

227
00:28:56.398 --> 00:29:00.838
Grid lines could be removed that that that is an option.

228
00:29:02.219 --> 00:29:06.298
The the interventions aren't labeled. Excellent, Tammy, thank you.

229
00:29:06.298 --> 00:29:11.098
What's the red line represent? What's the yellow line represent?

230
00:29:11.098 --> 00:29:15.808
I don't know, but we know it's progress of the, the person.

231
00:29:20.608 --> 00:29:24.179
Doesn't tell us what we're looking at? Excellent. Excellent.

232
00:29:24.179 --> 00:29:27.479
Great dialogue Thank you so much for.

233
00:29:27.479 --> 00:29:41.604
Your response on these, so, let's move on. We don't have a whole lot of
examples or non examples, but you guys indicated what was missing, you
know, that the things aren't the interventions aren't labeled.

234
00:29:41.634 --> 00:29:43.163
There are no baselines.

235
00:29:43.439 --> 00:29:49.709
There are no face change lines. So let's go on to the challenge question
and see is.

236
00:29:49.709 --> 00:29:56.038

This an example of what we should be looking for.

237
00:29:58.618 --> 00:30:05.669
Hopefully, we have the polling question going.

238
00:30:07.439 --> 00:30:13.558
Silence.

239
00:30:17.098 --> 00:30:22.679
Okay, folks go ahead and enter the response in the chat.

240
00:30:22.679 --> 00:30:28.138
I don't know that. So in a, for yes or yes B for no or? No.

241
00:30:28.138 --> 00:30:32.729
Yeah, Molly. Sorry about that. The polling question won't launch for this
1.

242
00:30:32.729 --> 00:30:35.788
So, is this a, is this an example or not? Exactly.

243
00:30:35.788 --> 00:30:42.058
Now, right look at those responses. Everyone is responding be no.

244
00:30:44.638 --> 00:30:48.388
So specifically what's missing for this from this 1?

245
00:30:50.338 --> 00:30:57.449
I'm sorry, Lucas what did you say? I was going to ask somebody to chat in
what specifically was, um.

246
00:30:57.449 --> 00:31:02.939
Missing from this graph that's exactly what I was going to ask. Thank you
so much.

247
00:31:17.578 --> 00:31:28.828
Gosh, look at that even even people who aren't behavior analyst I know
who's responding are responding with the correct response, you know,
labeling things.

248
00:31:28.828 --> 00:31:39.058

Giving the information in a cohesive manner, and making sure that it's reasonable and you can see what's going on.

249
00:31:39.058 --> 00:31:42.419
Excellent. Excellent. Excellent.

250
00:31:43.558 --> 00:31:47.429
So, we, we, we did have a response on a.

251
00:31:47.429 --> 00:31:52.138
There not being gaps between the data paths where the face change lines are.

252
00:31:52.138 --> 00:32:00.088
While that that might not be a format to have those did the way the data pass are and the way the lines are.

253
00:32:00.088 --> 00:32:06.209
Um, it's really that's really not what we're looking for. Like, I can clearly understand where the face change line happened.

254
00:32:06.209 --> 00:32:18.838
Even though the data pass, not broken and says it should be. That's not really the point. The point is that we don't know what the red data path is. That's really the thing that we're most concerned about. So we know asking is going up. That's good. But we don't know what red is.

255
00:32:18.838 --> 00:32:25.888
So, thank you, Lucas, appreciate that.

256
00:32:25.888 --> 00:32:35.249
And, um, that is, I think we're moving on to the.

257
00:32:35.249 --> 00:32:39.568
But that was, I believe, going to be the length.

258
00:32:39.568 --> 00:32:45.298
Yeah, I'll take this 1 so this 1 is, um, regarding fidelity.

259
00:32:45.298 --> 00:32:48.778
And so this 1 is concerned with.

260

00:32:48.778 --> 00:32:53.398
How do you know that what you have written the plan?

261
00:32:53.398 --> 00:33:04.679
Can be implemented, worldly implemented and then if it's not implemented, what do you do about it? So the 1st component is having some specific instructions for how you're going to actually assess fidelity.

262
00:33:04.679 --> 00:33:09.989
Is that going to be a task list of all the things that implementer should be doing?

263
00:33:09.989 --> 00:33:13.138
How do you know that it's happening? It?

264
00:33:13.138 --> 00:33:17.638
What are the specific instructions to make sure that you're going to have high fidelity?

265
00:33:17.638 --> 00:33:20.699
Or, if that you don't see, um, high fidelity.

266
00:33:20.699 --> 00:33:28.469
What are you going to do about it? So, is that going to be some sort of retraining we're going to do to train in the beginning to make sure that people can do it to start?

267
00:33:28.469 --> 00:33:31.588
And how are you going to communicate this? The rest of the team.

268
00:33:31.588 --> 00:33:35.788
So, let's look at some examples and not examples.

269
00:33:35.788 --> 00:33:39.479
Of kind of this element in action.

270
00:33:41.999 --> 00:33:50.788
Utilizing a set of steps for how to implement the, and the analysts will observe staff and provide feedback any steps not observe.

271
00:33:50.788 --> 00:33:56.848
Or observed being conducted incorrectly will be practiced.

272
00:33:56.848 --> 00:34:11.668
So, for this 1, we see that there is, we don't know the specific step,
but we know there are steps. And again, this is a condensed form and it'd
be you have the full steps, but to make it fit on a screen in the
paragraph, it's.

273
00:34:11.668 --> 00:34:14.938
There's defined steps for how to implement the VSP.

274
00:34:14.938 --> 00:34:18.298
And the behavior analyst, when they're observing staff, we're going to.

275
00:34:18.298 --> 00:34:22.289
Be looking at that apologize for the.

276
00:34:22.289 --> 00:34:28.108
Typos in here, and then they're gonna when they, if they see they're not
happening.

277
00:34:28.108 --> 00:34:32.309
Then they're going to call it out, provide for feedback and then they're
practice.

278
00:34:32.309 --> 00:34:38.548
This also doesn't include communicating with the team that should be in
here. So apologize for that.

279
00:34:38.548 --> 00:34:47.998
But this has all those necessary components that we would need to know
that it could happen it is happening. And what we're going to do about
it. It's not.

280
00:34:47.998 --> 00:35:01.289
And another example, if the analyst is conducting our, when the analyst
is conducting their supervision, ongoing monitoring plan, staff will be
asked to role placed. So, this might be want from a situation where.

281
00:35:01.289 --> 00:35:06.809
You have multiple components within your behavior support plan and.

282
00:35:06.809 --> 00:35:16.949
You wouldn't expect to see every single part of that plan being
implemented every single moment of the day. And so you go into the home

and do some vision and you ask staff roleplay this part of the plan with me.

283
00:35:16.949 --> 00:35:21.809
Um, then the behavior analyst looks at, it evaluates it on a task list.

284
00:35:22.373 --> 00:35:33.833
And then gives performance feedback based on it, and then this steps are going to be practiced and correcting. So, again, there is a clear set of performance expectations for Implementers that they're evaluated against.

285
00:35:34.824 --> 00:35:39.054
And the 1st, 1, it was just in the course of providing services in this situation.

286
00:35:39.054 --> 00:35:50.693
It's in the course of asking somebody to kind of role play, what they should do with that event happened and then giving performance feedback and help helping them to practice until they're able to successfully perform that.

287
00:35:51.268 --> 00:35:55.798
Task, so now, let's transition to looking at a not example.

288
00:35:55.798 --> 00:36:00.239
During the meetings with staff, the analysts will ask.

289
00:36:00.239 --> 00:36:14.789
Staff hey, How's it plan going? You've been doing it and if they say yep, then they go. Cool. And they in the mark, the fidelity is high implementation ability is super high because staff said that they're doing it and they know how.

290
00:36:14.789 --> 00:36:22.739
So, this, we have no set of clear expectations on what performance should or shouldn't be happening.

291
00:36:22.739 --> 00:36:26.039
We're not actually observing performances either.

292
00:36:26.039 --> 00:36:34.289
Into the situation or contrive, like roleplay setting so we, we're not actually seeing the performance happening.

293
00:36:34.289 --> 00:36:41.579
Even in a contrived situation, and we aren't doing anything about it. So
we have no performance feedback. This is just kind of like after the
fact.

294
00:36:41.579 --> 00:36:47.039
Uh, check in this doesn't this wouldn't be sufficient to know.

295
00:36:47.039 --> 00:36:53.579
Without reasonable doubt that the plan's being implemented as intended,
or the staff even could implement.

296
00:36:53.579 --> 00:36:58.349
If they were so inclined to, so this would not this would be a non
example.

297
00:36:58.349 --> 00:37:05.248
And let's transition to a challenge question.

298
00:37:05.248 --> 00:37:09.838
So, looking at this 1, um.

299
00:37:09.838 --> 00:37:18.958
Determine if you think this is an example or not so the analyst will
train the supervisor conduct, conduct fidelity checks, utilizing a task
analysis.

300
00:37:18.958 --> 00:37:27.719
And provide performance feedback the analyst, the supervisor will
alternate days, observing staff, at least once a week to observe the same
time. So.

301
00:37:27.719 --> 00:37:33.898
Don't consider the keep the communication to the team and this 1 just
think about in terms of.

302
00:37:33.898 --> 00:37:41.458
Is there an explicit standard for implementation performance? And is
there a specific plan to do something about it? If it's not happening?

303
00:37:41.458 --> 00:37:45.059
So, just just considering those 2 things.

304
00:38:22.349 --> 00:38:32.400
All righty, it looks like we had about an even split of those that responded.

305
00:38:32.400 --> 00:38:37.769
About half of those, the response and said, yes, it is an example and about half said.

306
00:38:37.769 --> 00:38:40.949
No, it's not an example. So.

307
00:38:40.949 --> 00:38:44.639
This is.

308
00:38:46.860 --> 00:38:56.909
Sorry, 3rd, we got some pop ups here. I would consider this to be an example, because you have.

309
00:38:56.909 --> 00:39:00.119
A task analysis of what staff supposed to be doing.

310
00:39:00.119 --> 00:39:03.869
You provide performance feedback and.

311
00:39:03.869 --> 00:39:15.690
There is a system in place for how to ensure that fidelity's happening. So you've got the supervisor that's been trained on how to do it how to check from fidelity. You've got the behavior analyst and the supervisor alternating.

312
00:39:15.690 --> 00:39:28.889
Um, when they're going to be doing fidelity checks, you've got some, some inner observer reliability happening, because they are having times of the week that they're sinking up and making sure that they're continuing.

313
00:39:28.889 --> 00:39:32.340
To.

314
00:39:32.340 --> 00:39:41.699
Observe the same way and Alison. Yes, absolutely. It doesn't include the communication ones. If you remember when I presented the challenge question, I told people to ignore that component and.

315
00:39:41.699 --> 00:39:47.250
Specifically look just to see if it had a specific.

316
00:39:47.250 --> 00:39:51.780
Performance criterion, and a way to do something about it if that
criterium was.

317
00:39:53.579 --> 00:40:02.789
So, awesome. Okay, the lamp that looks like you're back as a panelist
would you like to do the last element?

318
00:40:02.789 --> 00:40:05.940
Sure. Okay.

319
00:40:08.130 --> 00:40:16.530
All right, the last element of a checklist is described specific
strategies to promote generalization and.

320
00:40:16.530 --> 00:40:19.679
When you think about the components of that.

321
00:40:19.679 --> 00:40:24.150
Specific strategies that promote generalization are present.

322
00:40:24.150 --> 00:40:38.934
Such that typical stimuli, exert control without the need of contrived
Stella and strategy should also result and the maintenance of the
behavior support plan effects.

323
00:40:39.235 --> 00:40:51.684
And so when I think about this, I think about replacement behaviors and a
person being able to use their replacement behaviors.

324
00:40:51.960 --> 00:41:00.300
And any environment with anyone, and so, um.

325
00:41:00.300 --> 00:41:06.300
And so I'm going to go into the examples next.

326
00:41:11.485 --> 00:41:23.605
Okay, this is an exemplar staff will slowly introduce intermittent delays
or responding to request until it approximate the typical environment.

327
00:41:23.905 --> 00:41:28.945
And so when I think about this exact example, um.

328
00:41:29.280 --> 00:41:34.260
I think about a person who struggles.

329
00:41:34.260 --> 00:41:39.150
To wait and I think about.

330
00:41:39.150 --> 00:41:43.320
Everybody are is placed in situations in which.

331
00:41:43.320 --> 00:41:50.340
We have to wait and sometimes the time varies and so.

332
00:41:50.340 --> 00:42:00.900
I think about even going into the grocery store, and they have at least 2
ways of which a person can check out. A person could go out to a person
can go to the.

333
00:42:00.900 --> 00:42:10.409
Self check outline and they still may have to wait because they may be
online or they can wait and a longer line with their cashier.

334
00:42:10.409 --> 00:42:14.909
But both situations can present a.

335
00:42:14.909 --> 00:42:18.360
Uh, a delay in which a person is able to.

336
00:42:18.360 --> 00:42:25.769
Heather products rolled out and bags and be done with the task and so.

337
00:42:27.000 --> 00:42:34.769
With this example slowly allowing.

338
00:42:36.059 --> 00:42:46.619
Um, with this example, staff was full introduced intimate delays.

339
00:42:47.969 --> 00:42:51.840

So slowly increasing the amount of time that the person has.

340
00:42:51.840 --> 00:42:58.320
To wait on, something, prepares them for waiting in.

341
00:42:58.320 --> 00:43:08.849
Any environment, because we can hope that we know that the, the time of which we will have to wait wait on the person to respond. Wait, wait on the person to.

342
00:43:08.849 --> 00:43:13.409
Provide us with our requests, but those times very.

343
00:43:14.460 --> 00:43:28.260
And so that's why that's a good example. Okay, this is another example, Carlos will learn to manage his daily task, including recording and.

344
00:43:28.260 --> 00:43:31.349
Grabbing a.

345
00:43:31.349 --> 00:43:38.369
His own data, um, this is.

346
00:43:38.369 --> 00:43:42.420
Can be able to.

347
00:43:43.710 --> 00:43:49.920
Learn the scale of managing his own life.

348
00:43:52.769 --> 00:43:56.190
Prepares him to be self sufficient once.

349
00:43:56.190 --> 00:43:59.340
The overseer of.

350
00:43:59.340 --> 00:44:03.900
The behavior support plan, who's going to teach them the skills um, as.

351
00:44:03.900 --> 00:44:08.280
Gone and so.

352

00:44:08.280 --> 00:44:12.210
This definitely insurance that, um.

353
00:44:12.210 --> 00:44:19.500
The plan is in effect, once the plan is no longer ballot and so this is
another good example.

354
00:44:19.500 --> 00:44:23.429
Ready for the non example. Okay.

355
00:44:23.429 --> 00:44:29.760
Once those admitting we'll meet to discuss whether the should.

356
00:44:29.760 --> 00:44:38.670
Be discontinued and this is definitely I'm going to.

357
00:44:40.199 --> 00:44:47.280
This is definitely not an example and I'm going to allow you guys to.

358
00:44:47.280 --> 00:44:51.809
Um, chatting in why this is a non example.

359
00:44:53.610 --> 00:44:58.170
A non exemplar what's missing?

360
00:45:03.449 --> 00:45:10.440
Yes, Allison there it's just no plans for maintenance. Our general
general general.

361
00:45:10.440 --> 00:45:17.789
Yes, OT criteria no inclusion on the client and see yes, you guys are.

362
00:45:20.250 --> 00:45:26.760
Yes, and and what are the goals? Yes, these are great. Great, great
answers.

363
00:45:34.409 --> 00:45:38.670
All right let's go ahead to the challenge question.

364
00:45:38.670 --> 00:45:52.949
When teaching communications teaching communication 1, simple 1 word
responds will be taught for things like food.

365
00:45:52.949 --> 00:45:56.460
Drink break and I pay.

366
00:45:58.739 --> 00:46:02.880
Is this.

367
00:46:02.880 --> 00:46:07.170
Exemplar or not, it's a good example or not.

368
00:46:22.614 --> 00:46:45.235
Eva.

369
00:46:46.469 --> 00:46:50.190
Like, time is up.

370
00:46:50.190 --> 00:46:54.030
It look like the results indicate that.

371
00:46:54.030 --> 00:46:58.710
The majority of the people said this is not an example, and we have to.

372
00:46:58.710 --> 00:47:09.989
Few people highlight that it is and so it is a non example 1 of the
things that we.

373
00:47:11.400 --> 00:47:16.769
1 of the things that stood out about this challenge question is.

374
00:47:18.179 --> 00:47:22.920
1, simple word and, um.

375
00:47:24.000 --> 00:47:28.469
We'll be tough for things like food or drink. Um.

376
00:47:28.469 --> 00:47:35.460
And we think about when I think about language, there are so many, um.

377
00:47:35.460 --> 00:47:38.610
Ways in which.

378
00:47:38.610 --> 00:47:45.420
A break can be break has so many meetings and so many different.

379
00:47:45.420 --> 00:47:49.320
Ways in, which it can be communicate it.

380
00:47:49.320 --> 00:47:55.980
And the same thing with drink, I felt about what I read the word drink. I thought about.

381
00:47:55.980 --> 00:48:01.110
Beverage, and then I thought about how some people call it that.

382
00:48:01.110 --> 00:48:05.610
Adult beverage, I think about.

383
00:48:05.610 --> 00:48:09.210
When I think about taking a break, a break could be.

384
00:48:09.210 --> 00:48:14.159
A vacation for some of holiday for others. Um.

385
00:48:16.110 --> 00:48:25.980
Going to smoke for an employee I'm going to have to smoke that means break. So a person being able to.

386
00:48:25.980 --> 00:48:31.619
Um, half, um.

387
00:48:33.389 --> 00:48:41.699
To be able to, to, to communicate and understand the.

388
00:48:41.699 --> 00:48:46.050
Respectively and.

389
00:48:46.050 --> 00:48:51.360
Um, and, um.

390
00:48:51.360 --> 00:48:58.440
As personally, personally spurts us recently, being able to communicate.

391
00:48:58.440 --> 00:49:05.579
1 word in multiple ways is the best way, I'm think, communicate that.

392
00:49:05.579 --> 00:49:09.090
And so, um.

393
00:49:09.090 --> 00:49:14.610
Why this is not an example or an exemplar.

394
00:49:15.989 --> 00:49:30.000
Another thing to think about, or some other things to think about with this particular element. And I actually like this element so much because it covers so much ground. And so when people say generalization, a lot of times we.

395
00:49:30.000 --> 00:49:42.690
Probably means something like stimulus generalization or respond to that conversation and those are both pieces of it, but it's more than just that necessarily. So, it's about how do we get somebody to.

396
00:49:42.690 --> 00:49:51.900
Be as successful as they are during treatment in a typical situation without the extra supports we put in place. So how do we get people to respond to.

397
00:49:51.900 --> 00:49:55.110
Appropriately to the typical.

398
00:49:55.110 --> 00:50:06.235
Signs and signals that they would get throughout their day. How do we get them to have flexible ways to respond across situations that come up across their day so that they can be successful.

399
00:50:06.235 --> 00:50:17.574
So, if if if I have a text device and it's broken today, what do I do until I can get the device fixed? What am I alternative ways to communicate?

400
00:50:18.385 --> 00:50:27.264
What are our, their skills that I could learn that actually create additional opportunities to have reinforcement?

401
00:50:27.264 --> 00:50:34.284

Are they are like, behavioral costs or things that are kind of generative in the way that they're taught.

402
00:50:34.590 --> 00:50:48.090
So, like, problem solving reading is 1 of those things, reading and writing a communication. Those are the things that open up a huge range of possibilities provided you have the vocabulary. So you can, you can make enough different.

403
00:50:48.090 --> 00:50:52.014
Um, verbal responses in order to continue to be successful.

404
00:50:52.014 --> 00:51:06.804
So, this is really about how do you help somebody be successful in your typical settings and make sure they remain successful even whenever you take away those, those scaffolding pieces that you've put in place during during treatment. So, behavior surface treatment shouldn't be forever.

405
00:51:06.804 --> 00:51:08.065
It's not a forever service.

406
00:51:08.369 --> 00:51:14.760
How do you help people be successful in their life? And so that's why I actually really like the example about the teaching somebody to do self management.

407
00:51:15.114 --> 00:51:23.934
Because it doesn't depend on a direct care staff person to implement forever. So, the other thing is having a director staff person shouldn't be the goal for us to support somebody.

408
00:51:23.934 --> 00:51:37.224
So, we should be aiming to help them be successful without director staff people, because that's that's a, in their life. It's not typical that we have paid staff people to implement strategy on our behalf.

409
00:51:37.224 --> 00:51:40.344
And so that that's 1 of those things where it's not just about.

410
00:51:40.889 --> 00:51:46.800
It can be stimulus sterilization. It can't be responsive generalization, but it also can be a combination of the 2. it could be.

411
00:51:46.800 --> 00:51:53.940

What what I would call like, contingency adduction so when you're trying to help people bring.

412
00:51:53.940 --> 00:52:05.610
Different together under a new context to create new behavior. So you're talking about getting that generative response or behavioral costs that you're teaching a skill that, you know, opens up the world to them.

413
00:52:05.610 --> 00:52:11.550
Um, so that's really what we're talking about here is we're looking for can we get a lot of bang for our buck and can we get.

414
00:52:11.550 --> 00:52:15.059
Uh, continued success, even after the hearing support plan, no longer there.

415
00:52:21.539 --> 00:52:26.880
Um, okay, so we have.

416
00:52:26.880 --> 00:52:30.449
Just a few minutes left or questions.

417
00:52:30.449 --> 00:52:39.960
And so I want to open it up for people to ask questions. Now, we've got about 5 minutes until we are out of time. So we have plenty of time. And I think.

418
00:52:39.960 --> 00:52:43.739
People need to.

419
00:52:43.739 --> 00:52:52.289
Enter their stuff again, so that we can get you to kind of sign out and then we do have a question about labor verse life skills.

420
00:52:52.289 --> 00:52:57.960
Regarding chores. Okay, Julie could you be a little bit more specific about your question regarding that?

421
00:53:19.469 --> 00:53:23.940
Okay, so Julie says that a home adult has asked to do choice every day to maintain the group.

422
00:53:23.940 --> 00:53:28.260

Well, is this appropriate to build skills.

423
00:53:28.260 --> 00:53:34.230
Yeah, well, I would say it depends on what why you're helping them. So.

424
00:53:34.230 --> 00:53:38.699
If if you're primarily helping them to.

425
00:53:38.699 --> 00:53:44.550
Develop some self care hygiene stuff so that they don't get like, skin
breakdown but that's the primary purpose.

426
00:53:44.550 --> 00:53:50.400
Then, yeah, that might make sense. Like, if part of if maintain the group
home means.

427
00:53:50.400 --> 00:54:03.179
Keep keeping a clean and hijacked place. Now, if you're there to help
with physical aggression and helping them build skills to address those
things, then I struggle to see the functional connection between.

428
00:54:03.179 --> 00:54:16.110
I'm doing chores now, I, I could see potentially a functional connection
with being able to read and communicate really well to reducing the
likelihood that somebody has aggression because being able to read and
write increases the ability for people to.

429
00:54:16.110 --> 00:54:23.159
Communicate in lots of different ways and as most of most things in our
lives are mediated through other people.

430
00:54:23.159 --> 00:54:26.519
Being able to get things mediated.

431
00:54:26.519 --> 00:54:34.530
Through other people in multiple different ways is a really, really good
way to be flexible and successful in different environments.

432
00:54:36.119 --> 00:54:39.599
Okay, I got to Julie, I'll look at my email.

433
00:54:39.599 --> 00:54:44.190
Um, any other questions out there.

434
00:54:45.570 --> 00:54:48.719
Also said she likes the statement contrived.

435
00:54:48.719 --> 00:54:53.219
For situations where clients have staff.

436
00:54:53.219 --> 00:54:59.760
Sometimes teams look at situations where the problem behavior is no
longer a, a parent.

437
00:54:59.760 --> 00:55:09.269
But the staff is still there as basically treatment's been successful
ones and the behavior analyst can kind of fade out. Um, but there's so
much more improve quality of life that can be done.

438
00:55:09.269 --> 00:55:23.250
Do we stay in for that? Well, that's I love that. That comment Allison
and I, if I were providing treatment, that would be part of my goal for
the client. Now it's obviously the team and the individual's.

439
00:55:23.250 --> 00:55:34.349
Choice on how long they continue services, but as as what I would be
setting up for, you know, how I, how I see treatment going until the
point where I would feel like I need to fade on. I would.

440
00:55:34.644 --> 00:55:40.824
You wanted to target the reduction and the need for the amount of
staffing now it could be that they really do have an ongoing meeting.

441
00:55:40.824 --> 00:55:50.215
You're talking about a really long term set of strategies to help them
become less dependent on staffing, but we should be thinking about what
would it take for them to not need the level of staffing that they have.

442
00:55:50.519 --> 00:56:00.210
What do they need to learn? So lots of things that people can learn to to
be more, be more independent, which is the whole point of, um, our, our,
our service setting.

443
00:56:12.360 --> 00:56:15.570
Any more questions don't see anything.

444

00:56:29.039 --> 00:56:36.900
Tammy asks, do people struggle with staff documenting interventions or appropriate asking etc or do you just document that on a visit?

445
00:56:36.900 --> 00:56:45.030
That is a good question. I would say that it's probably and I'm happy to have other people chime in their thoughts about it. So, do you have problem.

446
00:56:45.030 --> 00:56:49.710
You, as when you're in your own professional practice, have problem with getting staff to document things.

447
00:56:49.710 --> 00:56:56.280
Or to do the intervention, or and are you just looking for those things when you visit? And I would say that's probably a constant struggle.

448
00:56:56.280 --> 00:56:59.880
Getting people to take data, getting people to document what they did.

449
00:56:59.880 --> 00:57:07.170
And, but I'm anxious to hear what other people respond in and while while they respond, and I'll provide some thoughts.

450
00:57:07.170 --> 00:57:13.679
So, yeah, I think that's why it's so important to have a really clear plan upfront on how you're going to manage that.

451
00:57:13.679 --> 00:57:26.094
And that includes a couple of things. So, 1 of includes judicious use of asking staff to do things. So if if you need data collected, like, do you really need it and if you really need it, then you need to make sure it happens.

452
00:57:26.094 --> 00:57:31.105
But sometimes we as behavior analyst, we love data and so we ask people to take lots of data.

453
00:57:31.380 --> 00:57:38.130
And do lots of different things, just because we really like to see it, but we don't really, necessarily need it for the service.

454
00:57:38.130 --> 00:57:52.199

Or we, we fail to recognize that the agency's already taking data that's just about what we want that we could kind of tag onto. So, making sure that you're reducing the response effort for staff to implement, including documentation is important because.

455
00:57:52.199 --> 00:58:04.559
Staff members or Implementers, or just like anybody else. They, they operate under the same behavioral principles that we do. So, what can you do to increase their motivation or to.

456
00:58:04.559 --> 00:58:11.760
Help them discriminate when they should, or shouldn't do something and also make it reinforcing for, for doing the, the thing that they need to do to implement.

457
00:58:11.760 --> 00:58:17.489
And then the other thing is, what, what is that thing they do and they implement so how, how can you help.

458
00:58:17.489 --> 00:58:29.429
Be reinforcing when you see the right things happening, but also, even more importantly, how can you help somebody at the agency? So, let's say we're talking about residential agency. How do we help identify somebody.

459
00:58:29.429 --> 00:58:36.719
There they can be that coach when you're not there that can provide those. Those passwords is consent continue to set that contingency that.

460
00:58:36.719 --> 00:58:40.650
Um, if you, if you implement correctly, then, you know, good things happen for you.

461
00:58:40.650 --> 00:58:45.360
When you're not there and so being able to have somebody that can act like that.

462
00:58:45.360 --> 00:58:51.929
In that position that coach position for you, when you're not there, it's going to be really helpful especially if you're only there once a week.

463
00:58:56.190 --> 00:59:04.860
Yeah, yeah, so Allison mentioned staff she hears from staff sometimes that they just were flat out refused to take data. They're not going to implement because they have too much paperwork.

464
00:59:04.860 --> 00:59:08.880
Um, and.

465
00:59:08.880 --> 00:59:13.920
The way that I tried to the way that I try to approach that is I always try to.

466
00:59:13.920 --> 00:59:26.280
Try to see the truth in all things and so when staff say, they're not going to do it they have too much work to do that. They probably do have a lot of stuff to do. And so again, I think sometimes when you just try to find a balance between what you.

467
00:59:26.280 --> 00:59:29.309
What you can what you absolutely have to have.

468
00:59:29.309 --> 00:59:38.250
And what you can not need at the moment, kind of helps at that. And then again, finding that person in the organization, that can be that coach when you're out there.

469
00:59:39.570 --> 00:59:43.710
All right we're at time, um.

470
00:59:43.710 --> 00:59:51.510
So, it doesn't have there are any outstanding questions so we can go ahead and close it out there. Hopefully everybody's put in the chat box. Your.

471
00:59:51.510 --> 01:00:02.670
Name email address and be number because we need that from the CI use. Megan. I did not get back to your question about the extinction and the time after reinforcement.

472
01:00:02.670 --> 01:00:07.679
We can touch base offline if you want to talk about that. Um, all right.

473
01:00:09.630 --> 01:00:17.639
Alison buck has some questions you had an email that to us I will put it in.

474
01:00:17.639 --> 01:00:32.010

Go ahead, email, damage, demo dot Gov with questions and we'll respond there because we're at time I want to be respectful of everyone. So thanks everyone for attending. Hopefully was helpful.

475
01:00:32.010 --> 01:00:35.010
I'll stay tuned for the workshop upcoming.

476
01:00:38.670 --> 01:00:39.090
Yeah.