

Applied Behavior Analysis Basics - Principal's Institute 2022



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Director of ABA

Outcomes

- ❑ Describe applied behavior analysis (ABA) and practices used by behavior analysts
- ❑ Describe the Applied Behavior Analysis Division at SSD including roles and responsibilities, referrals, common measures, scheduling, and key contacts
- ❑ Give examples of who could benefit from behavior analytic services in a school setting and what services might look like for those students
- ❑ Discuss similarities and differences of school and community based programs
- ❑ Identify and address barriers to implementing ABA services in schools
- ❑ Support behavior analysts integration into the educational setting

Applied Behavior Analysis (ABA)



Applied Behavior Analysis

ABA = Applied Behavior Analysis

Applied Behavior Analysis is a field of study and practice based on natural science.

It began with the work of B.F. Skinner in the 1930's

It is defined as “The science in which tactics derived from the principles of behavior are applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that procedures employed were responsible for this improvement in behavior”

(Cooper, J.O., Heron, T.E., & Heward, W.L., 2019)

ABA is not...

- A theory
- Just a therapy, methodology, or set of techniques
- Only for individuals with Autism
- A packaged, “cookbook” intervention or program
- Discrete trial training
- A “one size fits all” approach
- Entirely highly structured
- Unnatural, artificial, or contrived
- Behavior modification
- Simple or simplistic
- The product or property of any individual



(APBA, 2017)

Some Areas of Focus

- acceptance and commitment
- addiction
- autism and developmental disabilities
- sustainability practices
- health and fitness
- veterans issues
- behavioral development
- gerontology
- behavioral medicine
- forensic behavior analysis
- culture and diversity
- mental health
- organizational behavior management
- positive behavior support
- pediatric feeding disorders
- rehabilitation and independent living
- sexual behavior
- verbal behavior

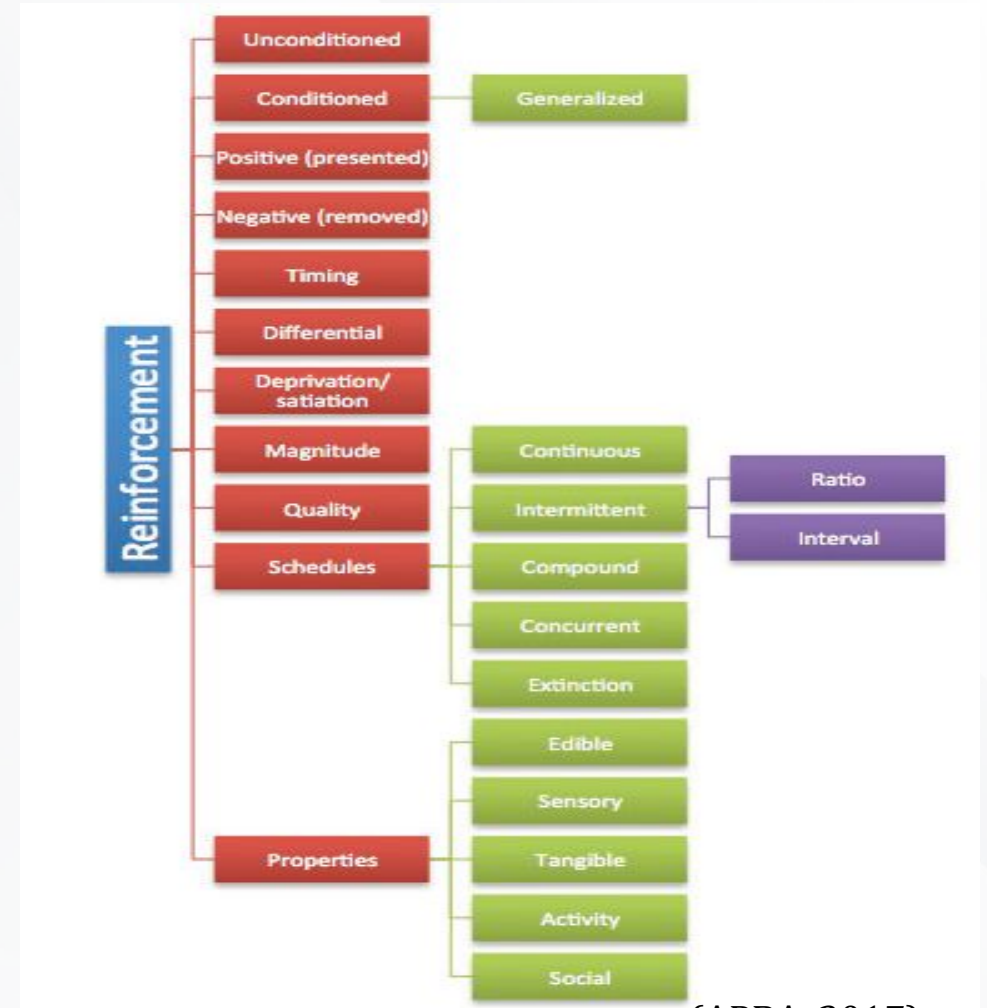
Behavior Analyst Definition of Behavior

- Behavior is anything that can be observed and operationally defined
- Operant Behavior (e.g., speaking, completing an assignment, eating)
- Respondent Behavior (e.g., heart beat, reflexes)



Examples of Concepts and Principles

- Principals are scientifically validated relationships between behavior and variables that might impact behavior
- Principals might include:
 - Motivation and Establishing Operations
 - Positive Reinforcement
 - Negative Reinforcement
 - Generalization
 - Stimulus control
- Principles guide the practices and procedures behavior analysts employ



(APBA, 2017)

Behavior Analyst Practices

- Assessment (e.g., behavioral, skills)
- Focus on operationally defined behavior
- Direct observation and ongoing data collection
- Designs and management learning environment to meet goals
- Function based intervention (e.g., attention, escape/avoidance, tangible, automatic)
- Research based treatment plans (e.g., behavior intervention plans, teaching protocols)
- Frequent and consistent implementation of plans monitored with integrity data
- Direct support and training
- Supervision infrastructure

Service Models

Focused

- Direct with student
- A few limited target behaviors, priority safety
- Consultation and possibly small number of direct therapy minutes
- Less structured therapy sessions and embedded instruction
- May be shorter duration
- Examples: functional skills, self care skills, dangerous behaviors, leisure skills

Comprehensive

- Direct with student
- Multiple target behaviors across domains (e.g., cognitive, communicative, social/emotional), priority safety
- Consultation and intensive individual therapy
- Longer duration
- Structured therapy sessions
- Examples: Early Intensive Behavioral Intervention, language and communication, social skills, vocational skills, pre-academics, play and leisure, adaptive skills

Examples of Evidence Based ABA Procedures and Methods

- Managing Antecedents
- Prompting
- Shaping
- Task Analysis and Chaining
- Modeling
- Time Delays
- Using reinforcement schedules, differential reinforcement, generalized conditioned reinforcement
- Extinction
- Habit Reversal
- Self-management
- Behavioral Contracts
- Functional Assessment and Functional Analysis
- Picture Exchange Communication Systems
- Functional Communication Training
- Comprehensive Behavioral Interventions including methods such as: Natural Environment Teaching, Discrete Trial Teaching, Pivotal Response Teaching, and Verbal Behavior Therapy
- Precision Teaching and Fluency Based Instruction

Defining Features of ABA

- Applied – addresses behaviors that are important to the student and their families and significant others
- Behavioral – focuses on behavior(s) in need of improvement and direct measurement of those behaviors
- Analytical – consistently produces change when the intervention is in place vs. when it is not
- Technological – described with sufficient detail and clarity that a reader has a reasonable chance of replicating the intervention (e.g., protocols, behavior plans)
- Conceptually Systematic – grounded in the conceptualization that behavior is a function of environmental events and described in terms of behavior analytic principles
- Effective – improves target behaviors to a practical degree
- Generalized – produces changes in target behaviors that last over time, people, places, stimuli

Baer Wolf and Risely (1967, 1987)

Outcomes / Benefits to Students and Instruction

- Evidence based practices
- Research review and assessment to develop individualized programming
- Highly trained implementer staff using researched based behavioral skills training, competency based assessment, and regular ongoing in vivo training and feedback
- Ongoing monitoring of programming and behavioral progress
- Functional assessment and functional analysis technology
- Increased cognition
- Increased executive functioning skills
- Increase targeted academic skills as determined by IEP
- Increase in language and communication skills
- Increased maintenance and generalization of skills
- Increased social skills
- Increase in adaptive behavior skills
- Decrease in behaviors that impede learning
- Increased motivation for and participation in tasks
- Increased family engagement leading to stronger outcomes for students

Factors Influencing Outcomes

- Many studies have looked at the benefit of ABA for individuals
- Positive outcomes in the Autism literature are seen across social, play, motor, language, executive function, cognitive, adaptive, and academic domains
- Some factors influencing outcomes include:
 - Early onset of treatment
 - Treatment intensity
 - Treatment duration
 - Parent involvement

(Linstead, 2017)

Credentialing

National Certification

- Behavior Analyst Certification Board
- <https://www.bacb.com/>
- Board Certified Behavior Analyst - masters or doctoral level practitioners
- Board Certified Assistant Behavior Analyst - Bachelor level practitioners with supervision requirements by a masters or doctoral level practitioner
- Registered Behavior Technician - paraprofessional level practitioner with 40 hours of training

Missouri Licensure

- Missouri Division of Professional Registration State Board of Psychologists - Behavior Analyst Advisory Board
- <https://pr.mo.gov/ba.asp>
- Statute defining title and practice, rules of practice
- Qualifications based on behavior analyst certification board credentialing requirements
- Licensed Behavior Analyst
- Licensed Assistant Behavior Analyst
- Provisional Behavior Analyst
- Provisional Assistant Behavior Analyst

Missouri Department of Professional Registration Behavior Analyst Advisory Board - [Chapter 6 Standards of Practice](#)

- General Principles
- Definitions
- Competence
- Maintenance and Retention of Records
- Continuity of Care
- Multiple Relationships
- Client Welfare
- Welfare of Supervisees and Students
- Confidentiality
- Integrity and Representation of Title and Services
- Remuneration
- Assessment
- Violations of law
- Aiding Unauthorized Practice
- Resolving Issues



Behavior Analyst Certification Board - Ethics Code for Behavior Analysts

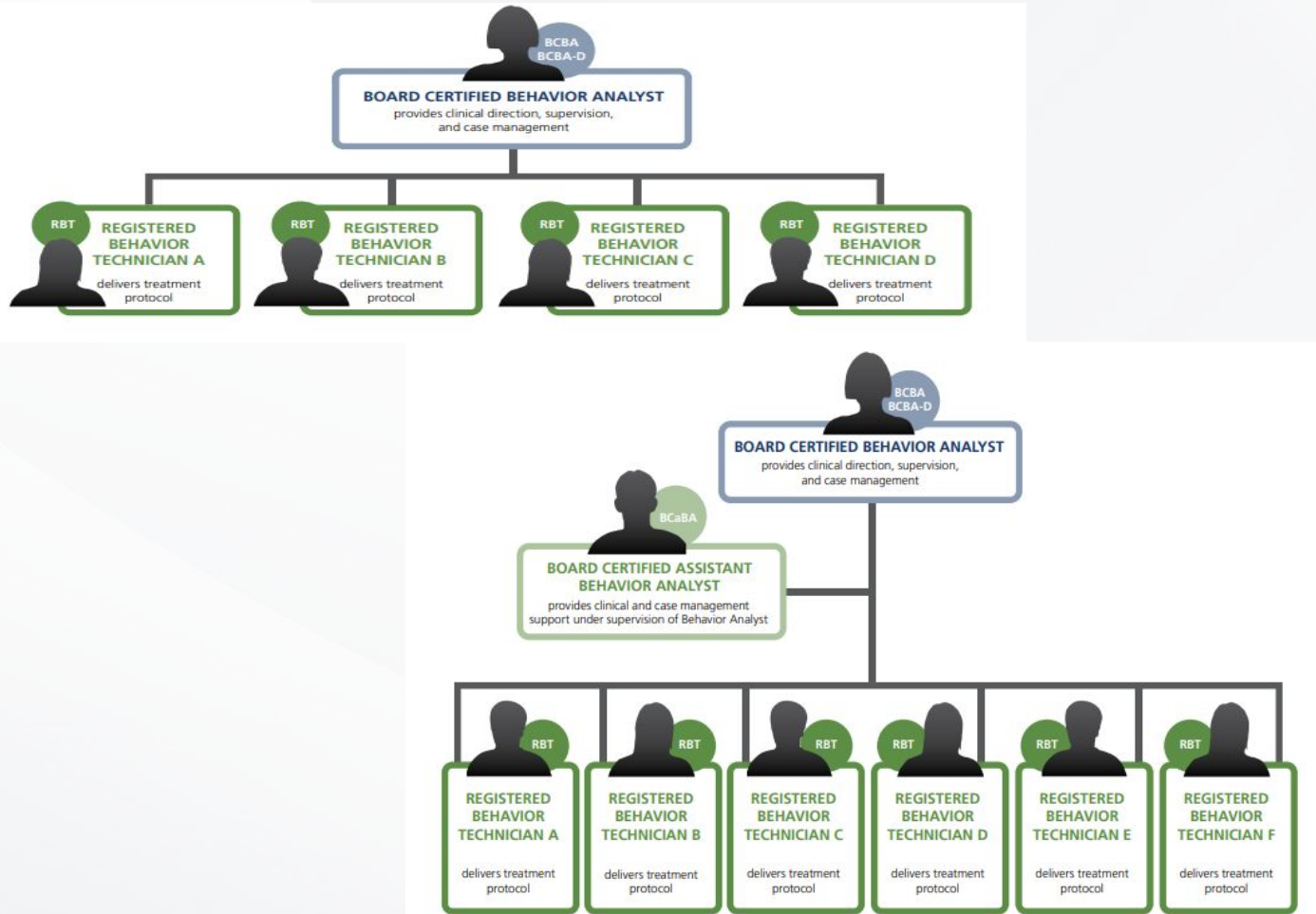
- Responsibility as a professional
- Responsibility of Practice
- Responsibility to clients and stakeholders
- Responsibility to supervisees and trainees
- Responsibility in public statements
- Responsibility in research



Common Ethical Dilemmas for Behavior Analysts in Schools

- Conforming with legal and professional requirements
- Practicing within a defined role
- Providing effective treatment
- Obtaining informed consent
- Selecting, designing, and implementing behavior change interventions
- Collecting and using data
- Addressing conditions interfering with service delivery
- Accepting clients
- Third party contracts

Tiered Service Delivery Models



(CASP, 2020)

- Common practice
- Covered in literature
- Manages costs
- Enables case supervision
- Enables services to rural and urban areas

School Based ABA Services



Missouri State Plan Part B - Personnel Standards

Behavior Analyst

Provides applied behavior analysis services. Develops and oversees behavior intervention plans. Supervises the implementation of ABA services by ABA implementers such as Paraprofessionals or Registered Behavior Technicians. Conducts assessments and develops plans. Provides support, consultation, and intervention regarding behavior management and ABA instruction. Conducts professional development in behavior intervention and instructional techniques including but not limited to discrete trial, pivotal response training, and verbal behavior training.

Master's Degree

License issued by the Division of Professional Registration

Assistant Behavior Analyst

Provides applied behavior analysis services under the supervision of a behavior analyst. Supervises the implementation of ABA services by ABA implementers such as Paraprofessionals or Registered Behavior Technicians. Conducts assessments and develops plans. Provides support, consultation, and intervention regarding behavior management and ABA instruction. Conducts professional development in behavior intervention and instructional techniques including but not limited to discrete trial, pivotal response training, and verbal behavior training.

Bachelor's Degree

License issued by the Division of Professional Registration

Registered Behavior Technician

Implements behavior intervention strategies and applied behavior analysis supports under supervision of the Behavior Analyst and/or Assistant Behavior Analyst. Assists in the implementation of intervention strategies and the preparation and collection of data for Behavior Intervention Plans.

Complete 40 hours of training through an approved curriculum and pass competency examination needed to apply for registration issued by the Behavior Analyst Certification Board Registered Behavior Technician registration issued by the Behavior Analyst Certification Board

Services on the Individual Education Plan (IEP)

- Department of Elementary and Secondary Education 2022 guidance on documenting ABA in IEPs
- ABA therapy is a service designed to increase a student's functional ability to participate in and benefit from instruction.
- ABA therapy services as a related service includes an individually designed ABA Plan that has been created and is monitored for on-going modification by a BCBA or BCABA.

How to document Applied Behavior Analysis (ABA) in the IEP

Service Summary:

ABA therapy is a service designed to increase a student's functional ability to participate in and benefit from instruction. When an IEP team decides that a student needs ABA in order to participate in or benefit from instruction in a way that enables the student to make meaningful progress towards the student's IEP goals, then **ABA therapy** should be listed on the **Service Summary** page in the section for **Related Services**. The Service Summary must also include the amount, frequency, location and duration of the ABA therapy services. This is the appropriate place to list ABA Therapy when provided by a Behavior Analyst/Assistant Behavior Analyst or Registered Behavior Technician (RBT).

If there must be some flexibility in the amount of services provided from week to week then consider using a frequency longer than one week. For example, instead of providing 30 minutes per week, provide 60 minutes over two weeks or 120 minutes monthly. You must still document that you implemented the services as described but this allows you to provide more minutes one week and fewer in another week as long as they add up to the required amount over the duration listed.



ABA therapy could be provided in special education and general education locations (settings). When ABA is provided in a special education setting it would supplant any special education services for the time it is being provided. For example, if the BCBA or RBT pushes in for 30 minutes of a 50 minute special education resource class then the service summary would include 20 minutes of specialized instruction for the resource classroom teacher and 30 minutes of ABA therapy to fill the 50 minute period. This may seem counterintuitive as the student may actually be participating in specialized instruction, but you cannot run two services concurrently. And this is what ABA is designed to do – help the child access instruction.

5. Service Summary					
	Amount	Frequency	Location	Begin Date*	End Date*
Special Education Service			<input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home <input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home <input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home <input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home		
Related Services			<input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home <input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home <input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home		
Supplementary Aids/Services			<input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home <input type="checkbox"/> reg ed <input type="checkbox"/> sped <input type="checkbox"/> home		
Parent and School Communication					

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(DESE, 2022)

Medicaid Coverage

PROVIDER BULLETIN
Volume 43 Number 04 <http://dss.mo.gov/mhd/> August 13, 2020

School-Based Individualized Education Program
Direct Services – Applied Behavior Analysis (ABA)
Effective Date: July 01, 2020

Applies to:

- ABA qualified licensed psychologist;
- Licensed behavior analyst;
- Licensed assistant behavior analyst

Contents:

- ABA POLICY UPDATE
- ABA PRACTITIONER INDIVIDUAL ENROLLMENT
- SCHOOL DISTRICTS CURRENTLY ENROLLED
- SCHOOL DISTRICTS NOT CURRENTLY ENROLLED
- PROCEDURE CODES AND RATES BY PROVIDER TYPE
- APPLICABILITY

ABA POLICY UPDATE
Effective for dates of service on or after July 1, 2020, the MO HealthNet Division (MHD) will reimburse for ABA services included in an Individualized Education Program (IEP) for children diagnosed with Autism Spectrum Disorder. Eligible practitioners include:

- ABA qualified psychologist
- Licensed behavior analyst
- Licensed assistant behavior analyst

The school district must be enrolled as the billing provider. The school-based IEP direct services program allows the school to receive the federal match portion of funds allocated for these IEP direct services. Only the direct services in the IEP and up to the amount and duration identified in the IEP are reimbursable. All MHD ABA services guidelines and limitations, including precertification requirements and daily, monthly, and annual limits, apply to school-based IEP direct services.

- [Posted August 13th 2020](#)
- Effective July 1st 2020
- ABA services on the IEP delivered by Registered Behavior Technicians (RBT), Licensed Assistant Behavior Analysts, Licensed Behavior Analysts billable

Billable Services

ABA Associate (Behavior Analysts)

- Functional Assessments and analysis
- Other skills assessments
- Implementation of ABA as written in iep
- Consultation/protocol modifications
- Family consultation

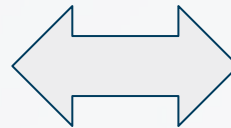
Paraprofessionals (Registered Behavior Technicians)

- Assisting with functional assessments and analysis
- Implementation of ABA and behavioral interventions as written in IEP (must be individual)

School Based and Private Based Services

Public School

- Focus: goals developed through the IEP process and adaptive skills/skill development and behavior to access school environment
- Funding: school budget, grant ecse, medicaid
- Credentials: governed by Department of Elementary and Secondary Education state plan part B and C personnel standards
- Ethical: Missouri Division of Professional Registration Behavior Analyst Advisory Board Chapter 6 337.315.RsMo, Behavior Analyst Certification Board Professional and Ethical Compliance Code soon to be Behavior Analyst Ethical Code and RBT Ethics Code Federal and State Law



Healthcare/Community Based

- Focus: on areas such as health, problem behavior, and adaptive behavior/skills development
- Funding: public and private health insurance, self-pay, other public funding, waiver
- Credentials: governed by Licensure through Missouri Division of Professional Registration and certification by Behavior Analyst Certification Board
- Ethical: Missouri Division of Professional Registration Behavior Analyst Advisory Board Chapter 6 337.315.RsMo, Behavior Analyst Certification Board Professional and Ethical Compliance Code soon to be Behavior Analyst Ethical Code and RBT Ethics Code Federal and State Law

Common Skills Focused on for Individuals with Autism and Developmental Disabilities in Schools

- community living skills
- functional communication skills (vocal and non-vocal)
- “learning to learn” skills (e.g., looking, listening, following instructions imitating)
- motor skills
- personal safety skills
- play and leisure skills
- pre-academic and academic skills
- reduction of behaviors that jeopardize health and safety and impede successful functioning (e.g., stereotypic, obsessive compulsive, ritualistic, aggressive, self-injurious, disruptive)
- school readiness skills
- self-care skills
- self- management skills
- social interaction skills
- vocational skills

Some Barriers and Potential Solutions

Barriers

- Overlap of focus areas for service providers
- Differences in training and philosophies amongst educators and behavior analysts
- Budget and cost considerations
- Vacancies/Turnover
- Training Needs
- Parent involvement

Potential Solutions

- Outline roles and responsibilities, administrator oversight and coaching
- Two way education, joint learning, inclusion of procedures in common training tools
- Tiered implementation models, utilization of existing support staff, offsetting cost with medicaid reimbursement and cost settlement
- Recruitment efforts, high quality ongoing feedback and supervision, positive reinforcement, support, and pay
- Hybrid training options, integrity tools, self-monitoring, trained teachers
- Consultation, training, home visits

At the Heart of Problem Solving- Interdisciplinary Collaboration

- Interdisciplinary collaboration is an important aspect of ABA programming and behavioral support
- They may be focused on environmental changes where all team members do not agree
- It is important that Individual Education Plan team members all have competency in:
 - Shared values/ethics for interprofessional practice
 - Knowledge of roles/responsibilities across service providers
 - Interprofessional communication
 - Teams and teamwork to ensure interventions are safe, effective, and equitable across students

Applied Behavior Analysis Division at Special School District

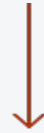


ABA Division Mission

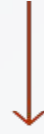
The ABA department provides **behavior analytic** services to make **socially significant** improvements in the ability of students with autism spectrum disorders and related disabilities to **learn and function independently**

Division Structure

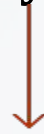
Executive Director of Teaching, Learning, and Accountability



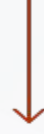
Director of ABA



6 ABA Coordinators and 1 County Wide Behavior Team Coordinator



57 ABA Associates, 3 County Wide Behavior Team Associates, 1 Division Trainer



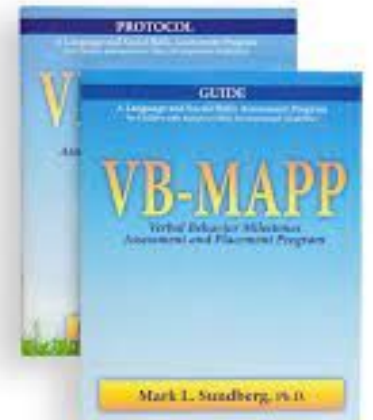
Implementing Registered Behavior Technicians and Paraprofessionals

Positions and Roles (tiered)

ABA Coordinator	ABA Associate	Registered Behavior Technician	Paraprofessionals
<ul style="list-style-type: none">● Masters level behavior analyst● oversees regions of service● supervised the ABA Associates● provides instructional leadership and caseload oversight	<ul style="list-style-type: none">● Bachelors or Masters level behavior analyst● works directly with teacher and paraprofessional staff● oversees behavior intervention plans and programming	<ul style="list-style-type: none">● 40 hours training and national certification● implements programming and behavior plans	<ul style="list-style-type: none">● ABA basic training● implements programming and behavior plans● provides student support

ABA Evaluation Process

- Assessment process
 - Initiated through a review of existing data
 - Team determination additional testing is needed in area of adaptive behavior and/or social emotional
 - ABA Associate conducts the assessment and may serve as a chair according to the diagnostic hierarchy
 - The team meets to review the evaluation
 - The team meets to reconvene the IEP
- Common Assessments
 - Verbal Behavior Milestones and Placement Program
 - Functional Assessment and Functional Analysis



(Sundberg,2008)

Considerations Prior to Referring

- Student requires more restrictive instructional methods to learn in the special education setting
- Student is not making progress on IEP goals though goals have been revised
- Universal supports are being implemented and other district level supports have been utilized
- Student demonstrates significant behavioral challenges
- Student has a history of receiving ABA services to meet their learning needs (e.g., First Steps, early childhood coalition districts, previous school district, and/or private clinic)

SSD ABA Division Entrance and Exit Guidelines

Focus on learning barriers, adaptive behavior, and social emotional to access education:

- Behavior Frequency and Severity
- Independent Access to the Learning Environment
- Self Care
- Flexibility
- Motivation and Reinforcement
- Prompt Dependency
- Listener Responding/Routines
- Foundational Learning Skills (e.g., matching, imitation, labeling)
- Joint Attention/Social Skills
- Functional Communication
- Leisure Skills
- Ready to Learn skills

Type of Services Provided in the Individual Education Plan

66% ABA Therapy as a related service (formerly Instruction using applied behavior principles as a special education service) - Direct instruction provide to a student usually by an implementer such as a paraprofessional or Registered Behavior Technician

31% ABA Consultation as a support for school personnel - Consultation from an ABA Associate (behavior analyst) with teachers, related service, and families

27% Support Using Applied Behavior Principles as a supplementary aid and service - paraprofessionals attend ABA Basic training so they can use the principals (e.g., reinforcement) to support students during specified times.

Scheduling

- ABA Associates work with teachers to create a schedule of services
- Paraprofessional implementers are placed with students based on number of therapy minutes
- Registered Behavior Technicians may need to move between buildings or rooms based on the minutes needed by students

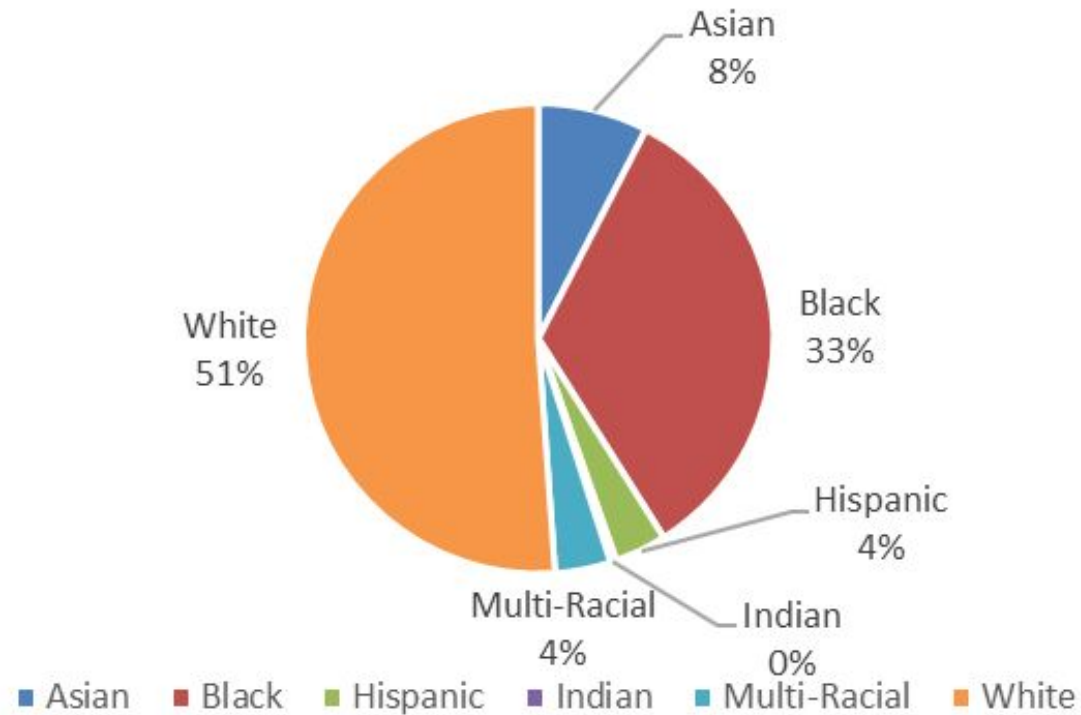
Who Could Benefit from Applied Behavior Analysis Services?

- 1218 Students
- 22 Districts
- Variety of placements
- Direct therapy
- Consultation



Ethnicity

Ethnicity of Students Receiving ABA Services
2021-2022

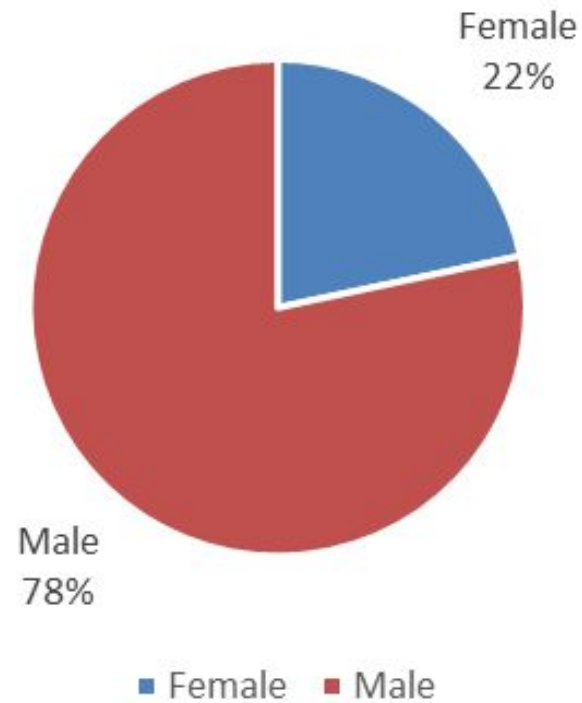


Work on Equity and Cultural Proficiency

- division disaggregates data and reviews for planning
- behavior analysts utilize common entrance and exit guidelines developed with stakeholder input and common assessment for evaluation
- staff attend ongoing professional development in equity and multiculturalism in behavior analysis
- division maintains an internal resource for behavior analysts on cultural proficiency
- resources include tools to assess their bias and cultural proficiency in programming

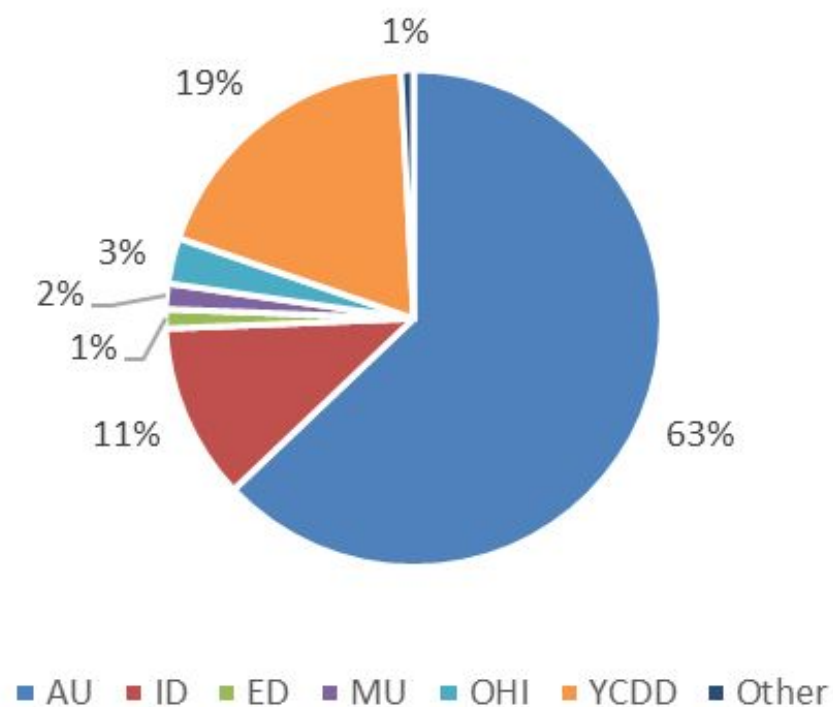
Gender

Gender of Students Receiving ABA Services
2021-2022



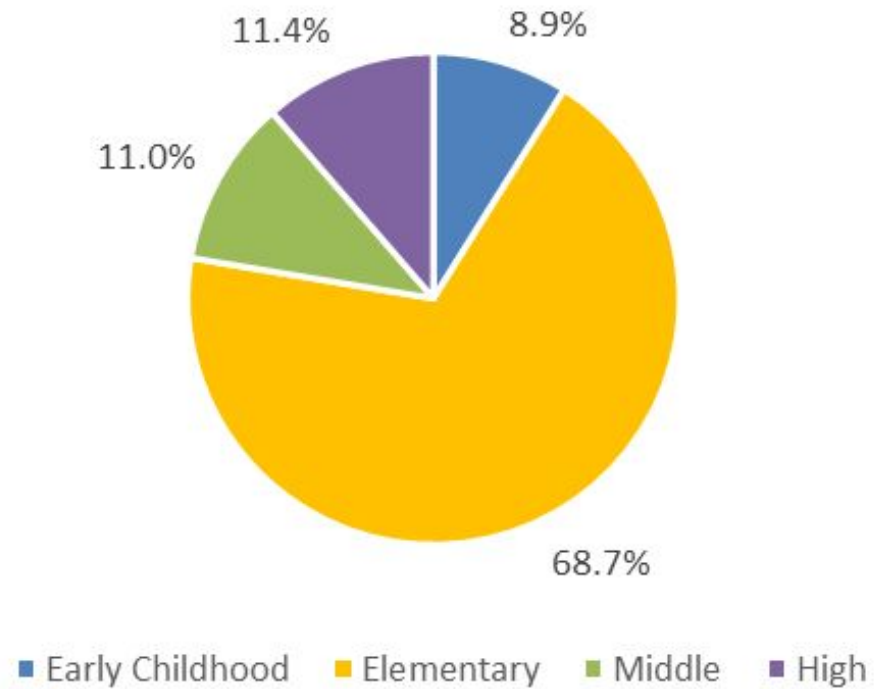
Eligibility

Primary Eligibility of Students Receiving ABA
2021-2022



Grade Level

Grade Level of Students Receiving ABA 2021-2022



Programming and Behavior Intervention Plans

- Protocols are developed by Associates, based on Individual Education Plan goals, informed by assessment
- Catalyst (Datafinch Technologies) - programming design, real time data collection, and analysis
- Therapy Log (Missouri School Boards Association) - documents daily ongoing services by behavior analysts and implementers, enables medicaid billing



District Wide Training

Basic

- Provided by division trainer
- Hybrid model
- Currently for any paraprofessional level staff

Registered Behavior Technician

- Provided externally and by division trainer
- In person/online
- Allows staff to meet requirements to sit for national certification

Ongoing

- Provided by ABA associates
- student specific
- looked at monthly based on number of therapy minutes
- RBT require 5% ongoing supervision and training by certifying entity

District/Building

- Provided by ABA associates
- focused on building/district need
- might include topics such as reinforcement, behavioral supports, functional analysis, support

Family Engagement

- Home Visits (e.g., coordination of care, behavioral support, evaluation)
- Parent interview during initial evaluation
- Yearly stakeholder survey
- Training on Charting the Life Course and Family engagement for ABA division staff
- District wide parent training on target areas (e.g., behavioral support in the home and community, toileting)

Ongoing Measurement and Assessment

- Daily individual student behavioral and goal data
- Yearly division wide outcome data based on Entrance and Exit Guidelines
- Quarterly programming and behavior plan reviews by ABA Coordinators
- As needed staff treatment integrity/fidelity data (e.g., programming and behavior plan)



Supporting Behavior Analysts in the School Setting

- Establish clear roles and responsibilities
- Ensure Behavior analysts are trained on special education process and district procedures
- Focus on building relationships
- Involve behavior analysts in school community
- Ensure two way and collaborative learning
- Plan for and support interdisciplinary collaboration



Jenny Frisbee
ABA Division Director

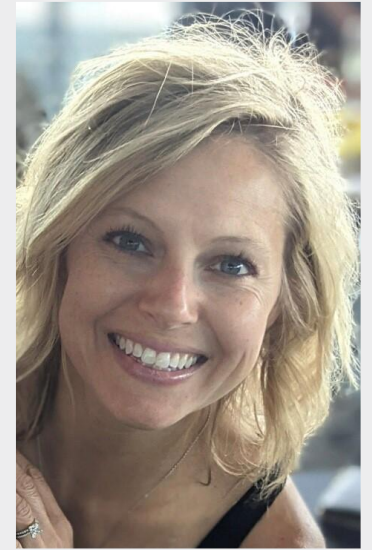


Jamie Blechle
Director's Secretary

ABA Division Administrative Team



Sara Hinkle
Countywide Support



Keely Stephens
Central



Beth Golden
South Central



Melissa Sanson
Southwest



Robyn Holmes- West
(Parkway/Valley Park)



Matt Page
Northeast



Sarah Mulqueeny
Northwest

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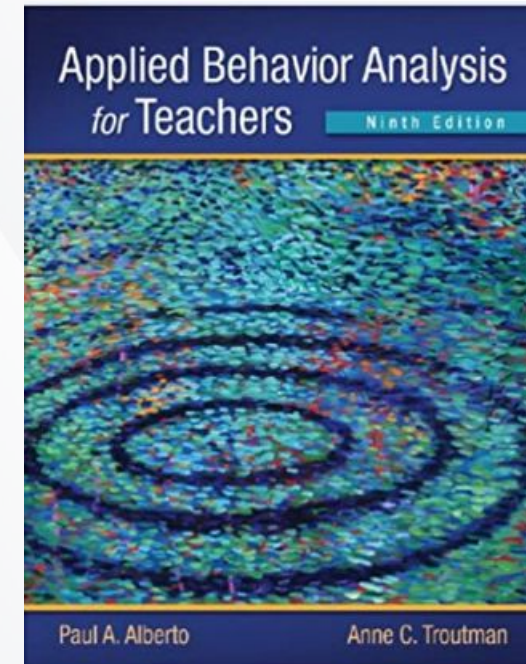
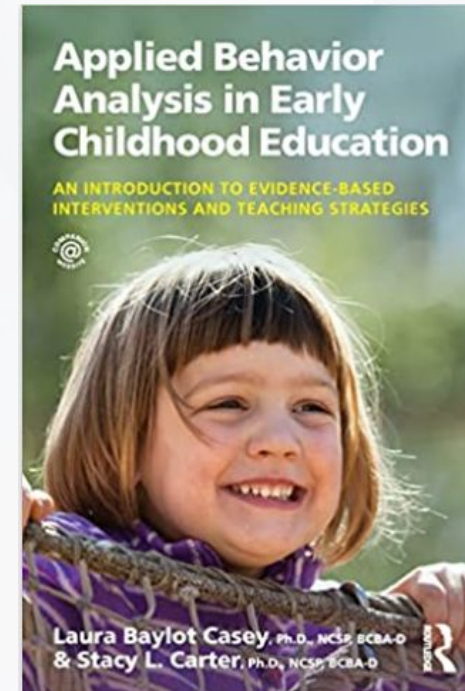
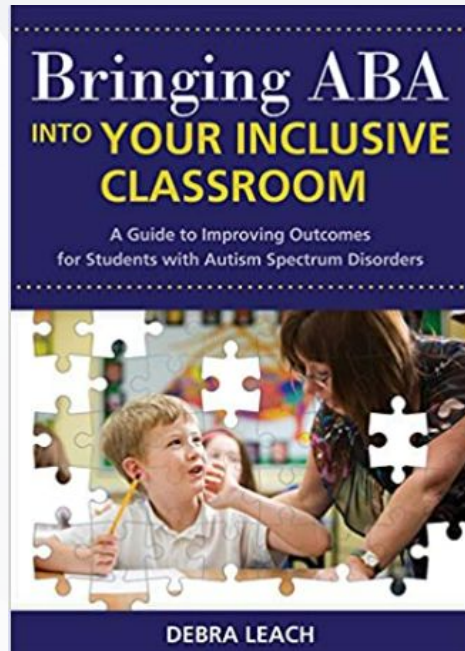
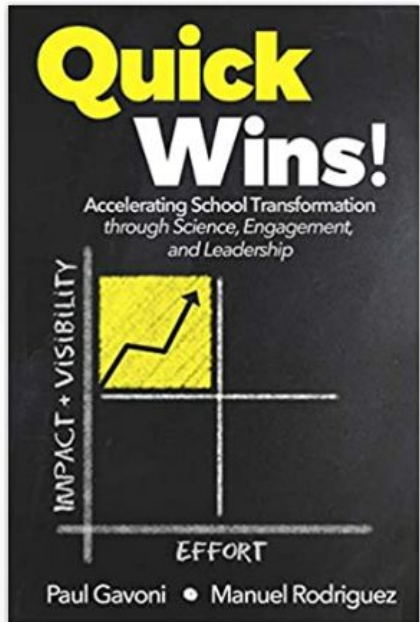
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Additional Resources - Organizations

- American Psychological Association -Division 25
<https://www.apadivisions.org/division-25>
- Association for Behavior Analysis International (ABAI) <https://www.abainternational.org>
- Association for Professional Behavior Analysts (APBA) <https://www.apbahome.net/>
- Behavior Analyst Certification Board (BACB) <https://www.bacb.com/>
- Missouri Association for Behavior Analysis (MOABA) <http://www.moaba.org/>
- Missouri Division of Professional Registration (MODPR) - Behavior analyst Advisory Board
<https://pr.mo.gov/ba.asp>

Additional Resources - Books



Questions?

Thank you!