Behavioral Skills Training

The supervisor should be able to describe and demonstrate the following components of behavioral skills training of the supervisee:

- Provide a rationale for why the target skills are to be trained
- Provide a succinct, written description (instructions) of the target skills
- Provide a detailed, vocal description (instructions) of the target skills.
- Demonstrate (model) each of the target skills.

Behavioral Skills Training

The supervisor should be able to describe and demonstrate the following formats for providing behavioral skills training:

- In person:
  - Role-play instruction
  - In-vivo instruction

Behavioral Skills Training

- Require supervisees to practice (rehearse) each target skill
- Provide positive and corrective feedback to the supervisee
- Repeat the previous step until the supervisee performs each target skill correctly.
- Assess application and generalization of skills to new targets, clients, and settings, when appropriate.
Behavioral Skills Training

1. Name the skill
2. Give rationale
3. Describe / task analyze skill
4. Demonstrate skill
5. Observe
6. Feedback and Reinforcement

Behavioral Skills Training

The supervisor should be able to describe the following formats for providing behavioral skills training:

- Through visual media, such as video, computer, and web-based technologies:
  - With individual supervisees
  - With a group of supervisees

Behavioral Skills Training

The supervisor should be able to apply behavioral skills training across relevant skill areas including, but not limited to, those outlined in the Task List. Examples include:

- Fundamental behavior-change procedures
- Specialized procedures
- Data collection and analysis
- Problem Solving
- Decision making
- Resource seeking (e.g., facilitating additional consultation, mentorship, collaboration)

Provide a rationale for why target skills are to be trained

- In the context of fulfilling BACB requirements
- In the context of the current program
- In the context of the life of the client or student
- In the context of the career of the supervisee
Provide a succinct, written description (instructions) of the target skills:
- Defining behaviors
- Functionally
- Topographically

Provide a detailed, vocal description (instructions) of the target skills:
- Bullet
- One behavior per bullet
- Use only necessary words
- Say what to do
- Active voice
- Include all needed steps
- All steps in correct order

Demonstrate (model) each of the target skills:
- Modeling and imitation
- Switch sides
- Role playing
- Switch sides
### Require supervisees to practice (rehearse) each target skill
- Office practice
- Role play practice
- In situ role play practice
- In situ practice with feedback
- In situ practice with delayed feedback

### Provide positive and corrective feedback to the supervisee
- Be the supervisor you always wanted but never had!
- Immediate is better than delayed
  - What was done right
  - What to do differently (and how)
  - Let’s check on that (name the occasion)
  - Memorialized in writing

### Repeat the previous step until the supervisee performs each skill correctly

### Assess application and generalization of skills to new targets, clients, and settings when appropriate
- Does training here, with this, and me, ensure correct implementation there, with that, and them?
Describe skills training through media such as video, computer, and web-based technologies with individual supervisees

- Have your supervisees record and critique their own performances
- Peer review with videorecording

Describe skills training through media such as video, computer, and web-based technologies with individual supervisees

- PECCBA 1.02: Boundaries of Competence
  
  A. Behavior analysts provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience.
Describe skills training through media such as video, computer, and web-based technologies with individual supervisees.

Autism Internet Modules
www.autisminternetmodules.org
Describe skills training through media such as video, computer, and web-based technologies with individual supervisees.
Describe skills training through media such as video, computer, and web-based technologies with individual supervisees.

Welcome to Behaviorbabe

Graphs in Behavior Analysis (ABA)

This page is intended to provide resources that will aid in creating or understanding single-subject graphs commonly used in behavior analysis practice.

Behavior Analysis Change in Units (BAU)

A Changing Single Subject Change in Numbers (BAU) (May 15, 2016)

www.behaviorbabe.com

BAAM Behavioral Resources

PECCBA 1.02: Boundaries of Competence

B. Behavior analysts provide services, teach, or conduct research in new areas (e.g., populations, techniques, behaviors) only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas.

www.baam.emich.edu
Describe skills training through media such as video, computer, and web-based technologies with a group of supervisees:
- Meeting with individuals and groups through video conferencing
- Security / HIPAA
- Consents
- Internet requirements
- Modifying some methodologies / capitalizing on others

Apply behavioral skills training to fundamental behavior change procedures:
- Positive Reinforcement
- Negative Reinforcement
- Schedules of Reinforcement
- Prompting and Prompt Fading
- Shaping
- Chaining
- Task Analyses
- Discrete trial arrangements
- Free operant arrangement
- Verbal operants as basis for language assessment
- Echoic training
- Mand training
- Tact training
- Intraverbal training

Apply behavioral skills training to fundamental behavior change procedures:
- Listener training
- Punisher assessment
- Positive punishment
- Negative punishment
- Schedules of punishment
- Extinction
- Combinations of reinforcement with punishment and extinction
- Response independent schedules of reinforcement
- Differential reinforcement

Apply behavioral skills training to specialized procedures:
- Antecedent-based interventions
- Discrimination training
- Instructions and rules
- Contingency contracting
- Group contingencies
- Stimulus equivalence procedures
- Behavioral contrast
- Matching law and choice
- High probability request sequences
- Premack Principle
- Establishing conditioned reinforcers and punishers
- Errorless learning
- Matching to sample
Apply behavioral skills training to data collection and analysis.

- Identify measurable dimensions of behavior
- Select measurement systems
- State advantages and disadvantages of using continuous measurement and discontinuous measurement procedures

Apply behavioral skills training to behavioral case conceptualization.

- Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms

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Janice is a 27 year old woman who lives with three housemates in their home, operated by Expanding Horizons in Woodbridge, Virginia. She is employed with the local school district as a mail room clerk. Janice is diagnosed with Mild Intellectual Disability. She takes no medication.
Apply behavioral skills training to behavioral case conceptualization.

The referring problem was inadequate completion of personal hygiene, defined as Janice's leaving her home in the morning without brushing her teeth or applying deodorant. Functional assessment consisted of direct observation, interview with Janice, her group home staff, and her work supervisor, and review of self-recorded hygiene completion data and of staff ratings of Janice's hygiene status completed hourly at home and at work.

Direct observation indicated that Janice is able to brush her teeth and apply deodorant adequately. Self-report data were gathered for two weeks, and indicate an initial high rate of applying deodorant and brushing teeth for the first four days, followed by absence of these behaviors for the remaining ten days. Staff ratings indicated acceptable aroma for the four days deodorant was applied and toothbrushing was done, but unacceptable aroma beginning about 12:00 noon and remaining for the day on all remaining days. Direct observation and interview indicated staff attend to Janice's apparent unacceptable aroma about once every 30 min, do not provide similar attention on days when aroma is acceptable, and staff and housemates interact with Janice far less frequently during times when her aroma is rated as unacceptable.

Review of relevant molar variables suggests that Janice's wake up time, morning routine, and bus time may promote cutting corners in the morning. Taken together, these data suggest that Janice's toothbrushing and application of deodorant may be made less likely by her morning routine, and that conditions created by these behaviors receive little to no social attention. At the same time, conditions created by omitting these two hygiene steps produce reliable access to social interaction in the form of suggestions she take better care of herself, and these conditions result in access to solitary work (rather than work involving coworkers) and solitary leisure activities (rather than leisure activities involving others).

Apply behavioral skills training to problem solving.

- Unlimited Resources


Apply behavioral skills training to problem solving.

- Where else would it work?


Apply behavioral skills training to problem solving.

- Flipping it

Apply behavioral skills training to problem solving.

- Handling difficult people
- Think function
- Can you show me that?
- Time management the behavioral way
- Performance management


Apply behavioral skills training to problem solving.

- Pinpoint
- Measure
- Feedback
- Reinforce
- Evaluate


Apply behavioral skills training to resource seeking (e.g., facilitating additional consultation, mentorship, collaboration)

- Knowing when to seek help (and how to receive feedback)


Describe skills training through media such as video, computer, and web-based technologies with individual supervisees

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  B. Behavior analysts provide services, teach, or conduct research in new areas (e.g., populations, techniques, behaviors) only after first undertaking appropriate study, training, supervision, and / or consultation from persons who are competent in those areas.
Apply behavioral skills training to resource seeking (e.g., facilitating additional consultation, mentorship, collaboration)

- Antecedents to resource seeking (MOs and SDs)
  - That “I don’t know what I’m doing” feeling.
  - Situations that typically evoke that “I don’t know what I’m doing” feeling.

- Prior problem solving, followed by that “I don’t know what I’m doing” feeling, or by a situation that typically evokes that “I don’t know what I’m doing” feeling.

- “I’d like to learn how to do that.”
- “What the client needs is something I can’t offer.”
- “What the client needs is something I might be able to offer, with help.”
- “This is a dicey situation.”

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Apply behavioral skills training to resource seeking (e.g., facilitating additional consultation, mentorship, collaboration)

- Antecedents to resource seeking (MOs and SDs)

- Assertiveness
- Networking
- Total competence in applied behavior analysis and in your specialty
- Interpersonal communications
- Persuasion and influence
- Negotiation and lobbying