

alphabee PRO

Skill Based Treatment (SBT)
FTF Consulting

ST Competency Series

Developed by: Pam Lawrynysz MA BCBA, Kristin Bain M.ADS, and Laura Dignard M.ADS BCBA
Presented by: Laura Dignard M.ADS BCBA and Lisa Kota, M.ADS, BCBA

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Objectives

Main Objectives

1. To teach staff to prioritize safety, rapport and televisibility.
1. To teach staff the components of the SBT program and how to implement them.

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Confidentiality Agreement

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- Record any part of this presentation for personal or professional use
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A Powerful Message

“Our goal is **not** to dominate but to de-escalate or better yet prevent escalation in the first place.
 Ours is **not** to coerce but to listen, learn, guide, & coach.
 Ours is **not** to redirect, restrain, or merely manage & modify.
 Ours is to understand, share, & shape.
 Ours is to prioritize safety, rapport, & the televisibility of what we do above all else.
 We have proven that meaningful outcomes can follow when we prioritize these things”

Dr. Greg Hanley, A Perspective on Today's ABA

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What is SBT?

- Skill Based Treatment (SBT)
- Trauma-Informed model of treatment for severe challenging behaviour
- Developed by Dr. Greg Hanley (FTF Consulting)
- Ensures safety and ethical practice

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What is SBT?

- Teaches:
 - Communication
 - Toleration
 - Contextually Appropriate Behaviours (CABs)
- Reinforcement is variable and unpredictable
- Extensions and generalization

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Main Procedural Components



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3 Key Factors



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Reinforcement Context (HRE)

- HRE = Happy, Relaxed and Engaged
- Strong and reliable HRE with your client is critical
- HRE context may seem a bit strange or be very particular

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Things to Keep in Mind During HRE

- Get low (crouch or sit)
- Be Available
- Comply with all (reasonable) demands
- Physical attention
- No demands
- Do not require a mand to access SR

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Mastery Criteria

- 3 to 5 consecutive trials with zero rates of PB
- All expected skills are occurring independently
- Engagement is consistent during synthesized reinforcement

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Step 1: Simple FCR

- sFCR = Simple Functional Communicative Response
- First step in the task analysis chain
- Functional communication training
- Often “my way”, though other omnibus mands may be used

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Step 1: Make Sure the sFCR is:

Simple

The sFCR is an easy to engage in response.

Promptable

Even if the client is vocal, a sign or text card can be used.

Novel

A novel response does not have a history of challenging behaviour.

Omnibus

Use a single response that yields multiple outcomes at the same time.

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Step 1: Implementation

1. Establish HRE context



2. Get low, comply with requests, honor social bids, no demands and do not talk unless honoring a social bid.



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Step 1: Implementation

3. Ensure HRE lasts at least 30s



4. Deliver an EO and prompt the sFCR

- Stand up, clap and approach
- Deliver the EO
- Prompt the sFCR
- Immediately return to HRE

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Step 1: Things to Keep in mind

- Speed and accuracy
- Effective prompting
- Be gentle in how you introduce the EO.
- Signal that you are about to present the EO = standing up and clapping
- Goal is to prompt the FCR before PB occurs and immediately return them to HRE context

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How to Stop Scrolling during FCR

- Teach novel responses that are topographically different
- Have signals for the omnibus mand and for the tolerance response

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Step 2: Complex FCR

- cFCR = Complex Functional Communicative Response.
- Complexity will look different for each learner and needs to be programmed.
- Complexity may be taught further along in SBT

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Increasing Complexity

Example of increasing complexity

1. My way
2. I want my way
3. Excuse me, can I have my way
4. Excuse me (pause, learner waits for acknowledgement) then says I want my way please.
5. Does all of the above and then mands for specific activities instead of "my way"

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Teach new language while keeping the probability of PB low

Taught during the cFCR after the TR or in the CABs.

Taught sequentially - escape, tangible and then attention.

Teaching Specific Mands

Add a signal after the cFCR

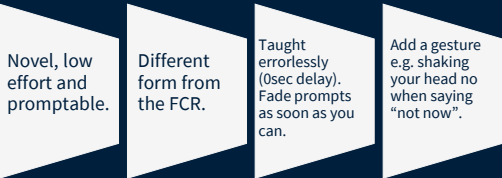
Serves as the omnibus mand for the mands not yet taught

"my way" often drops out when specific mands are taught

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Step 3: Tolerance Response

The toleration response should:



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Step 4: CAB 1

CAB 1: Instructional control of stopping an ongoing activity and relinquishing all positive reinforcers.

This can be broken into steps or a task analysis:

- Pause game
- Hand over the iPad
- Wait for client to look at you

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Step 5: CAB 2

CAB 2: Instructional control of transitioning to alternative area and readying to listen/learn.

- May combine these 2 steps or target separately and then put together
- Readiness program
- If the working environment has been paired aversively:
 - Transition to other areas not associated with work
 - Have a surprise waiting for them at the work area (favourite toy or reinforcer).

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Step 6: CAB 3 – Instructional control of a few (1-3) responses/time units of cooperation within a single, relevant activity

The goal is to achieve a clean trial

- No stereotypy or PB
- Good listening behaviour
- Focused on the activity

Differentially reinforce clean chains of behaviour

By the end of CAB 3 the client should look very different at the table

- Quiet body, quiet hands, attending

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Step 6: CAB 3

One of the final steps should be waiting for the client to check in after he or she has completed the task

- Pause and do not reinforce cooperation immediately
- Wait for the client to look up at you to check in
- You want the client to check in before returning to HRE

Be careful of strain. Every trial teaches you what to do better on the next trials.

You may need to pick one skill to work on at a time

- Sitting still, attending, eye contact, etc.

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Step 7: CAB 4

CAB 4 involves the instructional control of a few (1-3) responses/ time units of cooperation within multiple relevant activities .

- Each CAB 4 trial will either be 1, 2 or 3 responses/ units of time.
- Multiple activities are involved vs a single activity.

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Step 8: CAB 5

Instructional control of 1-10+ responses/time units within multiple activities.

Short

1-3 responses/ units of time.

Medium

1, 3, 6, 10 responses/ units of time.

Long

1, 3, 6, 10, 10+ responses/ units of time.

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Step 9: CAB 6

CAB 6 involves the instructional control of 1-10+ responses/time units of cooperation within multiple activities while being challenged

- Includes the most difficult activities for the learner that are reasonable goals
- Looks different for each learner. Need to take into account the idiosyncratic variables that may act as unique EOs for each learner
- Parents, teachers and others in the learners life may have valuable information about specific triggers (EOs) to work on during CAB 6.

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Step 9: CAB 6

Some examples of tasks within CAB 6 include:

- Interrupting correct performance
- Require more complex/conditional discrimination
- Changing activity/expectation
- Having to complete in different way
- Vague instructions
- Program for missing items from task
- Introduce unknown tasks

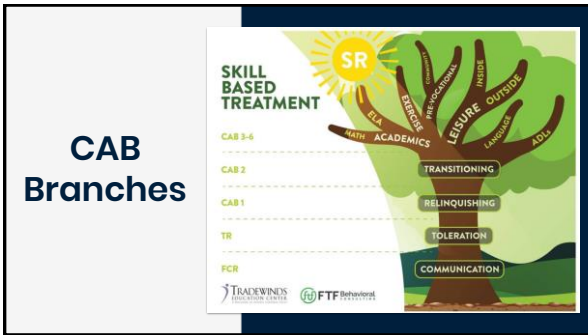
The unpredictable schedule intermixing FCR, TR and CAB 1, 2 & 6 is maintained and generalized to others and within various environments.

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CAB Branches

- At some point we start branches
- When you do start them, start them at CAB3
- Types of branches:
 - Academic
 - Play
 - Activities of Daily Living
 - Independent seat work
 - Chores
 - Conversation

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CAB Branches

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Responding to Challenging Behaviour During the Process

Challenging Behaviour during the EO:

- Would rather reinforce PB than do full on extinction.
- Do not use extinction for R1 PB.
- If you use extinction with R1 PB it may intensify. If the PB becomes emotional you may not be able to turn it off (it is no longer operant behaviour)
- In beginning of treatment do not use extinction. Use shaping and teach them to trust you show the client that you are listening to them and their behaviour matters.

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Responding to Challenging Behaviour During the Process

Challenging Behaviour during the EO:

- Later in the process may use extinction with R2 behaviours.
 - Use a kinder, encouraging form of extinction, e.g. "I know you can do it, let's stay and get it done" "I know you need a break, you can do it"
- Let the child teach you - what happened last time? It's okay to go off the data sheet

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Remember the AIM is:

- 1. Safety
- 2. Televisibility
- 3. Rapport

Are we achieving these outcomes during the process?

If not we need to revise

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Let's Review our Clinical Options when Responding To Challenging Behaviour During this Process

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Optional Responses to PB

Option 1:
Prompt Expected Response and Reinforce

Option 2:
Prompt Expected response and Continue with Prescribed Trial

Option 3:
Reinforce Challenging Behaviour

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Option 1: Prompt Expected Response & Reinforce	<ul style="list-style-type: none"> • What is the expected response in the moment • Prompt what you are expecting them to do • Get low to signal return to reinforcement • Reinforce by returning to HRE • Then you can do another trial
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Examples of Prompting Expected Response & Reinforcing		
Expected Response	Prompt	Reinforcement
FCR	Prompt. If verbal prompt not successful can have child touch card/bring the card to the child and tap the card on the child or prompt gesture	Reinforce with access to my way
Tolerance response	Prompt. If verbal prompt not successful can have child touch card, or prompt a gesture	Reinforce with access to my way
CAB 1- transitioning from reinforcement, relinquishing items	Prompt him to relinquish item(s)	Reinforce with access to my way as soon as the child relinquishes

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Examples of Prompting Expected Response & Reinforcing		
CAB 2- Transition	Prompt the child to complete the required step in the shaping procedure	Reinforce the prompted step
CABS 3-6- Completing various tasks	If the child is required to complete 6 demands and engages PB after 4 demands, prompt them to complete 2 more demands and then provide reinforcement If the child is required to complete an action for a specified duration (e.g. 30 seconds), and they engage in PB at 15 seconds, prompt them to play for an additional 15 seconds and then reinforcement If the child has met the criteria to access reinforcement but engages in PB, prompt them to complete 1 more demand and then provide reinforcement	

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Option 2:	<p>Prompt Expected Response & Continue with Prescribed Trial</p> <ul style="list-style-type: none"> • Need to determine the clinical risk-benefit. • Risk is if you see PB early in the chain you may continue to see PB later in the chain.
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Option 3: Reinforce PB	
<ul style="list-style-type: none"> • Reinforce PB and allow the client to be HRE and try again • Don't want to teach during PB - don't teach while situation is hot • "Live to teach another trial" • This may be the safest option depending on your client 	

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If PB is Occurring Consistently & Frequently	<p>Some questions to ask:</p> <ol style="list-style-type: none"> 1. Do I need to break the steps down further? 2. Should I move back in treatment? Is there a specific change I need to make? 3. I don't want to be stuck in this pattern for a long time - am I often needing to prompt or reinforce PB? 4. Is your reinforcement context strong enough?
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When to Move Back a Step

- Don't move back right away
 - Stay in SR a bit longer until HRE.
 - Your next trial will probably not have PB
 - If the next step has PB stay in HRE and try again
 - Break down steps, change prompts
- If PB continues or is severe - provide SR and stay in HRE for 3-4 minutes before the next EO
- If 3 trials in row or 3 trials in a step may go back
- Go back to previous step when it's "off the rails" and/or can't get back to HRE, otherwise use micro-adjustments

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If Your Client is Frustrated by Practice

- Make SR interval longer and more variable in duration
- Has there been procedural drift?
- Do I have all the reinforcers?
- Am I moving too slowly?
- Have pre and post conversation/debriefing with your client if he has the language abilities
- Add fun CAB branches, e.g. transition to a new toy

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Unplanned or unprogrammed EOs

Integrity of the reinforcement context

New reinforcers need to be included?

If PB is Occurring During HRE

Avoidant Behaviour schedule

Automatic Behaviour

Don't ignore PB in reinforcement

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Practice Recommendations

- Frequent and consistent practice
- Ensure treatment integrity
- 1-hour sessions 3 to 4 days/week with a BCBA or 3-4-hour sessions 5 days/week with frequent BCBA oversight
- Signal to client when in practice sessions
- Surprise shorties
- Following the order on the data sheet variations
- Learners with Language skills
- No pre-emptive prompt probe

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Outside of Practice Sessions

“Keep a lid on it” approach:

- Run the SR context as much as possible
 - No PB is occurring and provide reinforcers noncontingently.

“Business as usual” approach:

- Recommended if the family/those around the client outside of session are able to safely continue with their usual strategies.
- If the family is unable to keep this a safe context, recommend the “keep a lid on it” approach.

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Adding Other Implementers and Treatment Extensions

- Other ITs on the team
- Parents and other caregivers
- New Locations
- Across the day

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Parent Training	Parents and other caregivers <ul style="list-style-type: none">• Once staff at CAB6• Start at FCR• Train how to run SBT
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Introducing Peers	<ul style="list-style-type: none">• Ensure everyone is safe.• Don't bring peers in too early.• May bring peers in as a separate branch, as a whole new repertoire• May wait until the learner can tolerate the therapist's attention being diverted from him or her before introducing peers• May bring peers into generalization but you want to ensure your learner has the needed skills before bringing peers in
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Thank you
We hope you enjoyed learning about the Skill Based Treatment Program! Make sure to complete the competency on data collection as well.

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References and Resources

1. FTF Behavioral Consulting - <https://ffbc.com/>
2. Practical Functional Assessment (Hanley) - <https://practicalfunctionalassessment.com/>
3. Webinar - Practical Functional Assessment and Skill Based Treatment, Presented by Dr. Hanley
4. Commonly Asked Questions About the PFA/SBT Process, Presented by Dr. Ward
5. Consultation sessions by Dr. Ghaemmaghami to AlphaBee, Sept 2020 to Feb 2021
6. Today's ABA (Hanley) - <https://practicalfunctionalassessment.com/2021/01/25/a-perspective-on-todays-aba-by-dr-greg-hanley/>

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alphabee **PRO**

info@alphabeepro.com
www.alphabeepro.com
416.367.5968



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