

WEBVTT

1 "Alana Embriano" (1756483072)

00:00:08.045 --> 00:00:27.980

Hello everyone welcome. And thank you for calling into sickness. Autism awareness series. My name is Alana, and I'm a care manager for the autism specialty team through the format of this call. Your line will remain muted throughout the entirety of the seminar. Any questions received throughout the.

2 "Alana Embriano" (1756483072)

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Patient will be through the Webex platform and answered at the presenters discretion we will have time at the end of the seminar for questions and answers. We will only be answering questions that are on today's topic. There will be an option at the end to complete a short survey as well.

3 "Alana Embriano" (1756483072)

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A hand out for today's seminar is available online at [www dot Cigna dot com](http://www.cigna.com). Backslash autism scroll to the current topic section in the middle of your page and click on today's topic labeled fundamentals and basics of applied behavior analysis, or follow along throughout the Webex presentation. A recording.

4 "Alana Embriano" (1756483072)

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They'll be available once finalized at the same website.

5 "Alana Embriano" (1756483072)

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Please note, not all policies cover today's topic for more specific information. If your policy covers topics discussed in today's seminar, please contact the autism team by calling the number on your insurance card.

6 "Alana Embriano" (1756483072)

00:01:21.120 --> 00:01:41.120

Today I have the pleasure of introducing page Berland and Megan Olson page. Berland is a licensed professional, clinical counselor and board certified behavior analyst. She completed her undergraduate work at the University of Kansas, her master's at Roosevelt University, and her coursework for her BCBA at Florida Institute of.

7 "Alana Embriano" (1756483072)

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She has been working in the field of ABA therapy since 2007.

8 "Alana Embriano" (1756483072)

00:01:45.660 --> 00:02:00.390

She started as a behavior therapist, became a lead therapist and worked her way to become a license mental health professional. She is 1 of the owners of Minnesota, behavioral specialists page loves working with children and helping to make a difference in the lives of the families with whom she works.

9 "Alana Embriano" (1756483072)

00:02:00.390 --> 00:02:20.310

Make an orphan is a licensed professional, clinical counsellor and board certified behavior analyst. She received her undergraduate degree in child psychology at the University of Minnesota, her graduate degree in counseling and psychological services through St Mary's University. Her BCBA coursework was completed through the Florida Institute of technology.

10 "Alana Embriano" (1756483072)

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Megan has a focus in the field of applied behavior analysis analysis since 2011, working with children with autism and other related disorders of all ages in center, based school based and in home settings across the state of Minnesota. She is currently a license mental health, professional with Minnesota behaviour specialists and she is a strong passion for working with the.

11 "Alana Embriano" (1756483072)

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With autism and their families, we would still like to thank you for being here today. And you are welcome to start your presentation.

12 "Paige" (361886976)

00:02:50.329 --> 00:03:03.960

Hi, welcome everyone. I am page. So ilst found myself in this field that many, many months ago, when I was in high school, and I got to do a senior project working at a Pre school, and started working with children.

13 "Paige" (361886976)

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With the diagnosis of autism spectrum disorder while there, and just fell in love with this field and new this is where I wanted to go and right out of graduate school. I got a job in therapy as a behavior therapist, and I just fell in love with it. It is 1 of the most rewarding experiences ever and watching how.

14 "Paige" (361886976)

00:03:23.960 --> 00:03:30.540

These amazing mind's work and grow and learn. Just keeps me motivated every single day.

15 "Paige" (361886976)

00:03:30.540 --> 00:03:35.356

Megan, if you want to see a little bit about yourself to.

16 "Meghan Olsen" (3034874112)

00:03:35.356 --> 00:03:55.040

Hi, everyone my name is Megan, and I am also part of Minnesota, behavioral specialists. Thank you. Everyone for joining and logging in. I found myself in this field, because I have someone who is really close to me who did get diagnosed with autism, spectrum disorder. And this was many, many, many years.

17 "Meghan Olsen" (3034874112)

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Here's the go back when no 1 knew about strategies to help individuals with autism, or even about applied behavior analysis. And so it was really me kind of looking to educate myself and help my close family members about how we can get through this.

18 "Meghan Olsen" (3034874112)

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What is out there to help support families and support that individual in particular.

19 "Meghan Olsen" (3034874112)

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Something that I really love about it is that it is an absolutely life changing field. And this is something that is also ever changing as a field as, you know, in many fields in mental health. But this field really, there's not always everything that you can predict or that you can always just know.

20 "Meghan Olsen" (3034874112)

00:04:41.720 --> 00:04:53.879

And so, as a professional, I do feel that I am always ever growing and learning as well and kind of exploring these new avenues that always come up with the different families that we work with.

21 "Meghan Olsen" (3034874112)

00:04:53.879 --> 00:05:16.669

So, today in our little snippet of time together, these are just some areas that we are going to talk about today. We're just going to go into a little bit more about what applied behavior analysis is ABA how you can get started what some fundamental techniques are that are included within ABA.

22 "Meghan Olsen" (3034874112)

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How behavior influences what is being taught and then.

23 "Meghan Olsen" (3034874112)

00:05:21.509 --> 00:05:30.691

Absolutely, some time for questions, if there's ability to chat anything throughout the presentation feel free to do that as well. So.

24 "Paige" (361886976)

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1st, let's talk about what is therapy. ABA therapy is applied behavior analysis. So it's a type of therapy, and it's based on the science of learning and behavior. So, it really helps us to understand how individuals learn and how individuals respond or act in the way that they do.

25 "Paige" (361886976)

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So, it looks at how individual responses may be affected by their environment, or other people, or things going on around them. It's how we take information that we've learned to increase behaviors that we want to see increase and decrease those less desirable behaviors. So, I really want you to stop and think about what.

26 "Paige" (361886976)

00:06:10.299 --> 00:06:30.299

For examples of behavior that we might want to develop, or we might want to see more of and some examples of behaviors that we might not want to occur. So, some common ones that we often see behaviors we want to develop is functional communication. So really working on increasing their.

27 "Paige" (361886976)

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Language, how do they request items or how do they engage in conversation behaviors that we might not want to occur? Some examples could be those challenging behaviors. So maybe aggression or throwing items flopping to the floor or crying.

28 "Paige" (361886976)

00:06:47.609 --> 00:06:58.949

So is an evidence based practice? So, what that means is, there's a lot of research that supports the effectiveness of therapy.

29 "Paige" (361886976)

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Even though there's research about therapy and there's ideas and techniques that you use within ABA therapy. It becomes very individualized. So, different companies might utilize these techniques a little bit different to work with the kids that they serve. And even within 1 company, those strategies and techniques are going to be modified to make sure that they're.

30 "Paige" (361886976)

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Individualized because every child is different, every time learns different. So it's important to make sure that these strategies are individualized to each child that it's serving. ABA is very individualized. Very flexible. It's really important that it needs. Each person's needs.

31 "Paige" (361886976)

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You constantly have to change and modify. So, what works 1 day for a kid might not for the next day, or learning this 1 skill might change. How you teach other skills now that they have those foundational skills. So it's really important. That it changes and ebbs and flows with what is going on with each child that we work with. It's not a.

32 "Paige" (361886976)

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1 size fits all type of therapy it'd be therapy can be done in a variety of different locations. So, for example, we have a center and we also do in home therapy, but within those environments, we also might do community outings. We've gone into schools with different children, it really can occur anywhere and.

33 "Paige" (361886976)

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And the goal is to make it as generalizable, and make sure that you use it across a variety of different environments. So that you do know those skills have been generalized.

34 "Paige" (361886976)

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Although ABA therapy is most highly research doing working with children with autism spectrum disorder. It is important to realize that people have all ages of all abilities can benefit from ABA therapy will go into more detail what it is, but basically it's about finding what motivates finding that reinforcement.

35 "Paige" (361886976)

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In working with that so techniques, I mean, I use them all the time. I use them with my children with pets with my husband these are strategies that can be used across the board. We're going to focus a bit more on that, working with children with autism spectrum disorder. But that doesn't mean that it can't be used in other areas of life as well.

36 "Meghan Olsen" (3034874112)

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So, as Paige was talking about, we do primarily work with individuals

with autism spectrum disorder, but you can also use ABA across a variety of different areas of need. Maybe they're a Corcoran disorder with autism or maybe it's something that's related like, ADHD.

37 "Meghan Olsen" (3034874112)

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Or even some other neural behavioral difficulties, when we're looking to get services started, you 1st, want to, or might be referred for buy someone within their school. Maybe it's their doctor, a different therapy provider. Perhaps they are.

38 "Meghan Olsen" (3034874112)

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In music therapy, or they're in occupational or speech therapy, and they notice that the services are helping, but maybe there could be a little bit more. Perhaps they have a case manager. Maybe it's their parents or even themselves. That are noticing that a little bit more is needed to help.

39 "Meghan Olsen" (3034874112)

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Support where they're at right now, when an individual is referred, typically a team of professionals, then review that individual's needs and priorities, and then recommend, for further assessment is appropriate. And so we'll really dive into the areas of okay, what, what is happening that might set this person.

40 "Meghan Olsen" (3034874112)

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From not being able to participate in the typical daily activities that you would expect them to and whether those daily activities are being able to even just sleep and eat or maybe it's being able to go to school and sit in a classroom and interact with peers or maybe it's going to work and being able.

41 "Meghan Olsen" (3034874112)

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To identify what the different societal norms are with the network place, or the culture within that workplace really depends on what those priorities are for that person. Because then we tease that apart and identify. Okay. Where can we go from here?

42 "Meghan Olsen" (3034874112)

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They typically go through an initial assessment process for that team to really learn more about their ability and their behaviors regarding the specific areas of concern. And so through that, we'd be looking at.

43 "Meghan Olsen" (3034874112)

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Doing some formal assessment tools doing some interviews with the parent, or the individual themselves if they're able reviewing previous records what is their medical history? Look like, what does previous mental health history looked like what about school, and having some hands on observations with that individual? Not just getting to know them.

44 "Meghan Olsen" (3034874112)

00:11:38.629 --> 00:11:51.299

And what their likes and dislikes are, but really identifying what what are their abilities when they're placed in certain scenarios what are the responses like, and what do we want them to look like.

45 "Meghan Olsen" (3034874112)

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At the end of that assessment, the individual would be provided with a recommendation and that recommendation would include how often they would be recommended to participate in ABA. If at all and any other referrals needed ABA like, page had been describing is 1 of the most.

46 "Meghan Olsen" (3034874112)

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Recognized directions to assist individuals with autism and other related disorders, but there are also other ways that can support an individual and so we do want to make sure that they there is a really well rounded look at an individual's needs. And so maybe if additional supports are.

47 "Meghan Olsen" (3034874112)

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Did we will include that in it for recommendation as well?

48 "Meghan Olsen" (3034874112)

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So, after we complete that initial assessment, which is quite a thorough process, but very beneficial, then the next steps unfold into an individualized treatment plan. So we put everything that we identify. All of those strengths needs.

49 "Meghan Olsen" (3034874112)

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And priorities, and put them into our guidebook. For example, we identify very specific goals of behaviors to develop.

50 "Meghan Olsen" (3034874112)

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Or, to decreased based off of what was found to be a priority and of high importance by all team members, especially that individual and their guardian. So you might have heard the importance of this term,

socially significant behaviors. And we don't necessarily want.

51 "Meghan Olsen" (3034874112)

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To be teasing now and adding in a goal to work on, just because we think that that's what's important for a child to be successful in school or to be successful at their workplace, or living on their own.

52 "Meghan Olsen" (3034874112)

00:13:37.289 --> 00:13:46.229

But we want to make sure that it is socially significant for them and where they and their family want to go in life.

53 "Meghan Olsen" (3034874112)

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When is that assessment in treatment plan ABA therapy is then typically set to begin follow all of those steps in place.

54 "Meghan Olsen" (3034874112)

00:13:54.239 --> 00:14:14.239

We then have ABA therapist who focus each session on using specific ABA techniques to teach those goals that are specified in that treatment plan. And that is their rule book. That is what they focus on. Solely are the goals within that treatment plan, and we'll get into some of those specific.

55 "Meghan Olsen" (3034874112)

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Aba techniques in the next couple of slides.

56 "Paige" (361886976)

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So, next, we're gonna talk about those terms and techniques. So listed here are all the ones that we're gonna go through and these are really, really important pieces of the APA therapy. So we're gonna start with reinforcement. Reinforcement is kind of the backbone of everything we do in the therapy. So it is defined as the consequence, which.

57 "Paige" (361886976)

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Which increases and strengthens the behavior. Basically what that means is that what is going to motivate someone what is going to be likely to increase those desired behaviors. So, reinforcement isn't just effective, but it's essential in changing behaviors. Reinforcement can be a variety.

58 "Paige" (361886976)

00:14:58.149 --> 00:15:18.149

Of different things, it can be items like toys, tablets, screen, times

treats. It can be maybe someone wants to play with certain fidgets or things like that. It can also be activity. So, maybe it's going to the zoo going for a walk, going out to eat.

59 "Paige" (361886976)

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A variety of different things, whatever it is that's going to motivate that child. It could also be attention maybe getting some high fives complement, like awesome job. That's so great. Getting a hug squeezes tickles. Just even that being close to someone, any form of attention.

60 "Paige" (361886976)

00:15:38.149 --> 00:15:58.429

It also can be avoiding or escaping a task or instructions. So maybe the reinforcement is oh, my goodness. You did such a great job with this. You don't have to finish doing it. So, maybe it's a puzzle. You did those 1st, 3 pieces. So well, you don't even have to finish it or you did so great with this activity. You don't have to.

61 "Paige" (361886976)

00:15:58.429 --> 00:16:18.429

Don't do this activity. Sometimes it's even getting away from an area so you can leave the therapy area and go over to the play area and have your own space. Because maybe they don't want to be with the therapist at that point. So really? Finding what it is that is going to motivate each person and the important thing to think about with reinforcement.

62 "Paige" (361886976)

00:16:18.429 --> 00:16:38.429

It's going to change and you want to make sure you don't use the same thing again and again, I love pizza, but if you just gave me pizza all day, every day, it's not going to be as reinforcing. If I only have it once in a while. It is going to be reinforcing and sometimes pizza is an option and I'm not in the mood for it. It's not going to be motivating for me at that time. So it's.

63 "Paige" (361886976)

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Really important that you really assess what is motivating in that minute in that 2nd, versus what is motivating typically is motivating for that child.

64 "Paige" (361886976)

00:16:48.029 --> 00:17:08.029

Effective reinforcement also needs to come within 2 seconds it needs to be immediate and it seems like a really random number, but it's not there's a lot of there's a lot of research that supports this. The thing is, you want to make sure a different behavior doesn't happen in the meantime. So if you say come sit and a child sits.

65 "Paige" (361886976)

00:17:08.029 --> 00:17:28.099

And when they sit down, if you don't give that reinforcement immediately, and then they start throwing items and then you give the reinforcement, they might be like, wow, I got reinforced for throwing things, not for sitting. So, it needs to come immediately after whatever the demand is. That you've given and that they fall and follow through with so that.

66 "Paige" (361886976)

00:17:28.099 --> 00:17:48.099

They understand, that's what it's tied to. It also needs to be based upon tasks or instructions. So having free access to eminence for example. Yeah, it's something that I enjoy and I like, but that might not be motivating if you haven't actually placed a task with it. So you want to make sure it's not something that there's free access.

67 "Paige" (361886976)

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They need to complete this task to earn this reinforcement.

68 "Paige" (361886976)

00:17:52.829 --> 00:18:09.719

And also looking at differential reinforcement so this could be, depending on how much effort is put into the task. It depends on what the reinforcement is. So, if I say to do a puzzle, and I know you can do this 12 piece puzzle in 30 seconds. And it takes you 20 minutes.

69 "Paige" (361886976)

00:18:09.719 --> 00:18:15.689

Maybe earning that full reinforcement isn't appropriate, and maybe that reinforcement was going to be.

70 "Paige" (361886976)

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2 minutes on the tablet well, now, maybe it's just a couple of seconds on the tablet or maybe it's not a tablet, but they get a fidget which they kind of like, but isn't as motivating.

71 "Paige" (361886976)

00:18:25.169 --> 00:18:30.989

So really making sure that that reinforcement matches that effort that was put in.

72 "Paige" (361886976)

00:18:30.989 --> 00:18:50.989

We also always look at reinforcement assessments. So, before we start therapy with the kid. We spend the 1st 1015 maybe even 20 minutes, depending on the child and how it's going just doing reinforcement

assessment. So we want to look at. Okay. Is this child motivated by this? If I move it away? Do they seek it out? They move on to something.

73 "Paige" (361886976)

00:18:50.989 --> 00:19:10.989

Different so, it's about playing and finding different things that are going to work as a reinforcement and then making sure that those are things they're going to earn. They're not just sitting out free access all the time. They're going to work for these activities. And then they earn them and they get those activities and figuring out what the duration is. If I said, come.

74 "Paige" (361886976)

00:19:10.989 --> 00:19:19.529

And I give you 30 minutes of TV for sitting. That might be too much reinforcement for what it is. So, making sure that it matches.

75 "Paige" (361886976)

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Um, as I said, we're constantly frequently doing those reinforcement assessments to make sure that they're motivated if we're placing a demand and the child doesn't respond. My 1st thing that I think about is.

76 "Paige" (361886976)

00:19:32.159 --> 00:19:42.869

Was that reinforcing enough? Maybe I need to find a better reinforcement. If I try a different reinforcement. Does that work better? So really making sure that you're thinking about.

77 "Paige" (361886976)

00:19:42.869 --> 00:19:47.129

Is do you have a good reinforcement at that? 2nd.

78 "Meghan Olsen" (3034874112)

00:19:50.883 --> 00:20:10.879

The next ABA strategy is prompting so I want you to think about when let's say, you had your 1st car, and maybe you got a flat tire. Did you immediately know what to do to change your tire and help yourself out? I certainly did not. I.

79 "Meghan Olsen" (3034874112)

00:20:10.879 --> 00:20:30.879

Needed someone to come and help me model exactly what was needed to be done. Maybe I looked at written instructions or they were, you know, verbally prompting me through it. Maybe some physical prompting, because I'm pretty weak, but basically, prompting is a very well known used strategy to help them.

80 "Meghan Olsen" (3034874112)

00:20:30.879 --> 00:20:50.879

Learn something new or 3 teach something that didn't really stick and so there's a lot of different types of prompts that when you look on the screen here goes from most to least interested in what we like to call something that is a little bit more involved. Something that's lower involved.

81 "Meghan Olsen" (3034874112)

00:20:50.879 --> 00:20:56.819

So, when you were doing hand over hand, or hand under hand, sometimes we can use as well.

82 "Meghan Olsen" (3034874112)

00:20:56.819 --> 00:21:16.819

Partial physical prompting is where your partially assisting physically where you're still providing more of the intrusive support to an individual, but letting them start to learn and figure it out on their own modeling whether it's in person or in video you're watching exactly how that.

83 "Meghan Olsen" (3034874112)

00:21:16.819 --> 00:21:36.819

Process or action, or word is being used directly through a person or video gestural. So whether you're gesturing someone to come here, or you're pointing over to the other side of the room, like a look over there there it is positional maybe your positioning something.

84 "Meghan Olsen" (3034874112)

00:21:36.819 --> 00:21:51.029

That is closer to the individual so that they can have a little queue that okay. The 1 closest to me is something that I should be looking at more closely, verbal prompt. We are using your words to help support that person.

85 "Meghan Olsen" (3034874112)

00:21:51.029 --> 00:22:11.029

A visual, you're using different pictures or written words to help teach an individual and then inadvertent something that you aren't directly using as a teaching strategy, but something that's more natural. Like, let's say someone is trying to get through the door and that person's blocking it. And.

86 "Meghan Olsen" (3034874112)

00:22:11.029 --> 00:22:16.379

They're not recognizing it. It's something natural that anyone could say is.

87 "Meghan Olsen" (3034874112)

00:22:16.379 --> 00:22:36.379

Oh, hey, it looks like someone's trying. And then that might allow more of an intention focus towards what you're trying to talk about or even an eye gaze, you know, someone comes to the door and maybe an individual's really focused on drying a beautiful picture, but not recognizing that. Hey, the right.

88 "Meghan Olsen" (3034874112)

00:22:36.379 --> 00:22:56.379

Here, maybe you're looking up and you're grabbing attention towards a door that could be something that's in that all of us might naturally do in our interaction with each other that we can still learn from. And so, as you can see, there's a variety of different prompts there are just so many different ways to teach something that there isn't a rule book for how to do it.

89 "Meghan Olsen" (3034874112)

00:22:56.379 --> 00:23:14.099

And so it's nice to have these in our pocket for how we can really individual. It's different tasks to teach children individual. It will really depend on what we use to know what is going to be successful with the individual because everyone learns so differently.

90 "Meghan Olsen" (3034874112)

00:23:14.099 --> 00:23:35.449

Other types of prompting that we look at are things that are both proactive and reactive, and they both can be used in a different formats and have different pros and cons associated with them. Something that is proactive. It, it means that it's planned. You're.

91 "Meghan Olsen" (3034874112)

00:23:35.449 --> 00:23:49.889

Planning to jump in before an individual responds so that you can provide them what that correct responses or what it should look like, or what your expectation is.

92 "Meghan Olsen" (3034874112)

00:23:49.889 --> 00:24:09.889

When you're doing something interactive reactively that means that you noticed that something occurred, that was an error or that you did not expect or that did not lead up to your expectations. And so you're jumping in afterwards to provide a correction of what it was that you.

93 "Meghan Olsen" (3034874112)

00:24:09.889 --> 00:24:31.279

Who did expect now different pros and cons for both of those might include for something proactively you're jumping in before an error occurs so that they know right away what it was that you are looking for. And so with that, that's typically.

94 "Meghan Olsen" (3034874112)

00:24:31.279 --> 00:24:51.279

We called airless learning our airlines prompting and teaching where you're proactively providing, that least needed prompt for the individual to maintain success with the task that you expect. And then you are eventually fading away any types of prompts that you are using. So that they're able to complete it on their own without errors.

95 "Meghan Olsen" (3034874112)

00:24:51.279 --> 00:25:01.769

And so this is a very, very important teaching strategy that we utilize, especially when teaching something new is, we'll use proactive prompting through airless, teaching.

96 "Meghan Olsen" (3034874112)

00:25:01.769 --> 00:25:21.769

And our goal is that we're teaching it the right way the 1st time and we're identifying. Okay what is the highest level of prompt that is needed to help keep this person successful? And how can we fade ourselves away? So that eventually they can do it on their own without, depending on someone.

97 "Meghan Olsen" (3034874112)

00:25:21.769 --> 00:25:41.769

To tell us what tell them what to do all the time. So, maybe in the morning, when they have their warning routine, their parent isn't always having to say, hey, did you brush your teeth and go back and brush your teeth? Hey, you need to tie your to continually using verbal prompts where sometimes maybe parents feel like a broken record.

98 "Meghan Olsen" (3034874112)

00:25:41.769 --> 00:25:57.749

Where our goal is that the teaching is used upfront paired with the strategy of reinforcement that page was talking about so that we decrease those instances of having those errors and constantly having to jump in, like, reactive prompting might include.

99 "Meghan Olsen" (3034874112)

00:25:57.749 --> 00:26:11.729

So, a question for everyone to think about is what, if the individual does not seem to be independent with a certain skill, or keeps doing it wrong every so often. So, let's see.

100 "Meghan Olsen" (3034874112)

00:26:11.729 --> 00:26:22.319

Something was taught you thought you taught it well, and the individual did it. Well, but then every so often, it doesn't come out. So well.

101 "Meghan Olsen" (3034874112)

00:26:22.319 --> 00:26:30.119

And it, you're not seeing it maintain that, and it's not looking like you, we're expecting it to over time.

102 "Meghan Olsen" (3034874112)

00:26:30.119 --> 00:26:38.729

What what happens then? What do you do then? So, with something like that, that could mean a variety of things.

103 "Meghan Olsen" (3034874112)

00:26:38.729 --> 00:26:45.479

Maybe they learned it in a very specific scenario with a very specific materials.

104 "Meghan Olsen" (3034874112)

00:26:45.479 --> 00:26:49.169

And maybe it wasn't generalized to.

105 "Meghan Olsen" (3034874112)

00:26:49.169 --> 00:27:04.649

All of the scenarios that they would be expected to do something like that or maybe it's just not worth it anymore for them to do that and you need to re up some of that motivation value. So that what you expect us continue to occur.

106 "Meghan Olsen" (3034874112)

00:27:04.649 --> 00:27:14.879

So things like this do come up pretty frequently, I would say in our practice of really needing to continually assess.

107 "Meghan Olsen" (3034874112)

00:27:14.879 --> 00:27:31.945

What's something able to be generalized across what needs to be generalized isn't maintaining and are they motivated to keep doing it to the expectation that their family, or that they themselves want for it to be happening?

108 "Paige" (361886976)

00:27:31.945 --> 00:27:36.989

So, the next topic we're going to talk about is follow through follow through is basically.

109 "Paige" (361886976)

00:27:36.989 --> 00:27:46.199

Helping to teach a child that when an expectation is provided there's an importance and a value in completing that expectation. So.

110 "Paige" (361886976)

00:27:46.199 --> 00:28:06.199

There might be expectations or instructions provided that are really important to keep a child safe or to help them learn a new task or even to achieve things that they specifically want to do or and without follow through of that expectation, they're going to be less likely to understand why it's needed to follow through.

111 "Paige" (361886976)

00:28:06.199 --> 00:28:26.199

With the instructions provided by adults and may place them in more unsafe scenarios, less learned, opportunities and less chance to gain what it is that they want. So when we think about follow through, it's basically, okay, we place this demand. We need to make sure that they are following through with that demand. This is where we might use.

112 "Paige" (361886976)

00:28:26.199 --> 00:28:38.579

Prompts so those different prompting strategies if I place the demand, I might then need to go and prompt them in the beginning to understand. Okay. I place this demand.

113 "Paige" (361886976)

00:28:38.579 --> 00:28:44.279

I'm going to show you what is expected, and then you're going to get the reinforcement and then I'm going to.

114 "Paige" (361886976)

00:28:44.279 --> 00:29:04.279

Fade out that prompt, but keep that reinforcement there and then maybe I can start slowly start to feed that reinforcement as well. But if we don't have all these steps in place and I'm placing demands and they're not following through with it, it's not very effective. So, I think about it in the morning, sometimes when my children are tired, and I can't seem to get them.

115 "Paige" (361886976)

00:29:04.279 --> 00:29:08.819

Out the door, and we're running behind and I'm saying.

116 "Paige" (361886976)

00:29:08.819 --> 00:29:28.819

Go put your shoes on and they're not following through with it. I mean, repeating the demand doesn't make it happen, but you need them to understand that completing that demand needs to occur when I stated. So, maybe in the beginning, I'm setting up reinforcements that I've done this with my kids back when they used to go to daycare if they followed through with.

117 "Paige" (361886976)

00:29:28.819 --> 00:29:48.819

All their instructions in the morning, and we could get into the car

without me having to place that demand twice. They would get to have a little piece of candy and the way to daycare because that was motivating. And then we did get to this point where about 80% of the time, they're doing these things on their own and they understand that piece of it. I just need to follow through with this.

118 "Paige" (361886976)

00:29:48.819 --> 00:30:08.819

Because I taught them that following through leads to that reinforcement, follow through typically is most successful with. If all individuals involved in that child's care, follow through with the same expectation. So, if 1 parent is holding them accountable, and 1 parent isn't that can get really confusing for the kid.

119 "Paige" (361886976)

00:30:08.819 --> 00:30:22.709

Or if during therapy, they're held accountable and not held accountable for following through in the home. It can get really confusing for the kid and we might start to see more errors and less of that compliance with those demands.

120 "Paige" (361886976)

00:30:22.709 --> 00:30:44.299

So some tips for follow through, we always want to make sure that 1 construction is provided that they begin to respond within about 2 to 5 seconds. So, I don't want to say to my kids go put your shoes on in 20 minutes later. They put their shoes on. It's not really helpful. There are going to be.

121 "Paige" (361886976)

00:30:44.299 --> 00:30:48.089

Times where maybe there is a little bit of a processing delay, and they need to.

122 "Paige" (361886976)

00:30:48.089 --> 00:31:08.089

Process all parts of those instructions and so it might take a little longer in those situations and that's okay. But overall, we say within 2 to 5 seconds now, what, if that child isn't responding, then we need to jump in and prompt. We're not just going to keep placing that demand again and again, we're going to place the demand. They don't respond.

123 "Paige" (361886976)

00:31:08.089 --> 00:31:28.089

Then we're going to place that demand again and immediately prompt. Our goal is to use the least intrusive prompt. So, if I don't have to hand over hand prompt. That's great. Maybe I'm using a gestural prompt or maybe I'm, if it's going back to the shoe example, bringing their shoes a little closer. And that's the problem. Like, hey, they're

right here, let's get a move on with.

124 "Paige" (361886976)

00:31:28.089 --> 00:31:45.179

Using a strategy, like behavior and momentum can also be really helpful to get back to a state where follow through is successful. So, what this looks like is using some easy demands that we know they're going to follow through with. So, maybe it's.

125 "Paige" (361886976)

00:31:45.179 --> 00:32:05.179

Ah, simple demands that we know they can do, like, hey, touch your nose turn around. Okay. Let's go do this puzzle. So, using things to help, build that momentum where they're following through their focused in their attending because sometimes when you place demands, if someone's out attending, they're not going to hear that demand or maybe they're kind of attending.

126 "Paige" (361886976)

00:32:05.179 --> 00:32:25.179

But not super focused, so, those easy things that, you know, you're going to get those responses from really help with that success. 1st then is also a really, really great term to use because it helps pair that demand with that reinforcement. So, 1st, clean your room. Then you can watch TV versus clean your.

127 "Paige" (361886976)

00:32:25.179 --> 00:32:32.279

They're like, well, why do I want to clean my room but you're giving that then then you get to do this. Maybe it's.

128 "Paige" (361886976)

00:32:32.279 --> 00:32:52.279

1st, put your code on, then we can play in the snow they're tied together. You're not going to let them go play in that snow potentially, without that code on, but it's using 1st, then. So that's a great way to help them understand. And then if they wanted to go play in the snow, if they don't put their code on, they don't get to go play in the snow. So it becomes very dependent on them.

129 "Paige" (361886976)

00:32:52.279 --> 00:32:58.979

And puts that responsibility on them. You really want TV, then you really need to go clean your room.

130 "Meghan Olsen" (3034874112)

00:33:02.342 --> 00:33:22.429

Redirection and next AB, strategy. So this is a strategy that does help to reroute a child to a more appropriate activity or response and that's really what we're looking for. We're wanting to reroute help

assist, help, be helpful to that child so that they know.

131 "Meghan Olsen" (3034874112)

00:33:22.429 --> 00:33:27.779

What the expected activity, or interaction should be.

132 "Meghan Olsen" (3034874112)

00:33:27.779 --> 00:33:38.039

It's most often used when child or individual begins to engage or shows signs of beginning to engage and an action that is unwanted.

133 "Meghan Olsen" (3034874112)

00:33:38.039 --> 00:33:58.019

So, we all know about what different challenges might look like in children, but other signs that we can look for of a child beginning to engage in something like that might be even something simple as us, calling their name. And.

134 "Meghan Olsen" (3034874112)

00:33:58.019 --> 00:34:16.949

I'm turning away and wanting to continue in the activity that they were continuing in or crossing their arms and maybe you're showing a full brow, giving us some body language that that's not something that they were wanting to do. So.

135 "Meghan Olsen" (3034874112)

00:34:16.949 --> 00:34:29.009

As we follow through in that scenario, there could be an increase in challenges if we're not able to intervene at just the right moment to really help rewrite that child.

136 "Meghan Olsen" (3034874112)

00:34:29.009 --> 00:34:32.369

So, let's say, um, those.

137 "Meghan Olsen" (3034874112)

00:34:32.369 --> 00:34:52.369

Challenging areas have already started to occur. How do we redirect in a scenario like that? So, let's look at some examples below an unwanted action would be drawing on the walls. A child. You finally have some free moments to yourself. For example, a child find some markers and starts drawing on the.

138 "Meghan Olsen" (3034874112)

00:34:52.369 --> 00:34:56.939

Something that you could use to help reroute a child is.

139 "Meghan Olsen" (3034874112)

00:34:56.939 --> 00:35:16.939

Oh, do you want to draw you can draw on paper and hand the child, the

paper guide them to sit down in a chair, or on the floor. This is something that you can draw on and rather than create a punishing scenario, you can redirect towards a scenario that you would expect. Instead.

140 "Meghan Olsen" (3034874112)

00:35:16.939 --> 00:35:37.099

And so often we will use redirection in that way where we're teaching the replacement response, but we'd rather see, rather than just a no, oftentimes when individuals get no don't do that. Or you need to stop sort of a response with nothing else to.

141 "Meghan Olsen" (3034874112)

00:35:37.099 --> 00:35:40.709

Follow up with, it can kind of leave it really open ended like.

142 "Meghan Olsen" (3034874112)

00:35:40.709 --> 00:36:00.709

Okay, well, what am I supposed to do? What do I do next? Well, I'm not told what to do next so I'm going to do what I want to do, and it might just continue to spiral towards more of that unwanted behavior. Another example is, let's say you're at the dinner table. This is often a difficult scenario for many where.

143 "Meghan Olsen" (3034874112)

00:36:00.709 --> 00:36:20.099

You're wanting a child to eat more of a full repertoire of food, rather than just carbs or whatnot and you're saying, hey, eat your chicken and the child screams. No, I don't want that chicken or in whatever way that they might show it. Maybe, they're just picking up and throw it on the floor.

144 "Meghan Olsen" (3034874112)

00:36:20.099 --> 00:36:40.099

Something that you could do is help them to express what they want instead. Oh, what did you want? I want the ice cream. Maybe. They just want to go straight from dinner, right to ice cream. And there's where you can start to understand. Okay. Now, I know what they want, I'm can use that.

145 "Meghan Olsen" (3034874112)

00:36:40.099 --> 00:37:00.099

To my advantage and use the 1st, then page had talked about. Okay. I see that. You do want ice cream 1st bite of chicken and then you can get your ice cream or whatever combination you might include that as. And that can be a tool that we could use as a redirection to kind of shift from.

146 "Meghan Olsen" (3034874112)

00:37:00.099 --> 00:37:04.319

Going into a power struggle that might last a little bit longer.

147 "Meghan Olsen" (3034874112)

00:37:04.319 --> 00:37:24.319

Another example is pulling and adults here to get them to look. So maybe you're busy and involved in something. They've been yelling your name or throwing toys and hasn't been working. So they go up to your hair. And do it'll yank something that you could do? Is place that child's hand on your shoulder to tap for a.

148 "Meghan Olsen" (3034874112)

00:37:24.319 --> 00:37:36.119

Mentioned instead, I'm not going to accept pulling here as something that will get your attention, but I will accept if you tap the shoulder and then I'll look. So, maybe it's.

149 "Meghan Olsen" (3034874112)

00:37:36.119 --> 00:37:43.979

Directing that child's hand to your shoulder, having them tap and then you turn. I like how you tapped my shoulder.

150 "Meghan Olsen" (3034874112)

00:37:43.979 --> 00:37:54.934

What did you need and then going from there? So just a couple of examples of how redirection could be used to teach something that you would rather happen. Instead.

151 "Paige" (361886976)

00:37:54.934 --> 00:38:14.659

Extinction is a strategy that we often use, but can also be very confusing for people. So extinction is when we, there's a behavior that's occurring that we don't want to be occurring. And so we are ignoring the behavior, but not necessarily ignoring the.

152 "Paige" (361886976)

00:38:14.659 --> 00:38:36.380

So, it's really looking at why the behavior is occurring and making sure that we're not providing reinforcement to that behavior that we don't want to continue. This is often paired with other strategies. So redirection or then prompting them to use appropriate language if that's what it is. So, it's.

153 "Paige" (361886976)

00:38:36.380 --> 00:38:56.600

It's really an important strategy, because it's looking at decreasing those less desired behaviors where we talked about prompting and reinforcement and follow through to increase those desired behaviors this is looking more at decreasing those undesired behavior. So it's not a punishment. It is just trying to find ways by not providing that reinforcement.

154 "Paige" (361886976)

00:38:56.600 --> 00:39:07.800

So, what behaviors might we not want to continue for example, hair pulling, throwing things yelling, screaming, different things like that.

155 "Paige" (361886976)

00:39:07.800 --> 00:39:27.800

So, what we want to do is figure out, why is that behavior occurring and then what can we do to decrease it. So, for example, if a child is pulling your hair to get attention, you don't want to give attention to the hair pulling. But then you do want to provide that replacement behavior so redirecting like, Megan was.

156 "Paige" (361886976)

00:39:27.800 --> 00:39:47.800

Being to teaching them to tap on your shoulder if the child is maybe throwing items, because they don't want to do what you ask them to do. If you're not giving attention to that behavior, you're not letting them escape. That demand. You're still going to follow through with the demand and then you can go back.

157 "Paige" (361886976)

00:39:47.800 --> 00:40:01.920

And then they can get that reinforcement after. So extinction can look like a variety of different ways based upon what behavior is occurring. But the main things that you really need to think about is we want that neutral expression because sometimes.

158 "Paige" (361886976)

00:40:01.920 --> 00:40:21.870

Their behavior might be because you placed a demand, but they also want you to know they're mad. So they're looking for a little bit of that reaction as well. So that neutral expression is showing that calm tone. It's showing that you're not giving them that reaction. You're not giving them that reinforcement that they want.

159 "Paige" (361886976)

00:40:21.870 --> 00:40:31.860

Uh, does not directly comment on the unwanted behavior so we want to avoid things like no throwing you need to sit back down. We don't do that.

160 "Paige" (361886976)

00:40:31.860 --> 00:40:37.380

Avoid that negative language and talk about what the expectation is so oh.

161 "Paige" (361886976)

00:40:37.380 --> 00:40:44.970

1st, we're going to do this, then we can go do that so really making sure that you're not giving too much negative attention.

162 "Paige" (361886976)

00:40:44.970 --> 00:41:04.970

And it's important to know that extinction. Like I said, it's not ignoring the child. I cannot explain this enough, it's about providing reinforcement for that desired behavior. So we want to increase the desired behavior and decrease that undesired behavior. So, sometimes people look at things like, well, I'll just put my child in a timeout.

163 "Paige" (361886976)

00:41:04.970 --> 00:41:24.970

And then they'll learn well, if they're in there, because they wanted to get out of a demand. Well, then you reinforce that behavior if it is because they're trying to get your attention, what are you doing for that? Appropriate replacement behavior, putting them in a time out. Doesn't teach them what the expectation is. So that's why.

164 "Paige" (361886976)

00:41:24.970 --> 00:41:30.900

We avoid those punishment things and look more about not providing reinforcement to that undesired behavior.

165 "Paige" (361886976)

00:41:30.900 --> 00:41:38.040

Stopping that reinforcement, but then providing that reinforcement for the desired behavior and teaching them what that desire behavior is.

166 "Meghan Olsen" (3034874112)

00:41:42.108 --> 00:42:02.330

And 1 of behaviors can be so complex and that's why we really want to look at why they're agreeing in the 1st place. So that we know what our next step should be, which we'll get to the next slide. But here's how we can get there. How we can get that information, it's through understanding antecedent behavior and consequence.

167 "Meghan Olsen" (3034874112)

00:42:02.330 --> 00:42:16.320

And so we use this across all individuals to have more of a documentation system so that we can look back and analyze why certain things are happening that we might not want to happen.

168 "Meghan Olsen" (3034874112)

00:42:16.320 --> 00:42:33.360

And once we are able to identify that we're able to identify the appropriate step more quickly so that we can change or modify the behavior that we don't want to be happening. Antecedent means what happened to right before that behavior occurred.

169 "Meghan Olsen" (3034874112)

00:42:33.360 --> 00:42:53.360

So, did mom tell Johnny, it's time to put time to change your diaper and then that's when the behavior occurred or was it when they were told, hey, it's time to turn the TV off it's time for dinner. There's a lot of different scenarios that.

170 "Meghan Olsen" (3034874112)

00:42:53.360 --> 00:43:02.250

Occurs sometimes people feel like I don't know what happened. The behavior just came out of the blue and.

171 "Meghan Olsen" (3034874112)

00:43:02.250 --> 00:43:16.710

That it can look like that sometimes, but when we really tease it out, there was something that happened. Maybe another child walked by that was screaming at, kicked her toy away and we didn't even notice or maybe.

172 "Meghan Olsen" (3034874112)

00:43:16.710 --> 00:43:25.830

You know, they didn't have a very good breakfast at all, and they came in very hungry and we had no idea. Um.

173 "Meghan Olsen" (3034874112)

00:43:25.830 --> 00:43:42.990

Behavior, what did that behavior look like that was unwanted? Was it the right away? Was it here pulling? Was it scribbling all over the worksheet that they were provided? Behavior could look in a variety of different ways.

174 "Meghan Olsen" (3034874112)

00:43:42.990 --> 00:43:54.060

And then consequence, what was the response? How did that adult respond to what had occurred? So it could be, um.

175 "Meghan Olsen" (3034874112)

00:43:54.060 --> 00:44:13.680

Placed in time out, you know, maybe that was the consequence that that individual chose not a consequence that is more common is extinction and then using follow through order redirection those are more common consequences that we might see when we're working through I don't want to behavior areas.

176 "Paige" (361886976)

00:44:13.680 --> 00:44:33.770

So, we really want to look at the function of the behavior, so going back to the timeout, when I talked about attention, putting them in the time out that function doesn't match that consequence. Right it's

reinforced or you want to make sure that it is matching. Sorry, part of my language there, but functions of behavior. So the foremost common functions are sensory or self stimulation.

177 "Paige" (361886976)

00:44:33.770 --> 00:44:53.770

So, this might be that they want to get some self stimulatory. So, that sensory input. So it might be tapping fingers on the desk, humming, toiling, a lack of hair yes, we do engage in these self stimulatory behaviors throughout the day and we have these sensory needs. But it's important to understand to control these and when is the appropriate.

178 "Paige" (361886976)

00:44:53.770 --> 00:45:13.770

Is it not appropriate so loudly tapping your fingers on a desk while someone's doing your presentation might be distracting so really making sure that understanding here's an appropriate time. Here's the time where it's not interfering with your learning or the learning of people around you escape motivated behaviors. So this is when someone wants to get out of a demand.

179 "Paige" (361886976)

00:45:13.770 --> 00:45:21.690

If we say, okay, it's time to come do your worksheet and they start screaming and yelling or throwing things.

180 "Paige" (361886976)

00:45:21.690 --> 00:45:41.690

If we're seeing that that's common, the common antecedent is when we place that demand, that function seems to be escape motivated. They don't want to engage in that task that you've given tangible is another common 1. so, it's a specific item or activity or something that they want. So, food toys, computer time.

181 "Paige" (361886976)

00:45:41.690 --> 00:46:01.690

Not a game, so this might be if they, it's not their term playing a game and appear is playing with that that toy or whatever it might be, maybe they're engaging in a behavior because they want that item. Are they pushing their friend? Are they trying to rip it out of their hand? That's when we're seeing that it's more they want that specific.

182 "Paige" (361886976)

00:46:01.690 --> 00:46:21.690

Item you take the tablet away and they start screaming and yelling and kicking. That's because it's a tangible function attention seeking. So this might be engaging behaviors to get attention. So, mom's cooking in the kitchen and child starts throwing things because they want attention or baby sister.

183 "Paige" (361886976)

00:46:21.690 --> 00:46:42.520

Needs a deeper change, so mom goes to change babysitter's diaper and that child starts engaging in a challenging behavior. This might be because it's attention seeking. And so it's really important that we understand the function of the behavior so that we can appropriately find a strategy to reduce that behavior.

184 "Meghan Olsen" (3034874112)

00:46:42.520 --> 00:47:00.420

So, strategy is then to reduce challenge behaviors, this is a non exhaustive list, but just a little summary of what we can take a look at for this. So just something to know, like pages saying behaviors may have multiple functions. So, they might be happening for multiple reasons, maybe because they were.

185 "Meghan Olsen" (3034874112)

00:47:00.420 --> 00:47:09.270

Told that they have to do something, but that means that they have to give up something that they were just doing that they really do want to do something also to know is that.

186 "Meghan Olsen" (3034874112)

00:47:09.270 --> 00:47:17.940

I want to behaviors can get worse before they get better. So, that means that when they are.

187 "Meghan Olsen" (3034874112)

00:47:17.940 --> 00:47:37.940

Individuals potentially are being pushed or motivated towards something that we really want to happen. There might be pushback from that individual as well. And we really want to encourage others to just be really patient and consistent, because that's where we can really ride out those difficulties. So that.

188 "Meghan Olsen" (3034874112)

00:47:37.940 --> 00:47:46.500

There is more clarity for the individual of what they can learn and grow and develop from with a little modification.

189 "Meghan Olsen" (3034874112)

00:47:46.500 --> 00:48:00.330

It is necessary to gather data on what happened before the challenge behavior, what the behavior looked like, and what happened after to determine why a child is engaged in the challenge behavior. And so often when we'll.

190 "Meghan Olsen" (3034874112)

00:48:00.330 --> 00:48:20.330

Where maybe people really feel like I've tried everything. Nothing is working. We really want to look back on the data to have a really clear view of. Okay, what really is going on. What are what are these variables that are coming up? That can be a little bit more challenging to work through next is.

191 "Meghan Olsen" (3034874112)

00:48:20.330 --> 00:48:40.330

I'm looking at creating a behavior reduction plan so this can be something that is more formal that's separate from the treatment plan that is really focused on behavioral challenges and how to work through them. And that is the rule book for how to work through areas of challenge, or scenarios that often come up that can be triggering for an individual.

192 "Meghan Olsen" (3034874112)

00:48:40.330 --> 00:48:44.820

Where they might react in a way that that we don't intend for them to.

193 "Meghan Olsen" (3034874112)

00:48:44.820 --> 00:49:04.820

The goal is to not give the child what they're seeking while engaging in the challenge of behavior, because that would reinforce and therefore increase the challenge behavior. So, like, pages have we're really looking to use extinction where we're eliminating that reinforcement from that unwanted behavior. So that it's.

194 "Meghan Olsen" (3034874112)

00:49:04.820 --> 00:49:16.890

Quote, extinguishers, but it doesn't happen again. So, like, we had talked about, if a challenge of behavior is to get attention, then the behavior plan will be to not give attention to that specific. Our current.

195 "Meghan Olsen" (3034874112)

00:49:16.890 --> 00:49:36.890

Like, we also talked about, we also want to find a replacement behavior that's more desirable and reinforce that replacement behavior. So, the airplane example again, when a child comes up and taps on the shoulder, when they previously had been pulling here immediately turning around. I love how you just tapped my shoulder that was so.

196 "Meghan Olsen" (3034874112)

00:49:36.890 --> 00:49:48.480

Yes, what do you want to show me? You're showing how much more positive and beneficial it is with using those replacement behaviors through your own body language and voice and how you're interacting as well.

197 "Meghan Olsen" (3034874112)

00:49:48.480 --> 00:50:08.480

And then, lastly, understanding what that function is really helps us to decrease those problem behaviors and increase appropriate or desired behavior. So we really encourage not to make a strong move on any certain areas of behavior if we're not understanding why it's happening. Because we really don't want to 1 override the.

198 "Meghan Olsen" (3034874112)

00:50:08.480 --> 00:50:16.440

Well, in their own personality and their own strengths and their own desires, before we understand what's really going on.

199 "Paige" (361886976)

00:50:16.440 --> 00:50:36.560

And I want to make sure we do have some time for questions at the end. So I'm going to go through the next few slides just a little bit quicker, but another really important term that we use within APA therapy is describing discriminative stimuli. So this is the demand that requests that instruction or whatever it is that signaling that a behavior should occur.

200 "Paige" (361886976)

00:50:36.560 --> 00:50:57.230

Instructions should be clear in stating in a term level that your child could understand. So, maybe for a kid who can understand a lot of language being able to say, I want you to go get the bag from by the door and bring it to the table. And put it on the table, but for some kids, that might be too much language. So, maybe it's bag on table or figure out what.

201 "Paige" (361886976)

00:50:57.230 --> 00:51:00.330

It is that they're going to be able to understand.

202 "Paige" (361886976)

00:51:00.330 --> 00:51:06.750

We really want to typically go more towards those statements versus questions. Sometimes it is going to be a question.

203 "Paige" (361886976)

00:51:06.750 --> 00:51:11.250

But those statements help them understand. So, come sit.

204 "Paige" (361886976)

00:51:11.250 --> 00:51:31.250

Do this worksheet put this on the table figuring out ways so that they understand it's not a oh, do you want to put this on the table? Because then they can say, nope, I don't want to do that. Sometimes that SD or that. Discriminative stimuli could be a non verbal

instructions so maybe it's handing them.

205 "Paige" (361886976)

00:51:31.250 --> 00:51:40.380

That puzzle for them to put it together and something that's really, really important is make sure to not place those demands. If you haven't established the attending.

206 "Paige" (361886976)

00:51:40.380 --> 00:52:00.380

This is so important and I know I said it before, but I always think about I'm not going to please demands if my children are watching TV, because they're not going to hear me they're so focused on the TV. I might turn the TV off and then place that demand to make sure that I have their attention. The next part talking about teaching methods. I'm not going to go into too much detail, but really we look at.

207 "Paige" (361886976)

00:52:00.380 --> 00:52:20.380

3 different ways that we're teaching the most common, is that discreet trials trainings so it's really highly structured. We're breaking it into small steps, small units. We're giving that SD or that instruction. The prompt the response, the consequence, which hopefully is reinforcement and then repeating this sequence until they.

208 "Paige" (361886976)

00:52:20.380 --> 00:52:33.750

Learn that new skill, and we're going to bring it into that natural environment training teaching. So, can they learn it in the natural environment? So, taking it to the park to the store to doctors to the dentist and seeing even when it's.

209 "Paige" (361886976)

00:52:33.750 --> 00:52:53.750

A little bit different, but it's similar to what we learned in that controlled environment. Can they generalize and understand it in this new environment? And then there's also that incidental teaching so sometimes things arise in the environment where we're like, oh, this is a really great teaching strategy. I wasn't really planning on it at this moment. It's not a structured learning opportunity, but taking.

210 "Paige" (361886976)

00:52:53.750 --> 00:53:11.190

Advantage of that opportunity as well. Um, we also have a couple places that we just included where you can learn more information. So talking about different strategies for ABA therapy, these are some really, really great resources to find out some more information.

211 "Paige" (361886976)

00:53:11.190 --> 00:53:22.894

And then I see that there are 2 questions so far that we're posted. I don't know if we should go on into those hours or something we need to do before we jump into that.

212 "Alana Embriano" (1756483072)

00:53:22.894 --> 00:53:30.737

No, not at all if, if you would like me to read the questions I can for you, but if you want to just read them and go for them, go ahead. Sure.

213 "Paige" (361886976)

00:53:30.737 --> 00:53:43.110

I can go ahead and read it. So, the 1st, 1 is can an MBA program be creative for after school for a team attending school that uses multi sensor, sensory approach methodologies and not.

214 "Paige" (361886976)

00:53:43.110 --> 00:53:51.330

But I hope I understand this question correctly and Megan feel free to jump in as well. So if you're looking for it.

215 "Paige" (361886976)

00:53:51.330 --> 00:54:11.330

After school ABA program yes, there are definitely those opportunities. Um, it really just depends on the company. We are an intensive program at our company so we do more of the, um, that intensity. So were about 20 to 40 hours a week.

216 "Paige" (361886976)

00:54:11.330 --> 00:54:20.280

Typically is what we are doing, um, but, yes, there are some programs that may be more of that after school based.

217 "Paige" (361886976)

00:54:20.280 --> 00:54:40.280

There are different programs that use different strategies. So there are sensory approaches to things speech and are also great resources for some kids as well. If there is a high level of sensory need. There are a lot of occupational therapists who really focus on that sensory based teaching.

218 "Paige" (361886976)

00:54:40.280 --> 00:54:42.856

Megan, do you have anything else you wanted to add to that?

219 "Meghan Olsen" (3034874112)

00:54:42.856 --> 00:55:02.750

Yeah, um, and there is actually an ABA strategy that we did not go over that does actually include a multi sensory approach and that is called environmental enrichment. And so often when we're looking at an

individual who may be engaged in some self-stimulatory behavior.

220 "Meghan Olsen" (3034874112)

00:55:02.750 --> 00:55:15.960

Here or auto, restrictive, repetitive areas of behavior through research. What has been found is bringing in environmental enrichment can really help to manage this area.

221 "Meghan Olsen" (3034874112)

00:55:15.960 --> 00:55:35.960

And so through environmental enrichment, you are looking at the multi-senses where you're really incorporating different aspects in. 2+ senses are more than you're incorporating with his individual to really help to kind of highlight different aspects of the brain to help in a different kind of teaching approach. And.

222 "Meghan Olsen" (3034874112)

00:55:35.960 --> 00:55:55.960

Even regulations strategy to help an individual to thoroughly learn if there's a lot of kind of dysregulation through their body that they're experiencing that 1 might maybe typically receive through even. So that's something to know too is that an MBA program can reach towards this method too.

223 "Meghan Olsen" (3034874112)

00:55:55.960 --> 00:55:59.857

I'll keep your mind open for that as well.

224 "Paige" (361886976)

00:55:59.857 --> 00:56:05.730

The next question that we have is, what do you do when the school doesn't follow through on the.

225 "Paige" (361886976)

00:56:05.730 --> 00:56:12.150

Follow through on behavior expectations and therefore the unwanted behaviors continue to occur within the home.

226 "Paige" (361886976)

00:56:12.150 --> 00:56:26.370

Something that, I think is really important is calling that meeting with the school and making sure that they're creating a behavior intervention plan that is meeting the child's needs and make sure that it's meeting your needs as well.

227 "Paige" (361886976)

00:56:26.370 --> 00:56:46.370

So this school really needs to be working with you guys as well. So I would really recommend having that meeting school isn't going to necessarily do that intensive APA therapy that may be therapy program

is going to do, but they also should be creating those plans. If something is needed for those behaviors, so really, really.

228 "Paige" (361886976)

00:56:46.370 --> 00:56:51.630

Meeting with the school is going to be really, really important.

229 "Paige" (361886976)

00:56:51.630 --> 00:57:11.630

Also, if the behaviors are really significantly impacting the home life, but schools are really beneficial environment then, I think, reaching out to different programs and seeing. Do you have a part time program? What can they do coming in and helping with that piece? There's a.

230 "Paige" (361886976)

00:57:11.630 --> 00:57:20.970

Also, a lot of places that do family skills train, that's going to work on. What can you do in the home to help bridge that gap especially if the school is saying.

231 "Paige" (361886976)

00:57:20.970 --> 00:57:35.180

Well, we're not seeing these behaviors, but then it is causing bigger behaviors at home. What can you guys do and what strategies are there out there so, looking into some of those opportunities as well, Megan, anything you want to add as well.

232 "Meghan Olsen" (3034874112)

00:57:35.180 --> 00:57:55.250

Yeah, and I, I would say, you know, we've certainly run into that many times. So that that's a really good question. And what we've really gone towards is really teaching parents, how to be their own advocate, which is really hard, because you want to have a good, you know.

233 "Meghan Olsen" (3034874112)

00:57:55.250 --> 00:57:58.650

Relationship with your your child school team.

234 "Meghan Olsen" (3034874112)

00:57:58.650 --> 00:58:18.650

But you want to kind of find out, okay, who is a person that I can connect with that can help manage this at school? Is there a behavior analyst there a BCBA that can help manage this? Can you request for them to have increased observations with that classroom or teachers that they.

235 "Meghan Olsen" (3034874112)

00:58:18.650 --> 00:58:36.137

Get a better understanding than what that teacher is providing right

now and how you can basically help to gain them more information so that they're starting to see this on their own that, hey, this isn't working. We need a different plan.

236 "Paige" (361886976)
00:58:36.137 --> 00:58:56.030

Also, a good resource, too is PACER. There are people that can come to school meetings to help with those to make sure that they're getting all the needs met for the child and for the family. But they also have a lot of resources, even without coming to the meeting to help parents. Understand what rights? Parents and child.

237 "Paige" (361886976)
00:58:56.030 --> 00:59:09.180

To have within the school district, because I think parents often don't realize just how much they can advocate and what all their rights are and the things that should be available to them. So those are some great resources also to help.

238 "Paige" (361886976)
00:59:09.180 --> 00:59:17.439

You guys understand what is out there and what can you guys ask for it?

239 "Meghan Olsen" (3034874112)
00:59:17.439 --> 00:59:29.441

Well, thank you everyone for the questions and for listening along, we really are passionate about this topic. So feel free to connect with pager. I, through email as well if you do have further questions and I'm going to go ahead.

240 "Paige" (361886976)
00:59:29.441 --> 00:59:37.880

Put my email address in the chat, and I will have Megan do it as well. Please do not hesitate to reach out. If you have any questions we love to help answer any.

241 "Paige" (361886976)
00:59:37.880 --> 00:59:51.281

Questions that we can, and even if it's not about our services, just anything that we can to help educate people and help provide those supports needed, we are here for any of that.

242 "Alana Embriano" (1756483072)
00:59:51.281 --> 01:00:10.880

And there were a couple unanswered questions so thank you for providing, you know, your follow up contact, information. Thank you so much for attending and thank you page and Megan for providing such wonderful information. Again. If you have any questions about therapy discussed today or questions, we were unable to answer to the time,

please contact the autism.

243 "Alana Embriano" (1756483072)

01:00:10.880 --> 01:00:30.880

Team by calling the number on the back of your insurance card, and recording will be available online at [www, Cigna dot com backslash](http://www.Cigna.com/backslash). Autism once finalized and please be sure to mark your calendars to join us next month on Thursday, September 14th where we will be discussing autism, sexual identity, sexual orientation.

244 "Alana Embriano" (1756483072)

01:00:30.880 --> 01:00:34.800

And self awareness in the teen years, thank you and have a great day.