



**Weeks 9-10:
Finalizing the
Report**

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Our Goals:

- Reviewing all of the components and putting them together into a final individualized report.
- Revisiting data collection and analysis.
- Addressing any sections we went through too quickly.
- Going over the final course requirements:
 - Final intake report
 - Short video
 - DB post
 - Social validity questionnaire

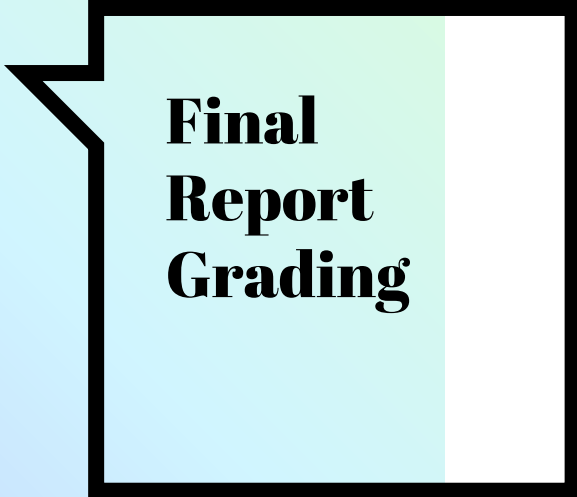
**Self
evaluate
your intake
report...**

- Look at the following [checklist](#) to self-evaluate your intake report so far.
- I will be around to support.

**Grading of
your final
intake
report is
coming up!**

So...

- What is missing?
- What is unclear?
- How can I help?



Final Report Grading

- Your final intake report will be graded using that same checklist/scoring rubric.
- Be sure to self-assess before your final submission.
- All areas will be scored for accuracy.



**In addition
to the
report...**

- Create a short video presenting your final intake report:
 - Short audio-video recording of you presenting the report to the class (about a 5 minute presentation).
 - You are welcome to create a PPT to share during your presentation, but it is not required.

Final Intake Report Presentation

	Proficient <i>7 Points</i>	Emerging <i>4 Points</i>	Beginning <i>0 Points</i>
Report Sections	All sections of the intake report appeared completed.	Most sections (at least 80%) of the intake report appeared completed.	Very few sections (less than 80%) of the intake report appeared completed.
ABA Competencies	ABA terminology was used correctly throughout the report presentation.	There was only a few errors (no more than 4) in the use of ABA terminology throughout the report presentation.	There were numerous errors (more than 4) in the use of ABA terminology throughout the report presentation.
Presentation	Materials were prepared for the presentation, in view, and discussed thoroughly. The presentation lasted around 5 minutes.	Materials were prepared for the presentation and discussed thoroughly. The presentation was significantly under or over the 5 minute mark.	Materials were not adequately prepared for the presentation, in view, or discussed thoroughly.

Final Intake Report Presentation Grading Rubric



**Remember
to...**

- Please use the discussion forum created in IS for posting a link to the short video that you created of you presenting your final report.
- I encourage you to watch the videos of your classmates and provide positive and constructive feedback.



Social Validity Questionnaire

- Before completing this course, please be sure to complete the social validity questionnaire.
- You will receive full credit on the questionnaire, regardless of your responses.



Review

- ✓ Initial intake components.
- ✓ Challenging behavior assessment.
- ✓ Interventions and programming for challenging behaviors.
- ✓ Functionally equivalent replacement behaviors.
- ✓ Programming for these skill-building replacement behaviors.
- ✓ Caregiver support goals.



Data Collection

- ✓ Baseline data.
- ✓ Ongoing data collection on the challenging behaviors.
- ✓ Ongoing data collection on the skill building target behaviors.
- ✓ Data collection on parent behaviors.



Data Analysis

- ✓ Visiting the [decision protocol](#).
- ✓ Data based decision making across:
 - Challenging behaviors.
 - Skill-building targets.
 - Caregiver behaviors.



**Ethics:
Client
Compassion**

- **Obtain** consent/assent for assessment and intervention with sensitivity to comprehension level, cultural and linguistic factors, fears, and concerns.
- **Be sensitive** to potential past trauma.
- **Choose** reinforcers thoughtfully and incorporate client choice in reinforcer and treatment selection.
- **Avoid** potentially aversive strategies, including physical prompting, crisis interventions, and reinforcer restriction.

Capella Compassion Code. (n.d.). Capella University.



Ethics: Client Compassion

- **Engage** clients in setting their own goals and planning their own strategies.
- **Dedicate** time to build rapport and establish and maintain trust with clients.
- **Assess** social validity continuously during and following assessment and intervention.

Capella Compassion Code. (n.d.). Capella University.



Ethics: Stakeholder Compassion

- **Build** rapport with and actively listen to stakeholders.
- **Recognize** others as affected by client's ABA experience (e.g., family, friends, teachers, classmates, co-workers).
- **Practice** and interact with humility regarding client's and family's cultural background, values, and family dynamics.

Capella Compassion Code. (n.d.). Capella University.



**Ethics:
Responsible
Professional**

- **Know** the relevant ethics codes (e.g., BACB) and how context impacts ethical decisions.
- **Know** and follow local and employer regulations.
- **Make** all clinical recommendations, decisions, plans, changes, based on data and scientifically established best practices.
- **Practice** self-care and self-compassion.



**Ethics:
Trauma
Informed
Approach**

- Children we serve are more likely to have experienced trauma. Practicing ethically means keeping this in mind.
- Therefore, evaluate fully before using:
 - Edible reinforcement.
 - 1:1 without oversight.
 - Toilet training procedures.
 - Contingent praise for compliance.
 - Least to most punishment.
 - Attention related:
 - Extinction
 - DR procedures.
 - Time out from attention.




**Ethics:
Trauma
Informed
Approach**

- If you think that there might be a history with trauma or adverse/aversive conditioning experiences, consider an additional assessment of setting events and stimuli.
- Might also consider going this route if interventions are not working as anticipated.

Ethics: IPASS

Dr. Greg Hanley: “Today’s ABA is trauma-informed. It is to be assumed that any person in the care of a behavior analyst for problem behavior has experienced multiple adverse events, with many exceeding the criteria for acknowledging that trauma has been experienced. By learning through listening; by enriching therapeutic contexts; by building and maintaining trust; by following one’s lead; by relying on personalized contexts in which people are happy, relaxed, and engaged; by listening to communication bids; by not working people through noncompliance or emotional duress; by allowing people to walk away; by making decisions based on performance; and by teaching from joy; today’s ABA is trauma-informed.”

<https://ftfbc.com/todays-aba-and-compassionate-care/#:~:text=Today's%20ABA%20is%20trauma%2Dinformed,that%20trauma%20has%20been%20experienced.>



Behavioral Skills Training (BST)

- ***Directions***
 - ***Model***
 - ***Practice/role play***
 - ***Feedback***
-
- Used throughout this course.
 - What do you think?



BST

Give it a try...

How might you use BST with one of your parent goals?

Look at one of your goals, then please share.



**Remember
to..**

- Complete all course requirements by the end of next week!
 - Do all unit 9 and 10 pieces.
 - Final intake report.
 - Video post.
 - Social validity questionnaire.
- If you want a final meeting before the course ends, reach out.

Thank you!

I appreciate your participation in this course :)

Please feel free to contact me if you have any questions, need resources, want case support, etc....

I'll be at the Faculty in July- so come visit!