Consulting and Supervising In Schools Serving Students with Autism: Evidence-Based Strategies

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Background

- Formal evidence base: OBM research
- Informal base:
  - Supervisory experience
  - Consulting experience
Qualifications

- Focus on consulting
  - From outside an agency
  - Within an agency
- Not focusing on agency-wide supervisory systems
- Not focusing on the business end
  - One point: 2-way diversification

Agenda

- Key point approach
- Basic premises and prerequisites
- Strategies
  - Basic (technological)
  - General (experiential)
Common Obstacles to Consulting

Premises and Prerequisites

- Two primary consumer groups: students and staff . . . (and of course the payer)
- Assume you are an aversive stimulus
- Know what you don’t know and acknowledge such
- It’s about outcomes and acceptability, not billable hours
- Behavior analytic consulting cannot be done from afar
- Know BACB ethics rules and adhere to them
Basic Strategy 1

- Always take some data
  - For knowing what to do
  - For evaluating your effectiveness
  - For giving feedback
  - To cover your backside

Basic Strategy 2

- Train with evidence-based procedures
- Performance- and competency-based or BST
- Formally and/or informally
Common (Problematic) Approach to Training

Staff Training Steps

- 1. Explain rationale
- 2. Describe skills
- 3. Provide written summary
- 4. Demonstrate skills
- 5. Trainee practice with feedback
- 6. Repeat #s 4 & 5 until competency
Basic Strategy 3

- Be skilled in, and practice, evidence-based feedback delivery

Feedback Protocol

1. Begin with positive or empathetic statement
2. Identify skills performed correctly
3. Identify skills performed incorrectly
4. Specify how to change/improve incorrect performance
5. Solicit questions
6. Describe next actions
7. End with positive or empathetic statement
Basic Strategy 4

- Monitor acceptably

Making Monitoring Acceptable

Making Monitoring Acceptable

- Greet staff upon entering work site
- Briefly explain reason for monitoring
- Use common sense re proceeding
- Provide feedback quickly
- Acknowledge staff upon departing

General Strategy 1

- Make job of staff as easy to do as possible (while maintaining effectiveness)
  - With data collection
  - With interventions
General Strategy 2

- Do what paid to do and what front-line staff want

General Strategy 3

- Get some quick success
General Strategy 4

- Forget about bibliotherapy (almost)

General Strategy 5

- Use technical language judiciously
General Strategy 6

- Know when you will likely not succeed and acknowledge such

General Strategy 7

- Be willing to work for more than you are paid . . . at least initially
Reference

- [www.behaviordevelopmentsolutions.com](http://www.behaviordevelopmentsolutions.com)

Summary

- Use the available evidence-based technology
  - For students
  - For staff (training, feedback)
- Be very diligent
- Be pleasant
- Focus on outcome and acceptability
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