Welcome!

Speech Pathology Applied Behavior Analysis
Special Interest Group

www.behavioralspeech.com

May 26, 2013

Minneapolis, Minnesota

SIG Mission

To promote the:

1. *dissemination* of behaviorally oriented speech and language research, and

2. *application* of evidence-based practices relevant to the full range of services provided by speech and language professionals.

Visit SPABA's new website at
www.behavioralspeech.com

Announcements

- **Social Reception**

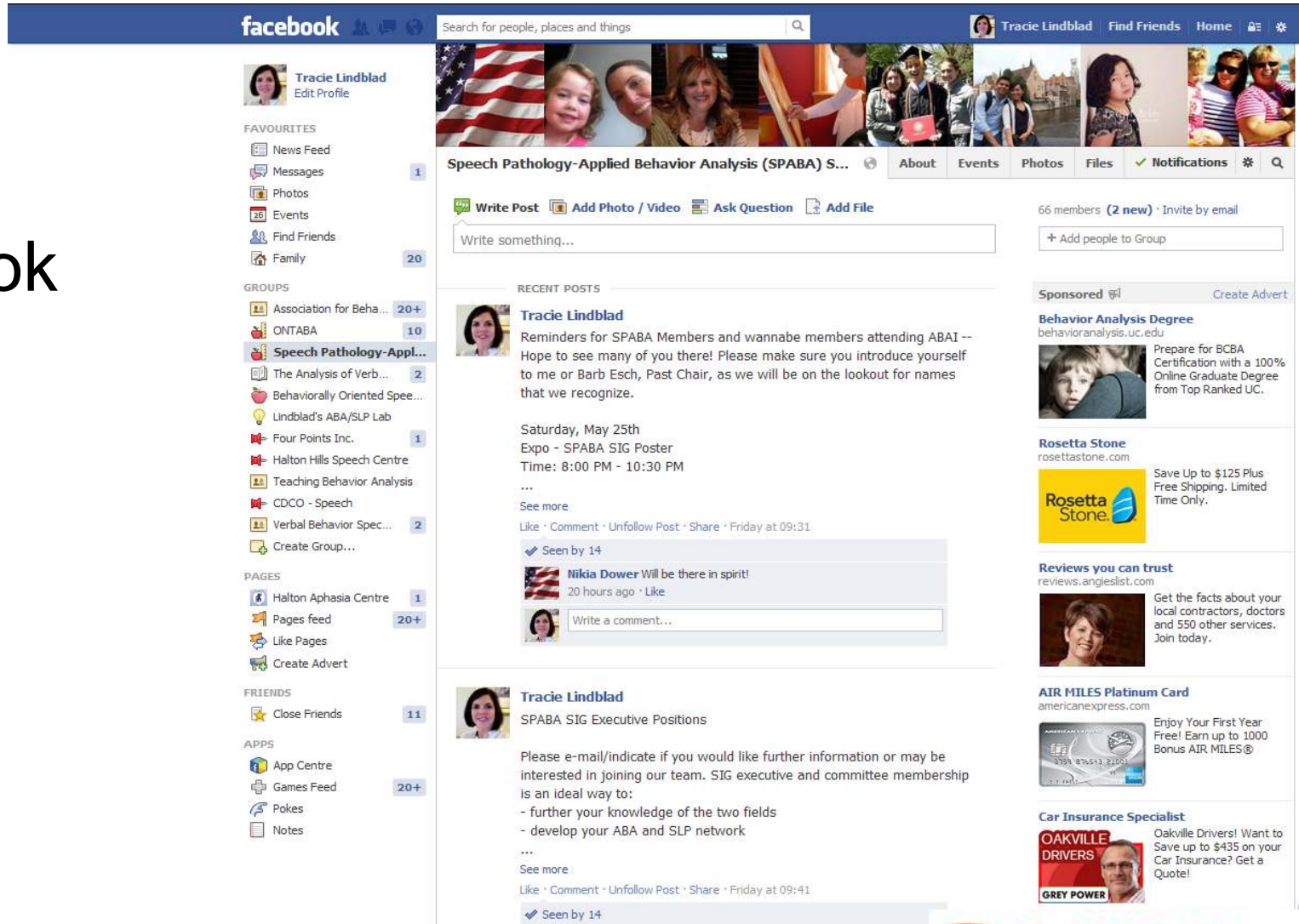 - 9:00pm – 11:00pm

  - Board Room 3

  - Hilton Minneapolis

Announcements

- watch for the SIG update in the ABAI 2013 Summer newsletter

Announcements

- **Facebook Group**

Announcements

- Website

2013 Executive and Committee positions:

- Chair — Tracie Lindblad
- Co-Chair —
- Past Chair — Barb Esch
- Secretary —
- Treasurer —
- Membership Coordinator -- Landa Mark
- Communications Coordinator --
- Grant Awards Coordinator - Amanda Karsten

Treasurer's Report

Barb Esch

Assets (5-25-13)

Cash on hand (checking)   1722.95
Other (Paypal)   270.39

                                 Total assets   ***1993.34***

Profit & Loss Statement
01-01-12 through 12-31-12

Income

Full membership	(30)		450.00
Student membership	(10)		50.00
		Total income	**500.00**

Expenses

Paypal fees	29.73		
Grants & awards	200.00		
	Total expenses		**229.73**
	Net Profit /(Loss)		**270.27**

Profit & Loss Statement
01-01-13 through 05-25-13

Income

Full membership	(15)	225.00
Student membership	(04)	20.00
	Total income	**245.00**

Expenses

Paypal fees	13.65	
Website photo rights	81.60	
	Total expenses	**95.25**

Net Profit /(Loss) *to date*	**149.75**

Membership Report

Landa Mark

Membership Trends

- Full Member
- Student Member
- Facebook Members

2005: 21, 3
2007: 19, 2
2008: 16, 2
2009: 20, 1
2010: 34, 9
2011: 28, 15
2012: 37, 35, 7
Jan - May 2013: 16, 66, 3
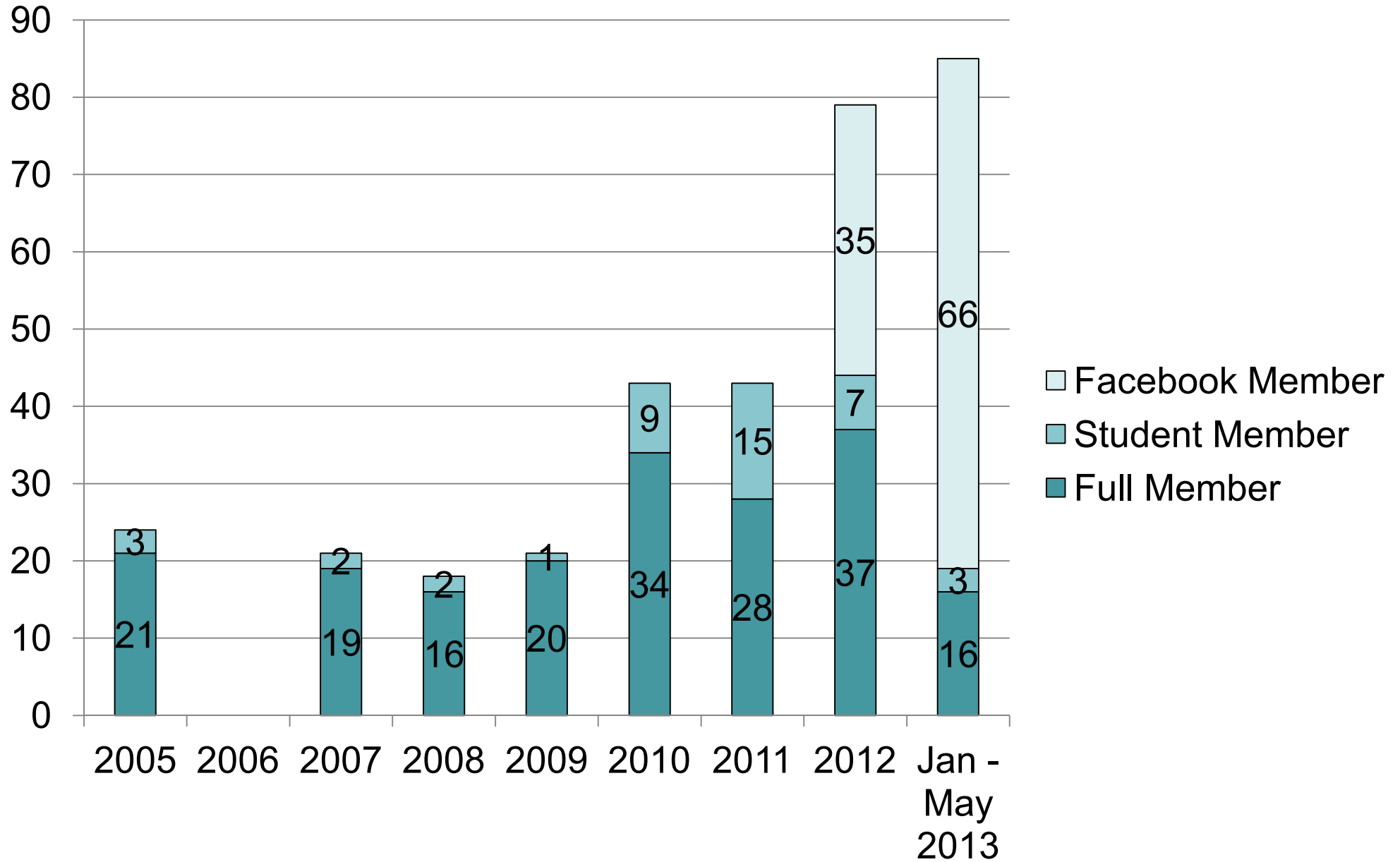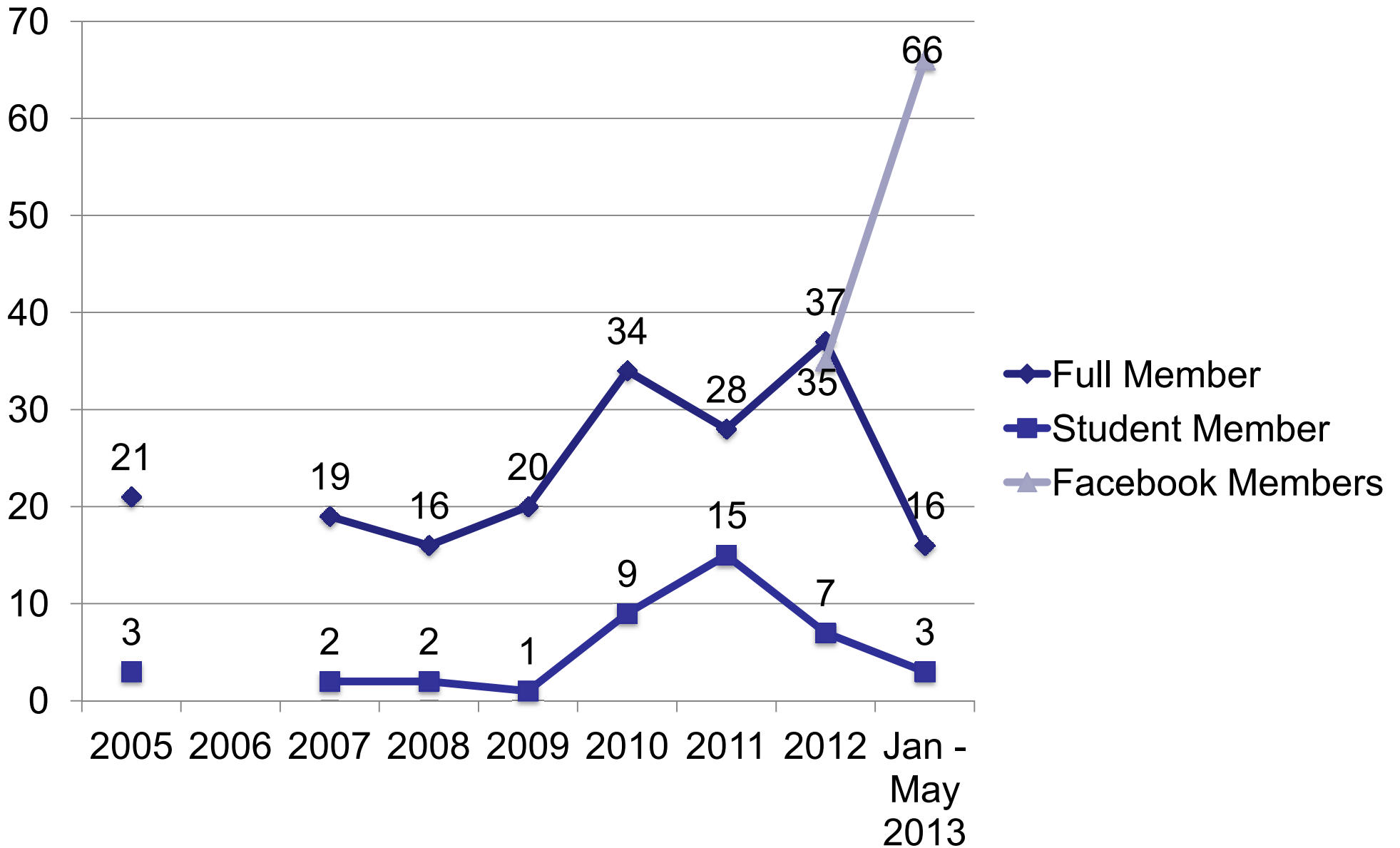
Membership Survey Results - updates

- The following top 5 activities were rated in as high priorities for our SIG members:

  1. Online searchable database of SIG members with dual certification (73%) - ✓ **completed**

  2. Web tutorials (67%)

  3. Quarterly Newsletter (63%)

  4. Supervision Task List activities for BCBA/BCaBA students supervised by a SLP/BCBA or SLP/BCaBA (63%)

  5. Ethics Corner on the website (50%) – **in progress**

2012-2013 Activities

- Increase in Membership on the Executive and Committees

- Facebook Group

- Website redesign with self-authoring and local hosting

- Online database of dually credentialed SLP / BCBAs

Member Activity

Survey of Behavior Analysts' and Speech-Language Pathologist's Demographics, Training, and Salary Range.

Written by SPABA member Kelly L. Bailey, M.S., CCC/SLP, M.A. ABA/BCBA in collaboration with Tracie Lindblad and the SPABA Executive

Who participated?

- This survey was shared via email with all SPABA SIG members

- SPABA facebook page

- Behaviorally oriented Speech-Language Pathologists facebook group

Stipulations of the Survey

The following information is provided for you to decide whether you wish to participate in the present survey. You should be aware that even if you agree to participate, you are free to withdraw at any time or to skip questions that you do not wish to answer.

SPABA (at the request of one of its members) is conducting this survey to better understand the current job components, training, and salary ranges within applied settings. This will entail your completion of this questionnaire. The questionnaire is expected to take approximately 10 minutes or less to complete.

The content of the questions should cause no more discomfort than you would experience in your everyday life. Although participation may not benefit you directly, we believe that the information obtained from this survey will help us gain a better understanding of the practice of behavioral SLPs and those dually credentialed (CCC-SLP & BCBA or SLP & BCaBA, etc.). Your participation is solicited, although strictly voluntary. Your name will not be associated in any way with the survey findings. It is possible, however, with internet communications, that through intent or accident someone other than the intended recipient may see your responses. If you would like additional information concerning this survey before or after it is completed, please feel free to contact SPABA by e-mail.

Completion of the survey indicates your willingness to participate

Question 1 Which of the following choices best describes your credentials?

Answer	Response Percent	Response Count
a.) SLP masters and ASHA CCC certification or are you a certified Speech-Language Pathologist ?	**26.7%**	**4**
b.) SLP masters and ASHACCC certification/or certified Speech-Language Pathologist and BCBA certification?	**66.7%**	**10 ****
c.) SLP masters and ASHA CCC certification/certified Speech-Language Pathologist, and ABA masters and BCBA certification?	**6.7%**	**1**

Credentials

6.70%

26.70%

66.70%
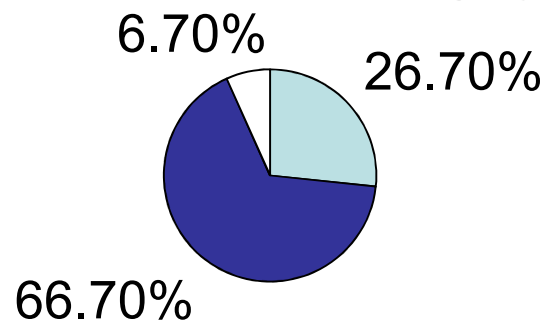
☐ a.) SLP & CCC or Certified

☐ b.) SLP & CCC or Certified & BCBA

☐ c.) SLP & CCC or Certified and ABA masters & BCBA

** At least 1 responder from the "Behaviorally Oriented Speech-Language Pathologists" facebook page posted that she is a SLP/CCC and BCaBA (not full BCBA)

Question 2 If you began your career as an SLP/CCC, how did your job duties change once you obtained your BCBA?

- "I did more supervision of support personnel."

- "They did not."

- "Moved to more of a consultant role with more emphasis on the ABA area of practice."

- "Did not change."

- "Owner of private practice - so I wear both hats simultaneously!"

- "Obtained a new position in a dual role one day a week."

- "Have not yet changed."

- "I have worked with BCBAs for 10 years now as a lone SLP, so I'm already "acting like" a BCBA in some ways."

- "Recently hired as SLP/BCBA."

- "Job changed to include clinical supervision of EIBI programs (including non-speech, language, and communication targets/curriculum."

- "Only in that I started supervising BCBA candidates."

- "More staff training."

3 responders skipped this question

Question 3 If you are an independent contractor with SLP/BCBA, what is your annual salary range (in USD equivalent)?

Answer	Response Percent	Response Count
$ 40,000-50,000	0%	0
$50,000-$60,000	**33%**	**1**
$60,000-$70,000	0%	0
$70,000-$80,000	**33%**	**1**
$80,000-$100,000	0%	0
Above $100,000	**33%**	**1**

12 responders skipped this question

Question 4 If you are a salaried employee with benefits and dual credentials (i.e., SLP/BCBA) what is your annual salary range(in USD equivalency)?

Answer	Response Percent	Response Count
$ 40,000-50,000	11.1%	1
$50,000-$60,000	**33.3%**	**3**
$60,000-$70,000	22.2%	2
$70,000-$80,000	22.2%	2
$80,000-$100,000	0%	0
Above $100,000	11.1%	1

6 responders skipped this question

Question 5   If you have the BCBA credential and work full time, how many hours per week are you billing clients or insurance (including direct AND indirect time such as writing reports, client observation, graphing, team meetings, etc.)? You may choose multiple responses (e.g., 20-25 hours—which would be direct time only AND OTHER: can't bill for indirect time).

Answer	Response Percent	Response Count
10 hours - 20 hours	20%	2
20 hours - 25 hours	10%	1
25 hours - 30 hours	**40%**	**4**
30 hours - 35 hours	10%	1
Other: can't bill for indirect time, even with BCBA credential	**40%**	**4**

5 responders skipped this question

Question 6   Have you (SLP/BCBA) been able to bill private insurance or state waiver programs (e.g., Medicaid) separately for your SLP services AND for your BCBA services for the same client?

Answer	Response Percent	Response Count
Yes	20%	2
No	80%	8

5 responders skipped this question

Question 7   If yes, what private insurance companies or state waivers (or equivalent) have you billed?

- Tricare
- UBH
- Aetna
- Cigna

13 responders skipped this question, only 2 responders answered this question

Question 8   Would you be willing to be contacted via email by SPABA member(s) for the purposes of gathering information on treatment models provided by SPABA members who are dually credentialed as BCBA's and certified Speech-Language Pathologists? If yes, type "yes" and write out your email address and name. If no, please type "no".
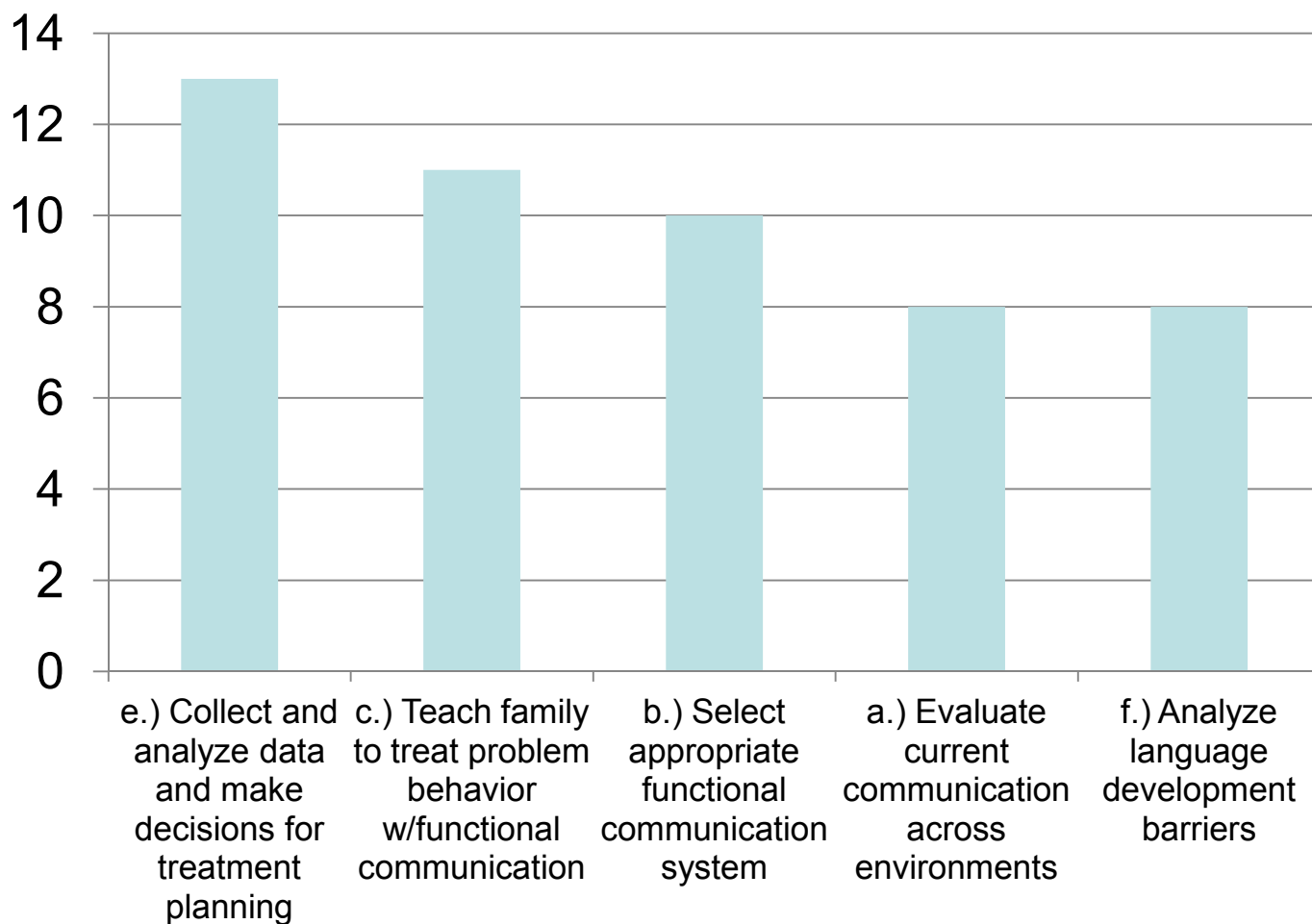
Answered Yes	Name
Yes	Rachel Reynolds
Yes	*Not provided*
Yes	Nikia Dower
Yes	*Not provided*
Yes	Tracie Lindblad
Yes	Laura Bierck

5 responders skipped this question

Question 9 From the following list of job duties, please select what you consider to be the five most important job duties for SPABA members, that allow us to make the biggest impact in the progress of our clients (not the top five most time consuming job duties).

a. Evaluate the client's present level of functioning across caregivers and environments using criterion based and/or observation based and/or standardized assessment tools.

b. Based on evaluations, select the most appropriate functional communication system for the individual.

c. Teach family/caregivers how to treat problem behavior by increasing functional communication.

d. Provide parent training on facilitating language development using both NET and DTT.

e. Collect and analyze data from intervention sessions to make decisions regarding the course of treatment, and/or the selection of new goals, and/or the appropriateness of teaching procedures.

f. Analyze language development barriers.

g. Integrate developmental progression of speech language skills with analysis of verbal operants in guiding treatment decisions.

h. Provide direct 1:1 intervention, providing ongoing preference assessments, skills assessments, and functional behavior assessments as needed.

i. Supervise other direct care personal that work with the client.

j. Supervise and/or develop home programs.

Number of responders who chose this skill in their top 5

Legend: Number of responders who chose this skill in their top 5

Skill	Number
e.) Collect and analyze data and make decisions for treatment planning	13
c.) Teach family to treat problem behavior w/functional communication	11
b.) Select appropriate functional communication system	10
a.) Evaluate current communication across environments	8
f.) Analyze language development barriers	8

Least Chosen Job Duties

Chart: Bar graph showing "Number of responders who chose this skill in their top 5"
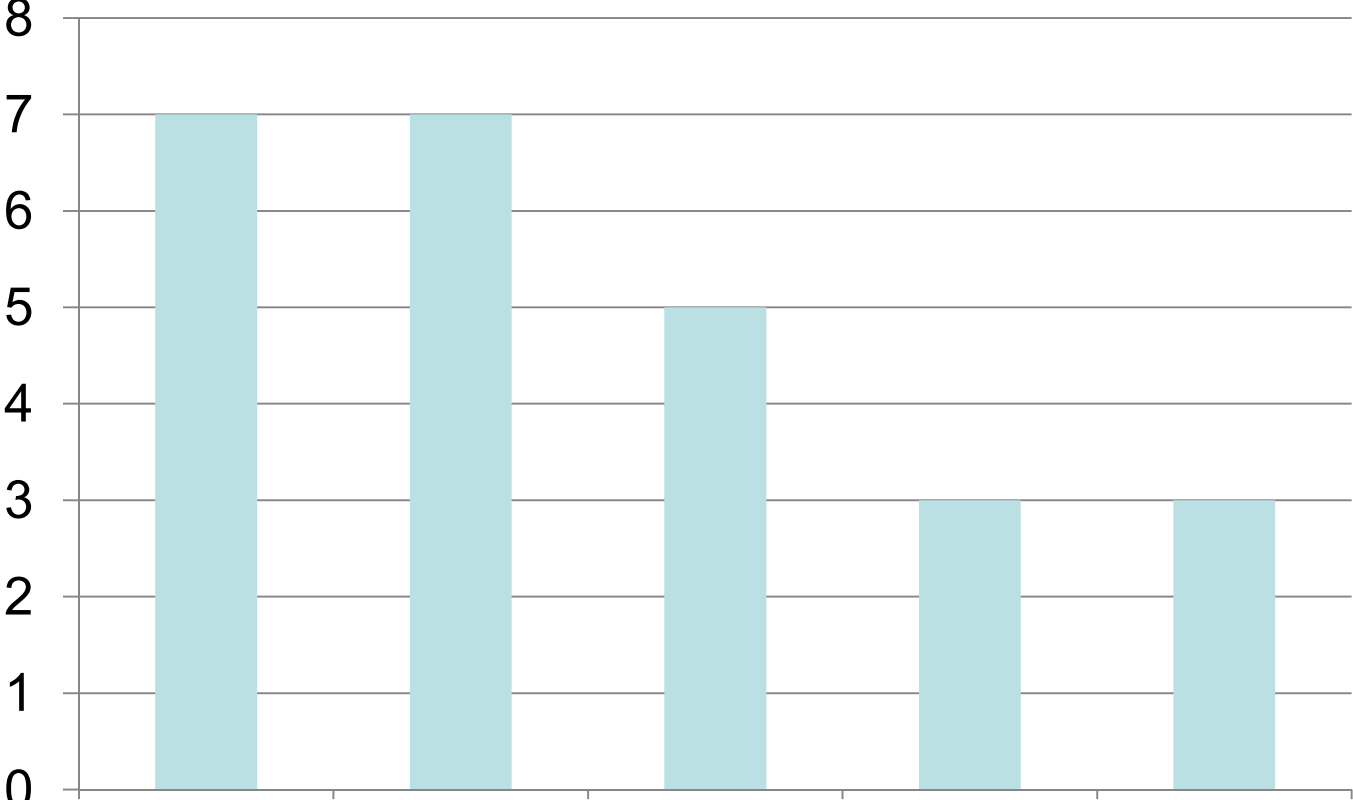
Job Duty	Number of responders
i.) Supervise direct care personnel that work with client	7
g.) Integrate typical development sequence of speech/language with analysis of operants	7
d.) Parent traning on facilitating language	5
j.) Home programs	3
h.) Provide direct (1:1) intervention	3

Question 10   What do you think an ideal SLP/BCBA job description should include?

- appropriate training of support staff, time to analyze data and draft new targets

- Time built in to include training and implementation of language programming with parents, teachers, and other caregivers.

- All of the above in 'job duties' from #9

- Teaching language in an effective manner

- Training paraprofessionals and parents, data analysis, program development and consultation

- Use of function-based assessment and treatment for speech, language, and communication disorders; data collection and analysis of all treatment targets/goals; evaluation of verbal behaviour and implementation of functional communication system based on a careful evaluation of client skills and current empirical evidence; promotion of behaviour analytic principles for the assessment and treatment of speech, language, and communication disorders; mentor and coach non-behavioural SLPs in evidence-based practice including the scientist-practitioner model to be incorporated into their SLP practice; evaluate current treatment plans/goals to insure that the targets are of social significance to the client

8 responders skipped this question

Dr. Tom Higbee – Utah State University

Daphne Hartzheim - Ph.D. Student – USU

Department of Special Education and Rehabilitation
Autism Support Services: Education, Research, and Training (ASSERT) Program

Student Research Grant Award 2012 – Update

Kerry Ann Conde   Advisor: Amanda Karsten

Evaluation of the Quick Transfer Procedure for Teaching Children with Autism

Effects of the Quick Transfer Trial Procedure with Children with Developmental Disabilities

Kerry A. Conde and Amanda M. Karsten

Western New England University

Quick Transfer Trial

- Defined as delivering a trial with at least a 2-s prompt delay no more than 5 s following a trial with an immediate prompt (Barbera & Rasmussen, 2007; Dipuglia & Miklos, 2002; Sundberg & Partington, 1998)

Quick Transfer Procedure

- Treatment manuals and other texts suggest the use of the quick transfer procedure when teaching new skills (Barbera & Rasmussen, 2007; Dipuglia & Miklos, 2002; Sundberg & Partington, 1998)

- Limited research on procedure (Koegel, Dunlap, & Dyer, 1980)

Purpose

- To examine the utility of the quick transfer trial following errors with young children with developmental disabilities
    - Quick transfer condition
    - Spaced trials condition (i.e., > 5 s between trials)

Method

- Dependent variables
  - Trials to criterion
  - Duration to criterion
- Experimental design
  - Adapted alternating treatments
- Academic tasks

Participants

- Four children diagnosed with an Autism Spectrum Disorder (ASD)
  - 1 child had a dual diagnosis of ASD and Down Syndrome
  - 3 years to 8 years
- All received special education services and speech therapy at the same clinic

General Procedures

- 10 acquisition trials, 10 maintenance trials
- FR1 schedule of praise + edibles for target trials
- FR1 schedule of praise for maintenance trials
- Baseline

Experimental Conditions

- Quick Transfer (QT) Condition
  - Error led to 0-s prompted trial followed by 2-s trial for an additional opportunity to respond
- Spaced Trials Condition
  - Identical to Quick Transfer except:
    - 5 s between all trials
    - If >10 2-s delay trials in preceding QT session, same number spaced trials added to next Spaced Trials session

Modifications

- Eliminated extra maintenance trials
- Eliminated prompts on additional acquisition trials in the Spaced Trials condition

Total Trials to Criterion
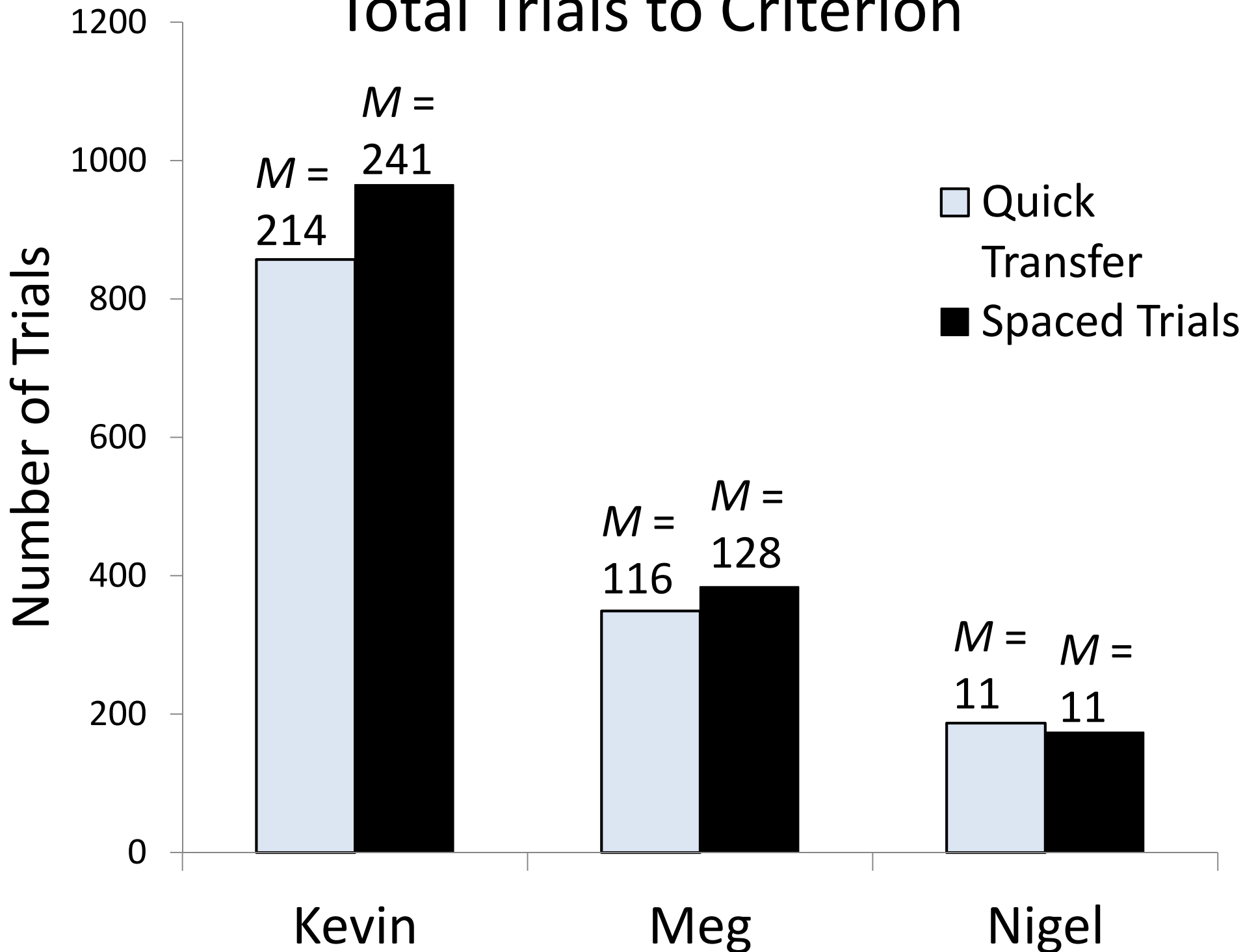
Total Duration to Mastery
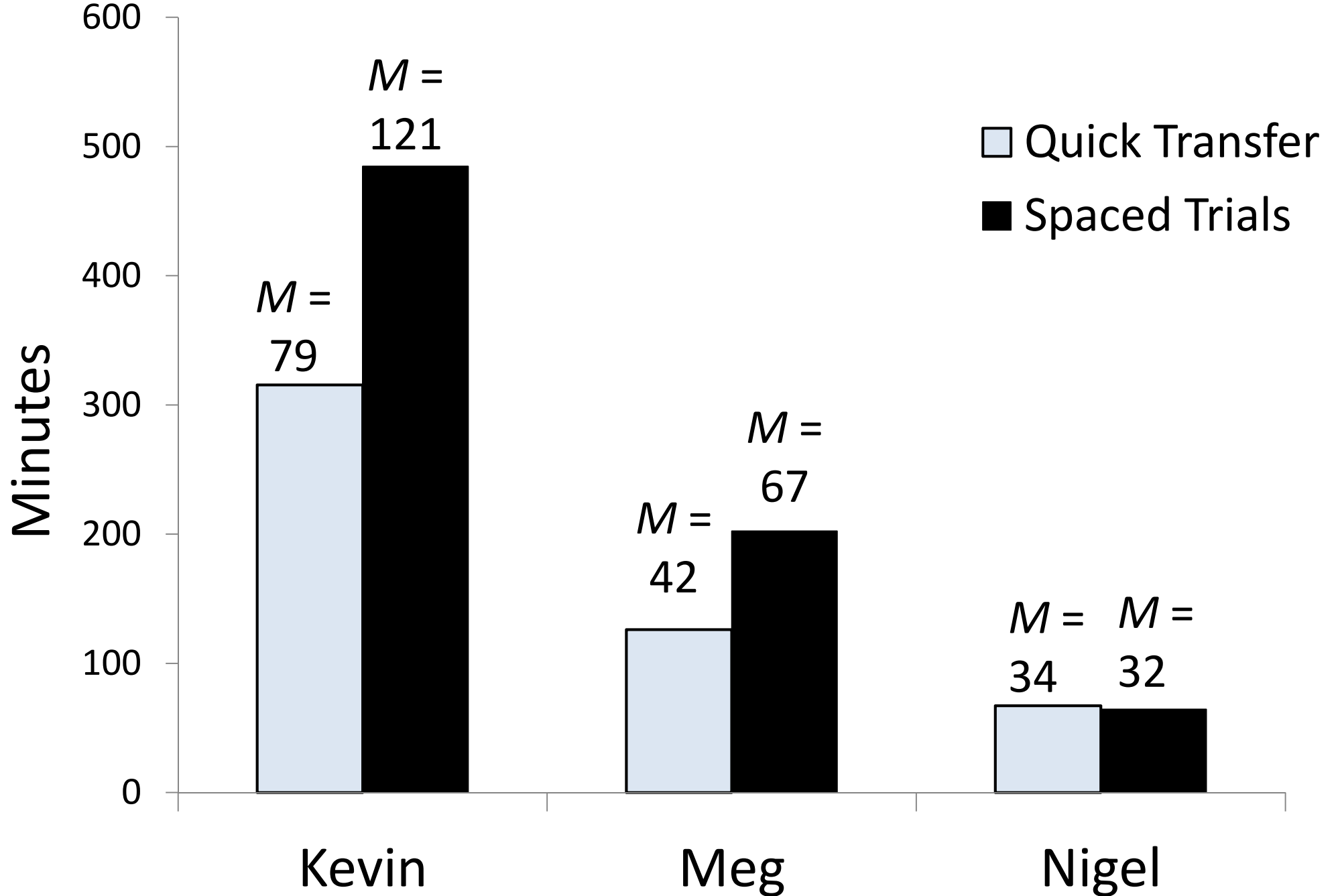
Results and Discussion

- Overall, similar number of teaching trials
  - However, quick transfer procedure may save time
- No difference was detected between the number of trials to transfer associated for the Quick Transfer and Spaced Trials procedure

Limitations

- May be more ecologically valid versions of the Quick Transfer Procedure we did not test
  - Validity assessment prior to study
- Procedures combined with other highly effective teaching components

Future Directions

- Quick Transfer and Spaced Trials were combined with other highly effective teaching components in this study = rapid learning
  - Future studies may use leaner schedules of reinforcement or less potent reinforcers across conditions

2013 Research and Dissemination Awards

Dr. Amanda Karsten

SPABA   Research Grant Category

Louis Leibowitz

Garden Academy
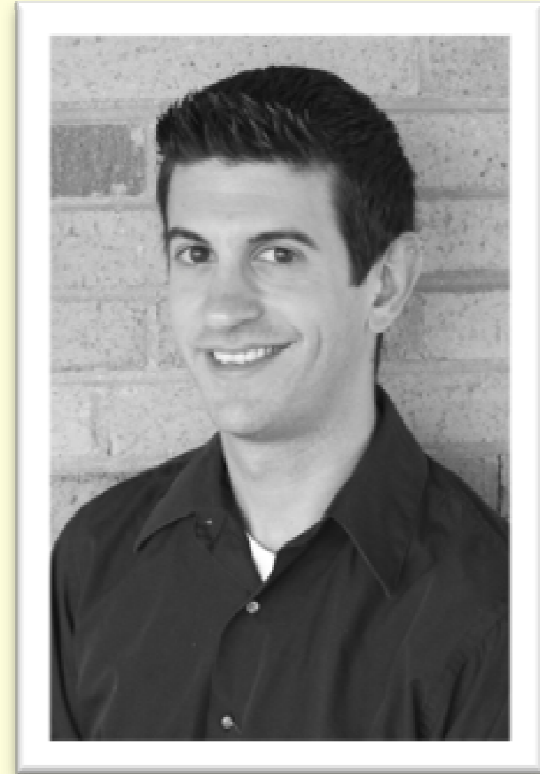
"Evaluating a Multicomponent Intervention to Reduce Rapid Eating in a Child with Autism"

Background Information

- Garden Academy
- Participant
- Previous Interventions
- Rationale

Relevant Literature

- Lennox, Miltenberger, & Donnelly (1987)

- Wright and Vollmer (2002)

- Anglesea, Hoch, and Taylor (2008)

Research Design

- Multiple Probe Design
- 3 Eating Topographies
- Preference Assessment
- Baseline
- Intervention
- Generalization

Appropriate Eating for Jonathan
(Updated 5/22/13)
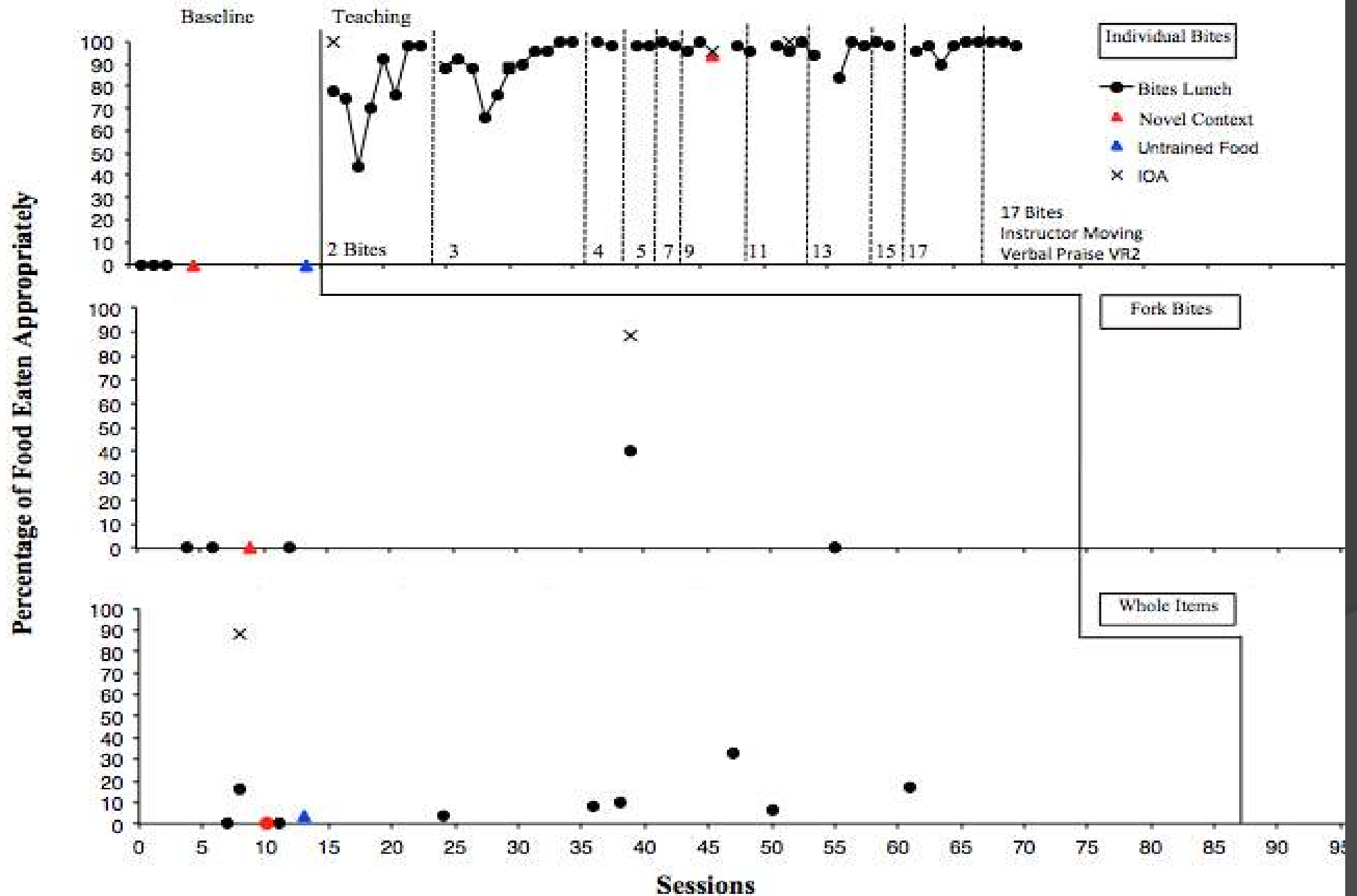
Video 1—Baseline

Video 2—Intervention

Discussion

- Current Progress
- Additional Intervention Steps
- Limitations
- Research Implications
- Future Research

References

Anglesea, M. M., Hoch, H., & Taylor, B. A. (2008). Reducing
rapid eating in teenagers with autism: Use of a pager
prompt. *Journal of Applied Behavior Analysis*,
41, 107–111. doi: 10.1901/jaba.2008.41-107

Lennox, D. B., Miltenberger, R. G., & Donnelly, D. R. (1987).
Response interruption and DRL for the reduction of
rapid eating. *Journal of Applied Behavior Analysis,*
20, 279–284. doi: 10.1901/jaba.1987.20-279

Wright, C. S., & Vollmer, T. R. (2002). Evaluation of a
treatment package to reduce rapid eating. *Journal of
Applied Behavior Analysis, 35*, 89–93. doi: 10.1901/
jaba.2002.35-89

SPABA Dissemination-Application Grant Category

Melany Shampo
Aimee Irwin

Behavior Analysis Center for Autism

"A Collaborative-Instructional Model for SLPs and BCBAs"

THEMATIC TEACHING

COLLABORATION IN PROGRAM PLANNING AND TREATMENT DELIVERY BETWEEN BEHAVIOR ANALYSTS AND SPEECH LANGUAGE PATHOLOGISTS TO FOSTER LANGUAGE DEVELOPMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

Melany Shampo, M.A., BCBA
Aimee Irwin, M.A., CCC-SLP
Sara Dragoo, B.S.

BACA
BEHAVIOR ANALYSIS CENTER FOR AUTISM

RATIONALE

Teaching thematically may produce more efficient and functional outcomes compared to more concentrated discrete trial teaching.

Targets ranging from simplistic to complex forms can be organized and taught topically.

- Dependent on the learners current skill set
- May increase rate of acquisition of new skills
- Promotes generalization across materials and instructors

ASSESSMENT OF SKILLS

Pre-test

Post test

Extension materials/activities related to theme

Rate of Skill Acquisition

Retention checks

Generalization data

COLLABORATION BETWEEN PROFESSIONALS

All members of the clients team receive a copy of the pre-test. Targets are selected by the team once the pre-test is complete.

Direct therapy staff conduct teaching sessions that focus on recommendations from BCBA and SLP in addition to SLP direct service sessions.

SLP provides specific recommendations and training on:

- shaping articulation on chosen targets

- developmentally appropriate vocal approximations

- prompt hierarchies for shaping articulation

BCBA provides specific recommendations and training on:

- Selection of teaching targets based on Skinner's analysis of verbal behavior

- Application of behavior analytic teaching procedures

Professionals meet monthly to….

- Discuss progress on skills
  - Acquisition of current targets
  - Skill retention
  - Introduction of new targets
- Discuss and share successful teaching procedures
  - Chaining
  - Shaping
  - Differential Reinforcement
- Decide on continuation or discharge of goals.

PRE -TEST

sample themed unit pre-test

Name:_____

Date completed:_____

Tacts:

beach	−	rocks	✝	signs	✝
bucket	✝	sand	✝	stop sign	−
clouds	✝	sandbox	✝	don't walk sign	−
dirt	✝	sandcastle	✝	street sign	−
flower pot	−	seed	−	walk sign	−
flowers	−	shell	−		
grass	✝	shovel	✝		
hose	✝	sidewalk	−		
lake	−	snow	−		
lawn mower	−	sprinkler	−		
moon	✝	stars	−		
mountain	✝	street	−		
mulch	✝	sun	✝		
ocean	✝	tree	✝		
plants	−	watering can	−		
pool	−	wheel barrow	−		
rain	−	worm	−		
rainbow	−				
rake	−				
river	−				

LR id: Spot check 10 of the above tacts with fields of 8-10. Mark any missed LR id in the space below.

T-FFC: Tact Parts of a Whole "What part?"
LR-FFC: Touch the _____ on the _____

	T-FFC	LR-FFC
stem (flower)	✝	✝
leaves (flower)	−	✝
roots (plant)	−	✝
petals (flower)	−	✝
trunk (tree)	−	✝
branches (tree)	−	✝
leaves (tree)	✝	✝
handle (shovel)	−	−
handle (rake)	✝	✝
handle (bucket)	✝	✝
sides (bucket)	✝	✝
inside (bucket)	✝	✝
bottom (bucket)	−	−
sand (beach)	✝	−
water (beach)	−	✝
wheels (lawn mower)	−	−
handle (lawn mower)	−	−

Tact Negation- test 10 of the previously tested tacts (4 nouns, 2 features, 2 classes)

"Is this a ____?"			
Tact	+/-	Tact	+/-
bucket	−		
sand	−		
tree	−		
ocean	−		

Created 5-11-12 SD   BACA

POST TEST

Name:_____

Date completed:_____

Tacts:

beach	+	rocks		signs		
bucket		sand		stop sign	+	
clouds		sandbox		don't walk sign	+	
dirt		sandcastle		street sign	+	
flower pot	+	seed	+	walk sign	+	
flowers	+	shell	+			
grass		shovel				
hose		sidewalk	+			
lake	+	snow	+			
lawn mower	+	sprinkler	+			
moon		stars	+			
mountain		street	—			
mulch		sun				
ocean		tree				
plants	—	watering can	+			
pool		wheel barrow	+			
rain	+	worm	+			
rainbow	+					
rake	+					
river	+					

LR id: Spot check 10 of the above tacts with fields of 8-10. Mark any missed LR id in the space below.

grass
tree
mountain

T-FFC: Tact Parts of a Whole "What part?"
LR-FFC: Touch the _____ on the _____

	T-FFC	LR-FFC
stem (flower)	+	+
leaves (flower)		
roots (plant)	+	
petals (flower)	+	
trunk (tree)	+	
branches (tree)	+	
leaves (tree)		
handle (shovel)	+	+
handle (rake)		
handle (bucket)		
sides (bucket)		
inside (bucket)		
bottom (bucket)	+	+
sand (beach)		+
water (beach)	+	
wheels (lawn mower)	+	+
handle (lawn mower)	+	+

Tact Negation- test 10 of the previously tested tacts (4 nouns, 2 features, 2 classes)

"Is this a _____?"			
Tact	+/-	Tact	+/-
pool	+		
leaves	+		
shovel	+		
with handle	+		

Created 5-11-12 SD   BACA

RATE OF SKILL ACQUISITION

| Target:		
Cold probe data:		Number of teaching trials presented:
Date:		

The primary therapist will pick one target missed on the pretest from the thematic unit to target rate of skill acquisition. The primary therapist will conduct a cold probe on each target every morning. Each skill requires 2 consecutive +'s to be considered acquired. If the target receives a – or only has 1 + please record the number of teaching trials you conduct with a tally.

DATA COLLECTION

|	Tact	Rec id	T-FFC	LR-FFC	GM	LRFFC	Negation	Wh?'s	% Correct from Pre-test	% Correct from post test
Animals	38/60	10/10	11/15	14/15	10/10	17/21	4/4	17/20	121/155 78%	145/155 94%
% Correct from pre-test	63	100	73	93	100	81	100	85		
	51/60	10/10	15/15	15/15	10/10	21/21	4/4	19/20		
% correct from post test	85%	100%	100%	100%	100%	100%	100%	95%		
Clothing	25/45	9/10	8/16	13/16	7/8	15/22	11/12	16/22	104/151 69%	134/151 89%
% Correct from pre-test	56	90	50	81	88	68	92	72		
	34/45	10/10	14/16	16/16	7/8	21/22	12/12	20/22		
% correct from post test	75%	100%	87%	100%	87%	95%	100%	91%		
Outside	23/34	9/10	7/10	10/10	N/A	22/26	9/10	15/22	95/122 78%	115/122 94%
% Correct from pre-test	71	90	70	100	N/A	85	90	68		
	31/34	10/10	10/10	10/10	N/A	25/26	10/10	19/22		
% correct from post test	91%	100%	100%	100%		96%	100%	86%		
Vehicles	26/38	10/10	14/16	16/16	N/A	21/23	6/10	18/19	111/132 84%	128/132 97%
% Correct from pre-test	68	100	88	100	N/A	91	60	95		
	34/38	10/10	16/16	16/16	N/A	23/23	10/10	19/19		
% correct from post test	89%	100%	100%	100%		100%	100%	100%		
Bathroom	21/36	10/10	7/15	16/16	9/9	18/20	7/8	15/20	103/135 76%	126/135 93%
% Correct from pre-test	58	100	47	100	100	90	88	75		
	31/37	10/10	14/16	16/16	9/9	20/20	8/8	18/20		
% correct from post test	84%	100%	88%	100%	100%	100%	100%	90%		

69

Pre and Post Test Scores
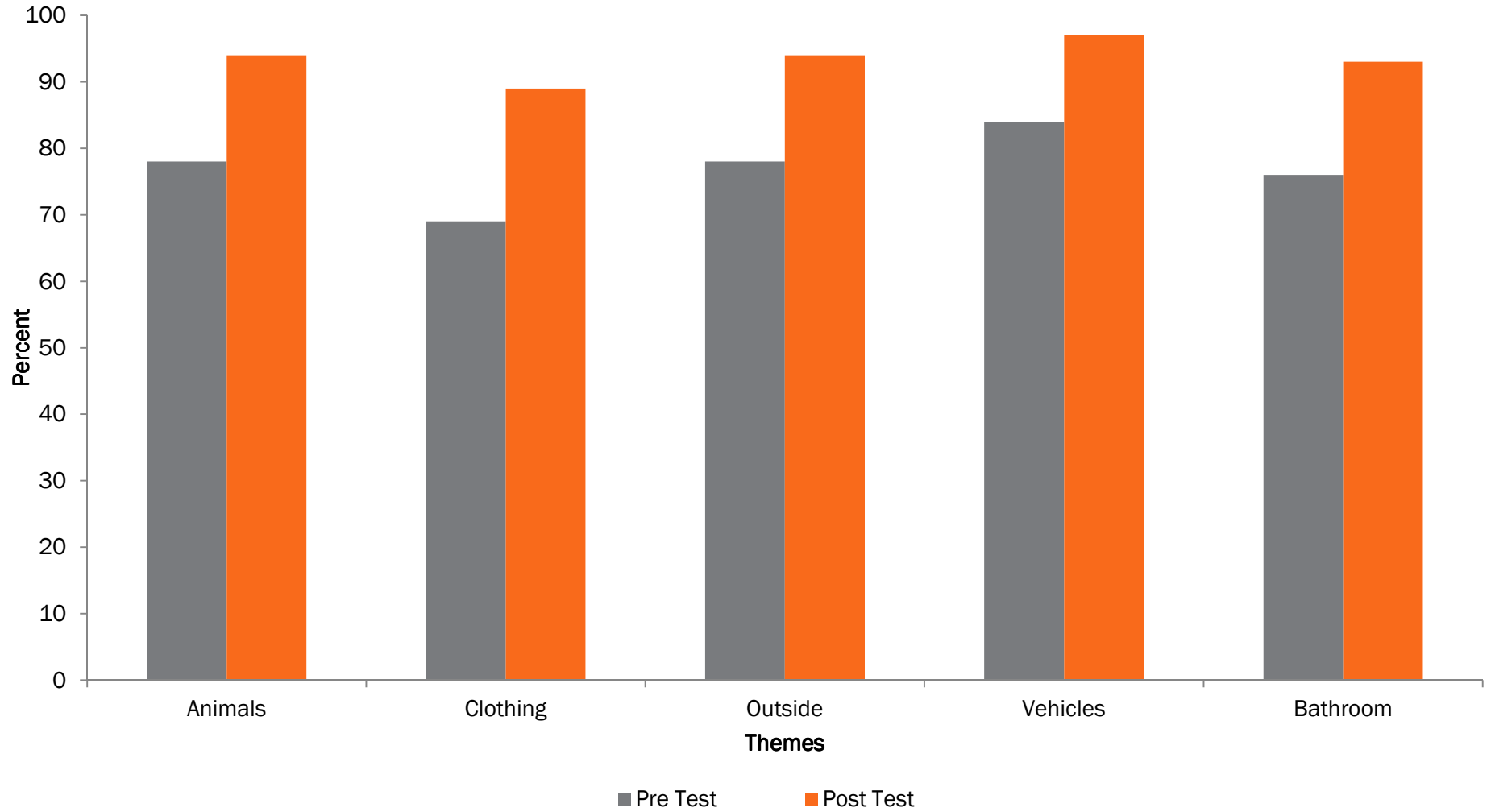
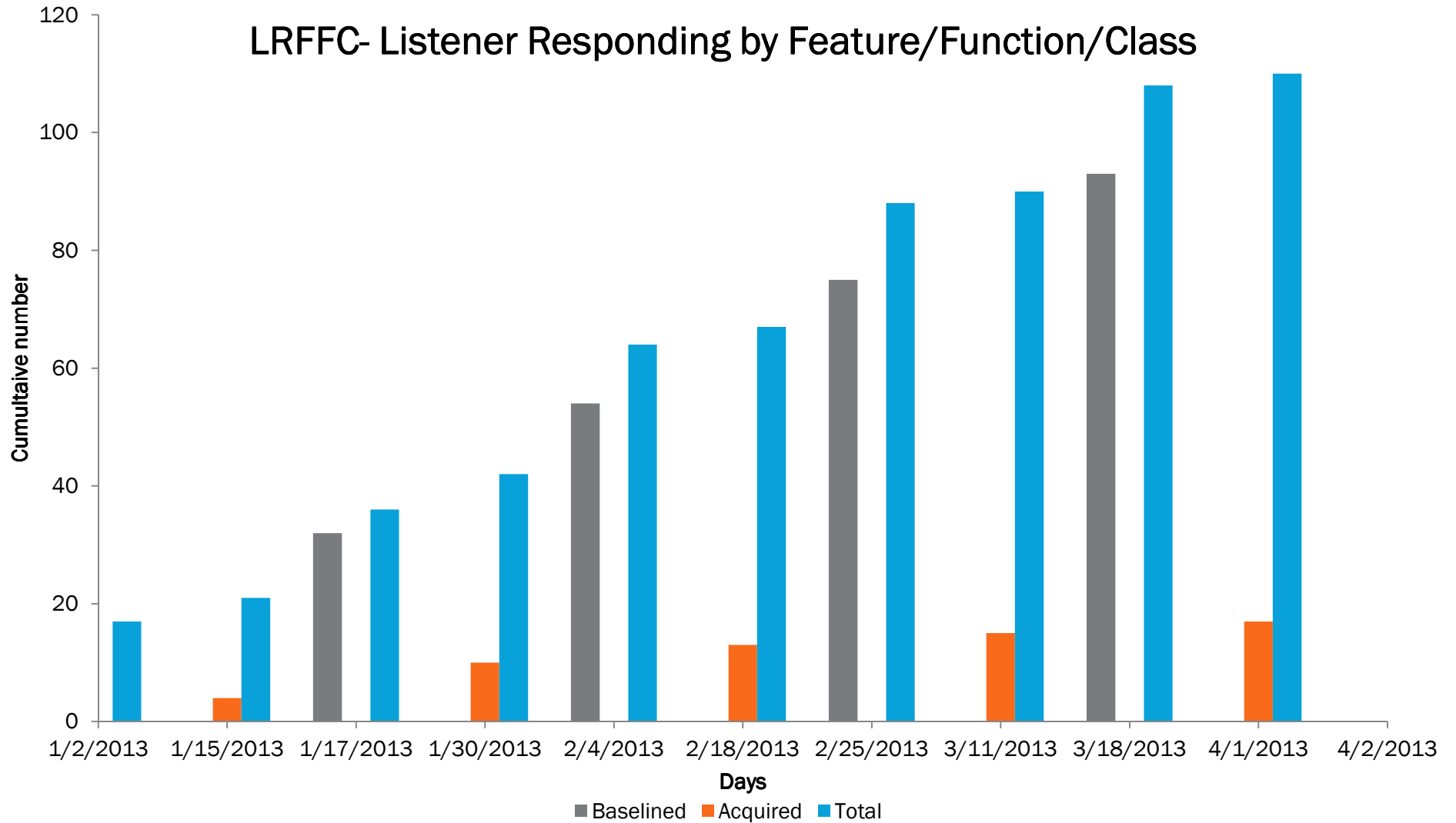Graph depicts the pre-test and post test scores from thematic units .

70
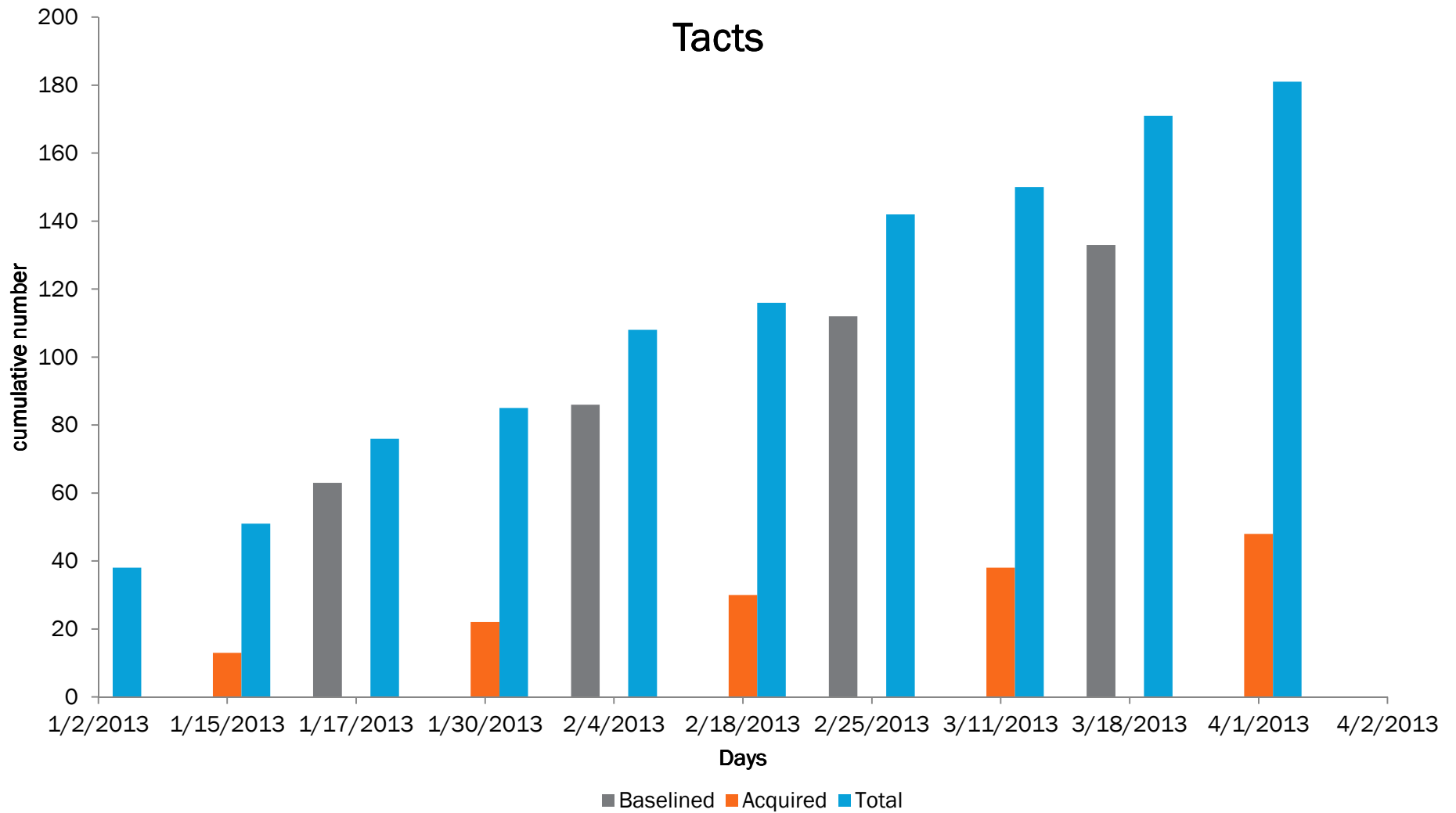
Graph depicts the cumulative number of baselined tacts from thematic unit pre-test, acquired tacts from post test, and the total number of tacts in the child's repertoire.
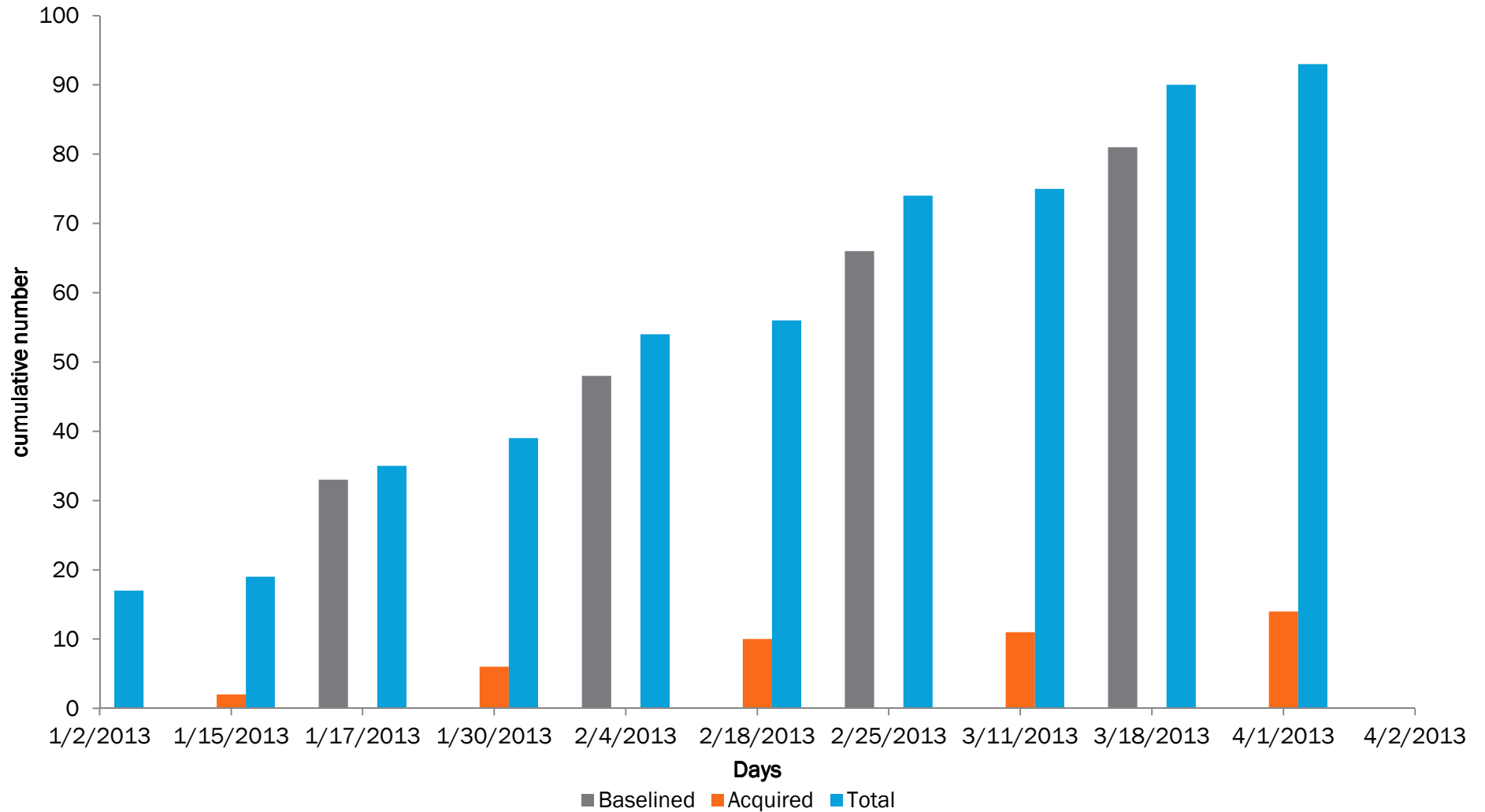
Receptive Identification
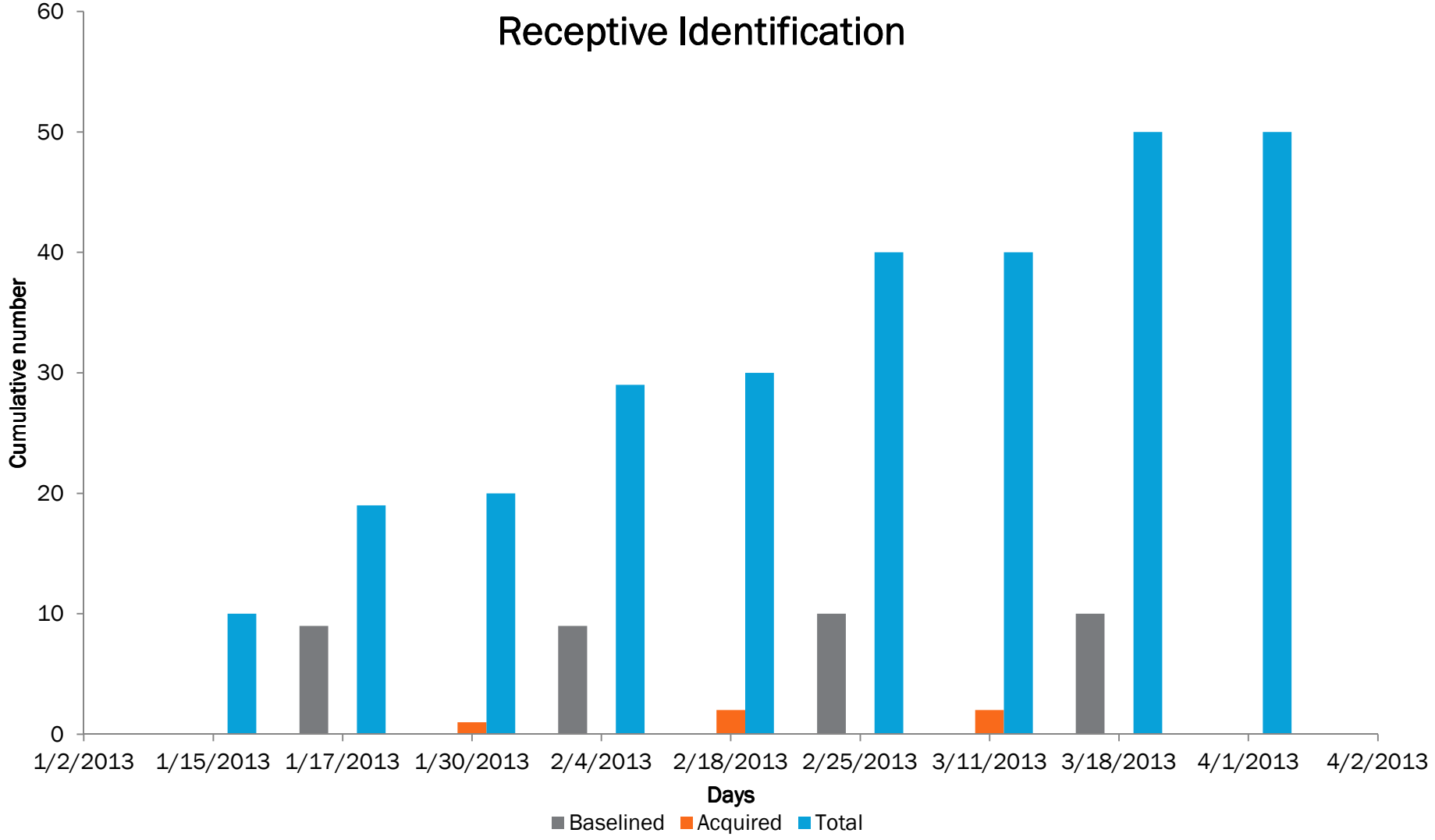
*Graph depicts the cumulative number of baselined LR id from thematic unit pre-test and acquired LR id from post test.

72

LRFFC- Listener Responding by Feature/Function/Class

Graph depicts the cumulative number of baselined LRFFC's from thematic unit pre-test and acquired LRFFC's from post test.

73

Graph depicts the cumulative number of baselined Intraverbals from thematic unit pre-test and acquired Intraverbals from post test.

Shortcut to kim and joshua.lnk

Thank you and have a wonderful evening!

Melany Shampo, M.A., BCBA
mshampo@thebaca.com

Aimee Irwin, M.A., CCC-SLP
airwin@thebaca.com

Sara Dragoo, B.S.
sdragoo@thebaca.com