



SLP & ABA

Multidisciplinary Collaboration Series- Module 2

Mutualistic Relationship Examples

How can the BCBA help the SLP and how can the SLP help the BCBA?

<i>ASSESSMENT</i>	
Speech Language Pathology	Behavior Analysis
<ul style="list-style-type: none"> •Standardized testing •Brown's Stages of Morphology •Gard, Gilman, Gorman developmental chart •Receptive/Expressive 	<ul style="list-style-type: none"> •Standardized & Criterion Referenced •VB MAPP/ABLLS, Vineland •Verbal operants •Will use non-standardized measures to assess skill sets
<i>INTERVENTION GOALS</i>	
Speech Language Pathology	Behavior Analysis
<ul style="list-style-type: none"> •May write general goals to allow broader application •Based on skill deficits shown during assessment •Developmentally based •Focus on language/articulation/pragmatics -Contexts that can be used to target desired outcomes 	<ul style="list-style-type: none"> •Writes specific goals that are discrete in nature •Based on problem behavior and skill deficits •Socially significant at functional level •Focus on communication, academics, ADLs -Strategies for maintenance and generalization -Increasing objectivity and data collection procedures -Ideas specific to children with ASD -Task analysis
<i>COMMUNICATION</i>	
Speech Language Pathology	Behavior Analysis
<ul style="list-style-type: none"> -Remediation of articulation errors, developmental sequence of sound acquisition -Extensive knowledge of augmentative (AAC) systems-modality (Spoken, signs, PECS, other hi-tech device) -Understand developmental sequence of communication/language form (grammatical structures) -Requesting for items in the environment and teach social courtesies -Developmental sequence of early social skills 	<ul style="list-style-type: none"> -Establish communication as a behavior -Requesting is hallmark of early learner programming -Targets chosen based on child's motivation -Teach replacement behaviors (FCT) based on function of problem behavior (initial manding targets) -Systematic strategies for prompting, prompt fading, shaping, chaining and data collection -Tools for capturing and contriving motivation in natural contexts, preference assessment -Protocols for accepting no, delay of reinforcement



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FEEDING	
Speech Language Pathology	Behavior Analysis
<ul style="list-style-type: none"> -Structural understanding of the oral motor mechanism -Developmental sequence of feeding and modifications -Texture manipulation 	<ul style="list-style-type: none"> -Support for task analysis of the program for data collection and scaffolding -Strategies for reinforcement
<i>INSTRUCTIONAL TARGETS (Based on early learner profile)</i>	
Speech Language Pathology	Behavior Analysis
<ul style="list-style-type: none"> -Guide with developmental norm milestones -Socially significant language targets -Developmental sound substitutions 	<ul style="list-style-type: none"> -Where to start when the basics are not successful -Prompting, stimulus control, and reinforcement strategies -Discrete trial practices and data collection -Remedies for barriers frequently present in those with ASD
EXPERTISE CONTRIBUTED	
Speech Language Pathology	Behavior Analysis
<ul style="list-style-type: none"> •Language is the foundation for success across domains •Use expertise to hone communication and speech skills including AAC •S/L sessions are prime time to work on communication systems •Guide with developmental norm milestones 	<ul style="list-style-type: none"> •Analyze establishing operations and contrive learning opportunities •Best practice teaching strategies: chaining, error correction, prompt fading •Look at function of behavior and confirm hypotheses, what to teach (break vs. attention) -Interpret based on ABC contingencies