

Welcome To Special Learning's

Ethics in School Systems

Ethics in Schools

Ethics in Schools: Program Modifications

Jon Bailey, PhD, BCBA-D

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Special Learning, Inc.
Autism Education for Parents, Teachers, and Therapists

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Housekeeping / Format



Housekeeping

1. Post questions. If your question is selected, we may unmute you and request that you repeat your question orally.
2. If you experience technical issues during the webinar, contact GotoWebinar directly by calling (877) 582-7011.
3. There will be a 5 minute break near the half way point.
4. Complimentary 30-day access to recorded version of this webinar will be available in 7 to 10 days. You will receive an eMail with login instructions.
5. Eligible for 2 Ethics or Type II CEUs; Please complete the survey after the webinar for CEUs.

Learning Outcomes



1. Participants will understand primary areas of the Ethics Code that pertain to programming.
2. Participants will understand the ethical implications of modifying programs.
3. Participants will learn frameworks regarding programming modification.
4. Participants will learn how to “Set the Stage” for success

Speaker Bio: Jon Bailey, PhD, BCBA-D



Dr. Bailey received his PhD from the University of Kansas and is currently Professor Emeritus of Psychology at Florida State University, where he was a member of the graduate faculty for 38-years and produced a record 63 PhDs. He is currently Director of the FSU Panama City Masters Program in Applied Behavior Analysis.

Dr. Bailey is a Board Certified Behavior Analyst. He is Secretary/Treasurer and Media Coordinator of the Florida Association for Behavior Analysis, which he founded in 1980.

Dr. Bailey has published over 100 peer-reviewed research articles, is a past editor of the *Journal of Applied Behavior Analysis*, and is co-author of *Research Methods in Applied Behavior Analysis, 2nd edition*, *How Dogs Learn*, *Ethics for Behavior Analysts, 3rd edition*, *How to Think Like a Behavior Analyst*, and *25 Essential Skills and Strategies for Professional Behavior Analysts*, all co-authored with Dr. Mary Burch.

Subject Matter Expert



Nicole (Nicki) Postma, BCBA

Business Development Manager
Positive Behavior Supports, FL

- Supervised 50 Masters and Bachelors level certified behavior analysts
- Developed and secured contracts with school districts around the country.
- Coordinated services and oversee over 400 client cases
- Specialized in Organizational Behavior Management with applications in school and clinical settings.
- Responsible for managing a six-figure contract with one of the top ten largest school districts in the country
- Supervised a team of analysts and RBTs in the district

Subject Matter Expert



Noor Syed, Ph.D., BCBA-D, NYS LBA

Assistant Professor of Special Education Manhattanville College

Professor of Practice and Clinical Dir. for the Ctr. for Promoting Research to Practice (7/2018)

- Over 10 years experience in the field of applied behavior analysis, special education, autism, and developmental disabilities as a classroom teacher for early intervention, preschool, and school aged children with and without disabilities.
- Worked as Special Education Itinerant Teacher, ABA home-based therapist, and behavioral supervisor for center-based and home-based therapy.
- Recently selected as a Top Tier International Partnership Discovery Fellow in the 2018 Inaugural Fellowship Class of the Global Autism Project, a nonprofit organization that provides training for local international practitioners in the utilization of evidence-based practices when working with people with intellectual and developmental disabilities.
- Research interests lie in verbal behavior, ethical practices in behavior analysis, and the implementation of behavior analysis to teaching.

Subject Matter Expert



Mike Marroquin PhD, BCBA-D, New York State Licensed Behavior Analyst
Franklin Square School District, New York

- Consultant for families and school districts in New York
- Focuses on making behavior analysis accessible to children in public school settings
- Parent and staff training on the use of ABA methodologies
- Teaches Graduate and Undergraduate courses on Autism at Queens College (CUNY)
- Research on parent training methodologies
- Supervises BCBA applicants and state license applicants in public school settings
- Uses behavior analysis to teach behavior analysis in academia and in public schools

Sections of the Ethics Code that Relate to Programming



2.09 Treatment/Intervention Efficacy

- (a) Clients have a right to effective treatment (i.e., based on the research literature and adapted to the individual client). Behavior analysts always have the obligation to advocate for and educate the client about scientifically supported, most-effective treatment procedures. Effective treatment procedures have been validated as having both long-term and short-term benefits to clients and society.
- (b) Behavior analysts have the responsibility to advocate for the appropriate amount and level of service provision and oversight required to meet the defined behavior-change program goals.
- (c) In those instances where more than one scientifically supported treatment has been established, additional factors may be considered in selecting interventions, including, but not limited to, efficiency and cost-effectiveness, risks and side-effects of the interventions, client preference, and practitioner experience and training.
- (d) Behavior analysts review and appraise the effects of any treatments about which they are aware that might impact the goals of the behavior-change program, and their possible impact on the behavior change program, to the extent possible.

What do you have control over?

Sections of the Ethics Code that Relate to Programming



4.0 Behavior Analysts and the Behavior-Change Program

- 4.01 Conceptual Consistency
- 4.02 Involving Clients in Planning and Consent
- 4.03 Individualized Behavior-Change Programs
- 4.04 Approving Behavior-Change Programs
- 4.05 Describing Behavior-Change Program Objectives
- 4.06 Describing Conditions for Behavior-Change Program Success
- 4.07 Environmental Conditions that Interfere with Implementation
- 4.08 Considerations Regarding Punishment Procedures
- 4.09 Least Restrictive Procedures
- 4.10 Avoiding Harmful Reinforcers
- 4.11 Discontinuing Behavior-Change Programs and Behavior-Analytic Services

What do you have control over?

Sections of the Ethics Code that Relate to Programming



Questions or Comments?



When working in schools... Why would you need to modify a program?



When working in schools... When
would you need to modify a program?



What are the ethical implications of modifying programs?

-



Questions or Comments?

Approach: Creating New Programs



Ability to control the environment: High

Possible scenarios:

1. District is opening a new classroom
2. Teacher is first starting a classroom where Discrete Trial Teaching (DTT) will be used

Steps:

Needs assessment – What assessments already exist for students in this class? Review what you have and determine if more need to be conducted.

Skill acquisition – What pivotal social, communication, and academic skills can be taught? Start with low effort and high impact skills that will maximize a student's contact with reinforcement.

Behavior reduction – What replacement skills can be taught to a student to maximize learning and increase contact with reinforcement.

IEP development and review – An IEP should contain a detailed, measurable description of skill acquisition and behavior reduction goals with a focus on how, and when the goals will be measured and by whom.

What are the Ethical Considerations?

Creating New Programs



Questions or Comments?

Approach: Modifying Existing Programs



Ability to control the environment: Medium

Possible Scenarios:

- Struggling student
- Teacher struggling with DTT or behavior management
- Teacher opposed to implementing program

Steps:

Data Analysis

Treatment integrity check

Changing the program or staff

How to motivate staff

What are the Ethical Considerations?

Resources and Downloadable Tools



1. Complementary 30-day Access to the Recorded Webinar
2. BACB Ethics Code
3. Ethics in Schools: Program Modification Slides
4. Ethics for Behavior Analysts (3rd Edition)

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