Disclosures

Relevant and Non-relevant Disclosures

This webinar was funded in its entirety by Special Learning Global and its affiliated businesses. SL Global, Located in Menlo Park, CA is a technology company that develops content and solutions to support Behavior Analysts, Psychologists, Speech Therapists, Occupational Therapists, Educators, and other professionals who provide education and intervention to individuals with Autism and other special needs.

This Self- study Online Webinar was created in conjunction with Jenna Sage, BCBA; Jennifer Rumfola, CCC-SLP, BCBA; and Samantha Hayes, OTS. Funding to develop and deliver this webinar was provided by Special Learning Global Solutions.

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Learning Objectives & Outcomes

As a result of this webinar, participants will be able to:

- List professional competencies as they align the National Association of Colleges and Employers (NACE) and the Ethics Standards for Healthcare Professionals

- Define the target skills of four professional competencies as it relates to quality of care and to maximize employability

- Analyze the professionalism of situational examples of how staff behaviors impact client, employee, and organizational outcomes and the correlation to ethical code

- Examine elements of professional communication that directly impact healthcare agency customer satisfaction and outcomes

- Describe the impacts of social media and digital footprints on career navigation, client outcomes and organizational success

- Develop a tasklist of professional target skills that can be utilized for recruiting, hiring, onboarding, and professional development of care staff

Subject Matter Expert

Dr. Jenna Sage

… has worked in multiple capacities in the field of education for nearly 25 years. She earned her Ph.D. in Special Education focusing on systems change processes and supporting students with emotional behavioral disorders. Her primary work in the school system was Positive Behavior Interventions and Supports, Functional Behavior Assessment and Behavior Intervention Planning, Manifestation Determination, and Restorative Practices. She held positions from paraprofessional, to classroom teacher, behavior specialist and resolution specialist.

In her current professional role, she is Dean of Career Readiness and Workforce Solutions for a national nonprofit healthcare educational institution. In that position she supports the cross-departmental development of workforce and career engagement content, cultural and mental health initiatives, and authoring thought leadership communications.

As a practicing Behavior Analyst, Her professional focus is helping practitioners apply the science of behavior pragmatically, meaningfully and with sustainability. Her two current publications, Happy Class: The Practical Guide to Classroom Management and Happy Student: The Practical Guide to Functional Behavior Assessment and Behavior Intervention Planning emphasize her ability to make ABA more accessible for educators. Her most recent book, Manifesting Happy: How to Maintain Self-Care Amidst Challenging Behaviors and Challenging Times highlights how educators can use ABA to develop effective self-care strategies.

Panelist

Jennifer Rumfola, CCC-SLP, BCBA

Jennifer Rumfola is a dually credentialed professional, licensed and certified as a Speech Language Pathologist and Behavior Analyst (BCBA). She possesses expertise and advanced skills in teaching language to children on the autism spectrum. She has helped clients across the life span from Early Intervention, Preschool through School in both home and center-based settings. Over the past 10 years, she has successfully integrated strategies and techniques from both disciplines to help individuals with autism and their educational teams generate better student outcomes.

Jennifer conducts training for a variety of audiences including educators, related service providers, administrators, parents, para-professionals and undergraduate/graduate students across disciplines. She also serves as an adjunct faculty member at the University of New York at Buffalo, where she was formerly a part time graduate clinical supervisor.

The Desired Skills (performance behaviors) and Competencies (personal behaviors)

Intro to Downloadable Resources

- Resources that can be downloaded will have this arrow

Downloadable ➡

- This session will focus on *four* of the eight competencies in the resource
- Additional research also available as a resource

NACE and Ethical Guideline Matrix Dr. Jenna Sage, BCBA Special Learning Webinar January	Professionalism and Ethics	Communication	Critical Thinking	Digital Technology	Teamwork	Leadership	Career Management	Global Fluency
			D					
1.0 Responsible Conduct of Behavior Analysts								
1.01 Reliance on Scientific Knowledge			X					
1.02 Boundaries of Competence	X							
1.03 Maintaining Competence through Professional Development							X	
1.04 Integrity	X							
1.05 Professional and Scientific Relationships	X							
1.06 Multiple Relationships and Conflicts of Interest	X							
1.07 Exploitative Relationships	X							
2.0 Behavior Analysts' Responsibility to Clients								
2.01 Accepting Clients						X		
2.02 Responsibility					X	X		
2.03 Consultation						X	X	
2.04 Third-Party Involvement in Services	X							
2.05 Rights and Prerogatives of Clients	X				X			
2.06 Maintaining Confidentiality	X	X		X				
2.07 Maintaining Records	X	X		X				
2.08 Disclosures	X							
2.09 Treatment/Intervention Efficacy	X							
2.10 Documenting Professional Work and Research	X	X	X	X				
2.11 Records and Data	X	X		X				
2.12 Contracts, Fees, and Financial Arrangements	X	X	X	X				
2.13 Accuracy in Billing Reports	X	X						
2.14 Referrals and Fees	X		X					
2.15 Interrupting or Discontinuing Services	X	X				X	X	
3.0 Assessing Behavior								
3.01 Behavior-Analytic Assessment			X					
3.02 Medical Consultation	X	X				X		
3.03 Behavior-Analytic Assessment Consent	X	X						
3.04 Explaining Assessment Results		X						
3.05 Consent-Client Records	X			X				
4.0 Behavior Analysts and the Behavior-Change Program								
4.01 Conceptual Consistency			X					
4.02 Involving Clients in Planning and Consent			X		X	X		
4.03 Individualized Behavior-Change Programs			X					
4.04 Approving Behavior-Change Programs			X			X		

Overview of Soft and Hard Skills

"This is a job... So if you can't go out there and you can't work out, you can't show up on time, you can't practice, you can't want to go out there and win, you shouldn't be here." ~ JJ Watt, defensive end for Houston Texans

- A recent survey or national employers reported that 65% of employers see soft skills as more in demand than hard skills.
- A recent survey of college students, recent graduates, and hiring managers indicated:
  - "Situational skills" are critical at different phases of life, work, and school. These skills must be developed to meet the challenges of that phase, then the skills must be built upon and sharpened to continue the growth and success a student and new employer desire."
  - Situational Skills = appropriately generalizing setting specific behaviors within complex environments

Overview of Soft and Hard Skills

Hard Skills	Soft Skills
Technical	Interpersonal
Vocational	Characteristics
Teachable	Acumen
Observable	Etiquette
Measureable	Emotional Intelligence

Research on Soft Skills

- 25 years of research and data from millions of employees, the *Great Place to Work Institute* highlights the common factor among all great workplaces—trust.
  - "Identifying and reinforcing the policies, practices, and behaviors that strengthen the employee-manager relationship."
  - Requires a culture based on credibility, respect, and fairness.
- Mercer research indicates:
  - Respect, work/life balance, type of work, and quality of leadership and coworkers are the factors most influential to employee motivation and engagement are
  - In the United States, pay ranks below all of the above items.

Poll Question 1

What are two common factors you most believe influence career outcomes?

Research on Soft Skills

- New work patterns (WFH, remote, tele), increased reliance on technology, and focus on mental wellbeing are all impacting current competency focus post-pandemic

- Updated [research](#) on the impacts of COVID-19 show:
    - Decreased overall physical and mental well-being after WFH were associated with physical exercise, food intake, **decreased satisfaction of communication with coworkers**, children at home, i**ncreased complications from distractions while working**, adjusted work hours, **workstation set-up** and satisfaction with workspace indoor environmental factors.

Introduction to Competency Framework

- [NACE](): the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

- In 2015, NACE launched its [Career Readiness]() initiative and defined seven career competencies. In 2017, global/intercultural fluency was added.

- 9,000 college career services professionals, 2,000 colleges and universities, 3,200 HR/staffing professionals

Professionalism & Ethics	Oral & Written Communication	Critical Thinking & Problem Solving	Digital Technology	Teamwork & Collaboration	Leadership	Career Management	Global Fluency

Introduction to Competency Framework

Consistent [top four]() competencies:
- Critical Thinking and Problem Solving
- Teamwork/collaboration
- Professionalism/work ethic
- Oral/written communications

For example:
- 98% of employers deem teamwork as extremely essential for new hires
- 97.5% of employers professionalism and work ethic are essential

Digital Technology is the 5th ranked skill

Competency and Behavioral Guidelines

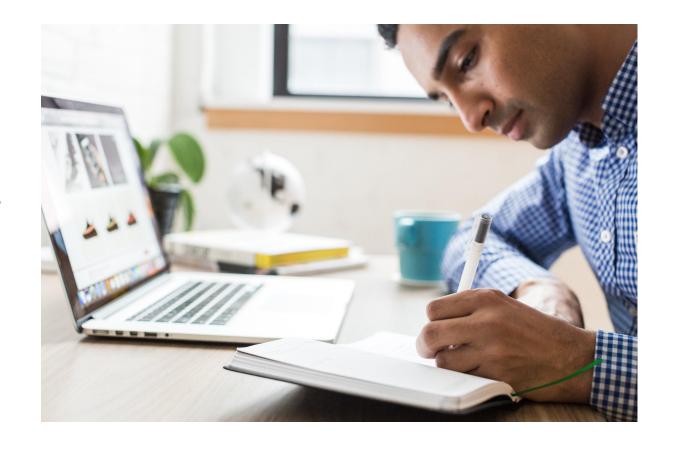- Handout of NACE competencies aligned with ethics guidelines

NACE and Ethical Guideline Matrix Dr. Jenna Sage, BCBA Special Learning Webinar January	Professionalism and Ethics	Communication	Critical Thinking	Digital Technology	Teamwork	Leadership	Career Management	Global Fluency
D								
1.0 Responsible Conduct of Behavior Analysts								
1.01 Reliance on Scientific Knowledge			X					
1.02 Boundaries of Competence	X							
1.03 Maintaining Competence through ...onal Development							X	
...	X							
...Scientific Relationships	X							
...ts of	X							
1.07 Exp...	X							
2.0 Behavior A... ...bility to Clients								
2.01 Accepting Clients						X		
2.02 Responsibility					X	X		
2.03 Consultation						X	X	
2.04 Third-Party Involvement in Services	X							
2.05 Rights and Prerogatives of Clients	X				X			
2.06 Maintaining Confidentiality	X	X		X				
2.07 Maintaining Records	X	X		X				
2.08 Disclosures	X							
2.09 Treatment/Intervention Efficacy	X							
2.10 Documenting Professional Work and Research	X	X	X	X				
2.11 Records and Data	X	X		X				
2.12 Contracts, Fees, and Financial Arrangements	X	X	X	X				
2.13 Accuracy in Billing Reports	X	X						
2.14 Referrals and Fees	X		X					
2.15 Interrupting or Discontinuing Services	X	X				X	X	
3.0 Assessing Behavior								

What do you believe are the top *two* competencies?

Examples and Solutions

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Competency One:
Professionalism and Ethics

Competency One- Professionalism & Ethics

"There is no such thing as business ethics. There is only one kind - you have to adhere to the highest standards." ~ Marvin Bower, business theorist

"An ethical person ought to do more than he's [sic] required to do and less than he's [sic] allowed to do." ~ Michael Josephson, attorney and author

- Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image.
- The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- 75% of dissatisfied health care consumers talk about it, and will tell *nine* family members or friends.

Scenario One

You receive an email from a school-based administrator at one of the schools that your ABA agency supports with several RBTs assigned to multiple students. The communication suggests that one of the RBTs has been arriving later than agreed upon and on several occasions left early, which resulted in a student not getting on the bus. When shared with the RBT she suggested that she let the office staff know and it was only twice due to a family emergency. The parent of the child who missed the bus is very active on social networks, the school board meetings, and other district staff.

What are all of the professionalism challenges present including for the client/student?

Things to Consider: Competency One

- Time of 'yelping' - every interaction is a postable interaction
- What is the communication loop between the agency and the school to know when there is a violation early enough to address it?
- As a provider, do you reach out to the parent first?
- What is the cost of being late and leaving early on the client/student?

Dad Visits Toddler's Toy Kitchen And Leaves Hilariously Honest Review

1,142 likes

inspiremore "I been waiting on my order to get done for 45 minutes, and I'm the only customer here. She was making good progress at first, then she stopped for 20 minutes to go watch Paw Patrol," wrote Chris. "Overall the customer service could be better, but the cook is a cutie; so I'll give her another chance."

What To Do: Competency One

- Set clear and consistent expectations
  - Consider a PBIS-like organization-wide expectations and role specific and/or situation specific rules
  - Have expectations easily accessible and available across multiple modalities
- Role play professionalism scenarios on a regular basis
- Check social validity from clients/customers after each interaction (e.g. application or email based surveys, rating/ranking systems, etc.)
- Expand current ethics CE requirements by engaging in ethics related book clubs, task forces, journal jigsawing, etc.
- Set quarterly satisfaction goals and measure toward those goals (e.g. staff satisfaction, customer satisfaction, provider/partner satisfaction, etc.)
- Conduct focus groups, surveys, interviews, etc. to understand current behaviors/practices and areas for improvement across organizational chains

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2.07 Maintaining Records	X	X		X				
2.08 Disclosures	X							
2.09 Treatment/Intervention Efficacy	X							
2.10 Documenting Professional Work and Research	X	X	X	X				
2.11 Records and Data	X	X		X				

Competency Two: Oral and Written Communication

Competency Two- Written and Oral Communication

- Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

- The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Scenario Two

A recently hired BCBA emails her new team of RBTs with the following information. She interviewed well and came with quality references. Your interactions with her have been less formal and have always been via phone.

Hi Team,

wanted to reach out and say hi to ya'll. I'm knew to teh area and want to get to know where the fun parts are, heck maybe we can all hang together as a team- I really like hanging out and getting to know my team so we can all work best together. Can't wait to get to know ya'll and kick some aba a$$.

Things to Consider: Competency Two

- Were there enough exposures to different forms of communication prior to hiring?
- Were informal interactions the best suited for the role?
- Have expectations for leadership and professionalism been set?
- Are there email templates or training for new hires?
- Was there a formal introduction and team meeting to structure expectations and begin team building?
- Should you always believe references? What other resources?

What To Do: Competency Two

- Openly share organizational expectations for business communications
- Model expected communication behaviors
- Engage in professional development opportunities on topics such as conflict resolution, having difficult conversations, active listening, motivational interviewing, mirroring, reframing, business acumen, personal brand, emotional intelligence, etc.
- Practice communication skills through listening, modeling, shaping, prompting, etc.
- Clearly articulate rules around email structure such as, signatures, templates, encryption, forwarding, cybersecurity, HIPAA/FERPA, etc.

Poll Question 3

What is a challenge or barrier with soft skills in you practice that you have experienced?

5 Minute Break

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2.11 Records and Data	X	X		X				

Competency Three: Critical Thinking and Problem Solving

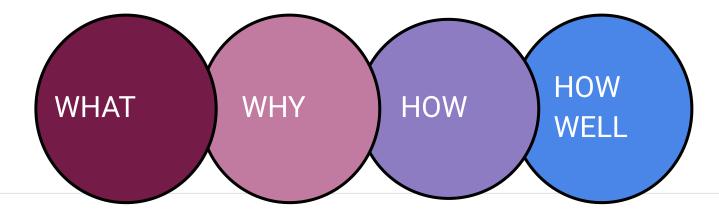# Competency Three- Critical Thinking and Problem Solving

- Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

- The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Scenario Three

You have a high profile client, a family with a student with severe cognitive disabilities, who are also very influential in the community. You have worked with them for over a year and know that they have a restrictive and complicated working schedule. You are scheduled to work with the son today and though you are leaving with ample time, you notice that your tire is flat and you know you'll miss the session now.

How do you apply the problem solving process to this scenario?

WHAT WHY HOW HOW WELL

Things to Consider: Competency Three

- Critical thinking is a skill practiced daily by behavior analysts through observation, hypothesis, and intervention, and data collection

- How often do you practice complex case reviews or debate a contested intervention approach?
- Do you have play games as a team, puzzles, escape rooms, contests, trivia?

What To Do: Competency Three

- Apply grounding and mindfulness practices such as sensory stimulation, deep breathing, guided meditations, mantras, etc.
- Practice using scenario based role plays or situational learning
  - Alternative realities and/or simulation games could be used
- Use gamification to encourage critical thinking behaviors
  - Develop a token economy for following organizational expectations and rules
- Have data days to review team-based, individual, and organizational goals

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2.11 Records and Data	X	X		X				

Competency Four:
Digital Technology

Competency Four- Digital Technology

- Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

- The individual demonstrates effective adaptability to new and emerging technologies.

Scenario Four

- You have been working on hiring a new BCBA to oversee a large case load and help relieve some of the stress on other BCBAs. You've had two current BCBAs complain about the difficult cases on their loads. You have two candidates available for immediate hire who both meet the requirements. You prefer one over the other. When doing a quick social media review you notice some inappropriate pictures and a retweet of a meme making fun of a child with a disability. The other candidate is less preferred and less qualified.

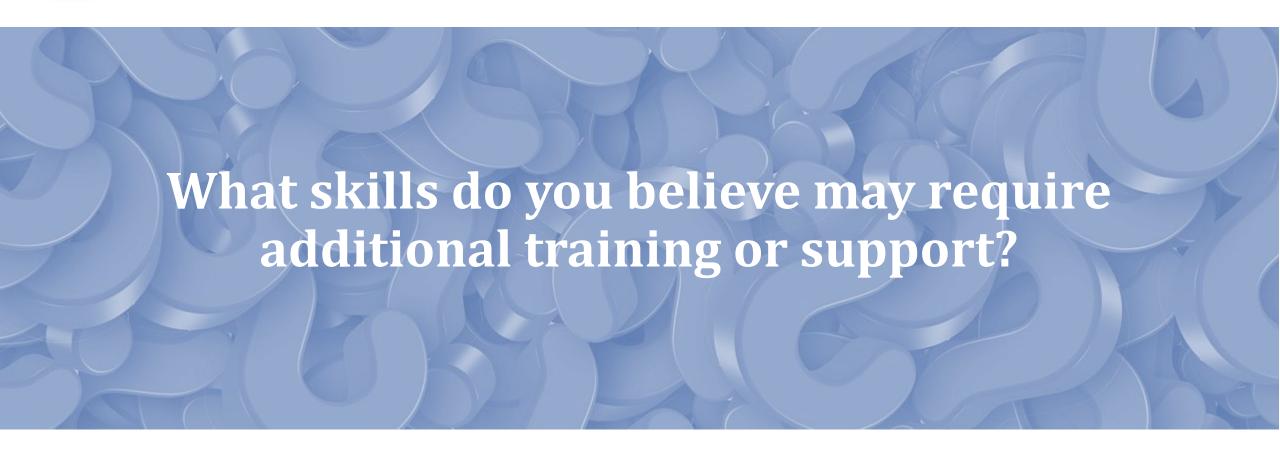- What are your options? Can you ignore the review?

Things to Consider: Competency Four

- More Than Half of employers have found content on social media that caused them NOT to hire a candidate
  - 70% use social networking sites to research job candidates during hiring process
  - 48% check up on current employees on social media
  - 34% have reprimanded or fired an employee based on content found online
- What employers are looking for is:
  - Information that supports their qualifications for the job: 58%
  - If the candidate has a professional online persona: 50%
  - What other people are posting about the candidate: 34%
  - A reason not to hire the candidate: 22%

What to Do: Competency Four

- Provide professional development opportunities specific to digital literacy, navigating social media, representing organizational values, data confidentiality, cybersecurity, etc.
- Screen candidate social media profiles when available
- Consider that a lack of footprint may mean challenged background, impact from domestic violence, lack of/reduced access, and/or knowledge
- Develop comprehensive social media campaign process with clear interaction expectations based on role

Reflection Question

What skills do you believe may require additional training or support?

Action Steps

- Use this list of behaviors and skills to develop training
- Determine how to measure success (ongoing assessment, role-plays, surveys, etc.)
- Review expected skills regularly and provide coaching feedback for improvement

Competency and Skills Tasklist
Organized by Dr. Jenna Sage, BCBA

NACE Competencies	Definition	Skills	Actions/Notes
Professionalism	Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.	☐ Consistently punctual ☐ Completes assigned tasks/projects as requested ☐ Follows all policies, regulations, laws, and guidelines available ☐ Asks for clarification ☐ Consistently honest ☐ Can be trusted with personal property ☐ Maintains confidentiality ☐ Maintains complete, accurate, and timely documentation ☐ Requires limited oversight/observation to complete tasks ☐ Able to accept critical feedback ☐ Attire is matched to or exceeds the professional circumstances ☐ Uses a problem-solving process	*In this section- determine the training mechanisms needed to ensure the Skills are taught/trained using a multi-tiered system of support (based on need) for new hire onboarding, professional development, skills gap training, bootcamps for changed/updated policies/practices, recurring CE development, etc.*

Downloadable

Conclusion

- Utilize a common language to define and describe preferred/necessary soft skills
- Create strategic training programs that incorporate behavior based competency awareness, training, and low-stakes practice opportunities
- Create engaging learning opportunities

- From a [recent blog](#) on the professionalism of BCaBA and BCBA supervisors from the perspective of an RBT
- The skills most desired were…
  - Strong communicators
  - Models of professional behaviors
  - Enable autonomy
  - Frequent reinforcers
  - Serve as mentors

If this is what is being asked for … this is what we need to plan for

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Building Soft Skills: Communication and Professionalism in the Digital World

Our Next Webinar:

Thank you to the wonderful Special Learning team members without whom our experience would be greatly diminished (or just plain disorganized!!)

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- *Samantha Hayes, OTS (Clinical Support)*

- *Michelle Capulong (Client Support Manager)*

- *Pia Agsao (Client Support)*

- *Sasho Gachev (Creative Director)*

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