

LIVE 6/23/2021



BUILDING SOFT SKILLS

Collaboration & Culturally Responsive Practices

Subject Matter Expert: **Jenna Sage, PhD, BCBA**

Panelists: **Ronnie Detrich, PhD | Manya C. Ralkowski, EdS, BCBA, LBA, IBA**



HOUSEKEEPING



1. Post your questions in the Question Box. If we have time, one of our moderators will select a few to present to our panelists.
2. All downloadable tools are available in handouts. [Building Soft Skills: Collaboration and Culturally Responsive Practices - Resource Page](#)
3. If you experience technical issues during the webinar, contact GoTo Webinar directly at 1.888.537.8790
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10. This webinar is eligible for the following Continuing Education Credits: 2 Type II (BACB®); 2 QABA® (2 General (In-Person))

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Relevant and Non-relevant Disclosures

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This Self- study Online Webinar was created in conjunction with Jenna Sage, PhD, BCBA; Ronnie Detrich, PhD; and Manya Ralkowski, EdS, BCBA, LBA, IBA. Funding to develop and deliver this webinar was provided by Special Learning Global Solutions.

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DOWNLOADABLE TOOLS

[Building Soft Skills: Collaboration and Culturally Responsive Practices - Resource Page](#)

1. [Clinical Review: Soft Skills Part 1](#)
2. [Competency and Skills Tasklist](#)
3. [NACE Matrix 2021](#)
4. [Teamwork and Collaboration Activity](#)
5. [WEF - The Future of Jobs Report](#)
6. [Research Soft Skills Handout 2021](#)
7. [Citations](#)
8. [Literature Summary-Compassionate Care and Relationship Development](#)
9. [Article - Predictors of Intention to Turnover](#)
10. [Article - BT Turnover Predictors](#)

Subject Matter Expert: Jenna Sage, PhD, BCBA

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: Ronnie Detrich, PhD

Dr. Ronnie Detrich, has been providing behavior analytic services for over 50 years. His work can be characterized as thorough-going behavior analysis drawing from the conceptual, experimental, and applied branches of our discipline.

From 1970-1977, he worked at a pioneering Family Service Agency in Flint, Michigan, providing behavior analytic services for anyone requesting help. Later, he developed and was the director of a state-wide educational and residential program for school-aged children with autism in South Dakota. In the 1980s, Ronnie was the director of a residential program based on the Teaching Family Model for adjudicated juvenile offenders in West Virginia. From 1986-2004, he was the clinical director for a large non-public school in the San Francisco Bay Area serving children with intellectual disabilities and serious behavior challenges. In addition, he also co-directed a public-school consultation project supporting students with academic and behavioral challenges. From 2004-2018, Ronnie was a Senior Fellow at the Wing Institute, an education policy think tank that focuses on the implementation of evidence-based practices in public schools. Currently, he is the proprietor of Detrich and Associates, a consulting project based in Logan, Utah. He also holds an appointment as adjunct faculty at Utah State University.

In recent years, Ronnie's work has focused on the challenges of achieving adequate levels of treatment integrity in large systems, the role of the evidence-based practice movement in behavior analysis, and the large-scale implementation of effective practices in public schools. He is a trustee of the Cambridge Center for Behavioral Studies and is on the editorial boards of Perspectives in Behavior Science and Exceptional Children. He serves as an Associate Editor for the Journal of Positive Behavior Intervention. Ronnie has also served on the editorial board of Behavior Analysis in Practice and was the Coordinator of ABAI's Practice Board.



Panelist: **Manya C. Ralkowski, EdS, BCBA, LBA, IBA**



Ms. Manya Ralkowski has been practicing in the field of applied behavior analysis for over 27 years. Her training began under direct education and training from consultants from the Lovaas Clinic in Los Angeles while completing her bachelor of arts in Communication Disorders with endorsements in special education and psychology at Western Washington University. Ms. Ralkowski continued her education and training with a master's degree in Education from Lesley University and a graduate certificate in Applied Behavior Analysis from the University of Washington while working as an assistant teacher on the Project DATA grant at the Haring Center-Professional Training Unit. She also possesses a doctorate degree in Instructional Leadership.

Her extensive educational and clinical background has afforded her many opportunities to build programs where there were none. Ms. Ralkowski has brought many programs and change to the PNW as a Design Team member for Seattle Public Schools creating the first STEM school for the district, a district consultant creating and replicating inclusion programs across the region, and most recently a Clinical Director, starting up a school and home-based ABA program serving 10+ districts and over 20 communities regionally.

Since 1994, Ms. Ralkowski has been creating and designing ABA programs and educational services from San Diego up the coast and into BC, Canada. She has been trained in many ABA based methodologies including PRT, DTT, NET, Verbal Behavior, Precision Teaching, PECS, and naturalistic ABA. She brings together disciplines such as ABA, special education, speech pathology, psychology, and remedial reading instruction for a comprehensive program for each student, each family, each teacher, and each school to create stronger and more inclusive communities.



LEARNING OBJECTIVES & OUTCOMES

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

- List professional competencies as identified in the National Association of Colleges and Employers (NACE) framework and Ethics Standards for Healthcare Professionals, including the BCBA Ethics Code.
- Define the target skills of two professional competencies as it relates to quality of care, to maximize employability, retention and organizational profits.
- Develop a task list of target skills to ensure ***collaborative and inclusive practices*** that can be utilized for recruiting, hiring, onboarding, and professional development of care staff.
- Analyze the ***inclusiveness*** of situational examples of how staff behaviors impact client, employee, and organizational outcomes and the correlation to ethical code.
- Examine elements of ***inclusive*** activities that directly impact healthcare agency customer satisfaction and outcomes.
- Describe the impacts of ***culturally responsive practices*** and how they influence quality of life for clients and staff.

Intro to Downloadable Resources

- Resources that can be downloaded will have this arrow

Downloadable

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

BUILDING SOFT SKILLS
Collaboration & Culturally Responsive Practices

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NACE Competency
Professionalism

BUILDING SOFT SKILLS
Communication & Professionalism in the Digital World

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NACE and Ethical Guideline Matrix Dr. Jenna Sage, BCBA Special Learning Webinar January	Professionalism and Ethics	Communication	Critical Thinking	Digital Technology	Teamwork	Leadership	MA
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							
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	X	
2.02. Responsibility						X	
2.03. Consultation						X	
2.04. Third-Party Involvement in Services	X					X	
2.05. Rights and Privileges of Clients	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
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				X
4.04. Approving Behavior-Change Programs			X				
4.05. Describing Behavior-Change Program Objectives		X	X				
4.06. Describing Conditions for Behavior-Change Program Success		X	X				
4.07. Environmental Conditions that Interfere with Implementation			X				
4.08. Considerations Regarding Punishment Procedures	X		X				
4.09. Least Restrictive Procedures			X			X	
4.10. Avoiding Harmful Reinforcers			X			X	
4.11. Discontinuing Behavior-Change Programs and Behavior-Analytic Services	X		X				
5.0 Behavior Analysts as Supervisors							
5.01. Supervisory Competence	X					X	
5.02. Supervisory Volume	X		X			X	
5.03. Supervisory Delegation	X				X	X	
5.04. Designing Effective Supervision and Training	X	X	X	X			

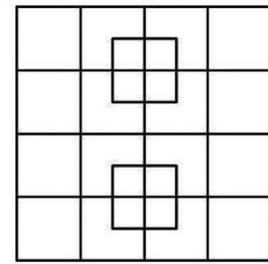
CLINICAL REVIEW: BUILDING SOFT SKILLS
Communication & Professionalism in the Digital World

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Teamwork & Collaboration Activity

This activity is intended to build awareness about individual behavioral patterns that may lead to more diverse viewpoints and shared responsibilities.

Step One: Individually count how many squares you see in the image below



Step Two: Share with a/the group the number of squares that you counted within the timeframe available

Step Three: Answer the following reflection questions:

- Do I tend to start by looking at the smaller pieces or the larger picture?
- Based on the answer above- what do I see as the challenges?
- Based on the answer above- what do I see as the strengths?

Review of Competency Framework

Professionalism

Communication

Critical
Thinking

Technology

Teamwork

Leadership

Career & Self
Development

Equity and
Inclusion

- 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.
- In 2021 revised competencies and sample behaviors were released.
- 9,000 college career services professionals, 2,000 colleges and universities, 3,200 HR/staffing professionals

Introduction to Competency Framework

Consistent top four NACE competencies:

- Critical Thinking and Problem Solving
- Teamwork/collaboration
- Professionalism/work ethic
- Oral/written communication

For example:

- 98% of employers deem teamwork as extremely essential for new hires.
- Workplace diversity generates higher job acceptance rate.
- 67% of job seekers said a diverse workforce is important when considering job offers.
- Racially and ethnically diverse companies outperform industry norms by 35%.



A Brief Review: NACE and Ethics Code/Guideline Matrix

Downloadable

What was covered in Part 1?

- Critical Thinking and Problem Solving
- Professionalism/work ethic
- Oral/written communications
- Appropriate Use of Technology

BUILDING SOFT SKILLS

Communication & Professionalism in the Digital World

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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					
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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					
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4.03 Individualized Behavior-Change Programs			X					
4.04 Approving Behavior-Change Programs			X			X		
4.05 Describing Behavior-Change Program Objectives		X	X					
4.06 Describing Conditions for Behavior-Change Program Success		X	X					
4.07 Environmental Conditions that Interfere with Implementation			X					
4.08 Considerations Regarding Punishment Procedures	X		X					
4.09 Least Restrictive Procedures			X			X		
4.10 Avoiding Harmful Reinforcers			X			X		
4.11 Discontinuing Behavior-Change Programs and Behavior-Analytic Services	X		X					
5.0 Behavior Analysts as Supervisors								
5.01 Supervisory Competence	X					X	X	
5.02 Supervisory Volume	X		X			X	X	
5.03 Supervisory Delegation	X				X	X		
5.04 Designing Effective Supervision and Training	X	X	X	X				

Why Do We Care? Who Benefits? Why?

Impact to Clients

Better Clinical Outcomes

Impact to Clinicians

- Advancement Opportunities
- Higher wages

Impact to Organizations (Direct Service Providers)

- Happier Staff
- Lower Turnover
- Higher Profits

Impact to Schools

- Better Recruitment
- Happier Staff
- Reduced Turnover
- Better student outcomes
- Happier Parents
- Reduced Lawsuits

Impact to the Field of Behavior Analysis? Who Cares? Why?

- Higher Quality Supervision
- Recognition and adoption of ABA as "credible" intervention
- Perception of RBTs and BTs as Healthcare Professionals



What are the "must-have" skills for Success

Critical thinking and Problem Solving: Ability to solve problems and arrive at "appropriate" in-the moment decisions

Effective Communication: Ability to adapt style and method of communication to "get others to understand where you're coming from. When used correctly, data is a powerful tool". Includes the skills of active listening, negotiation/mediation, allows for clarity and consensus building

Teamwork and Collaboration: There is no exclusion from working in teams when working with direct reports, colleagues, supervisors and other providers.

Professionalism and Work Ethic: Taking responsibility for one's action allows for increased growth, trust, and satisfaction within and across teams/organizations

Who bears the responsibility of developing these skills? Do supervisors bear any responsibility to help supervisees develop both hard and soft skills? Why?

How Do These Skills Affect Client Outcomes?

- Ethics and Inclusion
- Supervision
- Diversity: Contextual Care
- Compassionate Care
- Culturally Responsive Practices



How Do These Skills Impact Organizational Outcomes?

Impact of Different Mission, Vision, Culture and Organizational Objectives

Client Focus?

Employee Focus?

Profit Focus?

Leader vs. Manager

Role of a Leader? What's the Organizational Impact?

Role of a Manager? What's the Organizational Impact?

Who's Doing it "right?"



Behavioral Differences: Benefits and Uses

Benefits of Building "Soft Skills"

Desired Skills (performance behaviors)

and

Competencies (personal behaviors)



Overview of Soft and Hard Skills

Hard Skills (<i>Performance</i>)	Soft Skills (<i>Personal</i>)
Technical	Internal states/Inter/Intra personal
Vocational	Characteristics
Teachable (<i>more rapidly/easily</i>)	Acumen
Observable	Etiquette
Measurable	Emotional/Social Intelligence

*In your behavioral intervention experience,
where is the overlap in how to intervene/improve skills?*



Research on Soft Skills

Top Five

1. Ability to work effectively in a group or team.
2. Ability to lead others.
3. Ability to multitask (organization and time management skills).
4. Ability to communicate effectively — both verbally and in written form.
5. Ability to be creative.



Research on Soft Skills

- Employees today spend 50% more time collaborating than 20 years ago (when work was primarily industrial, hierarchical, and process driven)
- Proper collaboration and *cues* of working together can increase overall productivity
- Participants who were ‘primed’ to act collaboratively were able to persist on their task 64% longer than their peers working individually
- Companies that promoted collaborative working were 5 times as likely to be high performing
- A study found that people are less likely to collaborate unless there is adequate incentive to do so



QUESTION?

In what ways do you believe that collaborating and inclusion impact your **business/client/plan** outcomes?



5 *minute* **BREAK**



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Competency: *Teamwork*





Competency: Teamwork (NACE)

- Teamwork
 - Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
 - Sample behaviors:
 - Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
 - Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
 - Be accountable for individual and team responsibilities and deliverables.
 - Employ personal strengths, knowledge, and talents to complement those of others.
 - Exercise the ability to compromise and be agile.
 - Collaborate with others to achieve common goals.
 - Build strong, positive working relationships with supervisor and team members/coworkers.

Competency: Teamwork

- Professional Competence
 - Habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (Epstein & Hundert, 2002).
 - [AND] team, group, department, cohort, etc.
- Common stressors and factors that can impact teaming and collaboration behaviors (Bamanti, et al., 2014)
 - Burnout
 - Organizational culture (competition versus collaboration)
 - Lack of access to education/information
 - Lack of cultural competence

Scenario: Teamwork

You/your agency have a complex case that requires a wraparound approach. As a result of utilizing a full wraparound (system of care), the following roles/titles are involved in weekly meetings with a monthly meeting scheduled with agency/constituent leaders for progress updates:

Child	BCBA Supervisor	8th Grade Teacher	Family Attorney
Biological Mother	BCBA	8th Grade Administrator	Guardian Ad Litem
Step-Father	RBT 1	Paraprofessional	Church/Community Leader
Maternal Grandmother	RBT 2	School Social Worker	Family Friend with minimal Power of Attorney
Foster Mother	Agency Owner	School Psychologist	Upon Child's Request - Biological Father



Things to Consider: Competency - Teamwork

- Consider the process of gaining inter-observer agreement...
- Establish a clear mission/vision and goals prior to gathering the group
- You can create co-established rules (behavioral expectations) upon meeting
- Develop an intention cadence and structure to meetings
- Identify or facilitate the identification of skills that can benefit the intervention process/goals
- Align team members based on the skill gaps/needs across a goal and task-based intervention
- What is your approach to collaboration?
- What are the things that you consider prior to gathering a group of cross-disciplinary people?
- Is the list of people reviewed considered a team? Why or why not?

Things to Consider: Competency - Teamwork

- Develop group norms based on one thing
 - What is in the best interest of the client/child
 - If developmentally appropriate, ask them
- Develop communication and feedback loops
- Observe, identify and address any conflict early and allow for ample practice and pre-correction
- Apply behavioral practices like prompting, shaping, schedules of reinforcement, etc.



Questions



Competency and Skills Tasklist



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.	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently punctual <input type="checkbox"/> Completes assigned tasks/projects as requested <input type="checkbox"/> Follows all policies, regulations, laws, and guidelines available <input type="checkbox"/> Asks for clarification <input type="checkbox"/> Consistently honest <input type="checkbox"/> Can be trusted with personal property <input type="checkbox"/> Maintains confidentiality <input type="checkbox"/> Maintains complete, accurate, and timely documentation <input type="checkbox"/> Requires limited oversight/observation to complete tasks <input type="checkbox"/> Able to accept critical feedback <input type="checkbox"/> Attire is matched to or exceeds the professional circumstances <input type="checkbox"/> Uses a problem-solving process 	<p><i>* 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.</i></p>



Competency: Equity and Inclusion

Competency: Equity and Inclusion

- Equity and Inclusion
 - Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
 - Sample Behaviors:
 - Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
 - Actively contribute to inclusive and equitable practices that influence individual and systemic change.
 - Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
 - Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
 - Keep an open mind to diverse ideas and new ways of thinking.
 - Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
 - Demonstrate flexibility by adapting to diverse environments.
 - Address systems of privilege that limit opportunities for members of historically marginalized communities.

Competency: Equity and Inclusion

- *Skinner (1953) - culture = variables “arranged by other people”*
- *Cultural competence and ABA = quality of life- as defined by the individual/caregivers*
- *Move past the Big Three (Age, Gender, Race)*
 - *Parent*
 - *Job hopper*
 - *Veteran*
 - *SES*
- *Consider the impact of agency reputation from initial interaction (recruiting, hiring, staffing, client sourcing, marketing, etc.)*
- *Inclusion... includes diverse thought as well*

Scenario: Equity and Inclusion (Same but Different)

- You/your agency have a complex case that requires a wraparound approach. As a result of utilizing a full wraparound (system of care), the following roles/titles are involved in weekly meetings. These meetings are facilitated effectively but not all participants are engaged and there are gaps in communication...

Child	BCBA Supervisor	8th Grade Teacher	Family Attorney
Biological Mother	BCBA	8th Grade Administrator	Guardian Ad Litem
Step-Father	RBT 1	Paraprofessional	Church/Community Leader
Maternal Grandmother	RBT 2	School Social Worker	Family Friend with minimal Power of Attorney
Foster Mother	Agency Owner	School Psychologist	Upon Child's Request - Biological Father



Things to Consider: Equity and Inclusion

Consider that the members of this wraparound team consist of

- Multiple language influences (including jargon)
- Multiple generations
- Multiple superstitious behaviors/behavioral histories
- Multiple genders
- Multiple ages
- Multiple education levels
- Multiple religions
- Multiple racial/ethnic backgrounds
- Multiple belief systems (about ABA, about families, about services, etc.)

Things to Consider: Competency: Equity and Inclusion

- Engage in personal reflection, awareness and education
- Observe and identify cultural patterns
- Practice humility in asking open and non-challenging questions to understand
- Engage in professional organizations, community conversations, group discussions, forums, etc.
- Engage in a scientific endeavor to understand - observe, collect data, test hypotheses - this may help challenge personal or organizational norms
- Utilize a diversity self-assessment
 - [NACE.org](https://www.nace.org)
 - Montgomery 2001

REFLECTION

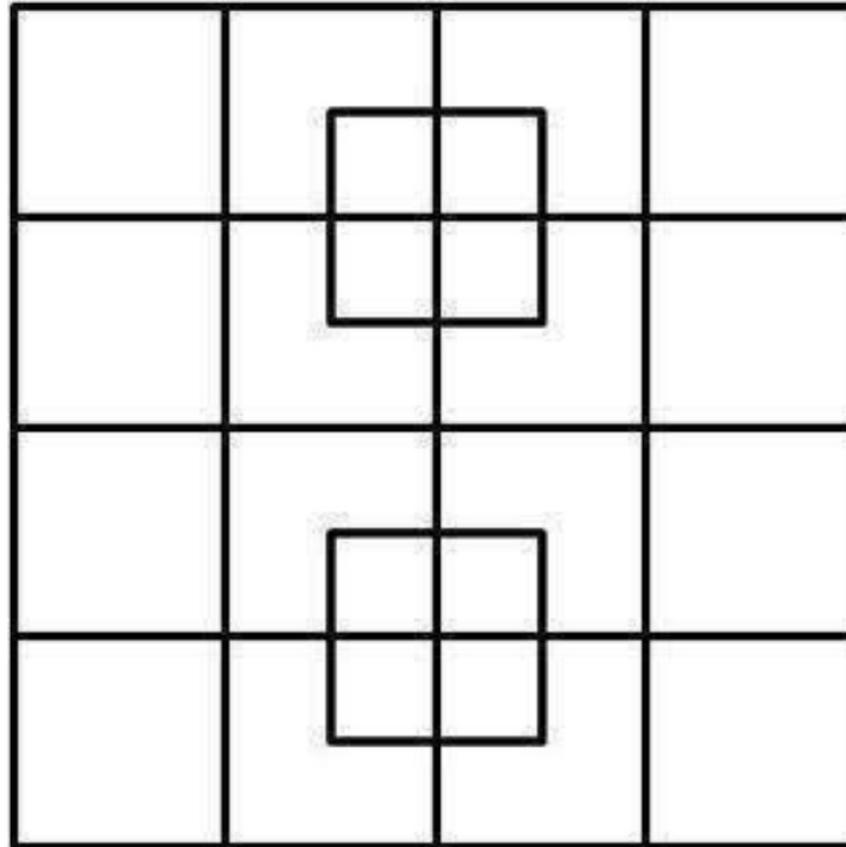
If ABA is designed to be generally applicable as a science and already aimed at quality-of-life improvement, why do you feel it is important to invest in culturally responsive practices?



Exercise: What To Do: Teamwork

Step One: Individually count how many squares you see in the image below

Let's Practice...



What To Do: Competency: Teamwork

Let's Practice...

Step Two: Share with a/the group the number of squares that you counted within the timeframe available

Consider the question below:

- Do I tend to start by looking at the smaller pieces or the larger picture?

*more reflection questions available on the downloadable Activity

What To Do: Equity and Inclusion

- Step One: reflect on the picture below...



BOB WORKS FROM HOME TO ESCAPE THE DISTRACTION OF OFFICE CHIT CHAT.

What To Do: Equity and Inclusion

Step Two:

- Post in the chat the first thing that you noticed/observed?



Downloadable

*more reflection questions available on the downloadable Activity

REFLECTION QUESTION

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



References

- <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>
- <https://medium.com/hr-blog-resources/top-5-workplace-diversity-statistics-2f4ba1d03a2e>
- <https://www.glassdoor.com/employers/blog/diversity/>
- <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters#>
- <https://societyforpsychotherapy.org/knowing-what-you-dont-know/>
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