

Welcome to Module Six of Start Communicating Today. We are going to be discussing parent and team training, super, super important piece to the puzzle, a recurring theme that we have in this course and really everything that I talk about through my platform of the ABA speech is that parents are such an integral part of the therapeutic team. I mean, you understand your child, you know your child best, and it is up to us to know how we can support you and your child on this journey to communication.

Our learning objectives are that you will be able to define behavioral skills training. Behavioral skills training, sometimes referred to as BST, is an amazing way to provide any training, and so we're going to talk about this four pronged approach, there's four steps. I use it across my entire life, my home life, I use it in my business life, I use it when I'm working with parents, when I'm training paraprofessionals, I use it all the time. And really in essence I'm using it in this course too because I'm telling you about strategies, I'm modeling the strategies, I know that you'll be trying these on your own. And then the Facebook page, you can come back and get feedback and support, I can answer your questions. Love that so much.

The next objective is that you'll be able to discuss how to use behavioral skills training for parent and team training.

Are you providing any team or parent training? So you might be a parent and you might actually be providing training for your team, or you might just be overseeing the training that's going on of the staff that are providing services for your child too. Sometimes when we have, and we're working with autistic students, we might have a school staff, we might have home staff, people that are there to help support your child in this journey to communication.

These are the four steps that are included in behavioral skills training. Number one is instructions. We're going to tell you about the targeted skill. Number two is modeling, we got to model it, I'm going to model it for you. Number three is rehearsal where we're going to practice, and number four, this is the one that gets forgotten often and this is what makes behavioral skills training powerful is feedback, okay, feedback. I do this all the time. I love to get feedback on how I'm doing with things, right? So I may send you emails and my weekly emails and say let me know, was that helpful? Was this resource helpful? Let me know. When I was putting together my podcast, this is exactly how the course was set up, it was instruction about podcasting. There was modeling how to do it. I practiced, I was able to get feedback from the instructor of the course and it helped me start my own weekly podcast, Autism Outreach, very cool.

All right, so here are some examples. This comes from Training Package For Training a New Skill by Miltenberger, and I will have a list of references for the entire course within the course. So if you want to learn more about some of these different concepts that you can.

So the first idea in behavioral skills training is instructions. We're going to define, we're going to give examples and non-examples, okay, so I'm going to tell you what is the specific strategy, I'm going to tell you examples of that and then some non-examples.

I'm going to show you exactly what I mean, okay. So one of the instructions may be how to facilitate play with a child, or how to build rapport with a child. I'm going to tell you... We're going to give short examples when we're talking with our kids. We're not going to bombard them with too much language. We're not going to ask a bunch of questions, that's not how we engage our students. And then I'm going to model that. I'm going to talk about the toys we're playing with. Not going to ask a bunch of questions, I'm just there in my child's space. We talked about this when we talked about building rapport with our kids.

Then rehearsal, this is where you practice the skill. So let's say in this example we're talking about how do we build rapport with our kids? I'm going to talk about that, I'm going to model that, and then that person is going to practice. Sometimes when I'm doing workshops we may role play, I actually always hated that. But now that I'm on the other side of the podium and I'm the one doing the presentation I like a good role play activity, I'm not going to lie. It does really drive home the point. I could probably tell you five different times I've had role play in a conference that I was attending and I remember it, I remember the information. It's taking it a step further, helps you build your competency.

And then feedback, okay, this is the really impactful part where you're going to get feedback on the performance of the skills. So whatever it is that you're doing, okay? So when I was putting together my podcast I was able to from the instructor and peers in the course, I was able to say, "Hey, this is my podcast, give me some feedback. What do you think?" And that's how you grow, okay, and I'm always into that, I'm always into trying to do better and trying to make sure that I'm serving you better and providing good information that's going to help you and your children too. So I'm living and breathing this four pronged approach always.

When can you use this? When is this important Rose? With parents, when we're working with parents. If we're able to provide parent training, if that's embedded, a lot of times when children are getting ADA services, parent training is a component to that. I had a couple people on the podcast and I provide some business mentorship and we talk about parent training a lot. It's something that's a big part of the programming for little ones who are autistic, and it's a great time for providers to be able to talk with parents and to help support parents. So this behavioral skills training is great for that.

You can also use it with other team members. So when I am working closely with registered behavioral technicians, or I'm working closely with paraprofessionals, this is very, very important. And I do BST all the time too, behavioral skills training, when I go into people's homes. We'll talk about a skill and I will get into that. I will wait for that slide.

So with parents, if parents are able to be with you in the sessions this is great. If you're going in early intervention, if you're seeing clients privately in their home, it's really, really nice to have access to parents, especially when kids are young because there's so many questions and there's so many things that are new, and it's such a time of support.

Okay, BST in action. The parent is with the speech therapist during a session and the targeted skill is joint attention. This is the example I was going to dive into, but I don't have out to because I wrote it out. So this one that I've been working on with a couple clients. We're working on joint attention, those shared social activities. So my instruction is the targeted skill is joint attention. I, as a speech therapist, am going to define the skill and give examples and non-examples. Okay, this is a joint attention where we have a shared activity, we both know that it's a shared activity, we're engaging together. It can be a lot of different things. So one example might be reading a book together. Another example could be putting together a sound puzzle, remember we talked about some of the sound puzzles in our materials section. A non-example is the child playing alone. The child playing alone is not an example of joint attention. So in this instruction phase we're going to get right to what is it and what is it not.

Modeling. The parent is with the speech therapist during this session and the speech therapist is going to model how do we work on joint attention? And I do this all the time in my sessions, and then I narrate it too, I'd say I start working with a student, we're engaging together, and then maybe the student is playing on their own after we do something that's a little more structured, like a joint attention activity. And I might tell the parent that was another example of joint attention. When we were playing with Peppa the Pig daddy pig and whatever we were doing that was joint attention because, and these are some ways that you can do it in the home environment.

And we talk about that together and it facilitates such a great ongoing communication with provider and parent. And I can answer questions about it. There are a lot of questions that come up like, hey, you know what, we bought this toy and we tried to play with it and it didn't work. Or my kid didn't like it, or they liked something else instead, or they didn't want to play with it the way that I thought that they would. And that's okay. Remember, because another thing we've been talking about is being flexible.

All right, BSG in action rehearsal. The parent role plays working on the targeted skill with the speech therapist, okay, or with the child, however they feel comfortable. And this is really nice because they're able to practice, they're practicing the skill. And then the speech therapist can offer feedback regarding implementation with the student, okay, so they might have...Or with their child, and so they may have questions about how did that go? Is this joint attention? Are we doing this the right way? It's great to be able to give that feedback right in the moment when possible. I always leave a home note, I talk about these things and I write them down because I know as a parent you get overwhelmed with all the information that you're given.

And I love to keep here at ABA Speech when we offer our therapy services in 12, now it's 12 states and abroad, we make sure that we have a Google Drive Note so that we have ongoing communication with the parent because the parent can seem like they understand everything when you're on the session and then when they get off they have questions. It's just like me when I go visit the doctor, I don't think I have any questions, everything sounds great, and then I leave and I have a million questions.

Okay, you can also use this with other team members as well. Paraprofessionals, registered behavioral technicians, these might be one on one people who are working in a home program, working in a non-public program. If you have board certified behavior analysts on the team, occupational therapists, teachers, this can be used across the board for really robust training.

BST in action. Okay, the paraprofessional is with the speech therapist during a session, this happens with me all the time, the targeted skill is filling in the blank for common phrases. And so a lot of the times I like to have paraprofessionals that will stay with me for part of the session so that I can model, so that we can collaborate together, and I use this framework to help them learn more about how to help support our students in communication.

The instruction piece, the targeted skill is filling in the blank for common phrases. I'm going to explain, and I'm going to give examples and non-examples. One of our examples is ready, set, go. The cow says moo, and a non-example is holding up a picture of an apple and saying what is it? That would be a non-example. We want to be very, very black and white when we can with those. What is an example and what is a non-example.

Then modeling. The SLP models, how to work on the skill of filling in the blank for common phrases. So I'm going to model with the student when I'm working with the student and then I'm there, I'm there to answer any questions. It's one thing to hear about something, it's another for me to be with you and to show you these strategies, that is so powerful to be able to collaborate like that.

Then the paraprofessional can role play with me, the speech therapist, the paraprofessional can work on this skill with the student maybe during the week, and then when I come back I will give feedback on how the paraprofessional is doing that particular skill, how they're targeting that skill. And that is a great way to help that professional increase their competency level so they feel really, really comfortable supporting that communication target.

The feedback loop, so important. What I do when I'm working with one on one staff wherever it is I have a running log. So I really like to give written feedback and it doesn't have to be anything super formal. Every environment that you work in is going to be different, but I like to have a running log. This is what we worked on, you're doing awesome with that. This is great. This is going to help the student because they have a goal for that. Or this is going to help the student because this is the basis for back and forth conversation. Making sure everybody understands well why are we working on these skills anyway, that's another really important thing to think about.

I love this printable guide that you're going to get. It's a training guide, and what's so cool about that is that it's going to help frame how you're working with supporting team members, how you're working to support parents. If you're a parent this is something to think about, is your team using behavioral skills training so that everybody is learning and growing their competency level, so very important. And so what I do when I am working in someones home and I'm working with my clients is I make sure that we have kind of an unofficial skill of the month is usually what I do. And so I talk with parents about that skill, it's a skill that we're addressing with their child. I leave written notes about that, I answer questions about that. I recommend that they work on that outside of the speech therapy time, and then once they really start implementing this skill I can answer questions about it and I can be a resource of information. It's been so cool.

I have a family who's been just an amazing family to work with and they were working on joint attention. Their child actually says a whole lot of words but not really engaging verbally and socially just yet, and so we've been talking about joint attention and it kind of seemed like an abstract concept at first and we would talk about it, and I would model it, and I would write notes about it and the parents would work on it, and we would debrief about how that was going. And this child's really having a growth spurt of engagement, just really enjoys therapy, is so excited to engage in different activities that are shared activities, social reciprocity, it's so cool.

But don't think you have to talk about one thing one time and then it's always a different topic. I like to do one topic per month. And you don't even have to do something super formal and say okay, this is our topic of the month. If you like to do it that way that's great. I'm usually a little bit more casual, and so in my brain I have a running to do with what I want to cover with my different parents. So you'll get that PDF guide.

All right, so behavioral skills training. A wonderful, wonderful way to work on new skills. A wonderful, wonderful way to train staff on how to implement new skills and to really help build their competency.

In the next module we're going to talk all about data collection. I can't wait, and I'll see you there.