

Exploring Applied Behavior Analysis in LEND Training Programs

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The Evolution of the field of Applied Behavior Analysis as a treatment for individuals with ASD

In the beginning.....

- 1938- B.F. Skinner's first book "*The Behavior of Organisms*" and the birth of the experimental analysis of behavior
- 1986- Baer, Wolf & Risley's article "*Some current dimensions of applied behavior analysis*" and the Journal of Applied Behavior Analysis

And then came Lovaas...

- 1987- *“Behavioral treatment and normal educational and intellectual functioning in young autistic children.”*
- *“Teaching Developmentally Disabled Children: The Me Book”*
- And many, many more....

And then came Maurice....

- 1993- *“Let Me Hear Your Voice: A Family's Triumph over Autism”*

And many, many, many more...

- Google search of ‘Autism and ABA’ returns 354,000
- Amazon has 249+ Results for ‘Applied Behavior Analysis’

And then came the **Behavior Analyst Certification Board, Inc.®**

- The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services

Two variables

ABA as one of the most commonly used
treatment for children with ASD/DD

AND

Increase in autism

So now the questions is....would BCBA
candidates make good LEND trainees?

Generalizations



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

BCBAs may be particularly able to:

- Use data to identify issues related to the health status of a particular MCH population group. (1.1)
- Assess the effectiveness of an existing program for specific MCH population groups (1.4)
- Identify a framework for productive feedback from peers and mentors. (2.3)
- Identify and address ethical issues in patient care, human subjects research, and public health theory and practice. (3.1)
- Apply important evidence-based practice guidelines and policies in their field. (4.3)



- Identify practices and policies that are not evidence-based but are of sufficient promise that they can be used in situations where actions are needed. (4.4)
- Translate research findings to meet the needs of different audiences. (4.5)
- Discuss various strategies, including supportive evidence, for the implementation of a policy. (4.6)
- Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policy, and conducting research or training Use data, levels of evidence, and evaluative criteria in proposing policy change. (4.1)
- Participate in a mutually beneficial mentoring relationship (9.2)

BCBAs may not be particularly apt to learning:

- Demonstrate the use a systems approach to explain the interactions among individuals, groups, organizations & communities. (1.3)
- Recognize that personal attitudes, beliefs, and experiences (successes and failures) influence one's leadership style. (2.1)
- Employ a repertoire of communication skills that includes disseminating information in a crisis, explaining health risks, and relaying difficult news. (5.8)
- Assess strengths of individuals and communities and respond appropriately to their needs based on sensitivity to and respect for their diverse cultural and ethnic backgrounds and socioeconomic status. (7.2)



- Solicit and use family input in a meaningful way in the design or delivery of clinical services, program planning and evaluation. (8.1)
- Ensure that family perspectives play a pivotal role in MCH research, clinical practice, programs, or policy (8.3)
- Facilitate group processes for team-based decisions (e.g., foster collaboration and cooperation). (10.3)

LENDs co-located with ABA programs and/or coursework

Discussion