



Busy Analytical Bee

NEWSLETTER January

HAPPY NEW YEAR

Welcome to the January edition. This is the first edition of 2015 and Busy Analytical Bee is excited for the year ahead! Please send us any feedback or suggestions to help us continue to deliver an amazing newsletter. All comments should be emailed to busyanalyticalbee@gmail.com.

Have a great month, and best wishes for the year ahead.

PARENT TRAINING

This month's topic is Parent training. Parents are essential tool in any intervention and their involvement is paramount to it's success. Parents offer opportunities for generalisation and also guide the programme to ensure it is socially-significant. Parents have also proven to be successful mediators of programmes. Research has indicated a strong correlation between coercive interactions between parents/carers and children and the development of behavioural problems and affects school success. There are a variety of evidence based parenting training programmes available and some will be discussed here. Not all the parent training programmes discussed in this article draw from a Behaviour Analytical background, but may draw on many theories and principles.

The Incredible Years series was developed by Carolyn Webster-Stratton. The Incredible Years focuses on improving the relationship and interactions between parents and children. The Incredible Years programme has a wealth of evidence supporting its efficacy with children with conduct disorders and ADHD. The programme is one of two well established psychosocial treatments. There has been successful improvements "six randomized trials and in five independent replication studies" as compared to control groups. Reid et al (2003) carried out a follow-up study that supported the maintenance of outcomes. In this study a variety of conditions were compared to a control group. The conditions were a variety of one treatment or two combined, for example, parent training vs teacher training, or parent and teacher training combined. All conditions showed significant improvements, compared to control, at a 2 year follow-up. Some predication outcomes were analysed and the most important predication is coercive interactions at baseline. Parents that show high levels of critical responses and engaged in more coercive interactions were less likely to have significant outcomes from the programme. This indicates an importance of additional support for these parents to increase success and maintenance. McIntyre (2008)

carried out a randomized control study using Incredible Years series for parents of children with developmental disabilities. The results from this study supported the positive outcomes for parents with children with developmental disabilities. These results are important as it supports the application of Incredible Years across populations to support parents.

Triple P is another effective parenting programme that has been adopted. This has 5 levels that increase depending on the severity of the behaviour and the input required by the family. Triple P can be delivered in three ways: standard Triple P which is sessions held with the parents; group Triple P is sessions held with a small group of parents together; and lastly Self-Directed Triple P is where parents mediate and implement the programme independently. A meta-Analysis was conducted by Graaf, et al (2008) that assessed a variety of studies that used this parenting programme. The meta-Analysis showed significant results, that maintained over time. The authors do, however, discuss a variety of limitations involving sample size and restrictions with follow up data.

Many factors can impact the success of parent programmes and can be used as predictors. Examples of factors or predictors include marital background or stress, parental depression, family income, parental drug misuse. Eames et al (2009) also investigated the fidelity of a parent training programme. Using The Leader Observation Tool (LOT) they were able to assess the trainers process skills. The LOT was an effective assessment tool and was able to predict outcomes of the parent training programme. This highlights the importance of ensuring a set standard when delivering a parenting programme to ensure discrepancies in skills does not effect the success of the parenting programme.

Some research has investigated the effects of parent training given to parents of children between 0-3 years old. Barlow et al (2010) conducted a review of the research and drew inconclusive results considering the outcomes of this type of training on emotional and behaviour adjustment of the children. Further research in this area would be beneficial to assess long term affects of this type of training. If training at such a young age can be proven to have significant results for children emotional and behaviour development, could training parents of younger children affect the likelihood of behaviour disorders developing in later life (i.e. ADHD or Conduct disorder) or reduce the behavioural difficulties associated with these disorders. Parent training at

such a early stage in a child's development could prevent behavioural patterns emerging and being maintained by both the parents and the children. Hence decreasing one factor that has shown to be highly influential in the development of these disorders.

Parent training has proven to increase positive parenting skills and positive interactions. The correlation between the intensity and/or maintenance of behaviours associated with Conduct Disorder, Oppositional Deficit disorder and ADHD and poor parenting skills is evident. Parent skills is a key factor, and therefore parent training is the most efficient intervention. Parent training has been successful at reducing the frequency and intensity of problem behaviours occurring. Parent training can be cost-effective, as it can be provided to groups and has lasting results that are maintained over time. Certain factors need to be considered to ensure the best outcomes. It is also important to continue to develop research for parent training as many research articles have limitations, and papers that conduct reviews or meta-analysis highlight this, due to population size, intervention conducted across sites and use of control groups. The significance of early intervention with parents needs further investigation, but despite the limitations and the further research required, parent training is very promising and is essential for children with behaviour difficulties.

Barlow, J., Smailagic, N., Ferriter, M., Bennett, C., & Jones, H. (2010). Group-based parent-training programmes for improving emotional and behavioural adjustment in children from birth to three years old (review). *Cochrane Database of Systematic Reviews*, doi:10.1002/14651858.CD003680.pub2
De Graaf, I., Speetjens, P., Smit, F., De Wolff, M. & Travechchio, L. (2008). Effectiveness of The Triple P Positive Parenting Program on Behavioral Problems in Children. *Behavior Modification*. **32**, 714-735.

Eames, C., Daley, D., Hutchings, J., Whitaker, C. J., Jones, K. Hughes, J. C., & Bywater, T. (2009). Treatment fidelity as a predictor of behaviour change in parents attending group-based parent training. *Child Care, Health & Development*, **35**, 603-612.

McConachie, H. & Diggle, T. (2006). Parent implemented early intervention for young children with autism spectrum disorder: a systematic review. *Journal of Evaluation in Clinical practice*. 1-13.

McIntyre, L. L. (2008). Parent training for young children with developmental disabilities: Randomized Controlled Trial. *American Journal on Mental Retardation*, 113(5), 356. doi:10.1352/2008.113:356-368.

Reid, M. J., Webster-Stratton, C. & Hammond, M. (2003). Follow-up of Children who received the Incredible Years Intervention for Oppositional-Defiant Disorder: Maintenance and Prediction of 2-Year Outcome. *Behavior Therapy*. **34**, 471-491.

PRODUCTS

This months wish list consists of books that may assist with writing Social Stories. Social Stories are incredibly useful tool when working with all children to help them understand and learn new skills. To find out more than follow the link: <http://www.amazon.co.uk/registry/wishlist/2UPWMQL7HP281>

TERMINOLOGY

This month we will discuss the different group contingencies.

Independent Group Contingency: A contingency rule is given to a large group but only the members of the group that meet the criteria receive the reward. A Independent Group Contingency is used by a teacher whom sets homework for the class and promises a sticker to those who complete the homework by Friday.

Dependent Group Contingency: This is also known as the hero procedure as the performance of one member (or a small group) will result in a reward for the entire group. An example of this could be a goalkeeper during a penalty shoot-out, or if a schools sports team wins a trophy, the entire school may receive recognition when only the team has performed.

Interdependent Group Contingency: This depends on every member of the group meeting the criteria before the reward is delivered. This could be a promise of a break from work when the whole class has finished a task.

NET IDEAS

Sand is a lovely NET that can be adapted for a variety of needs. You can contrive motivation for mands for items including sand, spade, bowl or tray (mands 4M). Also you can encourage mands for actions, including shake, pour, to name a few (mands 7M). You can also hide pictures or objects within the sand to generalise targets of labels of pictures (tact 6a) or matching (VP-MTS 6-f) and sorting (VP-MTS 9-a). When hiding pictures or objects within the sand can contrive motivation for Wh-mands, for example "Where is the car?" (mand 8-f). Also you can generalise labels for actions performed (tact 6b), for example pouring, stirring, etc. This activity promote motor skills and hand eye co-ordination by pouring the sand into a variety of different containers (MI 2-a, 3-a, 4-b, 5-a). Sand is also a great activity to improve writing skills, by tracing letters, numbers or shapes. (writing 11-c, 12c, 12-d, 12M; play 13-c). To explore textures you can add water to compare wet vs dry sand. Also you can add sand to paint or glue sand to paper. This allows generalisation of adjectives, wet and dry and rough and dry (tact 13M).

Sundberg, M. L. (2008) Verbal behavior milestones assessment and placement program: The VB-MAPP. Concord, CA: AVB Press

EVENTS

The Behaviour Change Clinic will be hosting a workshop by Vincent Carbone on the 21-22 January focusing on 'Teaching functional communication skill to children with Autism and other developmentally disabilities'. Also another workshop 'Reducing problem behaviour in children with Autism and related disabilities' will be run on the 23 and 24th of January. To find out more go to Behaviour Change Clinic's [page](#).

The Experimental Analysis of Behaviour Group (EABG) conference is coming to University College London on 30th-March-1st of April 2015, for more information or to book your tickets go to <http://eabg.bangor.ac.uk>.

Ambitious about Autism have announced many new dates for 2014/2015. There is a workshop for Teaching social skills on the 22nd January. Be sure to go to their [webpage](#) to find out more.

The Applied Behaviour Analysis Forum hold regular meetings for their members. They will be releasing dates for 2015, so for more information you can go to their website <http://www.abaf.org.uk/forum>, also you can email Nick Barratt on Nick.Barratt@dimensions-uk.org to become a member and join the mailing list.

Jigsaw School are offering numerous workshops and open mornings for professionals and parents. There are a variety of dates available so please go to their [website](#) to find out more.

Knopse ABA is offering two workshops for delegates to learn more about Applied Behaviour Analysis - Verbal Behaviour (ABA-VB). The workshop is split into two parts and part 1 will be 12th-13th June and part 2 on the 14th-15th June. The workshop will be held in Hannover, Germany. For more information, go to the website for a break down of topics covered within the workshop, and for contact details if you wish to book a space, click [here](#) for more information.

Beyond Autism is offering a four day course split into two parts. The first workshop is 'Understanding and managing challenging behaviour' on the 2nd and 9th of February and the second workshop is 'Teaching and support strategies' on 9th and 16th of March. The cost for the whole course is £1275. For more information, including a booking form, please click [here](#).

Peach are offering many courses across 2015. Courses are typically £65 per day (one two day workshop costs £130). The first up-coming date is on the 29th and 30th of January (Initial Tutor training—2 day workshop), in Ascot. Another workshop is 'School Shadowing' on the 18th of February, also in Ascot. For more information regarding other workshops (some workshops are being held at a Manchester location), then please go to their [page](#).

STUDY TIPS

As of January 1st 2015 the new, fourth, task list comes into affect. It is important that practitioners preparing to sit the BCBA exam after this date are familiar with the new task list. If you are practising ABA and are not planning to sit the exam it is still beneficial to be aware of what is outlined within the task list. To find out more go to the BACB website or follow this link http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf to download the PDF file of the Fourth Task List.

PEOPLE THAT INSPIRE US

This month we are looking at Brian Iwata, the developer of the Functional Analysis. Brian Iwata began his career studying psychology at Florida State University in the early 1970s and then began to study for his PhD in Clinical and School Psychology. He worked with Jon Bailey, who was his professor, and began to develop a keen interest in ABA. Whilst working in Baltimore within a hospital setting, Brian and his team worked to tight time schedules with clients and realised a need for an assessment that could analyse contingencies to help select an appropriate intervention. Hence the functional Analysis was born.

He has since held many positions as a director of programmes and as a professor at University of Florida. In addition throughout his career Brian Iwata has held many editorial positions, including the Journal of Applied Behaviour Analysis. He has also authored over 200 research papers.

Brian Iwata is someone who inspires us as he has had such a impact of the development within the field, and the development of the Functional Analysis has been such a useful tool. For more information about Brian Iwata, watch this interesting interview on YouTube: https://www.youtube.com/watch?v=cBjgl_5Wu50&feature=youtu.be

Remember to contact us at our email account busyanalyticalbee@gmail.com and like our Facebook page and Twitter page @AnalyticalBee
Next month we will be looking at the Ethics so be sure to subscribe so you receive the next exciting edition.
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HAPPY NEW YEAR

Best wishes for 2015

From Busy Analytical Bee