



Busy Analytical Bee

NEWSLETTER January

Welcome to the January edition. In this edition I have looked at dissemination of the field and appropriate conduct on social media. I have celebrated the career of Steve Ward BCBA. I reviewed hide and seek as an Natural Environment Teaching (NET) activity. Also there are events, study tips and products for you to check out! I would like to wish you all good health and happiness for the new year.

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SOCIAL MEDIA AND DISSEMINATION

Social media is technology, computer applications and software that allow people to network via the internet. Examples of Social media include Facebook, Instagram, Snapchat, twitter, Youtube etc.. Social media offers many opportunities for many of us to network with other Behaviour Analysts, parents, students, etc.. This can be a source of knowledge, and we can develop our understanding, or share concerns and find comfort from sharing or hearing others stories. It was reported by O'Leary et al (2017) that "12 general pages exist on Facebook related to behaviour Analysis ... This number does not include university pages ... state association pages ... and personal blogs". They also stated that "It is clear social media allows easy access for posting questions and receiving responses from individuals a behaviour analyst might not otherwise have easy contact with".

"Behavior analysts promote behavior analysis by making information about it available to the public through presentations, discussions, and other media." (6.02)



Taken From <https://flic.kr/p/V1P6MY>

Like every aspect of the internet there are good and bad points. You can connect easily with others and you can build your knowledge by watching informative videos, reading blogs and doing online webinars or courses. Information about these resources can be shared through social media, making social media very valuable. Be cautious of the possibility of developing dual relationships with any potential or current clients and other professionals when networking on social media.

"Behavior analysts must always be sensitive to the potentially harmful effects of multiple relationships." (1.06b)

A grey area of social media is asking questions. Hypothetical study questions can be a great way of testing your knowledge, by either answering questions shared by others, or by constructing your own. Or you may ask a question about a theory or intervention that you do not understand. Questions about practice or real-life situations, however, could become unethical when placed on social media. We must ensure we adhere to confidentiality guidelines and not reveal any sensitive information about our clients.

"Behavior analysts must not share or create situations likely to result in the sharing of any identifying information (written, photographic, or video) about current clients and supervisees within social media" (2.06e)

In addition, Behaviour Analysts should avoid giving or receiving recommendations. Behaviour Analysts work within their competency, and should seek direct supervision in areas outside their competency. Without direct and appropriate observations and assessment of the target behaviour, recommendations can not be made. Also, Behaviour Analysts should always rely on evidence based interventions and professional derived knowledge.

"Behavior analysts rely on professionally derived knowledge based on science and behavior analysis when making scientific or professional judgments (1.01)

There can also be a lot of misinformation and people who may have a negative view of Applied Behaviour Analysis (ABA) and may be vocal about it on social me-



From: <https://flic.kr/p/RtZ4nm>

dia. Critchfield (2014) suggests ten rules for discussing Behaviour Analysis and states “first and foremost be a behaviour analyst”, when dealing with mischaracterisation. Treat this behaviour as any other; it has a function, is a product of a learning history and is not personal. Remember that behaviour change takes time, so if you want to change the behaviour of this person, be evidence-based and pick your battles.

Behavior analysts are truthful and honest and arrange the environment to promote truthful and honest behavior in others” (1.04a)

When interacting with other professionals, parents, students, or even people who are misinformed about ABA, chose to respond in a professional and ethical manner. Interactions that can be punishing, and reduce the persons willingness to engage with you or others on social media can be detrimental to the field. As with our clients we should always chose reinforcement procedures and shape desirable behaviours. Encourage others to develop their understanding of the field and make the information available to them.

“Behavior analysts recommend reinforcement rather than punishment whenever possible “ (4.08a)

Behaviour Analyst should always strive to further the field, and be a positive role model for their colleagues, and future Behaviour Analysts. It is the responsibility of all Behaviour Analysts to disseminate. Whether representing the field in real life, or online, we should uphold our ethical and professional guidelines

“Behavior analysts promote an ethical culture in their work environments and make others aware of this Code” (7.01)

BACB,. Professional and Ethical Compliance Code for Behavior Analysts. *Behavior Analyst Certification Board*, 2014. Retrieved from: https://www.bacb.com/wp-content/uploads/compliance-code-english_181217.pdf
Critchfield, T. S., (2014) Ten Rules for Discussing behav-

iour Analysis, *Behaviour Analysis in Practice*, **7**, 141-142
O’Leary, P. N., Miller, M. M., Olive, M. L., & Kelly, A. N. (2017). Blurred Lines: Ethical implications of social media for Behavior Analysts, *Behaviour Analysis in Practice*, **10**, 45-5

EVENTS

Daisy Chain Educational Services Ltd are holding a variety of training courses in Whiteley, Hampshire. The courses are entitled Autism Specific Teaching—Intensive Teaching and Natural Environment Teaching (13th April 2019), and Promoting communication for non-vocal students (3rd August 2019). The courses cost £150 each, per person. [Email Daisy Chain](#) directly to book your place, or telephone them on 07813932363.

Vincent Carbone is coming over to the UK in March! The first workshop (6th and 7th March, 9am-5pm) is “Skinner’s analysis of Verbal Behaviour in ABA treatment programs for learners with Autism” and the second workshop (8th March, 9am-5pm) is “The benefits of using the Essential For Living assessment ... “. The event will be held in Edinburgh and CEUs are available for BCBAs and BCaBA for full attendance, for more information about this event email info@carboneclinic.co.uk, or check out the Carbone Clinic [website](#).

You can study in the comfort of you home with Florida Institute of Technology (FIT). They have a wide range of [courses](#) (costs vary) to help you develop you understanding of the principles of Behaviour Analysis. Continuing Education (CE) Units available on many courses.

Beyond Autism are offering a 4 day workshop ‘Introduction to Applied Behaviour Analysis and Verbal Behaviour (ABA/VB). This is running on 4 Fridays in March. (1st, 8th, 15th and 22nd March) and costs £250 per person. To book your place, visit the [website](#).



Picture from: <https://flic.kr/p/b8n5yp>

NATURAL ENVIRONMENT TEACHING (NET) IDEA

A great game for some learners is hide and seek. This is lots of fun for many children and some enjoy the anticipation of being found. This can be done by hiding in different locations or a simple peek-a-boo game with a blanket. This can offer opportunities for requests for “come”, “come find me”, “peek-a-boo”, “blanket”, “hide” or “count” (mand 1-10M). This can also be incorporated into a play date with a sibling or peer (+SBSP 7-10m). This offers opportunities to generalise counting, receptive and labelling of locations (tact 11e, LR 8a) and prepositions (tact 12M, LR* 11d), for instance “look under the table”, or “let’s go the kitchen!”. When you or the hider are found you could say “You did it, where was I/were they?” and prompt the correct response if necessary. Some learners may need help to generate ideas of hiding spots, so you may have to tell them where to hide and fully prompt this. Or you could give a choice, “You could hide behind the door, or under the stairs?”. After you have played a few times, they may begin to learn a few hiding spots, or may even begin to find spots of their own!

Preceding skills reference to the VB-MAPP Assessment tool:
Sundberg, M. L. (2008) Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP. Concord, CA: AVB Press.
†SBSP: Social Behavior and Social Play. *LR: Listener Responding.



Picture from <https://flic.kr/p/aUy8Uz>

TERMINOLOGY

Functional Behaviour Assessment (FBA): An assessment that is conducted systematically under conditions that represent the four main functions to analyse which conditions evoke a higher or lower frequency of a target behaviour. The condition/s with the higher level of behaviours will represent the main function/s of the behaviour and will guide Behaviour Analysts in developing a behavioural intervention. The main four functions are escape, sensory, attention and tangible. Behaviours can be multifunctional.

STUDY TIPS

Brett DiNovi and Associates have great resources on the website. They have [webinars](#) (payment required) and free [media resources](#). You can also view some videos on the [Youtube Channel](#). Happy Studying!

PEOPLE WHO INSPIRE US

This month we are celebrating the career of a Behaviour Analyst that many people admire, Steve Ward BCBA. In 1994 Steve graduated from Ripon College and he majored in psychology. He then began working within the field of Applied Behaviour Analysis (ABA) in 1995. He worked in the Fred S. Keller School, until he became a consultant and then held a variety of roles between 2000-2003. In 2003 Steve completed and graduate from his Masters course in ABA and then set up [Whole Child Consulting](#). He runs [Whole Child Consulting](#) with his colleague Teresa Grimes MS, BCBA. Steve has had a variety of publications including, [‘What you need to know about motivation and teaching games’](#), [‘Teaching good learner repertoires’](#), and [‘Teaching advanced learner repertoires’](#).

PRODUCTS

This month’s [wish list](#) includes products that help you get messy! I really enjoy incorporating messy play as this can be super motivating for a lot of kids! If you kid doesn’t like getting messy, there are aprons, or a water drawing mat too!



Pic From <https://flic.kr/p/aG3Qiz>

Next month we’re looking at *Pica* so be sure to subscribe so you receive the next exciting edition.

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