



Busy Analytical Bee

NEWSLETTER MARCH

Welcome to the March edition. In this edition we are reviewing the literature of TAGteach in regards to sports. This edition is an interview edition, and this time we have very special interview with two other professionals as we discuss the distinctions between ABA and PBS (pages 3-5). I also looked at bubbles as an NET, the career of the amazing Vincent Carbone and the term contingent exercise. There's also events, study tips and social story books (product section).

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TAGTEACH IN SPORTS

Auditory feedback for responses have been increasingly popular intervention for teaching many skills to a variety of people. The benefit of using Auditory feedback is that it can be immediate and not interrupt a possible sequence of behaviours. An important characteristic of TAGteach programming is the WOOF criteria, "tagpoints must be **W**hat you want, **O**bservable and measurable, **O**ne thing at a time, and **F**ive words" Quinn et al (2015). This has been shown to be the case when teaching target behaviours in sports. In sports, typically verbal feedback during training may come much later and can be aversive (feedback focusing on errors). This may mean that many sportspeople "change their performance because doing so provides escape from or avoidance of adult disapproval following incorrect movements" Quinn et al, 2015.

In dance there will be a series of movements that the person will need to execute with precision. Quinn et al (2015) explored using a TAG for a particular movement for four students who required additional support. The baseline phase of typical teaching and feedback from the teacher did not improve accuracy of the movements. In the intervention the dance teachers were given Behavioural Skills Training (modelling, role-playing, feedback etc,) in addition shown how to use the TAG

teach method. Improvements for all students were demonstrated with the introduction of the intervention. Results for one participant (Ashley) was in baseline 22% (turn), 24% (leap) and 38% (kick). When TAG

teach was introduced the results were 66% (turn), 72% (leap) and 65% (kick). For one participant they required an additional phase with a token board to improve accuracy of movements.

Athletics is a similar sport where an individual is required to execute a chain of responses that will enable them to achieve a desired outcome. Scott et al (1997) investigated using an Auditory feedback for a participant who was pole vaulting. They were not achieving a maximum angle on the pole so did not obtain enough height. The Auditory feedback was given when they broke a photoelectric beam, which indicated they had achieved the right height. This intervention used a changing criterion design so the height required was gradually increased. The participant met the criterion across 7 phases and successfully met the criteria on 6 of the 7 phases by obtaining 90% accuracy.

Team sports also require precision from players to ensure that they score and that they do not concede points or penalties. In one study, researchers investigated using 3 phases Descriptive feedback (DF), Descriptive feedback and video feedback (DF and VF), and TAGteach for teaching blocking for Football players (Stokes et al, 2010). For one player (Dan) improvements across the phases were gradual, with a mean baseline score of 40%, then 50% in DF, 82% in DF and VF, to 100% for TAG teach. These scores were not



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maintained, and in the second season (follow-up) scores returned to 45% and then they used DF and VF intervention and obtained scores of 86%, for Dan. In this study, TAGteach



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received the highest scores and accuracy for each participant when compared to other interventions, but it is difficult to rule out any carry over from the previous interventions.

In addition, Fogel et al (2010) investigated applying this to a golfer's swing. This improved the accuracy when they hit the ball. The results show an improvement for most of the target behaviours (grip, pivot, address position). The participant also reported that she found the intervention socially acceptable and stated "I was given a clear description of what to do, and when I did it .. CLICK! I knew right away that it was correct and could easily return to that position".

This is an effective procedure that has been applied to a variety of sports and specific movements. In addition, the studies reported that TAGteach was an acceptable method (Fogel et al 2010, and Quinn et al 2015), although one study found that Video feedback was preferable to TAGteach (Stokes et al 2010). If you want to learn more about TAGteach, you can visit the [website](#) or speak to a Behaviour Analyst to learn more about the different applications of this intervention.

Fogel, V. A., Weil, T. M., & Burris, H. (2010). Evaluating the efficacy of TAG Teach as a training strategy for teaching a golf swing, *Journal of Behavioral Health and Medicine*, **1**, 25-41.

Scott, D., Scott, L. M., & Goldwater, B. (1997). A performance improvement program for an international-level track and field athlete, *Journal of Applied Behavior Analysis*, **30**, 573-575.

Stokes, J. V., Luiselli, J. K., Reed, D. D., & Fleming, R. K. (2010). Behavioral coaching to improve offensive line pass-blocking skills of high school football athletes, *Journal of Applied Behavior Analysis*, **43**, 463-472.

Quinn, M. J., Miltenberger, R. G., & Fogel, V. A. (2015). Using TAGteach to improve the proficiency of dance movements, *Journal of Applied Behavior Analysis*, **48** (1), 11-24

PRODUCTS

Check out this [wish list](#) of social stories and curriculums. If you're struggling with a social concept may be a book in this suggested list will help you!

STUDY TIPS

Bookmark these important websites and blogs!

- [Behavioral Science in the 21st Century](#),
- [I love ABA](#)
- [ABA Connect \(UK\)](#)
- [Behaviour Babble](#)
- [Behaviorbabe](#)
- [Behaviorguy](#)
- [Parenting with ABA](#)
- [Behaviourist At Play](#)
- [Applied Behavioral Strategies](#)

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.

The [Experimental Analysis of behaviour Group \(EABG\)](#) conference is happening this year! The event is set to happen on the 15 and 17th of April this year in London. Watch this space for more information, as booking will be opening soon.

SEABA (South East Association of Behaviour Analysis) are holding a 2-day workshop on Precision Teaching on the 4-5th April 2019 in Canterbury. It costs £150 and includes lunch and 10 BCBA CEUs. If you want to find out more then book on the [website](#) and invite a friend to get 20% off!

UK SBA (UK Society of Behaviour Analysis) is hosting Dr. Andy Bondy in a two-day workshop in London. Dr Andy Bondy is the president and co-founder of Pyramid Educational Consultation and the co-author of PECS Training Manual. To learn more about the workshop, visit the [UK SBA Website](#).

Interview

Positive Behaviour Support (PBS) OR Applied Behaviour Analysis (ABA)

Welcome to this very exciting interview edition. The aim in this interview is to debunk the misconceptions around Positive Behaviour Support (PBS) and Applied Behaviour Analysis (ABA). The terms are heard regularly around the field, and can cause confusion! I am joined by two amazing Behaviour Analysts, Jonathan Beebee (of [PBS4](#)) and Georgiana Barzey (of [All Behaviour Consultancy](#)),

Kirsty: Welcome to this interview edition Georgiana and Jonathan. Firstly I would like to briefly discuss how we got into our respective fields, so for me I learned about ABA when I was studying my undergraduate at Bangor university. As part of my dissertation my supervisor asked me to go and sit in one of the M.Sc classes. I attended one of the classes and it was about Verbal Operants and I just fell in love with ABA and then I decided to do the Masters myself and I've been working in the field ever since. So Georgiana would you like to explain how you got into your field.

Georgiana: Pretty much I'm the same, I got introduced to ABA during my BSc Psychology degree when I responded to an advert for a tutor for an "Artistic" girl, and I had never heard of Autism, so I didn't actually read what it said, I just saw "Artistic" and thought that sounds fantastic. It was a girl, who was obviously Autistic and she was having a ABA home programme, so that's how I got introduced to ABA. And I was actually quite lucky because the consultant at the time, was Debb Carr who is a University Lecturer at Cardiff University. I felt quite lucky because I could see the career path quite clearly. ABA Autism field for young children in the UK is incredibly unregulated, there's no kind of formal structure of supervision, there's nowhere to learn organisation skills or be part of a team. I decided I wanted to do my supervision in an organisation and I found a BCBA in Kingston Primary Trust and she was working with adults Autism and learning disabilities, and that was then when I first came across the PBS acronym. When my daughter was born, now 8 years ago, is when I founded [All Behaviour Consultancy](#).

Kirsty: Do you want to just explain how you got into PBS then, Jonathan?

Jonathan: I had a head injury when I was 19 years old. In short, the doctors thought I would be a cabbage, in their words, that I would be

in a wheel chair, I'd need feeding [and] changing, I wouldn't be able to talk, [or] walk. I'd have to have total care. I recovered better than that fortunately, but I started to thinking what would my life have been like if that was the case? I started learning about learning disabilities nursing, and trained to be a learning disability nurse, and then from that I have had lots of different roles. I've worked with people who have severe learning disabilities who others can find challenging when they are not understood, and I've worked in a youth offenders team, for example, with teenagers with or without learning disabilities and need some support to get on track. But when I was in the NHS I heard the work of [Gary LaVigna](#) in the institute for Applied Behaviour Analysis and the PBS work he was doing in America, and you could see a movement happening over here. And it was in 2010 I had the opportunity to join a NHS service in Hampshire and help them set up a Intensive Support team for people with learning disabilities and challenging behaviour. It was the first of its kind in the region and it was very exciting and part of that I managed to negotiate getting myself into the masters at Cardiff with Debb Carr. So that was very, very, influential. I spent a lot of my career being judgemental of services, criticising them for not getting it right. I got to the point of thinking "instead of sitting on the side-lines judging others, or if I think it can be done better why don't I do it!" So decided to set up [PBS4](#) And our aim is to deliver social care underpinned by Positive behaviour support by design.

Kirsty: And lead by example.

Jonathan: If you want it done different you've got to show them how its done different. We've got a long way to go but that's our mission

Kirsty: Definitely. So we've mentioned working with children and/or adults, what ages do you typically work with? I would typically work with children who are 18 months, and then up to 8. That's the age range that is my preference, I've worked with up to 16 years old. So, Georgiana, if you'd like to explain a little bit about what ages you work with.

Georgiana: With my background and experience I worked with, the youngest I think I've worked with is 16 months and I think the oldest 53. I would say that the average age range at All Behaviour Consultancy is 13-14 years.

Kirsty: What about you Jonathan? I'm feeling like it's probably going to be like 16 and up,

Jonathan: We're registered to work with people of any age,



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and we have worked with children and adults in what we do. Where what we are mainly doing at the moment is social care rather than consultancy or any educational provision, you don't tend to get social care packages for children much because they are mostly living with their parents. The point about PBS being for adults, and ABA being for children is an interesting one, thinking about the work of [George Sugai](#) and all the work they've done in America. They call it PBIS [Positive Behaviour Interventions and Support], because of the PBS channel, [and] it's mainly aimed at schools, which hasn't happened over here.

Kirsty: Thanks for bringing that up that's a really good point, because I think it's forgotten about that, that PBS is quite large in schools in America, it's quite interesting the different comparisons, how it's become popular in different sectors, compared to here and in America,

Jonathan: [PBIS.org](#); is a great resource to check out by the way,

Kirsty: Great thanks. So we've touched on this in the previous questions, as Georgiana said hers come from Local Authority or parent referrals, mine are mostly parent referrals, is this the same for you Jonathan?

Jonathan: All our referrals are from the Local Authority or the CCG. Local authorities have frameworks that we have to pass to demonstrate we qualify to offer services in that area, and with the increase of personal budgets we are getting more and more self-referrals from families.

Kirsty: I also wanted to ask about the skills and interventions you typically incorporate in the cases you work on. So in the roles that I've worked in, I typically work on language, fundamental language skills, making requests, copying sounds, following instructions, and then as the children get older, working on more self-help skills and taking off their coat and putting their belongings away.

Georgiana: One of the things I'm most passionate about working with very young children with ASD is the opportunity to support their skill acquisition. On the whole there seems to be more hope and a common goal to work towards their future potential. In contrast when supporting adults there seems to be a greater emphasis on skill maintenance and staff retention in some support services can be an issue. I think we can pretty much do the same across both. ABA in adults and children, I find it's the staff that makes the difference, the frame of mind that people are working with an adult with learning disability or Autism, versus a child with learning disability or Autism.

Kirsty: Yeah that makes sense, it's quite interesting.

Jonathan: In PBS, that's what it's about, it should be about thinking about what's the function of the behaviour and how can I teach a better way of teaching that function so that we make the challenging behaviour redundant, rather than trying to stop the challenging behaviours.

Kirsty: Very interesting. Next I want to talk about any distinctions or characteristics that make ABA and PBS different, or the same?

Jonathan: Shall I start? There shouldn't be much difference between PBS and ABA, they are both based on the same principles of Applied Behaviour Analysis, the big confusion is when we're talking about ABA, we are generally talking about early intervention programmes, that may involve structured Discrete Trial Training sessions are involved, not all ABA programmes are like that, not all early intervention programmes are like that, but as soon as you say ABA people imagine someone sat at a table, doing tasks over and over, and that is the impression people can have about what is ABA. The impression everyone has about what PBS is that it's this nice fluffy thing that's being nice to people, so that means we're being nice to people and we're being positive, and it's a real misconception, both approaches are about applying the science of applied behaviour analysis, and in PBS what it should be about making the ethical decision to not use punishment based interventions. And this is about having a constructional approach rather than a reductive approach.

Kirsty: This should be common practice anyway, because the Behaviour Analysis Certification Board, BACB Guidelines [state] always chose reinforcement first before using more punishing strategies, and exhaust every other reinforcement before you turn to that.

Jonathan: I often think of the example of Rolos, I talk about using Rolos a lot, so I probably have about 50 different behaviours in my tool box that I can use to get a pack of Rolos if I want one. I can go to the shop and buy some, I can steal some, I can beg for them, I can find them in a vending machine, I must have about 50 behaviours in my repertoire to get a pack of Rolos if I want one. People with a learning disabilities because of their disability have learnt fewer behaviours, so if they want to get a pack of Rolos, they might only have one behaviour to get a pack of Rolos. If we decide if that behaviour is challenging then the traditional approach, let's take that behaviour away, and then this person has no way of getting their Rolo, which just isn't fair or a more challenging behaviour pops up in its place, so what we do with PBS, and it's exactly what you do in ABA, is how can we teach the person a better more efficient way of getting those Rolos, and if we do that, then we don't have to focus on reducing the behaviour that's fully effective and fully functional to them right now. We're giving them more tools in their tool box to get to that function.

Georgiana: I am the worse person to ask the person what the difference, because there is no difference. Having worked in sectors where one of the acronyms is used/preferred over another when those applying the science use it correctly and ethically it is very effective.

Jonathan: There's a lot of unskilled people out there doing what they think is PBS and it's not, I think the anti-punishment thing is really misunderstood. A lot of the language is difficult but still it's the science behind it, and punishment can be an effective learning approach with quick results, if applied ethically. It shouldn't be your first approach, and it shouldn't be your lasting approach. Because you need to have construction approach behind it, but what we have is people claiming to do PBS without knowledge of the science behind it, which results in ineffective PBS being promote.

Kirsty: So there aren't any real distinction we all use the same principles, procedures and interventions and share the same values.

Special Thanks to Jonathan and Georgiana for giving up their time to discuss this issue with me in this very special interview. Both ABA and PBS share the same values and are driven by the science of Behaviour Analysis. If you want to read more about PBS and ABA, read this [paper](#):

Johnston, J. M., Foxx, R. M., Jacobson, J. W., Green, G., &

TERMINOLOGY

Contingent exercise: This intervention involves the person being required to repeat a movement or the addition of an aversive activity following a target challenging behaviour and aims to reduce it (punishment). For instance, when a PE teacher or sports coach makes you do laps or push ups for talking in class!

PEOPLE WHO INSPIRE US

A personal favourite this month; Vincent Carbone. Carbone has worked within the field of ABA for over 35 years and has his own clinic, the Carbone Clinic, in New York. He studied for his graduate degree in ABA at Drake University, Des Moines, Iowa and he is now a Board Certified Behavior Analyst-Doctoral. He has been involved in numerous research studies based on Behaviour Analytical approaches and has featured in many peer-reviewed journals, including The Journal of Applied Behavior Analysis. He has had a role on the editorial board for Behavior Analysis in Practise and speaks at many conferences and workshops around the world. To find out more visit Vincent Carbone's [website](#).

NATURAL ENVIRONMENT TEACHING (NET) IDEA

Bubbles is a popular activity with young children. It's easy to control and can offer lots of fun and opportunities to request. Blowing bubbles can offer opportunities to request for the bubbles and for the wand or the mixture, if you client is able to blow bubbles themselves (Mand 3a). If your client is not able to blow it is a great opportunity for them to develop oral motor control as the reinforcement is immediate for successful blows (Motor Imitation, 1a). Also, requests for actions like blow. If you add some washing up liquid to a container of water you can blow through a straw to make bubbles. This activity allows more opportunities to request for items, for instance water, straw and soap/washing up liquid. Also you could hide 3D items that are being targeted as labels (tacts) "What is this called?" (Tact 2M) or identification (listener receptive) "give me the —" (Listener receptive 3f). This is a great activity for playing outside on a nice sunny day, and a great opportunity to generalise skills to a different environment. Do be cautious of giving your a client a straw to blow through, in case they accidental swallow some of the solution.

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.



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Next month's topic is *Domestic Abuse*, so be sure to subscribe so you receive the next exciting edition.

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