

An Evaluation of Telehealth Behavior Skills Training in Behavior Analytic Practices for Caregiver of Young Children with ASD

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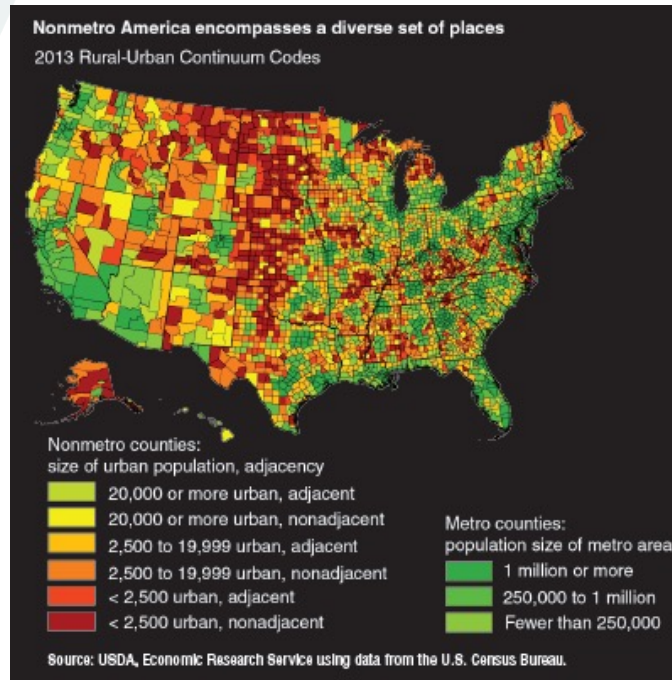
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WestEd



- Over 60 million people live in rural/remote areas of the US alone (American Community Survey 2016)
 - Over 20% of the population
- Children in rural areas need behavior analytic services too.
 - Autism is as prevalent in rural areas as urban areas (Montes & Halterman, 2006)
- Trained ABA professionals are less accessible in rural areas than in urban areas

Geographical Isolation is a Significant Barrier to Effective Intervention

OASIS Parent Training Program

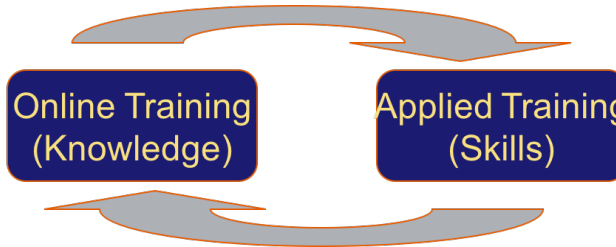
Families' access to trained service providers continues to be limited in many areas

Increase young children's access to evidence-based practices by training parents how to implement ABA

OASIS: Online and Appplied System for Intervention Skills

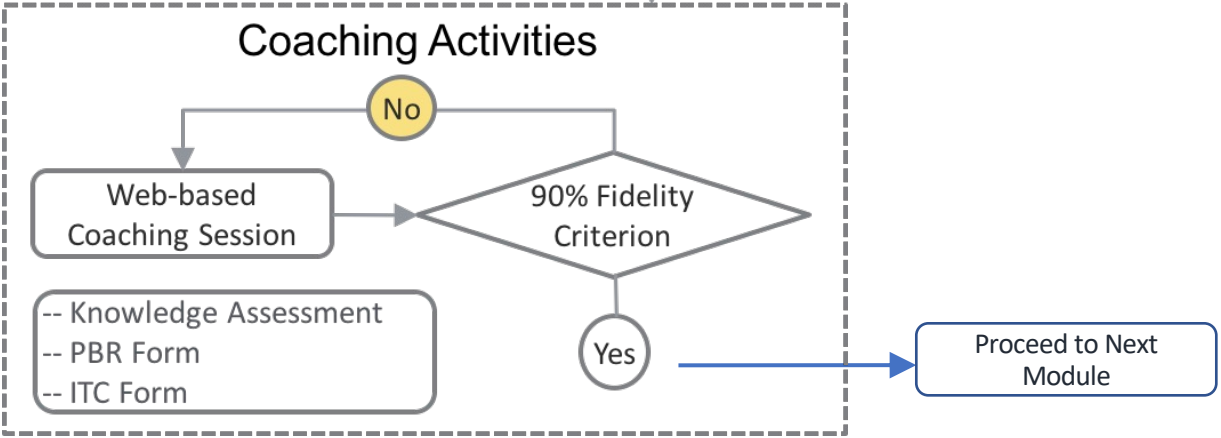
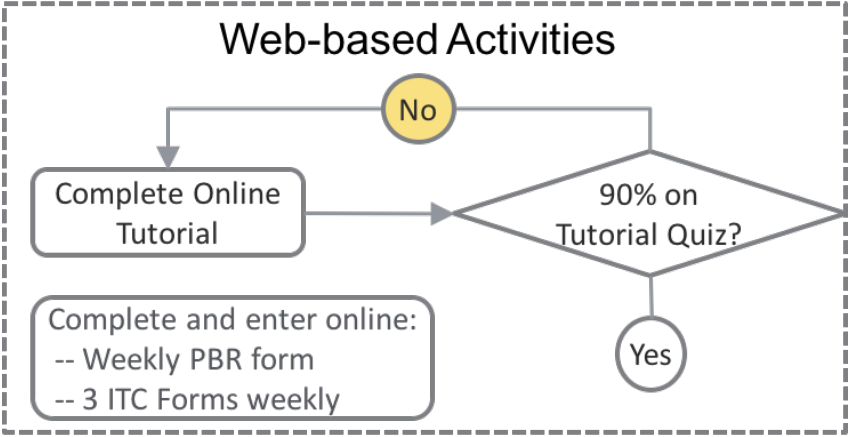
Online Training
(Knowledge)

Applied Training
(Skills)



OASIS Parent Training Program

- Unit 1: Introduction to ASD
- Unit 2: ABA & Evidence Based Approach
- Unit 3: Defining and Observing Behavior
- Unit 4: Collecting Data & Graphing
- Unit 5: Reinforcement Strategies
- Unit 6: Differential Reinforcement
- Unit 7: Stimulus Control
- Unit 8: Increasing Correct Responding
- Unit 9: General Teaching Strategies
- Unit 10: Teaching a New Skill
- Unit 11: Specific Teaching Methods
- Unit 12: Decreasing Rate of Bx Antecedent Control
- Unit 13: Decreasing Rate of Bx Use of Extinction
- Unit 14: Decreasing Rate of Bx Consequential Control
- Unit 15: Program Development
- Unit 16: Pulling it all Together



Telemedicine Coaching Activities with Parents

- Parent(s) engage with an OASIS coach face-to-face or via videoconferencing (Skype, Zoom, Polycom, etc.) depending on family needs
- Scripts guide coaching activities
 - Parent practices ABA procedures described in tutorial with their child
 - Coaches provide prompts and immediate feedback
- Review of tutorial content, assessment, and answer questions
- Discuss incidental teaching and problem behavior forms



Method- Recruitment/Participants

- Four caregiver-child dyads with children with ASD were recruited to participate in this study.
 - Through UF CAN patient navigators, University of Kansas Center waitlists, and social media.
 - Family 1- Calypso & Winton
 - Calypso- 37 years old, White female, rural setting
 - Winton- 4 years old, White male, Level 3 ASD, 6 siblings
 - Family 2- Janet & Mackenzie
 - Janet- 29 years old, Black female, urban city
 - Mackenzie- 5 years old, Black male, Level 3 ASD, only child
 - Family 3- Chilli & Barnacus
 - Chilli- 39 years old, White female, rural setting
 - Barnacus- 5 years old, Multiracial male, Level 3 ASD, 3 siblings
 - Family 4- Rita & Judo
 - Rita- 37 years old, White female, rural setting
 - Judo- 3 years old, White male, Level 3 ASD, 1 sibling with ASD



Method- NET

- 10-minute in-session play time
 - 10-minute out-of-session play time (at least one per phase)
- Using recommended strategies from incidental teaching and parent child-interaction therapy as recommended in OASIS manual.
 - Increase
 - Behavior-specific praise
 - Imitation and expansion of verbal behavior and actions
 - Decrease
 - Use of questions
 - Use of commands



Method-Study Design

Multiple baseline across behaviors

Pre-assessment

- APSI
- FQOL
- Parents of Children with Autism Self-Report
- OASIS Knowledge

Baseline

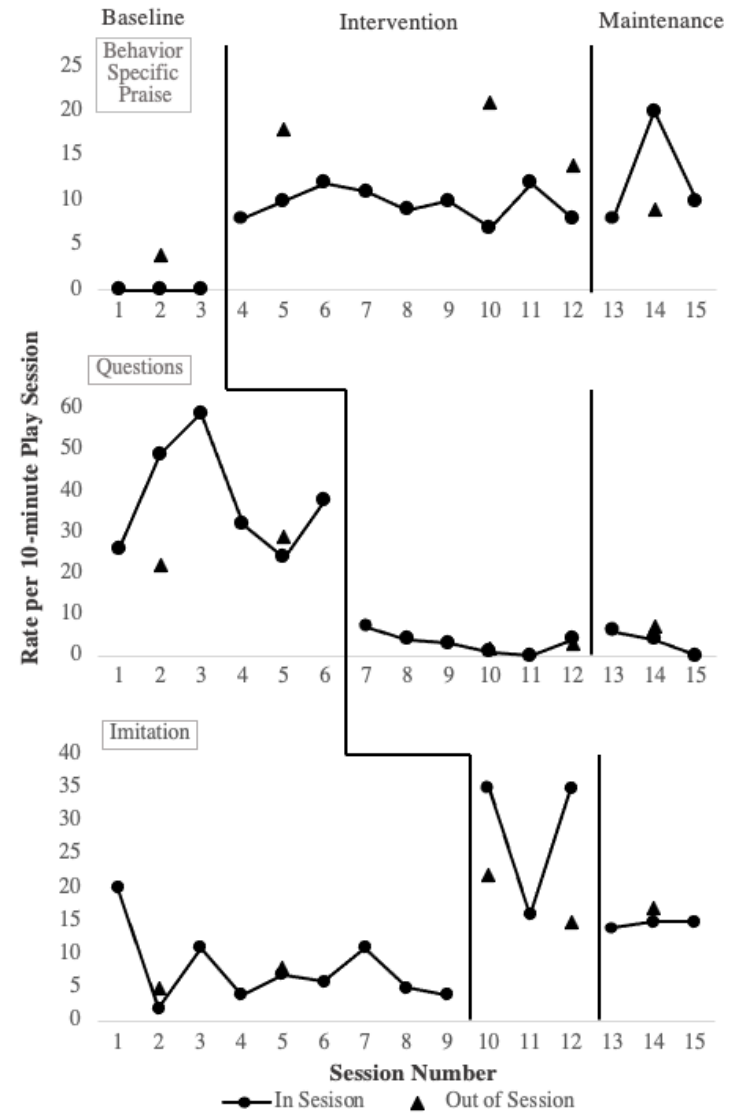
Intervention 1, 2, 3,

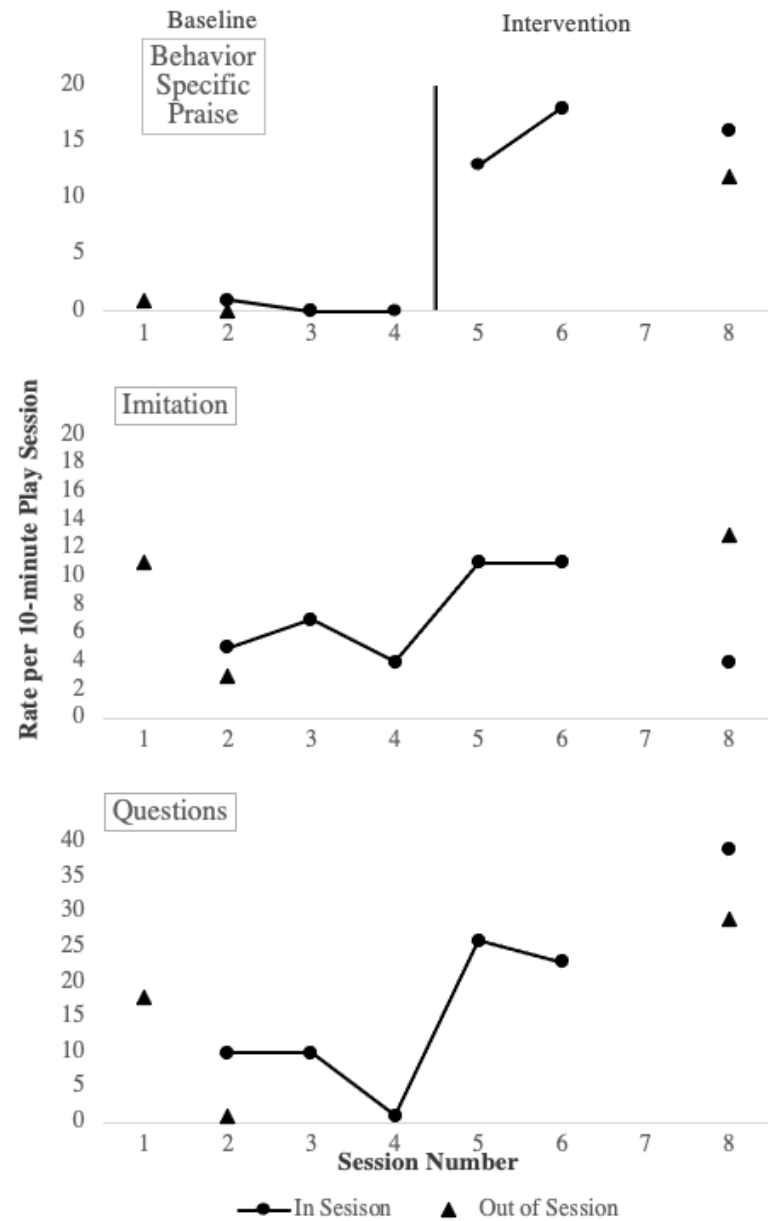
Maintenance

Post-assessment

- IRP-15
- OASIS Satisfaction Survey

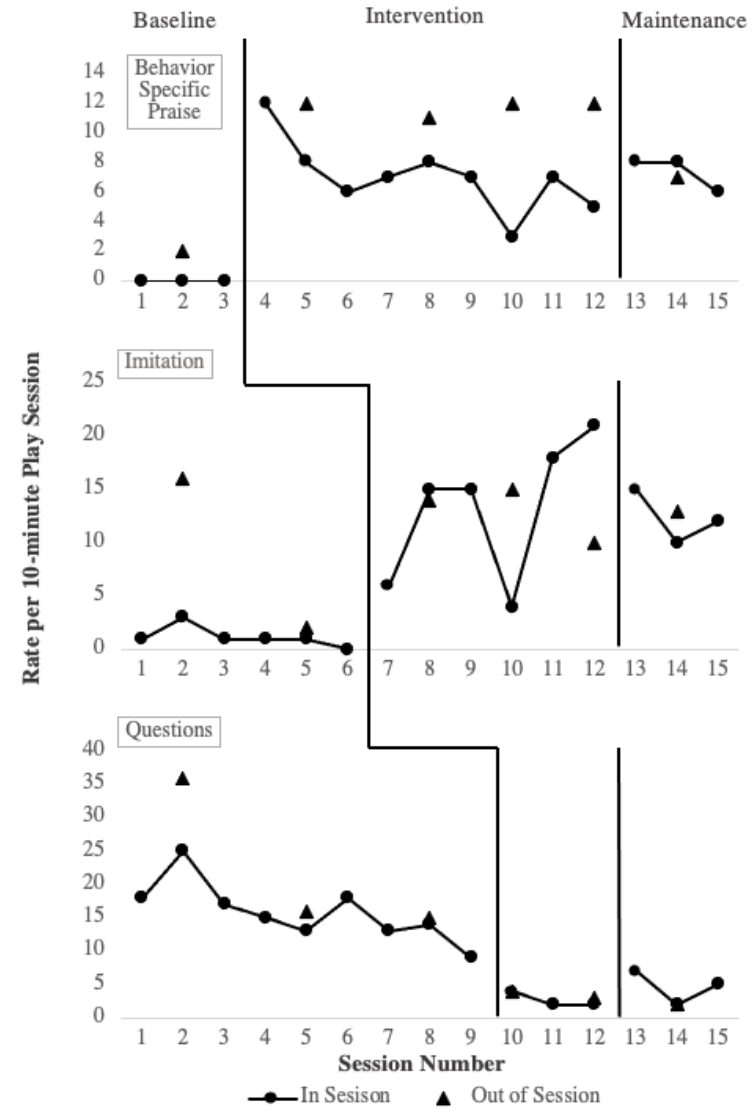
Results- Family 1 Parent Targeted Behaviors



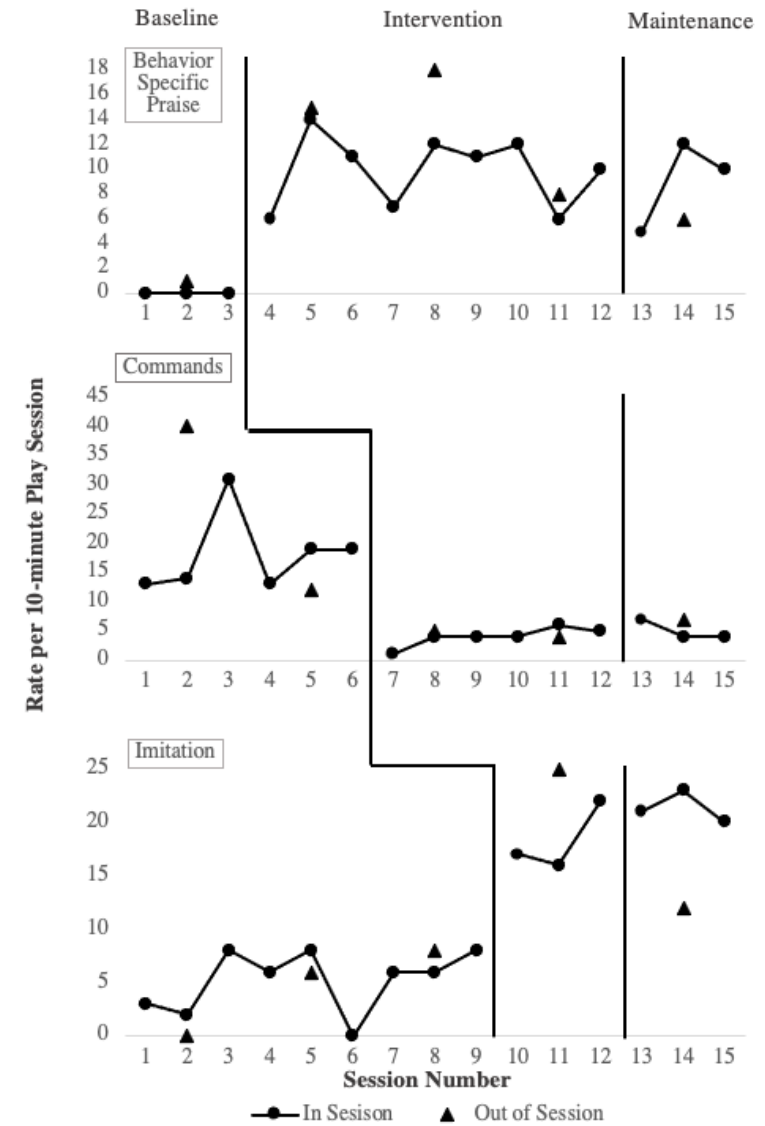


Results- Family 2 Parent Targeted Behaviors

Results- Family 3 Parent Targeted Behaviors



Results- Family 4 Parent Targeted Behaviors

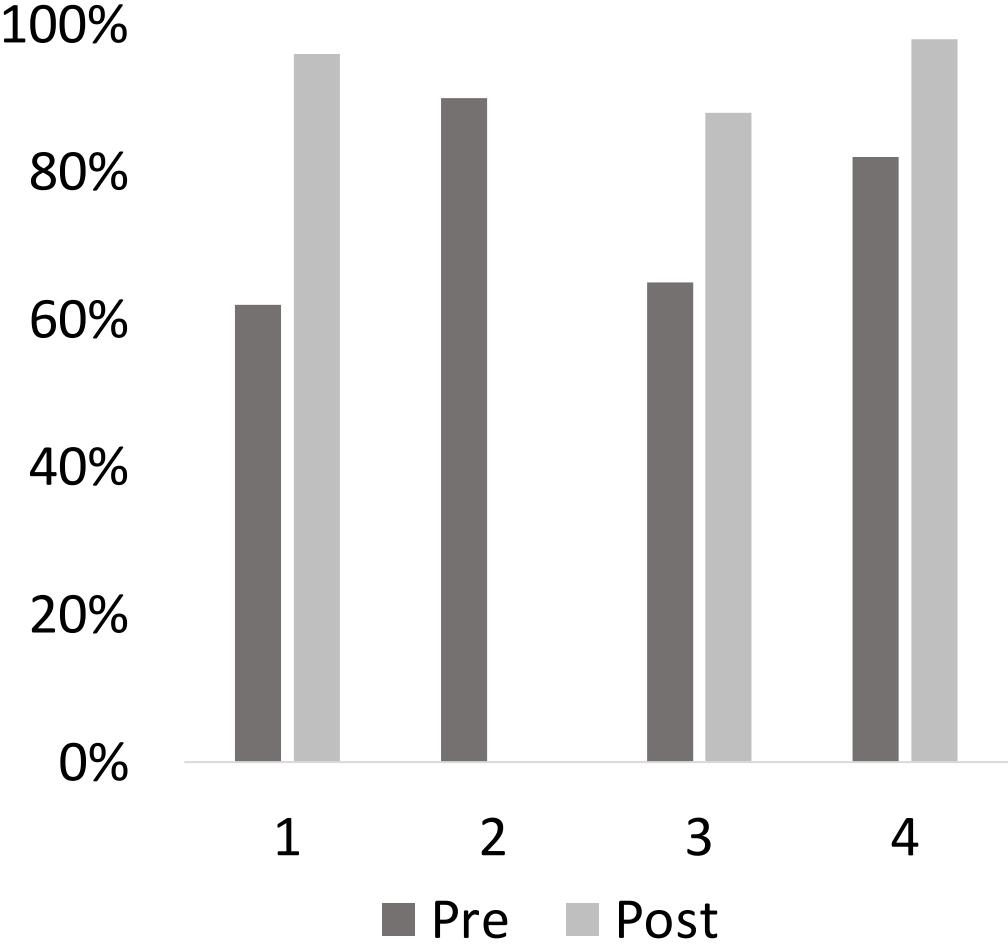


Parent Recorded Data

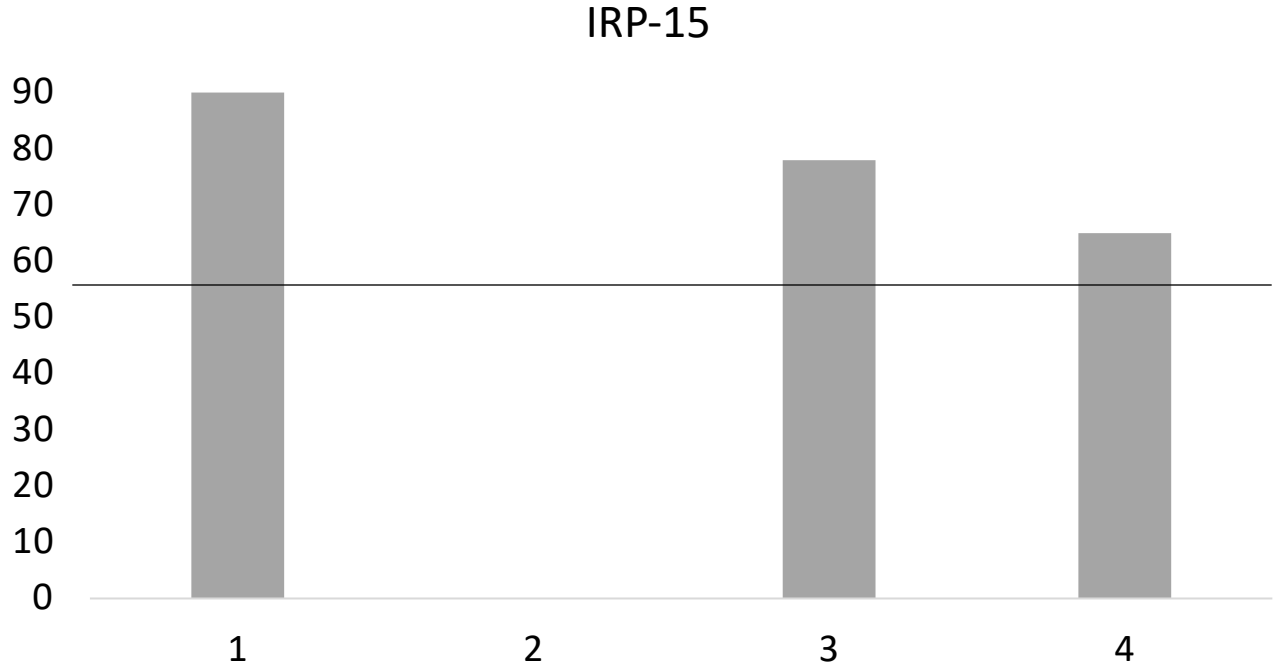
- Parents were given the opportunity to track both acquisition behaviors and target behaviors for decrease.
- Acquisition Examples
 - Stating name when asked
 - Functional communication with siblings during play
 - Saying “more” at mealtimes
- Target Behavior Examples
 - Plate throwing at mealtimes
 - Mouthing during play
 - Verbal outbursts following siblings joining play

Results-Parent Knowledge

OASIS Pre/Post Knowledge



Social Validity





Lessons Learned from the Study

- Feasibility and workload for single/working parents
 - Problem Behavior Recording Chart
 - Incidental Teaching Chart
- Flexibility in Scheduling
 - More time
 - Changing days of the week
- Providing access to rural families
 - $\frac{3}{4}$ families included did not have any ABA providers in their town or neighboring towns
 - 1 lived in an urban city
 - 1 opened right after the study
- Waitlists
- **Parent Training for Generalization and Maintenance**

Current use of OASIS

- Parent Training
 - Parents of kids with ASD and intellectual disabilities aged 3-10
 - Urban setting
 - In-person and via zoom
 - Slower pace
 - Monthly
 - Not using currently using:
 - Problem behavior recording chart
 - Incidental teaching chart
- Parent Response
 - More systematic and organized following the modules
 - Teaching them the “jargon”
 - Room for personalization
 - Broad concept first
 - Specific examples with their child second

Contact Information:

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You Were Born to

Stand Out A Celebration of Autism Acceptance



April 1st, 9am-3pm
Fort Family Regional Park
8000 Baymeadows Rd E

Autism Acceptance Month Kickoff Party

Lots of hands on activities for the kids & toddler area

Bounce Houses, sensory garden, respite area, face painting

Food Trucks: Pizza Pit Stop, Frios Pops & more

Live music, dance group performances

Raffle including tickets to

Crayola Experience, Wonderworks, Wild Adventures,

Legoland and so much more.

Dozens of vendors, swag table, art display



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