May 20th, 2020

Thank you for joining!

We will begin our webinar shortly.

Before we begin please check that the sound levels on your computer or phone are turned up to hear clearly.
Use of Telehealth for Applied Behavior Analysis

- Anxiety
- Depression
- Job loss
- Working remotely
House Keeping Items

1. Today’s webinar is 1 hour including Q&A
2. All participants will be muted during the webinar
3. Please use the Q&A function vs. chat. We will monitor questions throughout and answer as many as possible at the end.
4. This webinar is being recorded and will be posted within 24 hours at www.beaconhealthoptions.com/coronavirus/ so you have continued access to the information and resources

PLEASE NOTE: This presentation provides some general information that is subject to change and updates. It should not be construed as including all information pertinent to your particular situation or as providing legal advice. We encourage you to consult with your legal counsel regarding the topics raised in this presentation.
Today’s speaker

Denise Moyo, LCSW, BCBA
Provider Quality Manager
Agenda

1. Assessing for telehealth
2. Implementing a direct service telehealth program
3. Implementing an ABA parenting training telehealth program
4. Resources
5. References
Chapter 01

Assessing for telehealth

“We help people live their lives to the fullest potential.”

Our Commitment

beacon
Global assessments determine telehealth eligibility

- Technology in the home
- Assist with access

- Availability
- Ability to prompt

- Assess challenging behavior
- Responsiveness to prompts
- Attentiveness

Home setting

Family support

Child presentation
Assessment of skill acquisition programs evaluates goals

Significant Support
- Add programs to improve independence
- Promote attending to distance prompts
- Revise programming for telemedicine

Minimal Support
- Direct services via telemedicine may be contraindicated
- Consider parent training or supervision

Probe up to 9 skills
- Continue with telehealth direct services
- Update programming as necessary

Adapted from Rodriguez 2020
All goals should continue to be medically necessary

Core Deficits

- Receptive Expressive Language
- Social Skills
- Conversation Skills
- Replacement Behaviors
- Leisure Skills
- Self-help Skills
Ensure parents can implement the behavior plan during COVID-19

- **Proficient Implementation**: Minimal to no modifications needed
- **Partial Implementation**: Additional training and support needed, no significant modifications
- **Significant Modification**: Parent unable/incapable of implementing plan due to:
  - Discomfort with procedure
  - Unable to provide required time to supervise

Adapted from Rodriguez 2020
Chapter 02

Implementing a direct service telehealth program

“We help people live their lives to the fullest potential.”

Our Commitment
Comprehensive services look different via telehealth

- Create a plan for each session
- Explore interactive programming
- Assess time of day for sessions
- Consider several shorter vs. one long session
- Focus on maintenance of skills vs. acquiring new targets
Meet Jayden

Jayden

• 4 years old, Autism diagnosis
• Recently said her first words
• Goals include: Manding for items, tacting common objects, echoics following one-step instructions, motor imitation, and functional play skills

Services prior to COVID-19:

• 26 hours per week of 1:1 services, with 2 RBTs
• Services at home and in daycare
• Parents participate in parent training 2-3 times per month

Considering what you know about Jayden, what telemedicine services would benefit Jayden? What does planning and implementation look like?
Creating a telehealth program for Jayden

**Planning**
- Complete training with RBT
- Conduct parent training sessions prior to direct service
- Review programs with family
- Provide materials
- Set up environment for session

**Implementation**
- Brief sessions and work intervals
- Utilize screen sharing
- Parent immediately available to act as proxy
Focused ABA services look similar via telehealth

- Prerequisite Sills
- Attend to computer for 10-15 min.
- Joint attention
- Conditional discrimination
- Intraverbal discrimination
- Follow simple instructions
Meet Kai

Kai

• 9 years old, Autism and ADHD diagnoses
• Goals include: conversation and social skills, replacement behaviors

Services prior to COVID-19:

• 8 hours per week of 1:1 services
• Services at home

Considering what you know about Kai, what telemedicine services would benefit Kai? What does planning and implementation look like?
Creating a telehealth program for Kai

Planning
• Complete training with behavior technician
• Conduct preference assessment to identify reinforcers
• Ensure sessions are scheduled when family is available to redirect as needed

Implementation
• Create a virtual visual schedule for session
• Vary activities to encourage engagement
• Utilize interactive media available
Chapter 03

Implementing an ABA parent training telehealth program

“We help people live their lives to the fullest potential.”

Our Commitment
COVID-19 has disrupted routines necessitating re-evaluation of youth goals

- **School cancellation**
  - Decreased structure

- **Family dynamic**
  - Siblings

- **New skills**
  - Building tolerance for wearing masks
  - Social distancing

- **No access to peers**
  - Increase engagement in independent activities
Challenges to parent participation

- Managing multiple roles
- Escalating stressors
- Child care responsibilities
- Proxy for professionals
There are multiple strategies to assist parent engagement in telehealth

- Interactive modules
- Behavior Skills Training
- Written instruction
- Websites
- Manuals
- Training DVDs
- Video Conference
- Phone and Email
Using targeted parent training by telehealth to addresses daily challenges

- **Morning Routine**
  - Less structure
  - Interrupted routines

- **Meal Time**
  - Restricted diet
  - Refusal to remain in seat

- **Interactive Play**
  - Increasing conflicts with siblings
Meet Mary

• Foster parent
• Her foster-son, Noah, is 7 years old
• Frustrated with Noah’s protest and noncompliance when asked to brush teeth

What type of parent training will help Mary with this issue?
Creating a targeted parent training program for Mary

Planning

• Listen to family concerns
• Develop easy-to-implement strategies
• Schedule training during naturally occurring opportunities

Implementation

• Set up technology to minimize reactivity (camera out of view, caregiver use ear bud/headphones)
• Teach strategies to family
• Provide in the moment feedback
• Follow up with consecutive trainings to ensure lasting behavior change
Making ongoing parent training consistent

Caregiver consultation & Behavioral rehearsal

- Address new behaviors
- Identify skill regression
- Assess reinforcements
- Provide feedback
Meet John & Lisa

• Their daughter, Marisa, is 10 years old
• Concerned with Marisa’s independence with ADLs
• John’s work schedule impacts his participation in parent training

How can parent training help John and Lisa learn skills needed to support Marisa?
Creating an ongoing parent training program for John & Lisa

Planning
• Schedule parent training sessions to accommodate all caregiver schedules
• Develop data sheets for family

Implementation
• Utilize modeling, role play, and provide examples when teaching strategies to family
• Provide ongoing feedback and reinforcement
• Review data collected by caregivers
• Monitor progress and update programming as needed
• Continue regularly scheduled meetings
Intensive parent training is needed for severe behaviors

Parent becomes the professional

- Manages behaviors with less staff assistance
- Able to implement behavior plan and teach skills
- Provides data and feedback to BCBA

BCBA increases frequency and intensity of support
Meet Amy & Jill

- Immune compromised family member
- Their son, Victor, is 12 years old
- Victor engages in PICA
- Scared about Victor’s safety after recent ER visit due to ingesting objects

How can the BCBA support Amy and Jill while in-person services are not possible?
Creating an intensive parent training program for Amy & Jill

Planning

• Review authorization to ensure necessary parent training hours are available, an addendum may be needed
• Schedule several sessions per week
• Prioritize safety and stabilization

Implementation

• Teach parents interventions to mastery
• Provide consistent feedback and reinforcement
• Address new and existing concerns
• Continually reassess when in-person services can resume
Caring through COVID-19

Questions?

Anxiety  Depression  Job loss  Working remotely
References & Resources
Refer to Beacon’s COVID-19 webpage for the most up-to-date information

Upcoming webinars:

**Treating children and families via telehealth**
July 22, 3:00 P.M. EST

**Integrating primary care and behavioral health during COVID-19**
August 5, 3:00 P.M. EST

**Use of telehealth for applied behavioral analysis**
August 19, 3:00 P.M. EST

Beacon COVID-19 provider resources & webinars LINK
Resources

Ethics Guidance for ABA Providers During COVID-19 Pandemic

Maintaining Treatment Integrity in the Face of Crisis: A Treatment Selection Model for Transitioning Direct ABA Services to Telehealth
https://doi.org/10.1007/s40617-020-00429-8

ABA/COVID-19 FAQs – Beacon Health Options
References


Thank You

This presentation will be posted at
www.beaconhealthoptions.com/coronavirus/

CONTACT US:
Beacon’s National Provider Services Line

800-397-1630 (Monday-Friday, 8 a.m.-8 p.m. ET) or contact your Provider Relations contact