

# TRI-STATE WEBINAR SERIES

## Transdisciplinary Practice for Navigating Communication-Verbal Behavior

Presented by: Jodi LeGray, ClinScD, CCC-SLP  
Kelly Tousley, MA, ECSE, RBT



Tri-State 2019-2020 Webinar Series

## Tri-State Autism Spectrum Disorder Webinar Series

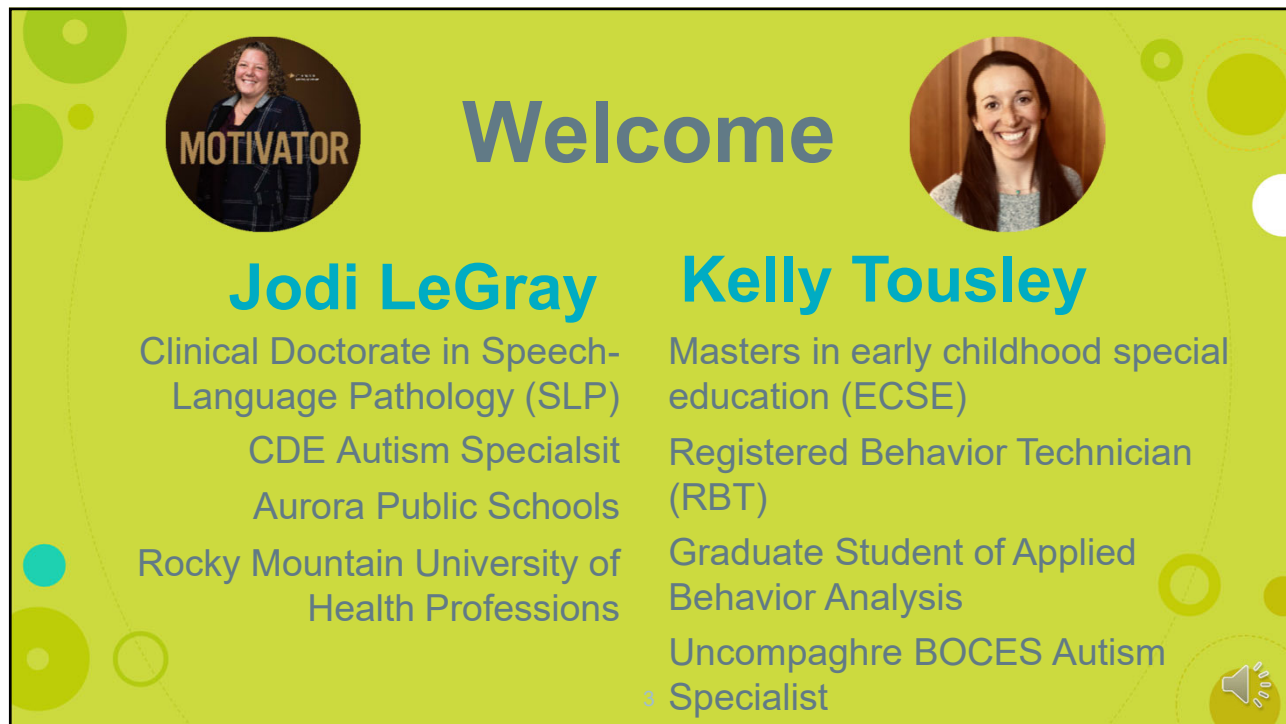


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Tri-State 2019-2020 Webinar Series

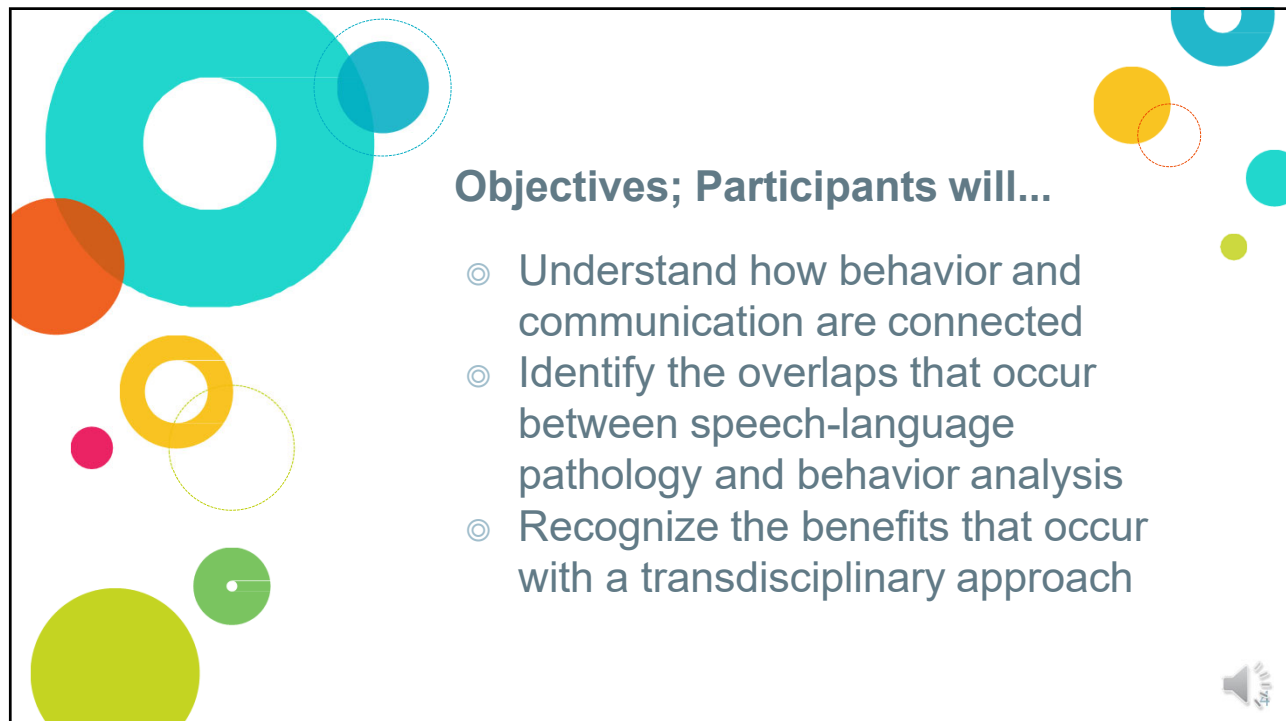


**MOTIVATOR**

# Welcome

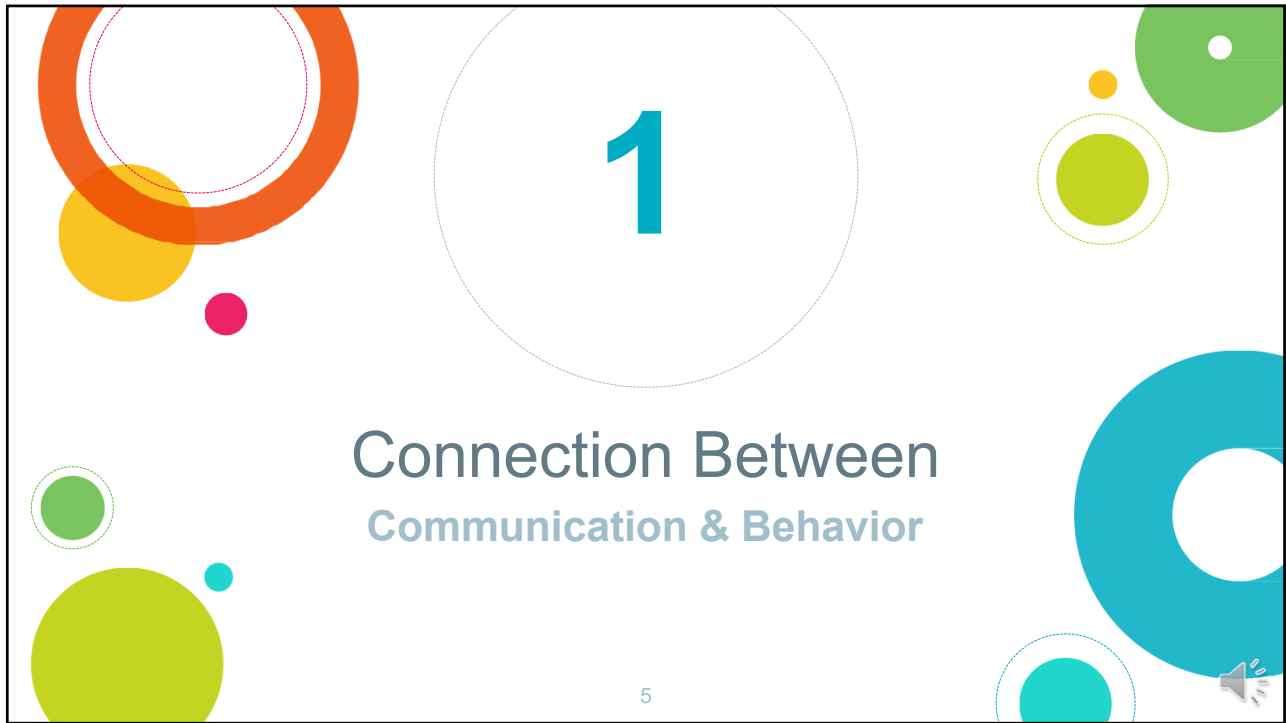
**Jodi LeGray**  
 Clinical Doctorate in Speech-Language Pathology (SLP)  
 CDE Autism Specialist  
 Aurora Public Schools  
 Rocky Mountain University of Health Professions

**Kelly Tousley**  
 Masters in early childhood special education (ECSE)  
 Registered Behavior Technician (RBT)  
 Graduate Student of Applied Behavior Analysis  
 Uncompaghe BOCES Autism Specialist



## Objectives; Participants will...



- Understand how behavior and communication are connected
- Identify the overlaps that occur between speech-language pathology and behavior analysis
- Recognize the benefits that occur with a transdisciplinary approach



# 1


## Connection Between Communication & Behavior

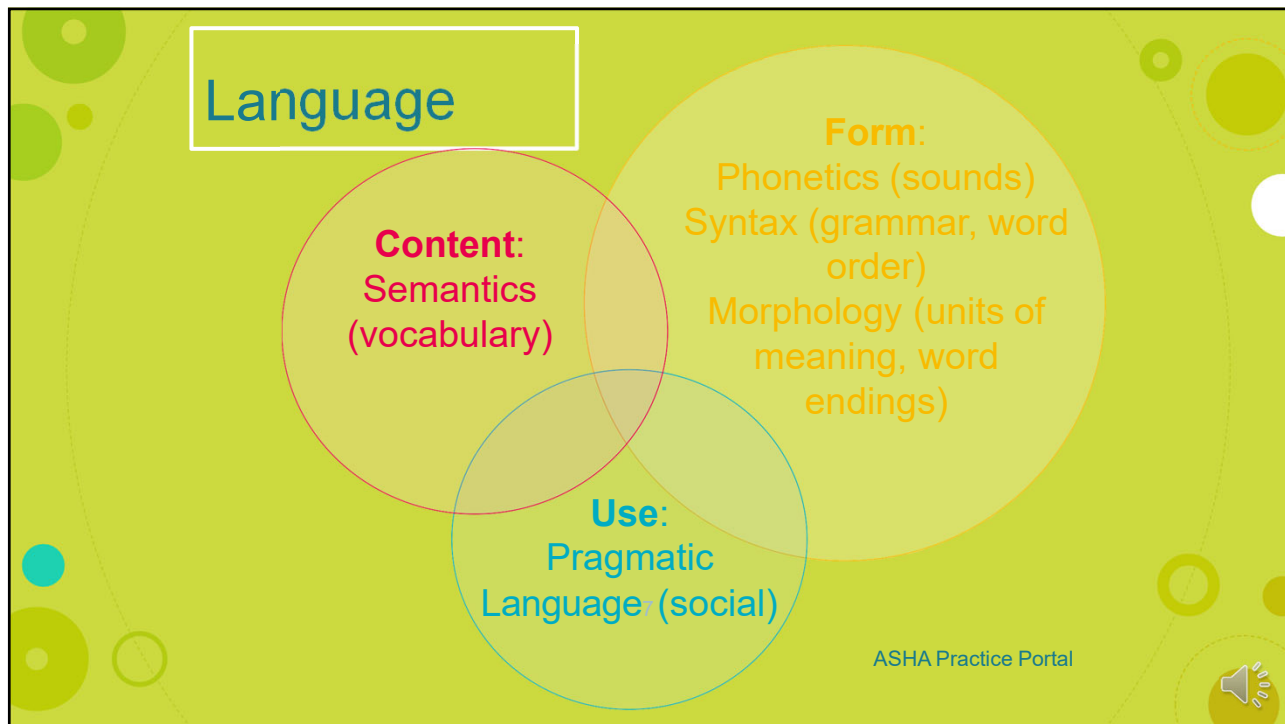
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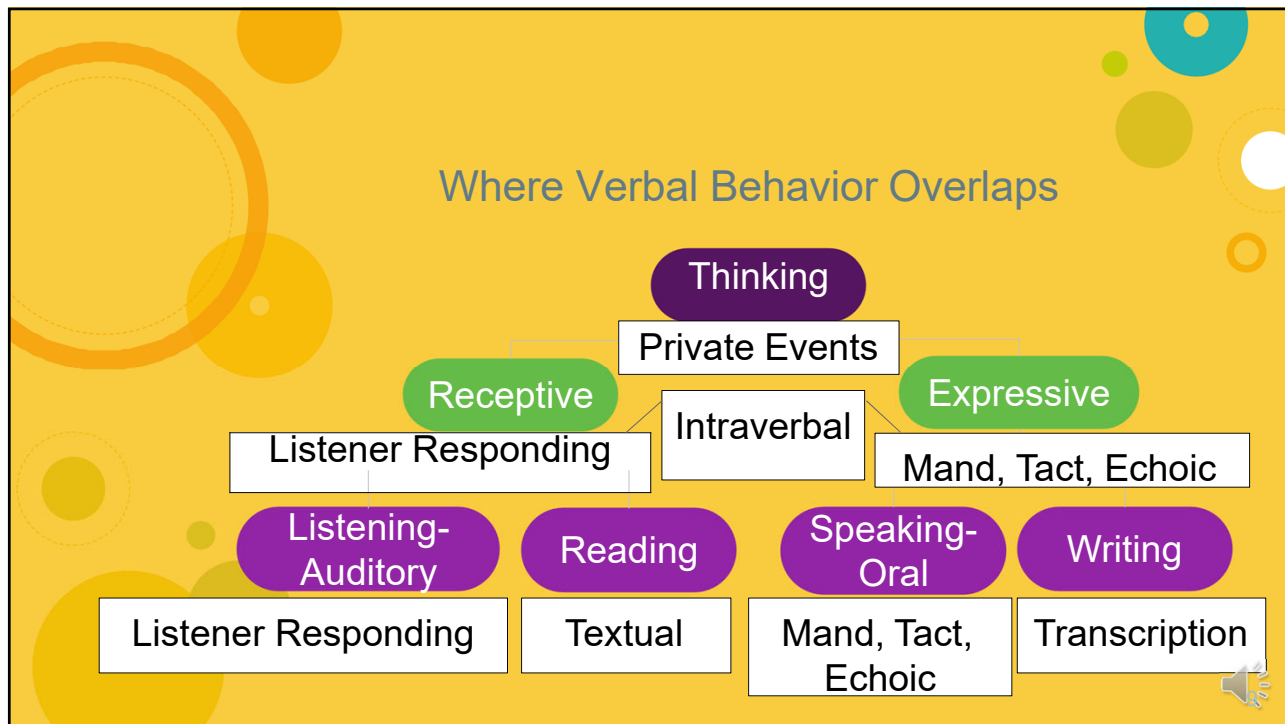
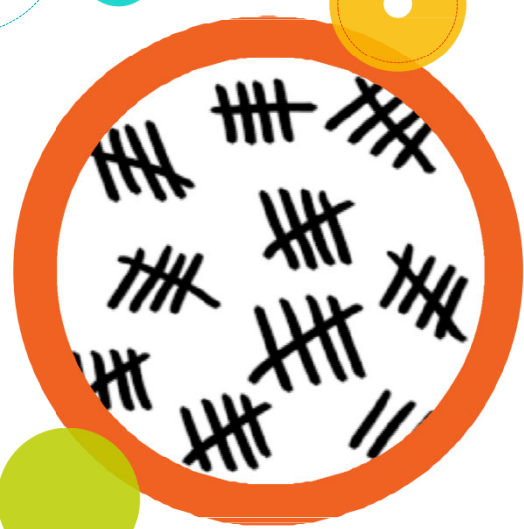


### Definition of Communication:

a process by which information is **exchanged** between individuals through a **common system** of symbols, signs, or behavior






### Definition of Behavior:

The activity of living organism's; human behavior includes everything that people do.


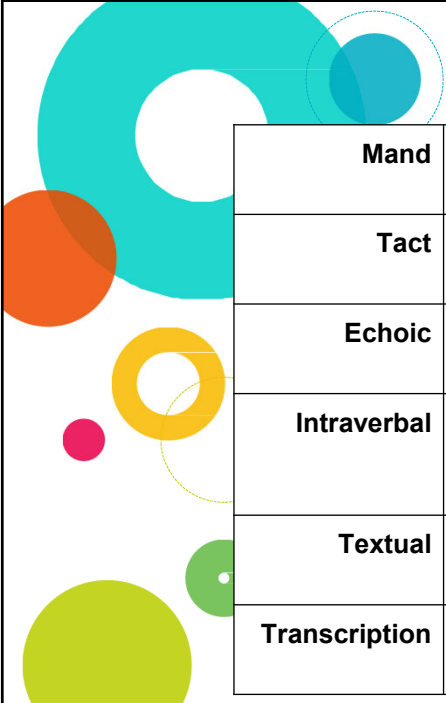
Cooper, J., Heron, T. & Heward, W. (2007). *Applied Behavior Analysis: Second Edition*. Upper Saddle River, New Jersey: Pearson Education, Inc.



## Definition of Verbal Behavior


Behavior whose reinforcement is mediated by a listener; includes both vocal-verbal behavior and nonvocal-verbal behavior.

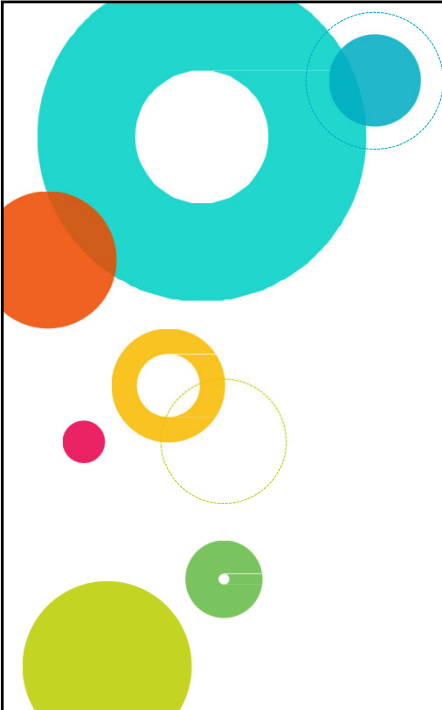
Cooper, J., Heron, T. & Heward, W. (2007). *Applied Behavior Analysis: Second Edition*. Upper Saddle River, New Jersey: Pearson Education, Inc.

## Basic Verbal Operants

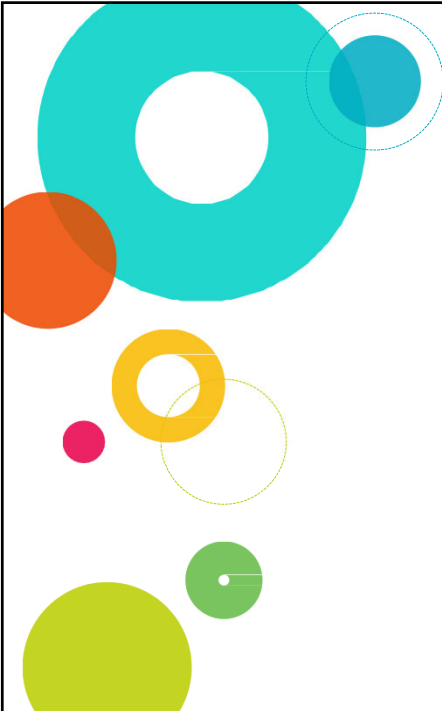

<b>Mand</b>	Asking for reinforcers that you want. Saying <i>shoe</i> because you want a shoe
<b>Tact</b>	Naming or identifying objects, actions, events, etc. Saying <i>shoe</i> because you see a shoe
<b>Echoic</b>	Repeating what is heard. Saying <i>shoe</i> after someone else says <i>shoe</i>
<b>Intraverbal</b>	Answering questions or having conversations in which your words are controlled by other words. Saying <i>shoe</i> when someone else says, <i>What do you wear on your feet?</i>
<b>Textual</b>	Reading written words. Saying <i>shoe</i> because you see the written word <i>shoe</i> .
<b>Transcription</b>	Writing and spelling words spoken to you. Writing <i>shoe</i> because you hear <i>shoe</i> spoken.





**Question 1:  
Connection between  
communication and  
behavior**


True/False:  
If you can see it and you can  
measure it, it's considered a  
behavior.



**Question 1:  
Connection between  
communication and  
behavior**

**True:**  
If you can see it and you can  
measure it, it's considered a  
behavior.

All forms of communication are also  
forms of behavior.



## 2

# Speech-Language Pathology (SLP) & Behavior Analyst (BA/BCaBA/BCBA)

Roles and Training

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## Semantics (Vocabulary):

SLP	VB-MAPP
Request	Mand
Label	Tact
Action, Sound, Word Imitation	Echoic, Motor Imitation
Cloze Phrases, WH questions	Intraverbal
Receptive vocabulary	Listener responding
Pragmatics	Social & independent play





## Case Study: Carlos

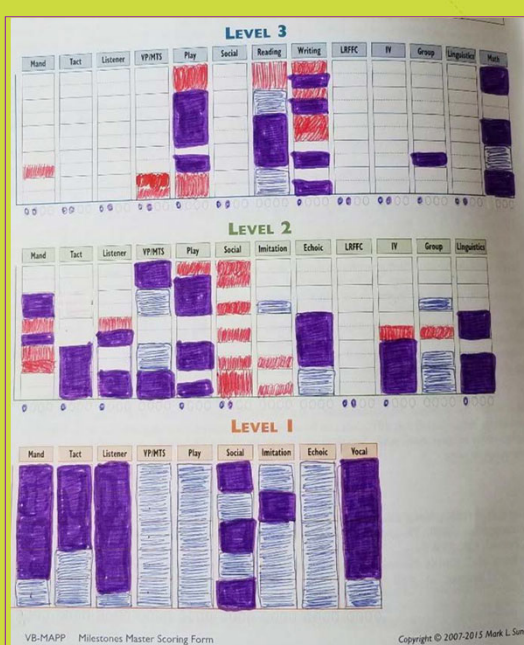
- ⦿ Culturally & Linguistically Diverse Home
- ⦿ Brief Part C Services
- ⦿ Educational Identification of ASD
- ⦿ Started in school 36m
- ⦿ Currently in Kindergarten
- ⦿ Started school with less than 20 spoken words, now strongly verbal communicator



## Carlos

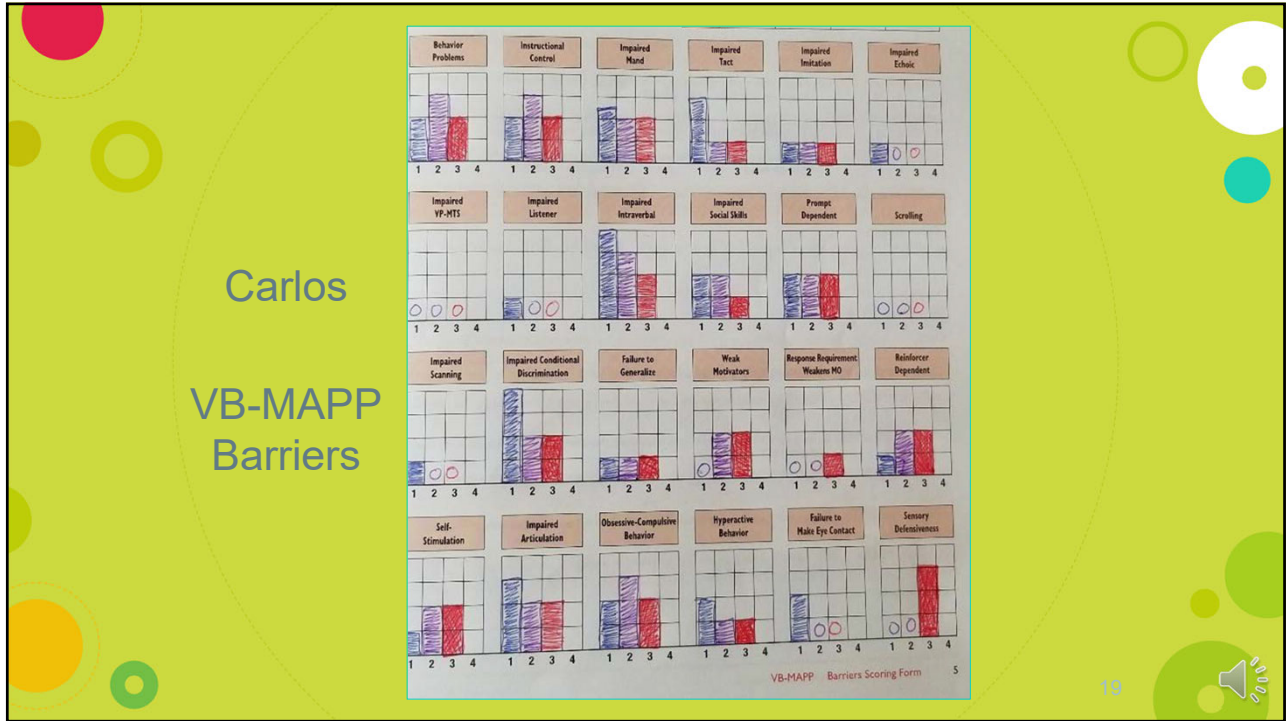
### VB-MAPP Milestones

- Blue 5m of school
- Purple 12m of school
- Red 24 m of school



VB-MAPP Milestones Master Scoring Form  
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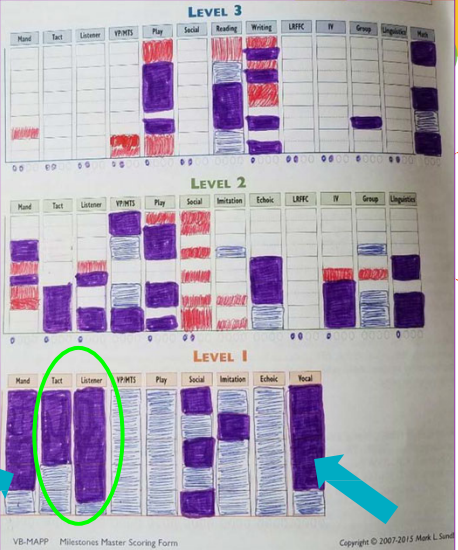




“We want Carlos to understand and respond to others”

Where we started in the classroom:

- ⦿ Targeted receptive
  - ⦿ prompting
- ⦿ Used visuals to move to multi word utterances
- ⦿ Held high expectations
- ⦿ Had high reading and math skills, used as reinforcement for lower level milestones

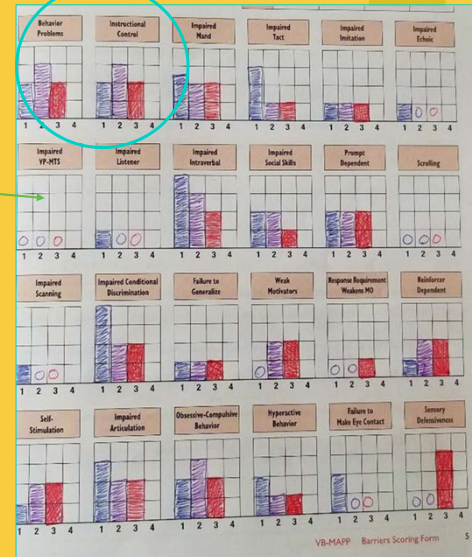


VB-MAPP Milestones Master Scoring Form  
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“We want Carlos to be able to learn in the classroom.”

## Environmental Support

- Routine
  - Same expectations
- Visuals
  - Schedule
  - Provide response options
  - Timer
- Room Lay out
  - Defined spaces with purpose
- Reduced rigidity by:
  - Prompting through alternatives\*
  - Fading prompting across people, time and space\*\*



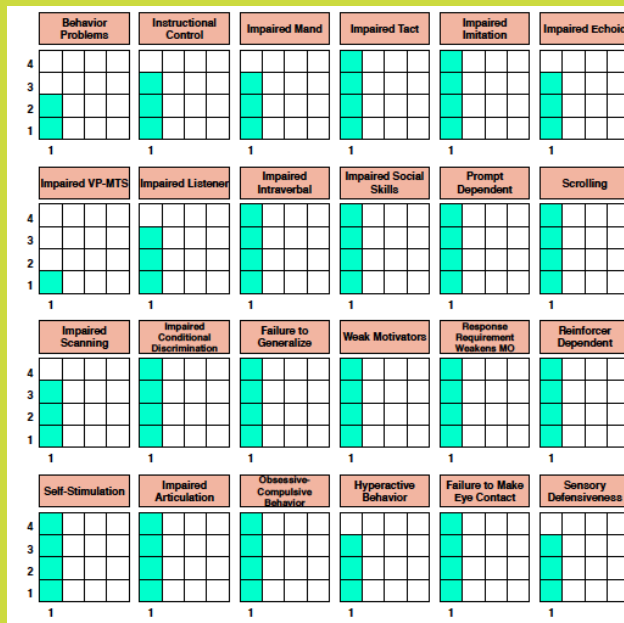
## Case Study: Johnny

- **Educational Identification: ASD**
- **Received Part C Services**
- **Transitioned to Part B Services @ 36m**
- **2<sup>nd</sup> Grade**
- **Communicates using AAC**

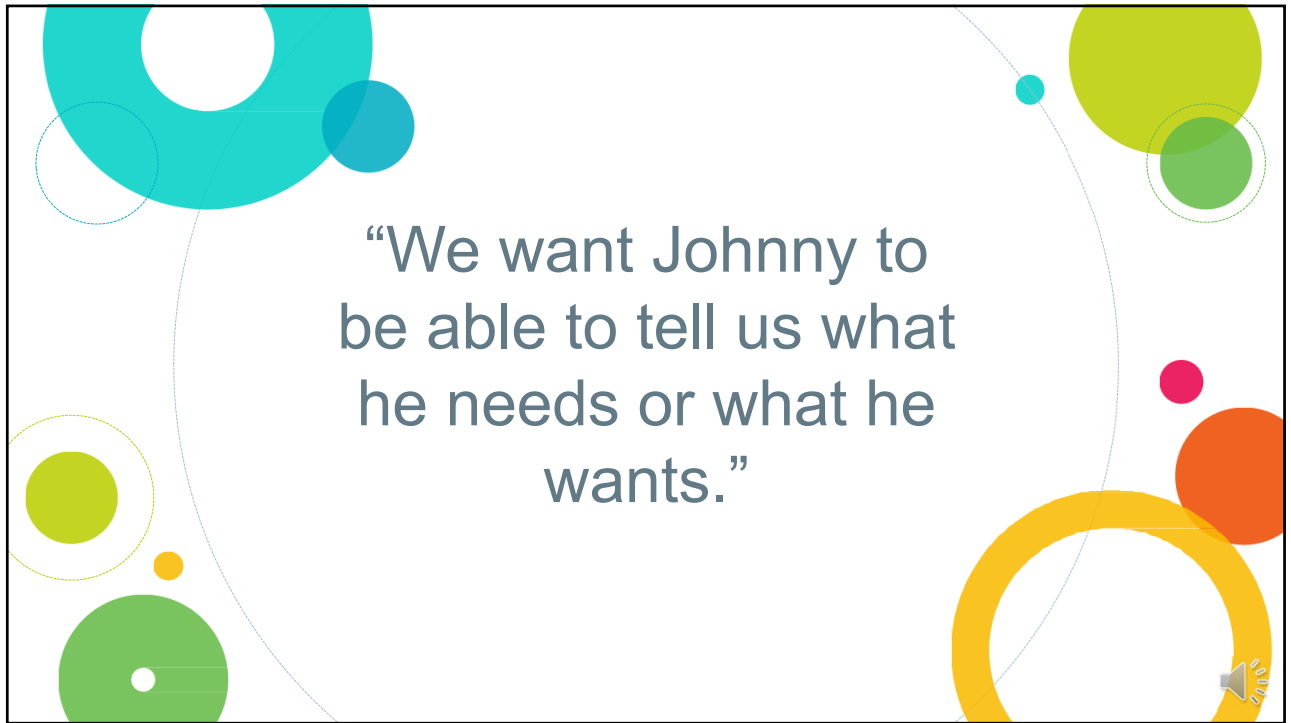
# Johnny VB-MAPP Milestones



# Johnny VB-MAPP Barriers



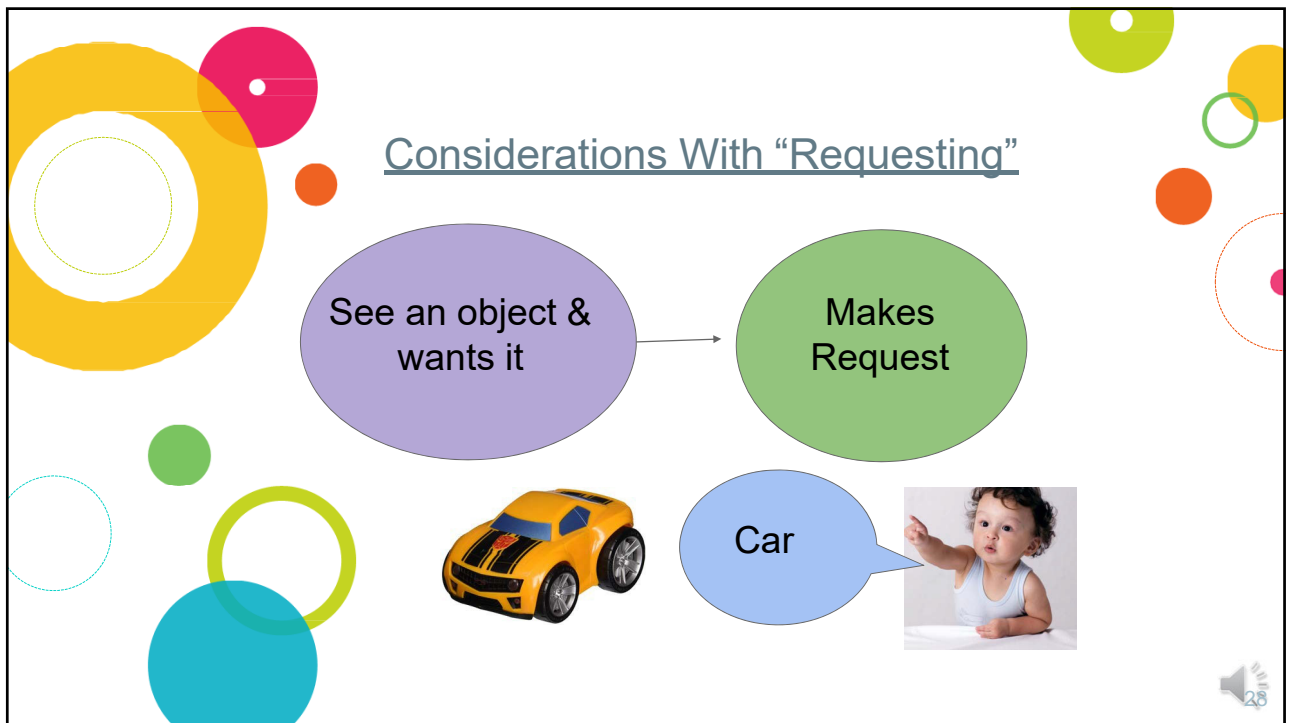


“We want Johnny to be able to tell us what he needs or what he wants.”

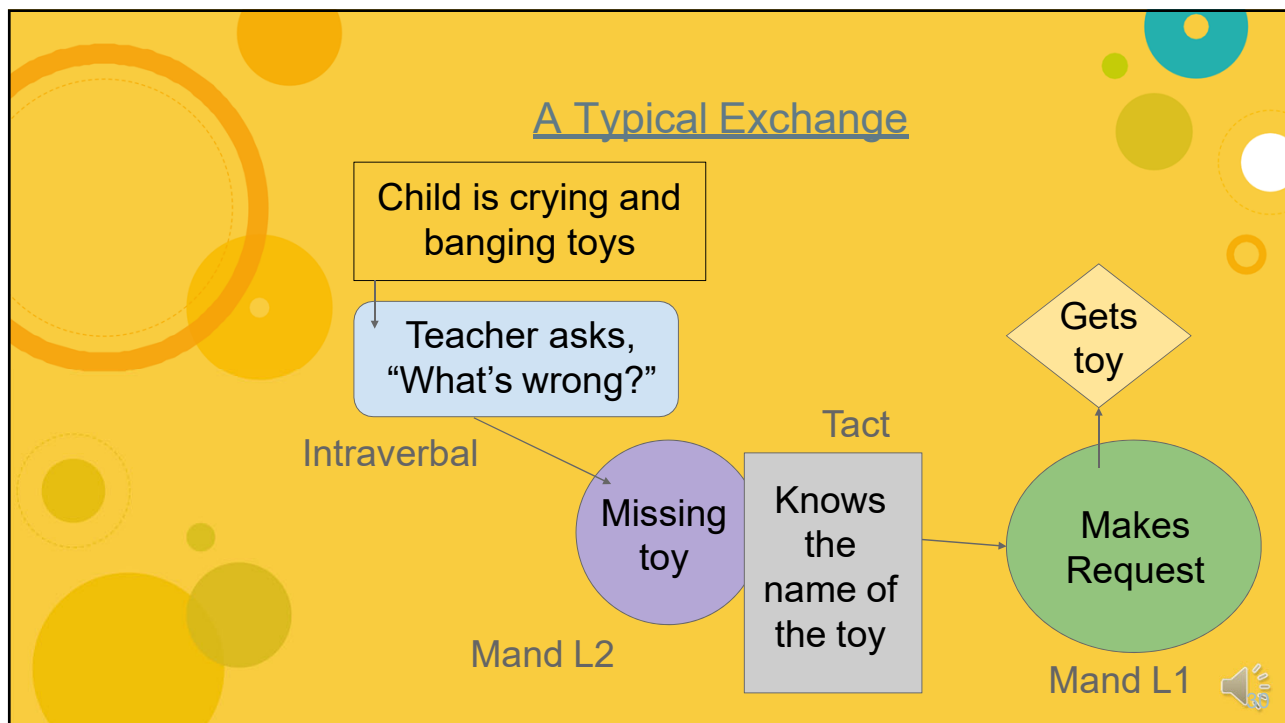
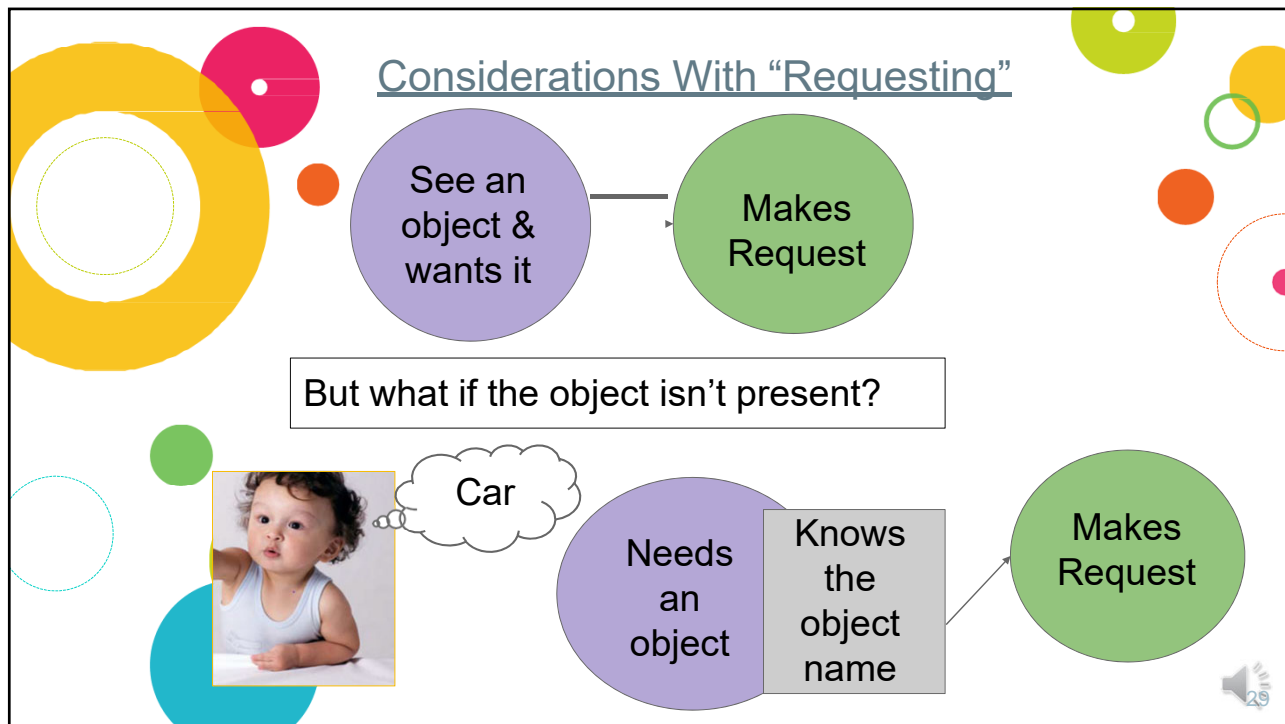


Considerations With “Requesting”

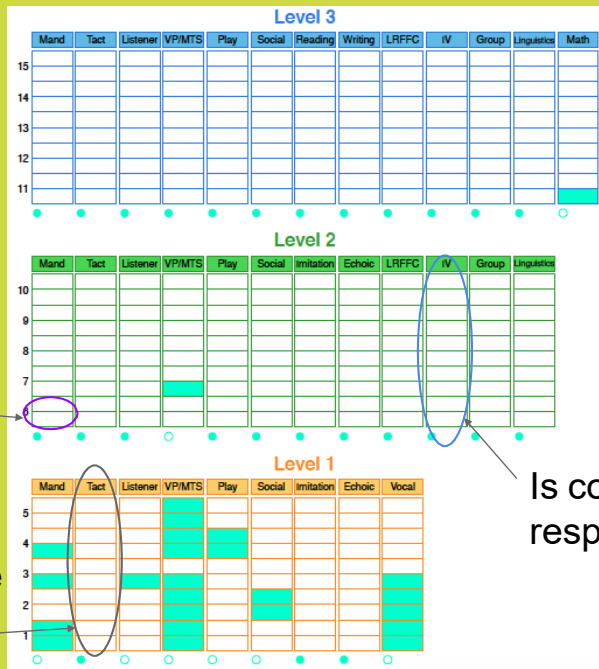
See an object & wants it → Makes Request

Car





# Johnny VB-MAPP Milestones



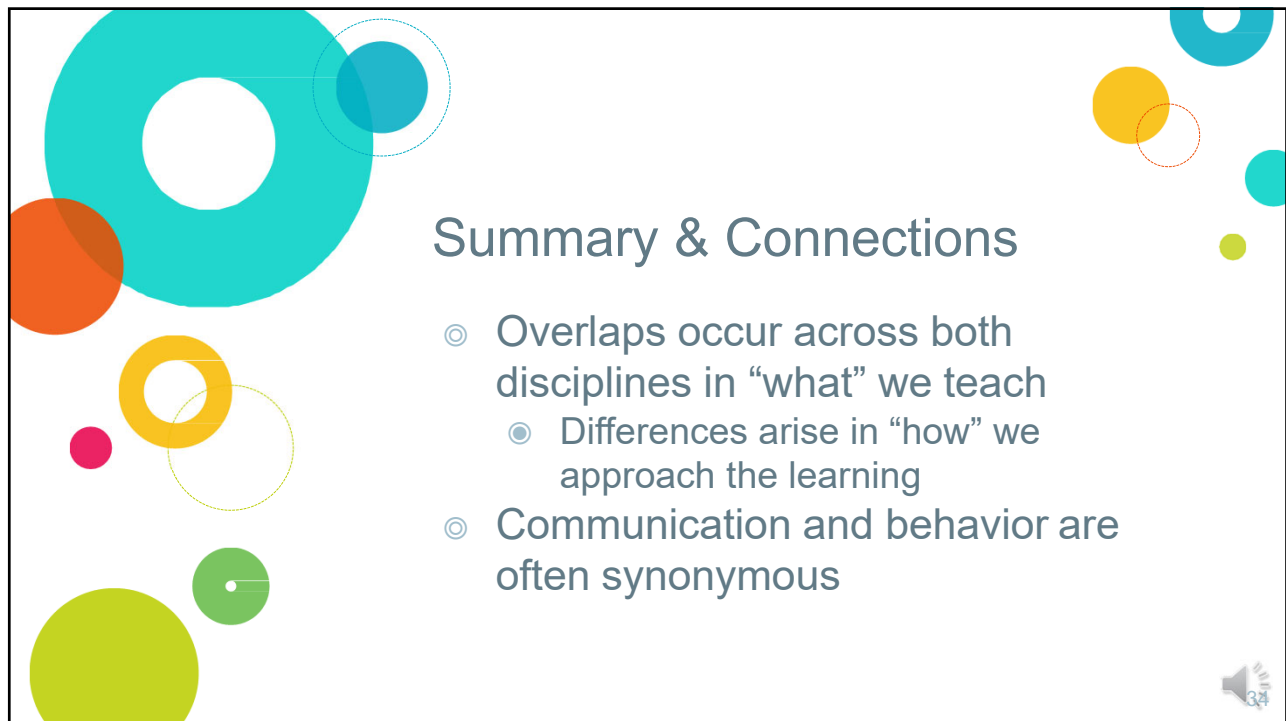
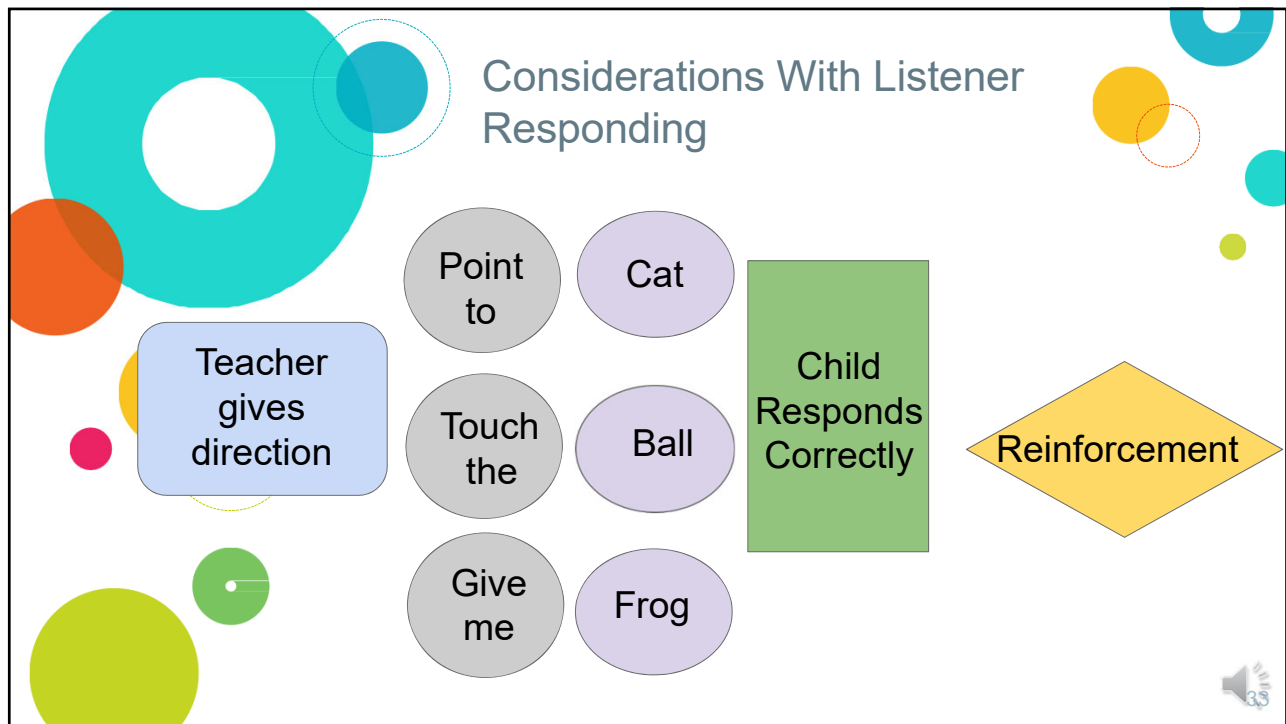
Can request missing items

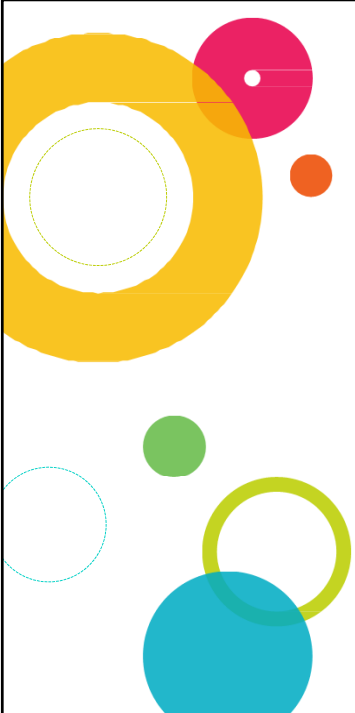
knows the name of object

Is consistently responding

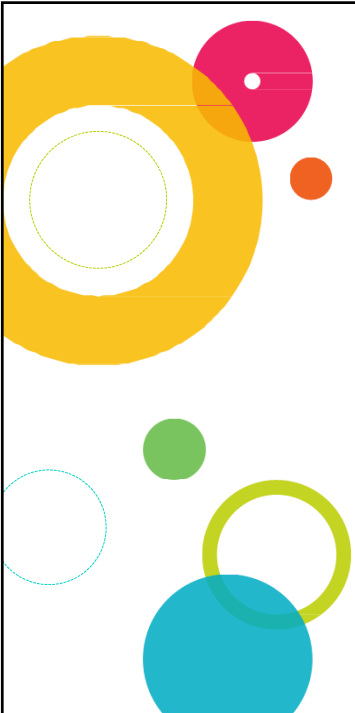

“We want Johnny to be able to follow simple directions in the classroom.”








**Question 2:**  
Reflect on your personal practice. In what ways do you overlap with other professionals on “what” you teach but differ in “how” you approach the subject.

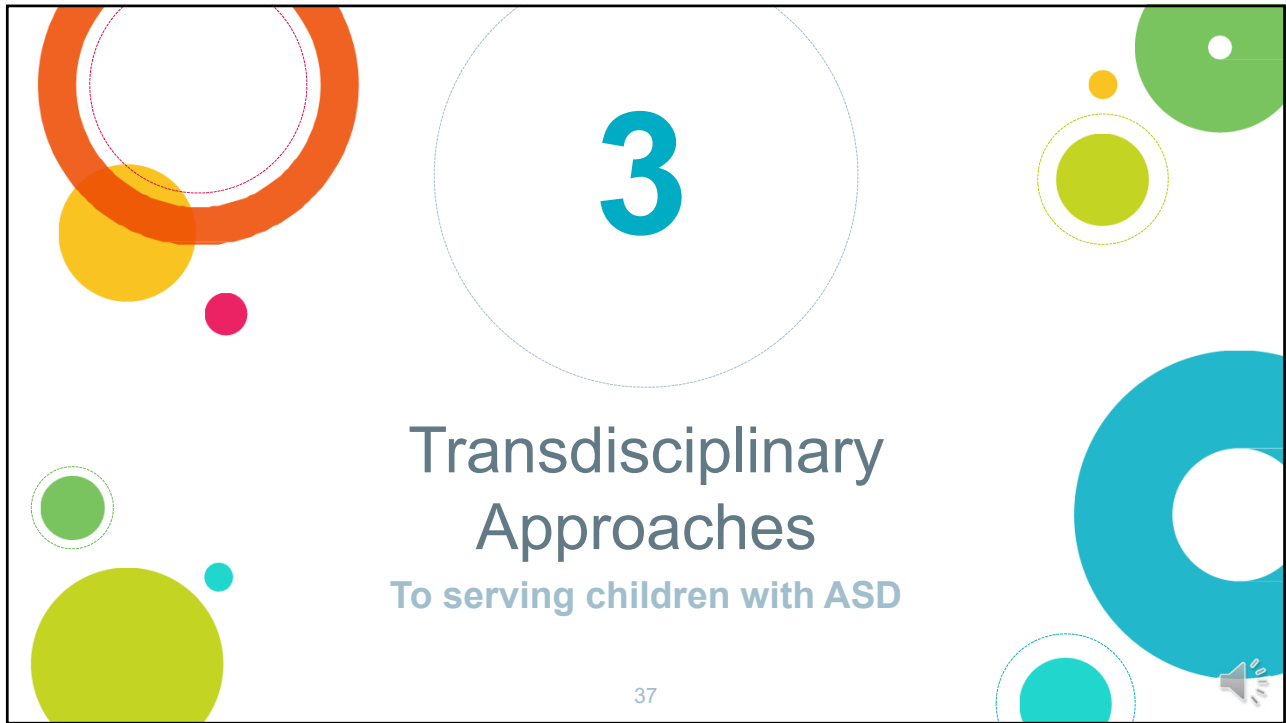


**Question 2:**  
Reflect on your personal practice. In what ways do you overlap with other professionals on “what” you teach but differ in “how” you approach the subject.

**Example: Use of AAC**

- SLP: language development and use for communicating
- OT: physical access, self-help vocabulary
- Special Educator: accessing academic targets
- BCBA: rate of reinforcement






3

# Transdisciplinary Approaches

To serving children with ASD

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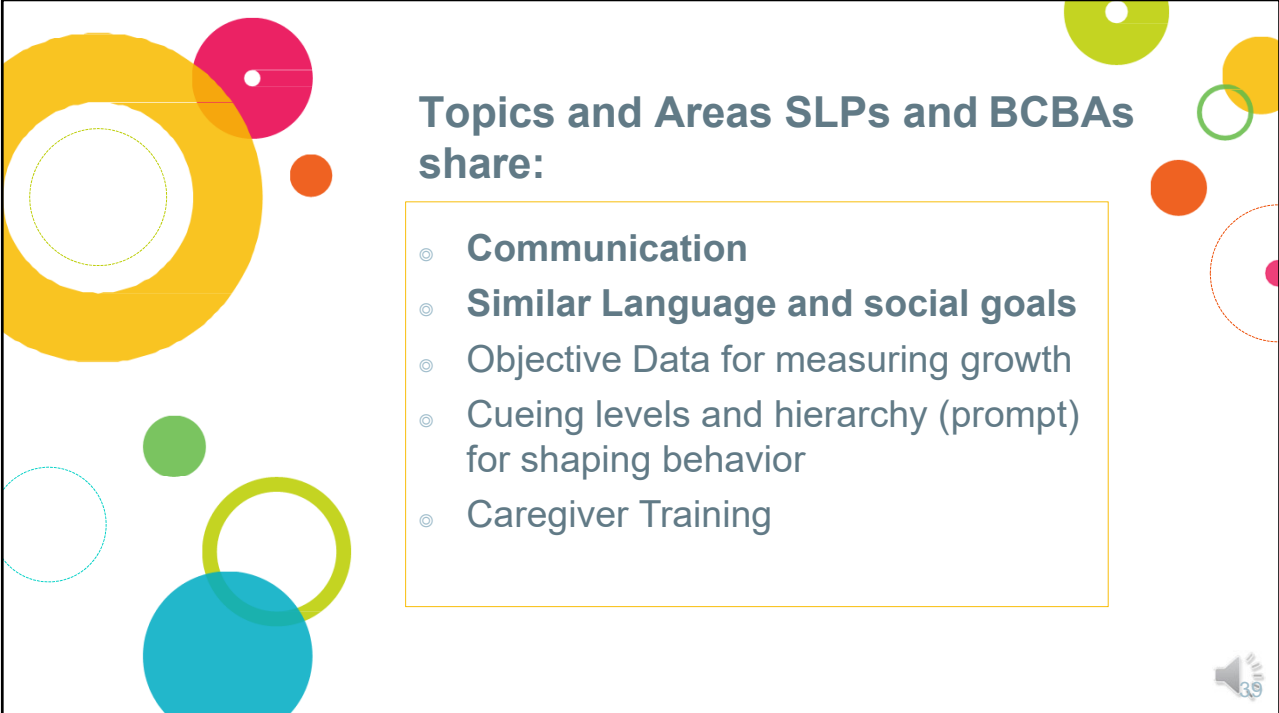


## SLPs & BCBA's

- Topics and Areas we share
- Points of Conflict
- Resolution of Conflicts


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## Topics and Areas SLPs and BCBAs share:

- ⦿ **Communication**
- ⦿ **Similar Language and social goals**
- ⦿ Objective Data for measuring growth
- ⦿ Cueing levels and hierarchy (prompt) for shaping behavior
- ⦿ Caregiver Training



## Points of Conflict between BA & SLPs

**Overall lack of understanding & wholehearted belief in misconceptions**

- ⦿ Theoretical issues
- ⦿ Interpretation of Evidence Based Practice
- ⦿ Naturalness of Strategy implementation
- ⦿ Scope of practice
- ⦿ Differing priorities
- ⦿ Naturalness of strategy implementation



## Resolution to conflicts between BAs & SLPs

- ⦿ **Open communication- share perspectives in honest and respectful way**
- ⦿ Listening to understand one another's perspectives
- ⦿ **Compromise**
- ⦿ **Child Focused-** work together to bring perspectives to support a particular child's goals
- ⦿ Collaboration
- ⦿ Modeling

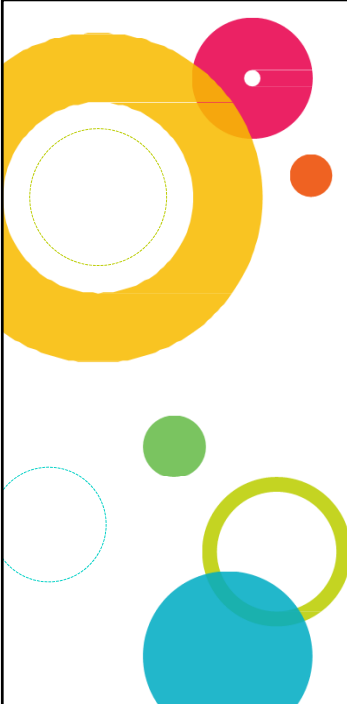


## Definitions:

Two or more disciplines bring perspectives to the work and.....

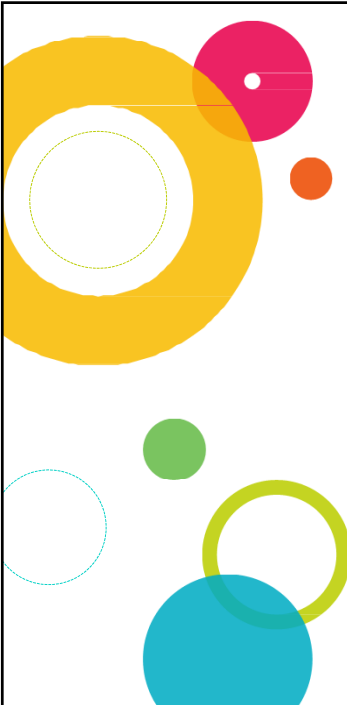

Multidisciplinary	Interdisciplinary	Transdisciplinary
maintain discipline specific roles and responsibilities	integrate some of the other disciplines' principles or practices	role release between disciplines to create holistic service





### Characteristics of a transdisciplinary team


Communication	Child Focused	Time
Trust	Healthy Conflict	Humility

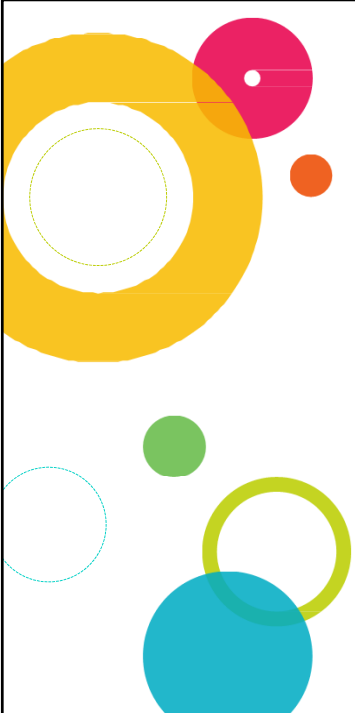


### Question 3:

Reflect on your team practice.


What is one Characteristic of a Transdisciplinary Team that is a strength and what characteristic do you want to build?





**Question 3:**  
Reflect on your team practice.  
What is one Characteristic of a  
Transdisciplinary Team that is a strength  
and what characteristic do you want to  
build?

**Example:**  
-Strength: Time  
-Build: Healthy conflict



# Success...



...for a child with ASD requires a transdisciplinary  
team that can include: caregivers, friends, educators,  
OTs, PTs, Mental Health Providers, SLPs & BAs.



## References:

ASHA Practice Portal: <https://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/Language-In--Brief/>

Barbera, M. (2009). *Getting started with the verbal behavior approach*.  
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# THANK YOU!

Kelly Tousley: [ktousley.bx@gmail.com](mailto:ktousley.bx@gmail.com)

Jodi LeGray: [jodi.legray@gmail.com](mailto:jodi.legray@gmail.com)

