RUBI TRAINING:
PART 2

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Training Objectives

• Introductions

• Highlights from Part 1 Training

• A Walk Through the Manual

• Personalizing RUBI – How to Make it Work for your Families

• RUBI in Clinical Settings – How to Make it Work in your Clinic

• Ongoing Training in RUBI – How to Make it Work for You
Introductions

• Karen and Lindsey
• Workshop Attendees
  • ABA Experience
  • Manualized Treatment Experience
  • Parent Training Experience
Parent Training in Autism Spectrum Disorder
Bearss, Burrell, Stewart & Scahill, 2015

Parent Support
Knowledge-focused
Child is *Indirect* Beneficiary

- Care Coordination
- Psychoeducation

Parent-Mediated Intervention
Technique-focused
Child is *Direct* beneficiary

- Primary (JASPER)
- Complementary (ESDM)
- Primary (RUBI-PT)
- Complementary (Feeding Day Treatment)

Variations in format, location, intensity, duration, target age range
Effect of Parent Training vs Parent Education on Behavioral Problems in Children With Autism Spectrum Disorder
A Randomized Clinical Trial

Karen Bearss, PhD; Cynthia Johnson, PhD; Tristram Smith, PhD; Luc Lecavalier, PhD; Naomi Swiezy, PhD; Michael Aman, PhD; David B. McAdam, PhD; Eric Butter, PhD; Charmaine Stillitano, MSW; Noha Minshawi, PhD; Denis G. Sukhodolsky, PhD; Daniel W. Mruzek, PhD; Kylan Turner, PhD; Tiffany Neal, PhD; Victoria Hallett, PhD; James A. Mulick, PhD; Bryson Green, MS; Benjamin Handen, PhD; Yanhong Deng, MPH; James Dziura, PhD; Lawrence Scahill, MSN, PhD

Intervention

**Parent Training**

- **THERAPISTS**
  - 97% therapist fidelity to treatment

- **PARENTS**
  - 89% retained in 24 week program
  - 92% of core sessions attended
  - 95% of parents would recommend

**Parent Education**

- **THERAPISTS**
  - 97% therapist fidelity to treatment

- **PARENTS**
  - 91% retained in 24 week program
  - 93% of core sessions attended
  - 86% of parents would recommend
48% decline in PT vs. 32% for PE

Effect size = 0.62

Least Square Means from mixed effects linear models

No. of participants

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Vineland Daily Living Skills: Standard Scores

Baseline Week 24

- Parent Training
- Parent Education
Introduction to the Manual

- Structure (4 components)
- Manual vs. Workbooks
- Script, Activity Sheets, Video Vignettes, Parent Handout, Fidelity Sheets
- Session Outline
  - Core v Supplemental
Walk Through the Manual

• By Session
  • Therapist script
  • Activity sheets
  • Video vignettes
  • Fidelity forms
  • Clinician Tip Sheets
What is at the heart of the RUBI Parent Training Program?

4 Key Concepts
How to Think about Behaviors: 
4 Key Concepts

1) Behaviors are *learned*
   • Toilet training
   • Waving bye

(Same goes for challenging behaviors!)
Learning Process

- Child: Runs away and screams when given command
- Parent: Removes the demand
- Child’s Refusal Behavior Reinforced

The cycle continues in this manner, reinforcing the child's refusal behavior.
Learning Process: Parent-Child Dyad

Child: Runs away and screams when given command

Parent: Removes the demand

Child's Noncompliance Reinforced

Parent’s removal of demand is reinforced

Child: Stops screaming and running away
Story 1: The Grocery Store

• Ben and his mom are at the check-out line in the grocery store. Ben asks his mom for a candy bar and his mom says “no”. Ben begins to incessantly repeat his request.

• Mom repeats “no” a few times and then ignores Ben’s requests while placing the groceries on the conveyer belt.

• Ben begins screaming “I want a candy bar” and crying. Mom ignores the crying and screaming for about 30 seconds, but eventually gives Ben the candy bar.

• Ben immediately calms down and patiently holds his candy bar to be scanned. He enjoys eating the candy on the way home.

WHAT HAS BEN LEARNED?
How to Think about Behaviors: 4 Key Concepts

2) Behaviors can be *Adaptive or Maladaptive*

- getting dressed, putting seatbelt on
- hitting, screaming, elopement
How to Think about Behaviors: 4 Key Concepts

3) Behaviors are forms of communication!
   • What is my child trying to say via this behavior???
How to Think about Behaviors: 4 Key Concepts

4) Behaviors serve a function
   • Their job is to get a need (or want) met
4 Possible Functions of Behavior

1) Escape: “Get away” from aversive event/stimuli (task, people, place)

2) Tangible: “Get what I want” (preferred toy, food, video)

3) Attention: “Pay attention to me” (peer, caregiver, parent)

4) Automatic: “I like the way that feels” (Body movements/activities that produce a + internal state)
Three-Term Contingency

Antecedent  Behavior  Consequence
Antecedent

Trigger that ‘sets off’ the behavior
• Demands:
  • “Sit down”
  • “get dressed”
  • Saying “no”

• Restrictions:
  • Taking toys away
  • Taking preferred food away

• Onset of “negative” stimuli
  • Loud noises
  • Crowded spaces
• Anything the person does
• Observed
  • describe what I would see if I were watching
• Measured
  • Timed
  • Counted
Behavioral Terminology

“Gets upset when taken to the bathroom” vs. “Does not sleep well at night”

“Hits, cries, and flops on the floor when I try to take him to the bathroom” vs. “Wakes up 2 to 3 times per night and cries out for me”

“Does not like new food” vs. “Pushes away the plate and leaves the table when new food presented”
Exchange #1

_Mother_: “Tom has been disobedient at home. Is he bad during therapy?”

_Therapist_: “Tom is usually good, but sometimes he is stubborn.”
Exchange #2

Mother: “Tom has been hitting me at home. Does he hit you during therapy?

Therapist: “No he hasn’t hit me, but he has pulled my hair.”
• What comes after behavior
• All behaviors have a consequence
• Planned or unplanned
<table>
<thead>
<tr>
<th>Date/Time of day</th>
<th>What happened before</th>
<th>What happened during (describe each person’s behavior)</th>
<th>What happened after (consequences)</th>
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Let’s Put This Into Practice

• Look for:
  • Antecedents
  • Behaviors
  • Consequences
  • Function(s) of the child’s behavior
  • What is the child learning in this situation?
Video Vignette Example
### Behavior Chart

<table>
<thead>
<tr>
<th>Date/Time of day</th>
<th>What happened before</th>
<th>What happened during (describe each person’s behavior)</th>
<th>What happened after (consequences)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mom said no</td>
<td>Tantrum (stomp, yell)</td>
<td>Mom gives him the brownie</td>
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<td>FUNCTION??</td>
<td>To “Get what he wants”</td>
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<tr>
<td>WHAT HAS THE CHILD LEARNED IN THIS SITUATION?</td>
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How the Function of a Behavior Informs Treatment

Example 1
- Turns classwork into paper airplanes
- Talks to neighbors
- Makes disruptive noises

TEACHER SENDS TO PRINCIPAL

Behavior is “escape-maintained”

Example 2
- Turns classwork into paper airplanes
- Talks to neighbors
- Makes disruptive noises

TEACHER SENDS TO PRINCIPAL

Behavior is maintained by peer attention
## Tailoring Strategy to Behavioral Function

<table>
<thead>
<tr>
<th><strong>Antecedent Strategies</strong></th>
<th><strong>Consequences</strong></th>
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<tbody>
<tr>
<td>Avoid situations/people</td>
<td>Catch the child being good</td>
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<td>Control the environment</td>
<td>Special play time</td>
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<tr>
<td>Do things in small doses</td>
<td>Behavioral contingencies</td>
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<td>Change the order of events</td>
<td>Sticker charts</td>
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<td>Change how you ask/respond</td>
<td>Planned ignoring</td>
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<td>Address setting events</td>
<td>Guided compliance</td>
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<tr>
<td>Visual cues/schedules</td>
<td>Functional communication training</td>
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Food for Thought

• Strategies can take time to work
  • Child is having to ‘relearn’ new behaviors

• Protests can be a sign that the strategy is working!

• Pick one Behavior/Strategy at a time
Food for Thought

• Consistency, predictability, and follow-through are your keys to success.
Parent Training in Practice
In their words . . .

At the end of treatment, while reviewing a final Behavior Support Plan:

We can do things together as a family now. That never happened before. You changed our lives.
What’s in the deal?

Principles
- Expert guided
- Family-centered
- Partnering

Promotes
- knowledge transfer
- meaningful targets
- new skills
- behavior change
Personalization

• Clinicians make choices in personalizing the PT program based:
  • on family need
  • child age
  • level of functioning
  • target behaviors

The manual is the one constant.... the output is unique as a snowflake
Process of Personalization

• A family centered, personalized intervention is achieved through flexible and creative components *co-constructed* by the clinician and parent:
  • Homework selection
  • Documentation in Behavior Support Plan (BSP)
  • Response to challenges and barriers
Homework

- Homework is central to change
- Choices of homework came from standard prompts but were personalized and crafted in partnership between the parent and clinician
- Encourage parents to select homework assignment:
  - Behavioral target
  - Target strategy
Examples of Homework Assignments

- Reinforcement
  - Catch being good
  - Contingency management

- Prevention Strategies
  - Choose one of several options
  - Schedules
    - Visual?
    - Routine

- Planned Ignoring
  - Targets selected by parents
  - Type of ignoring

- Compliance Training
  - Parent generated list of compliance targets

- Teaching
  - Parent generated acquisition targets
Behavior Support Plan (BSP)

• An organizing and living document
  • summarizes various intervention strategies that were devised and implemented for each child
Behavior Support Plan (BSP): Information Sources

- Based upon any available information
  - Parent interview
  - Parent-child interaction observations
  - Parent ratings on standardized questionnaires
  - Conversations during PT sessions
Behavior Support Plan (BSP): Process

- Introduced in first session
- Updated at each subsequent PT session
  - Builds over time
  - Reminder of interventions introduced earlier
- Serves as a final document of accomplishments, challenges, and solutions
  - Finalized at last session
  - Potential future strategies added as well
BSP Provides Direction: Now and for the Future

• A blueprint for what the parent wants to achieve with the PT program
• A diary of the interventions developed, sustained, and revised during the course of the program
  • The completed BSP helps parents see the expansion in their ability to manage challenging behaviors over the course of treatment.
**TARGET PROBLEM BEHAVIORS:**
*definition of the behaviors we want to go away*

<table>
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<tr>
<th>Tantrums</th>
<th>yelling, screaming, sometimes with accompanying aggression or throwing/knocking over items</th>
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<tr>
<td>Noncompliance</td>
<td>Refusal to comply with directions when asked to perform certain tasks (e.g. morning/evening routine) or nonpreferred demands (e.g., clean up).</td>
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**PERCEIVED FUNCTION(S):**
*the cause of target behaviors*

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<tr>
<th>Tantrums</th>
<th>To get what he wants (access to inappropriate snack)</th>
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<td>Escape when given a demand that he does not want to comply with</td>
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<td>Escalation to get attention (during planned ignoring)</td>
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<tr>
<td>Noncompliance</td>
<td>To get out of an unwanted activity (e.g. not sitting at the dinner table; clean up; morning/evening routine demand)</td>
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**PREDICTORS/TRIGGERS FOR PROBLEM BEHAVIORS:**
*Situations that may cause the behaviors to occur more frequently*

Transitions (from more to less preferred activities)

When limits are set (e.g., when told 'no')

When given a non-preferred demand

When Ben wants his mother’s attention
**REINFORCERS:**
*Items or activities that are motivating to the child*

<table>
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<tr>
<th>Category</th>
<th>Examples</th>
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<tr>
<td>Primary Reinforcers</td>
<td>Chocolate (M&amp;Ms), Chicken nuggets, Cookies, Mac n Cheese, Juice Box</td>
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<td>Social Reinforcers</td>
<td>High Five</td>
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<tr>
<td>Material/Tangible Reinforcers</td>
<td>Matchbox cars, Superheroes, Anything with a Car, Toys that light up/noisy toys, Mega Blocks</td>
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<td>Activities/Privileges</td>
<td>Going outside/bike riding with mom, Riding trails with mom, Going to the park, Chucky Cheese, Kindle game</td>
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<td>Tokens</td>
<td>OT - uses a ticket system, Home - point chart, Marble Jar</td>
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**Additional Notes about Reinforcers:**

- **Reinforcers work best if:**
  - Ben’s access to the reinforcer is limited *except* in the context of the behavioral contingency
  - Ben really wants to work for the reinforcer
  - The reinforcer is given ONLY when Ben successfully completes the behavior

- **Use of Stereotyped Interests as Reinforcers:**
  - The goal for repetitive behaviors/stereotyped interests is to make sure that they are not interfering with Ben’s social interactions or learning
  - These highly reinforcing behaviors can be used as motivators for target behaviors. Tie access to the highly preferred toys/activities (e.g., Matchbox cars, toys that light up) to the completion of more functional tasks/behaviors
  - Keep in mind it is ok to allow Ben to engage with these stereotyped interests/behaviors as they likely act as a ‘stress-reliever’ for him. There is just a right ‘time and place’ for him to play with these items (i.e., you can allow time for it, but you can also put limits on it).
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| **Using Reinforcers in a Behavioral Contingency** | This strategy involves requiring a specific, targeted behavior to occur in order for Ben to earn access to a reinforcer.  

To help encourage Ben to get dressed independently in the morning, we developed a reinforcement contingency: If Ben dresses independently, then he earns a point on his point chart.  

This assumes that you follow through and do not provide the point if Ben is noncompliant in any way with the target behavior of “getting dressed independently.”  

A note about behavioral contingencies: You can “up the ante” as Ben progresses with his compliance in the targeted behavior. For example, as part of the morning routine, you could first say, “Get dressed all by yourself, then you get a point on your point chart.” When Ben is consistently following this contingency, you can ‘up the ante’ to “Get dressed all by yourself and put your PJ’s in the laundry hamper, then you get a point on your point chart.” And so on….  

NOTE: To PREVENT behaviors, it is important that behavioral contingencies are set up in advance (i.e. being aware of predictable challenges – such as difficulties with parts of the morning routine) before behavior problems arise.  

Implementing a contingency AFTER the behavior has happened (e.g., Ben has already tried to run out of the room as a way to get out of a demand) will lessen the impact of the contingency, and may reinforce negative behavior (i.e. Ben may learn that if he runs away, he is offered a fun reward for moving forward). | |
| **If-Then Negative Consequence Contingency** | This is related to the above: While we encourage "positive" or reward-based contingencies, this could instead involve a contingency such as "If you call mom by my first name, then you will lose ######." | |
| **Timed Reward for “Using Kind Words”** | For particularly challenging times of the day, when Ben is more likely to use 'negative talk', allot time intervals that reinforcers can be provided for the absence of the targeted problematic behavior:  

Ben will receive a particular reward for the absence of 'negative talk' (paired with praise 'good job talking kindly'). For example, if Ben uses kind words for the next 30 minutes, then he can earn access to his mom's kindle. | |
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| Timers                    | Visual timers (time-timers) provide a great way to indicate to children when a transition or a reward will occur or when an activity is over. Instead of verbally telling Ben how much time until a transition will occur, use a timer to present this information.  
- This avoids parents having to be the ‘bearer of bad news’ (i.e., that a transition needs to occur).  
- When the timer goes off, it is important to respond immediately.  
  - A timer was recommended to use as a cue that it was time to clean up the toys  
  - During Ben’s dinner routine, a timer was introduced to help him to stay at the table for his entire meal (10-15 minutes)  
    - We started with providing M&Ms every 3 minutes for appropriate sitting during dinner, then increased this to every 4 minutes  
    - Eventually, we moved to using timed intervals to consume portions of the meal (e.g. dinner divided into 4 segments; Ben had 3 minutes to eat each segment. Completion = M&M reward) |                |
| Changing the order of    | Changing the order of activities in the daily routine can make the day run more smoothly, making sure less preferred activities come first, followed by more preferred activities. Having preferred activities come second serves to motivate completion the less exciting activity. This was used during the morning routine:  
“First get dressed; If there is time left over, you can watch TV.” |                |
| events/                   |                                                                                                                                                                                                                                |                |
| “First-Then”              |                                                                                                                                                                                                                                |                |
| Changing the way that     | Saying ‘no’ directly can often result in increased problem behaviors. Instead, it can be helpful to find alternative ways to respond. Giving choices can help to increase compliance and reduce difficult behaviors.  
  - Ben can be given choices as part of his routine (e.g., do you want to do this activity or that one)  
  - This was also applied in offering snack choices (to promote selection of healthy afternoon snacks) |                |
<p>| you ask                   | <strong>NOTE:</strong> if Ben does not accept your choices or offer an appropriate alternative, then you can say “Make a choice or I will make the choice for you” - then follow through!                                                                 |                |</p>
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<tr>
<td>Types of Planned Ignoring</td>
<td>For nondestructive but attention seeking behaviors, <em>ignore both the child and the behavior.</em></td>
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<td>For dangerous behaviors (e.g., bolting down the street; self-injury), <em>attend to the child and stop the dangerous behavior, but do not provide attention to the child</em> while you are addressing the behavior.</td>
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<td>For high frequency behaviors (e.g., repetitive question asking), ignoring the child when this behavior occurs could result in ignoring the child for large portions of the day. Instead, just do <em>targeted ignoring of the behavior while otherwise providing attention to the child.</em></td>
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<tr>
<td>Rules for Planned Ignoring</td>
<td>Ignore the behavior COMPLETELY (no facial expression, no talking, walk away if needed)</td>
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<td>Ignore until the targeted behavior stops. If you break down and pay attention before the behavior stops, the child learns that is your 'breaking point'.</td>
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<td>The behavior typically <em>gets worse before it gets better</em> (kids like to 'up the ante')</td>
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<tr>
<td>Planned Ignoring Strategy for Ben:</td>
<td>• Ignore Ben's <em>negative talk</em>. Ben often said inappropriate words. Planned ignoring was used to eliminate any social attention provided to these behaviors. Initial concerns about Ben escalating to destructive behavior were addressed by applying &quot;Ignore the Child but NOT the Behavior&quot;.</td>
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<td>• When on the phone: This strategy is best implemented in combination with prevention (setting Ben up with something to do while you are on the phone) and reinforcers (&quot;If you play quietly while I'm on the phone, you can earn ####&quot;). If an unexpected call occurs and Ben is unoccupied/likely to be disruptive (e.g., when in the car), you can tell the person you will call them back in X minutes. Then set up the prevention/reinforcement contingencies, and then call the person back.</td>
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Teaching your child to comply with requests involves a number of important steps:

- Gaining their attention and eye contact
- Telling (not asking) them exactly what to do and at the same time providing some physical guidance to complete the command.
- Providing immediate and specific praise as your child complies.

It is important to **WAIT** to give the command until you are ready to follow through - and not from across the room.

We discussed the use of Planned Ignoring and Reinforcement in combination with Compliance Training when cleaning up toys. This is to target some of the (ignorable) negative behaviors (laughing) that occurred when mom was using physical guidance to have Ben clean up. Reinforcement (e.g., point on point chart) can be used as an additional motivator to comply with commands.

We discussed using this strategy in order to teach Ben to comply using the "Compliance Commands" - "Clean up your toys" and "Go to the bathroom to brush your teeth" and "Get in the bathtub"
OPTIONAL SESSIONS:

SLEEP:

We targeted the following sleep issues:
- Sleep association (requiring watching DVD in bed in order to fall asleep)
- Sleep association (requiring mom to be present if Ben doesn’t fall asleep via the DVD)
- Night wakings, involving moving to mom’s bed

Intervention included:
- Changing the bedtime routine so that DVD playing occurred BEFORE Ben was in bed
- Introducing a sound machine (DVD with quiet sounds) that will play all night as the new ‘association’ to falling asleep
- Using redirection (back to bedroom) and timed check-ins by mom while Ben was falling asleep
- Using redirection (back to bedroom) if Ben moves to mom’s bed in the middle of the night. We discussed how sometimes mom doesn’t notice he’s moved to her bed and problem-solved use of baby monitors, or other means, to alert her to his movement. We also discussed moving Ben back to his room when mom wakes up in the morning to try to ensure Ben ends up in his bed before waking.
- Providing a reinforcer (point on his chart) for waking up in his own bed
- Using a baby gate to block Ben's access into his mom’s room. When he ‘encounters' the baby gate (and wakes mom up), she can then redirect him back to his own bed.

TIME OUT:
To address 'negative talk' as well as cursing.

- Time Out should be used for ONE BEHAVIOR AT A TIME, so that Ben knows exactly what behavior what will get him sent (consistently) to time out.
- Let Ben know in advance there is a new 'house rule.' You can remind him each morning that this rule is 'in effect'. You also can put up a visual reminder about this house rule (e.g., something posted right above the time out chair)
- EVERY TIME Ben engages in negative talk, he should be sent to time out, using as little physical prompting as necessary, and providing no attention to him.
- If he is too disruptive on the time out chair, he should be moved to his room.
- Ben should stay in time out for a minimum amount of time (e.g. 3 minutes).

NOTE: Ben should not be able to leave time out until he is quiet. So, if 3 minutes passes and he’s still upset, you should wait until he calms down before he is allowed to leave time out.

To help Time Out work, it is important that you increase the amount of positive attention you provide to Ben (Catch him when he's being good). Time out is most effective when there is a "healthy balance" of positive attention to counter the negative that comes with time out. We want to use the positive attention to remind Ben what happens when he behaves (i.e., I get a lot of + attention from mom!)
## FUTURE CONSIDERATIONS

*Strategies that can be implemented in the (near) future*

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| **Reinforcement:**  
**Earning Time Toward Access to Preferred Activities**  
(see mealtime Timer plan) | As an alternative to giving M&M's for on target mealtime behavior, Ben could also earn 'amounts of time' toward a preferred activity.  
For example, every 4 minute interval that Ben finishes his meal portion earns him 5 minutes of special time with mom; or 5 minutes of time on mom's kindle. |
| **Prevention:**  
Visual Schedule | Presentation of information in a visual format (as opposed to auditory) can be extremely helpful for children with ASD. Visual schedules are pictorial representations of activities and transitions during the day.  
- while this was not introduced in our program, it may be a useful strategy in the future to help provide visual cues to the structure of daily routines |
| **Prevention:**  
Creating a Routine | This will increase predictability for Ben. The evening routine is already nice and predictable. As the school year starts, it may be helpful to create the same kind of predictable routine for the 'morning flow.' Mom may want to also consider adding a visual schedule to help lay out for Ben the morning schedule. |
| Teaching Skills | Future targets could be: pouring juice, packing backpack, getting clothes out |
In their words . . .

We never knew what to do before. Every new behavior, we were just guessing and going in different directions, arguing with each other.
In their words . . .

It used to be that I was putting out fires. Cooking. Cleaning. Work. Everything. Now I know what to do, he knows what to do. We are all happier.
BSP Provides Communication

• A vocabulary for parents to use in discussions with other providers and educators
  • fosters consistency across settings as well as communication between parents and teachers
In their words . . .

His teacher and principal never really listened to me. But now, I go into these meetings and I think I’m offering them ideas that they never thought about before!
BSP Provides Perspective

- Shows the considerable effort by the parent to reduce disruptive behavior and promote skill acquisition
  - Cumulative and comprehensive record of the parent's investment
  - Helps parents see beyond momentary set-backs
  - Helps parents to recognize the positive effects of their efforts
In their words . . .

We didn’t get the chance to do the extra feeding session. But I figured out how to get him to eat better. He’s eating more foods and sitting at the table for the whole meal.
Some Challenges

- Parent doesn’t understand the material
- Parent is not engaged
- Child melts down when new intervention is introduced
- A new crisis each week
- Behaviors got much worse

- Completing homework
  - “I forgot the sheet”
  - “I didn’t have time”
- Core symptoms improvement
- Consistency with secondary/other care givers
In their words . . .

We just have so much going on right now. I think this stuff will be helpful, it works when you use it. But I just don’t have the time to do it now.
In their words . . .

My husband’s parents undermined me all the time. You really helped me figure out how to get them on board. They’re not perfect, but it’s so much better now.
In their words . . .

I just wished he would play with other kids. He ignores his cousins. He doesn’t want anyone to throw basketballs with him. He just stops if others try to join him.
In their words . . .

16 months later . . .
It’s just so much better. You told me there will be things that will come up, but I’ve handled them. It’s so much better now. I was clueless before.
Research v. Clinical Implementation

- Length of sessions (where can you strategically break sessions up?)
- Billing
- Supplies
- Who is present in session
- How to structure clinic space
- Marcus v Seattle Children’s Implementation Model
  - Cases
  - Billing
  - Supervision
Training in RUBI

- 4-hour introductory workshop: Overview of the RUBI PT program
- 4-hour intensive workshop: Delivery of the RUBI manual
- Weekly consultation
- Certification: Delivery of RUBI PT with 2+ cases
  Fidelity review of 11 core sessions by a RUBI-certified trainer
  Mastery criteria = >80% fidelity for each session
Moving Forward with Training

• Ongoing Consultation
  • Choose supervision time
  • Consult method (phone, skype)
  • Discuss potential training cases

• Certification
  • Review of 11 Core sessions (video, audio) and meet ≥80% fidelity to treatment
  • Strategic choice of certification case
Box.com

- From Trainer
  - Video Vignettes
  - Training Case Example
- From Trainee
  - Scan of fidelity forms
  - Outcome measures (ABC, HSQ, Vineland)
  - Videos (if going for certification)
Effect of Parent Training vs Parent Education on Behavioral Problems in Children With Autism Spectrum Disorder

A Randomized Clinical Trial

Parent Training for Disruptive Behaviors

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