

Trauma Informed Assent Mastery Kit for “Escape” Behaviors - FREE SAMPLE

An assesment, programming,
and implementation guide



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Trauma Informed Assent Mastery Kit for “Escape” Behaviors

Dear Mastery Kit Enthusiasts,

In the varied world of behavior analysis, our methodologies and perspectives might differ, but a common goal unites us: enhancing and improving the lives of those we serve with dedication, compassion, and evidence-based practices. It's with this shared ambition that I am excited to present the Trauma-Informed Assent Mastery Kit for Escape Behavior. This Mastery Kit represents the culmination of nearly two decades of clinical practice, coaching, and training in behavior analysis, designed to bridge gaps and harmonize our practices with the evolving scientific community and ethical standards. It goes beyond the conventional boundaries of escape behavior management, adopting a humane, assent-based, and trauma-informed approach.

To the **Traditional Behavior Analyst**, this kit provides a route to expand your methodologies, integrating trauma-informed principles while maintaining the rigor and efficacy of our science. It invites you to look beyond the limits of escape extinction and into strategies that nurture connection and assent.

For the **Trauma-Informed Behavior Analyst**, here is a toolkit that aligns with your principles and practices, carefully created to enhance your understanding and refine your interventions. This kit not only supports your approach but also provides you with structured tools and checklists to elevate your practice.

And to the **Loosely Trained Behavior Analyst**, this kit acts as a guide, leading your development towards more organized, ethical, and effective practices. It offers a chance to strengthen your foundations in behavior analysis, embracing the scientific rigor and the compassion that our field demands.

The Mastery Kit unfolds with thorough assessments across key areas such as Connected Relationships, Emotional Regulation, and beyond. Each section is designed not just to impart knowledge but also to inspire actionable steps, complete with programming suggestions and implementation checklists tailored to the diverse needs you encounter in your work.

By adopting this kit, you are committing to a practice that is both scientifically robust and deeply respectful of the individuals we serve. This is more than a collection of tools; it's a pledge to strive for better, to become better, and to make a real difference in the lives of those we support.

Your engagement with this kit reflects your commitment to excellence and ethical practice. It is a privilege to embark on this path with you, and I look forward to the progress we will achieve together in the field of behavior analysis.

Sharing Knowledge, Sharing Inspiration 🌟
Megan DeLeon (Miller), PhD, BCBA-D
Founder, Do Better Collective





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Trauma Informed Assent Based Mastery Kit

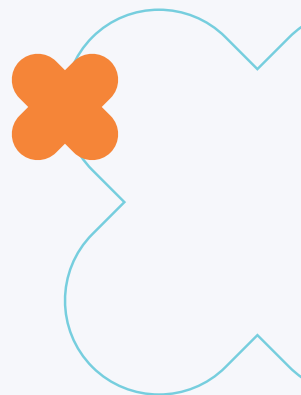
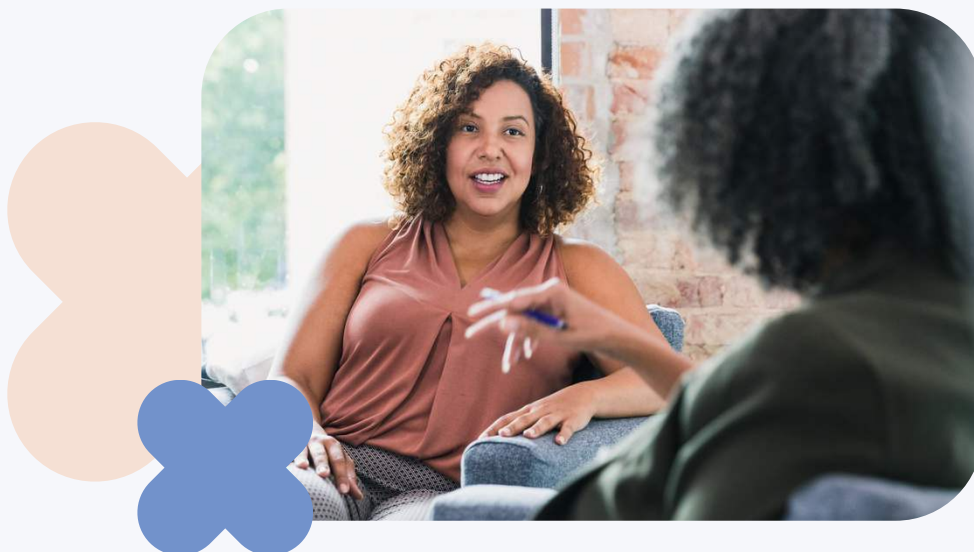
Exploring the complexities of escape-maintained behavior requires a nuanced approach that extends beyond traditional functional analysis. This Mastery Kit, presented in a shortened "free" version, is designed to augment your assessment and intervention strategies, offering guidance for both initial evaluations and ongoing adjustments. By engaging with each section, you will acquire insights that inform your treatment planning and service delivery, ensuring interventions are precisely tailored to meet each client's unique needs.

This introductory version is crafted to provide behavior analysts with an opportunity to enhance their assessment processes and identify potential areas for expanding their knowledge and practices. While the initial segment helps establish a baseline for assessment across some domains, full access to the Mastery Kit's assessment items, programming suggestions, and implementation checklists is exclusive to participants of the **Reflective Analyst Workshop**.

This toolkit serves as an invitation for behavior analysts to expand their expertise. Should you find the contents challenging or beyond your current scope of practice, we encourage seeking additional education and mentorship to fully leverage the potential of this kit. Mastery of the strategies involved in managing escape-maintained behavior is part of your continuous professional development.

Aligned with our mission to foster growth, curiosity, and compassion, this kit is shared with you under the condition that it not be reproduced, distributed, or shared without explicit permission from Dr. Megan DeLeon (Miller) and/or the Do Better Collective. Our commitment to collective learning and the respect for intellectual property underpin our goal to share knowledge and inspire action. By adhering to these terms, you support our ongoing efforts to deliver impactful resources and cultivate a community committed to enhancing life for others.

Disclaimer: This Mastery Kit is intended as a supplementary resource to support the clinical skills and judgment of behavior analysts. It is vital to adapt the strategies outlined here to each client's specific context. The creators of this kit bear no responsibility for the outcomes of interventions derived from its use. Your engagement with this material indicates an understanding of this disclaimer and a commitment to apply its contents responsibly, guided by professional standards and individual client needs.



Directions for Use

This Free Version of the Mastery Kit is designed as an introductory tool to assist behavior analysts in assessing and developing targeted interventions for escape-maintained behaviors. Here are the step-by-step instructions to navigate through this shortened free version of the kit effectively:



Section 1: Assessment

1. **Focused Assessment in Connected Relationships:** Complete the full assessment checklist available for Connected Relationships to evaluate skills in depth.
2. **Summarized Assessments for Other Areas:** Review summarized content in areas of Emotional Regulation, The Big 4, Executive Functioning, Function-Based Treatment, and Environmental Supports to understand key assessment points.
3. **Data Analysis and Summary:** Analyze all collected data to identify developmental patterns and needs. Utilize the treatment planning form to select targeted interventions based on identified needs.



Section 2: Programming and Implementation

1. **Access Preview Content:** Each section provides an overview of programming suggestions and implementation checklists to preview treatment planning.
2. **Customization and Development:** Tailor these initial suggestions based on detailed assessment outcomes from the Connected Relationships section and summarized insights from other areas.
3. **Regular Progress Reviews:** Schedule systematic reviews to adjust programming based on the client's responsiveness and progress.

Directions for Use



Section 3: Additional Resources/References

1. **Further Learning:** Explore additional resources and links provided to deepen understanding of specific content areas. These resources are critical for expanding your competency beyond this introductory kit.
2. **Comprehensive Toolkit Access:** Utilize external links and documents to enhance the interventions designed from the programming suggestions.
3. **Incorporate Research Findings:** Stay updated with the latest research relevant to the practices recommended within the Mastery Kit to maintain evidence-based interventions.

Final Note:

Collaborate closely with clients, their families, and your interdisciplinary team to ensure that all interventions are individualized, culturally sensitive, and aligned with best practices in trauma-informed care.

This guide is designed to help you navigate the introductory version of the Mastery Kit, setting the stage for more comprehensive learning and application through additional training and resources.

Section One: Assessment

Areas to Assess Tracking Sheet

Skill Area	Assessed/Date	Assessed/Date	Assessed/Date	Assessed/Date
Connected Relationships	☐	☐	☐	☐
Emotional Regulation	☐	☐	☐	☐
Big 4	☐	☐	☐	☐
Executive Functioning Skills	☐	☐	☐	☐
Function-Based Treatment	☐	☐	☐	☐
Environmental Supports	☐	☐	☐	☐

Directions: Use this tracking sheet to document assessment of each of the areas listed. Record a check mark and the date each time the area is assessed.

Connected Relationship Assessment Questions

Skill Area	Question	Performance
Connection	How does the client notice others in their environment?	
	How does the client initiate interaction with others?	
	How does the client respond to attempts to engage and bids for attention?	
	How does the client respond to request from others to complete demands, follow routines?	
Communication	How does the client value communication partners?	
	How does the client use gaze shifts to communicate?	
	How does the client they use body positioning/movement to communicate?	
	How does the client use people as tools to communicate?	
	How does the client use sounds to communicate?	
	What is the client's preferred communication output? (Vocals, signs, gestures, pictures, objects, body movements, etc)	

Choose the option that best describes the learner's performance

The learner is: **CONSISTENTLY** | **SOMETIMES** | **RARELY**

Aware of their environment, values communication partners, initiates interactions, sustains interactions, is responsive to attempts to engage or teach, and the team can identify what is motivating and meaningful to the child

If the learner is consistently engaging in the responding described above, treatment selection does not need to focus on connected relationships.

If the learner is sometimes or rarely engaging in the responding described above, treatment selection should focus on developing connected relationships.

Emotional Regulation Assessment

*The assessment for **Emotional Regulation** is not included in this version of the Mastery Kit. Read below for a preview of the Emotional Regulation content from the **Reflective Analyst Workshop** and the full version of the Mastery Kit.

Introduction to Emotional Regulation

Emotional regulation is a fundamental aspect of human behavior that profoundly affects learning, relationships, and overall well-being. In the context of behavior analysis, understanding and supporting the development of emotional regulation skills is crucial, particularly for clients who display escape-maintained behaviors. These behaviors often stem from difficulty coping with emotional distress in safe ways.

Why Emotional Regulation Matters

For individuals engaging in unsafe responding, emotional regulation can be a gateway to more effective engagement in therapeutic settings. It influences how they respond to interventions and how they handle everyday stressors. By enhancing emotional regulation, we can improve the human experience and likelihood to benefit from therapy, reducing reliance on escape behaviors as coping mechanisms.

Assessment Preview: Evaluating Emotional Regulation

One key element in assessing emotional regulation involves understanding how an individual experiences and responds to emotional stimuli. Here is a brief look at what kinds of questions might be involved in such an assessment:

- **Regulation Skills:** Observe and evaluate the client's ability to maintain emotional control during daily activities. Is the client able to stay calm and focused?
- **Response to Stress:** How does the client react to stressful or challenging situations? Are the reactions proportional and managed effectively?
- **Use of Calming Strategies:** Identify if the client uses specific strategies to manage emotions. Which strategies are used, and how effective are they?

These sample questions are just the beginning of an evaluation aimed at tailoring interventions to foster better emotional management skills.

What You Can Expect in the Full Mastery Kit

In the complete version of the **Trauma-Informed Assent Based Mastery Kit for Escape Behavior**, you will access detailed assessment tools complete with coding instructions to accurately gauge emotional regulation. Additionally, you will find programming suggestions tailored to enhance emotional regulation skills effectively. These resources are designed to equip behavior analysts with the necessary tools to implement strategies that support lasting behavioral change and improved emotional resilience.

The Big 4 Assessment

*The assessment for the **Big 4** (Alai'i-Rosales et al., 2018) is not included in this version of the Mastery Kit. Read below for a preview of the Big 4 content from the **Reflective Analyst Workshop** and the full version of the Mastery Kit.

Introduction to the Big 4

The Big 4 (Alai'i-Rosales et al., 2018) refers to a set of foundational skills crucial for preventing challenging behaviors: Communication, Gaining Attention and Affection, Engagement in Activities, and Tolerating, Coping with, and Accommodating Adversity. These skills are pivotal in fostering safe interactions and reducing reliance on escape behaviors as coping mechanisms.

Understanding the Big 4

These core areas offer a lens through which we can view a client's interactions within their environment, providing insights into both strengths and areas needing support. This understanding is essential for developing targeted interventions that address the root causes of challenging behaviors.

1. **Communication:** This includes how individuals express their needs and interact with others, which is fundamental to all other areas of the Big 4.
2. **Gaining Attention and Affection:** How clients seek and receive attention affects their social interactions and emotional satisfaction.
3. **Engagement in Activities:** This involves the extent to which individuals participate in and enjoy various activities, directly influencing their quality of life and behavioral outcomes.
4. **Tolerating, Coping with, and Accommodating Adversity:** The ability to handle stress and adapt to change is crucial for reducing escape behaviors that often arise from difficulty safely navigating challenging situations.

Assessment of Big 4 Preview

To give you a glimpse of how the Big 4 can be assessed, here's an example of the kinds of questions included in the mastery kit:

- **Communication:** How does the client communicate needs?
- **Gaining Attention and Affection:** Observe how the client gains attention from peers and adults. Are these behaviors safe and effective?
- **Engagement in Activities:** Does the client actively participate in and sustain engagement with various activities independently?
- **Adversity Response:** Evaluate how the client copes with and adapts to unexpected changes or challenges.

What You Can Expect in the Full Mastery Kit

In the full version of **the Trauma-Informed Assent Based Mastery Kit for Escape Behavior**, you will find assessment questions for each of the Big 4 areas. The kit includes checklists and coding guidelines to measure these skills, along with programming suggestions that are designed to enhance each area effectively. This will empower behavior analysts to implement nuanced, personalized interventions to significantly improve client outcomes.

Executive Functioning Assessment

*The assessment for **Executive Functioning** is not included in this version of the Mastery Kit. Read below for a preview of the Executive Functioning content from the **Reflective Analyst Workshop** and the full version of the Mastery Kit.

Introduction to Executive Functioning

Executive functioning skills are crucial cognitive processes that help individuals manage their thoughts, actions, and emotions to achieve goals. These skills include task initiation, response inhibition, emotional control, and working memory, among others.

Why Executive Functioning is Important

Effective executive functioning is essential for navigating daily challenges, learning new information, and adapting to change. These skills allow clients to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Enhancing these skills can significantly improve a client's independence and ability to cope with the demands of different environments.

Assessment of Executive Functioning Preview

The assessment of executive functioning in our kit is designed to identify areas where the client may need support to enhance their cognitive skills for better personal, academic, and social outcomes. Here are some sample questions from the mastery kit that focus on key aspects of executive functioning:

- **Task Initiation:** "How promptly does the client begin a new task after receiving instructions?"
- **Response Inhibition:** "Does the client resist the impulse to escape or avoid a challenging task or perceived aversive stimuli?"
- **Emotional Control:** "Does the client regulate emotions effectively when faced with stress or challenges?"
- **Working Memory:** "Does the client remember and follow multi-step instructions without prompts?"

What to Expect in the Full Mastery Kit

In the comprehensive mastery kit, each aspect of executive functioning is assessed. The full version of **Trauma-Informed Assent Based Mastery Kit for Escape Behavior** includes assessment tools, programming suggestions based on assessment outcomes, and implementation checklists. These resources are designed to guide practitioners in developing interventions that enhance these crucial skills, ensuring clients are better equipped to handle everyday tasks and challenges effectively.

Function-Based Treatment Assessment

*The assessment for **Function-Based Treatment** is not included in this version of the Mastery Kit. Read below for a preview of the Function-Based Treatment content from the **Reflective Analyst Workshop** and the full version of the Mastery Kit.

Introduction to Function-Based Treatment

Function-based treatment is grounded in identifying the reasons behind a client's behavior and designing interventions that address these root causes. By understanding the function of a behavior, behavior analysts can develop more effective, personalized strategies that encourage behavior change.

Why Function-Based Treatment is Important

Identifying the function of behaviors, particularly those that are unsafe, allows for interventions that are not only effective but also respectful and supportive of the client's needs. Function-based treatments focus on modifying environments and interactions to promote safe behaviors while decreasing the occurrences of unsafe behaviors.

Assessment of Function-Based Treatments Preview

Our mastery kit includes an assessment of the behaviors and their functions to tailor interventions appropriately. Here are some key questions included in the assessment process that highlight our approach to understanding and addressing behavior through function-based treatments:

- **Activity Choice:** "How does the client respond to having choices during instructional activities?"
- **Curricular Revision:** "Are the teaching methods and materials used with the client effectively meeting their learning needs and preferences?"
- **Demand Fading:** "What is the threshold of demand at which the client begins to exhibit distress or avoidance behaviors?"
- **Differential Reinforcement:** "How effectively does the client respond to differential reinforcement strategies aimed at reducing unsafe behaviors?"

What to Expect in the Full Mastery Kit

The full version of the **mastery kit** delves deeper into each function-based treatment strategy, offering comprehensive assessment tools, programming guidelines, and implementation checklists. It provides behavior analysts with a rich array of resources to apply this understanding in creating effective, ethical, and personalized treatment plans. The full kit also explores the integration of these strategies with other aspects of behavior support, ensuring a holistic approach to behavior management and client support.

Environmental Supports Assessment

*The assessment for **Environmental Supports** is not included in this version of the Mastery Kit. Read below for a preview of the Environmental Supports content from the **Reflective Analyst Workshop** and the full version of the Mastery Kit.

Introduction to Environmental Supports

Environmental supports play a crucial role in shaping behavior by modifying the surroundings to better meet the needs of the client. These supports can range from visual aids to structured routines, all designed to promote learning and reduce barriers to effective interaction.

Why Environmental Supports are Important

Creating an environment that supports safe behavior and learning is essential. Proper environmental supports can help reduce challenging behaviors by clarifying expectations, reducing anxiety, and providing stable, predictable settings that help individuals thrive.

Assessment of Environmental Supports Preview

In the mastery kit, we provide a detailed look at how environmental supports can be assessed and optimized. Here are some foundational questions included in our assessment process that demonstrate our commitment to enhancing environmental supports:

- **Non-Contingent Reinforcement (NCR):** "How consistently is non-contingent reinforcement used to support the client's engagement and reduce challenging behaviors?"
- **Visual Schedules:** "Are visual schedules effectively utilized to aid the client in understanding daily routines and transitions?"
- **Priming:** "How effectively are priming strategies used to prepare the client for changes or upcoming activities?"
- **Token Boards:** "Does the use of token boards enhance the client's motivation and understanding of task completion?"

What to Expect in the Full Mastery Kit

The complete **mastery kit** expands on these questions by offering assessment tools, strategies for enhancing environmental supports, and comprehensive guidelines for implementation. It includes how to tailor environmental strategies to individual needs and how to integrate these supports with other therapeutic interventions.

Treatment Selection Based on Assessment

Use the Treatment Selection Screener and Planning Form on the following pages to identify the individualized treatment plan and function-based treatment and rationale.

Treatment Screening Questions

Question to Ask	Next Step
1. Does a connected and trusting relationship exist for the client with caregivers and service providers?	Yes – Continue to Question 2. No – Check off developing a connected relationship in the treatment selection table. Continue to Question 2. Do not implement function-based treatment yet
2. Does the client regulate their emotions with a score of 2 or 3 on Regulated?	Yes – Continue to Question 3 No – Check off emotional regulation in the treatment selection table. Continue to Question 3. Do not implement function-based treatment yet.
3. Does the client safely engage in each of the 4 skills identified in the Big 4: Communication, gaining attention/affection, leisure skills, and tolerating, navigating, accommodating adversity	Yes – Continue to Question 4 No – Check off the relevant Big 4 skills in the treatment selection table. Continue to Question 4. Do not implement function-based treatment yet.
4. Are there any executive functioning skills that could influence the likelihood of escaping or avoiding tasks?	Yes – Check off the relevant Executive Functioning skills in the treatment selection table. Continue to Question 5 and do not implement function-based treatment yet No – Continue to Question 5
5. Does the client have acceptable access to choices?	Yes – Continue to Question 6 No – Check off Activity Choice in the treatment selection table. *This can be done while working on connected relationships and emotional regulation. Continue to Question 6
6. Are the client's goals aligned with the client's preferences?	Yes – Continue to Question 7 No – Check off Curricular revision in the treatment selection table. *This can be done while working on connected relationships and emotional regulation. Continue to Question 7
7. Is the client readily following functional, meaningful, and routine or play-based instructions?	Yes – Continue to Question 8 No – Check off Demand Fading in the treatment selection table. *This should not be done until a connected relationship is developed. Continue to Question 8

Continue to the next page

Treatment Screening Questions

Question to Ask	Next Step
8. Does the client spontaneously engage in safe communicative responses to express wants/needs during instruction?	Yes – Continue to Question 9 No – Check off FCT in the treatment selection table. **This should not be done until a connected relationship is developed and the client is scoring at least a 2 on Regulation. Continue to Question 9
9. Does the client safely respond to mandatory adverse situations such as medical procedures?	Yes – Continue to Question 10 No – Check off DNRO in the treatment selection table. **This should not be done until a connected relationship is developed and the client is scoring at least a 2 on Regulation. Continue to Question 10
10. Does the client safely respond to most demands or adverse situations?	Yes – Continue to Question 11 No – Check off NCE in the treatment selection table. **Might need to focus on connected relationship and scoring at least a 2 on Regulation before implementing NCE. Continue to Question 11.
11. Have all of the treatments identified been implemented and the challenging behavior still persists?	Yes – Continue to Question 12 No – Review which treatments could be implemented or modified and adjust treatment.
12. Has the function been assessed and escape responding is confirmed?	Yes – Continue to Question 13 No – Conduct a functional assessment and re-assess appropriate function-based treatments
13. Does a cost/benefit analysis indicate escape extinction would benefit the client more than the cost of implementing escape extinction such as the increases in challenging behavior that may occur?	Yes – Continue to Question 7 No – Check off Curricular revision in the treatment selection table. *This can be done while working on connected relationships and emotional regulation. Continue to Question 7

Treatment Selection Planning Form

Treatments	Identified for Implementation?	Notes
Connected Relationships		
Emotional Regulation		
Big 4 Skills – Communication		
Big 4 Skills – Gaining Attention		
Big 4 Skills – Leisure		
Big 4 Skills – Navigating Adversity		
Exec. Fun. Skills – Response Inhibition		
Exec. Fun. Skills – Working Memory		
Exec. Fun. Skills – Emotional Control		
Exec. Fun. Skills – Sustained Attention		
Exec. Fun. Skills – Task Initiation		
Exec. Fun. Skills – Planning/Prioritizing		
Exec. Fun. Skills – Organization		

Continue to the next page

Treatment Selection Planning Form

Treatments	Identified for Implementation?	Notes
Exec. Fun. Skills – Time Mgmt		
Exec. Fun. Skills – Goal Directed Persistence		
Exec. Fun. Skills – Flexibility		
Exec. Fun. Skills - Metacognition		
Exec. Fun. Skills – Stress Tolerance		
Activity Choice		
Curricular Revision		
Demand Fading		
Differential Negative Reinforcement Alternative (DNRA)/Functional Communication Training (FCT)		
Differential Negative Reinforcement of 0 Rates (DNRO)		
Non-contingent Escape (NCE)		

Continue to the next page

Treatment Selection Planning Form

Treatments	Identified for Implementation?	Notes
Escape Extinction (Indicate steps taken - Trauma Informed and Assent)		
Environmental Supports (Indicate which supports are being implemented)		

Section 2: Programming and Implementation

Connected Relationships

*The detailed programming and implementation strategies essential for fostering effective **connected relationships** are exclusively available to participants of the **Reflective Analyst Workshop**.

General Strategies for Service Delivery in the Connected Relationships Phase

Some of the strategies we discuss include focusing on reducing environmental stresses and enhancing free operant engagement

Connected Relationship Programming Recommendations

Explore the innovative, evidence-based recommendations that are elaborated on in full in the workshop.

Implementation of Connected Relationships Training Checklist

Discover our comprehensive checklist format that ensures thorough and effective implementation, detailed in the workshop

Unlock Full Access

Complete the **Reflective Analyst Workshop** to gain complete access to all programming and implementation materials, ensuring you have the tools to effectively apply these strategies in real-world settings.

Emotional Regulation

*The detailed programming and implementation strategies essential for advancing **emotional regulation** are exclusively available to participants of the **Reflective Analyst Workshop**.

General Process for Developing Programming

We recommend using the emotional regulation resources from the **Hidden Link: A Behavior Analyst's Guide to Emotional Regulation Workshop** to develop a better understanding of emotional regulation, how to develop programming, and to have materials to use for programming. This section explores the foundational framework for developing emotional regulation programming, highlighting methods like training physiological states of emotions, labeling, and effective calming strategies.

General Implementation of Emotional Regulation Programs

A structured checklist that guides the practical implementation of emotional regulation strategies, designed to ensure consistency and effectiveness across different settings.

Implementation of Emotional Regulation Programs – Use of Boundaries

An implementation checklist that focuses on the use of boundaries in emotional regulation, providing clear steps to establish and maintain boundaries effectively.

Implementation of Emotional Regulation Programs – Use of Self-management for Safety

A checklist for teaching and reinforcing self-management for safety, which outlines incremental steps for fostering autonomy and safe behaviors.

Implementation of Emotional Regulation Programs – Use of Check-ins

A specialized checklist designed to facilitate implementation of regular check-ins, supporting ongoing emotional regulation and adaptation to the individual's needs.

Unlock Full Access

Complete the **Reflective Analyst Workshop** to gain complete access to all emotional regulation programming and implementation materials, including checklists and guidelines to effectively support emotional regulation in practice.

The Big 4

*The detailed programming and implementation strategies essential for enhancing the **Big 4 Preventative Skills** are exclusively available to participants of the **Reflective Analyst Workshop**.

General Process for Developing Programming

Discover the foundational principles for developing tailored programming that addresses the Big 4 preventative skills (Ala'i-Rosales et al., 2018): Communication, Gaining Attention and Affection, Engagement in Activities, and Tolerating and Coping with Adversity. Learn about our strategic approach that ensures safe, effective, and harmonious interactions within various environments.

Implementation of Big 4 Programming

An implementation checklist that provides a step-by-step approach to effectively applying the Big 4 skills in practice. This section includes strategies for fostering communication, enhancing social engagement, encouraging independent activities, and building resilience.

Unlock Full Access

Complete the **Reflective Analyst Workshop** to gain complete access to all programming and implementation materials, ensuring you have the tools and strategies to effectively promote the Big 4 skills during intervention.

Executive Functioning

*The detailed programming and implementation strategies essential for developing **executive functioning skills** are exclusively available to participants of the **Reflective Analyst Workshop**.

General Process for Developing Programming

Discover the foundational strategies for enhancing a range of executive functioning skills, such as Task Initiation, Planning and Prioritizing, and more. This section outlines initial strategies and considerations for crafting tailored programming.

Recommendations for Programming – Interactions Among Skills

Explore how executive functioning deficits interact and influence each other, and learn about our approach to prioritizing interventions based on these interactions.

Implementation of Executive Functioning Programs

An implementation checklist that is designed to effectively apply executive functioning strategies in practice.

Sample Implementation Checklist for Executive Functioning Skills

Sample checklist that provides a framework for thorough and effective implementation, as detailed in the workshop.

Unlock Full Access

Complete the **Reflective Analyst Workshop** to gain complete access to all programming and implementation materials, ensuring you have the tools to effectively promote executive functioning skills.

Function Based Treatment

*The detailed programming and implementation strategies essential for addressing escape-maintained behaviors through **Function-Based Treatment** (FBT) are exclusively available to participants of the **Reflective Analyst Workshop**.

General Process for Developing Programming

Review detailed information about Function-Based Treatment, including the assessment of behaviors maintained by escape and the selection of effective interventions. This section provides a foundational framework for behavior analysts to begin crafting individualized strategies.

Sample Implementation Checklist for Function Based Treatment Selection

An implementation checklist designed to comprehensively apply FBT strategies in practice that go beyond traditional escape extinction.

Unlock Full Access

Complete the **Reflective Analyst Workshop** to gain complete access to the programming and implementation materials, ensuring you have the tools to comprehensively apply these strategies.

Environmental Supports

*The detailed programming and implementation strategies crucial for optimizing the learning environment through **Environmental Supports** are exclusively available to participants of the **Reflective Analyst Workshop**.

General Process for Developing Programming

Explore the comprehensive process of developing and implementing Environmental Supports designed to promote success and reduce stress. This section outlines the integration of practical adjustments and accommodations across various environments to support individual learning needs.

Sample Implementation Checklist for Environmental Support Planning

An implementation checklist that ensures all necessary steps are followed to effectively integrate these supports into the learner's daily routines and settings, as detailed in the workshop.

Sample Implementation Checklist for Commonly Used Environmental Supports

An implementation checklist that focuses on the regular use and integration of key environmental supports such as visual schedules, token boards, and priming techniques. This checklist provides step-by-step guidance to ensure effective and consistent application of these supports within various settings.

Unlock Full Access

Complete the **Reflective Analyst Workshop** to gain complete access to all programming and implementation materials, ensuring you have the tools to effectively tailor the environment to support diverse learning needs.

Section 3: Additional Resources/Readings

Connected Relationships



Recommended Do Better Collective Courses

The following table suggests courses to deepen your learning on developing connected relationships.

Course Name/Link
The Heart of ABA Service Delivery: Creating Connected Relationships (Included with Membership)
Effectively Developing Reinforcers, Play, and Leisure Skills (Included with Membership)
Connecting with Children During Difficult Moments: Tools for Honoring Assent and Assent Withdrawal (Included with Membership)



Suggested Readings

Articles listed below are included in the Reflective Analyst workshop materials if the articles are open source. If you have difficulty obtaining an article, email Dr. Megan for assistance:

megan@dobettercollective.us

Bradshaw, J., McCracken, C., Pileggi, M., Brane, N., Delehanty, A., Day, T., Federico, A., Klaiman, C., Saulnier, C., Klin A., & Wetherby, A. (2021). Early social communication development in infants with autism spectrum disorder. *Child development*, 92(6), 2224-2234.

Morgan, L., Delehanty, A., Dillon, J. C., Schatschneider, C., & Wetherby, A. M. (2020). Measures of early social communication and vocabulary production to predict language outcomes at two and three years in late-talking toddlers. *Early childhood research quarterly*, 51, 366-378.

Wetherby, A. M., Woods, J., Guthrie, W., Delehanty, A., Brown, J. A., Morgan, L., Holland, R. D., Schatschneider, C., & Lord, C. (2018). Changing developmental trajectories of toddlers with autism spectrum disorder: Strategies for bridging research to community practice. *Journal of Speech, Language, and Hearing Research*, 61(11), 2615-2628.

Emotional Regulation



Recommended Do Better Collective Courses

The following table suggests courses to deepen your learning on Emotional Regulation.

Course Name/Link
The Hidden Link: A Behavior Analyst's Guide to Emotional Regulation
Connecting with Children During Difficult Moments: Tools for Honoring Assent and Assent Withdrawal (Included with Membership)



Suggested Readings

Articles relating to Emotional Regulation are discussed in the Hidden Link Workshop. The folder linked below in the resources table provides access to a sample of articles on Emotional Regulation based on the information covered in this workshop.



Resources

The following table provides access to a variety of resources to explore to learn more about Emotional Regulation.

Resource Name/Link
Emotional Regulation Selected Articles
Social Emotional Learning Resources Google Doc

Big 4 Preventative Measures



Suggested Readings

Articles listed below are included in the Reflective Analyst workshop materials if the articles are open source. If you have difficulty obtaining an article, email Dr. Megan for assistance:

megan@dobettercollective.us

Ala'i-Rosales, S., Cihon, J. H., Currier, T. D., Ferguson, J. L., Leaf, J. B., Leaf, R., McEachin, J., & Weinkauff, S. M. (2018). The big four: Functional assessment research informs preventative behavior analysis. *Behavior Analysis in Practice*, 12, 222-234.

Executive Functioning Skills



Recommended Do Better Collective Courses

The following table suggests courses to deepen your learning on Executive Functioning Skills.

Course Name/Link
Brewing Behavioral Success: Navigating Rule-Governed Behavior in Clinical Practice (Included with Membership)
Executive Functioning in Practice: Medically Necessary Goals and Flexible Programming (Included with Membership)



Suggested Readings

Books listed below are available on all major book selling sites.

Dawson, P., & Guare, R. (2009). Smart but scattered: The revolutionary" executive skills" approach to helping kids reach their potential. Guilford Press.

Grisham, Z. (2021). Scattered to Focused: Smart Strategies to Improve Your Child's Executive Functioning Skills. Callisto Media, Inc.

Najdowski, A. C. (2016). Flexible and focused: Teaching executive function skills to individuals with autism and attention disorders. Academic Press.

Function Based Treatment



Recommended Do Better Collective Courses

The following table suggests courses to deepen your learning on Function Based Treatment.

Course Name/Link
<u>Unlocking the Potential of Active Engagement: Research findings and implications for practice</u> (Included with Membership)
<u>Neuroscience Meets ABA: A Deep Dive into Behavior, Stress, and Self-Regulation</u>
<u>Navigate Challenging Behavior Better</u> (Included with Membership)
<u>Shaping, Shaping, Shaping, Always Shaping</u> (Included with Membership)
<u>Cultivating Curious and Compassionate Behavior Analysts</u>
<u>Building a Foundation for Effective and Ethical Treatment of Interfering Behavior</u> (Included with Membership)
<u>Teaching From Joy: Applying PFA Across Treatment Settings</u> (Included with Membership)
<u>PFA and SBT: Treatment Overview, Common Pitfalls, and Tips for successful implementation</u> (Included with Membership)

Function Based Treatment



Suggested Readings

Articles listed below are included in the Reflective Analyst workshop materials if the articles are open source. If you have difficulty obtaining an article, email Dr. Megan for assistance:

megan@dobettercollective.us

Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape-maintained problem behavior: A treatment-selection model for practicing behavior analysts. *Behavior Analysis in Practice*, 3, 22-32.

Pollack, M. S., Lloyd, B. P., Doyle, L. E., Santini, M. A., & Crowell, G. E. (2024). Are Function-Based Interventions for Students with Emotional/Behavioral Disorders Trauma Informed? A Systematic Review. *Behavior Analysis in Practice*, 1-18.

Rajaraman, A., Hanley, G. P., Gover, H. C., Staubitz, J. L., Staubitz, J. E., Simcoe, K. M., & Metras, R. (2022). Minimizing escalation by treating dangerous problem behavior within an enhanced choice model. *Behavior analysis in practice*, 15(1), 219-242.

Rajaraman, A., Austin, J. L., Gover, H. C., Cammilleri, A. P., Donnelly, D. R., & Hanley, G. P. (2022). Toward trauma-informed applications of behavior analysis. *Journal of Applied Behavior Analysis*, 55(1), 40-61.



Resources

The following table provides access to a variety of resources to explore to learn more about Function Based Treatment and Escape Extinction.

Resource Name/Link
Extinction Google Doc of Resources

Environmental Supports



Recommended Do Better Collective Courses

The following table suggests courses to deepen your learning on Environmental Supports.

Course Name/Link
<u>Beyond the Basics: Innovative Instructional Practices for Supportive Learning</u> (Included with Membership)
<u>Best Practices in Behavioral Skills Training, Functional Communication Training, and Demand Fading</u> (Included with Membership)
<u>Rediscover Your Roots: Putting the Analysis Back in Behavior Analysis. Part 1: Barriers to Learning</u> (Included with Membership)



Suggested Readings

Books listed below are available on all major book selling sites.

Prizant, B. M., Wetherby, A. M., Rubin, E., Laurent, A. C., & Rydell, P. J. (2006). The SCERTS model: A comprehensive educational approach for children with autism spectrum disorders, Vol. 1. Paul H. Brookes Publishing Co.