

I Need Unrestricted Hours! Using the Task List to Meet the Increased Required Time

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Process and Flow of Supervision



Garza, McGee, Schenk, & Wiskirchen (2018)

Assessment of Time

Restricted Activities	Unrestricted Activities	Unacceptable Activities
Delivery of therapeutic and instructional procedures	Observation and data collection	Meetings with little behavioral content
	Training staff and caregivers	Non-behavioral interventions
	Conducting assessments	Non-behavioral administrative work
	Meeting with clients	Non-behavioral trainings
	Behavior-analytic assessment	Non-behavioral assessments
	Data graphing and analysis	
	Researching literature	
	Writing/revising programs	

Language taken from Behavior Analyst Certification Board (2018). BCBA/BCaBA Experience Standards. https://www.bacb.com/wp-content/uploads/BACB_Experience-Standards_190213.pdf

Sample Unrestricted Activities

Observation and data collection

- Conduct IOA on client program(s), compare results, retrain staff or refine data collection system
- Conduct treatment integrity checks across staff and/or parents
- Observe client and take ABC data
- Use varied data collection methods for the same target behavior, summarize results and compare to true values
- Design data sheets, including operational definitions, directions for use, explanation of measurement system
- Create time sampling data collection system, take baseline data, summarize results, determine appropriate interval, train staff on system
- Graph ongoing data, interpret results and present to staff, parent/guardian, professional staff both written and orally
- Summarize trials to criterion data to determine skill acquisition rate, present to staff, parent/guardian, professional staff both written and orally

Training staff and caregivers

- Review relevant literature on caregiver staff/training
- Review BST literature and develop plan to implement
- Review performance feedback literature
- Develop a hands-on training using BST and performance feedback for staff/caregivers
- Develop and deliver a formal presentation and materials on a selected topic
- Conduct IOA on client program(s), compare results, retrain staff/caregiver or refine programming
- Conduct treatment integrity checks across staff/caregiver and deliver feedback

Conducting assessments related to the need for behavioral intervention

- Case/record review
- Conduct formal and informal skill assessments
- Parent/teacher/caregiver interview
- Observe client in natural setting
- Review current programming
- Summarize assessment results in written report
- Present findings to stakeholders
- Review literature for interventions to target identified skills

Meeting with clients about behavior-analytic programming and services

- State intervention goals in observable and measurable terms that are understandable to the client/stakeholders
- Interview stakeholders to determine priorities for goals
- Conduct relevant assessments and review results with client/stakeholders
- Use assessments to determine needs for service and make recommendations
- Identify potential interventions based on assessment results and the best available scientific evidence
- Discuss the risks and benefits of interventions with clients/stakeholders
- Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity
- Make data-based decisions about the effectiveness of the intervention and the need for treatment revision

Conducting behavior-analytic assessments

- Review the literature about the assessment procedure/tool
- Functional behavior assessment
- Functional analyses
- Stimulus preference assessments
- Research appropriate assessment tools
- Identify assessment tools and learn how to implement them
- Skills based assessments
- Social skills assessments
- Adaptive living skills assessments
- Summarize results in written format
- Make recommendations based on results, consultation, research
- Present results to client/guardian, staff, colleagues

Data graphing and analysis

- Review literature about graphing and analysis
- Learn graphing software program to use for client data
- Review current data and determine best visual analysis display method
- Develop graph(s) of client data
- Summarize results and suggest next steps
- Present findings to stakeholders

Motivating operations

- Identify existing intentional or unintentional motivating operations
- Determine ways to take advantage of existing motivating operations to support behavior change
- Determine ways to contrive motivating operations if needed
- Take data on behavior change with MOs in effect
- Summarize results
- Present finding to stakeholders

Verbal operants

- Identify a client with some verbal operants that are strong and intact
- Determine which verbal operants are weak or missing
- Develop a program to address weak or missing verbal operants
- Take data on behavior change with MOs in effect
- Summarize results
- Present finding to stakeholders

Time sampling

- Collecting data on client behavior using appropriate time-sampling method (PIR, WIR, MTS) at 5-second intervals
- Sum data according to varying intervals (5s, 10s, 15s, 30s, 1 min, etc.)
- Determine most appropriate/accurate interval length
- Take data on same interval using another time-sampling method
- Collect data and compare results to original interval
- Summarize data
- Graph results
- Review with stakeholders

As always, it is important to remember that when completing unrestricted hours, all experience/fieldwork hours need to be connected to specific clients; using analog or role-play activities that are not client related does not qualify. For more information, see the BACB August 2020 newsletter, page 9.