



UK Society for Behaviour Analysis

SIG Chair Summaries – AGM 2020

In 2019, there were 9 SIGs:

- ABA in Mainstream Education SIG
- ABA Schools SIG
- ABA Tutors SIG
- Acceptance and Commitment Therapy SIG
- Acquired Brain Injury (ABI) SIG
- Behavioural Gerontology: Ageing and Dementia SIG
- Crime and Justice SIG
- Organisational Behaviour Management (OBM) SIG
- Positive Behaviour Support (PBS) SIG

ABA in Mainstream Education SIG

The ABA in Mainstream Education SIG has been developing a network of behaviour analysts interested in the application and dissemination of behaviour analysis in mainstream educational settings. Developing such a network will facilitate information sharing regarding best practices and effective approaches to disseminate behaviour analytic interventions to the wider community (e.g., teachers and parents).

We aim to promote and advocate for behaviour analytic instructional approaches to teach academic skills, and interventions for behavioural challenges in mainstream settings. Our goal is to disseminate within our field, and to a wider community including teachers, parents, and professionals involved in mainstream education.

The members of the SIG are primarily those who may have completed part of their behaviour analytic training in the Academic Intervention Service at the University of South Wales. The SIG has met three times in the past year to establish the Facebook page, develop a resource base of relevant literature, and to plan for the year ahead. The Chair of the SIG Committee has been invited to the Facebook group for feedback before it goes live. The SIG is very keen to recruit new members, and where possible, members who may work in allied professions (i.e., teachers and educational psychologists).

Goals for 2020

1. In alignment with UK-SBA's objective to promote and disseminate relevant research, the SIG intends to launch their Facebook group and post one new article per fortnight
2. In alignment with the UK-SBA's objective to broaden public awareness, the SIG aims to invite more members – both behaviour analysts who may practice within mainstream education settings, and allied professionals.

3. Our next proposed meeting will be in early May, 2020 and the focus will be on finalising our resource base so that articles can start to be shared on a fortnightly basis.

Mission Statement

The mission statement below is how we intend to represent ourselves via Facebook:

- To develop a network of behaviour analysts interested in the application and dissemination of behaviour analysis in mainstream education. We aim to promote and advocate for behaviour analytic instructional approaches for learning academic skills, and interventions for behavioural challenges with typically developing children, in mainstream settings.
- To disseminate research and knowledge of practice in this area within the UK behaviour analytic community and to the wider community (e.g., teachers and parents).
To develop training opportunities and promote professional development in this area.
To facilitate information sharing and provide opportunities to collaborate on research that improves the application of behaviour analysis in general education.
Specific aims
- To recruit a network of practitioners and researchers who use behaviour analysis in general education, conduct research in this area, or are interested in pursuing research or practice in the area.
To develop a social media group specific to behaviour analysis in mainstream education, to both communicate with other members of this network, and to disseminate applications to the wider community.
To meet twice per year for planning and to support the network of behaviour analysts.
To develop an information resource (which can be published on the UK-SBA website) describing effective behaviour analytic interventions for mainstream settings, and providing a bibliography of key readings in the area.

ABA in Schools SIG

We have met twice in 2019, with BeyondAutism hosting 1 and Step by Step hosting the other. Our meetings usually take a split format with the Heads of Services meeting first. The second half of the meeting is for practitioners. Our October meeting was attended by the whole group and focused on evaluating our objectives and taking steps forward as a SIG.

1. Progress update: collecting & analysing data.

The group is looking to move to a digital system which would save time and be easier for staff. They have been looking to see if a system exists already or if something could be made to our requirements. The group met via zoom, examples of what data is taken about have been uploaded to google drive. Step by step were going to look at the catalyst digital system and research this before signing up. An app has/is being tried. The group has also contacted schools in America who have more established systems in place. Both the cloud-based system (Rethink) and app had shortcomings. Solution: - Sought feedback externally - Discussed wants and needs - Universal solution doesn't fit – collect data differently - It is helpful to record and log the Apps that have been trialled or being used - A platform to share information.

2. Developing pupil wellbeing

Jigsaw spoke about the work on pupil wellbeing which is ongoing. Found that with verbal pupils, after debriefs and emotional literacy sessions, they were indicating their anxiety around witnessing challenging behaviour and self-injurious behaviour. We should think about the impact on non-verbal pupils also. Talked about updating risk assessments, removing children from the room once precursor behaviours are witnessed etc. Attendees agreed that there is a difficulty around the fact that we normalize a lot of behaviour. We try to maintain environments as they are but sometimes this isn't appropriate. Role models are the adults who often use a "planned ignore" for certain behaviours, this can then be confusing for pupils who should run away or say no to being hit etc. JL talked about their mental health wellbeing working group and the links between staff wellbeing and pupil wellbeing. Strategies have been put in place to support our pupils, zones of regulation rolled out across the schools. The group is also trying to figure out how it is best for our early learners to communicate their feelings around seeing problem behaviour. Covered the different therapies offered (art, drama, music therapy) and the mentorship programme. Tree House also has mental health first aiders and yoga timetabled for pupils. Social stories have been used for less verbal learners which has been helpful. Talked about the 'Friendship charter'- fall outs between learners, giving each learner space and why that space is needed. CBT techniques have been tried and some more able learners have benefitted from 'the anxiety gremlin' book. Snowflake stated that a lack of space was a trigger and with changes in sensory breaks, removing furniture, de-cluttering, reducing noise levels etc., behaviour incidents have reduced by 40%. Park House is trialling a dog one day a week, which has been useful for wellbeing as well as desensitization. So far, this has had a positive effect on both staff and pupils. Jigsaw talked about having a cleaner on site to deal with spillages, accidents etc. throughout the day. This has had a significant impact as staff are not needed to clean and can go back to teaching. - Shared ideas - New things tried were discussed - Continue discussions - ELSA was discussed (Emotional Literacy Support Assistants)

3. Framework for moderation

The group hold Zoom meetings. Documents have been shared regarding moderation with Step by Step and Quest. There is an overlap of needs but a lot of differences as well.

Getting commonality is difficult, different people have different ideas of what they would like moderated. Getting geographically-near schools to work together may be more helpful. There should be regular zoom meetings until things have been agreed.

Framework for moderation:

- Had a working group
- Everybody wanted slightly different things
- Informal meetings are now going on and meeting needs

4. Burning Issues

Transport:

Highlighted a breakdown of transport leading to a breakdown at home. An example shared where a pupil has been out of school for 4 weeks so far. Challenging behaviour has led to escorts not feeling safe and refusing to take him. Tree House and BeyondAutism have both delivered training to this borough.

The consensus was that the largest number of safeguarding concerns come from transport issues. Snowflake had to close the school due to flooding concerns and could not get in contact with transport, they have now given Snowflake a direct email.

Increased training for transport providers could be beneficial and perhaps we could advertise it differently or have a day when escorts/drivers could come to us for training. This training was generally all reactive, rather than proactive.

Annual reviews:

There has been very little attendance at ARs from LAs. We can signpost to advocates and charities but stress levels for parents inevitably rise. One case where Park House has been used almost as a holding place until year 7 for one pupil who has only been with us for a year. These parents don't know how to navigate the appeals process and English is not their first language. Maybe a family liaison role would be helpful, but it was thought that this could be seen as adversarial to LAs. RE suggested a pressure group as austerity and cuts are impacting special needs services to a point where they cannot function. IPSEA reps vary in quality. The solution could be not to signpost to IPSEA, using organisations like SOS-SEN or ABA4ALL etc. instead. If we know who the representative is going to be we could get them into school, so they have a firmer understanding of the case. The attendees talked about signposting parents to one particular law firm and the differing views on this. Getting updated EHCPs is very difficult, after annual reviews, and with new starters.

Attendance:

Some LAs are not paying the school fees until attendance records have been seen. RE suggested adding something into the contract, to say if they do not pay by a certain date a percentage is added.

Goals for 2020:

1. To address the burning issues affecting our sector. Promoting the recognition of behaviour analysis as a scientific approach in school settings
2. To take a thematic approach to meetings ensuring optimal engagement. Contributing to the development of standards in education
3. To share best practice. Sharing information innovation

Mission Statement

The ABA in Schools SIG aims to be a group that promotes the development of high standards of practise in the application of behaviour analytic principles in schools in the UK. Our mission includes

- Promoting acceptance, knowledge and understanding of behaviour analytic approaches within a school context
- Supporting existing and emerging schools and units
- Sharing information innovation
- Promoting and generating new research
- Contributing to the development of standards for ABA service delivery and accreditation, where possible

ABA Tutors SIG

The UK-SBA ABA Tutors SIG continues to act as a forum for ABA Tutors in the UK to support and network with each other. There are currently 67 members in our group. Last year the group continued as a forum for people to post job adverts and there wasn't much engagement. Since the announcement by the BCBA there has been a renewed interest in the SIG and moving forward should be more fruitful as a space for tutors to network.

Goals for 2020:

1. To motivate tutors to have an active presence in the UK-SBA SIG. Developing, improving, and disseminating best practices in the recruitment, training, and professional development of behaviour analysts.
2. Developing best practice for tutors within the environments that they work within in the UK. How to talk to consultants about issues. How to conduct yourself in the home. What to do if you need some help and can't get it from your consultant. Formulating standards of professional conduct and competence for those engaged in behaviour analysis services in the UK.
3. Supporting tutors to study best practices, disseminating correct and up to date information and discussion surrounding behaviour analysis. Covering topics such as data collection, NET and so on (NOT CLINICAL ADVICE). Encouraging the study of behaviour analysis by establishing and promoting training courses.

Mission Statement

To provide a forum for ABA tutors, for networking and peer support. The SIG for ABA Tutors supports the objective of training and education by providing a forum in which tutors can share and recommend books, resources, courses, etc. Also, the SIG allows tutors to post queries for other members with more experience, thereby supporting the integrity and quality of ABA-based interventions country-wide. Tutors are able to discuss techniques, resources, materials, and research.

Acceptance and Commitment Therapy SIG

The SIG was established in October 2018 by 3 members of the UK-SBA. Due to personal circumstances Katie stepped back as a chair during maternity leave (although is still involved with the SIG) and another, Karolina, left. Natalie and Gina are the two members of the SIG who currently act as Chairs. However, Gina is currently on maternity leave and Natalie is due shortly.

A Facebook group was established in October 2018 that counts more than 500 members from all over the world. As far as the activities are concerned, a survey was conducted to collect information about members and the information was presented at the ACBS international congress in Dublin, in June 2019. Chairs had the opportunity to hold discussions with leading professionals in the field of ACT, RFT and those practicing across the field of ABA and ACT. Discussions were related to bridging the gap between the two fields and resolving the misunderstanding, misrepresentation and miscommunications between the two fields.

Online/zoom sessions have also taken place to discuss ACT related processes and interventions (DNA-V with Louise Hayes, March 2019) and a book club was organised to discuss 'Evolution and Contextual Behavioural Science' in January and February 2019.

The 2 current chairs became board members of the ACBS UK and ROI Chapter in order to promote ABA within this community and bridge the gap between the ABA and ACT community in the UK, Ireland and international community also. Chairs currently supporting in organising an ACBS UK and ROI Chapter conference for November 2020 and will attempt to make keynotes, workshops, talks and CEUs accessible at this event for the ABA community. We are also in discussions with UK-SBA board

members regarding having an ACT focused Speaker Series event, and we also organised an ABAF event with Nick Barrett for late 2020.

Goals for 2020:

1. Make ACBS event accessible for ABA professionals (CEU's available) – dissemination. Promoting the recognition of behaviour analysis as a science and in its various applications.
2. Speaker series event. Developing, improving, and disseminating best practices in the recruitment, training, and professional development of behaviour analysts.
3. ABAF event. Developing, improving, and disseminating best practices in the recruitment, training, and professional development of behaviour analysts.
4. Have scheduled meetings with SIG members in attendance.

Acquired Brain Injury SIG

2019 was a quieter year for this SIG. Like similar networks in America there are relatively few behaviour analysts working in the field of Acquired Brain Injury and so keeping the content fresh was difficult. In 2018 we had several meetings and exciting presentations but with a fairly small presenter pool. It seems a hard group to sustain due to small numbers. There are currently five members of this SIG.

Goals for 2020:

1. To locate other behaviour analysts working in this area in the U.K.
2. To produce an awareness document as to how behaviour analysts can work in this area of practice.
3. To reinvigorate a meeting- via skype once people are located.

Mission Statement

- To collate and share current information sources in this area
- To highlight the use of Behaviour Analysis beyond traditional and well established applications
- To promote professional development and training opportunities through various avenues including workshops, conferences and other appropriate means

Behavioural Gerontology: Ageing and Dementia SIG

The SIG has continued to note any relevant research, current events or publications which relate to the area of behavioural gerontology, and has updated their Facebook page as such. There are 11 current members of the SIG.

The first meeting of the SIG is planned for mid-2020. The SIG has not yet had its first meeting, but this is planned for mid-2020. At the moment, the SIG is only comprised of Bangor University staff and students, and so it has been identified that we need to expand, reach out to members outside the university, and promote the SIG. We also acknowledge that this is an area of growing interest in the UK, but that much of the interest is outside the behaviour-analytic community. Therefore, the growth of the SIG is currently limited by the small number of practitioners in our field working with older

adults. However, we feel that the SIG is still relevant and important because many behaviour-analytic practitioners working with adults with intellectual and developmental disabilities are likely to encounter people with dementia in their work (i.e., because people with IDD are more likely to develop dementia, and at a younger age than people without IDD).

Goals for 2020:

1. To schedule a meeting for mid-2020 in which we will discuss ways to promote the SIG and recruit more members from a range of locations and settings.
2. Consider offering outreach activities to the behaviour-analytic community with regard to seminars, podcasts, or training in dementia.

Mission Statement

- Promote the use of conceptually systematic behaviour-analytic technologies with older adults by clinicians
- Promote and support high-quality behavioural gerontology research by UK-based researchers
- Support evidence-based practice by training and professional development events
- Promote and disseminate the use of behaviour analysis with older adults both within the field of behaviour analysis in the UK, and to services, policy-makers, and other professionals.

Crime and Justice SIG

The SIG has continued to note any relevant research, current events or publications which relate to the area of Crime and Justice, and has updated their Facebook page as such. There are 8 current members of the SIG.

The first meeting of the SIG was held in February 2019 and there were three members present.

Items discussed at SIG meeting:

1. **How to generate more interest in the group by BCBA's** (including making the Facebook page more engaging, increasing the group's activities, increasing collaboration with other behaviour analysts who work in crime and justice, and increasing the number of SIG meetings).
2. **How to promote the advancement of training opportunities and employment in this area** (discussed how to assess what is currently available, how to develop employment opportunities).
3. **How to assist with increasing the amount of behaviour-analytic research in this area** (including Actively Caring for People Policing work which is being conducted in the field, reaching out to other BCBA's for collaboration).
4. **Actions included:** reaching out to other BCBA's (both UK and US-based) for possible collaboration, reaching out to the relevant ABAI SIG, reaching out to UK Masters programmes to examine if there is any Crime and Justice content within their courses and reaching out to Police Officers to determine what type of trainings they've had previously.

Another meeting is planned for early 2020.

Goals for 2020:

1. To hold the second meeting
2. To increase the number of members
3. To conduct some free trainings (if possible and appropriate) with local law enforcement

Mission Statement

- Generate an interest in the area of crime and justice by Behaviour Analysts
- Create a forum where people can ask questions about this area and access behavioural and/or other related research
- Promote the advancement of training opportunities and the potential for people to gain employment in the area of crime and justice
- Allow professionals to network and work together in order to expand our field into this area successfully
- Increase the amount of behaviour-analytic research exploring crime and justice

Positive Behaviour Support SIG

There are 66 current members of the SIG. Four meetings were held in 2019. Each meeting included updating the SIG members on PBS news, case study discussion and subjects that were agreed and were of interest to the members. Subject discussions last year included mental health and PBS (Nick Gore), Practice Leadership and PBS (Roy Deaveau) and Trauma-informed Care. The PBS news section within the group meetings, ensures that all members are aware of developments within PBS nationally and what links the members have with other PBS groups. PBS SIG members have been involved with local PBS groups and there are members of the SIG in Surrey, SHIP, Norfolk, Ealing and Northants local groups.

Activity

Dissemination:

- a. Linking with other PBS Groups – At the PBS festival this year there was a Network of Networks event involving numerous PBS groups around the country, all PBS groups were informed of the PBS SIG and that the group is happy to be contacted to provide information
- b. Podcast - In August 2019 the first PBS Matters podcast was released by the PBS SIG. To date the podcast has been listened to nearly 2000 times and has listeners located in every continent. Several people have sent feedback to the SIG commenting the importance of having a UK specific podcast on the application of the science of ABA.
- c. Facebook group – there is a closed Facebook group for PBS SIG members. The group includes information on the meeting dates and previous minutes. Additionally, PBS news and the PBS Matters show notes are added to the group.
- d. Bibliography – the SIG has agreed a bibliography of important books and articles linked to PBS
- e. Other - In 2019, the PBS Academy published the Family Resource pack, the PBS SIG contributed to the development of this pack via meetings and remotely during the editing process. Many members of the group are participating in the Skills for Care PBS pilot which is working towards developing a self-sustaining model for accrediting PBS training.

Research:

- a. The research group is aiming to complete research on the readability of PBS plans and how this impacts on the implementation and treatment fidelity. The group are currently working on the development of an ethics proposal and literature review. The aim is that the group will present on the research at the 2021 EABG conference.

Goals for 2020:

1. Meeting topics – PBS SIG members have requested topics on Intensive Interaction and PBS and Organisational Behaviour Management and PBS. Meetings include working party meetings followed by the main SIG meeting.

The meeting dates are:

- 11th March 2020
 - 11th June 2020
 - 10th September 2020
 - 10th December 2020
2. Podcast – Episodes to be released in 2020 include Speech and Language Therapy and PBS (with Mags Kirk a SALT who is also a BCBA), Intervention Sequence outline (with Brian McClean), PBS Skills for Care pilot discussing what PBS training is and is not (with Marie Lovell) and rolling out PBS across a local authority (Tom Bassett).
 3. Research – The research group is continuing to work on the research and will be aiming to gather data in 2020.
 4. Dissemination – The dissemination group is aiming to arrange another Network of Networks national meeting in 2020.

Mission Statement

- To influence, and promote high standards in, PBS service delivery in the UK
- To disseminate best practice in PBS research, practice and training
- To provide opportunities for networking, peer support, and professional development

Organisational Behaviour Management SIG

There are 29 current members of the SIG. There have been six meetings this year, attended by between 5 and 8 members. During meetings in the first half of the year we discussed ways we could increase engagement with the SIG and contribute meaningfully to the field through a collaborative project. In the second half of the year we selected a project and have already made some good headway towards our agreed objectives.

As OBM applies the science of behaviour to organisational problems, the group decided to focus its efforts on an opportunity that exists in our own field of Applied Behaviour Analysis. With 84% of the total number of Board Certified Behaviour Analysts having qualified in the past 10 years and 36% in the past 3 years, ABA credentialing is still a new yet rapidly growing field of practice. The criteria to supervise practitioners are minimal and can occur immediately after first passing certification exams, possibly before the newly minted BCBA has substantial and varied applied experience; this may

decrease their ability to impart relevant technical knowledge and skills upon even less experienced practitioners.

On a case by case basis, practitioners lacking well-developed technical skills will not contribute optimally to client outcomes; in the long term, a history of sub-standard client outcomes presents a significant risk to the development, reputation, and longevity of the field. There is an opportunity to upskill practitioners, facilitate a shared understanding of key behaviour intervention programme elements, and improve current and future service outcomes by providing practitioners and supervisors with a tool that helps to guide programme creation and assessment. SIG members agree that the tool should be in the form of a checklist that incorporates non-linear, systems, and personal considerations. Although some studies have been conducted and tools developed for similar reasons, we were not able to find a tool which satisfies all of these considerations, is focused on practitioner development, and can be useful in a variety of application environments.

Due to inadequate evidence regarding what should be included in such a checklist, the SIG is conducting a Delphi study to explore necessary areas and considerations. The study will be conducted with qualified and experienced behaviour consultants serving as experts who will be able to recommend that each consideration is added, removed, or modified. Participants will be sought through organisational behaviour management special interest groups in the United States and United Kingdom and will be required to have experience working in the ID and/or ASD field. After we have achieved good consensus, the tool's effectiveness will be evaluated at multiple sites in the US and UK.

Goals for 2020:

1. To create a tool that employs OBM principles and uses language that is understandable to practitioners outside behaviour analysis.
2. The PASS tool should help improve training and development of practicing and supervising behaviour analysts.
3. Our Delphi study and the following multisite study should contribute to research published in behaviour-analytic journals as well as journals outside our field.

Mission Statement

- To promote awareness and knowledge of research and practice in OBM within the UK behaviour-analytic community and wider industry.
- To promote and develop training opportunities in the UK and provide a platform for continuing professional development.
- To provide opportunities to collaborate on research and service evaluations focussed on OBM.
- To provide opportunities for professionals to network.