



SLP and ABA Task Force

9/12/13

Attendees:

Mareile Koenig-West Chester University
Kristen Stankiewicz-Children's Institute of Pittsburgh-Behavior Instructional Support Specialist
Kim McGinley-EBS
Monica Quinn-Delaware County Intermediate Unit
Nora Connell-Delaware County Intermediate Unit

Agenda Items:

- I. Introduction for new member of task force, Kristen Stankiewicz
 - a. Review goals of task force
 - i. Developing collaborative mutually respectful working relationship between ABA and SLP professionals
 - ii. Develop a best practice document for collaboration between two professions
 - iii. Discussion about questions parents have related to behavioral support services.
 - iv. Discussion about the idea that parents are getting misinformation. Responses parents get to their questions vary depending on who is answering the question (i.e. Community, private, and school based mental health providers).
 - b. Kristen shared her background. She works at Children's Institute of Pittsburgh with approximately 13 other SLPs. Programs at Children's Institute include in-patient, day school, and residential. She has had opportunities to interact with PaTTAN consultants through the Autism Initiative. Kristen took courses through Penn State and has her BCBA. Kristen reported that she attended a course for her BCBA and a professional who was providing the training made the following statements: "don't listen to your SLP" "Don't believe them"
- II. Review of the meeting we had with Dr. Williams on 7/15/13 – see Mareile's notes
- III. Review Mareile's proposal for PSHA presentation
 - a. The proposal is for a 1½-hour seminar at PSHA in April, 2014
 - b. It includes 3 parts:
 - i. frameworks on collaboration and previous work on SLP-ABA collaboration
 - ii. Description of SLP-ABA Task Force – the audience will learn about the vision, goals, and current status of the group's findings
 - iii. Focus group with audience participation – inviting comments about strengths, limitations, and recommendations regarding SLP-ABA Collaboration towards a best practices document

- c. We expect our focus group experience at PSHA to help us communicate with the PaTTAN's Autism Initiative
- IV. Discuss elements of the PSHA proposal
- a. Review theoretical frameworks related to shared practice and collaboration
 - b. Describe results of survey targeting perceptions of SLPs and ABA professionals regarding collaboration (based on Koenig and Gerenser, 2000, 2001)
 - c. Provide clear and respectful examples of practice issues with SLP and ABA colleagues
 - i. Descriptions and perhaps videotapes
 - ii. Include best practice skills-issue related to home-based service delivery
 - d. Describe the work of the SLP-ABA ad hoc task force to date
 - i. Big picture view of best practice
 - ii. Strategies we've used to learn about ABA
 - iii. What we've learned – e.g., differences between and among various behavior support colleagues-connoisseurs of behavioral practices
 - iv. Vision for the future
 - e. Engage the audience in a focus group discussion
 - f. Ask SLPs to provide us with their experience (strengths and limitations) regarding collaboration
- V. Discuss time allocation and task assignments in preparation for the PSSHA presentation
- a. Time allocation
 - i. First 30 minutes – problem and frameworks for addressing the problem
 - ii. Second 30 minutes - The work of the task force
 - iii. Third 30 minutes - Focus group with audience
 - b. Tasks
 - i. Mareile will take responsibility for the introductory information during the first 30 minutes including
 - 1. The problem
 - 2. Frameworks for viewing collaboration
 - 3. Previous survey research on collaboration
 - 4. Updated information from ASHA related to shared practice issues with ABA colleagues. Note: ASHA has a website for evidence based practice, including many references to studies that demonstrate effectiveness of behavioral methods. There are multiple references to behavioral interventions. The newest textbook by Paul Norbury (2012) includes more information about the appropriateness of behavioral methods, especially for learners who require a lot of structure. Little by little information about behavioral methods is introduced into the SLP literature, but there is little effort to place it under the explicit umbrella of Applied Behavior Analysis.
 - ii. Mareile indicated she will call ASHA to find out if there is any movement within ASHA to bring about defined practice guidelines.
 - iii. We need to acknowledge in our presentation that there is no formal ASHA document that addresses these issues so that we can validate SLPs experiences-maybe frustration, feelings of isolation, etc.

- iii. Kim will summarize information about what we, as a task force, have learned through our focus group meetings so far.
- iv. Nora will pull together information related to the big picture/vision of the task force, goals, etc. Our point is not that we have nothing to learn about ABA but rather that the professions of SLP and ABA need to find a way to communicate with and about each other in more respectful terms
- v. Monica and Kristen will pull together information related to the future focus of the task force. Develop structured questions for focus group with SLPs at the end of the session
- vi. All of us will ...
 - 1. Collect examples of impaired collaboration that we could possibly use - e.g., Experiences with Mark Sundberg
 - 2. Send our pieces of the presentation to Mareile by 11/1/13. Mareile will then place it in a drop box for all to access

VI. Our next meeting will be on 11/18/13. Location TBD – maybe Marple Ed Center

VII. Taks Force Name Change – Nora will talk to PSHA about changing the name of our task force from ABA-SLP Collaboration to SLP-ABA Collaboration