

# 2022-2023 ROVINSKY FAMILY LECTURESHIP SERIES



Monday, December 12, 2022 | 12:00 – 1:00 PM | Live Webinar

## THE IMPORTANCE OF BEHAVIORAL SKILLS TRAINING IN TREATMENT ADHERENCE AND INTEGRITY IN ANY HELPING OR TEACHING PROFESSION

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### PROGRAM DESCRIPTION:

Clinicians, consultants, and educators who work in the helping and teaching professions often assist their clients in developing new behavioral repertoires that are implemented in the client's natural environment when the clinician/educator is not present. A critical component of the treatment requires the client to engage in some behavior on their own (e.g., taking medication, utilizing stress reduction strategies, refraining from dangerous behaviors, intervening with others). Treatment frequently involves teaching the clients a new skill or increasing proficiency in a behavior (or strategy) to address some clinical condition or behavioral deficit. Behavioral Skills Training (BST), competency-based instructional method that can be used to teach new skills to proficiency, has been found to be an effective intervention in many areas applicable to a variety of helping professions (e.g., psychologists, school psychologists, teachers, counselors, doctors, coaches, social workers). This presentation will review the steps of BST, and make the case that every clinician could utilize this teaching strategy in their work to increase treatment adherence in their clients, regardless of the service delivered. The presenter will review several examples of applications of BST from the empirical literature and discuss the benefits for using this technique in the context of treatment adherence. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

### EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Recognize and state all the components of Behavioral Skills Training.
- Describe at least three applications of BST from the research literature in various contexts and diverse populations.
- Identify one way that BST could be utilized in their own service delivery or profession and how it could help their clients.

### SUGGESTED READINGS

Erath, T.G., DiGennaro Reed, F.D., Sundermeyer, H.W., Brand, D., Novak, M.D., & Harrison, M.J. (2020). Enhancing the training integrity of human service staff using pyramidal behavioral skills training. *Journal of Applied Behavior Analysis*, 53, 449-464.

Kirkpatrick, M., Akers, J., & Rivera, G. (2019). Use of behavioral skills training with teachers: A systematic review. *Journal of Behavioral Education*, 28, 344-361.

Ledbetter-Cho, K., Lang, R., Davenport, K., Moore, M., Lee, A., O'Reilly, M., Watkins, L., & Falcomata, T. (2016). Behavioral skills training to improve the abduction-prevention skills of children with autism. *Behavior Analysis in Practice*, 9, 266-270.

Shayne, R. & Miltenberger, R.G. (2013). Evaluation of behavioral skills training for teaching functional assessment and treatment selection skills to parents. *Behavioral Interventions*, 28, 4-21.

Stocco, C.S., Thompson, R.H., Hart, J.M., & Soriano, H.L. (2017). Improving the interview skills of college students using behavioral skills training. *Journal of Applied Behavior Analysis*, 50, 495-510.

### ABOUT THE PRESENTER

Amanda Guld Fisher, PhD, BCBA-D is a certified behavior analyst (doctoral level) and is currently an associate professor in the School of Professional and Applied Psychology at Philadelphia College of Osteopathic Medicine. Dr. Fisher earned her Masters degree in psychology from the University of North Carolina Wilmington and her doctorate in Applied Behavior Analysis and Special Education from the Ohio State University. Amanda first received her board certification in behavior analysis in March of 2007.

Dr. Fisher worked as an ABA therapist for a young child diagnosed with Autism during a college internship and fell in love with the field. Upon completion of graduate school, Dr. Fisher worked as an educational consultant with the May Institute consulting with schools and families at both the systems level (e.g., School-wide



Positive Behavior Support) and the individual level (e.g., individualized education programs and behavior plans). Dr. Fisher later served as a behavior analyst and then the Director of Professional Development, Training, and Research at Melmark where she directed the internal clinical training of staff, coordinated internships and BCBA supervision, coordinated research, served as a senior clinician for a caseload of children, and coordinated a 6–Course BACB-approved certificate program taught at Melmark through Temple University. Dr. Fisher then entered academia full time in 2014 and for seven years taught and coordinated the ABA graduate and undergraduate programs at Temple University. In this role, Dr. Fisher taught courses, supervised practica, designed curriculum changes and new programs, advised masters theses, etc. Dr. Fisher has professional and research interests in stimulus equivalence, analysis of verbal behavior, higher education teaching strategies, feeding disorders, functional assessment and treatment of challenging behavior, staff training and supervision, parent and community outreach and advocacy, and systems level interventions.



**CRITERIA FOR EARNING CE**

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.

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**CERTIFIED COUNSELORS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education

**Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals**  
**Level of Instruction: Intermediate**  
**Number of CE Credits Offered: 1 CE credit**  
**Cost: \$15**

Provider, ACEP No.5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

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**REFUND/CANCELLATION POLICY:** For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than three business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within three business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at [katiega@pcom.edu](mailto:katiega@pcom.edu).

