

Today's Date:
RBT PDU Credit: 1

RBT PDU Title:

Navigating Communication with Clinicians

Guided notes to follow along with the presentation:

RBT Ethics Code 1.02 – What clicks for me?

RBT Ethics Code 1.03 – What clicks for me?

RBT Ethics Code 1.06 – What clicks for me?

RBT Ethics Code 1.09 – What clicks for me?

RBT Ethics Code 2.02 – What clicks for me?

RBT Ethics Code 2.03 – What clicks for me?

RBT Ethics Code 2.06 – What clicks for me?



SELF-ADVOCATE (1.02, 1.06, 1.09, 2.06)



- Know your limits
- Establish rapport
- Explain your concerns clearly
- Seek clarity
- Request additional support

CANDID CONTINGENCIES

Notes / Importance to me: _____

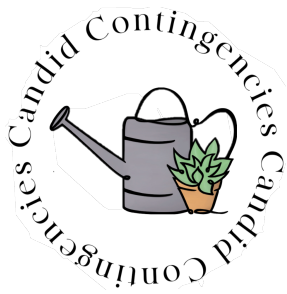
OPEN COMMUNICATION (1.02, 1.09, 2.03, 2.06)



- Open-mindedness
- Curiosity
- Benefit of the doubt
- Transparency
- Accountability

CANDID CONTINGENCIES

Notes / Importance to me: _____



MAINTAIN PROFESSIONAL DECORUM (1.02, 2.02, 2.03)



Calm demeanor

Professional language

Humility / Approachability

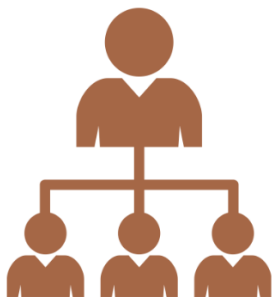
Direct communication to appropriate channels

Respond to feedback appropriately

CANDID CONTINGENCIES

Notes / Importance to me: _____

PRACTICE UNDER SUPERVISION OF A CLINICIAN (1.03, 1.06, 2.02, 2.03)



Adhere to requirements

Document activities

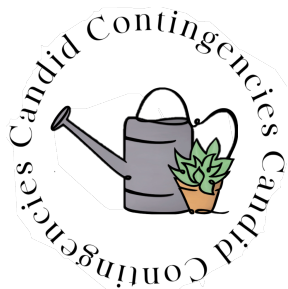
Align session with expectations

Collaborative mindset

Adapt to changing protocols

CANDID CONTINGENCIES

Notes / Importance to me: _____



IMPLEMENT PROCEDURES AS PRESCRIBED (1.02, 1.03, 1.06, 1.09, 2.02, 2.03)



- Learn the foundation
- Understand the reason
- Find common ground
- Request additional training
- Request alternatives if needed

CANDID CONTINGENCIES

Notes / Importance to me: _____

Personal values that you have that you want to align with how you navigate challenging communication:

1. _____
2. _____
3. _____

What potential consequences to poorly navigated challenging consequences are most important to you to avoid and why?

Navigating Communication Framework – what does each step mean for you?

1. Pain point identification:

2. Pause and Reflect:

3. Prepare strategy:



4. Pick appropriate setting:

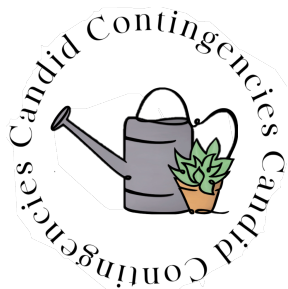
5. Provide reasoning and Potential solutions:

Example 1: The BCBA designed a Behavior Intervention Plan for a client's tantrums, which are a known precursor to aggression. One of the outlined consequence interventions includes the use of reduced response effort for non-preferred demands when client engages in assent withdrawal to encourage successful completion of the demand and reduce escalation.

(The RBT prompts the client to clean up his toys. Client begins to engage in a tantrum. The RBT is to reduce the response effort of the demand; only requiring him to pick up one toy vs. all of the toys. The client cleans up the toy in the lower response effort demand and re-engages with RBT. The client ceases engagement in tantrum and does not engage in aggression.)

The RBT does not think that they should reduce the response effort of the demand because then he is just "getting away with it." What should they do?

- A. Implement the protocol but request a discussion with the BCBA to express their disagreement and to ask questions about the purpose of the protocol
- B. Not implement the protocol when the BCBA isn't there because it doesn't align with their beliefs
- C. Tell the BCBA that the protocol will not work to reduce tantrums because he is getting away with not doing the tasks so that will reinforce tantrums
- D. Tell another RBT that the client is never going to learn to follow directions with this protocol in place



Relevant ethics codes: _____

Notes:

What can you do if your strategy does not go as planned? What is important to avoid?

Example 2: The BCBA initiated a new goal for functional communication. The goal requires the RBT to prompt the client to use vocal communication as a functional replacement for self-injurious behavior during various situations. The protocol states that the RBT is to prompt the client to use words such as “help,” “break,” “all done,” and “my turn” as appropriate related to the client’s various functions of self-injury. The BCBA completed a Functional Behavior Assessment and determined that Functional Communication was a clinically necessary skill to replace self-injurious behaviors. The client has strong vocal communication but needs a visual reminder to use the word.

The BCBA collaborates with the Speech Language Pathologist at the client’s school and Functional Communication Training is being used across settings and with all service providers.

The RBT is unsure if they should implement the treatment. What should the RBT do?

- A. Talk to the Clinical Director and tell them that the BCBA is targeting things out of the ABA scope
- B. Refuse to implement Functional Communication Training because we are not speech providers
- C. Ask the BCBA to meet so that you can ask questions about scope of practice, talk through what you saw on social media, and ask for additional resources to ensure competence



D. Show the video to the parent and tell them you can no longer work on the goal

Relevant ethics codes: _____

Notes:

Example 3: The RBT delivers ABA services to a 5-year-old child in the child's home. Over the last several months, she has noticed that her client does not have the necessary skills for Kindergarten (e.g., identifying letters, colors, and shapes). The client's mother asks her to incorporate more academics into their sessions. The client's mother purchases academic activities for them to work on.

The RBT does not think it's a big deal to work on academic skills that the client's mother requested because these are vital skills that her client will need to learn. She begins implementing the academic activities without talking to the BCBA. The client begins to engage in self-injurious behavior, which he has never engaged in before, during the academic tasks.

The RBT is worried that she should have talked to her supervisor before implementing the activities that her client's mother purchased to use during session and now doesn't know what to do.

What should the RBT do?

A. Continue the academic activities with the client because it is what the mother wants

B. Inform the BCBA. Discuss what happened and the mother's request. Ask for support in how to proceed

C. Tell the BCBA that the client began engaging in self injury, but don't provide details

D. Tell the mother that this was a bad idea and that the client isn't ready yet

Relevant ethics codes: _____

Notes:



The BCBA developed a program for turn taking after identifying that his client is unable to take turns without engaging in aggression. He developed a shaping protocol to increase safe turn taking over time. The RBT was trained on the protocol, but an opportunity to demonstrate the skill with the BCBA present was not available. The RBT attempts to implement the protocol the next day. While implementing the protocol, the client hits the RBT in the face. The RBT ceases implementation and allows the client to take a break with their preferred items. The RBT reads the protocol again and prepares for another trial. The RBT implements the protocol; the client pulls her hair and pushes her.

The RBT identifies that this is an important skill and does not want to give up on implementing this protocol. The RBT does not feel adequately trained to handle aggression appropriately.

The RBT does not feel competent in implementing the new protocol. She knows that the BCBA won't be back for supervision until next week. The RBT is worried that the BCBA will be upset if the program is not conducted across the next week.

What should the RBT do?

- A. Keep running it even though you don't feel competent because you don't want the BCBA to be upset
- B. Change the protocol to be turn taking with a lesser preferred item
- C. Inform the BCBA of the behavioral challenges and request additional training to competence
- D. Ask another BCBA that you work with what you should do

Relevant ethics codes: _____

Notes:



Notes about repairing connection after a communication breakdown:

For more examples / discussion on this topic, watch the follow up video on our YouTube channel: YouTube Channel: youtube.com/@CandidContingencies

To request a PDU on something you'd like to learn more about, contact us at: candidcontingencies.org/contact

Check out our other available PDUs here: candidcontingencies.org/rbt-pdu

Additional notes:
