



Internship at the Carolina Center for Autism and ABA

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Internship Experience

As an intern at CCABA during COVID, I was able to have a very flexible role within the company.

At the start of my internship I completed the following trainings:

- RBT training
- HIPPA training
- Blood Borne Pathogens Training

My main roles within the organization included the following:

- Observing current strategies for implementing the Classroom Readiness Program (CRP) in an online format.
- Conducting a broad stroke article review
- Shadowing implementation of the CRP program
- Identifying socially valid skills for learned in the CRP program by reviewing current literature
- Collaborating with BCBA's and RBTs to discuss implementation of online learning strategies
- Generating fidelity checklists for the CRP program
- Conducting measurements of behavior

Helping shift administrative resources to an online format

- Conducting a spreadsheet review of ABA resources in North Carolina

CCABA Mission and Values

- Provide clinical services for children of all ages with autism spectrum disorder using Applied Behavior Analysis.
- Help children acquire important social behaviors like communication, adaptive living skills, and learning.
- Provide a variety of services ranging from focused treatment to comprehensive treatment.

Literature Review and Shadowing

During my internship, I was able to shadow the implementation of the CRP program. Due to COVID restrictions, the program is being conducted in a fully online format. I observed the implementation of continuous measurement procedures such as frequency and positive reinforcements including verbal praise and edibles. By observing implementation of ABA in an online format I was able to notice certain discrepancies between online sessions and model in-person sessions.

Lag in computer loading and file opening disrupts the fluidity of ABA implementation. Online ABA results in lengthened inter-stimulus periods, which causes the students to lose interest and engage in disruptive activities such as self-injury. Furthermore, video monitoring makes it difficult for the RBT to know when the prompts are completed by the client, delaying reinforcement. Delays in schedules of reinforcement may lead to less efficacious learning, seeing that previous studies have verified that immediate reinforcement results in best results.

During one particular session, the video meeting started 10 minutes later than the scheduled time. The disruption of the the client's daily schedule lowered his frequency of responses. To clinically gauge the success of 1:1 CRP implementation in this format I created a fidelity checklist.

In order to enrich the online teaching environment I conducted literature reviews on autism treatment through an online format to present better techniques for online ABA treatment. A relevant finding was the role of parent and child stress level in ABA implementation. By enrolling children as well as parents in an ABA online training program that included stress reduction strategies, children had higher positive outcomes in during treatment.

Skills and Training

RBT Training:

- Generating a fidelity checklist
- Conduction of preference assessments
 - Multiple stimulus with replacement
 - Multiple stimulus without replacement
 - Free operant
- Continuous Measurement Procedures:
 - Frequency
 - Rate
 - Duration
 - Latency
 - Inter-response time
- Discontinuous Measurement Procedures:
 - Partial Interval
 - Whole Interval
- ABA Data Entry
 - Line graphs
- Reinforcement and Punishment Schedules
 - Positive and Negative
 - Tangibles, Edibles and Activity Reinforcers
- Setting Demands in ABA
 - Mands, Tacts, Echoics, Intraverbals
- Skill Acquisition
 - Response vs Stimulus Prompts
- RBT Ethics Code
 - Appropriate interactions between RBTs, BCBA's and clients
 - Client Confidentiality