

Welcome to February RBT Training



In this training we will review:

1. Elicit feedback on RBT outings
2. The new RBT pay increase policy
3. Signing up for the Quarterly Review
4. Writing Accurate Session Notes
5. Answer questions/concerns.
6. RBT Website!!

RBT Outings



These will continue to be planned and facilitated by Lead RBTs.
What will make these more accessible to you? (Time, general location, day, etc.)
Any ideas for locations/activities for potential future outings?

Newly Effective Pay Increase Policy

Above and Beyond Therapy Registered Behavior Technician Pay Increase Policy

Eligibility:

All Registered Behavior Technician's that have worked for the company for one full year will be eligible for an hourly pay increase. The increase will be given on the quarter's end following the year anniversary of their employment.

After one full year of employment, an hourly pay increase will be given after the fourth quarter (December) review of each year.

Pay increase amount will be performance based with the following areas being considered:

- No areas of focus have been identified over the reviewed quarterly evaluations, if areas of focus are identified, they are resolved by the successive quarterly evaluation.
- The RBT has completed the 12-hour Safety Care Training.
- At least 80% (10/12) of the monthly trainings have been attended.
- RBT attendance is at an average of 90% session conversion over 12 months.

Quarterly Review Sign-Up

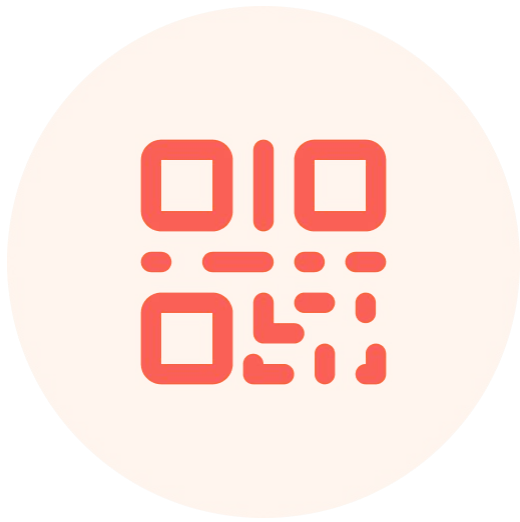
These will be held via Zoom.

Whenever possible your supervising BCBA will also be present for the review.

If you haven't signed up yet, scan this QR code! The sooner in advance you sign up, the more likely your supervising BCBA will be able to accommodate the time!



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**Join at slido.com
#448584**

① Start presenting to display the joining instructions on this slide.



SESSION NOTE REQUIREMENTS



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What are some words that come to mind when you think of writing a sufficient session note?

① Start presenting to display the poll results on this slide.

What Should Be in a Session Summary

- Objectivity!!
- Times the session began and ended
- Descriptions of any barriers and/or behaviors that were present during session
- What was effective for reinforcement during the session
- A brief synopsis of the targets that were worked on during the session
- If anyone else joined the session (BCBA, parent, sibling, etc.) and what their role was in the session

Audit Requirement Overview

- All questions/sections need to be completed
- Notes should differ from session to session
 - DO NOT DUPLICATE NOTES!
- The next anticipated session should make sense to anticipated schedule
 - If a Friday, next session should be Monday (or next scheduled session), not just the next day
- The session details are aligned to the client's performance (raw data)

Next we will go step-by-step through the process of writing an accurate and detailed session note.

✓ 97153: ADAPTIVE BEHAVIOR TREATMEN...

Provider Megan Kuehler

Date of service 02/25/2022

Authorization 97153: Adaptive behavior treatment by protocol

Modifiers [Show modifiers](#)

Pointer #1 #2 #3 #4

Time Worked 03:00 PM 04:30 PM America/Chicago

Units of service 6 [Recalculate](#)

Drive Info Hrs 0 Mins 0 Miles 0

Place of service 12: Home

Service address Select

Provider Pay \$ Rate 0 \$ Drive 0 \$ Miles 0

Admin Notes

B *I* U

This time needs to be adjusted to match the time you were running session.

This should auto-fill, but if it doesn't, choose the service location from the drop down.

These should auto-fill, check and make sure the date is correct.

When the above is filled out correctly, click here!!

FILES

browse system files

UPLOAD NEW FILE

ATTACHED DIRECT CARE (1/1)
required

NEW NOTE

SELECT EXISTING NOTE

SIGNATURES



CLIENT SIGNATURE

PROVIDER SIGNATURE

Session Information



Most of this will be auto-generated. The only thing you will need to put in is the next session date.

| Session Information | |
|---|--|
| Client Name: | Member ID: DOB: |
| Session Date: 02/25/2022 Time: 03:00 PM- 04:30 PM Session Duration: 1:30 | |
| Next Anticipated Session: |  Date  |
| Service: 97153 : Adaptive behavior treatment by protocol Location: 12: Home | |

If the client's name, ID, DOB etc., is not filled in or correct, let your BCBA and the Central Office know immediately.

Provider Information

| Provider Information | |
|---|--|
| Organization Name: Above & Beyond Therapy | Provider Tax ID: [REDACTED] |
| Provider Name: Megan Kuehler | Supervising Clinician: ⚠️ BCBA Name and Credentials NPI Number: [REDACTED] |
| Client Diagnosis: F84.0 | |

Who was present during session:

⚠️ ☒ Client ☐ Technician ☐ BCBA ☐ Caregiver ☐ Sibling(s) ☐ Peers ☐ Other

The technician and/or BCBA need to be present and checked to have a billable session

Here you should check only the people that participate in the session, not those that are just present in the environment.

Be sure to put the credential BCBA after you type your BCBA's name!
Ex. Megan Kuehler, BCBA

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Next up is behavioral methodologies. If you have any questions about the methodologies listed (what they mean/look like/importance), please put them in the Q&A section NOW!

① Start presenting to display the audience questions on this slide.

Behavioral Methodology

| ABA Methodology Used | | |
|--|---|--|
| <input type="checkbox"/> Stimulus Prompts | <input type="checkbox"/> Behavior Contract | <input type="checkbox"/> Differential Reinforcement |
| <input type="checkbox"/> Social Skill Training | <input type="checkbox"/> Timer | <input type="checkbox"/> Functional Communication Training |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Incidental Teaching | <input type="checkbox"/> Visual Aid |
| <input type="checkbox"/> Premack Principle | <input type="checkbox"/> Self Management/Self-Monitor | <input type="checkbox"/> Errorless Learning |
| <input type="checkbox"/> Prompt Fading | <input type="checkbox"/> DTT | <input type="checkbox"/> NET |
| <input type="checkbox"/> Video Modeling | <input type="checkbox"/> Antecedent Manipulation | <input type="checkbox"/> Chaining |
| <input type="checkbox"/> Contingencies | <input type="checkbox"/> Environmental Modifications | <input type="checkbox"/> Error Correction Procedures |
| <input type="checkbox"/> Shaping | <input type="checkbox"/> Redirection | <input type="checkbox"/> Behavior Momentum |
| <input type="checkbox"/> Schedules | <input type="checkbox"/> Non-Contingent Reinforcement | <input type="checkbox"/> Other <input type="text" value="Include strategy"/> |

Key Points

- At least 3 behavioral methodologies should be checked at each session
- Typically, we use at least one of the following in a session: DTT, NET, Incidental Teaching
- If you are not sure which of these you are using, reach out to your BCBA!

Inserting Data

Goals: Select Session Summary 

Don't forget to click here!

Goals:

Select Session Summaries to insert into the note.

| Branch Name | Current Data Point | Current Phase | Phase Change | Added By |
|--|--------------------|---------------|--------------|---------------|
| will initiate eye contact when greeting others | | Intervention | | Megan Kuehler |
| will maintain eye contact for 5 exchanges in a conversation | | Intervention | | Megan Kuehler |
| will converse about topics not of his choosing | | Intervention | | Megan Kuehler |
| will accept changes in conversational topics by engaging in new topics to existing conversations | | Intervention | | Megan Kuehler |
| will compromise by coming to a midpoint between what he wants and what is offered by another when disagreeing with another person | | Intervention | | Megan Kuehler |
| will engage in self-calming techniques within 30 seconds when denied access to items and maintain the absence of maladaptive behaviors | | Intervention | | Megan Kuehler |
| will ask questions that will keep a conversation going. | | Intervention | | Megan Kuehler |
| will identify other's perspectives by analyzing body language and setting events. | | Intervention | | Megan Kuehler |
| will identify self advocacy strategies using social scenarios and roll play. | | Intervention | | Megan Kuehler |

- When auditing, they check to ensure the amount of data listed is sufficient for the amount of time billed.
Our company would like a minimum of at least 3 programs ran per hour billed
- If there is a reason (new client, pairing after a break in services, FCT) identified by your BCBA that minimum may not occur, ask your BCBA to communicate that with Central Office.

Strengths of Client

Even the roughest sessions contain a client strength!

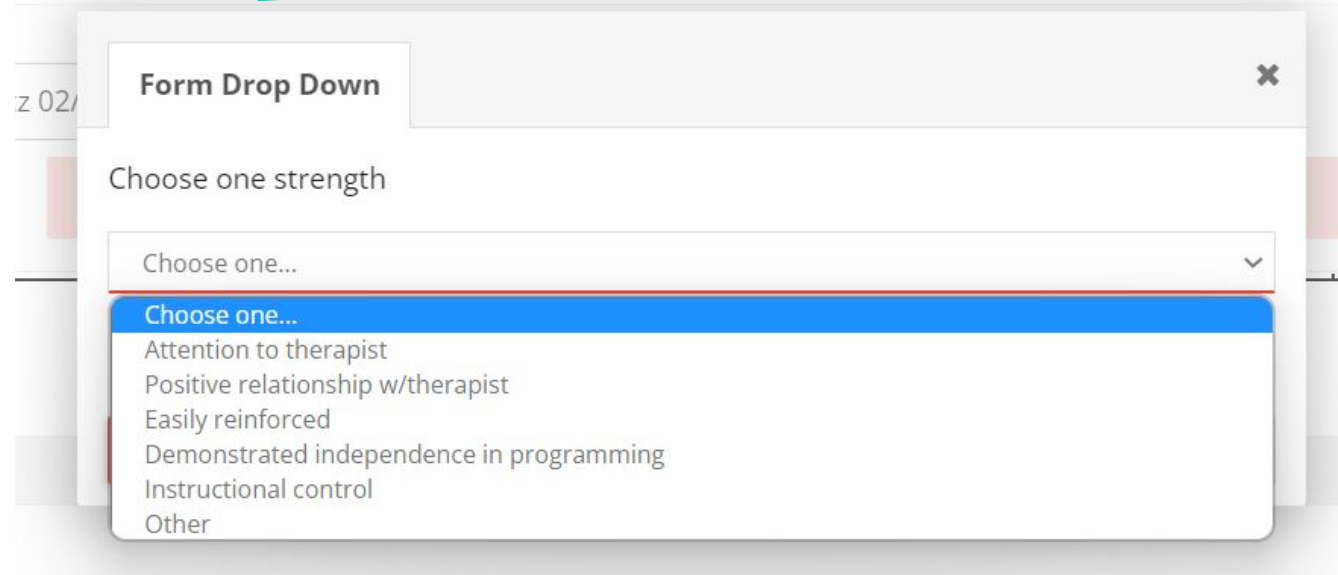
Strengths of Client:

⚠ Choose one strength ☒

List other strength 

If you select “other”
you should type the
strength in the
textbox.

What would each of
the drop-down
options look like
during a session?



Form Drop Down

Choose one strength

Choose one...

- Choose one...
- Attention to therapist
- Positive relationship w/therapist
- Easily reinforced
- Demonstrated independence in programming
- Instructional control
- Other

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What are some other examples of client strengths you have used in the past that aren't part of the drop down?

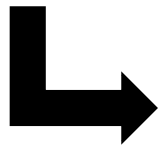
① Start presenting to display the poll results on this slide.

Barriers

Things that occurred that may have impacted the session, the client, and/or the client's responding

Barriers:

⚠ List any barriers that are impacting treatment progress at this time ▾



Form Drop Down

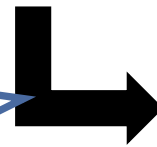
List any barriers that are impacting treatment progress at this time

Choose one...

This is required

Continue

If a barrier is listed here, there should be a description in your session narrative.



Form Drop Down

List any barriers that are impacting treatment progress at this time

Choose one...

- Choose one...
- No barriers present during the session
- Environmental factors
- High levels of stereotypy
- Lack of instructional control
- Medication changes for client
- Ineffective establishment of reinforcement
- Insufficient time spent pairing
- Significant challenging behaviors present

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What are some possible environmental factors when considering barriers?

① Start presenting to display the poll results on this slide.

Maladaptive Behaviors & Reinforcement

Maladaptive Behaviors Present during the Session:

| | | |
|---|--|--|
| <input type="checkbox"/> No behaviors present during the session | | |
| Target Behavior  | Severity of Behavior <input checked="" type="checkbox"/> | What did the provider do as a result of the behavior  |
| Target Behavior  | Severity of Behavior <input checked="" type="checkbox"/> | What did the provider do as a result of the behavior  |
| Target Behavior  | Severity of Behavior <input checked="" type="checkbox"/> | What did the provider do as a result of the behavior  |

Reinforcement Used:

☐ Tangible ☐ Social Praise ☐ Break ☐ Token Board ☐ Sensory Activity ☐ Other

Key Points

- Maladaptive behaviors listed here should typically be in the treatment plan as a behavior to decrease.
 - If it's a novel maladaptive behavior, be sure to note that in your session summary and inform your BCBA!
- If a maladaptive behavior is listed here, a description of the severity, reactive strategies, environmental factors, etc., should be noted in the session summary.
 - The entire field of ABA is based in reinforcement!!
 - There needs to be *at least* one reinforcement listed as being used during session.

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Audience Q&A Session

① Start presenting to display the audience questions on this slide.

Response of Client:

⚠ Choose overall response to session ☑

Timothy Dalton 's responses ⚠ Client's level of response compared to last session ☑

FOR BCBA'S ONLY ☑

Form Drop Down ✕

Choose overall response to session

Choose one... ▾

This is required

Continue Cancel

Form Drop Down ✕

Client's level of response compared to last session

Choose one... ▾

This is required

Continue Cancel

Form Drop Down ✕

Choose overall response to session

Choose one... ▾

Choose one...

- Client struggled and minimal progress was noted with the targets.
- Client engaged in maladaptive behavior and therefore many targets yielded inconclusive results.
- Client made some progress with the targets implemented.
- Client made significant progress during the session.
- Client's level of responding yielded variable results.

This selection should match your client's data.
Ex. If the data you insert into the session note is all 90%-100%,
"client struggled" would not make sense to be selected

Form Drop Down ✕

Client's level of response compared to last session

Choose one... ▾

Choose one...

- slightly differed from level of response of last session.
- greatly differed from level of response of last session.
- are similar to level of response from last session.
- are acceptable since no previous sessions are available for comparison.

This selection should not be arbitrary but related to the
previous session.
Ex. If one session was 50% and the other 100%, similar levels
would not be appropriate.

Session Summary

Session Summary and Follow up Plan:

⚠ Using this area to describe the session summary as an anecdote. What activities or task were done while implementing the targets? What was the client's response? Was progress noted with individual goals? Any specific changes to the teaching techniques? If applicable include any follow up plan that needs to be related to BCBA, Caregiver or other servicing professionals ✎

Provider Signature:

⚠ Megan Kuehler ✎

Megan Kuehler, BCBA

The summary should be an informal anecdote of what occurred during session. These notes should be objective. Only OBSERVABLE and MEASURABLE descriptions should be written. It will include a brief summary of what was done during session and the behaviors, barriers, or interventions that were used. Some BCBAs may recommend you include the time the session began and ended.

Signatures of the RBT and the caregiver need to be added before submitting session notes! Signatures should be added **no more** than 5 minute before the end time of the session.

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**What would be the most behavior
analytic/appropriate description?**

① Start presenting to display the poll results on this slide.

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**What would be the most behavior
analytic/appropriate way to narrate session
targets?**

① Start presenting to display the poll results on this slide.

Soap note example (negative session):

Session began at 1:01pm where RBT greeted (clients initials) and found them hanging out in the living room with their mom. Mom reported in the beginning of the session that they did not sleep well the night before and have been “mad” all day. RBT then transitioned client into the work area and began pairing for five minutes. Programs run today were yes and no mands, intraverbal personal information, tacting common items, as well as sustained sitting. Through the session the client appeared to be tired, they were rubbing their eyes, yawning, and were often non-complaint when presented with an SD. Throughout the session the RBT used least to most prompting to guide the client through the trials being run. At 2:03 client began to engage in screaming, crying with tears, and was kicking their feet after the RBT had prompted the client to tell the RBT their name. RBT used the premack principle to reintroduce reinforcement to client. The client was very motivated to work for cotton balls, so the RBT displayed the cotton ball. The client continued to tantrum in this manner for about 8 minutes. As the client began to calm down the RBT reintroduced reinforcement and client sat up on his own. After two minutes, client sat at the table with verbal prompts given. Throughout the session the client used cotton balls, edibles, as well as social praise to reinforce the client. Next session RBT will continue to work on targeted programs and follow up with BCBA about noncompliance behavior when given SD's. Session ended at 4:03pm.

Soap note template (positive session):

Session began at 4:00p, where RBT greeted client and transitioned them to the work area. Caregiver present was dad, however he appeared to be in a work meeting as RBT entered the home. Client appeared to be in a good mood, they were smiling, telling jokes, and laughing at RBT's jokes. Session began with RBT running receptive ID of colors, Tacting numbers, and receptive ID of animals. Then RBT gave client a 5-minute break. Client chose to do tickles and play with water beads on their break. After the break RBT redirected the client back to the work area, and the client accepted. For the next sit programs run were sustained sitting, response to name, as well as stacking and nesting. For this sit client appeared to be more restless as demonstrated by rocking body back and forth and laying head on the table and would often need to be given verbal prompts to sit up in an upright position. The client did comply with the SD's given by RBT, however would often put their head down after completing tasks. Session ended with the RBT allowing client to play Mario kart with a younger sibling. Throughout the session RBT utilized social praise, M&M's, as well as high fives for reinforcements. Next session RBT will follow up with targeted programs, as well as begin to probe the program rolling a ball. Session ended at 6:00pm



What questions, concerns, or comments to you have about session notes?

RBT Website

The training team has been working hard to create a website specific to our RBTs.

It is a place you can go to get ideas, find reviewed information, and get access to company specific newsletters, documents, information, etc.

We really hope you like it! If there is anything additional you would like to see on the website, let a lead or Megan know and we will work on it!





What questions, concerns, or comments to you have about anything in general?

What additional support can we give?

This presentation was created by Megan Kuehler, M.Ed, BCBA for training purposes for
Above and Beyond Therapy.