

# B.A.S.I.C

Behaviour Analysis Supervision Intervention Consultation



# SOURCES

COMMUNITY RESOURCE CENTRES

BCBA Supervised and Accredited Behaviour Intervention

Sources Community Resource Centres

[www.sourcesbc.ca](http://www.sourcesbc.ca)



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## What is Sources?

Sources Community Resources Society is a non-profit, multi-service organization that has been servicing British Columbia for over 38 years. Sources is governed by a Board of Directors. The Board is entirely made up of a volunteer group of community members. Sources provides community services to approximately 30,000 individuals annually, through numerous programs that operate out of 15 different locations in the Lower Mainland and Northern BC. Sources has employees and volunteers working throughout each location. Sources is committed to our mission of promoting social wellness for our community.

## What is Accreditation?

Accreditation is a formal evaluation that an organization undergoes to ensure it meets best practice standards with the program's industry. Accreditation involves an on site evaluation by a team of independent experts who review program practice standards. Receiving accreditation signifies that: (a) the organization's program(s) meet the standards set forth by the accrediting body; and (b) the organization undergoes an ongoing in depth self review of each of its programs to ensure the standards continue to be met.

## What is Applied Behaviour Analysis?

Applied Behaviour Analysis (ABA) is a science that has developed to identify how behaviour works and create a group of intervention strategies that are scientifically shown to effectively modify behaviour, prevent challenging behaviour, and teach skills. Research in the area of autism and skill development has shown that, for a child with autism, ABA is the only method of teaching functional skills that has been shown to be consistently effective.

Good-quality ABA provides a team approach; Behaviour Interventionists and families work in collaboration with each other with support from a Behaviour Consultant and supervision by a Board Certified Behaviour Analyst. Sources B.A.S.I.C. program requires all staff to have or be working towards a level of certification through the Behaviour Analyst Certification Board (BACB) (see page 5 for more information on staff credentials). The BACB adheres to international standards for boards that grant professional credentials. The BACB's certification procedures and content undergo regular psychometric review and validation pursuant to a job analysis survey of the profession and standards established by content experts in the discipline.

When traditional approaches to the challenging behaviour have not been successful, Functional Analysis by a BCBA is the only approach that has been consistently shown by decades of research to be effective. BCBAs have the level of technical expertise that has been found by research to be necessary to effectively and efficiently change behaviour at this level.

## What is Autism?

Autism is a complex developmental disability that typically appears early in life and is the result of a neurological disorder that affects the normal functioning of the brain. Children develop through environmental experiences that strengthen neural pathways in children with autism this process can be diverted. Resulting in delays in development or a non-typical developmental pattern. This difference in development can result in strong strengths in one area, while leaving other areas underdeveloped. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, sensory processing, social interactions, and leisure or play activities.



## What is Behaviour Intervention?

Behaviour Intervention is also known as Early Intensive Behaviour Intervention (EIBI) and is based on Applied Behaviour Analysis (ABA). This is a general term to describe a systematic way to teach skills that are underdeveloped. Intervention encourages a more typical neurological development, which in turn reduces behaviours that are barriers to learning. It's a structured approach to breaking down the barriers that isolate children with autism from the world around them.

When an individual starts with behaviour intervention, that child's strengths and weaknesses are assessed and then a comprehensive program is created for your child with parent input. Things that need to be learned such as saying words, imitating others, playing with toys, interacting with peers, eating etc. – are broken down into tiny steps and then taught in an engaging way until the child can complete the skill independently. These skills are often taught in a learning room in a centre or at the child's house and then gradually taught in the natural environment until the child is performing the skill independently in all environments. However, EIBI, is designed based on the needs and goals of each individual child and therefore can look different across children. The key is that intervention is based on the science of Behaviour, has clear child specific goals, data is taken to measure behaviour change and the program is developed, implemented and maintained by a professional with the correct credentials.

Behaviour intervention is the only evidence based practice to improve learning in children with autism however, research suggests that intervention should be intensive (20-40 hours of therapy per week). This intervention is often difficult to arrange for families and can be very expensive. To increase the amount of intervention exposure and reduce cost, families are taught strategies and supported to provide learning opportunities within the home.

Sources intervention provides early intensive behaviour intervention for young children or those more severely impacted by their autism diagnosis. We also provide functional skill based intervention to help individuals develop skills to better access their community and help them live the best life possible. With less intensive intervention, the child's functional skills are assessed and then skills are systematically taught within the environment. For example, if a child has difficulty tolerating grocery shopping, hair cutting, going to the dentist, riding the bus, etc. the intervention plan focuses on teaching the skills necessary to allow the child to participate in those activities.





## Key Points About Behaviour Analysis:

- 1) Behaviour Analysis is a science
- 2) All Challenging Behaviour can benefit from Behaviour Analysis.
- 3) Behaviour Analysis is not just about modifying the child's challenging behaviour.
- 4) Behaviour Analysis is more than just table work.
- 5) The only way to know if an intervention is successful is if precise data is taken.
- 6) Board Certified Behaviour Analysts are the only professionals that are internationally certified as experts in the Behavioural Sciences.
- 7) All analysis, planning and intervention should be conducted by and/or supervised by a BCBA.
- 8) All intervention programs for children with ASD should involve regular and ongoing consultation and supervision by a BCBA.
- 9) Behaviour Analysis is effective with adults as well as with children.



## What is the purpose of a Functional Analysis?

Over the last 20 years hundreds of research studies have been published, in peer reviewed journals, showing that having a Functional Assessment (FA), conducted by a trained professional (i.e. a Board Certified Behaviour Analyst), leads to the development of a precise and efficient Behaviour Support Plan that results in significant behaviour improvement over that of Non-Functional Assessment based interventions.

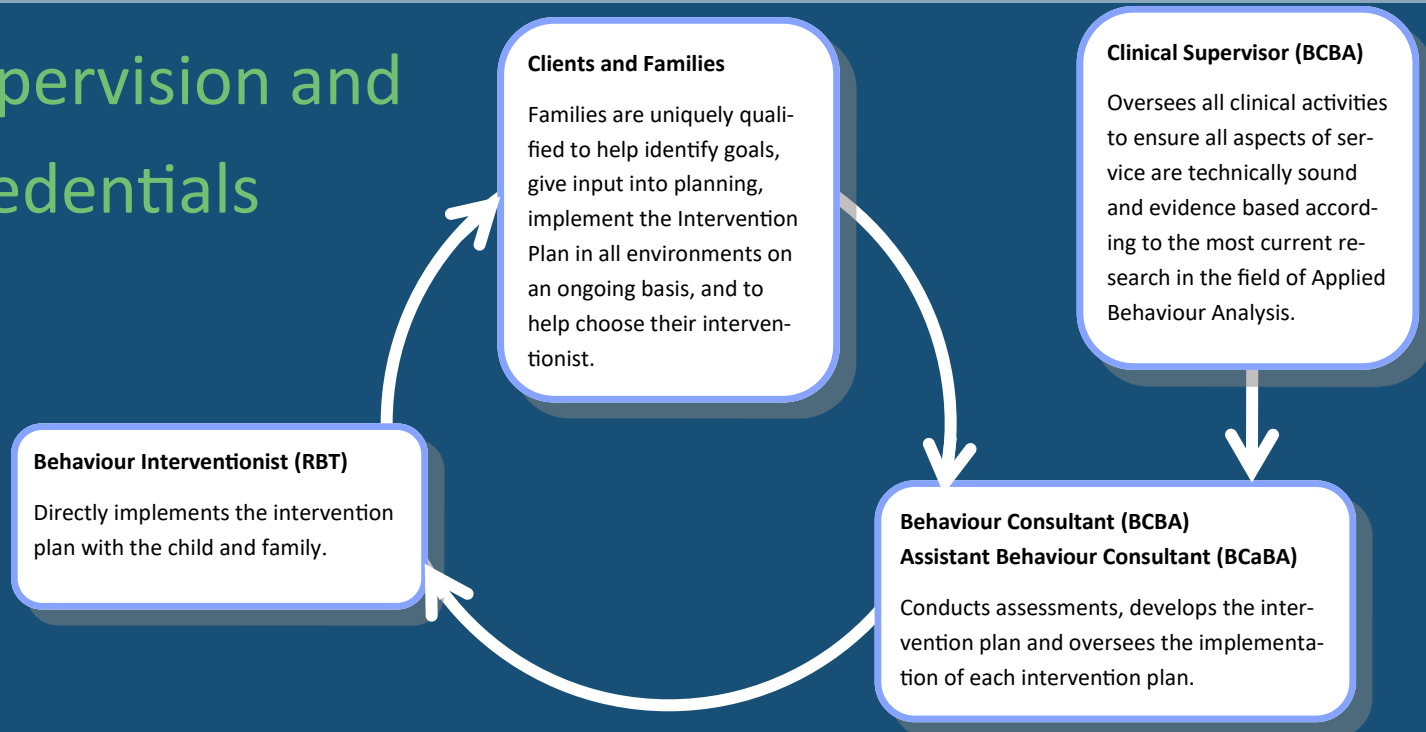
Research shows that FA procedures will:

- Identify, test and confirm the contingencies that are maintaining the challenging behaviour
- Make the behaviour predictable
- Lead to the creation of a Positive Behaviour Support Plan that will reduce the effectiveness and efficiency of the challenging behaviour by targeting all of the specific contingencies controlling the challenging behaviour in order to make desired behaviour more effective and efficient than the challenging behaviour.

Functional Behaviour Assessment may include a thorough test and analysis of the challenging behaviour. Behaviour analysis services are necessary when behaviours are high frequency, high intensity or are not changing with the current intervention plan strategies. Effective behaviour change in these circumstances is dependent on having a precise understanding of the contingencies maintaining the challenging behaviour.

The Behaviour Analysis service will provide a family with a Positive Behaviour Support Plan specifically tailored to prevent challenging behaviour, teach new behaviours and reinforce the desired and alternative behaviours. The Behaviour Consultant will work collaboratively with B.A.S.I.C. staff, the families, and other caregivers to ensure that the Positive Behaviour Support Plan is integrated into the Intervention or other services the family is receiving. The Behaviour Consultant will work with family or caregivers to train them on the implementation of the Positive Behaviour Support Plan.

# Supervision and Credentials



## Credentials

Credentials identify a professional's level of expertise and indicate that that individual's clinical practice is overseen by a professional body. In order to attain and maintain that credential, the professional must: (a) attain and maintain the highest level of clinical expertise; and (b) abide all of their clinical practice by the Ethical code and practice guidelines of the professional body that maintains their credential. Using credentialed service providers helps to ensure that you are receiving a high quality and effective service. In the area of Behaviour Analysis and early intervention for children with Autism the credentialing body is the Behaviour Analyst Certification Board.

## Board Certified Behaviour Analysis (BCBA)

BCBA's are individual practitioners who have completed a graduate level education in behaviour analysis and undergone rigorous clinically supervised field work. They must complete annual continuing educational requirements as well as the BCBA's Professional and Ethical Compliance Code. BCBA's have the clinical expertise to conduct Functional Analysis and create Positive Behaviour Support Plans that correspond to the most current research in the field of Applied Behaviour Analysis.

## Board Certified Assistant Behaviour Analyst (BCaBA)

BCaBA's are individual practitioners who have completed an undergraduate level of education in behaviour analysis as well as undergone rigorous clinical supervised field work. They must also complete annual continuing education and comply with the BCBA's Professional and Ethical Compliance Code. BCaBA's have the clinical expertise to conduct Functional Assessments, create and oversee Positive Behaviour Support Plans, under the supervision of BCBA's.

## Registered Behaviour Technician (RBT)

RBT's are individual practitioners who have completed a, BACB accredited, 40 hour training course in Behaviour Analysis and who undergo rigorous and ongoing clinical supervision and testing. They must meet monthly supervision requirements and complete annual testing requirements as well as comply with the BACB's Professional and Ethical Compliance Code. RBT's have the clinical expertise, while under the supervision of a BCBA or BCaBA, to implement Intervention Plans with a high level of fidelity.

\*BCBA, BCaBA, RBT, are international professional certification levels maintained by the Behaviour Analyst certification board.

[www.bacb.com](http://www.bacb.com)

# Services Offered Within the B.A.S.I.C Program

## Behaviour Intervention

Intervention in the Home. Families may choose home based intervention because it allows intervention to take place in a more familiar environment. This type of intervention can be beneficial to the parents as they can observe the sessions and the techniques being used and implement the skills outside of the intervention sessions. This is a common first step for younger children and/or children with anxiety, gradually we can transition this into centre based therapy, community therapy or a combination of all three.

Centre Based Intervention. Intervention at our centre allows for more structured teaching, commonly used for children who need specialized teaching materials, a structured routine and a more focused work environment. This type of therapy could allow for gradual transition into pre-school or school settings. Sources has two therapy rooms, the first therapy room is more structured and contains more academic based material, the second therapy room is directed towards imaginative games and play.

Community Based Intervention. Used to promote skills developed with interventionist to participate fully in their community. These skills can include, accessing assistance in retail settings, purchasing items and budgeting, accessing community services, public transit. We work towards teaching clients functional skills to increase independence.



## Behaviour Consultation

Behaviour Consultation services help to reduce challenging behaviour that is occurring in the home and community. The purpose of this service is to develop an individualized Positive Behaviour Support Plan (PBSP) that helps to reduce challenging behaviours and increase acceptable alternative and desired behaviour.

## Acceptance and Commitment Therapy

Often families who make a referral to B.A.S.I.C. have mental health goals as part of their intervention plan. Acceptance and Commitment Therapy is a well-researched behaviour intervention strategy that is effective in addressing a variety of goals, including treating the symptoms of anxiety, depression, substance use and addictions, eating disorders, chronic pain, obsessive compulsive disorder, and psychosis.

## Social Skills Groups

We offer small peer support networks to exercise the social skills, such as maintaining conversation, differences in opinion, maintaining eye contact, responding to questions and participating within a group, learned during intervention. The social group rotates through hands on activities tailored towards client's interests.



## Respite

Occasionally families choose to use Sources as direct funded respite providers. During respite time, the focus person is provided with support from a behaviour interventionist to provide daily care. These sessions are guided by the family and are not supervised by a behaviour analyst/consultant. Respite is often provided within the community.



# Team Profile



## Casey Derbyshire M.Ed., BCBA

### Program Supervisor/Behaviour Consultant

Casey is a Board Certified Behaviour Analyst and has worked in the field of autism for over 10 years. Casey has an Undergraduate Degree in Education with a major in Psychology and completed her Masters of Education at UNBC and BCBA coursework through University of North Texas. Casey's area of expertise is in using Acceptance and Commitment Therapy to make meaningful behaviour change in both youth and parents. Casey is currently working with experts in the field of contextual science to provide one-on-one sessions that focus on mental health. Casey also specializes in using Applied Behaviour Analysis to promote language use in individuals with severe-moderate language impairments. Casey has also focused a majority of her research on autism education and best practice approaches for teaching children with autism in home and public school settings.



## Michael Watt, M.A. BCBA

### Clinical Supervisor

Michael is a Board Certified Behaviour Analyst who has worked with numerous individuals with Autism, ADHD, trauma, mental health, FASD, and developmental delays since 1997. Michael grew up in Houston but spent several years in the Lower Mainland attaining his Bachelor of Arts in Psychology at Simon Fraser University. During his time in the Lower Mainland, Michael worked with young children with Autism, providing Lovaas style Discrete Trial Teaching. Michael joined the PBSS North team shortly after re-locating back to Northern BC in 2000. Michael has completed a Masters degree in Disabilities Management with a focus on the effects on a parent's mental health and job performance when raising a child with autism. Michael is currently working to furthering the availability of high quality, evidence based, Positive Behaviour Support throughout Northern BC and to make BCBA certification more accessible to professionals throughout Northern BC.



# Team Profile



## Gabrielle Barredo, M.P.Ed

### Behaviour Consultant

Gabrielle has a master's degree in professional education, with a specialization in applied behaviour analysis from Western University. She also possesses an undergraduate honours degree in psychology from UNBC. Gabby is in the process of fulfilling requirements to become a Board Certified Behaviour Analyst. She is experienced with the implementation of skill acquisition programs and in addressing challenging behaviours in neurodiverse individuals. Gabby is devoted to providing compassionate and empowering services to underserved populations. Throughout her educational and career endeavors, she has worked closely with a variety of individuals who possess neurodevelopmental and/or mental health diagnoses.



## Nicole Gotobed

### Program Assistant

Nicole started with Sources in December 2015 after returning to the work force. She had spent the last 8 years as an ambitious and engaging stay at home mom. Nicole has over 20 years experience in Administration which makes her a positive addition to the team. She looks forward to providing quality support for years to come.





## B.A.S.I.C. Program Referral Process

Individuals interested in accessing services through the B.A.S.I.C. program can self-refer for service any time by contacting our office. Children with a diagnosis of ASD, who are receiving autism funding, are automatically eligible for service. The eligibility of other individuals that refer to the program will be determined on a case-by-case basis. The eligibility criteria for the B.A.S.I.C. program are:

- A completed referral form
- A method of payment or funding for services.
- Skills that need to be taught or behaviour that requires modification.

A B.A.S.I.C. program staff person will conduct an intake to determine eligibility, amount of time required for service and cost of service. If the family chooses to access the B.A.S.I.C. program, the B.A.S.I.C. program staff person will assign the family consultant who will start the pre-intake assessment process. If a Behaviour Interventionist is required the consultant will work with the family to match them with the right interventionist.

### To Access Services:

Children and Adults with a diagnosis of Autism Spectrum Disorder (ASD) are automatically eligible for B.A.S.I.C. service; contact our office directly to set up an intake meeting. Individuals with other diagnosis or Behaviour challenges may still benefit from our program. Eligibility will be determined on a case-by-case basis.

## Contact Us

Office:

#101, 575 Brunswick Street

Prince George, BC V2L 2B8

Tel: (250) 561-1194

Fax: (250) 561-1195

[www.sourcesbc.ca](http://www.sourcesbc.ca)

[pgcentre@sourcesbc.ca](mailto:pgcentre@sourcesbc.ca)

## Autism Specific Services

### Northern Health

(250) 565-7370

<https://www.northernhealth.ca/services/programs/speech-and-language-program>

### The Child Development Centre

1687 Strathcona Ave, Prince George,  
BC V2L 4E7

(250) 563-7168

<https://cdcpge.org/>

### West Coast Feeding and Behavior Specialists Inc.

<https://www.westcoastfbs.com/>

### BC Children's Complex Feeding and Nutrition (Doctor Referral Required)

<http://www.bcchildrens.ca/>

### Dietician Services

Phone 811 or 1-604-215-8110

<https://www.healthlinkbc.ca/dietitian-services>

### Pediatric Dentist Dr. Luc Magne

1669 Victoria Street, Prince George, BC

(250) 596-2202

### Intersect Youth and Family Services

1294 3<sup>rd</sup> Avenue Prince George BC V2L 3E6

(250) 562-6639

<https://www.intersect.bc.ca/>

Green Place (AIMHI) (Respite Services)

950 Kerry Street, Prince George, BC V2M 5A3

(250) 564-6408

### Axis Specialized Residential Services

185 Quebec Street, Prince George, (250) 564-  
9064

### Friends of Children

490 Quebec Street, Prince George, BC

(250) 564-2217

<https://www.friendsofchildren.ca/resources>

### **Kopar Administration**

2211 Nicholson Street S, Prince George,  
(250) 596-2517

### **Job Education and Training (JET) Program**

#### **College of New Caledonia**

3330 22nd Ave, Prince George, BC V2N 1P8  
(250) 562-2131

#### **Centre for Learning Alternatives (CLA)**

John McInnis Centre, 3400 Westwood Drive  
(250) 564-6574

#### **AIMHI (Life Skills)**

950 Kerry Street, Prince George, BC V2M 5A4  
(250) 564-6408

#### **Douglas College**

<https://www.douglascollege.ca/>

Online Autism Outreach Training.

Provides training to all BC residents who work with a child/youth who has ASD and a formal behavior plan.

### **Sources Community Resource Centre- Independent Living Skills Program**

575 Brunswick Street, Prince George, BC V2L 2B8  
(250) 561-1194

#### **Self-Design**

1-877-353-3374 Talk direct Monday – Friday  
<https://www.selfdesign.org/>

#### **EBUS**

187 Victoria St. E, Vanderhoof, BC V0J 3A0  
1-800-567-1236  
<https://ebus.ca/>

#### **BC Parks**

Free Camping for individuals & their families with disabilities  
<http://bcparks.ca>

#### **BC and Alberta Guide Dogs**

(604) 940-4504

Autism Support dogs provide professionally trained dogs to children with profound autism (ages 3-10) and their families at no cost.



# SOURCES

COMMUNITY RESOURCE CENTRES

"social  
wellness  
for our community"

