Some Ideas for Teaching from *Practical Ethics for Effective Treatment of ASD*

Note: There are questions at the end of each chapter that students may use to help incorporate the content into their everyday practice. These lesson ideas are in addition to the questions posed at the end of each chapter.

Chapter 2 – Contextual Factors that Influence Ethical Decision-Making

Lesson idea #1: Given an ethical dilemma, use the checklist on page 26 (Table 2.1) to approach that dilemma. Describe your decision-making / information gathering that occurs at each step of the table so your instructor can have insight into your analysis.

Chapter 3 – Creating Behavioral Systems to Support Ethical Behavior in Autism Treatment

Lesson idea #2: Create your own behavioral system using the six steps of behavioral systems analysis (ASDIER). Follow these steps:
-   (A) Identify employee behavior in a chosen setting that is occurring too frequently or not often enough, and identify which BACB Code items these behaviors may fall under.
-   (S) Then, specify how often you'd like for these behaviors to occur, along with the conditions under which they should occur. Be sure these behaviors pass the dead man test.
-   (D) Design an intervention to modify these behaviors, and describe it in detail. Also describe how that intervention will be integrated within the organization to ensure it minimizes the use of organizational resources and does not impede upon other processes within that organization
-   (I) Describe how the system will be implemented.
-   (E) Describe how the system will be evaluated. You may need to get creative with identifying measures to evaluate system effectiveness.
-   (R) Describe the potential shortcomings or outcomes you may anticipate, and how you may adjust your system to improve your future outcomes.

Lesson idea #3: Read the following paper:
1. Brodhead, M. T., & Higbee, T. S. (2012). Teaching and maintaining ethical behavior in a professional organization. *Behavior Analysis in Practice, 5*, 82–88.
2. Brodhead, M. T., Quigley, S. P., & Cox, D. J. (2018). How to identify ethical practices in organizations prior to employment. *Behavior Analysis in Practice, 2*, 165-173.

Then, identify what you may consider to be key systems that establish an organization (e.g., a school or clinic) as an *ethical organization*. Also, identify systems that you may have observed over the course of your own experiences about organizations (e.g., schools or clinics) that have been less than ideal, with regard to ethics. Knowing what you do know, how would you propose changing those systems so they more closely align with the values described by Brodhead and Higbee (2012) and Brodhead, Quigley, and Cox (2018)?

Chapter 4 – Identifying your Scope of Competence in Autism Treatment

Lesson idea #4: Read the following paper: Brodhead, M. T., Quigley, S. P., & Wilczynski, S. M. (2018). A call for discussion about scope of competence in behavior analysis. *Behavior Analysis in Practice*.

Using the *Competence and Confidence Checklist* described in Brodhead, Quigley, and Wilczynski, identify three presenting behavioral problems you may be encountering in your workplace, and evaluate your own scope of competence relative to each behavioral problem. If you decide you may require additional supervision or professional development, describe how you may obtain that supervision or professional development, along with any limitations of those trainings.

Chapter 5 – The Decision-making Process of Evidence-Based Practice

Lesson idea #5: Develop a behavior plan either to increase or reduce behavior (or both!), using the process of evidence-based practice. Specifically identify how your behavior plan is supported by: (a) client characteristics, (b) research evidence, and (c) clinical expertise (be sure to integrate the variables in Chapter 4 that may affect your scope of competence relative to each behavioral problem).

Chapter 6 – Interdisciplinary Collaboration

Lesson idea #6: Read the following paper:
1. Brodhead, M. T. (2015). Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations for individuals with autism. *Behavior Analysis in Practice, 8*, 70-78.

Then, given a nonbehavioral treatment recommendation, use the process outlined by Brodhead (2015) to identify the correct course of action (i.e., whether or not to address the nonbehavioral treatment recommendation).
- ***Note for the instructor:*** *provide a variety of nonbehavioral treatment recommendations. These could range from facilitated communication to weighted vests. Give the students the opportunity to experience various outcomes within the model.*

Chapter 7 – Common Errors and Mistakes Made During Ethical Analyses and Application

Lesson #7: Read the following paper:
1. Witts, B. N., Brodhead, M. T., Adlington, L. A., & Barron, D. (2018). Behavior analysts accept gifts during practice: So now what? *Behavior Analysis: Research and Practice*.

Then, identify why gift giving and receiving may be helpful or beneficial for a therapeutic relationship. Also explain the conditions under which gift giving and receiving may be harmful for a therapeutic relationship. Why do you think the Behavior Analyst Certification Board has taken such a hard line stance on this issue?