



Responsible and Responsive Parenting in Autism:
Between Now and Dreams

Clinicians Book Club Study Guide

Responsible and Responsive Parenting in Autism: Between Now and Dreams
Alai-Rosales & Heinkel-Wolfe, 2022
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Introduction, pages 9-38

- What are your thoughts about the title? Why do you think the authors chose these particular words in this combination?
- How do the authors view autism? The authors state that the advances in autism, "... bring a paradox of clarity and confusion". What do they mean by this?
- From what perspectives do each of the authors speak? How does that inform their views? What limitations or strengths does this bring to the messages?
- What is the relationship between the authors? Why is this important to know? Are there strengths and tensions about this type of relationship?
- The three powers can be viewed as behavioral cusps (see spotlight article #1). In what way are each of the powers potentially cusps? Why would this be important across the child and family's life span?
- Professionals have a responsibility to the children and families they serve (see spotlight on ethics sections and article #2). How and at what points does this set of responsibilities harmonize with parental responsibilities? In what ways are both responsive to the child? When is it the easiest to harmonize parent and professional responsibilities and responsiveness? When is it the most difficult?
- Ask the authors. What questions do you have about this section?

Introduction

Ethics Spotlight

Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*.
<https://bacb.com/wp-content/ethics-code-for-behavior-analysts/>

2.01 Providing Effective Treatment

Behavior analysts prioritize *clients' rights* and needs in service delivery. They provide services that are conceptually consistent with behavioral principles, based on scientific evidence, and designed to maximize desired outcomes for and protect all *clients, stakeholders, supervisees, trainees, and research participants* from harm. Behavior analysts implement nonbehavioral services with clients only if they have the required education, formal training, and professional credentials to deliver such service.

3.01 Responsibility to Clients (see 1.03, 2.01)

Behavior analysts act in the best interest of *clients*, taking appropriate steps to support *clients' rights*, maximize benefits, and do no harm. They are also knowledgeable about and comply with applicable laws and regulations related to mandated reporting requirements.

Introduction

Scholarship Spotlight

1. Rosales-Ruiz, Jesus, and Don Baer. 1997. "Behavioral Cusps: A Developmental and Pragmatic Concept for Behavior Analysis." *Journal of Applied Behavior Analysis* 30: 533–44. <https://doi.org/10.1901/jaba>.
2. Ala'i-Rosales, Shahla, and Nicole Zeug. 2010. "Three Important Things to Consider When Starting Intervention for a Child Diagnosed with Autism." *Behavior Analysis in Practice* 3: 54–55. <https://doi.org/10.1007/BF03391766>.

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Part One: The Power of Learning, pages 39-156

- How do the authors describe the science of behavior? Who is their audience? Do you think their description is accurate? What is left out?
- The authors describe ABA as a “science of love and change”. Why did they choose those words? Do you think this is the case? Why and why not?
- How do the authors describe *Evidence Based Practice (EBP)*? How does this correspond to guidance from the field (see spotlight on ethics sections and scholarship article #1). What are the most challenging aspects of EBP?
- The authors discuss unexpected places of wisdom. What are some situations where you have learned a general lesson that applies to your work? What is the power in learning this way? How would Stokes and Bear classify this type of generalization (scholarship article #2)
- Why is sustainability important? How do the authors conceptualize sustainability?
- Give examples of some of your own potentially hazardous and halcyon attitudes. Give examples of some of the potentially hazardous and halcyon attitudes you see in families and colleagues.
- Describe the phenomena of *learning to learn*. How do metaphors about food apply to everything from intervention to supervision to organizational systems?
- Ask the authors. What questions do you have about this section?

Learning Ethics Spotlight

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2.14 Selecting, Designing, and Implementing Behavior-Change Interventions

Behavior analysts select, design, and implement behavior-change interventions that: (1) are conceptually consistent with behavioral principles; (2) are based on scientific evidence; (3) are based on assessment results; (4) prioritize positive reinforcement procedures; and (5) best meet the diverse needs, context, and resources of the client and stakeholders. Behavior analysts also consider relevant factors (e.g., risks, benefits, and side effects; client and stakeholder preference; implementation efficiency; cost effectiveness) and design and implement behavior-change interventions to produce outcomes likely to maintain under naturalistic conditions. They summarize the behavior-change intervention procedures in writing (e.g., a behavior plan).

Learning Scholarship Spotlight

1. Slocum, Timothy, Ronnie Detrich, Susan Wilczynski, Trina Spencer, Teri Lewis, and Katie Wolfe. 2015. "The Evidence-Based Practice of Applied Behavior Analysis." *The Behavior Analyst* 37: 41–56.
<https://doi.org/10.1007/s40614-014-0005->
2. Stokes, T F, and D M Baer. "An implicit technology of generalization." *Journal of applied behavior analysis* vol. 10,2 (1977): 349-67. doi:10.1901/jaba.1977.10-349

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Part Two: The Power of Connecting, pages 157-240

- The authors describe reciprocity as something that, “breathes life and depth” into our relationships. What are some examples of this in your own life? In the lives of the children and families you serve?
- Imitation is a concept discussed throughout the book. What are the relationships between imitation and reciprocity? How does this translate to imitation programs in early intervention, especially with regard to generalized imitation and social opportunity?
- Describe Sam’s haircutting journey. What does this story teach us about reciprocity? About the family system and ripple effects? About sensory difficulties (see scholarship spotlight #1)
- In the context of resilience, the authors talk about “bumper guards”. What are some of the reasons and ways that we introduce and remove bumper into a child’s life? When are we most and least likely to do this?
- In this section, the authors talk about several parent-professional relationships. Some are synergistic and create well-being, some not so much. What was one of the relationships you learned the most from in this section? What did you learn and why was that important for you? How does this relate to our ethics code (see ethics spotlight and scholarship spotlight #2)
- The notion of scouting is presented as a central activity in nurturing a child over time. Describe scouting activities you have supported or observed? How are they similar or different to those described in this section?
- Ask the authors. What questions do you have about this section?

Connecting Ethics Spotlight

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2.09 Involving Clients and Stakeholders

Behavior analysts make appropriate efforts to involve clients and relevant stakeholders throughout the service relationship, including selecting goals, selecting and designing assessments and behavior-change interventions, and conducting continual progress monitoring.

2.10 Collaborating with Colleagues

Behavior analysts collaborate with colleagues from their own and other professions in the best interest of clients and stakeholders. Behavior analysts address conflicts by compromising when possible and always prioritizing the best interest of the client. Behavior analysts document all actions taken in these circumstances and their eventual outcomes.

Connecting Scholarship Spotlight

1. Ellis, Elyn, Shahla Ala'i-Rosales, Sigrid Glenn, Jesus Rosales-Ruiz, and Joel Greenspoon. 2006. "The Effects of Graduated Exposure, Modeling, and Contingent Social Attention on Tolerance to Skin Care Products with Two Children with Autism." *Research in Developmental Disabilities* 27: 585–98.
2. Dunlap, Glenn, Edward Carr, Robert Horner, Jennifer Zarccone, and Ilene Schwartz. 2008. "Positive Behavior Support and Applied Behavior Analysis: A Familial Alliance." *Behavior Modification* 32: 682–98.
<https://doi.org/10.1177/014544550831713>

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Part Three: The Power of Loving, pages 241-334

- This section opens with a quote from Zora Neale Hurston. Why do you think the authors chose this quote? How does this section relate to story in the novel by this author *Their Eyes Were Watching God* (Hurston, 1937)?
- Spirituality is mentioned throughout the book. How do you feel about this? How do you view the role of spirituality in behavior analysis? families lives?
- A theme throughout the book is expanding opportunities and shaping. In this section, the authors describe the research of Mary Baker (see spotlight on ethics sections and scholarship article #1) to illustrate these points. What relevance do these two concepts have for compassion, client dignity and respect? How is this related to prevention (see scholarship article #2) How is this contrasted with other approaches and procedures?
- On p 249 the authors state, "...Love gives life meaning. Love makes a family and a community. We can learn to keep choosing love, above all." Why do you think this was stated? In what ways is choosing love a challenge? What recommendations do the authors offer?
- The authors suggest we need inspiration and science. What does this mean? Do you agree?
- Ask the authors. What questions do you have about this section?

Loving Ethics Spotlight

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Core Principles

Four foundational principles, which all behavior analysts should strive to embody, serve as the framework for the ethics standards. Behavior analysts should use these principles to interpret and apply the standards in the Code. The four core principles are that behavior analysts should: benefit others; treat others with compassion, dignity, and respect; behave with integrity; and ensure their own competence.

Loving Scholarship Spotlight

1. Baker, Mary. 2000. "Incorporating the Thematic Ritualistic Behaviors of Children with Autism into Games: Increasing Social Play Interactions with Siblings." *Journal of Positive Behavior Interventions* 2: 66–84. <https://doi.org/10.1177/109830070000200201>.
2. Ala'i-Rosales, Shahla, Joseph Cihon, Thomas Currier, Julia Ferguson, Justin Leaf, Ron Leaf, John McEachin, and Sara Weinkauff. 2018. "The Big Four: Functional Assessment Research Informs Preventative Behavior Analysis." *Behavior Analysis in Practice* 12: 222–34. <https://doi.org/10.1007/s40617-018-00291-9>.