SOCIAL SKILLS GROUPS PART 2

PRESENTERS

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TOPICS OF DISCUSSION

- Group Billing Codes

- Group Data sheets

- Graphing and reporting group data

- Telehealth social groups

- Group modifications after COVID restrictions

- 2 student video chats

GROUP BILLING CODES AND HOW IT PERTAINS TO GROUP STAFF

97154 Social Group

- ❖ 97154- Group Adaptive Behavior Treatment by Protocol, administered by technician under direction of QHP, face-to-face with 2+ patients, each 15 minutes is directly implemented by an RBT as a lead teacher

- ❖ Group must use a curriculum. May be guided by BCBA treatment plan.

- ❖ Supervised by a BCBA - frequency determined clinically. (10 – 20% may be appropriate)

- ❖ Treatment plan, session notes, and data – all crucial components.

97158 Social Group

- 97158- Group Adaptive Behavior Treatment with Protocol Modification, administered by QHP face-to-face with multiple patients, each 15 minutes

- Directly implemented by BCBA.

- BCBA may use curriculum but can also utilize moment to moment teaching opportunities & own treatment goals.

- Treatment plan, session notes and data – all crucial components

***Both types of groups will also require a support teacher to collect data, set up activities, help facilitate transitions and activities

97154 SOCIAL GROUPS WITH RBT AS LEAD TEACHER

❖ Lead often a previous support teacher who wants to advance in the career area

❖ Preferably BCBA starts newly formed groups, does the intake process, and creates the data sheet and then trains and transitions the RBT to the lead teacher role

❖ Data sheet should be detailed and easy to follow

❖ Lead teacher and Support teacher complete data excel spreadsheet and divide session notes completed each session

❖ BCBA reviews session notes and spreadsheet before supervision meeting

❖ Also recommended supervising BCBA and Lead teacher meet one on one outside of quarterly to review data, progress, and plans moving forward

97154 BCBA ADDITIONAL RESPONSIBILITIES

❖ The BCBA supervising group uses assessment and other information from the initial intake process to create individualized goals for each student (though goal criteria is individualized students should be working on similar or complimentary skills for proper group dynamic)

❖ It is best practice for BCBA and lead teacher to collaborate on creating the data sheets

❖ The BCBA will use the collected session data to update the treatment plans and discuss progress with parents (lead teachers could help with this process)

❖ The BCBA provides plan to insurance companies near the end of each authorization

97158 SOCIAL GROUPS WITH BCBA LEAD

❖ To bill for 97158 BCBA must be present during entire session

❖ 97158 may not need to use a specific curriculum however can also utilize moment to moment teaching opportunities and their own specific treatment goals

❖ Best practice goal is for BCBA as lead is to train the support teacher and provide them skills and confidence to run a group and one day take on the role of lead.

❖ 97158 groups often consist of students who have more intense target behaviors, or lower skill sets. These students benefit for group however need more experienced staff in case an incident occurs.

CODES FOR BCBA BILLING FOR DIFFERENT INSURANCE PROVIDERS

- 97158 is the code for BCBA direct with PROTOCOL MODIFICATION.

- Group adaptive behavior treatment with protocol modification, administered by a physician or other qualified healthcare professional, face-to-face with multiple patients, every 15 minutes

- In Colorado, several insurance companies including UBH and New Directions require the use of a BCBA 97154 code to be used for when the BCBA is running the social group and is not updating programming

- Some insurance companies such as Kaiser, Medicaid, and Cigna do NOT use 97154 codes for BCBA direct instruction and only use 97158 for all BCBA direct social group sessions

- *Insurance may deal with codes differently per state. Always double check with insurers in your area.

SOCIAL GROUP DATA SHEETS COME IN ALL SHAPES AND SIZES

- Data sheets differ between BCBAs

- They can be individualized for tracking specific behaviors skills levels or to track new skills

- One major trend in SOCIAL DATA SHEETS is that all students are included on a one page data tracking sheet

  - All data sheets should include:

  - - the date,

  - -names of students,

  - -Goals

  - -Area to track data and target behaviors

EXAMPLE OF SKILL ACQUISITION FOR 97154 GROUP

(+) Independent	(-) Incorrect/No Response	(P) Prompt-Physical, Vocal, Gestural, etc

Date: _____   SSG - -Saturday Mornings 11:30-1:30

	Comments- making verbal statements to peers that are not requests	Follow-up Comments-making verbal statements to peers following a comment made by peers. Ex: "Cool", "Wow"	Conversation-
Goal:			
When...	Grab Bag, Walk, Free Play	Grab Bag, Walk, Free Play	Snack
1	Grab bag / Walk / FreePlay	Grab bag / Walk / FreePlay	Ask / Reply
2	Grab bag / Walk / FreePlay	Grab bag / Walk / FreePlay	Ask / Reply
3	Grab bag / Walk / FreePlay	Grab bag / Walk / FreePlay	Ask / Reply
4 *use visual and talker for all these goals	Grab bag / Walk / FreePlay	Grab bag / Walk / FreePlay	Ask / Reply
5	Grab bag / Walk / FreePlay	Grab bag / Walk / FreePlay	Reply / *use visual

TBx (Targeted Behaviors for Reduction): Take frequency data unless noted otherwise

- Key for data at the top with symbol and definition
- Date Day and Time for Title
- Goal row states target skill, brief definition if needed
- Goals are color coded by skill are: yellow is social commenting, green conversation interactions, blue (next screen) is turn taking game
- When row indicates which activities to practice each skill
- The number of expected data trials is included and indicated with boxes per activity

SKILL ACQUISITION PART 2

Goal	Engage in turn during turn taking activity.	Ask for turn or Raises hand for turn A=Ask for Turn R=Raises hand for turn	High 5 Cheering or compliments
When….	Obstacle Course, Gross Motor Game, Structured games, Free play	Obstacle course, gross motor, Structured, Free play	Obstacle course, Gross Motor, Structured Game
1	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ]
2	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ]
3	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ]
4	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ] Free Play [ ][ ][ ]	Obstacle [ ][ ][ ] Gross Motor [ ][ ][ ] Structured [ ][ ][ ]

❖ RBT data sheets might take 2 pages due to detailed descriptions.

❖ Organizing complimentary skills and which activities to focus on at schedule times helps eliminate the need to flip back and forth

❖ Each activity is correlated with an objective and what skill is being focused on for that activity

INCLUDE OBJECTIVE AND INSTRUCTIONS FOR EACH ACTIVITY

Obstacle Course: Objective: During obstacle course time, students will all take a turn completing the obstacle course. Students will remain seated within the designated area while waiting their turn.

Gross Motor Skills Game: Waterballoon targets, Darts/Balls thrown into/on to targets, Bowling with multiple targets, etc
Objective: During game time, students will all take a turn completing the task. Students will remain seated within the designated area while waiting their turn and raise their hand to request turn. Students will cheer for their peers when it is the peers turn.

Snack :
Objective: During snack time, students/the group will engage in conversations with peers. Include:, asking peers questions, and responding to peers questions

FF Center Walk:
Objective: During the walk through the center, students will all remain with the group. Students will identify items of interest they see by pointing and verbally comments. Peers will make a follow up comments about item.

Grab Bag:
Objective: During grab bag, students will all take a turn picking an item/showing an item from the grab bag. Students will remain seated within the designated area while waiting their turn. The student who picks will make a comment. Peers in group will make a follow up comment about the item

Free play
Objective During unstructured free play without direct skill instruction. Teachers will observe interactions and record any instances of skills taught in structured time (commenting, asking and giving turns, cheering for peers) examples playground time, center time, unstructured play in gym

LEAD TEACHER MUST KNOW:

- How to run each activity and the objective

- What goals should be the focus during each activity

- How data is collected during activities

- Cheat sheets, BIPs, Trouble Shooting documents and teaching strategy support sheets should be readily available to all social group staff

- *Any new goals or activities added by lead teacher should be approved by BCBA

TRACKING BEHAVIORS DURING SOCIAL SKILLS

TBx (Targeted Behaviors for Reduction): Take frequency data unless noted otherwise

1

Crying-loud whining sounds, visual tears Take Duration Data	Aggression-Pushing, hitting, kicking peers/adults	PDD-Property Destruction/Damage-breaking items, throwing items, flipping desks or chairs	Non-Compliance refusing to follow direction, break established rule

2

Aggression towards Peers-Pushing, hitting, kicking, etc	Aggression towards Adults-Pushing, hitting, kicking, etc	Non-Compliance refusing to follow direction, break established rule	Dropping-If possible, take duration data on any instance lasting longer than 3 minutes	Screaming loud vocalization longer than 3 seconds duration

3

Non-Compliance refusing to follow direction, break established rule	Elopement leaving designated room without permission	PDD-Property Destruction/Damage Ripping paper, spitting on floor, coloring on table

❖ Data sheets should include a section to track behaviors

❖ Indicate whether to use frequency or duration to track behavior

❖ Provide brief description of behavior

❖ Provide BIP's for specific interventions for certain behaviors such as mild aggression

❖ Collaborate with home or school BCBA's when possible

DATA SHEET FOR GROUP WITH BCBA 97158

| | Monday Social Skills Group |

Date_____

| Student	Play-outside	Verbal behavior – opening group and snack	Appropriate Protest- free play	Conversation-snack	Structured turn taking- game	Target Behavior and notes
1	Initiate Follow Turn taking Ask Give	Follow up comment Response comment to peer Questions	Says stop or I don't like that Says no thanks	Eye contact	Ask Give Cheer	
1	Initiate Follow Turn taking Ask Give	Follow up comment Response to peer Reciprocal	Says stop or I don't like that Says no thanks	Eye contact 4 exchange convo	Ask Give Cheer	
3	Initiate Follow Turn taking Ask Give	Follow up Comment Response comment to peer Questions	Says stop or I don't like that Says no thanks	Eye contact 2 exchange convo	Ask Give Cheer	

❖ Data sheet for BCBA theoretically may not have as much detail

❖ BCBA can probe next skills, implement new activities, and take baseline data during session

❖ There is more room for anecdotal notes

❖ Students have different yet similar goals running concurrently

❖ BCBA data sheets can usually fit on one page for easy access and transport

DATA IN EXCEL

	10/22/2019	10/29/2019	11/26/2019	12/3/2019	12/10/2019	12/17/2019	1/7/2020	1/14/2020	2/4/2020
Greet peer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	71.00%
Say peer's name	0.00%	0%	0%	50%	50%	100%	100%	100%	25%
Eye contact	50.00%	100%	0%	100%	50%	50%	50%	100%	13%
Greet adult	0.00%	0%	0%	50%	50%	50%	50%	50%	67%

❖ Use data sheet to enter data in excel after each session

❖ Use one sheet for each student

❖ Include goal name, date of service and recorded data

GRAPHING IN EXCEL

Greet peer
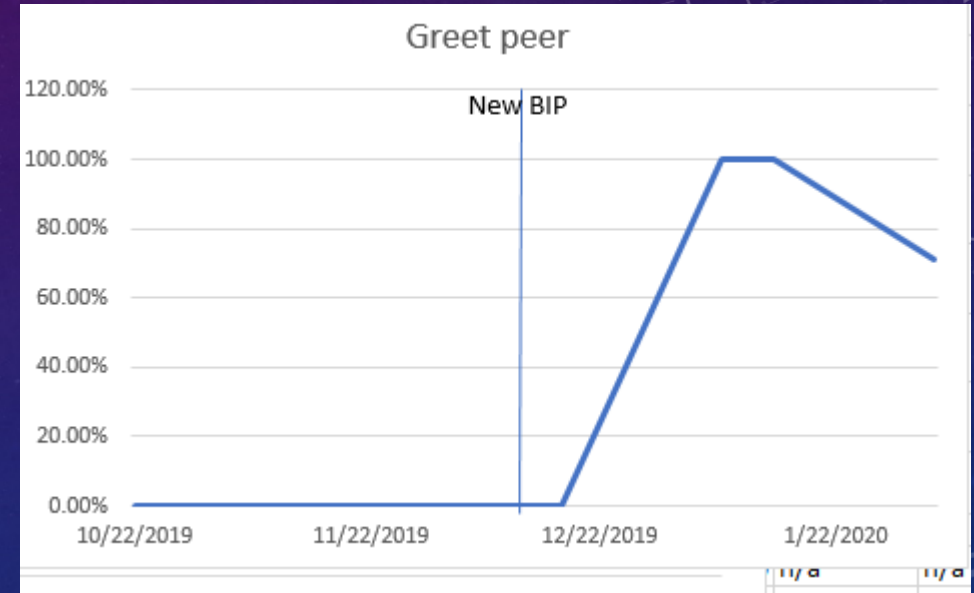
❖Use dates for x axis
❖Use Percentages or frequency count for Y axis
❖Title of graph is goal objective
❖Include phase lines

DATA TRACKING SOFTWARE

- Some online data programs allow concurrent student data tracking

- Online data tracking eliminates need for paper data sheets or excel graphing

- Does not allow for as much modification of data sheet

- BCBA still one who creates and inputs the goals and tracks progress

- More easily accessible to parents

PARENT SIGN IN, ATTENDANCE, AND BILLING

- For billing, audit, safety purposes parents must sign their child in and out when attending each group.

- At least 3 kids must be in attendance to run a group, which is defined by 3 or more students. 2 children is known as a dyad.

- Adhere to consistent drop off and pick up policies to avoid early drops (interfering with prep time) or late pickups (causing staff to stay overtime)

- Make a consistent cancellation policy (maybe even a 6-8 week commitment policy) to ensure that groups remain stable and families are committed

GROUPS ON TELEHEALTH

- Smaller group size makes it a little easier to manage. At Firefly a 6 student group was split in to 2 groups of 3.

- Group session time was reduced. The higher functioning students could sustain engagement for 1 hour and the lower functioning students could sustain 30 minutes.

- Parent involvement is crucial to the child's sustained engagement, prompting, and delivery of reinforcement.

- The firefly telehealth groups referenced were established in person before telehealth was implemented. Initial intakes and forming initial groups may be more challenging over telehealth.

- No support teacher participated and group data was taken by teacher running the group

- When billing, identifying the session was implemented using telehealth must be indicated and approved in the insurance contract to ensure proper reimbursement

TELEHEALTH ACTIVITIES

- Activities- due to inability to share materials the group schedule of activities was adapted
  - Greetings at the start and end of session
  - Simple Turn taking games-can be done with teacher showing the board/game on the screen and taking the turn for each student. Students are still identifying when it is there turn, waiting, being a good sport, and increasing sustained engagement.
    - Cause and effect games are great because each student's turn is exciting
      - Pop the pig
      - Toilet trouble
    - Cooperation games are good because the students are working together and all have buy in.
      - Hoot owl hoot
      - Max the cat

- Show and tell- great for all ages and skill level. Students can work on sharing info and asking on topic questions
- Conversation skills-asking and answering questions during a structured conversation time for higher skilled groups works well over telehealth
- Gross motor games-allows for movement time during session. Students work on following directions, being a good sport, turn taking. There's a variety a choices for different skill levels.
  - Freeze game
  - Simon says
  - Rain game

REINFORCEMENT ON TELEHEALTH

- Individual visual token system was used throughout group session. All students tokens displayed on one board. Students who earned tokens first had first access to break time or additional reinforcement.

- Reinforcement was in the form of independent breaks provided by parents or group video time which was chosen or voted on by students

- Pivot praise and reinforcers such as letting a student go first or choose the next activity were also used frequently as additional reinforcement throughout group

- Zoom game ideas-has great ideas for higher functioning students

IN PERSON GROUPS GOING FORWARD AFTER COVID-19

- All students caregiver complete questionnaire and temperatures taken at start of every session

- All teachers and students wear masks except if eating or drinking (official snack time eliminated, no group snacks, parents can provide students snack if they think they will need it)

- Students remain socially distant throughout session. Either arms length apart or spacing using chairs in between each student.

- Teachers and students wash hands at start and end of session and after transitions

- Shared materials are still extremely limited. Items such as balls, bikes, and playground equipment are examples of shared items.

- Ipad dice apps or spinners are used instead of dice because the student only uses one finger and students can touch different areas of the ipad.

- All items and areas are disinfected before and after group.

VIDEO CALLS TO INCREASE PEER INTERACTION

- 2 students participate in video call on HIPAA compliant platform
- Call completed during the session time of at least one student. Adult support is most likely needed to help the other student during the call.
- Script is created with student 1 during in-home session time
- Script is then reviewed and used to make student 2s script to correspond to first script
- Students follow script during video chat
- Video chats are done once per week
- Scripts are faded as students social communication skills increase
- New goals can be added to phone call program as initial skills are mastered
- Video calls are a great way to work on social goals and increase peer interaction if student is unable to access peers regularly or attend a social group
- Billed as a part of a direct service session

QUESTIONS?