Practitioners who practice in the field of Applied Behavior Analysis (ABA) are often stereotyped as being arrogant and judgmental (Freedman, 2016). Although ABA strives for effective treatment when treating individuals with autism spectrum disorder (ASD), research shows that parents will favor a therapeutic relationship with a warm and empathetic therapist over an effective treatment process and outcomes for their child (Chadwell et al., 2019).

The use of open-ended questions, affirming statements, reflective statements, and summarizing statements (OARS) (Rollnick & Miller, 2012), can help with this communication process for our practitioners. This study evaluated the use of OARS skills after direct instruction and in-vivo coaching and feedback among three graduate students who were providing services to parents of and/or individuals with ASD.

Results demonstrate all participants increased in their use of the OARS skills when working with parents of and/or individuals with ASD either after direct instruction or in-vivo coaching and feedback.

Methods
Participants:
- 3 participants, Age Range: 25-50 years
- Masters-Level Students
- Working with parents of children with ASD via telehealth or directly with adults with ASD

Procedures:
- Design: Multiple baseline across participants
- Baseline: OARS skills were operationally defined and participants use of skills prior to direct training was observed
- Intervention:
  - Direct instruction: Training using a Behavioral Skills Training approach followed by observation of skills in participants service delivery setting
  - Coaching and Feedback: Observation of skills while receiving direct coaching and feedback through bug-in-ear technology

Data Collection:
- Frequency of OARS skills
- Observed participant during natural service delivery opportunities

Inter Observer Agreement (IOA):
- Conducted using a total count IOA method
- Total Mean IOA: 91%

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