School Based Intervention: Educator Training and Collaboration

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Objectives/Purpose

- Describe our training initiatives/grants that train ABA students to collaborate effectively in schools/classrooms.
- Discuss components of effective practice to support teachers and other professionals in schools.
- Describe an example of a collaborative process (the PTR model) for improving outcomes for students.

Some Statistics

Percent change in the number of students with specific disabilities ages 6-21 between 2005-06 and 2014-15 school years.

	AUTISM	OTHER HEALTH IMPAIRED	SPECIFIC LEARNING DISABILITIES	SPEECH AND LANGUAGE IMPAIRMENTS	EMOTIONAL/ BEHAVIOR DISTURBANCE	INTELLECTUAL DISABILITIES
	165%	51%	-17%	-11%	-27%	-23%
STUDENTS 2005	192,609	556,790	2,723,345	1,142,012	470,810	533,004
2014	509,820	839,329	2,267,532	1,018,504	345,936	408,519

NOTE: Wyoming child-count data are not available for 2014-15.
SOURCES: U.S. Department of Education, Education Week Research Center

Stats Cont.

Number of Students Identified with Autism Spectrum Disorders in Indiana's Public Schools
(Source: Indiana DOE)

- Statistics are similar across States showing continued increases in the number of student with ASD served in public schools

Inclusion Stats

	Regular school, time inside general class			Separate school for students with disabilities	Separate residential facility	Parentally placed in regular private schools[1]
Type of disability	Less than 40 percent	40–79 percent	80 percent or more			
All students with disabilities	13.9	19.7	61.2	3.0	0.3	1.2
Autism	33.3	18.1	39.5	7.7	0.5	0.7
Emotional Disturbance	19.8	17.8	46.1	13.1	1.5	0.3

Percentage distribution of students 6 to 21 years old served under Individuals with Disabilities Education Act, Part B, by educational environment and type of disability

- The numbers vary considerably (in the 80% or more time in general education column) from one place to the next, ranging from just 8 percent in Washington, D.C. to 62 percent in Iowa.

THE EVOLUTION OF SWIMMING LESSONS: SURPRISINGLY SIMILAR TO THE EVOLUTION OF INCLUDING STUDENTS WITH DISABILITIES IN GENERAL EDUCATION.

Interdisciplinary Collaboration??

- Do BCBA's receive training in this?
  - Schools are complex systems
  - Many students we work with receive a variety of services across disciplines
  - How can we better coordinate services to support teachers and students in the classroom?

USF Grant Work

- Personnel Preparation Grants funded by OSEP
  - Project ABA (Preparing Behavior Analysts to work with Children with Autism) Grant #H325K140309
  - Project EBAS (Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders) Grant #H325K170085

- Goal of both grants
  - Effectively train ABA students to work collaboratively with teachers and other school personnel
  - Improve fidelity with intervention
  - Improve student outcomes
  - EBAS School Psych collaboration

IDEAs that Work
U.S. Office of Special Education Program

Educational Challenges

- Teacher's report (Lindsay et al., 2013):
  - Inadequate knowledge of disabilities (ASD, EBD)
  - Understanding and managing behavior
  - Socio-structural barriers
    - Lack of training
    - Resources (assistive technology, software)
    - School policies (testing, planning time, classroom size)
- Schools have additional challenges supporting teachers

ORTHOPEDICS

PEDIATRICS   STUFF THEY NEVER TAUGHT YOU IN MEDICAL SCHOOL

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Competencies

- Six competencies we focus on:
  1. Data-based decision making
  2. Focused instruction and individualized PBIS
  3. Interdisciplinary collaboration and consultation
  4. Intervention evaluation
  5. Technology
  6. Legal, ethical, and professional practice

All School Personnel Need to Work Together and Communicate Effectively

Positive Behavior Interventions and Supports (PBIS)

- Schoolwide approach and prevention model
- Emphasizes system change and sustainability
- Proactive strategies to improve outcomes (behavioral & academic)
- Promotes and may sustain effective inclusion

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to drive, we teach."

*"If a child doesn't know how to behave, we…
…teach?   …punish?"*

"Why can't we finish the last sentence as automatically as we do the others?"

(Herner, 1998)

How Do Schools Often Respond?

- Reactive/Consequence Strategies
  - Office referral, detention, suspensions, etc.
  - Consequences will not teach the "right way"
  - Consequences may actually reinforce the behavior of concern
- Restrictive and segregated settings
- Individual counseling and therapy
- Implement packaged programs

PBIS -Tiered Model of School Supports and the Problem-Solving Process

Intensive, Individualized Supports
- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Targeted, Supplemental Supports
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

Core, Universal Supports
- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving

Academics and/or Behavior

Few / Some / All

Define (what's the problem?) / Analyze (why is it occurring?) / Evaluate (is it working?) / Implement (what are we going to do about it?)

Tier 3: Individualized Supports

- Functional Behavior Assessment (FBA)
- Individualized Intervention Plan based on FBA
  - Antecedent strategies
    - May include functional communication
    - Environmental arrangements
  - Consequence manipulations
    - Providing attention/breaks/preferred items/tokens for appropriate behavior
    - Reducing reinforcement for inappropriate behavior

Prevent-Teach-Reinforce (PTR) Model

- Collaborative, team based problem solving model
- Team includes:
  - Person with knowledge of student (teacher, aid, etc.)
  - Facilitator/BCBA (person with knowledge of FBA)
  - Someone with knowledge of context (admin)

Steps to PTR Process

- Step 1: Goal Setting & Progress Monitoring
  - Identify behaviors of greatest concern to the team and possible replacement behaviors (teach)
  - Prioritize and operationalize behaviors targeted for intervention
  - Develop teacher friendly baseline data collection system

Always Collaborative Process

- The "expert" is not telling the team the behaviors to target
- Instead guides team to consensus on behaviors

PTR

- Progress Monitoring

Individualized Behavior Rating Scale Tool – IBRST
  - Direct Behavior Rating (DBR)—Hybrid assessment combining features of systematic direct observations and rating scales
  - Efficient and feasible for teacher use
  - Provides data for decisions
  - Prioritized and defined behaviors measured
  - Requires minimum of 1 appropriate and 1 inappropriate behavior

Behavior Rating Scale

Student: _Jeff_

Behavior	Date																		
Disruption	>20 times 15-19 times 10-14 times 5-9 times <5 times	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Task Engagement	>85% 65-84% 45-64% 25-44% <25%	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Independent Work Completion	75-100% 60-74% 40-59% 20-39% <20%	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

KEY:
Disruption: Definition—tapping pencil on desk, talk outs without raising hand and not on topic, tapping person's shoulder seated next to him, out of seat, sharpening his pencil). *Rate your perception of Jeff's disruptive behavior over the entire day using the key: 5=Terrible day (20 or more times in a day); 4=Bad day (15-19 times; 3=So-so day (10-14 times); 2=Good day (5-9 times); 1=fantastic day (less than 5 times)*
Task Engagement. Definition: (whole group active involvement, hands quiet, listening to the teacher; independent work time-pencil moving, hand raised to ask question; letting peers work): *Rate your perception of Jeff's engaged behavior over the academic day using the key: 5 = Fantastic Day (more than 85% engaged); 4 = Good day (65-84%); 3 = So-so day (45-64%); 2 = Bad day (25-44%); 1 = Terrible day (<25%).*
Independent Work Completion (completed assigned activity within timeline):
Rate your perception of Jeff's independent work completion over the academic day using the key: 5 = Fantastic day (75-100% of work completed); 4 = Good day (65-74%); 3 = So-so day (40-59%); 2 = Bad day (20-39%); 1 = Terrible day (<20%).

Agreement of IBRST and Direct Observation

- In recent multiple baseline study,
  - Problem Behavior-74% of ratings in exact agreement, 16% within one scaled score
  - Appropriate Behavior-75% exact agreement, 14% within one scaled score.

- Cohen's Kappa = 0.70 ($p<0.001$)

Barnes, Iovannone, Blair, Crosland, & Peshak-George, (in review).

PTR

- Step 2: Functional Behavior Assessment

PTR Assessment (FBA)
  - <u>Prevent</u>: Antecedents of problem behavior
  - <u>Teach</u>: Function(s) of problem behavior, possible replacement behaviors
  - <u>Reinforce</u>: Consequences associated with problem behavior, possible reinforcers
- Assessment checklist completed by each team member
- Facilitator (BCBA for our program) summarizes input on Assessment Summary Table and develops draft hypothesis
- Team reaches consensus
- BCBA has conducted direct observations of student and context prior to this step

PTR

- Step 3: PTR Intervention Plan

"The problem is not that people resist change, but they resist being changed."

Michael Kim, Founder and CEO of Habit Design

- This quote signifies the importance of a collaborative process

Key Features of Plan

- Behavior interventions selected by **team** from PTR Menu
- Facilitator/BCBA guides the team by using behavioral principles to develop most effective intervention that **matches the team/teacher context**
- Team/teacher provides description on how interventions will look in classroom setting
- Each intervention selected is described in detail by task-analyzing steps, providing scripts, describing adult behaviors, NOT student behaviors
- After plan developed, time is scheduled to train the team the strategies prior to implementation
- Support provided once plan is implemented

Step 3: PTR Intervention Checklist/Elementary

Student: _____ School: _____ Date: _____ Completed by: _____
Hypothesis: _____

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
☐ Providing Choices	****Replacement Behavior** *(What appropriate behavior will be taught?)* ☐ Functional Equivalent _____ ☐ Alternate Skill (desired) _____	****Reinforce Replacement Behavior** *(Write in the function of the problem behavior from the hypothesis)* ☐ ** Function _____ ☐ Additional _____
☐ Transition Supports	☐ Specific Academic Skills	****** ☐ Discontinue Reinforcement of Problem Behavior
☐ Environmental Supports	☐ Problem-Solving Strategies	
☐ Changes to task demands/curriculum (presentation, content, amount)	☐ General Coping Strategies	
☐ Non-Contingent Attention (positive caring, comments; positive social attention)	☐ Specific Social Skills	
☐ Classroom Management	☐ Self-Management (self-monitoring)	
☐ Setting Event Modification	☐ Independent Responding	
☐ Increase Opportunities to Respond	☐ Increased Academic Engagement	
☐ Peer Modeling or Peer Support		

Does the severity or intensity of the student's problem behavior pose a threat to self or others? ☐ Yes ☐ No
If yes, is a safety plan needed? ☐ Yes ☐ No

**All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

Which One Will More Likely be Consistently Implemented?

BIP-Prevention Strategies	OR	BIP-Prevention Strategies
Provide choices of where to sit		Provide Choices: The teacher will provide Don with a choice immediately after assigning him independent work in class. Choice options are: (a) materials to use for assignment; choice of leadership activities; (b) where to sit; (c) who to do the assignment with

BIP-Prevention Strategies

Provide Choices: The teacher will provide Don with a choice immediately after assigning him independent work in class. Choice options are: (a) materials to use for assignment; choice of leadership activities; (b) where to sit; (c) who to do the assignment with

Steps for Provide Choices:

1. Immediately after giving the class the independent math assignment, go over to Don and present him with a choice option.

2. When presenting him with a choice, say "Don, where do you want to sit? X or X?"

3. After Don makes his choice, say, "Thanks for making a great choice" and release him to his choice.

Figure 1. Direct Observation Data Percentage of time for Cyrus' problem and replacement behaviors. Duration in minutes for Damer's problem and replacement behaviors. Frequency reported as rate per min for Dante's problem and replacement behaviors.

Figure 2. Teacher IBRST ratings of problem and replacement behaviors in the classroom.
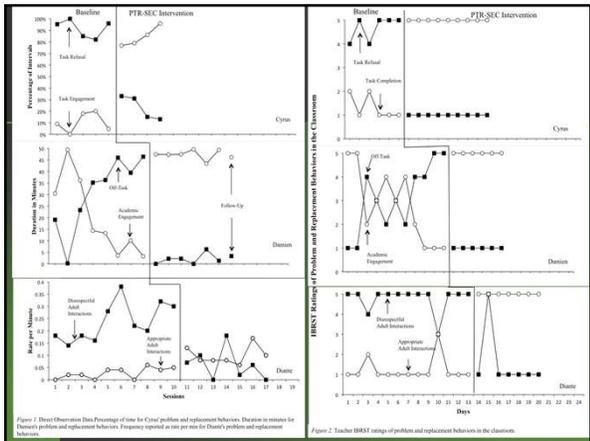
Practice-Based Coaching (PBC)

- Used to support teachers implementation of evidence-based practices
- Practice-based coaching and collaborative partnerships-Cyclical process
- Coaching Cycle Components
  - Establishing shared goals and action planning
  - Engaged in focused observation
  - Reflecting and receiving feedback about practices
- Embedded instruction
  - Implementation of skills is within authentic practices or job responsibilities
  - BST

Feedback Strategies

Strategy	Description
Begin with one or more positive statements	You can use general statements such as "You did a great job today" but try to include some specific examples
Ask for positive reflection	Ask the teacher what he or she thinks went well. Not just about student behavior but something about their implementation that is positive.
Ask for reflection on areas of improvement	Ask what may not have went well – great entry into corrective feedback (teacher often knows exactly what went wrong)
Corrective feedback is specific	Identify what occurred incorrectly and why
Help the teacher identify strategies to improve	Use collaborative problem solving to improve performance
Build fluency slowly	Avoid overwhelming teacher with corrective feedback. Identify 1 or 2 things to work on at a time.
End with positive feedback	Conclude with another positive statement

Summary

- Rapport building
- Collaboration/Teaming is KEY!!
- Design feasible interventions that fit the context of the classroom
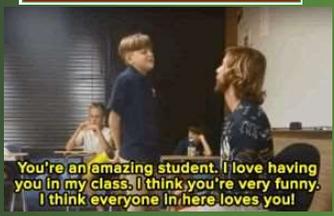- Coaching – stay positive and supportive

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You're an amazing student. I love having you in my class. I think you're very funny. I think everyone in here loves you!