IT AIN'T EASY

EXAMINING THE RELATIONSHIP BETWEEN COMMON BEHAVIORAL PRACTICES AND EDUCATOR RESISTANCE

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Hillsborough County Public Schools (HCPS)

8th largest district in nation

Total schools: > 300

K-5 Elementary schools : ~150	K-8 : ~5
Middle schools : ~50	High schools : ~30
Exceptional Centers : ~10	Charter : ~50
Other : ~20	

Full-time teachers: > 13,000

Total Students: > 200,000

HCPS Behavior Analyst Supports

- **<u>Functional Assessment Consultant Team</u>** 1 full-time BCBAs, 5 part-time BCBAs + 1 part-time BCaBA

- consulting primarily to support FBA-BIPs

- **<u>Behavior Coaches</u>** - 1 full-time + 5 half-time BCBAs consulting primarily to reduce restraint-seclusion events

- **<u>~15 additional behavior analysts (BCBA, BCaBA, FI-CBA)</u>** in school-based assignments

- **<u>~9 pending exam</u>** – school-based assignments

- **Sounds like a bunch of behavior analysts?**

- **Approximately 1 to 6,300 ratio of active certified behavior analysts to students**

- In comparison, the national recommended ratio for School Psychologists is **1 to 1,500** students.

Considering the Objectives

- In most training events in schools (and behavioral conferences),
- the speaker presents and
- the participants are passive.
- The speaker attempts to "fill the pail" of knowledge for the participants.

- What are good objectives for a 3 hour workshop with a relatively large and mostly passive audience?
- How much learner activity with meaningful instructor feedback can be included?

Considering the Objectives

- Continuing education events should be designed to lead to behavior change
- What are the entry skills and knowledge of such a diverse audience?
- This presentation targets behavior analysts who are relatively new to working in schools.
- Experienced behavior analysts may encounter content that is worthwhile.
- Experts in the audience are respectfully requested to share their wisdom and suggest improvements to the presentation.

Objectives

The learner will (may) be able to:

- Name competing demands that many educators encounter.

- Identify sources of educator resistance to behavior analysis.

- Describe how behavior analysts can prevent or reduce educator resistance to behavior analysis.

Objectives

- Recognize how some professionals capitalize on educator desires for "fast and easy" methods.

- Describe how behavior analysts might:
  - Simplify tasks for educators and develop services and resources that adhere to standards of good practice
  - Increase educator acceptance of behavior analytic strategies
  - Replace or prevent ineffective and potentially harmful "fast and easy" methods

- Develop an Action Plan to improve the state of American education.

Objectives

- Education is not the filling of a pail, but the lighting of a fire.

  -- William Butler Yeats

  The learner will experience a change in establishing operations that will be followed by meaningful actions to improve the state of American education.

Disclaimers

This presentation lacks:

- Sufficient active (student) participant responding – ASR and Learn Units:
  - Guided notes
  - Remote electronic clickers
  - Response cards
  - Choral responding
- Assessment of participant learning gains
- Did everyone really earn the CE credits?

WE NEED EDUCATORS

We Need Educators

- The demand for behavioral supports exceeds the supply of behavior analysts
- Educators (Teachers, School Psychologists, Social Workers, Counselors, Specialists, and others) are often needed to play vital roles in behavior assessment and intervention.

- **Teaching** is one of the **most difficult jobs.**
- Teaching **deserves more respect.**

Competing Demands and Stressors for Educators

- **High stakes testing** of academic performance
- **Teaching to the "middle of the class"** (leaving slow achieving students behind)
- **School grades**
- **Complex teacher evaluations** (e.g., rubrics, **"value added measures"**) that impact earnings and job assignments
- **Wave after wave of new requirements and initiatives** at the district, state, & federal levels – not sure which are priorities or what will continue/fade

Other factors identified in teacher interviews (Dwayne Renaker, Stephanie Huffman, Pam Terilli)

- Imposed academic calendars, moving too quickly to new content (before mastery)
- Shifting curriculum standards (Common Core)
- Lack of parent participation
- Not enough time to plan lessons

- Differentiated instruction, students on different levels
- Blame for societal problems
- Limited support from administrators
- Personal problems
- Limited or no proficiency-based training in behavior management

- Because of competing demands in schools, some behavioral assessment and intervention practices are perceived by educators as "too much work."

- Too often this causes overt or covert resistance to, and the ultimate failure of, needed behavior analytic services.

- A related undesirable outcome is that educators drift toward methods that are marketed as "fast and easy" or more "user friendly."

- Educators are often unaware of (or unaffected by) the significant pitfalls (i.e., risks) that such methods present to intervention effectiveness.

- The "path of least resistance" is often taken.

Impact of "Fast & Easy"

- **Little focus on effective behavioral problem solving across all 3 tiers**
- **Little attention to the fact that increases in disruptive behaviors often contribute to decreases in academic outcomes**
- **At tier 3,** **rushed FBAs, skimpy BIPs** (technically inadequate)
  - **Compliance-driven** (get the paperwork done)
  - **No or poor linkage of function to intervention**

(Sasso, Conroy, Stichter, & Fox, 2001; Scott & Kamps, 2007)

Impact of "Fast & Easy"

- **Avoidance of consultation**

- Reliance on **indirect measures** (likert-style rating scales)

- **No or limited use of intervention fidelity checks, or use of weak measures**

  (e.g., *adherence* checks??? – The student was in the intervention setting for the designated time period)

- **Revert to old methods**, such as **mentalistic explanations** & the **refer** ➡ **test** ➡ **place** model

Impact of "Fast & Easy" on behavior analysts

A little closer to home…

- Limits the credibility of, and perceived need for, behavior analysts
- Interferes with educator adoption of behavior analytic processes
- Threatens the growth of our field

We'll consider more about "Fast and Easy" in a bit.

Now let's consider:

- Why educators might avoid behavior analytic approaches

- Why educators might be more prone to go for "fast and easy" and "user friendly" methods

- What we can do to remedy related problems.

What are some common myths and misconceptions that may cause biases and resistance against ABA?

Sampling of myths and misconceptions about ABA

- "Behavior modification"
- Mechanistic… kids just need unconditional love
- Extrinsic v. intrinsic rewards
- M & M therapy
- Bribes kids into behaving
- Destroys intrinsic motivation
- Turns kids into robots
- Only effective with developmentally disabled

What we can do

- **Dispel myths and correct misinformation**
- **Identify the most common sources:**
  - **College experiences and textbooks**
  - **Educator communications with peers**
- **Increase educator access to user-friendly sources of :**
  - **Factual ABA knowledge**
  - **Stories of successes through behavior analysis**

  (Rolider and Axelrod – in Heward et al. "Focus on Behavior in Education")

What we can do

- **Brochures**

BehaviorCanChange.com tri-fold brochures:

- What You Need to Know About Effective Autism Treatment
- What You Need to Know About Improving Your Child's School Performance

Needs updating & expansion

What we can do

- **Brochures**

- **Newsletter articles**

- **Volunteer presentations in colleges of education and school districts**

- **Revisit the BALANCE initiative (Joe Wyatt et al.)**

Balance

BALANCE is devoted to the accurate representation of behavior analysis in academic and popular sources.

Let's consider more about:

- Why educators might avoid behavior analytic approaches

- Why educators might be more prone to go for "fast and easy" and "user friendly" methods

- What we can do to remedy related problems.

What types of educator experiences with behavior analysts may cause biases and resistance against ABA?

Bad consultee experiences

- Contact with unnecessarily complicated assessment and intervention process.
  - Behavior analysts or local practice requirements sometimes contribute to this problem.
- Examples:
  - Lengthy (20-50 page) FBA-BIPs
  - Technical jargon
  - Complex data recording forms
  - Expectations for continuous data recording (every minute of the day)

Bad consultee experiences

- **Arrogance** (blatant to subtle)
- **Jargon** - Too eager to use (and teach) complex terms
- **Limited collaboration**
- **Too little rapport building**
- **Corrections** - Too eager to give corrective feedback

Bad consultee experiences

Samples of actual educator reactions:

"I don't like him talking down at us with those fancy college words. I have no idea what he's talking about"

"Don't need some know it all telling me what to do"

"Has s/he ever worked even one day as a teacher?"

"You gotta be kidding me. Her again?"

What we can do

Consider each educator's perspective (MOs).
- Imagine or take a "walk in their shoes."

"We're not like them. They're not like us."
-- Andrew Houvouras

Educators often have differing:
- histories
- expectations
- contingencies

What we can do

- Be humble.
  - Check your pride at the front door.
- "It's nice to be important, but it's more important to be nice." – Unknown
- "Win friends" by improving rapport
- Use "We …" statements
- Build collegial and collaborative relationships
- Acknowledge and respect educator input
- Limit technical jargon

What we can do

- Learn, refresh and maintain our knowledge about effective consultation skills

Must Read Materials on Consultation Skills:

- Bailey and Burch - *25 Essential Skills and Strategies for the Professional Behavior Analyst: Expert Tips for Maximizing Consulting Effectiveness*

- Chandler and Dahlquist - Chapter 11: Guidelines for Program Implementation and Consultation, in *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*, 4th Edition.

Must Read Materials on Consultation Skills:

- Foxx, Richard M. (1996). *Twenty Years of Applied Behavior Analysis in Treating the Most Severe Problem Behavior: Lessons Learned.* The Behavior Analyst, 19(2), 225–235. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2733622/

- Dale Carnegie – *How to Win Friends and Influence People*

More Materials on Consultation Skills:

- Mueller and Nkosi (2009) *Behavior Analytic Consultation to Schools*.
  - Note: This text advocates for the BACS model which focuses on the outcome of the consultation process. However, an effective consultant will also focus on a collegial and collaborative relationship with the consultee.
- Bergan & Kratochwill (1990) - *Behavioral consultation and therapy*

What we can do

- Learn, refresh and maintain our knowledge about effective consultation skills
- Explore "coaching" and "implementation science" literature
  - See "Intervention Integrity" later in this presentation
- Receive high quality supervised experience or mentoring from a competent, successful consultant
- Prepare Action Plans for common issues. Some simple examples follow:

Action Plan - Goal: Clarify norms for problem solving team operation

- Use **programmed instruction** !!
- Apply **precision teaching** !!
- Go from **simple to complex**
- **Teach with many examples**
  - "Use specific praise only when the desired behavior happens. Withhold comments and avoid eye contact when the problem behavior happens."
  - "This is also known as *differential reinforcement*."
- **Praise improving and correct use of terms**
- **Gradually introduce new terms**

Action Plan - Goal: Clarify norms for problem solving team operation and track fidelity

- Team Initiated Problem Solving Fidelity Checklist (TIPS-FC) is a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and using data for problem solving and decision-making.
  - Todd, A. W., Newton, J. S., Horner, R. H., Algozzine, K., & Algozzine, B. (2014). TIPS II Training Manual: TIPS Fidelity Checklist.
  - www.uoecs.org

Item	Data Source	Scoring Criterion	Meeting Date				
**Problem-Solving Items (10-18) Continued**						
12. Quantitative data were available and reviewed.	Direct Observation of Spreadsheets, Charts, and/or Graphs with counts, percentages, rates, scores, grades	0= Quantitative data were not available or reviewed. 1= Quantitative data were available but not reviewed. 2= Quantitative data were reviewed.					
13. At least one problem is defined with precision (what, where, when, by whom, why, how often).	Documentation of precision for at least one defined problem on Meeting Minutes	0= No problem is defined. 1= At least one problem is defined but lack one or more precision elements. 2= At least one problem is defined with all precision elements.					
14. All documented active problems have documented solutions.	Documentation on Meeting Minutes	0= Documented active problem(s) do not have documented solutions or no active problems are documented. 1= Some documented active problems (s) have documented solutions. 2= All documented active problems have documented solutions.					
15. Full action plan (who, what, by when) is documented/used for at least one documented solution.	Documentation on Meeting Minutes of a full action plan for at least one documented solution	0= No action plan is documented for at least one documented solution or no solution(s) are documented. 1= Partial action plan is documented for at least one documented solution. 2= Full action plan is documented for at least one documented solution.					
16. Problems that have solutions defined have a goal defined.	Documentation on Meeting Minutes	0= Problems that have solutions defined do not have a goal defined or no solutions are documented. 1= Some problems that have solutions defined have a goal defined. 2= Problems that have solutions defined have a goal defined.					
17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	Documentation on Meeting Minutes	0 = Fidelity measure and schedule are not defined and documented for solutions or no active problem(s)/solution(s)/goal(s) are documented. 1= Fidelity measure and schedule are defined and documented for some solutions. 2= Fidelity measure and schedule are defined and documented for all solutions.					

Action Plan - Goal: Clarify the behavior analyst consultant's role

- Provide a "Declaration of Professional Practices and Procedures"
- Bailey & Burch, *Ethics for Behavior Analysts*

Declaration of
Professional Practices and Procedures
For Behavior Analysts[1]

_____
[YOUR NAME, Degree]
Board Certified Behavior Analyst™

_____
[Your mailing address & telephone number & email]

For My Prospective Client/Client's Family

This document is designed to inform you about my background and ensure that you understand our professional relationship.

1. AREAS OF EXPERTISE

[Basically, in this section you explain your area of expertise. This can be as long or as short as you want as long as the client is fully informed of your area(s) of competence.]

I have been practicing as a behavior analyst for _____ years. I obtained my degree in (field of study) in (year). My specialty is _____ (e.g., working with preschool children, parent training, etc).

2. PROFESSIONAL RELATIONSHIP, LIMITATIONS AND RISKS

What I Do

Behavior analysis is a unique method of treatment based on the idea that most important human behavior is learned over time and that it is currently maintained by consequences in the environment. My job as a behavior analyst is to work with behavior you would like to change. With your input, I can help you discover what is maintaining a behavior, discover more appropriate replacement behaviors, and then set up a plan to teach those behaviors. I can also develop a plan to help you acquire a new behavior or improve your skill level. Some of the time I will be treating you directly and at other times I may be training significant others as well.

How I Work

As a behavior analyst I do not make judgments about behavior. I try to understand behavior as an

Action Plan - Goal: Increase problem solving team and educator acceptance and cooperation

- Test interventions first

Action Plan - Goal: Increase problem solving team and educator acceptance and cooperation

- Test interventions first
- In meetings:
  - Create an eager want (Dale Carnegie)
  - Recognize resistance cues (rolling eyes, arms crossed, no response)
  - Offer choices (e.g., measurement methods)
  - Provide demonstrations and coach skills
  - Shape on agreements and cooperation
  - Gradually teach terms (see prior frame)

Action Plan - Goal: Inform the problem solving team about Evidence-Based Practice (EBP)

- Ethical obligation to advise regarding controversial and ineffective strategies (e.g., facilitated communication, sensory integration)
- "Play nicely" with team members
- Present evidence-based practice alternatives in user-friendly terms
- Pick the right time, setting, and audience
- "Know when to hold 'em & when to fold 'em"

Action Plan - Goal: Inform the problem solving team about EBP

- "It is one thing to show a man that he is in an error

  and another to put him in possession of the truth."

  -- John Locke

Materials on Supporting EBP:

- First four chapters of:

  Controversial Therapies for Developmental Disabilities by Jacobson, J. W., Foxx, R. M., & Mulick, J. A. (2005).

- Brodhead, M. T. (2015). *Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations with autism.* Behavior Analysis in Practice. DOI 10.1007/s40617-015-0042-7

What we can do

- Communicate and celebrate successes
- Provide graphic and written feedback to teachers, problem solving team members, and administrators who are helpful with behavior change processes

Have you ever felt like your were assigned the "mission impossible"?

Besides those mentioned previously, we may encounter other types of barriers or overt resistance to behavioral interventions.

Teachers sometimes want to continue ineffective practices in their classrooms?

- Discipline
- Classroom behavior management
- Other

What are some examples that you've encountered?

Here is a common example...

Primary	Colored Cards	Names on Board
	Green Card = Okay/Acceptable	No name on board = Okay/Acceptable
	Yellow Card = Minor problem/1st offense	1st offense = Name on board
		2nd offense = Check mark by name
	Red Card = Major problem/or 2nd offense	More offenses = More checks

- Why would teachers rely on ineffective practices?
  - Many teacher testimonials and endorsements on websites
    - Limited opposition from teachers, parents or others
  - Observed others using the method
  - Experienced as a student
  - Told to use method by:
    - Fellow teachers or team members
    - Members of grade level, school, or district team
    - Mentors, peer evaluators, administrators
    - University faculty, intern supervisors

- **Little or no research - Not an EBP**
  - Some recommend "climbing" v. "dropping" or use of extra colors - still not an EBP
- Removal/dropped color level – may lead to:
- **Trigger for more (severe) problem behavior**
- **Educator decisions:**
  - Try more punitive methods
  - Tier 3
  - Refer-Test-Place
- **Student avoidance, "shutdown"**
- **Parent dissatisfaction**

What can we do

- Inform educators about common practices that may be ineffective or worse yet, exacerbate behavior problems

Educators sometimes show overt or covert resistance to changes in intervention.

What are some examples that you've encountered?

Frequent Objections to Intervention or Reasons for Resistance

Students should be self-motivated.

Students should be accountable or punished.

I don't have time to do this.

It is not my job.

It is not fair to treat students differently.

It is not my fault.

It won't work or I tried that already and it didn't work.

Chapter 11 in Chandler and Dahlquist

What we can do

- **Be ready with responses to common reasons for resistance. Examples:**

  I Don't Have Time to Do This

  - How much of time and effort is currently spent reacting to behavior? Are you willing to try a more proactive manner?
  - The amount of time and effort that may be required initially will decrease over time. Eventually the time and effort required will be less than you currently employ.

  It Is Not Fair to Treat Students Differently

  - Fairness could be interpreted to mean that every student gets what he or she needs to learn. Fairness does not mean that every student is treated the same.

  Chapter 11 in Chandler and Dahlquist

We may be referred cases or walk into situations that feel like we've been assigned the "Mission Impossible."

What are some examples that you've encountered?

What we can do

- **Set realistic expectations about or not accept "Mission Impossible" referrals**

  - Persistent, pervasive behavior problems (Foxx, 1996)

  - Behaviors that appear to be controlled by variables outside of the school setting

  - Cases requiring excessive time/resources (Foxx, 1996)

  - Chronic teacher performance problems (e.g., teacher is under review - administrator wants you to evaluate)

  - Systemic barriers (e.g., lack of staff or other resources)

- **Educators may resist the requirements of intensive, individualized (Tier 3) interventions**
- **Multiple interventions with differing procedures can be especially difficult to implement with integrity**
- **These interventions also demand significant time and effort from educators for:**
  - **Team planning**
  - **Training**
  - **Monitoring progress and integrity**

What we can do

- Provide supports for proactive schoolwide Tier 2 behavior intervention development and consistent delivery (aka classroom management)
- Promote benefits to all students
- Through Tier 2 supports, reduce unwarranted referrals for FBA-BIPs

Tier 2 interventions
for classrooms and targeted groups

Evidence-based Interventions:

- ⦿ **Good Behavior Game**

  > Dennis Embry – "Behavioral vaccine" for the Prevention of Mental, Emotional, and Behavioral Disorders

- ⦿ **Check-in Check-out**

- ⦿ scienceofbehavior.com/pro-tools-main
- ⦿ Tier 2 – Targeted Group Strategies

Tier 2 interventions
for classrooms and targeted groups

Other Reinforcement-based Interventions:

- Mystery Motivator

- Beat the Timer

- Random Beeper System

- scienceofbehavior.com/pro-tools-main
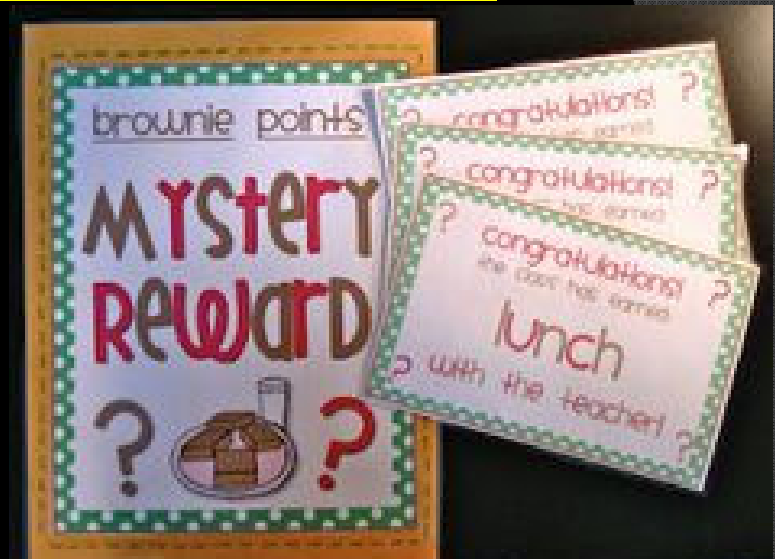
- Tier 2 – Targeted Group Strategies

Tier 2 interventions
for classrooms and targeted groups

Other Reinforcement-based Interventions:

- Success Chain

- Classwide Behavior Lottery

- Class Dojo

- scienceofbehavior.com/pro-tools-main
- Tier 2 – Targeted Group Strategies
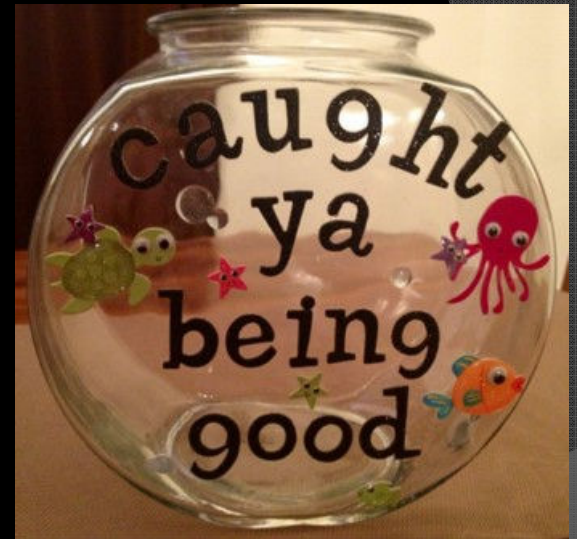
Class Dojo - Class View Mode
on whiteboard, computer monitor, projector

Give Award to Cameron Diaz

Positive	Negative

Disruption

Disrespect

No Homework

Off Task

Unprepared
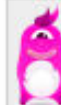
Talking out of turn

What we can do

- Build educator competency in basic behavior management strategies

Building Competency

- Key skills that impact all tiers of intervention
- Examples:
  - Clear Expectations – Precision commands (Tough Kids, William Jenson)
  - Selective praise, Pivot praise
  - Planned ignoring
    - Dealing with Junk Behavior (Glenn Latham)
  - Stop and redirect
  - Prompting, Modeling, Shaping
  - Contracting

Building Competency

- Deliver proficiency-based training so it is easily repeatable (not occasional large group lectures):
  - 1. Brief online video –supported module
  - 2. Face-to-face small group or 1-to-1 practice
  - 3. In classroom coaching

- Training everyone in the key skills (prior frame) may increase the team's capability to individualize procedures for BIPs

What do these pictures represent?
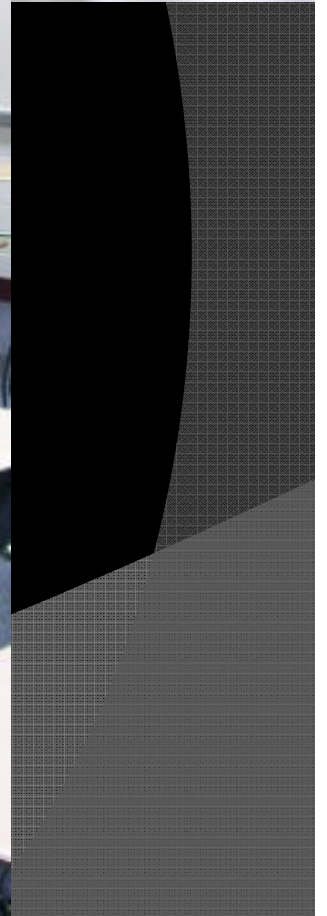
- "Downtime"
- "Unfocused, Not paying attention"
- "Off-task"
- "Won't concentrate"
- "Doesn't participate in or complete classwork"
- Disengaged
- Precursor to more severe behaviors?

Hand raising!

- Is hand raising the solution?

- What are the advantages?
        disadvantages?

- Are there better solutions?

What we can do

Help educators make the connections:

- **More downtime = More problem behaviors**

- **More engagement = Better learning**

- **Better learning = Better test scores and teacher evaluations and school grades**

Provide supports for

"**Active Student Responding**"

strategies

Active Student Responding

- Response Cards
- Remote Clicker Devices !!!
- Choral Responding (video)
- Guided Notes
- Direct Instruction (video) – aka SRA Reading Mastery

- "Weapons of Mass Instruction"

William L. Heward
Exceptional Children:
An Introduction to Special Education - 8E

Data…
It Ain't Easy

56 Teachers of the Year were surveyed on a range of issues affecting public education:

- "The teachers said they drew the most satisfaction from working in small groups with students, teaching a lesson to their class and collaborating with other teachers.

- **The least satisfying activities were filling out paperwork and analyzing data.**

- The unpopularity of data is surprising in an era when schools are urged to adopt data-driven instruction."

Lyndsey Layton - Washington Post May 19, 2015

Exceptional Center Teacher Survey Results

Biggest area of focus:

Minimize the amount of routine paperwork teachers are required to do

"Fast and Easy" Data?

- Some have advocated for rating scales as a uniform method for measuring student behaviors for all 3 tiers, including BIPs

- *Florida's Response to Intervention for Behavior – Statewide Database*
- http://www.flrtib.org/about.html

OFF-TASK   **Interval**   **RATE**

5 min.   1.2

Off-Task behaviors per minute

"**Frequency, rate, and duration measures**

 ⊙ … can be used to monitor a behavior for an entire day or for a specific part of the day.

 ⊙ Rate and duration are calculated automatically based on the number of minutes of observation."

Behavior Rating Scale (BRS)

	Behavior		Date					
Task Engagement appropriate behavior		>10 min 8-10 min 5-7 min 2-4 min 0-1 minute		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
Tantrums problem behavior		10+ daily 7-9 4-6 2-3 0-1/day		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

- "A flexible, **all-in-one data collection tool**
- … a reliable progress monitoring tool for students who receive Tier 3 support… can be used to track just about any student behavior using anchors that are specific to each student and their behaviors… track specific concerns for individual students in an efficient manner."

Direct Behavior Rating (DBR)

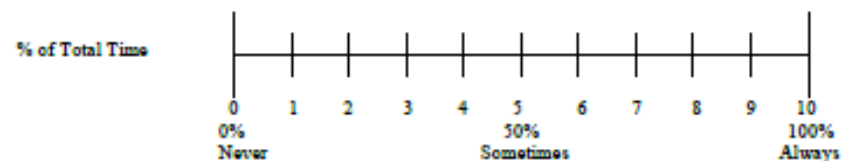## Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date:	Student:	Activity Description:
M T W Th F	Rater:	

Observation Time:	Behavior Descriptions:
Start:_____ End: _____ ☐ Check if no observation today	**Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials. **Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation. **Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

Academically Engaged

% of Total Time

```
0   1   2   3   4   5   6   7   8   9   10
0%                  50%                100%
Never             Sometimes          Always
```

Respectful

% of Total Time

```
0   1   2   3   4   5   6   7   8   9   10
0%                  50%                100%
Never             Sometimes          Always
```

Disruptive *

% of Total Time

```
0   1   2   3   4   5   6   7   8   9   10
0%                  50%                100%
Never             Sometimes          Always
```

* Remember that a lower score for "Disruptive" is more desirable.

V1.4 © 2009 Chafouleas, Riley-Tillman, Christ, & Sugai
Permission granted to photocopy for personal use

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.
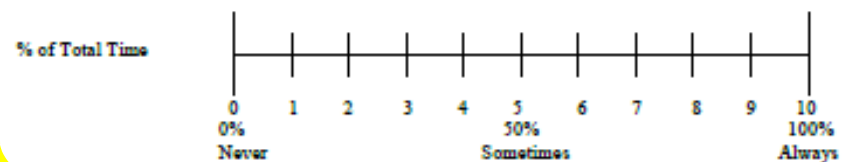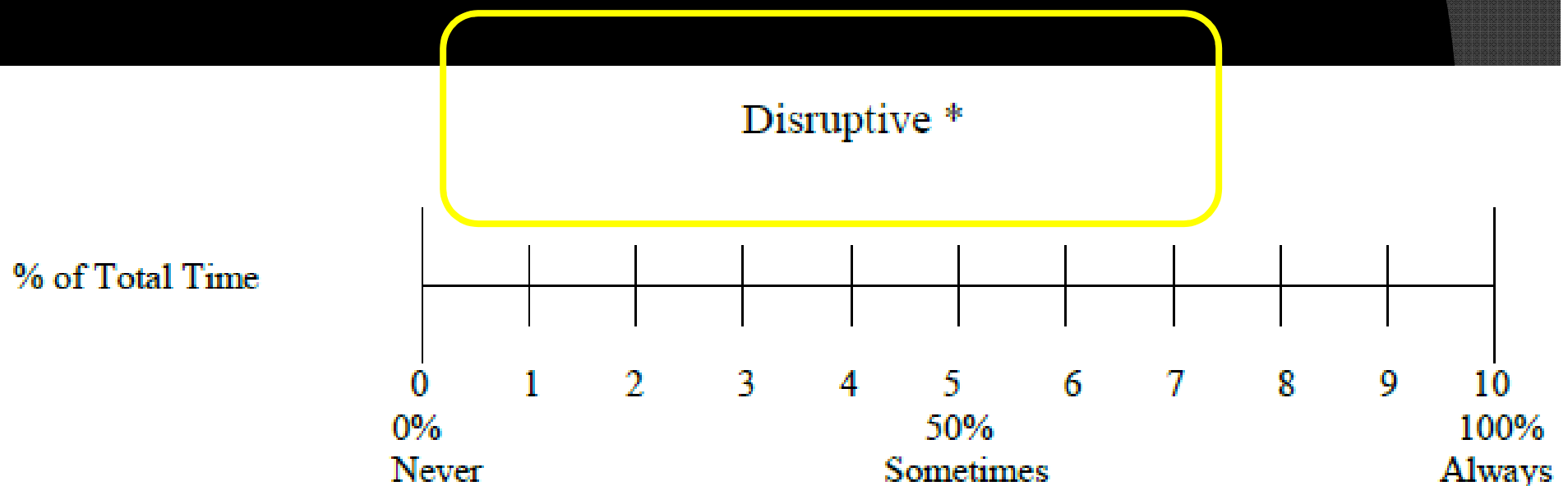
Disruptive *

% of Total Time

0	1	2	3	4	5	6	7	8	9	10
0%					50%					100%
Never					Sometimes					Always

* Remember that a lower score for "Disruptive" is more desirable.

⊙ **DBR behavior definitions:**

⊙ **Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

⊙ **Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

⊙ **Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

What we can do

Advocate for and train best practices:

- Rating scales *may* be adequate as broad indicators for Tier 1 and 2 screening

- For measures of behavior change with Tier 3 interventions:

  - Avoid rating scales as the primary or sole method

  - Always conduct direct observations using behavior analytic measurement methods that are sensitive to small amounts of change and supported by a wide body of empirical research in classrooms

What we can do

Advocate for and train best practices:

- When the teaching team has competing demands:

  - Measure rate or duration during assigned time periods to obtain representative samples

  - Use interval recording and time sampling

  - Coordinate support from external data recorders

What we can do

- Provide easy-to-access, user-friendly tools and resources:
  - Defining behavior
  - Selecting "best fit" data recording procedures
  - Measurement forms
  - Low-tech tools (record on masking tape on back of teacher's hand, slide beads on a lanyard; move rubber bands from one arm to another)
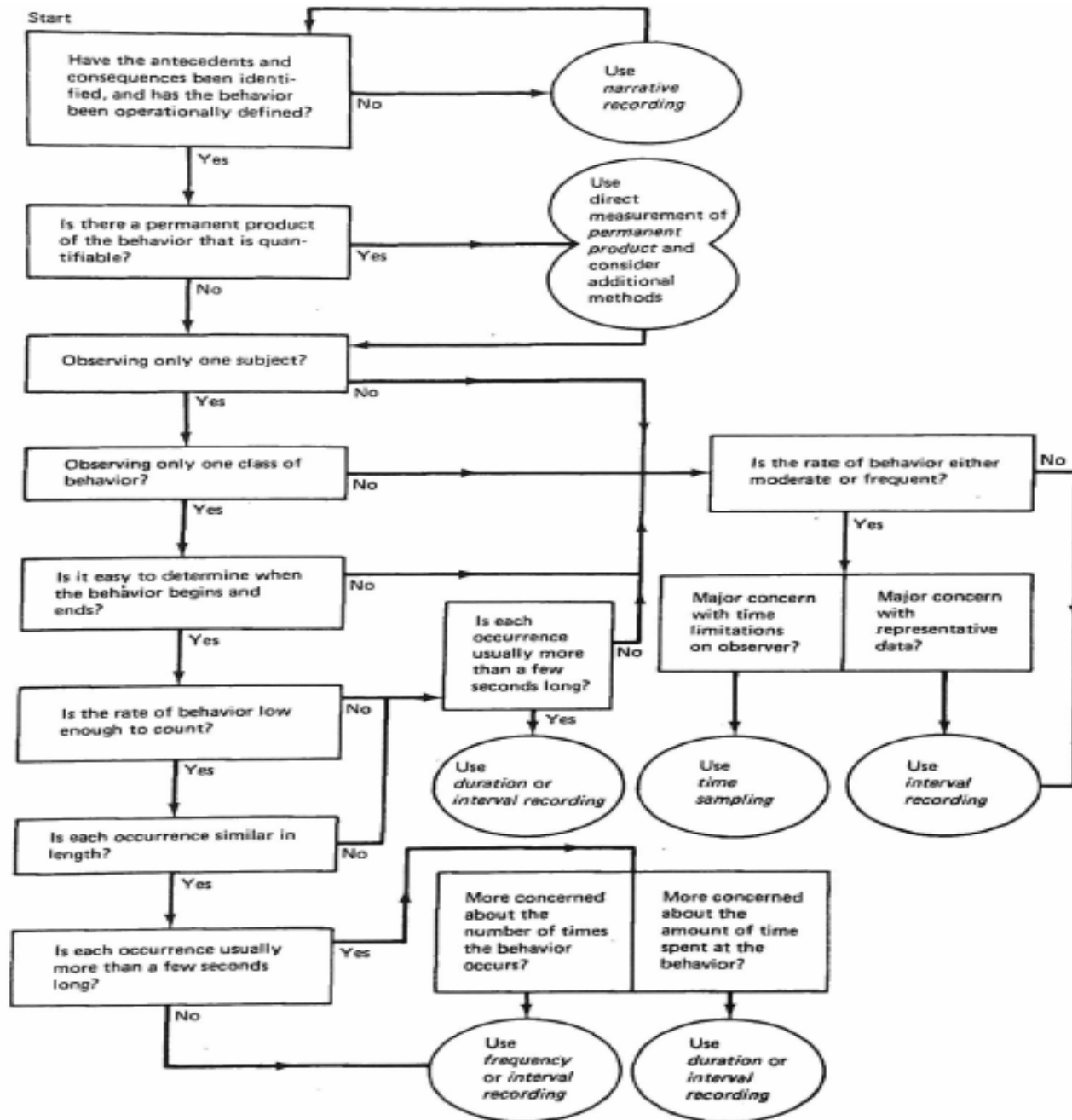
Figure 4.1. Flow chart for selecting an appropriate recording technique. (Source: Reese, 1978, p. 48. Derived from chart designed by P.N. Alevizos, M.D. Campbell, E.J. Callahan, Neuropsychiatric Research Program, UCLA, Camarillo, CA 93010, and P.L. Berck, University of Illinois, Urbana.)

What we can do

- Provide easy-to-access, user-friendly tools and resources:
  - Recorded audio cues to "Observe" - "Record"
  - Electronic and mechanical tally counters
  - Mobile device & smartphone apps (e.g., Behavior Tracker Pro, D.A.T.A.)

  http://interventioncentral.mysdhc.org/documents/DataRecordingTools.pptx

Counters

tallycounterstore.com

Ring style

$6.49 for 10 or more

Polder Timers
(search online at Amazon.com, etc.)

- Polder Triple Tell Timer
  (beeps, flashes, light, and vibrates)
  $25.99
- Polder Buzz and Beep
  Timer $14.98
- Polder 60-min. Timer
  on a rope $5.99

Simple set up for 1 teacher & two students

ABC Data Pro $27.99

- Nine buttons are independently programmable with a label name and whether it is for counting events or measuring duration of events. Buttons can refer to individuals in a group, or an individual with 9 behaviors, or 2 individuals each with 3 behaviors and then general 3 'event' buttons, etc.
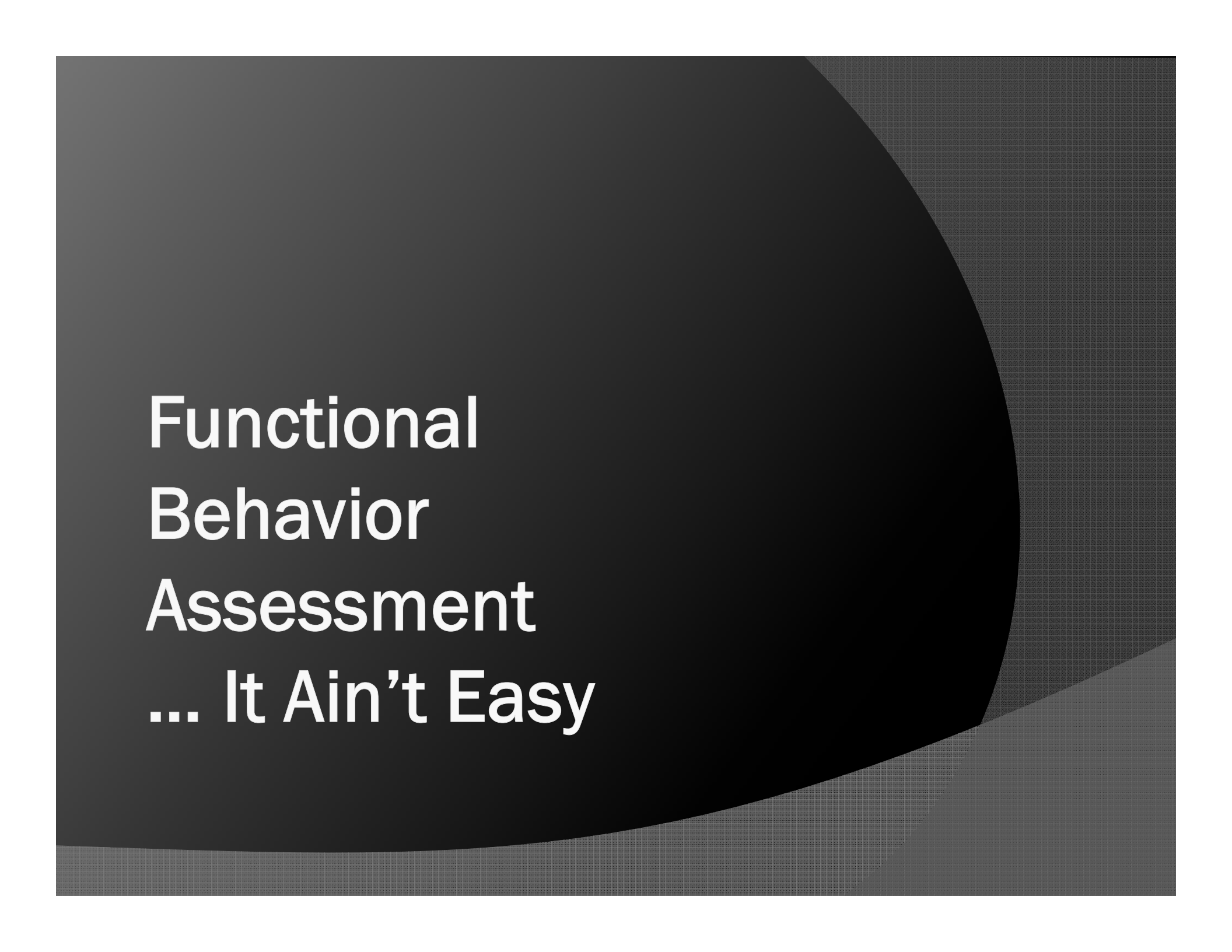
https://itunes.apple.com/us/app/abc-data-pro/id349426906?mt=8

What we can do

- Provide easy-to-access, user-friendly tools and resources:
  - Graphing templates
  - Data interpretation guidelines (e.g., variability, trend, celeration)

- Support school district and university instruction of educators in the rationale and methods for sensitive measurement methods, graphing, and data analysis

Functional Behavior Assessment

… It Ain't Easy

- **Greg Hanley – 2011 FABA Keynote:**
  "Ten Common Mistakes Made by Applied Behavior Analysts and Ways to Avoid Them"

- <u>Mistake 4</u>: Teachers should be expected/trained to conduct functional assessments
- Take home point: Behavior analysts should conduct functional assessments with teachers and parents as partners in the process

- **Greg Hanley 's reasons:**
  - Analysis is not complex, but the assessment and treatment development *process is complex.*
  - Functional assessment process involves:
    - building relationships,
    - clinical interviewing,
    - direct measurement,
    - single-subject experimental designs,
    - data graphing, analysis, and interpretation,
    - an understanding of schedules & behavioral processes

Stephen Starin, Ph.D. -

Functional Behavioral Assessments:
What, Why, When, Where, and Who?

"Relying exclusively on interviews and rating scales should *never* be considered a functional assessment. Besides having poor reliability, it would never hold up in court with an expert witness."

Stephen Starin, Ph.D.

- ⊙ "…more than a group of people sitting around a table trying to determine the cause."

- ⊙ "<u>Direct observation</u> should be carried out only by a person who has been thoroughly trained on collecting and analyzing this type of information."

Stephen Starin, Ph.D.

- "**Someone knowledgeable about behavior must be in the classroom and/or family home <u>directly</u> <u>observing and measuring</u> the behavior.**"

- "<u>**Directly manipulating environment events**</u> **… only by well-trained behavior analyst**

- **…or someone else with a high degree of training and experience**

- **can pose danger to the person if not done correctly.**"

IDEA 2004: Final Regs - Reauthorized FBA
Heidi von Ravensberg, JD
OSEP Technical Assistance Center

- With regard to the importance of professional judgment, IDEA 2004 provisions call for schools to have **properly trained professionals** available to conduct functional behavioral assessments.

- **It is the district's responsibility, working with the state department of education, to provide professional development, in-service training, and technical assistance."**

Drasgow and Yell (2001)

- *Drasgow*, E., & *Yell*, M. L. (2001). Functional behavioral assessment: Legal requirements and challenges. *School Psychology Review*, 30, 239-251. 22.

- http://faculty.unlv.edu/sloe/Courses/EPY%20715/FBA%20Articles/Drasgow%20%26%20Yell%20%282001%29.pdf

IDEA 1997 and 2004

- Not clear regarding specific FBA or BIP methods or components, such as:
  - Interviews, Observations, Functional analysis
  - Replacement behavior development, Antecedent- or Consequence-based procedures, Measurement
- States, school districts, school teams, and hearing officers must rely on:
  - professional judgment (based on training)
  - problem-solving and data-based decision making methods in MTSS (RTI)
  - professional literature on best practices in FBA and behavioral intervention

☐ The IEP team is convened to conduct or to appoint someone to conduct the FBA.

☐ The persons conducting the FBA are qualified. ⬅

☐ The parents are notified about the FBA early enough to ensure that they have an opportunity to provide input into the assessment.

☐ The IEP considers assessment data provided by the parents.

The FBA consists of:

☐ Interviews of teachers, parents, and others who can provide useful information.

☐ Multiple direct observations of the student in a variety of settings.

☐ Experimental manipulation of variables (functional analysis), if necessary . ⬅

☐ Summaries of the hypothesis about the function(s) of behavior.

☐ The FBA is conducted in a timely manner.

☐ The IEP team develops a BIP based on the information from the FBA.

Figure 1. Checklist for Conducting Legally Correct and Educationally Appropriate FBAs.

Regardless of the situation, schools are likely to lose when the hearing officer compares their inadequate FBA to a description of an FBA conducted in accordance with best practices. An example of this occurred in *Bonita Unified School District* (1998). The hearing officer in this case noted that the behavioral assessment, which consisted of a "handwritten, fill-in-the-blank document" (p. 254), was inadequate to determine the student's behavioral needs.

Unfortunately, rather than adopting research-based practices in the FBA and BIP process, many school districts have developed chart systems based on lists of misbehaviors and potential causes in which the entire process becomes a brief exercise in marking boxes and filling in the blanks (Groeschel, 1998; Yell & Katsiyannis, 2000). Such practices are not likely to withstand administrative or judicial scrutiny when challenged in a due process hearing or a court of law.

Educators want "fast and easy"

Repeated requests like these come from educators:

- "This is so complicated. Isn't there a one-page form somewhere?"

- "Can we get an online form with drop-down menus and check boxes?"

Identified Function of Behavior(s) From the list below using the information from the FBA done with the evaluation, indic possible functions of the target behaviors. Multiple functions may be involved.

What is the student getting or avoiding by engaging in the behavior(s)?

	JUSTICE/REVENGE	Behavior #			POWER/CONTROL	Behavior #
X	Get back at teacher	1, 2		X	Control classroom activity	2
X	Get back at peer	1		X	Control adult	1, 2
☐	Get back at parent			X	Control peer	1, 2
☐	Get back at school			X	Control time on task/work output	1, 2
☐	Other:			☐	Other:	
	ATTENTION				**ESCAPE/AVOIDANCE**	
X	Gain adult attention	1, 2		X	Avoid demand or request	1, 2
☐	Gain peer attention			X	Avoid activity or task	1, 2
X	Gain time with preferred adult	1, 2		☐	Avoid a person	
☐	Other: .			X	Escape classroom	1, 2
	GRATIFICATION/SENSORY			☐	Escape school	
☐	Gain food or tangible reinforcement			☐	Other:	
☐	Gain sensory stimulation				**ACCEPTANCE/AFFILIATION**	
☐	Avoid sensory stimulation			☐	Gain connection with peer/adult	
X	Escape environment	1, 2		☐	Gain benefit of group	
☐	Other:			☐	Other:	

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Architext –
Behavior Action Planner

- Pearson Clinical

- "Fine-tune the FBA process— **with the click of a mouse**"
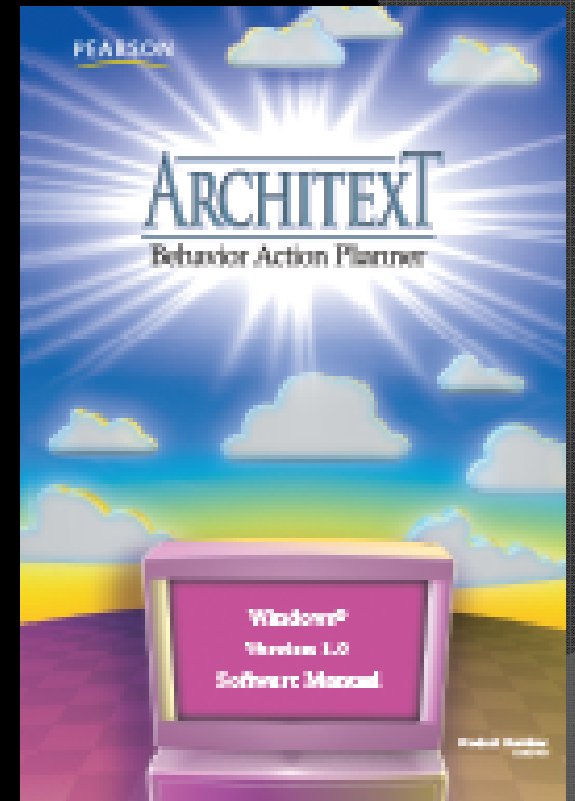
Architext

Architext

Functional Behavior Analysis: BF Skinner Behavior Planner of 11/29/2006

1. Aggression
2. Target Behavior

Target behavior title: Aggression

Target behavior definition written in observable terms:

spit, throws papers, hits, kicks, sniffs, eats hair

Frequency | Setting | Triggers | Effects | **Function** | Action | Summary

Attention:
- ☑ Peers
- ☑ Adults
- ☐ Parents
- ☐ Objects
- ☐ Activities

Power:
- ☐ Peers
- ☐ Adults
- ☐ Parents
- ☐ Setting
- ☐ Situation

Revenge:
- ☑ Hurt feelings
- ☐ Lack of trust
- ☐ Lack of security
- ☐ Lack of safety
- ☐ Hostile feelings

Other Unkown:
- ☑ Enjoys behavior
- ☐ Unknown motivation
- ☐ Poor motivation
- ☐ Meeting personal goals

Fear/Failure:
- ☐ Peers
- ☐ Adults
- ☐ Parents
- ☐ Task
- ☐ Situation
- ☐ Activity
- ☐ Setting

Appropriate behavior is not being demonstrated because of:
- ☐ Skills deficit
- ☐ Performance deficit
- ☐ Learned inappropriate behavior
- ☐ Classroom management deficit
- ☐ Medical problem
- ☐ Substance abuse
- ☐ Physical environment deficit
- ☐ Learning environment deficit

Next ⇨

➕ Add   ❌ Delete   Help   Cancel   OK

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Functional Behavior Analysis: BF Skinner Behavior Planner of 11/29/2006

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Target behavior title: [Aggression]

Target behavior definition written in observable terms:

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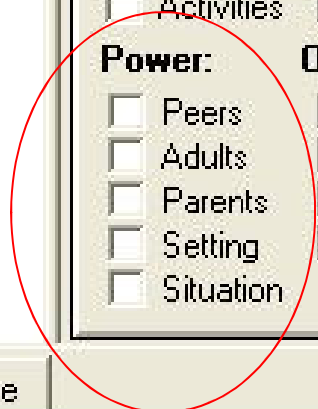**1. Aggression**
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Faulty explanations

Personality (i.e., the bad child).

Disability.

Child's family - poor parenting and discipline practices.

Poor home circumstances.

Previous trauma or bad experiences.

Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings – by Chandler and Dahlquist

Additional explanations that often don't lead to effective behavioral interventions

- Power

- Control

- Revenge

- Fear of failure

- Self esteem issues

- The primary barrier to FBA/BIP implementation in schools for students with emotional and behavior disorders was the **perception of educators that FBAs and BIPs require too many resources in time and skills to do the process effectively and with fidelity.**

  (Scott and Kamps, *Behavior Disorders*, 2007)

- Implementing an **incorrect, inconsistent FBA-BIP process** as is commonly seen in schools **does not lead to positive behavior change** for students.

  (Sasso, Conroy, Stichter, & Fox, 2001; Scott & Kamps, 2007)

Important Questions

- **What adaptations are needed** so that the FBA/BIP process is feasible for use by school practitioners lacking advanced behavioral skills?

- **If the process is adapted** so that it is simpler and more efficient for use by school practitioners, **how can the effectiveness of the process be ensured?**

- **How do we balance feasibility and quality so that school personnel will consistently implement a technically sound FBA/BIP process?**

  (BEESS Tier 3 Workgroup, 2014)

What we can do

- **Assist school districts with adopting consistent guidelines and clear standards that can produce positive behavior change** (Conroy, Katsiyannis, Clark, Gable, & Fox, 2002).

- **Share the wealth of convincing research** showing that **BIPs developed from FBAs are more effective in producing positive student behavior change than non-function based interventions**

  (Filter & Horner, 2009; Ingram, Lewis-Palmer, & Sugai, 2005; Newcomer & Lewis, 2004).

What we can do

Avoid excessive use of descriptive FBAs, with:

- Multiple interviews
- Use of screening tools
- Lengthy naturalistic observations

⊙ **Resulting interventions are more likely to fail**

- Weak function-to-intervention linkage

⊙ **Educators become frustrated with slow process** or **lack of positive outcomes**

⊙ **Avoidance of behavioral approaches increases**

What we can do

- **Promote increased use of hypothesis testing (functional analysis):**
  - **Conduct limited interview with open-ended tools** Greg Hanley's IISCA - practicalfunctionalassessment.com
  - **Conduct limited observation**
  - **Quickly develop hypothesis and test it**
    - When feasible, conduct classroom trial-based functional analyses (refer to Sarah Bloom's research)
    - When a skill deficit is identified, teach the skill and test the outcomes

ESSENTIAL FOR LIVING

developed by
Patrick McGreevy and Troy Fry,
with assistance from
Colleen Cornwall and Janine Shapiro
behaviorchange.com

- **Communication, behavior, and functional skills assessment, curriculum, and skill-tracking instrument**
- for both children and adults with moderate-to-severe disabilities, including autism.
  - Especially useful for learners with limited communication repertoires, limited daily living skills, or severe problem behavior.
- **for developing long-term goals and short-term objectives** for IEPs or support plans
- **for tracking skill acquisition and problem behavior**

The Structure and Content of *Essential for Living*

Facilitating and Teaching Spoken-word Communication Selecting, Confirming, and Maintaining an Alternative Method of Speaking	
The Essential Eight and The Essential for Living Quick Assessment	
How Children and Adults Interact with the World Around Them	**The Domains of Essential for Living**
Speaking and Listening	1. Requests and Related Listener Responses 2. Listener Responses, Names, and Descriptions 3. Answers to Questions and Conversations

Doing	4. Daily Living and Related Skills
	5. Functional Academic Skills
	    • Responding to Text as a Listener and Reading
	    • Schedules, Lists, and Time
	    • Math Skills
	    • Writing or Typing Skills

Tolerating	6. Tolerating Skills and Eggshells
Tool Movements	7. Tool Skills and Component Skills
Inappropriate Behavior	Problem Behavior
Teaching Protocols	

Essential 8 Skills

Making Requests
Waiting
Accepting Removals, Making Transitions, Sharing, and Taking Turns
Completing 10 Consecutive, Brief, Previously Acquired Tasks
Accepting "No"
Following Directions Related to Health and Safety
Completing Daily Living Skills Related to Health and Safety
Tolerating Situations Related to Health and Safety

Are there conditions when a less extensive FBA ("FBA lite") is acceptable?

- Interviews and observations indicate the **behavior is related to a skill deficit** (e.g., accept no, accept removal, wait)
- **Get baseline** data (when ethical)
- **Teach the skill**
- **Measure outcomes**
- **If successful, abbreviate FBA ???**

When a full FBA may be mandatory:

- the **parent requests it**
- A **formal evaluation for special education eligibility** is involved

What we can do

Consider developing a triage process:

- Does every FBA referral warrant an extensive assessment and intensive, individualized intervention (i.e., BIP)?

- Might a triage method with standard teaching and treatment protocols be acceptable for some common, low risk behavior challenges?

- What are those low risk behavior challenges?

- What intervention procedures may be practical, effective, and ethical in such cases?

Triage – Common "mischief" referrals:

- Off-task too much
- Doesn't concentrate
- Very easily distracted
- Not productive at all
- Won't pay attention
- Unfocused
- Leave assigned area

- Make noises
- Inappropriate language
- Lie – give false report
- Tease - taunt
- Horseplay

Examples from cartoon
(in Matt Groening's "School is Hell")

- Being tardy
- Can't locate materials for classwork
- Passing notes
- Making faces
- Repeatedly sharpening pencil
- Rattling pencil between teeth
- Making cat noises
- Poking kids back
- Ripping and crumpling paper
- Belching
- Throwing small items
- Playing imaginary harmonica
- Giggling
- Combing hair
- Reading comic book, etc.
- Drawing cartoons

What we can do

Consider developing a triage process:

- Train educators to be cautious since an initially mild problem behavior may escalate into a severe problem behavior when the selected interventions inadvertently reinforce and increase behavior:
  - Frequency (rate per day or hour)
  - Duration
  - Intensity

What we can do

- **Communicate how to get support from a behavior analyst**

- **Promote easy access to behavior analysts via directories, brochures, newsletters, and emails**

- **Stay close** with ESE and ASD staff, School Psychologists, and others **to identify urgent referrals**

  - Regularly attend leadership team meetings and make presentations

What we can do

- **Consider developing criteria and communicate…**

When to request consultation by a behavior analyst *(draft)*:

- Consultation by current team members has been ineffective or resisted

- Despite multiple function-based procedures of acceptable intensity for a reasonable duration, there has been poor response to intervention (RtI)

When to request consultation by a behavior analyst *(draft)*

- There are multiple behaviors of concern and/or settings where the behavior occurs
- There is a history of high risk and/or unusual behaviors (e.g., severe self-injury, PICA, aerophagia, trichotillomania, polydipsia)
- The student has an extensive history of severe behavior problems (e.g., aggression)
- The student is transferring from a more restrictive school setting to a less restrictive setting (e.g., from an out-of-state intensive treatment residential program to a neighborhood school)
- The student has a history of severe behavior problems that have resulted in police contact and/or Baker Acts

When to request consultation by a behavior analyst *(draft)*

- There is current or proposed use of:
  - highly restrictive reactive strategies or crisis management strategies (e.g., restraint or seclusion)
  - unusual, coercive, or punitive treatments (e.g., water mist, social reprimands, restricted access to meals, frequent or prolonged exclusionary time out)
  - controversial therapies or treatments for which the evidence of scientific research support may be questioned (e.g., weighted vests, Facilitated Communication)
  - protective devices or equipment to prevent harm or injury as a result of behaviors (e.g., helmet for headbanging, gloves for hand mouthing), including items that may limit normal sensation or movement, or affect social inclusion

When to request consultation by a behavior analyst *(draft)*

- There are multiple hypotheses for the problem behavior
- The hypotheses are unclear (e.g., conflicting opinions, various antecedents and/or functions, behavior chain or multiple behaviors within one response category or class)
- There is a possible need for hypothesis testing (systematic functional analysis methods)
- There is a possible need for functional communication training (e.g., limited language repertoire, need for effective replacement behaviors)

When to request consultation by a behavior analyst *(draft)*

- Other factors may include:
  - Parent request for behavior analyst
  - Parent dissatisfaction, formal complaint, mediation hearing, attorney or advocate involvement, litigation
  - Need for coordination with external agencies or private behavior analysts working with the student in home, community, and agency settings
  - Need for coordination of wrap-around supports (e.g., therapeutic interventions, medication management)

What we can do

- Clarify expectations for the completeness and quality of FBAs and BIPs
- Provide resources and training to assist schools with self-checking

- Technical Adequacy Evaluation Tool
- Technical Adequacy Evaluation Rubric

  -- Rose Iovannone, Don Kincaid, USF

Tier 3 FBA and BIP Technical Adequacy Evaluation

District/State _____   Evaluator _____   Date of Review _____   IRR ☐ Yes ☐ No   IRR Score: _____
ID _____   Date of FBA _____   Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. **FUNCTIONAL BEHAVIOR ASSESSMENT** Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.* ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	0 = unable to determine 1 = 1 source/person or list of signatures with no detail 2 = two or more sources with supporting details	
	2. Problem behaviors are **identified and operationally defined.** (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	0 = no problem behavior identified; 1 = behaviors are identified but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐ Target Behavior ☐ Method ☐ Time Frame ☐ Analysis	0 = unable to determine 1 = data collected, but omits at least one of the essential details 2 = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):* Distant event_____ Environmental, social, or physiological events_____	0 = unable to determine, OR no indication setting events were considered 1 = identified, no contingency 2 = identified, AND contingency described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	0 = none, OR not antecedents 1 = identified, lacks detail 2 = identified AND detailed	

March 2013   USF

Tier 3 Functional Behavior Assessment/Behavior Intervention Plan—Technical Adequacy Evaluation Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. **Input is collected from multiple people/sources to complete the functional behavior assessment.**	Unable to determine if input was collected from multiple people/sources.	Vague indication that input was collected from more than one person/source; details missing Examples: • Checklist or list of names of people who participated in the FBA but no explanation of how they participated. • Only one person signs IEP form or FBA form	Clear documentation that input was collected from more than one source with supporting details. Examples: • Direct observation AND teacher/parent rating scales indicated or checked. • Statements such as, "The teacher(s) and the parent(s) were interviewed."
2. **Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA.** *Note: There needs to be a link between the behavior identified as the problem, the definition, and the behavior listed in the hypothesis to get full credit for this item.*	• No problem behavior(s) are identified, OR • Problem behaviors are identified and may be defined, but the behavior identified is not the behavior that was the focus of the FBA or was not the behavior listed in the hypothesis.	• Behaviors are identified but definitions are ambiguous or subjective and do not provide enough information so that anyone observing the behavior would agree that it has started and it has stopped. • Behavior definitions are described in "dead man" terminology (i.e., a dead person could perform the behaviors). • Problem behavior(s) are checked from a list with no further definitions. • List of multiple problem behaviors or grouping of unique behaviors under one category/response class or one function Examples: Ambiguous/subjective examples • Talks to peers Problem behaviors selected from list: • Expressing anger • Hostility • Off-task • Defiant • Non-compliant	• ALL identified problem behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND • If more than one behavior is identified, the FBA data show the target behavior that will be the focus of the assessment *Note: If the FBA only identifies one problem behavior, and the problem behavior is clearly defined, score "2".* *Note: There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis clearly identify the behavior(s) of concern, the criterion has been met.* *Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone can determine when the behavior starts and stops.*

Behavior Intervention Design
... It Ain't Easy

Competency

- **Scenarios describing behavioral functions were provided to 209 teachers.**
- **Interventions were selected by the teachers:**
  - **based on what was popular, customary, or personally favored**
  - **without regard for the function of the behavior**
- **Special education teachers performed only slightly better than general education teachers.**

Myers and Holland (2000)

Competency

- Traditional, short-term professional development sessions are inadequate for teaching the required competencies.
  - Too much "Death by Powerpoint"
  - Too little concept mastery and skill proficiency/fluency assessment
- More comprehensive training models are recommended
- Training must include advanced coursework and supervised practicum assignments.

Competency

- Three competence-building models :
  - ***Challenging Behavior Specialist* - Iowa DOE Learning Supports**
    - http://iowals.wikifoundry.com/page/Challenging+Behavior
  - ***Behavior Specialist*** (license) **– Pennsylvania**
    - http://www.dpw.state.pa.us/provider/paautisminsuranceact62/behaviorspecialists/index.htm
    - http://www.education.pitt.edu/AboutUs/NewsEvents/ViewDetail/tabid/1152/ArticleId/131/Pennsylvania-Issues-New-License-Requirements-for-Behavior-Specialists.aspx
  - ***Registered Behavior Technician* – BACB**
    - http://bacb.com/index.php?

"Fast & Easy"

- When competency is lacking, educators will more likely resort to:

- Topography-based intervention "cookbooks"

- Popular or peer-recommended "user friendly" intervention publications (e.g., Love & Logic, Conscious Discipline)

- Customary or personally favored interventions (e.g., red-yellow-green)

Several resources will be presented. Each needs to be evaluated to determine:

- Degree of adherence to best practice
  - Are the interventions linked to behavioral function?
  - Are the interventions evidence-based?
- Ease of access to personnel who could potentially misuse the interventions
- Clear and prominent directions for when and how to get assistance from a behavior analyst

Teacher's Guide to Behavioral Interventions
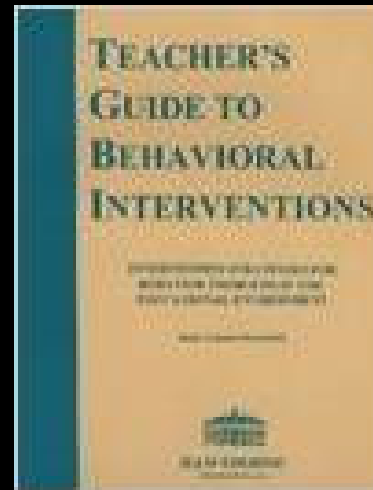
20 Makes inappropriate comments to teachers

1. Reinforce the student for communicating in an appropriate manner with teachers: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

2. Speak with the student to explain: (a) what he/she is doing wrong (e.g., arguing, threatening, calling names, etc.) and (b) what he/she should be doing (e.g., following rules, staying on-task, attending to his/her responsibilities, etc.).

3. Establish classroom rules (e.g., work on-task, work quietly, remain in your seat, finish task, meet task expectations). Reiterate rules often and reinforce students for following rules.

4. Reinforce those students in the classroom who communicate in an appropriate manner with teachers.

5. Reinforce the student for communicating in an appropriate manner based on the length of time he/she can be successful. Gradually increase the

10. Teach the student appropriate ways to communicate displeasure, anger, etc.

11. Reduce stimuli which contribute to the student's derogatory comments or inappropriate gestures.

12. Provide the student with a quiet place to work. This is to be used as a means of reducing distracting stimuli and not as a form of punishment.

13. Provide the student with the opportunity to work with a peer who will be a model for communicating in an appropriate manner.

14. Make certain the student understands the natural consequences of his/her inappropriate behavior (e.g., teachers choose not to interact with him/her, exclusion from activities, etc.).

15. Require that the student identify alternative appropriate behaviors following an instance of derogatory comments or inappropriate gestures.

Teacher's Guide to Behavioral Interventions
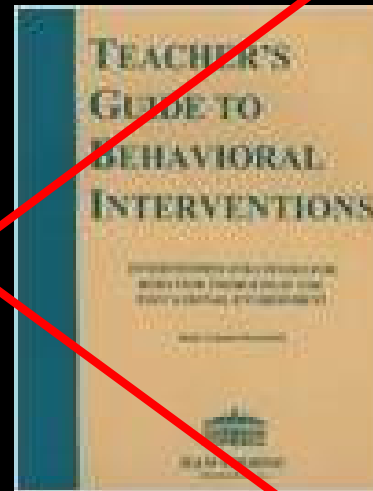
# Responding to Individual Differences in Education (RIDE) Behavior Intervention Bank

- Multimedia web-based program

- 6 critical areas of behavior: aggression, disruptive behavior, noncompliance, off task/non-participation, social skills, and unprepared.

- 104 research-based interventions - 51 videos

- Can track and graph student data

IDENTIFY NEED
Teacher identifies and describes perceived behavioral concern and generates a report of recommended interventions.

SELECT TACTIC
Select a research-based intervention that meets the specific need of the individual

Agression
(12 Interventions)

Disruptive Behavior
(22 Interventions)

Unprepared
(16 Interventions)

RIDE Behavior Intevrention Bank
(104 Interventions; 51 Videos)

Non-compliance
(16 Interventions)

Social Skills
(16 Interventions)

Off Task/ Non-Participation
(22 Interventions)
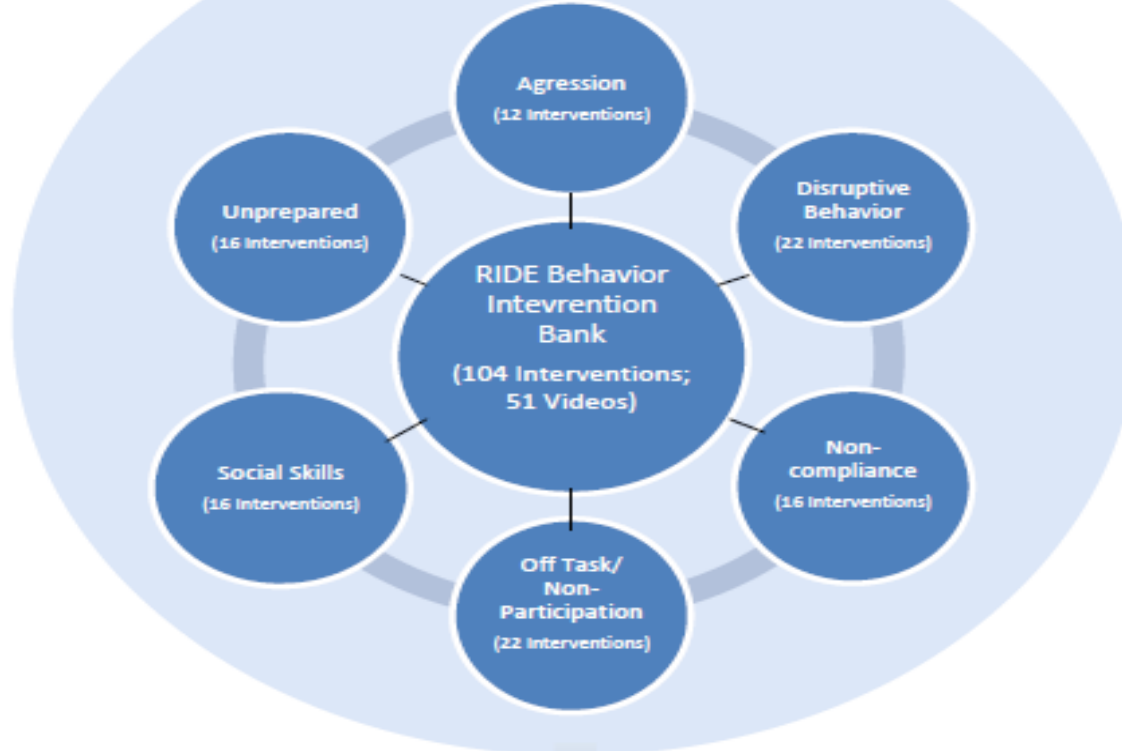
EVALUATE INTERVENTION
Using RIDE assessment tools, teacher evaluates effectiveness of intervention and adjusts accordingly. The assessment tool measures decrease in negative behaviors as well as increases in positive behaviors.

Find an Intervention

Note: Use the filters on the left to help you find the most relevant plans. Click the icons on the right to watch videos or download PDFs of plans.

Filter bank by:

Problem Behaviors

- ☐ Aggression (12)
- ☑ Disruption (22)
- ☐ Non Compliance (26)
- ☐ Off Task/Non-participation (22)
- ☐ Social Skills (16)
- ☐ Unprepared (16)

Grade Level

- ☐ Early Childhood (34)
- ☑ Elementary School (100)
- ☐ Middle School (83)
- ☐ High School (59)

Intervention Type

- ☐ Antecendant (34)
- ☐ Instructional (50)
- ☐ Consequence (44)

Intervention Plans › Disruption + Elementary

Showing 1-20 of 22 results   View: ○ Detail ⊙ List   Sort: Alphabetical ▼

TITLE ▼	BEHAVIOR ▼	▼
1. **Building Academic Fluency: Decreasing Disruptive Behavior**	Disruptive	📄 🎥
2. **De-Escalating Problems Using Behavior Momentum**	Disruptive	📄
3. **Effective Praise**	Disruptive	📄 🎥
4. **Group Homework Game**	Disruptive	📄
5. **Interspersal of Easy Problems**	Disruptive	📄 🎥
6. **Manipulate Task Difficulty**	Disruptive	📄 🎥
7. **Minutes for Motivation**	Disruptive	📄 🎥
8. **Mystery Jars**	Disruptive	📄 🎥
9. **Mystery Motivators for Homework**	Disruptive	📄
10. **Overcorrection**	Disruptive	📄 🎥
11. **Phase Level System**	Disruptive	📄
12. **Planned Ignoring**	Disruptive	📄

My Students **Intervention Bank** **Support**

About RIDE   Find an Intervention   🖨 ❓ 📖

›› Back to Intervention Bank

Related Interventions

By Behavior

› **Aggression** (12)

- Contingent Observation Time Out
- De-Escalation
- Give Peace a Chance
- Helping your Friends
- Inside-Outside: Classroom Discussion for Resolving Conflicts
- Kids Helping Kids
- Peace-Keeping Puppets
- Preventing Escalating Behavior
- Room Clear
- Teacher Praise
- Time-Out Debriefing

By Grade Level

› **Early Childhood** (34)

By Intervention Type

› **Consequence** (44)

INTERVENTION

Calming Before the Storm

- **Behavior**: Aggression
- **What**: This intervention is designed to help teachers manage physically and verbally aggressive students who have not yet reached the out-of-control stage.
- **Who**: Students who quickly escalate their behavior following a seemingly simple request or event.
- **Grade Level**: Pre-K - 12
- **Type of Intervention**: Consequence
- **Delivery Format**: Individual
- **Implementation Length**: 10 minutes or less
- **Special Materials/Equipment**: N/A
- **Progress Monitoring Option**: Frequency or magnitude

› **Download PDF** (83k)

▥ Watch video about intervention
(01:25 - QuickTime)

Introduction

A teacher may sometimes be surprised by the intensity of response he or she receives after a seemingly simple request to a student. The student's behavior may quickly escalate well beyond what the request or other setting event may have warranted. This intervention is designed to help teachers manage those students whose aggressive response has not yet reached the out-of-control stage.

Preparation

No special preparation is necessary for this intervention.

Steps

1. Remain calm. Although remaining calm may be very difficult, it is critical that all of the students know you are not becoming upset about the situation. Try not to take the behavior personally and remember, all behavior is a form of communication.

2. Lower your voice. Becoming loud will only serve to escalate the problem. Deliberately lower your voice when the student becomes loud. This will usually help calm the student.

- **Prevent-Teach-Reinforce (PTR)**

  - Iovannone et al. (2009)
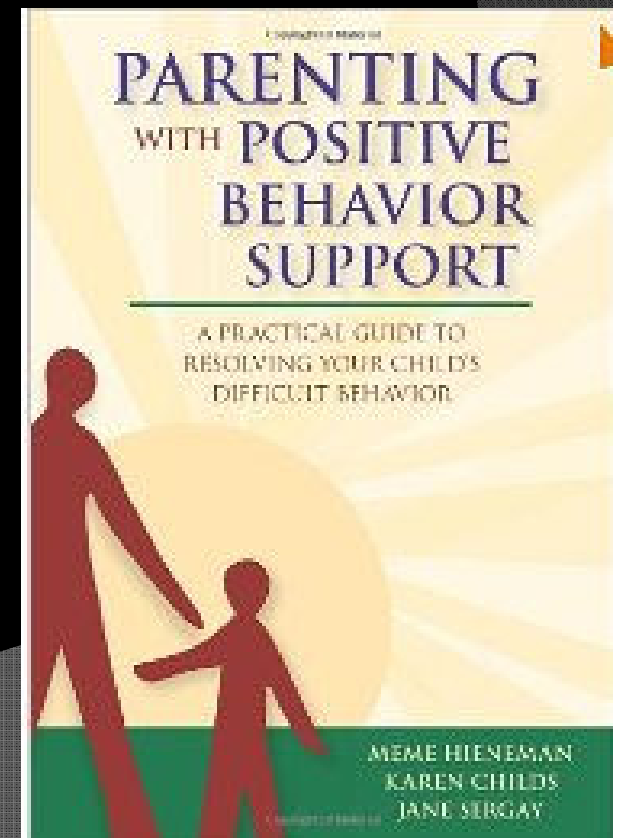
Skills BIP Builder

- Online program that allows you to enter info on multiple students' target behaviors and the related functions.

- A menu of function-based interventions is generated for you to select from as you prepare a BIP.

- Finally, you are able to export an individualized BIP document for the student.

Functional Behavioral Assessment, Diagnosis, and Treatment:
A Complete System for Education and Mental Health Settings - 2nd Edition

Cipani & Schock

Amazon paperback $58

e-book $55
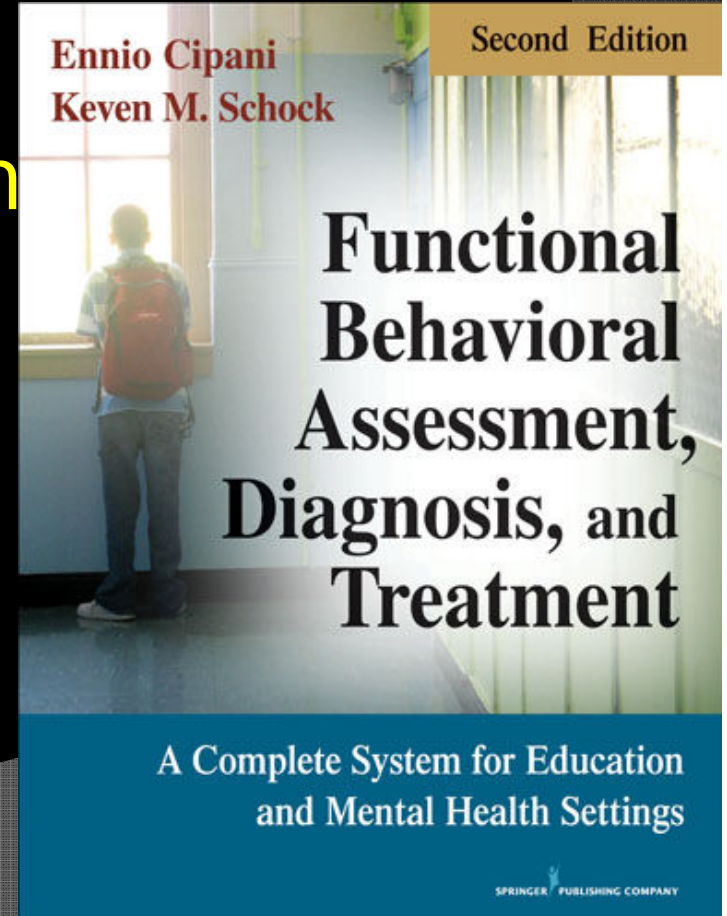
Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings 4th Edition

Chandler and Dahlquist

Pearson paperback $65
Amazon paperback $55
CourseSmart e-book $30
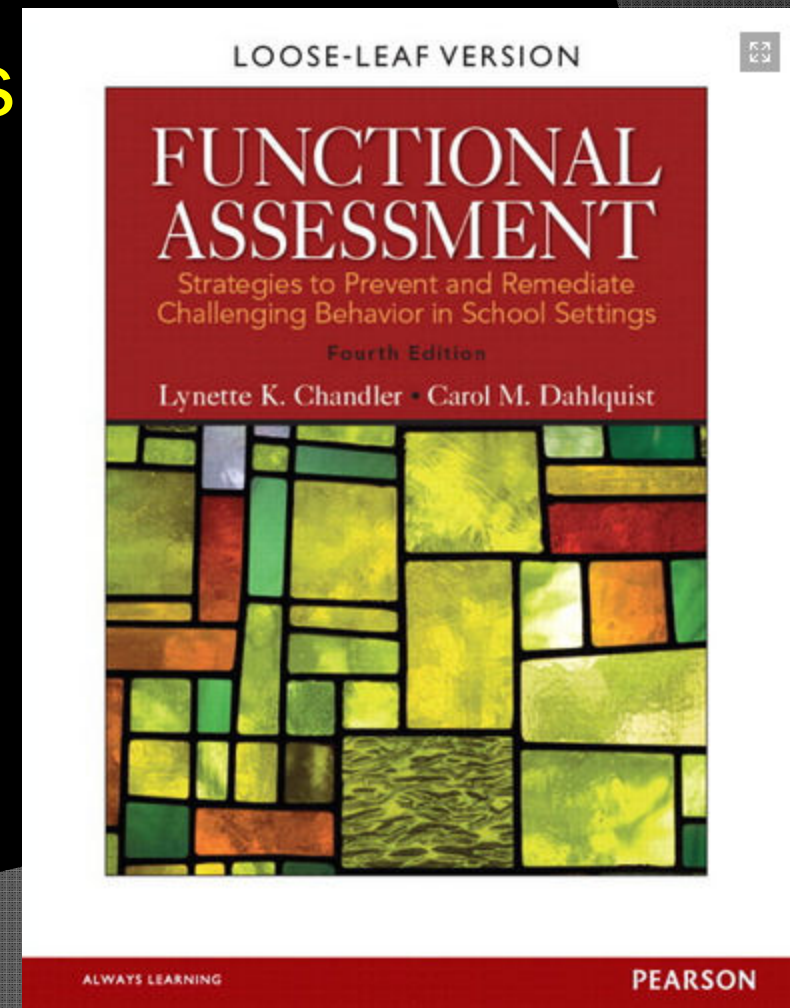
Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings

- Pro: Suggestions and tips for selecting and implementing function-based interventions for these behavioral functions:
  - positive reinforcement
  - negative reinforcement
  - sensory regulation/sensory stimulation
- Pro: Suggestions for implementing strategies to prevent the development of challenging behavior.
- Con: Sensory integration briefly mentioned. Can be used as a teachable moment about EBP

Strategies for Students Who Exhibit Behavior Challenges (tri-fold, printable pamphlets):

- Gain Attention (Primary Level)
- Gain Attention (Secondary Level)
- Get Access to an Item or Activity (Primary Level)
- Get Access to an Item or Activity (Secondary Level)
- Avoid or Escape an Activity, Item, Person, or Setting (Primary Level)
- Avoid or Escape an Activity, Item, Person, or Setting (Secondary Level)

Thanks to Christina Bartley for preparing these pamphlets. Feedback and suggestions: christina.bartley@sdhc.k12.fl.us

OTHER AREAS OF CONSIDERATION

If you answer YES to any of the following questions, additional strategies may be warranted. Please seek your Multi-Tiered Systems of Support/Response to Intervention Team or school psychologist for further assistance.

Does the student receive an object, leisure activity, or snack once the behavior occurs? See *Inappropriate Behaviors to Obtain an Item/Activity* pamphlet.

Does the behavior result in sensory stimulation for the student (vocal sounds, feel of textures, flicking / smelling / mouthing of objects, etc.)?

Is adult attention removed (ignored?? Peer attention removed (sent to other class, moved out of group)?

Is task removed or activity stopped when student engages in the behavior (student does not start or complete task)? See *Behavior Difficulties When Given a Task* pamphlet.

Does the behavior result in the removal of sensory stimulation for the student (quiet area, covering of ears or eyes, avoidance of certain textures, etc.)?

REFERENCES

- Alberto, P.A., & Troutman, A.C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

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- Cipani, E., & Schock, K.M. (2011). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (2nd ed.). New York, NY: Springer Publishing Company, LLC.

- Riffel, L.A. (2011). Free or inexpensive rewards for students and staff. In *Behavior Doctor Seminars*. Retrieved July 2013, from http://www.behaviordoctor.org/formstools.html

Created By:
Christina Bartley, Psy.S.
School Psychologist

ATTENTION-SEEKING BEHAVIORS IN THE CLASSROOM?

Strategies for Students Who Exhibit Inappropriate Behaviors to Gain Attention (Primary Level)

ATTENTION-SEEKING BEHAVIORS – primary level

AREA OF FOCUS

Do you have a student that displays inappropriate behavior to gain attention from adults or peers? This pamphlet provides information on strategies that teach appropriate means of gaining attention.

Included are:
- Does This Apply to My Student?
- Other Areas to Consider
- Types of Attention
- Why Does the Behavior Occur?
- Reinforcers
- Classroom Strategies

If the following strategies are not successful, further analysis as to why the behavior is occurring may be necessary. For severe behavior, the school team should consider consultation with their Area FACT member.

DOES THIS APPLY TO MY STUDENT?

If any of the following occur, you may have a student seeking attention:
- After the behavior is exhibited, do you or another adult say something afterward? Is a look given?
- Does the student engage in the behavior when you attend to others?
- Do peers laugh? Or comment?
- Is encouragement provided by other students?

TYPES OF ATTENTION

Positive	Negative
Praise	Disapproval
Agreement	Reprimands
Smiles	Warnings
Winks	Redirection

*Positive and negative attention may be from adults and/or peers.

WHY DOES THE BEHAVIOR OCCUR?

Individual was prevented from obtaining immediate attention when using appropriate behavior.

RAISE HAND → TEACHER ATTENDING TO OTHER STUDENT

SHOUTING → TEACHER REPRIMANDS
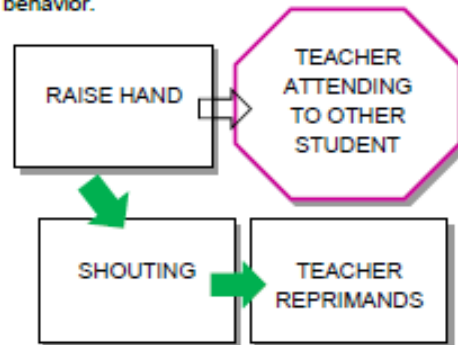
Inappropriate behaviors developed and produced more immediate responses, thus more effective.

CLASSROOM STRATEGIES

Talk Ticket: Develop a talk ticket that allows student to converse with teacher/peer. If requesting too frequently, limit requests.

Check-In/Check-Out: Provide individual attention through review of goals at the beginning of the day and progress at the end of the day.

Throughout the Day: Plan more frequent attention to student (calling on more) or attend to for a longer duration (dialogue).

Peers: Provide positive praise to peers exhibiting appropriate behavior.

Descriptive Praise: Use specifics, such as "I like the way you are sitting in your chair."

If Peer Attention is a Concern: Set a goal for all students. If all students engage in appropriate behavior, everyone gets a reward.

Reinforcer Ideas

Be a class monitor (materials, activities)
Be a team captain of a reading group
Visit another teacher
Nonverbals: Nodding, high-fives, smiles
Verbals: "Great job," "I like the way you…"

Have desk near teacher or peers
Read to a younger class
Display Good Work
Have lunch with teacher
Have lunch with a selected peer

BIP Design Worksheet
(also known as Competing Behavior Model)

This worksheet helps teams:

- extend the FBA problem solving process
- plan a function-based behavior intervention plan (BIP)

The worksheet can be especially helpful when completed before or during a problem solving team meeting, and to prepare for subsequent consultation with BCBA or other professionals with advanced expertise in behavior analysis, when applicable.

Adapted from:

O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997). Functional assessment and program development for problem behavior: A practical handbook. Pacific Grove, CA: Brooks/Cole Publishing

More info to gather / issues to "rule out"

Setting Event(s)

DETOUR AHEAD

Antecedent(s)

STOP

Other Desired Behavior(s)

Other Reinforcing Consequence(s)

Target (Problem) Behavior(s)

STOP

Original Reinforcing Consequence(s)

Replacement Behavior(s):

Similar Reinforcing Consequence(s):
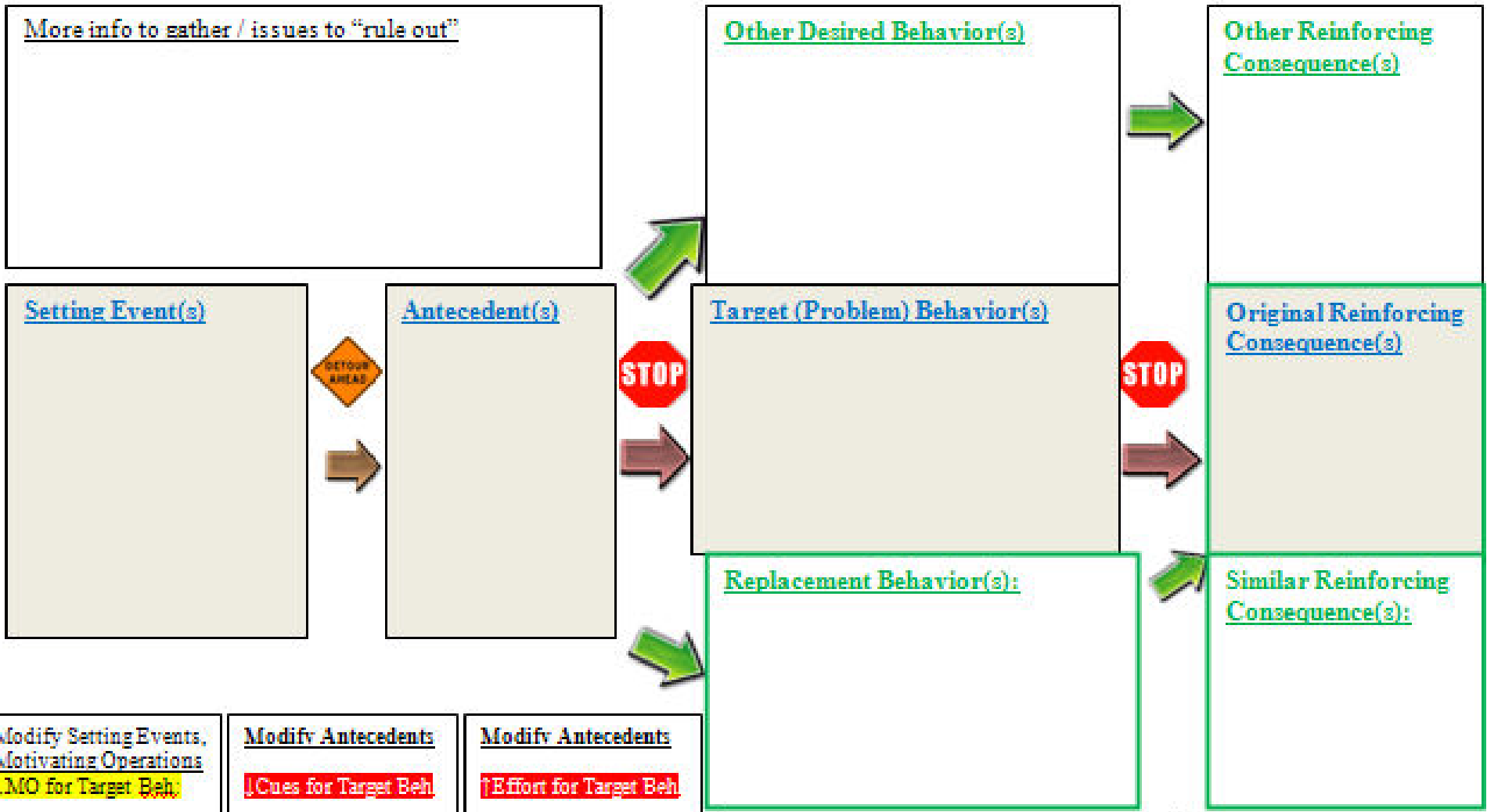
Modify Setting Events, Motivating Operations
↓MO for Target Beh:

↑MO for Replacement/ Desired Behavior(s):

Modify Antecedents
↓Cues for Target Beh

↑Cues for Replace/ Desired Behav(s):

Modify Antecedents
↑Effort for Target Beh

↓Effort for Replace/ Desired Behavior(s):

Teach or Increase the Fluency of Replacement Behavior(s):

↑Reinforcement for Replacement/Desired Behavior(s):

↓Reinforcement for Target Beh:

Punish Target Behavior (if necessary & approved):

DRAFT - Blue text refers you to helpful pages in the Chandler & Dahlquist textbook, 4th edition. Bold blue text represents recommended procedures or important content for your team's consideration.

The yellow highlights refer to the parts of the HCPS SB89040 form where you may transfer the content in the boxes.

Thanks to Pam Terilli, BCBA, for assisting with the development of this tool.

Setting Event(s) (A-2)
(broad events that "set the stage" for problem behavior)

STOP

Antecedent(s) (A-2)
(what happens immediately before the target behavior)

STOP

Target (Problem) Behavior(s) (A-1)

STOP

Other desired behavior(s) (C-1)
(a desirable behavior that does not serve the same function as the target behavior)

Other Reinforcing Consequence(s) (C-3)

Original Reinforcing Consequence(s) (A-3)
(what typically happens after the target behavior)
See p. 34-37, 90-93

Get access to (specify form of) **attention**
Get access to (specify activity or item)
Avoid or escape (specify what is aversive to student)

Replacement Behavior(s) (C-1)
(more appropriate behaviors that serve the same function as the target behavior)
See p. 129-133, p. 146-147
For Neg. Reinf. function, see p. 163-165
For Sensory function, see Table 8-2, p. 201

Similar Reinforcing Consequence(s) (C-3)

Modify Setting Events

↓ Reinforcer strength
Target Behavior **(C-4)**

See non-contingent reinforcement, p. 139, 202-204.

↑ Reinforcer strength
Replacement / Desired Behavior(s) **(C-3)**
Visual supports
Control access, provide only when desired/replace. behavior occurs

---

Modify Antecedents

↓Cues for Target Beh. **(C-4)**

For Neg. Reinf. function, see p. 166-184

↑Cues for Replacement/ Desired Behavior(s) **(C-3)**

See p. 145, 146, 148.

Modify Antecedents

↑Effort for Target Beh. **(C-4)**

↓Effort for Replacement/ Desired Behavior(s) **(C-3)**

Teach or Increase the Fluency of Replacement Behavior(s) (C-2)
See Table 6-1, p. 137
See Table 6-3, p. 150
See p. 146-147
For Neg. Reinf. function, see p. 163-165
↑Reinforcement for Replacement/Desired Behavior(s) **(C-3)**
See p. 140-145 (especially Differential Reinf.).
See p. 150-156.
See Table 6-1, p. 137.
See Conting. Contracts, p. 148-149

↓Reinforcement for Target Beh. **(C-5)**

See p. 138-140
For Neg. Reinf. function, see p. 184-186

Punish Target Behavior (if necessary & approved) **(C-5)**
Be cautious!
See disadvantages and cautions, p. 121-122.
Must have written team approval.

Template, more information and examples:

- scienceofbehavior.com/pro-tools-1/BIPDesignWkshtTips.docx

- http://www.apbs.org/files/competingbehav_prac.pdf

- http://www.kansasasd.com/nletter_attach/kisn-newsletter556357F5B8.pdf

- *Behavior Support Team Planning Guide -* includes the Competing Behavior Model and other tools: http://pbis.org/common/pbisresources/tools/BSP_Template.doc

What we can do

- Write assessments and intervention plans so they are more user-friendly

- Avoid writing documents that are likely to be "filed in the round can" or put in a folder and never used

Making BIPs More User-friendly

- Acknowledging the Multiple Functions of Written Behavior Plans
  James E. Carr (in APBA Newsletter)

- … lack of comprehensive, empirically supported guidelines for developing effective behavior plans

- It may be beneficial to develop an abbreviated behavior-plan supplement that can serve as a job aid during implementation. Such a supplement can be attached as an appendix to the primary behavior plan

- limited length… easy to follow… visually appealing

Making BIPs More User-friendly

- [Acknowledging the Multiple Functions of Written Behavior Plans](#)
  James E. Carr (in APBA Newsletter)
- large, easily read fonts (e.g., Arial, Comic Sans)
- bulleted text – not paragraphs
- flow charts to describe if-then relations
- only include text that is immediately relevant to the implementer
- write in user friendly language for the implementer(s)

- When describing behavioral interventions, the general public prefers:

  Conversation style plus *intended benefits.*

- And, behavior analysts prefer:

  Technical style

  (Rolider, Axelrod, and Van Houten, 1998)

- **Ask for feedback on readability**
- **Measure readability**:

  www.readabilityformulas.com

- **The Power of Checklists -**

  Dr. Atul Gawande, the 'Checklist Manifesto' author, pairs simplicity with lifesaving through:
  - avoiding infections
  - providing complete care, and
  - preventing deaths related to surgical procedures.

  PBS Newshour.

  http://www.pbs.org/newshour/bb/health/ja june10/gawande_02-08.html

- Developed through work with the World Health Organization and found to be highly effective.
- Other industries and businesses that involve high risk have employed checklists for years, including aviation and skyscraper construction.
- According to the PBS Newshour video, in high tech, complex professions of today, there is "just too much to remember."

Surgical Safety Checklist

World Health Organization | **Patient Safety**
A World Alliance for Safer Health Care

Before induction of anaesthesia

(with at least nurse and anaesthetist)

Has the patient confirmed his/her identity, site, procedure, and consent?

☐ Yes

Is the site marked?

☐ Yes
☐ Not applicable

Is the anaesthesia machine and medication check complete?

☐ Yes

Is the pulse oximeter on the patient and functioning?

☐ Yes

Does the patient have a:

Known allergy?

☐ No
☐ Yes

Difficult airway or aspiration risk?

☐ No
☐ Yes, and equipment/assistance available

Risk of >500ml blood loss (7ml/kg in children)?

☐ No
☐ Yes, and two IVs/central access and fluids planned

Before skin incision

(with nurse, anaesthetist and surgeon)

☐ **Confirm all team members have introduced themselves by name and role.**

☐ **Confirm the patient's name, procedure, and where the incision will be made.**

Has antibiotic prophylaxis been given within the last 60 minutes?

☐ Yes
☐ Not applicable

Anticipated Critical Events

To Surgeon:

☐ What are the critical or non-routine steps?
☐ How long will the case take?
☐ What is the anticipated blood loss?

To Anaesthetist:

☐ Are there any patient-specific concerns?

To Nursing Team:

☐ Has sterility (including indicator results) been confirmed?
☐ Are there equipment issues or any concerns?

Is essential imaging displayed?

☐ Yes
☐ Not applicable

Before patient leaves operating room

(with nurse, anaesthetist and surgeon)

Nurse Verbally Confirms:

☐ The name of the procedure
☐ Completion of instrument, sponge and needle counts
☐ Specimen labelling (read specimen labels aloud, including patient name)
☐ Whether there are any equipment problems to be addressed

To Surgeon, Anaesthetist and Nurse:

☐ What are the key concerns for recovery and management of this patient?

- In 1998, Rolider, Axelrod, and Van Houten examined the use of terminology when describing behavioral interventions.

- Preferred by the general public:
  Conversation style with intended benefits added

- Preferred by behavior analysts:
  Technical style

- Rolider, Axelrod, and Van Houten replicated their 1998 experiment with English and non-English speakers with similar results.

  The outcomes also suggested that the use of technical terminology may:

- decrease the public's understanding of ABA methods

- evoke unfavorable emotional ratings (e.g., cold, mechanical, controlling) about ABA methods.

Benny's aggression was treated by DRO and social reprimand

Technical description:

- DRO 15 – On a 15 minute interval, in the absence of aggression, a behavior therapist will approach Benny and provide descriptive praise (e.g., "Benny you are exhibiting a good pace on your assignment.")

- Reprimand - Contingent on episodes of aggression, staff will confront Benny, request eye contact, and deliver a firm social reprimand (e.g., "Benny! Look at me! Stop being aggressive immediately! Control yourself!").

Benny's aggression was treated by DRO and social reprimand

Conversational description:

- Whenever Benny has difficulty controlling his emotions and he becomes aggressive, we will assist him to overcome his difficulties in the following manner:

- First, we will assure that Benny is provided with encouragement in an orderly manner. We will use a system that allows the teacher (or aid) to acknowledge his success in controlling his emotions at an interval of at least every 15 minutes.

Benny's aggression was treated by DRO and social reprimand

Conversational description (cont'd.):

- Specifically, whenever Benny does not have difficulty with displaying aggression for at least 15 minutes, the teacher will approach him and acknowledge his success. This high rate of encouragement is important when we first begin to work with Benny because learning emotional control is a very difficult task and we want to provide Benny with the support that he deserves and requires in attaining his goals.

Benny's aggression was treated by DRO and social reprimand

Conversational description + Intended outcome:
(Added to Conversational description)

Benny displays serious problems in controlling his emotions and engages in severe outbursts of aggressive behavior. It is important to teach Benny to control his emotions and express himself in a controlled and effective manner so that he may remain in the community. If Benny overcomes his difficulties and expresses himself appropriately, he will maintain his relationship with his family and teachers.

Benny's aggression was treated by DRO and social reprimand

<u>Conversational description + Intended outcome (cont'd.):</u>

Benny often feels very depressed after he becomes aggressive and feels hopeless about his ability to control his actions. His family and teachers are very important to him. Teaching Benny to overcome his emotional-behavioral challenges will provide him a strong sense of accomplishment, improve his self-esteem, and substantially increase his life satisfaction.

What we can do

- Manage the EOs for **teacher** behavior change: Develop plans that:
  - "make sense" to teachers or appeal to the values of teachers. (Witt, 1986)
  - fit classroom routines (Fantuzzo & Atkins, 1992)
  - teachers *can* & *will* actually use (Fantuzzo & Atkins, 1992)

  Make the methods inexpensive, clear, and attractive. Illustrate their worth (Lindsley, 1992).

Intervention Integrity
... It Ain't Easy

Work in Progress

- Much teacher resistance to being "observed"
- Some resistance from mid-level specialists and student support personnel
- Lack of training (university and in-service)
- Some improvement with increased use of observations for performance evaluation
- However, increased reactivity and resistance
- Need procedures and forms that educators find acceptable – Need to transfer practice to school teams
- Behavior Skills Training (BST)
- Scoring
- Feedback – with graphic displays

⦿ Noell, G.H., Witt, J.C., Lafleur, L.H., Mortenson, B.P., Ranier, D.D. & Levelle, J. (2000). Increasing Intervention Implementation in General Education Following Consultation: A Comparison of Two Follow-Up Strategies. JABA, 33, 271–284.

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284249/pdf/11051568.pdf

⦿ McIntyre, L.L., Gresham, F.M., DiGennaro, F.D., & Reed, D.D. (2007). Treatment Integrity of School-Based Interventions with Children in the *Journal of Applied Behavior Analysis* 1991-2005. JABA, 40(4): 659–672.

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2078573/

- Miltenberger (5E) - Chapter 12
- Vollmer, T.R. & Sloman, K.N. (2008). Practical implications of data reliability and treatment integrity monitoring. Behav Anal Pract., 1(2): 4–11. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2846587/

- Fidelity of Implementation within an RTI Framework. (2009). National Center on Response to Intervention Webinar.
- http://www.rti4success.org/pdf/FidelityIm plementation_10-20-09_FINAL.pdf

- Using Fidelity to Enhance Program Implementation Within an RTI Framework. (2009). National Center on Response to Intervention.

- http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_Notes.pdf

- Handouts and references: http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_Handouts&References.pdf

Being a Behavior Analyst in Schools

… It Ain't Easy

What we can do

Get some help!

Develop supporting RBT, Behavior Specialist, or similar positions (as described previously)

"Grow your own" BCBAs

- Plan a cooperative professional development project with an ABA university program

- Get a grant to cover the costs

- Negotiate reduced tuition costs by you or another BCBA providing instruction (BACB full-time faculty requirement?) on school property – minimizing actual expenses for the university

What we can do

Get some help!

Develop a Peer Review and Mentoring process

- Especially for recently certified behavior analysts and those entering school systems
- Consult on especially problematic cases
- Consult with external professionals (e.g., behavior analysts, therapists, physicians)
- Review and approve current or proposed use of potentially restrictive interventions and emergency procedures
- What models and resources are out there?

What we can do

Form or join:

- Local Review Committees
- State-level Peer Review Group

- Education SIG

- Local chapter of state association

- Connect via social media

Make behavior analysts indispensable in schools

- Needs assessment
- Behavioral service ratings
- Outcome evaluation measures
  - decreases in discipline referrals, suspensions, transfers to more restrictive settings, and use of restraint/seclusion
- Communicate successes in newsletters, meetings, etc.
- Possible targets for information sharing:
  - Superintendent and staff, School Board members
  - Leaders of special education programs
  - Principals, Assistant Principals, and other Administrators
- Get sponsorship for an assortment of awards for educators practicing good behavioral methods

Competing philosophies and professionals

Examples:

- Love and Logic
- Conscious Discipline
- Restorative Justice

- Find and support where we agree on these approaches
- Politely teach where these approaches need to be modified to prevent worsening behaviors
- Get your foot in the door and teach ABA

Building and sustaining teams of behavior analysts in public school districts

- Active advocacy - Visibility, marketing, public relations
- Connect to missions of the district, strategic plans, priorities of DOE or other groups, and School Improvement Plans. Examples:
  - Increased student engagement
  - Improved instruction & learning outcomes (test scores)
  - Enhanced assessment and accountability
  - Supporting physically and emotionally healthy, academically and socially competent, and successful students
  - Preventing dropouts – Increasing graduation rates
  - Creating safe, positive school climates
  - Strengthening family and school partnerships
- Get a job! – Behavior analysts need to get promoted to positions of power

WHAT WE CAN DO ABOUT THE "WHAT WE CAN DOS"

- Some of us are

    consumed by our day-to-day duties,

    busy competing with other behavior

    analysts, or

    specializing in some aspect of behavior
    analysis or consumer population.

- Step back…

    Get the big picture!

Get the big picture

What is our obligation to our culture? Our world?

- Please read or reread B.F. Skinner:

  - *Beyond Freedom and Dignity*

  - *Walden Two*

Change the World

- Can we "change the world" by changing school environments?

- Approximately 20% of Americans (students, families, employees) have some contact with Pre-K to grade 12 schools each weekday.
  - Imagine the potential impact of improving some aspect of their lives through Applied Behavior Analysis.
  - Could this be a foothold to changing the larger American culture?

Change is hard

- But, it is difficult to produce major systemic changes in education.
  - Some have tried before and failed.
- Many competing contingencies
  - Governmental and regulatory actions
  - Salary structures and performance evaluations
  - Unions
- We could be successful if we each commit to improving a small piece of the system
- To be successful, we will need to…

Ban together!

- Collective set of brains
- Work together
- Share products
- Think wide-scale
  dissemination,
  at low or no cost

the Borg -
"Resistance is futile"
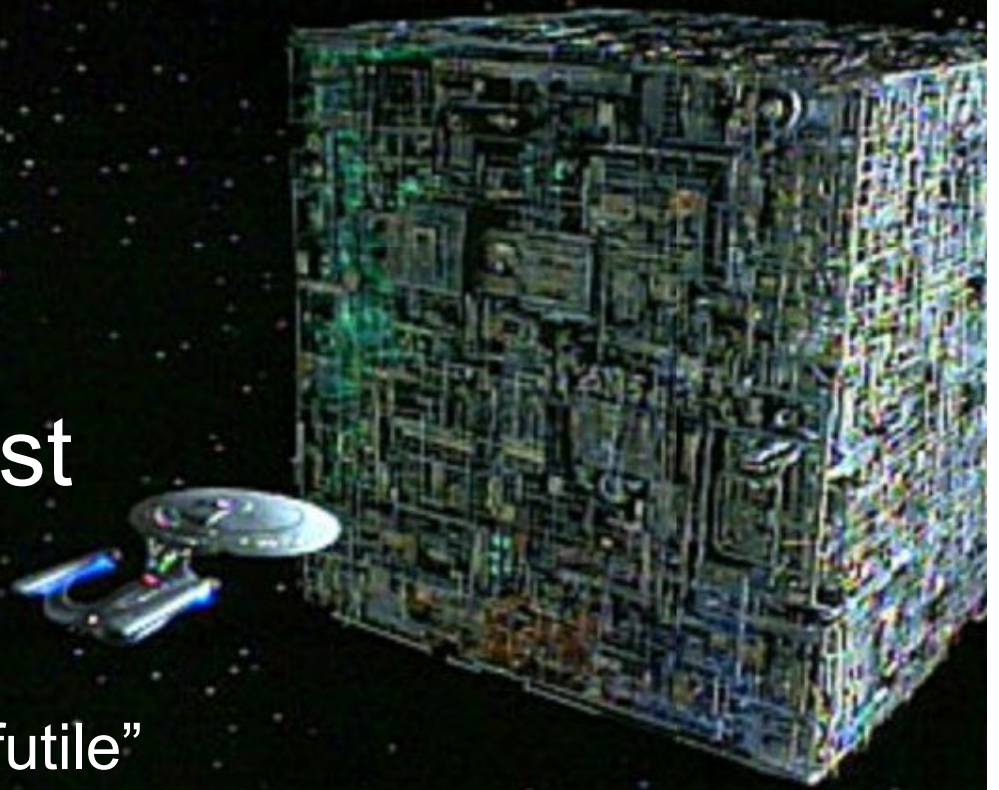
Publish

- in behavioral journals <u>and</u>

- mainstream media (magazines, newsletters, newspapers, e-news outlets, blogs, etc.) <u>and</u>

- educational and other professional journals

- Use social media (Facebook)

Present / Train / Recognize

- Offer free training events in school districts to various student support groups (to build rapport, may later include some fee-based training)
  - School Psychologists
  - Guidance Counselors
  - Administrators
  - Others ???
- Present at local conferences for professional groups
- Promote *Awards of Excellence* for teachers or teams using ABA

Be innovative

- Laminated job aids
- Flip charts
- Technology
  - Gaming apps
  - Google Glass (in situ coaching/feedback, quick reference to procedure descriptions)
  - 3D imaging (virtual classrooms, training, Samsung Note 4)

"...and that is how behavior analysts can reform education."
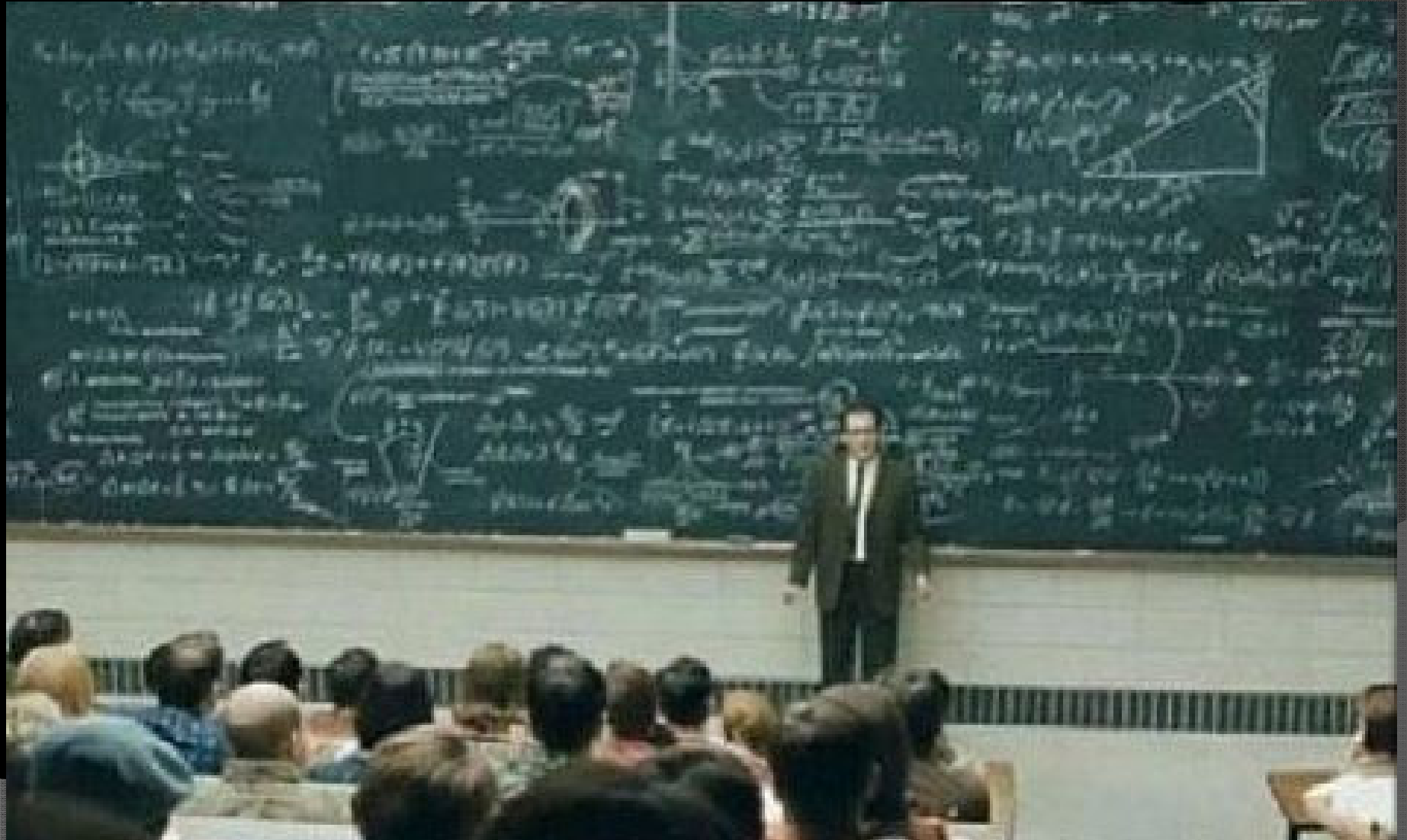
Remember this objective?

- Education is not the filling of a pail, but the lighting of a fire.

-- William Butler Yeats

I hope I lit your fire !!!
Before that fire dwindles...

- What will be your next steps?

- How will you set up strong contingencies for following through?

- How will you light and keep other behavior analysts' fires burning?

Activity: Action Planning

- What am I most motivated to change or improve?
- What activities will I pursue?
- How will I reach out to others to network, collaborate, and otherwise share resources and distribute responsibilities? Who will I work with?
- What are the details (e.g., how will the task steps be determined, what are the related deadlines, how much product is required, where will it happen)?
- What are the contingencies for meeting or missing my deadline?

- **How will I share (publicly post) my commitment and the contingencies?**
  - Agency newsletter
  - FABA Observer article
  - Local Chapter meeting announcement
  - FABA Facebook
  - Personal Facebook
  - Other Facebook
  - stickK.com
  - Other:

- I've shared some of my experience.

- Hey, You Can Trust Me…
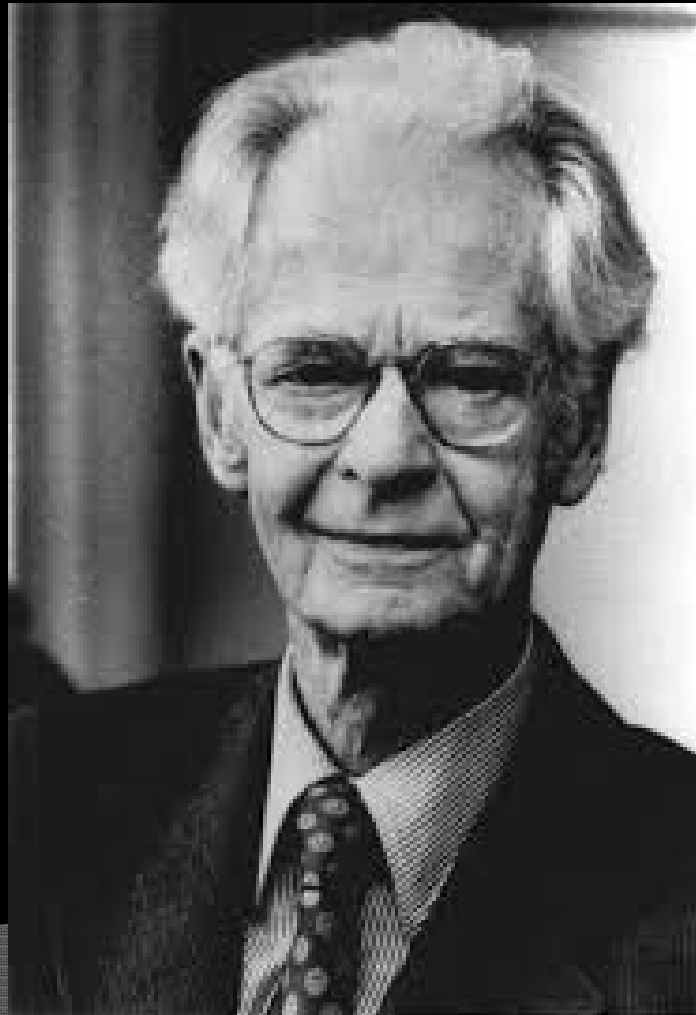 - I'm a professional.
  - I've been doing this for 40 years.

Don't Trust Me (or anyone else)...

- Be a skeptic.

- Read, read, read.

- Plan and conduct good research.

- Be an outstanding scientist practitioner.

"Regard no practice as immutable. Change and be ready to change again. Accept no eternal verity. Experiment."

THANK YOU !!!

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scienceofbehavior.com/pro-tools-main