Training Implementation of Behavior Intervention Plans using Behavioral Skills Training

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Training Implementation of Behavior Intervention Plans using Behavioral Skills Training

Jennifer L. Alexander, PhD, BCBA-D
Katie A. Smith, PhD, BCBA-D

Agenda
- Introduction
- Obstacles
- Common training
- Behavioral Skills Training
- Evaluating

Problem Behavior
- Impacts to:
  - Individual student
  - Other students
  - Teachers
  - Administrators
  - Family

Research on Problem Behavior
- Need for training in behavior management rated highly among teachers
- Paraprofessionals report spending an average of 19% of the day managing problem behavior
- An inability to manage student behavior in the classroom can negatively affect achievement outcomes
- Inability to manage problem behavior is linked to teacher burnout and job-related stress
- Evidence-based practice can lead to significant improvements

3 Primary Components- BIP
- Target Problem Behavior(s)
- Identified Function(s)
- Interventions
  - Intervention Name
  - Rationale
  - Materials/Arrangement
  - Procedures
  - Plan for Thinning/Fading
Obstacles

- Knowledge & skills
- Efficacy
- Systematic support
- Philosophical differences

Philosophical Differences

Old View
- Behavior occurs as a result of individual characteristics
- Variables cannot be reliably measured or manipulated

New View
- Behavior is learned through specific contingencies and environmental factors
- Variables CAN be reliably measured and manipulated

Building Rapport

It's nice to meet you. Tell me your name. I have JUST WHAT YOU NEED!

Building Rationale

What strategy are we using?
Functional Communication Training
Research based, FA results showed escape maintained, student can communicate with some picture exchange

Why are we using it?
To reduce SIB and increase asking for a break
Reducing SIB is important for students health and future settings

Who is doing it?
Teachers, paras, SLP, parent, sister
Everyone who places demands on student

When do we implement it?
Start in mass trial for training at beginning of day, then in typical demand situations
First to teach procedure (access reinforcement) then to promote generalization

Where does the intervention occur?
At work table, desk, group table, dinner table
All areas student has demonstrated SIB from FBA

Obstacles
• Knowledge & skills
• Efficacy
• Systematic support
• Philosophical differences
• Resources
  • Time
  • Materials
  • Staff: Student Ratio

Example
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>References</th>
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<tbody>
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Contextual Fit
• The degree to which the BIP matches the characteristics and resources of the individuals who will be carrying it out.

  • Considerations
    • Time and resources
    • Finances
    • Skills
    • Facility
    • Attitudes and beliefs

Pre-Mortem
• An attempt to plan for solutions to problems prior to implementation

  • Application
    • Gather all important people
    • Imagine the plan has not worked
    • Two minutes
    • Write down all the reasons the plan failed
    • Ask for one item from each person and begin catalog
    • Come up with one thing that could help the project

Common Trainings
• Dissemination and lectures
• Rely on a train and hope method, where trainers expect automatic generalization of skills from large group trainings to the classroom
• Focus is typically on content knowledge instead of data collection, managing staff, or behavior management
• Large workshops without following-up within the classrooms
• School systems are continuing to waste millions of dollars on ineffective staff developments
Literature on Teacher Training

- Disagreement on what defines quality professional development
- Yoon et al. (2007) study
  - Funded by USDOE
  - Purpose to identify teacher-training components that lead to positive student outcomes
  - Out of over 1300 studies initially identified only nine evaluated teacher training on teaching academic content meeting their standards
  - Positive effects were tied to
    - Minimum of 15 hours
    - Some sort of follow-up in the classroom

Performance Feedback

- Outside professionals and Implementation Science
- Best way to evaluate variables leading to implementation is through direct observation
- Feedback provided to evaluator (trainer) and implementer
- Performance feedback leads to:
  - Adoption
  - Acquisition
  - Implementation
  - Maintenance
  - Adoption of practice
  - Improved student outcomes

Performance Feedback

Antecedent → Behavior → Consequence

BST Literature

- The term behavioral skills training was originally coined in 2004 (Sarakoff & Sturmey, 2004)
- BST has been used to train:
  - Teachers to implement discrete-trial teaching (Sarakoff & Sturmey, 2004)
  - Parents to implement discrete-trial teaching (Ward-Horner & Sturmey, 2008)
  - Undergraduate students to conduct functional analyses (Iwata et al., 2000)
  - Children on safety skills (e.g., Miltenberger et al., 2004)

Behavioral Skills Training (BST)

1. Specify Expected Behaviors
2. Provide Written Instructions
3. Describe Procedures
4. Model Procedures
5. Role-Play with Feedback
6. Implementation with Feedback

I. Specify Expected Behaviors

- What are the staff expected to do?
  - Discrete skills
  - Chained skills
  - Core components
    - Intervention Plan
  - Related skills
    - Data collection
    - Graphing
    - Decision making
    - Physical management
2. Provide Written Instructions

- Write procedures for implementing skills in detail
- Consider level of comprehension
- Allow trainee to review prior to training
- Current BIP Template
- Technological
- May need to task analyze
  - Skill broken down into parts
  - Can be used for procedural fidelity

3. Description of Procedures

- Build rationale and rapport
- Use the written instructions as a guide
- Provide a description of what is expected
- Encourage questions, but continue moving through procedures

Written Instructions

- For each task direction use three-step guided compliance:
  - STEP 1: Provide verbal prompt (e.g., “Stand Up”) and wait 5 seconds
    - If he responds correctly, deliver praise
  - STEP 2: If he responds incorrectly or does not respond, deliver a model prompt (e.g., model standing up) and wait 5 seconds
    - If he responds correctly, deliver praise
  - STEP 3: If he responds incorrectly or does not respond, physically guide student to complete the direction (e.g., physically guide student to stand)
    - If problem behavior occurs at any time, block and continue with prompting. Do not reprimand or talk to him about his problem behavior.

Staff Perceived Barriers

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Can we change it</th>
<th>Immediate Solutions</th>
<th>Long Term Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My paraprofessional won't want to do this</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have too many students in our classroom to provide individual prompts</td>
<td></td>
<td></td>
<td></td>
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</table>
5. Model Procedures

- Type of model
  - Live
  - Video
- Trainee should have copy of written procedures
- Two people is desirable
- Narrate procedures
- Scaffold in scenarios (e.g., with and without problem behavior)
- Encourage questions

Model Procedures

- For each task direction use three-step guided compliance:
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- If problem behavior occurs at any time, block and continue with prompting. Do not reprimand or talk to him about his problem behavior.

5. Role-Play with Feedback

- Pair up or work directly with trainee
- Give scenarios (e.g., with and without problem behavior)
- Provide immediate feedback
- Scaffold multiple components
- Encourage questions
- Continue until pre-determined criteria

Role-Play with Feedback

- For each task direction use three-step guided compliance:
  - **STEP 1**: Provide verbal prompt (e.g., “Stand Up”) and wait 5 seconds
    - If he responds correctly, deliver praise
  - **STEP 2**: If he responds incorrectly or does not respond, deliver a model prompt (e.g., model standing up) and wait 5 seconds
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- If problem behavior occurs at any time, block and continue with prompting. Do not reprimand or talk to him about his problem behavior.

6. Implementation with Feedback

- Observe staff implementing skills learned
- Provide feedback
  - Immediate versus delayed
  - Verbal versus written
- Provide ongoing training using necessary components of BST
  - Discussion
  - Modeling
  - Role-play
  - Procedural Fidelity

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<th>Immediate Solutions</th>
<th>Long Term Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My paraprofessional won’t want to do this</td>
<td>Yes</td>
<td>Provide training, rationale, troubleshoot together</td>
<td></td>
</tr>
<tr>
<td>We have too many students in our classroom to provide individual prompts</td>
<td>Cannot change # of students. Can change environmental arrangement</td>
<td>Set up schedule with responsibilities. Don’t provide demands when you cannot follow through</td>
<td></td>
</tr>
</tbody>
</table>
**BST Application - Prior to Training**

- Prior to meeting with staff
  - Specify expected behaviors
- Create written description
- Send to trainees to review
- Create training checklist

**BST Application - Training Days 1-2**

- **Discussion (30-45 minutes)**
  - Review training checklist
  - Review written procedures
  - Provide rationales
- **Practice (1-2 hours)**
  - Model procedures
  - Role-play with feedback
- **Implementation (2-3 hours)**
  - Demonstrate procedures
  - Staff implement with feedback
  - Complete training checklist

**BST Application - Follow-up Training**

- **Daily**
  - Data monitoring
  - Troubleshooting over e-mail/phone
  - Weekly/Bi-weekly
    - Observe
    - Document observed procedures
    - Document training provided

**Daily Data Monitoring**

- **Sample Daily Data Form**
  - Description
  - Date
  - Time
  - Notes
  - Total duration
  - Feedback

**Evaluating Training**

- **Tests/Quizzes**
- **Definitions**
- **Intervention components**
- **Data collection**
Evaluating Training

- Tests/Quizzes
  - Definitions
  - Intervention components
  - Data collection
- Observation
  - Training Checklist
  - Follow-up

Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Key Behavior</th>
<th>Description</th>
<th>KBD</th>
<th>Feedback</th>
<th>Total Correct</th>
<th>Percent Correct</th>
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<tbody>
<tr>
<td>A</td>
<td>Initial</td>
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<td>B</td>
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<tr>
<td>E</td>
<td>Interobserver Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Procedural Fidelity</td>
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</tr>
</tbody>
</table>
Procedural Fidelity Checklist

Procedural Fidelity Check – Google Forms

Google Forms

Step 1: Tell
- Provide verbal prompt
- Wait 5 seconds
- Correct response, provide praise
- Insufficient or no response, move to step 2

Google Forms

Step 2: Show
- Provide model or gestural prompt
- Wait 5 seconds
- Correct response, provide praise
- Insufficient or no response, move to step 3

Google Forms

Step 3: Do
- Physically guide individual to complete task

Data Summary

Procedural Fidelity - 3 Step Guided Compliance (Response)

 Observer: 

 Trainer: 

 Data Summary: 

Never submit passwords through Google Forms.
Questions?

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ksmith@compbehavior.com