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

<table>
<thead>
<tr>
<th>Old View</th>
<th>New View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior occurs as a result of individual characteristics.</td>
<td>Behavior is learned through operant conditioning and is influenced by environmental factors.</td>
</tr>
<tr>
<td>Variables cannot be reliably measured or manipulated.</td>
<td>Variables CAN be reliably measured and manipulated.</td>
</tr>
</tbody>
</table>

Building Rapport

- It's nice to meet you. Tell me your name.
- I HAVE JUST WHAT YOU NEED!!!
**Example**

<table>
<thead>
<tr>
<th>What strategy are we using?</th>
<th>Functional Communication Training</th>
<th>Research based, FA results showed be escape maintained, student can communicate with some picture exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are we using it?</td>
<td>To reduce SIB and increase asking for a break</td>
<td>Reducing SIB is important for students health and future settings</td>
</tr>
<tr>
<td>Who is doing it?</td>
<td>Teachers, parapro, SLP, parent, sister</td>
<td>Everyone who places demands on student</td>
</tr>
<tr>
<td>When do we implement it?</td>
<td>Start in mass trial for training at beginning of day, then in typical demand situations</td>
<td>First to teach procedure (access reinforcement) then to promote generalization</td>
</tr>
<tr>
<td>Where does the intervention occur?</td>
<td>At work table, desk, group table, dinner table</td>
<td>All areas student has demonstrated SIB from FBA</td>
</tr>
</tbody>
</table>

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

**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

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.

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

Description of Procedures

- For each task direction use three-step guided compliance:
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Staff Perceived Barriers

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<th>Can we change it</th>
<th>Immediate Solutions</th>
<th>Long Term Solutions</th>
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<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>
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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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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 predetermined criteria

**Role-Play with Feedback**

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<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</td>
<td>Set up schedule with responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Don’t provide demands when you cannot follow through</td>
</tr>
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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
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

Daily Data Monitoring

Evaluating Training

• Tests/Quizzes
  • Definitions
  • Intervention components
  • Data collection
Tests

3-Step Guided Compliance Pre-/Post-Test

Name:

When should a 3-step guided compliance be used? (a)
- To improve
- When any demands are present
- For reteaching only
- For the pupil to make a choice

What is the first step of 3-step guided compliance? (b)
- Initial Prompt
- Visual Prompt
- Natural Prompt

Evaluating Training

- Tests/Quizzes
  - Definitions
  - Intervention components
  - Data collection
- Observation
  - Training Checklist
    - Initial training
    - Follow-up
  - Interobserver Agreement
  - Procedural Fidelity

Training Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Trainer</th>
<th>Training Area</th>
<th>Training Component</th>
<th>Self/Other Info</th>
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Procedural Fidelity Checklist

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Procedural Fidelity Checklist

Google Forms

Step 1: Tell

- Provide verbal prompt
- Wait 5 seconds
- Correct response
- Insufficient or no response, move to step 2

Step 2: Show

- Provide model or gestural prompt
- Wait 5 seconds
- Correct response
- Insufficient or no response, move to step 3

Step 3: Do

- Physically guide individual to complete task

Data Summary
Questions?

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