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This webinar, "Addressing Challenging Behaviors Ethically in Schools- Module 2: Must-have Skills (and Understanding) for School-based BCBAs and Other Service Providers," was funded in its entirety by the Special Learning Global Solutions of Palo Alto, CA, EduTech and Content Development Company for video-based and curriculum trainings
This self-study online course was written by Dr. Ronnie Detrich. Funding to develop and deliver this course was provided by Special Learning Global Solutions.

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Learning Objectives & Outcomes

- Discriminate between General Education and Special Education definition of academic achievement.
- Identify the culture, norms, and attitudes of General Education and Special Education.
- List the constraints in working with educators in the school system when providing ABA services
- Identify ethical considerations when providing ABA services for students with problematic behaviors (i.e. availability of fiscal resources, personnel etc.)
- Describe the difference behavioral interventions and environmental constraints when providing behavioral services in non-school-based (i.e. center and home) settings.
- Describe a systematic approach, that can be realistically implemented in schools, from inception of an FBA to developing a Behavior Intervention Plan that maintains the integrity of the program.

Subject Matter Expert

Ronnie Detrich, Ph.D., has been providing behavior analytic services for over 50 years. His work can be characterized as thorough-going behavior analysis drawing from the conceptual, experimental, and applied branches of our discipline.

From 1970-1977, he worked at a pioneering Family Service Agency in Flint, Michigan, providing behavior analytic services for anyone requesting help. Later, he developed and was the director of a state-wide educational and residential program for school-aged children with autism in South Dakota. In the 1980s, Ronnie was the director of a residential program based on the Teaching Family Model for adjudicated juvenile offenders in West Virginia. From 1986-2004, he was the clinical director for a large non-public school in the San Francisco Bay Area serving children with intellectual disabilities and serious behavior challenges. In addition, he also co-directed a public-school consultation project supporting students with academic and behavioral challenges. From 2004-2018, Ronnie was a Senior Fellow at the Wing Institute, an education policy think tank that focuses on the implementation of evidence-based practices in public schools. Currently, he is the proprietor of Detrich and Associates, a consulting project based in Logan, Utah. He also holds an appointment as adjunct faculty at Utah State University.

In recent years, Ronnie's work has focused on the challenges of achieving adequate levels of treatment integrity in large systems, the role of the evidence-based practice movement in behavior analysis, and the large-scale implementation of effective practices in public schools. He is a trustee of the Cambridge Center for Behavioral Studies and is on the editorial boards of Perspectives in Behavior Science and Exceptional Children. He serves as an Associate Editor for the Journal of Positive Behavior Intervention. Ronnie has also served on the editorial board of Behavior Analysis in Practice and was the Coordinator of ABAI's Practice Board.

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Subject Matter Expert

Dr. Shawn Kenyon, BCBA-D has been in the fields of Applied Behavior Analysis and Special Education since 1995. Throughout his career he has been a Program and Clinical Director in private schools as well as public schools and non-public special education schools in Massachusetts and California while also working and consulting nationally across several states and internationally in Brazil. In his current position, he directs behavioral services in the special education department for a large public school district in southern California.

Dr. Kenyon is the founder and owner of a small behavioral consulting company, also located in southern California. He has been an instructor in the graduate program in Applied Behavior Analysis at Northeastern University, located in Boston MA., since 2007. Dr. Kenyon has also held faculty positions at Simmons University and Endicott College, both also located in Massachusetts and he currently serves as a reviewer for the journal *Behavior Analysis in Practice*.

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Subject Matter Expert

Jennifer is a dually credentialed professional, licensed and certified as a Speech Language Pathologist and Behavior Analyst (BCBA). She possesses expertise and advanced skills in teaching language to children on the autism spectrum. She has helped clients across the life span from Early Intervention, Preschool through School in both home and center-based settings. Over the past 10 years, she has successfully integrated strategies and techniques from both disciplines to help individuals with autism and their educational teams generate better student outcomes.

Jennifer conducts training for a variety of audiences including educators, related service providers, administrators, parents, para-professionals and undergraduate/graduate students across disciplines. She also serves as an adjunct faculty member at the University of New York at Buffalo, where she was formerly a part time graduate clinical supervisor.

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Great many constraints

- Lack of resources
  - Time, money, space
  - Staff with limited training and experience
- Mandate to serve all students, regardless of need
- Factors outside of school which may influence student's behavior in school
  - Home life
    - Food insecurity, abuse, parental substance abuse issues, parental mental health challenges
  - Health considerations
    - Diabetes, seasonal allergies and asthma, dental problems, chronic ear infections, etc.
    - Co-morbid conditions such as ADHD, trauma, depression, etc.
    - Medications

Context for Working in Schools:
Multi-disciplinary Team Members

Teacher/Educator

Para-professional

Principal

Central Office Administration

School Psychologist

Speech Language Pathologist

Occupational Therapist

Physical Therapist

Nurse

Nature of schools is multi-disciplinary

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Roadmap to Getting Buy-in

District Level Culture
- The goal at this level is to gain "buy-in" from Superintendents and Executive Directors via presentations and trainings

Special Education Department Culture
- The goal at this level is to gain "buy-in" from Program Directors, Coordinators and Program Specialists via meetings, presentations and trainings

School Site Culture
- The goal at this level is to gain "buy-in" from Principals via meetings, presentations and trainings

Classroom Culture
- The goal at this level is to gain "buy-in" from Teachers and Aids via meetings, presentations, trainings and modeling intervention

Don't preach about it, don't tell them about it.... **show them how it (analysis of behavior) can work to help them:**
- **Take away pain**
- **Save Money**

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Coordinating Goals and Agenda

Stakeholder	Goal for Service	Measure (Relevant DATA)
Administrative leader	Reduce complaints	Count number of complaints and source.
School Psychologist	Reduce case management responsibilities	Count time allocated to specific student.
Speech Language Pathologist	Behavior support so can provide service	Minutes of service delivered per session without interruption because of behavior.
Building Principal	Reduce complaints	Count number of complaints
Classroom Teacher	Decrease problem behavior without disrupting routines	Collect data-based evidence that behavior change has occurred. Social validity data that intervention not intrusive.
Para-professional	Change in student behavior without increased workload	Collect data-based evidence that demonstrates behavior change has occurred. Social validity data that intervention not intrusive.

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Social Influence/Collaboration

In most schools someone other than the behavior analyst is responsible for implementation.

- Gaining buy-in through collaboration/social influence is essential.
  - Necessary to incorporate what we know about adult learning.
- Buy-in is a measure of successful collaboration/social influence.
- Partnership is a basis for successful collaboration.
- Partnership is based on trust. There is no reason teacher or other professionals should automatically trust the behavior analyst (at the outset).
  - They don't know us.
  - Our reputation precedes us.

Intervention must be a good contextual fit.

- Contextual fit = Is it consistent with the norms, values, routines of the classroom?
- Will this intervention work in the setting with the level of available resources?
- What is the level of resistance from those responsible for implementing the intervention?

How do we achieve contextual fit?

5-Minute Break

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Increasing Contextual Fit

THE JOURNAL OF SPECIAL EDUCATION VOL. 40/NO. 3/2006/PP. 160–170

Effects of Behavior Support Team Composition on the Technical Adequacy and Contextual Fit of Behavior Support Plans

Leah Benazzi, Robert H. Horner, and Roland H. Good

University of Oregon

(Relevant Ethics Code Section: 4.07
Environmental Conditions that Interfere with Implementation)

Assessed technical adequacy of behavior support plans and contextual fit when plans were developed by (1) teams with no behavior specialist (2) teams with behavior specialist (3) behavior specialist alone.

- **Technical adequacy** rated highest when plans were developed by behavior specialist alone or by teams with input from a behavior specialist.
- **Contextual fit** rated high when teams without behavior specialist or teams with behavior specialists developed the plan.
- Plans developed by teams without behavior specialists or teams that included a specialist were preferred for implementation.

Take home message: it is necessary to work with other disciplines to develop plans that have best technical adequacy, contextual fit, and are most likely to be implemented.

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Using Implementation Planning To Increase Teachers' Adherence And Quality To Behavior Support Plans

Sanetti, Collier-Meek, Long, Kim, & Kractochwill, 2014

(1) Implementation Planning	(2) Developing a Barriers Coping Plan
▪ List all steps of the intervention in behaviorally specific terms. ▪ Explicitly discuss if modifications are needed to increase contextual fit. Logistical planning for each step: 1. When will you implement each step? 2. How often will you implement each step? 3. For how long? 4. Where will you implement each step? 5. What resources do you need and do you have them? 6. Who is responsible for acquiring resources? 7. When will the resources be obtained?	▪ After planning completed, develop coping plan: 1. Consultee identifies up to four barriers to implementation of intervention. 2. Consultee and behavior specialist develop coping plans. How will intervention be maintained if barriers are encountered.

Importance of Language to Communicating Effectively

Power of Language: *Where's the Evidence?*

Behav Analysis Practice (2017) 10:97–106
DOI 10.1007/s40617-016-0161-9

A | B | A | I CrossMark
Association for Behavior Analysis International

RESEARCH ARTICLE

Normative Emotional Responses to Behavior Analysis Jargon or How Not to Use Words to Win Friends and Influence People

Thomas S. Critchfield[1] · Karla J. Doepke[1] · L. Kimberly Epting[2] · Amel Be...
Derek D. Reed[3] · Daniel M. Fienup[4] · Jamie L. Kremsreiter[5] · Cheryl L. Ec...

- 1:15 Ratio strongly positive: strongly negative
- 60% Behavior analytic terms rated unpleasant
- 28% Rated as strongly motivating
- Taken together suggests many may be motivated to avoid us (escape avoidance)

Words Matter! Behavioral Jargon May Impede Dissemination

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Transforming Language

Positive Reinforcement

(ABA term)

Praise

(informal operational definition)

Acknowledgement

(commonly terminology used in most schools and in many societies)
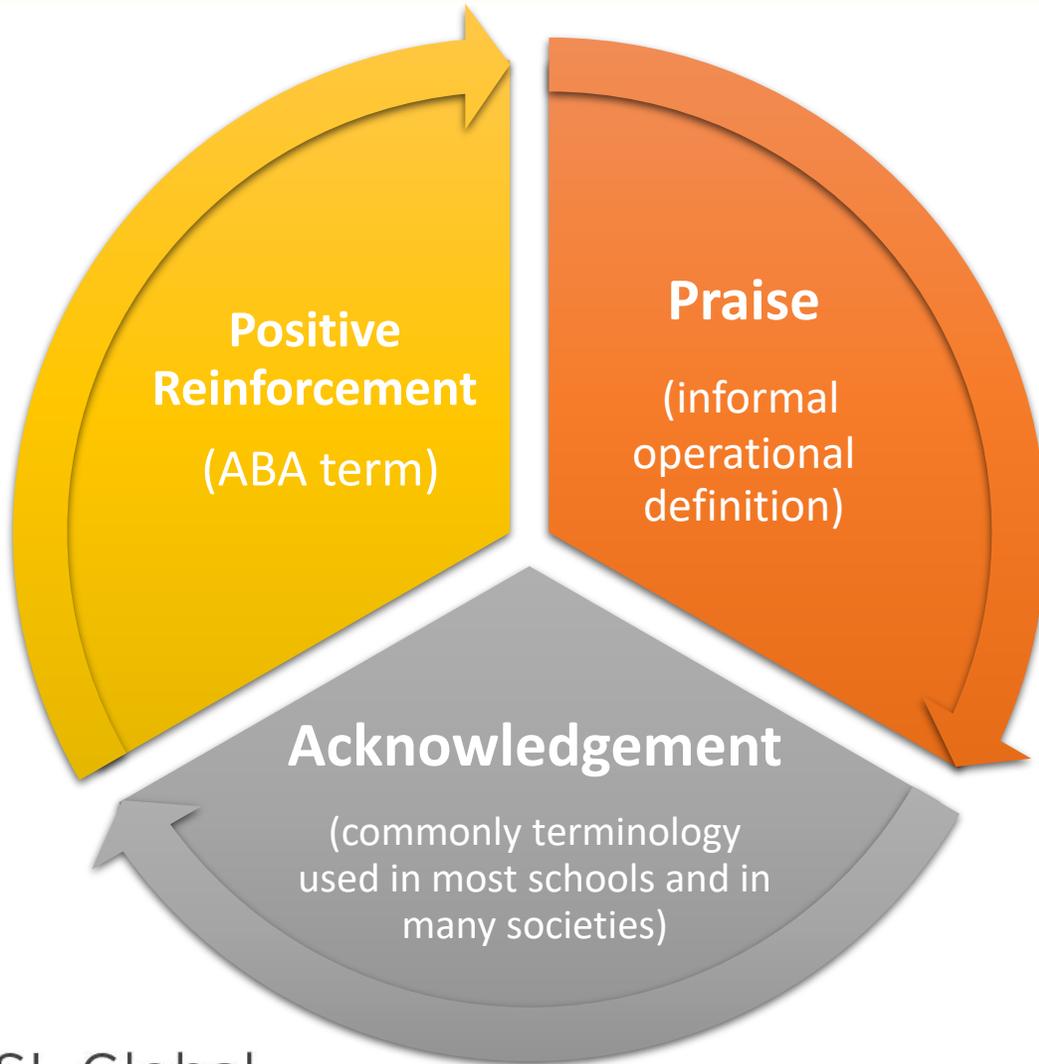
Will recommending the use of the word "acknowledgment" result in greater reinforcement for students than recommending "positive reinforcement?"

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Relevant Ethical Standard

**ETHICAL CODE 1.5 (B) PROFESSIONAL AND SCIENTIFIC RELATIONSHIPS**

When Behavior Analysts provide behavior-analytic services, they use language that is fully understandable to the recipient of those services while remaining conceptually systematic with the profession of behavior analysis. They provide appropriate information prior to service delivery about the nature of such services and appropriate information later about results and conclusions.

Measuring Success

Schools are concerned with general outcome measures:

- Academic achievement
- Graduation rates
- Bullying (aggression towards others, verbal aggression)
- Substance abuse
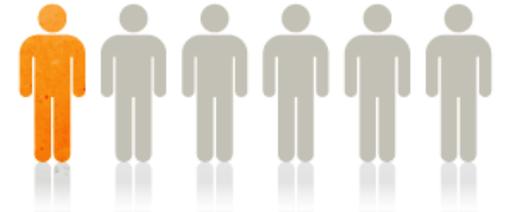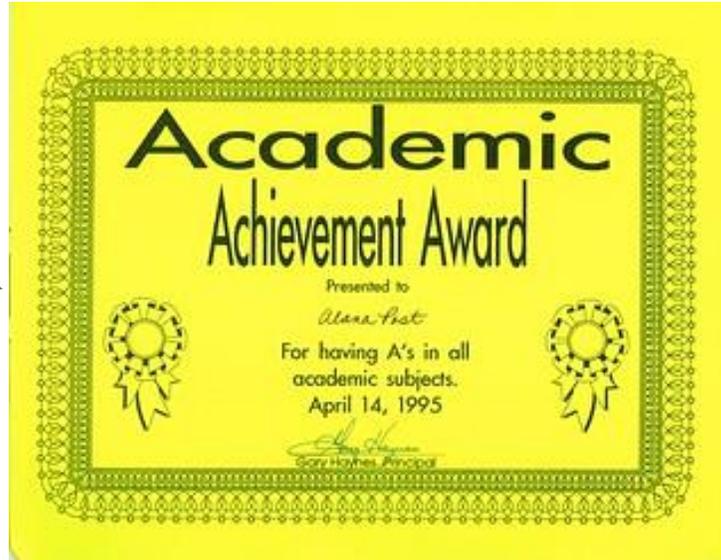
Bullying- Operational Definition

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious lasting problems.

From: Stopbullying.gov

Behavior Analysts' Definition of Bullying

- **Definition 1:** An instance of verbal or physical aggression that results in an injury to another individual (emotional or physical)

- **Definition 2:** Any instance in which student engages in a challenging behavior that is directed toward another student. Reported and observed examples of this behavior may include physical aggression such as pushing, punching, kicking or verbal aggression such as intimidating, teasing and/or name calling (with and without profanity) and/or making threats to do physical harm to a peer.

- **Definition 3:** Any occurrence or attempt to use verbal aggression, physical aggression, derogatory statements, threatening posture or statements towards another individual or individuals. This definition includes engaging in said behaviors in the natural environment and/or on social networking/digital platforms

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The curriculum-based measure of words read correctly per minute is <u>highly correlated</u> with both decoding skills and reading comprehension.

- Reading at grade level predicts higher probability of graduating from high school.
- Graduation can predict number of socially important outcomes
  - Less likely to be incarcerated
  - Less likely to live in poverty
  - Better health

As of yet, we do not have good evidence of the relationship between our discrete measures of social behavior and more general outcome measures.

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# Foundation in Behavior Analysis

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Principles of Behavior

What we know:

- Behavior is a function of consequences mediated by the environment.
    - In schools most of the consequences are mediated by social environment.
    - Functions of behavior:
        - gain attention (adults or peers);
        - gain access to preferred objects or activities,
        - escape from demands or social interaction;
        - gain or escape sensory stimulation
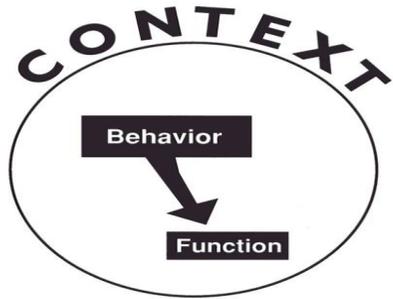
- Context can function to increase or decrease motivation to behave in a particular way.

How would you explain this to someone unfamiliar with ABA?

A Pragmatic Perspective

Pragmatics: Language

The area of pragmatics is one of 5 language domains in ASHA's description of language defined as:
the rules associated with the use of language in conversation and broader social situations.

	Listening	Speaking	Reading	Writing
Pragmatics (includes discourse)	understanding of the social aspects of spoken language, including conversational exchanges	social use of spoken language, including production of cohesive and relevant messages during conversations	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, intended message, etc.

Pillars of successful communication in collaboration

Pragmatic Efforts to Build Trust

Observing in someone's classroom is intrusive

Do not surprise the teacher

Keep commitments

Immediately after observation, **express appreciation** for the time and leave a note with feedback.

Meet with teacher to review data and discuss what it means.
- Avoid telling
- **discuss together.**

If asking teacher to collect data **keep the response effort as low** as possible.

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Pragmatic Strategies for Data Collection

If teacher is to collect data, identify a high-risk time.

- **Recording period should be brief (10-15 minutes).**
    - Avoid interval recording.
    - Simple frequency counts are usually easiest

- **Consider using Direct Behavior Rating Scales**
    - Reasonable correlation between teacher rating and direct observation (.5-.7).
    - Rating over relatively brief period of time (15-30 minutes).
        - There can be multiple ratings across the day.
    - Ratings more reliable for specific behavior than overall rating of behavior.
    - Range on ratings should be broad enough to be sensitive to variability (e.g. 1-10)
        - 1-4 not sufficiently sensitive.

Pragmatic Strategies for Data Collection

Direct Behavior Rating Chart

Behavior

	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

Unacceptable

Excellent

Date:

Rating Period

Activity:

Rater:

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Putting it all Together

1. Determine who stakeholders are and their agenda.

2. Identify those responsible for implementation.

3. Develop assessment and intervention plans in partnership with those responsible for implementation.

4. Write assessment and intervention plans using language that is accessible to those responsible for implementation.

5. Use least intrusive assessment to determine function of behavior.

6. Assure that those responsible for implementation have the necessary resources and skills to implement. Develop training plan if necessary.

7. Establish measurement system and who will collect data.

7. Pilot intervention by implementing in high risk setting for brief periods. If implementation uncovers barriers, address those barriers before expanding the intervention.

8. If intervention is successful expand to another relevant context.

9. Maintain close contact with implementers to celebrate successes and early identification of problems either with implementation or lack of responsiveness to intervention.

10. Multiple iterations until data-based demonstration of success.

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Thank you for attending Special Learning's

Addressing Challenging Behaviors Ethically in Schools Series:
Module 2- Must-have Skills (and Understanding) for School-based BCBAs and Other Service Providers

Next Session in the in Series:

Module 3: Assessing Problem Behaviors in Schools and Developing a BIP Implementation Team
(LIVE May 13, 2020)

Thank you to the wonderful Special Learning team members without whom our experience would be greatly diminished (or just plain disorganized!)

- *Jennifer Rumfola, CCC-SLP, BCBA, LBA (ACE Coordinator and Moderator)*
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- *Michelle Capulong (Client Support Manager)*
- *Pia Agsao (Client Support)*
- *Sasho Gachev (Creative Director)*

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