Georgia Association for Positive Behavior Support
Conference

Training Implementation of Behavior Intervention Plans using Behavioral Skills Training

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Slide 1

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Training Implementation of Behavior Intervention Plans using Behavioral Skills Training

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Slide 2

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Agenda

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

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Problem Behavior

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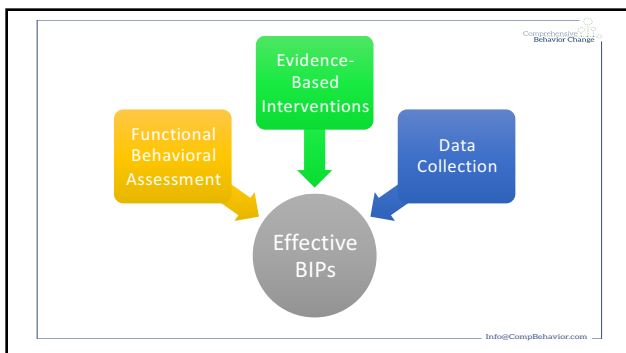 - Family

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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

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Functional Behavioral Assessment

Evidence-Based Interventions

Data Collection

Effective BIPs

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3 Primary Components- BIP

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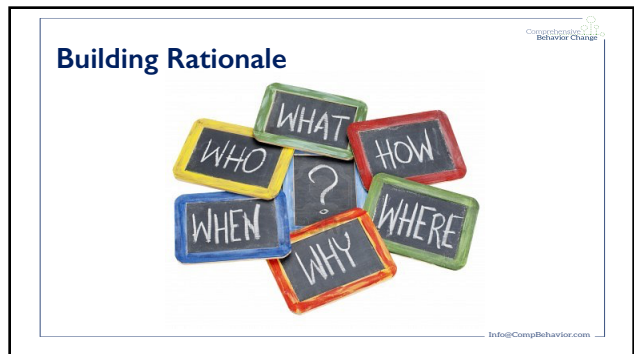 - Procedures
  - Plan for Thinning/Fading

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The Perfect Plan

Obstacles

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

Philosophical Differences

| Old View | Behavior occurs as a result of individual characteristics | New View | Behavior is learned through operant conditioning and occurs because of environmental factors |
| Old View | Variables cannot be reliably measured or manipulated | New View | 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
WHO
HOW
WHEN
WHY
WHERE
?

Example

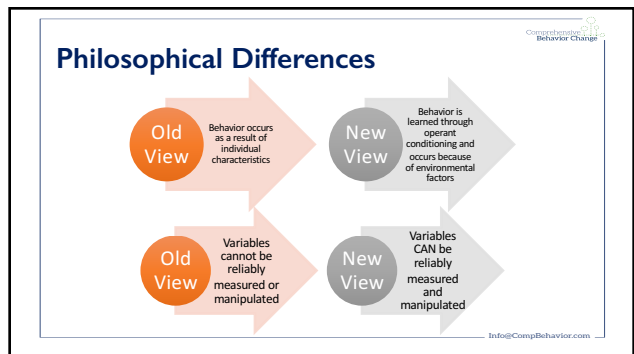| Question	Answer	Rationale
What strategy are we using?	Functional Communication Training	Research based, FA results showed bx escape maintained, student can communicate with some picture exchange
Why are we using it?	To reduce SIB and increase asking for a break	Reducing SIB is important for students health and future settings
Who is doing it?	Teachers, parapros, 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

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Obstacles

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

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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

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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

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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

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Common Trainings

Antecedent → Behavior → Consequence

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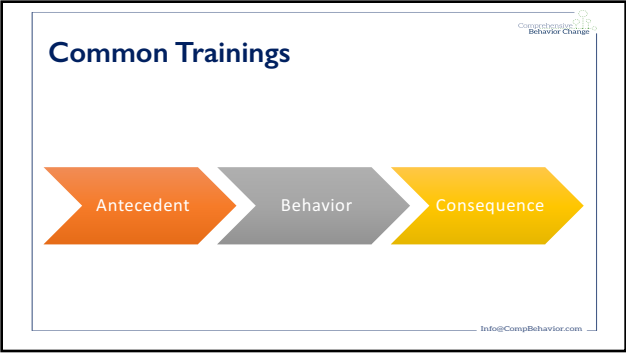
Literature on Teacher Training

- 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

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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

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Performance Feedback

Antecedent → Behavior → Consequence

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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)

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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

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1. 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

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2. Provide Written Instructions

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- 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

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Written Instructions

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- 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.

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3. Description of Procedures

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- 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

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Description of Procedures

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- For each task direction use three-step guided compliance:
- **STEP 1**: Provide verbal prompt (e.g., "Stand Up") and wait 5 seconds
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Staff Perceived Barriers

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Barriers	Can we change it	Immediate Solutions	Long Term Solutions

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Staff Perceived Barriers

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Barriers	Can we change it	Immediate Solutions	Long Term Solutions
My paraprofessional won't want to do this			
We have too many students in our classroom to provide individual prompts			

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5. Model Procedures

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- 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

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Model Procedures

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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.

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5. Role-Play with Feedback

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- 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

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Role-Play with Feedback

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- 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.

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Staff Perceived Barriers

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Barriers	Can we change it	Immediate Solutions	Long Term Solutions
My paraprofessional won't want to do this	Yes	Provide training, rationale, troubleshoot together	
We have too many students in our classroom to provide individual prompts	Cannot change # of students. Can change environmental arrangement	Set up schedule with responsibilities. Don't provide demands when you cannot follow through.	

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6. Implementation with Feedback

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- 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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BST Application- Prior to Training

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

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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

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BST Application- Follow-up Training

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

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Daily Data Monitoring

Sample Daily Data Form

Enter the daily data each day in the following form.

* Required

Date *
Date
mm/dd/yyyy

Start Time *
Time
:   AM ▾

End Time *
Time
:   AM ▾

Total Duration at School (Rounded to nearest quarter hour) *
Your answer

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Daily Data Monitoring

For each behavior below type in the total number that occurred for the day:

Aggression *
Your answer

Spitting *
Your answer

Property Destruction *
Your answer

Self-Injury *
Your answer

# of Independent FCRs *
Your answer

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Evaluating Training

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

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Slide 1 — Tests

3-Step Guided Compliance Pre-/Post-Test

* Required

Name *

Your answer

When should 3-step guided compliance be used? *
- At lunch only
- When any demands are presented
- For worksheets only
- When the student needs a break

What is the first step of 3-step guided compliance? *
- Verbal Prompt
- Model Prompt
- Physical Prompt

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Slide 2 — Tests

How long should you wait if the student doesn't respond correctly to the prompt? *
- 30 seconds
- 5 seconds
- 1 minute
- It depends on what the task is

What should you do if problem behavior occurs? *
- Tell the student to stop and then continue prompting
- Compliment another student on their appropriate behavior
- Block and continue prompting
- Stop and wait until the student stops engaging in problem behavior

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Slide 3 — Evaluating Training

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

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Slide 4 — Training Checklist

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Trainee_____ Date_____

✓	Date	Trainer Initials		Training Area	Training Components	Individual Items	
			A	Definitions	Discussion	☐ Aggression ☐ Property Destruction	☐ Elopement ☐ FCRs
			B	Data Collection	Discussion Model Practice	☐ Protocol Information ☐ Prompt Level	☐ Event Recording ☐ Summary
			C	Extinction from Attention	Discussion	☐ Aggression ☐ Property Destruction ☐ Elopement	
			D	3-Step Guided Compliance	Discussion Model Practice	☐ Without problem behavior	☐ With Problem Behavior

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Slide 5 — Evaluating Training

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

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Slide 6 — Procedural Fidelity Checklist

Procedural Fidelity Checklist
Three Step Guided Compliance

Date										
Time Start/End										
Observer Initials										
Trainee Initials										

Step 1: Tell
Provide verbal prompt	+ –	+ –	+ –	+ –	+ –	+ –	+ –	+ –	+ –
Wait 5 seconds	+ –	+ –	+ –	+ –	+ –	+ –	+ –	+ –	+ –
• Correct response, provide praise • Incorrect or no response, move to step 2	+ –	+ –	+ –	+ –	+ –	+ –	+ –	+ –	+ –

Step 2: Show
Provide model or gestural prompt	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A
Wait 5 seconds	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A
• Correct response, provide praise • Incorrect or no response, move to step 3	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A	+ – N/A

Step 3: Do
| Physically guide individual to complete task | + –
N/A | + –
N/A | + –
N/A | + –
N/A | + –
N/A | + –
N/A | + –
N/A | + –
N/A | + –
N/A |

Total Correct (number of + 's)									
Possible (sum of + 's and – 's)									
Percent correct (total correct/possible X 100)									

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Procedural Fidelity Checklist

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Date				
Time Start/End				
Observer Initials				
Observed Initials				
High Probability Request Sequence				
Two high-probability requests delivered prior to interruption request				
Praise provided contingent on compliance to high-p requests				
Two consecutive high- p requests complied with before request to interrupt activity				
Functional Communication Training				
"2 more minutes" card available				
Waits 5 s after delivering interrupt request				
• Praise provided for compliance				
• Break granted for card exchange				
• Prompt card exchange for				

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Procedural Fidelity Check – Google Forms

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Procedural Fidelity- 3 Step Guided Compliance

* Required

Observer *
Choose ▾

Trainee
Your answer

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Google Forms

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Step 1: Tell *

	+	-	N/A
Provide verbal prompt	○	○	○
Wait 5 seconds	○	○	○
Correct response, provide praise	○	○	○
Incorrect or no response, move to step 2	○	○	○

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Step 2: Show *

	+	-	N/A
Provide model or gestural prompt	○	○	○
Wait 5 seconds	○	○	○
Correct response, provide praise	○	○	○
Incorrect or no response, move to step 3	○	○	○

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Step 3: Do *

	+	-	N/A
Physically guide individual to complete task	○	○	○

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Data Summary

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Procedural Fidelity- 3 Step Guided Compliance (Responses)

File Edit View Insert Format Data Tools Form Add-ons Help   All changes saved in Drive

	A	B	C	D	E	F	G	H
1	Timestamp	Step 1: Tell [Provide verbal prompt]	Step 1: Tell [Wait 5 seconds]	Step 1: Tell [Correct response, provide praise]	Step 1: Tell [Incorrect or no response, move to step 2]	Step 2: Show [Provide model or gestural prompt]	Step 2: Show [Wait 5 seconds]	Step 2: Show [Correct response, provide praise]
2	11/28/2016 0:14:21	+	+	-	-	+	+	+

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Questions?

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