



Special Learning, Inc.

Global Leader in Digital Autism Solutions



MULTIDISCIPLINARY COLLABORATION

Series Module 3: EDUCATORS & ABA

March 21, 2019

Housekeeping

1. Post your questions in the Questions Box. If we have time, one of our moderators will select a few to present to our panelists.
2. If you experience technical issues during the webinar, contact GotoWebinar directly by calling (877) 582-7011.
3. There will be a 5-minute break near the half way point.
4. A recorded version of this webinar will be available for purchase approximately 7 to 10 days after the live event.
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7. If you have any post webinar questions or comments, please send an email to klarsen@special-learning.com.

Objectives

- Identify the role of an Educator in the classroom settings
- Identify the role of a Paraprofessional in the classroom setting
- Identify the role of a Behavior Analyst in the classroom setting
- Describe the history and competencies of both professions
- Identify common terminology used by Educators and BCBA's
- Describe appropriate deficits/behaviors in which referral for BCBA assessment is appropriate
- Identify key opportunities to support Educators in the classroom
- Describe the Positive Behavior Support (PBS)

Ann Beirne, M.A. BCBA



Ann Beirne, M.A. BCBA is a Board Certified Behavior Analyst with over two decades of experience working with individuals with autism spectrum disorder.

She has provided direct services to children and families in home environments, schools, and residential programs. Her work with this population has spanned the lifespan, including toddlers, young children, adolescents and adults with developmental disabilities.

Ms. Beirne is co-author of the textbook *Understanding Ethics in Behavior Analysis: Practical Applications* available from Routledge Publishing in 2019.

Julie Riordan, OTR/L, BCBA



Julie is a dually credentialed Occupational Therapist and Board Certified Behavior Analyst. She started working with children on the autism spectrum in 1994 as a behavior technician. This sparked a passion for working with these amazing kids.

Julie has served as a BCBA and/ or OT in home, center, and community based programs. She has also worked in private schools and consulted in public schools.

She has a unique perspective encompassing her experiences as an OT, BCBA, and parent, and firmly believes in the importance of collaboration with families and multiple disciplines in order to help children achieve their full potential in all areas of their lives.

Last time we discussed...

Collaboration

- Based on assessments, targets from both areas can be part of the comprehensive programming plan
- Use of curriculum programs outlining teaching language skills from a behavioral perspective
- Transfer of current functioning across verbal operants to increase language repertoires and pragmatics
- Clear delineation of where to start (what the child is currently doing) and how to reach the goal by identifying the controlling variables and obstacles to success and analyzing those factors
- Goal creation and selection with clear objective measurement embedded
- Selection of modality and training for adaptive alternative for challenging behavior
- Task analysis of specific developmental behaviors including speech production/apraxia
- Ideas for generalization of specific targets
- Specific interventions: PECS, PRT, Peer mediated intervention, STAR, DTT, token economies, etc.
- Generate developmentally appropriate targets addressed in a manner that ensures spontaneous and flexible performance
- Ensuring the use of developmentally appropriate antecedents and communication expectations

Last time we discussed...

Keys for successful collaboration

- **Build relationships** (*pair with reinforcement*)
 - *Shaping*: acknowledge what is almost going well, may need adjustment
 - Match personality and tone
- **Identify your scope of competence and respect the same for others**
 - No one knows everything, no one knows nothing
- **Choose one goal area and all work together to make contributions**
 - then use this as the template for future targets
- **Listen!**
 - Engage in active listening (repeat what has just been said, ask for clarification)
- **Ask questions!**
 - Arrive at an operational definition (“What does that look like?”)

Collaboration Models & Laws



Models of Collaboration:

Multidisciplinary

- Teams consist of professionals working independently

Interdisciplinary

- Teams work toward a common goal, each professional works within their own area of expertise

Transdisciplinary

Teams work together across disciplines to accomplish goals



IDEA:

In the 2004 authorization, it was noted that issues with implementation included:

Low expectations for student progress

A lack of emphasis on evidence-based teaching methods

IDEA establishes the high expectations that are considered to maximize educational benefit



Recent case law: eliminates
“de minimus standards”

Meeting standards vs managing expectations

All children need services, not only those who will be mainstreamed



FAPE and 504 Services

FAPE

Free Appropriate Public Education

Recent case law establishes “appropriate” as being beyond a de minimis standard

Should be more than “some educational benefit”, must address student’s needs so that the student makes meaningful progress

Section 504

Rehabilitation Act of 1973

Civil rights legislation protecting students from discrimination.

Can provide for services or accommodations for children who do not qualify for an IEP



Case Scenarios (Food for Thought)

- (1) A student is engaging in self-injurious behavior. When asked if a behavior intervention plan is in place, the principal says, “No. Should there be?”
- (2) During classroom observations, the paraprofessional is consistently cleaning the classroom. This occurs several times per day, during each structured activity.
- (3) The school’s child study team meets to discuss a student who has been disruptive in classes. One team member says, “He is so bright he should know better.” Another member says, “We shouldn’t be bribing him. Learning should be its own reward.”

Questions:

Why is this a problem?

How do you turn the situation into opportunities to facilitate collaboration?

Child Find

- IDEA (Individuals with Disabilities Education Act) stipulates that children must be identified and provided services
- At conflict with this is the ***Least Restrictive Environment*** stipulation
Children with identified special needs must be educated with their same-age peers
AND
Must be have access to the general education curriculum to the greatest extent possible

Response to Intervention (General Education)

Tiered framework

- ***Tier 1***

- Core curriculum is designed to prevent future problems. Regular screenings are conducted for those who do not respond to the general curriculum.
- Applied to all children as a school-wide program
- ***Question: Does the student benefit from the general curriculum?***
- Examples:
 - Movement breaks
 - Classroom wide behavioral support
 - Positive Behavioral Intervention and Supports (PBIS)

Response to Intervention (General Education)

Tiered framework

- *Tier 2*

- All at-risk students are identified and provided additional support beyond the standard curriculum
- Children work in small groups and provided with specific modifications (within the context of available resources)
- *Question: With more individualization, does the student benefit more than they would with just the general education curriculum?*
- Examples:
 - Allow student to stand at desk
 - Allow movement
 - “Purple folder”

Response to Intervention (General Education)

Tiered framework

- ***Tier 3***

- More intensive and individualized support
- Possible to implement in the classroom, but logistically difficult
- Stage when IEP or 504 needs are identified
- ***Question: Is the general education curriculum serving this child's educational need?***
- Examples:
 - Evaluation for Individualized Education Plan is considered

Response to Intervention (General Education)

Considerations

- There is an inherent conflict between Response to Intervention and Child Find
- There should be balance between addressing the needs of students with special needs and least restrictive environment
 - Additional considerations:
 - Cultural background
 - Language barriers
 - Socioeconomic status
- Special education services should be focused on sustainability

Response to Intervention

- Because the *Response to Intervention* tiered model involves some levels of intervention, there is some subjectivity to when evaluation or a behavior intervention plan are warranted
- How much individualized instruction is warranted/appropriate before a referral is made?



5-Minute Break

Role of the Teacher

- The teacher is the leader of the educational team.
- There are two primary responsibilities of the classroom teacher
 - *Child Find*
 - *Response to Intervention*
- The teacher is responsible for ensuring that:
 - Children who need special education services have access to the necessary supports
 - Children who do not need special education services are not restricted from access to the general education curriculum

Case Scenario

The school's child study team meets to discuss a student who has been disruptive in classes. One team member says, "He is so bright he should know better." Another member says, "We shouldn't be bribing him. Learning should be its own reward."

- *How would you respond as the Behavior Analyst?*
- *How would you respond as the teacher?*
- *How can you collaborate?*

How did it work out?

Role of the Paraprofessional

- Providing instructional support in small groups and facilitating group activities
- Providing one-on-one instruction
- Meeting with teachers and other team members to share their observations
- Preparation of classroom materials
- Managing safety during activities outside the classroom (transitions, recess, etc.)
- Collecting data, including academic skills as well as behavior
- Implementing behavior management plans
- Providing personal care assistance, including some health and toileting responsibilities

<https://education.ufl.edu/spense/files/2013/05/parasFinal.pdf>

Support for Paraprofessionals

Facilitating activities

- Clear instructions should be provided as to what “facilitation” means

Behavior Intervention Plans

- Must be clearly written
- Realistic in its allocation of resources
- Mindful of both student and staff safety

*Question: Who is the best person to teach paraprofessionals how to **properly** implement BIPs?*

Case Scenario

During classroom observations, the paraprofessional is consistently cleaning the classroom. This occurs several times per day, during each structured activity.

- *How would you respond as the Behavior Analyst?*
- *How would you respond as the teacher?*
- *How can you collaborate?*

How did it work out?

Role of the BCBA or Behavior Intervention Specialist

Typical Structure

- In-district or external consultant
- Often plays the role of a consultant
- Provide services in an as-needed basis (often in firefighting mode)
- Conducts Functional Behavior Assessments (FBA)
- Develops Behavior Intervention Plans (BIP) and data collection systems
- Provides training on how to implement BIPs

Note: Behavioral supports may be needed before a student can benefit from classroom activities

Question: What would a fully integrated program look like? What's the benefit of a closed loop system with appropriate checks, balances and feedback?

Case Scenario

A student is engaging in self-injurious behavior. When asked if a behavior intervention plan is in place, the principal says, “No. Should there be?”

- *How would you respond as the Behavior Analyst?*
- *How would you respond as the teacher?*
- *How can you collaborate?*

How did it work out?

Educators and Behavior Analysts

- Behavior Analysts
 - Creation of behavior plans, use of behavioral technologies
- Educators
 - Address academic skills
 - *This may also include social skills such as collaborating with peers on projects*
 - *Responsibilities also include group management*

There are tremendous opportunities for overlap

Collaboration

On what basis is need determined?

- There are risks associated with making referrals too readily as well as with excessive requests

Who gets access to behavioral consultation services?

- This may not be provided to students who are either advanced or who have more global delays

Response to Intervention vs. barrier to services

- *“student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions”*

<http://www.p12.nysed.gov/specialed/publications/topicalbriefs/BIP.htm>

Positive Behavior Intervention Support (PBIS)

School wide behavioral support system

- Includes a behavior purpose statement
- Identify the behavioral expectations of students
- Structure and predictable routine

Examples

- “School dollars”
- Class Dojo

Positive Behavior Intervention Support (PBIS)

Goals of PBIS:

- Develop social competencies
 - Communication with peers
 - Problem solving in social situations
- Develop emotional competencies
 - Emotional self-awareness
 - Coping skills
- Develop cognitive behavioral competencies
 - Self-monitoring and self-reinforcement
 - Adherence to classroom routines

https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

Keys and Challenges to Collaboration

Keys to Collaboration

- Behavior should be increased and/or decreased in equal measure rather than focusing exclusively on behaviors to be decreased
- Behavior intervention plans can be modified to any learner's needs

Challenges to Collaboration

- Educators are responsible for *all* of the children, there may be competing needs
- Philosophical differences on the use of reinforcement may make collaboration difficult

Behavior Intervention Plan

- A component of an Individualized Education Plan
- A behavior intervention plan is implemented when a student
 - Has persistent behavior problems that interfere with their own learning or the learning of others
 - Exhibits behavior that risk harm or injury to them or to others
 - More restrictive placements are being considered
 - The student has been subject to disciplinary action that may be caused by their disability
 - This is determined by a *manifestation determination*

Behavior Intervention Plan

- *Baseline data*
 - Preferably taken in different setting and activities to provide a standard to measure progress
- *Antecedent strategies*
 - Ways to avoid the problem behavior
- *Alternative behaviors*
 - Ways to prevent the behavior from occurring
- *Consequences for behavior*
 - For both the target behavior (targeted for decrease) and the consequence for the alternative behavior
- Schedule to measure the effectiveness of the interventions

How Can the Disciplines Work Together?



ASSESSMENT



TREATMENT PLANNING



FUNCTIONAL
COMMUNICATION
TRAINING



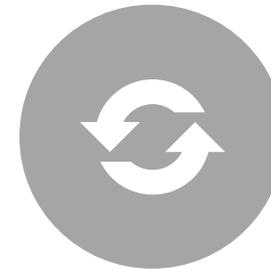
LANGUAGE TRAINING



TEACHING TECHNIQUES/
TROUBLESHOOTING



GENERAL BEHAVIORAL
INTERVENTION/PBIS IN
SCHOOLS



GENERALIZATION

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Thank you for attending Special Learning's
Multidisciplinary Collaboration Series: Educators & ABA Collaboration

Next in the Collaboration in Series:
Multidisciplinary Collaboration Series- Module 4: Psychologists & ABA
On April 18, 2019

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