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.
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Disclosures

To provide transparency and maintain within CE activity guidelines (BACB®, QABA®, APA® etc.) the following disclosures are included:

Relevant and Non-Relevant Disclosures
This webinar was funded in its entirety by Special Learning Global and its affiliated businesses. SL Global, located in Menlo Park, CA is a technology company that develops content and solutions to support Behavior Analysts, Speech Therapists, Occupational Therapists, Educators and other professional who provide education and intervention to individuals with Autism and other special needs.
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Dr. Ronnie Detrich: I have the **following relevant relationships** in the products or services described, reviewed, evaluated or compared in this presentation.
   • *Financial relationship*(s):
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Learning Objectives & Outcomes

- Describe a framework that can be realistically implemented in the "new normal" of virtual education to troubleshoot barriers that arise due to the nature of tele-treatment.
- Discriminate between the "typical" educational environment and the home environment for remote education.
- Describe the different behavioral interventions and strategies available when providing behavioral services in non-school-based settings (i.e. remote education).
- Identify ethical considerations when providing ABA services for students with problematic behaviors (i.e. availability of fiscal resources, personnel, compliant virtual platforms for confidentiality etc.) -and now for remote education.
- Identify roles and responsibilities between school and insurance-based providers in schools and homes.
- List the constraints in working with educators in the school system when providing ABA services- and now for remote education

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.

Panelist

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.

Virtual Instruction can be Fun! Best Practices

Engaging Student with ASD and Families
Need ideas? Look outside the field to see what others are doing

"While trying to come up with a way to make doing laundry fun for Ben, graduate student Carleana Hickey had a lightbulb moment: playing sound effects on Ben's computer when he carries his laundry bucket. "This made doing laundry so much more fun…""

"Recently, another learner made a whale, using blocks similar to Legos, and wrote three sentences about her creation, dubbed "Whale-ita." Throughout the afternoon, Whale-ita was invited by her creator to participate in the scheduled online activities."

"Instruction is developed through a team approach with faculty, graduate students, clinical supervisors, and parents working in close collaboration."

"During these days of remote teaching, the center provides… X hours of instruction and sends activities… for the learners to do with their parents."

Source: Caldwell University. https://www.caldwell.edu/featured-news/telehealth-program-engages-learners-on-the-autism-spectrum-and-their-families

Keys to Success

- Create programs that can realistically be implemented in homes --- taking into consideration existing constraints
- Adjust demands according to the situation
- Develop simple strategies to teach parents to interact with their children – in bite size bits
- Keep the sessions engaging; incorporate fun into teaching
- Determine contextually-appropriate reinforcers
- Controlling access to reinforcers
- Identify success metrics
- Keep parents engaged – initially, focus on those programs that will quickly demonstrate success
- Identify reinforcements (for parents)

Rules to Maintain Instructional Effectiveness

Instructional Givens

Effective instruction has the following elements:

High rates of active responding

Instruction at student's level

Frequent feedback both positive and corrective.

Minimal opportunities to practice errors.

Frequent progress monitoring

Feedback / Data

Privacy Considerations

HIPAA?

System

Document Repository

FERPA?

Consent

Understand Capabilities of Instructors

Competency of Educator / Service Provider

Have instructors been sufficiently trained to provide instruction virtually?

Have instructors been sufficiently trained on constraints of virtual instruction?

Has sufficient training been provided to instructors on how to establish and maintain programs with fidelity?

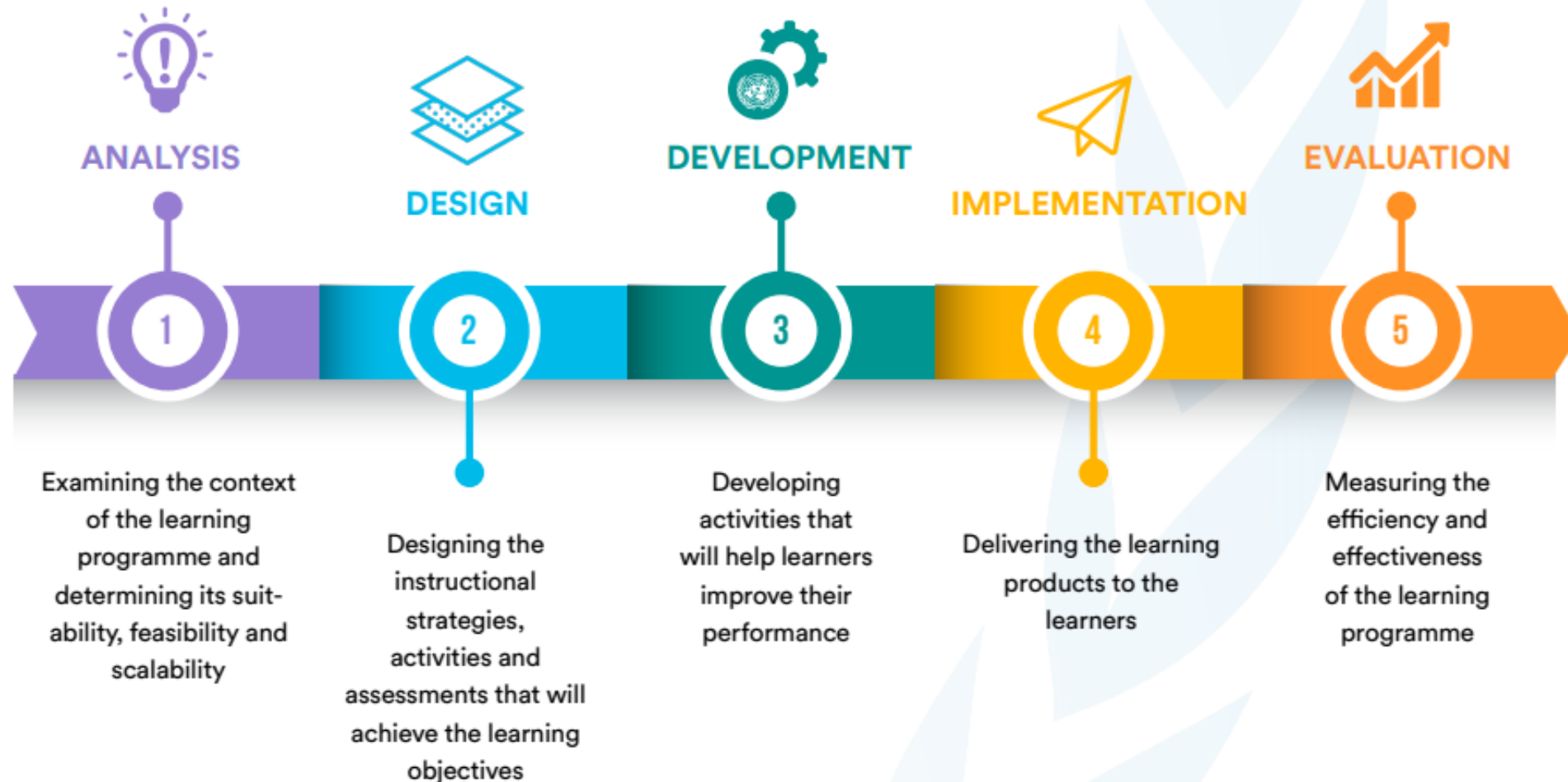Ability to facilitate data collection (realistic)

Ability to analyze data and make adjustments (within the constraints of the system)

Ability to provide basic parent/caregiver training

Ability to make realistic programmatic adjustments to programs

Online Learning Framework: United Nations

Based on the ADDIE instructional design model, the Online Learning Framework provides tools and recommendations on the different phases involved in developing and delivering learning programmes.

ANALYSIS
1 — Examining the context of the learning programme and determining its suit-ability, feasibility and scalability

DESIGN
2 — Designing the instructional strategies, activities and assessments that will achieve the learning objectives

DEVELOPMENT
3 — Developing activities that will help learners improve their performance

IMPLEMENTATION
4 — Delivering the learning products to the learners

EVALUATION
5 — Measuring the efficiency and effectiveness of the learning programme

Source: Online Learning Framework. *United Nations* https://hr.un.org/sites/hr.un.org/files/OLF_2018_v14_0.pdf

Scenario

"Teachers are needed to deliver grade level content, but it is difficult for them to modify their delivery, curriculum, length, etc to sometimes meet the needs of students. For example, the most difficult scenario I run into frequently are students who are very intelligent and on the autism spectrum. Academically they are on grade level but find much of the gen ed setting aversive (perspective taking, following a schedule that is not based on their interests, group work, non-preferred topics, etc)."

5-Minute Break

Tele-Education Technology Considerations

Considerations for Technology Platforms

How well can Instructional givens be addressed?

What are the strengths of the system?

What are the limitations?

What will be necessary to minimize the limitations?

Considerations for Equipment Needs

Is there a device (mobile device or computer) in the home for doing the work?

Is there additional equipment / hardware required?

- Printer
- Video camera?
- Audio speakers?

Is there internet access?

Is there sufficient bandwidth to access instructional materials?

Considerations of Student Needs (General)

Context for Student

    What can the student do independently on the computer?

        How long can student sustain attention to task?

    What support will the student need?

    What capacity does family have to support student?

        Do family members have the skills required to support the student?

        Does the family have access to relevant materials?

        How much time can the family allocate to supporting the student?

        Are there other children in the home that will also need support?

        Are family members working from home?

            How does their work impact the student's ability to complete work?

Considerations of Student Needs (w/Behavior Plans)

Considerations for Behavior Management at a Distance

- Is there an existing successful school-based behavior intervention plan?
- When do the challenging behaviors occur at home?
- Do the challenging behaviors serve the same function at home as they do at school?
- How will the intervention need to be adapted to be a contextual fit in the home?
- Do family members (or others tasked with implementation) have the skills to carry out the implementation?
  - How will training/coaching be conducted?
  - How often will training/coaching occur?
  - Does the family have the technology to support distance coaching?
  - If coaching cannot be done every day what should the family do?

Scenario

"I am a BCBA that oversees a BIP for Sam in the school who is in a self-contained setting. Our goal in school was to increase to 15 minutes of work completion while in his area. He can ask for a break as a replacement for problem behavior. Now while at home, his Dad reports that he can only get him to the table by "bribing" him with candy. Sam only stays for about 5 minutes then he screams and hits Dad, at which point Dad lets him go. Sam then gets on his swing with a bag of chips and indicates for Dad to turn the TV on. If Dad tries to get him back to the table, he hits him until he gives in and turns on the TV. Where do we go from here?"

Considerations for Behavior Management at a Distance (with FBA)

If there is no intervention plan, how will the functional assessment be conducted?
    Can FBAs be conducted remotely?
    Who will conduct the FBA?
    When will it be conducted?
    How will the family member be coached to carry out the FBA?
        Does the family have the technology to support coaching?
        If not, what will be done to overcome this barrier?
        What environmental arrangements will have to be made to complete the FBA?
    Once the FBA is completed, how will the family members be trained to carry out the intervention? (see 5 above for other considerations).

Scenario

"During a classroom visit to begin an FBA you do not see the referral behavior. (reportedly because you are in the room, she is not likely to engage in problem behavior). The teacher has told you that she is not going to be writing down everything that happens in a notebook all day long. "How would you find a way to collect ABC data in the event that you are not seeing the behaviors?"

- Can we ethically conduct FBA's in the home?
- How do we now ask parents to take data for FBA, BIP or IEP purposes?

Other Considerations

- Lack of support and buy-in from administrators, other service providers and parents
- Involvement of other service providers
- Questionable judgement regarding student progress
- Importance of data. How to realistically collect data?

Scenario

I am a BCBA that is contracted to work full time in a public-school district to support behavioral needs of all students and programming in self contained classrooms. This year I have encountered some obstacles with a district administrator which has, in turn, led to increases in problem behavior due to assignments of untrained staff, changes in current BIPs and lack of communication about program decisions.

I have attempted to talk with the administrator directly, via email and in conversations with district supervisors. There have been sarcastic comments and an overall undermining of my role in the district. How can I continue to work in an environment that is so counterproductive, where ethical decision making is not considered, and student and staff safety are at risk? Nothing I have tried has worked and I am at a loss!

Tele-education Context: School is still contracted with me for support services, but the behavior of the administrator continues. I am not informed of team meetings taking place virtually, the administrator talks to the parents and provides off the cuff recommendations and has even suggested changes for next year's programs in faculty meetings without even consulting me first. Same problem, different context...

Thank You for Attending Special Learning's

Q&A with Dr. Ronnie Detrich:
Addressing Challenging Behaviors in Schools… and Homes

Next in Our Challenging Behaviors in Schools 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!)

- *Dr. Ronnie Detrich (Subject Matter Expert)*
- *Jennifer Rumfola, CCC-SLP, BCBA, LBA (ACE/QABA Coordinator)*
- *Samantha Hayes (Clinical Support)*
- *Michelle Capulong (Client Support Manager)*
- *Pia Agsao (Client Support)*
- *Sasho Gachev (Creative Director)*