

ADDRESSING CHALLENGING BEHAVIORS ETHICALLY IN SCHOOLS

MODULE 4: Using ABA Programming in
Schools in a Collaborative Model to
Begin to Manage Problem Behaviors



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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.

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Learner Objectives

- List cultural considerations that interfere and/or promote cross-collaboration within schools
- Acknowledge cultural norms across different races, religions, cultures and languages and how-to create programming to incorporate such, by promoting individual cultural needs and sensitivity.
- Develop common behavior reduction procedures that are conducive in the learning environment, implementable in the school setting, and achieve behavioral outcomes.
- Develop strategies to overcome common barriers that arise in implementation of behavior intervention plans.
- Assess the pros and cons of different measurement procedures in the school setting and develop the most effective procedure and type of data display
- Develop a systematic collaborative-team approach during the Behavioral Plan development through implementation which also encourages feedback from all parties involved.



Subject Matter Expert- Dr. Ronnie Detrich



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 Rumfola



Jennifer Rumfola, MA, CCC/SLP, BCBA/LBA 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, center-based, and public school 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 serves as an adjunct faculty member in the Master's ABA program at Daemen College in Buffalo, NY, and was formerly a part time graduate clinical supervisor and adjunct faculty at the University of New York at Buffalo in the Communication Disorders and Sciences Department .



Behavior Intervention Plan Development

- Framework

- Alter context to make problem behavior irrelevant (Prevent with Antecedent Modifications)
- **Teach** replacement behavior that serves the same function as problem behavior.
- If problem behavior occurs what to do-
 - Crisis intervention
 - Punishment/Extinction
- Beyond the replacement behavior (once severe PB is decreased)-may be separate plan or part of comprehensive BIP
 - Classroom management strategies
 - Increasing reinforcement for desired academic behaviors



Systematic Approach to Behavior Management



Figure 1. The Behavior Management Pyramid.

Witt, Vanderheyden, & Gilbertson, 2004



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

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

(1) Implementation Planning	(2) Barriers Coping Plan
<ul style="list-style-type: none">▪ List all steps of the intervention in behaviorally specific terms.▪ Explicitly discuss if modifications are needed to increase contextual fit. <p>Logistical planning for each step:</p> <ol style="list-style-type: none">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?	<ul style="list-style-type: none">▪ After planning completed develop coping plan:<ol style="list-style-type: none">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.

Downloadable Tool Highlight

(1) Implementation Planning

Steps	Details	Who is responsible?
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 resources be obtained?		

(2) Barriers Coping Plan

Barriers	How to address barriers when they occur?



Common Barriers to Implementation

- Available resources
 - How much
 - Type of resource
- Training (minimum skills)
 - Characteristics of population (Autism vs. Emotional Disturbance)
 - Behavior 101 (basic functions of behavior; fundamentals of reinforcement)
 - Differential attention
 - Don't lose it!
- Changing perceptions and perspectives
- Thinking outside the box
- Ability to communicate appropriately (context)
- Culture-school, classroom, social, religious



Common Barriers to Implementation- the Field Data

Table I. Reported Frequency and Impact of Barriers to BIP Implementation (N = 602).

Barrier	Rank	Frequency % (n)			Impact % (n)		
		Always/often	Occasionally	Never	Major	Minor	None
Cause cannot be addressed through BIP	1	36 (214)	44 (263)	11 (63)	48 (291)	28 (171)	3 (15)
Inconsistent implementation across staff	2	52 (314)	42 (255)	4 (23)	31 (187)	60 (358)	3 (20)
Inadequate resources	3	31 (185)	36 (216)	23 (136)	35 (211)	30 (179)	2 (11)
Ineffective BIP	4	16 (97)	69 (418)	9 (55)	30 (207)	40 (280)	4 (26)
Lack of training	5	16 (93)	35 (208)	40 (241)	25 (150)	24 (146)	1 (5)
No one checks implementation	6	26 (156)	34 (205)	33 (183)	18 (110)	35 (212)	6 (38)
Too complicated	7	14 (82)	44 (266)	35 (208)	19 (115)	36 (219)	2 (13)
Wasn't shown how to use	8	12 (74)	30 (179)	48 (291)	19 (112)	22 (130)	2 (11)
No teacher input	9	13 (78)	33 (198)	46 (279)	15 (92)	26 (158)	4 (26)
Poor fit with classroom	10	13 (76)	40 (240)	39 (233)	12 (73)	36 (214)	5 (29)
Not individualized	11	7 (42)	24 (145)	60 (363)	13 (77)	17 (101)	2 (10)
Not based on FBA	12	9 (52)	22 (30)	57 (343)	11 (65)	17 (100)	3 (17)
Not necessary	13	7 (40)	35 (211)	46 (278)	5 (30)	26 (157)	11 (64)

Note. BIP = behavior intervention plans; FBA = functional behavior assessment.

Robertson, Kokina, & Moore, 2020



Components for Intervention Based on FBA Findings

- Two components for intervention
 - Alter context to make problem behavior irrelevant (Prevent)
 - Fading plan, what stays and what goes?
 - Teach replacement behavior that serves the same function as problem behavior.
 - Usually intervention will require both pieces.



Ethical Requirements When Developing an Intervention

4.02 Involving Clients in Planning and Consent:

Behavior analysts involve the client in the planning of and consent for behavior-change programs.

4.03 Individualized Behavior-Change Programs:

- (a) Behavior analysts must tailor behavior-change programs to the unique behaviors, environmental variables, assessment results, and goals of each client.
- (b) Behavior analysts do not plagiarize other professionals' behavior-change programs.



Ethical Requirements When Developing an Intervention

4.07 Environmental Conditions that Interfere with Implementation.

- (a) If environmental conditions prevent implementation of a behavior-change program, behavior analysts recommend that other professional assistance (e.g., assessment, consultation or therapeutic intervention by other professionals) be sought.
- (b) If environmental conditions hinder implementation of the behavior-change program, behavior analysts seek to eliminate the environmental constraints, or identify in writing the obstacles to doing so.



Ethical Requirements When Developing an Intervention

1.05 Professional and Scientific Relationships

(c) Where differences of age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status significantly affect behavior analysts' work concerning particular individuals or groups, behavior analysts obtain the training, experience, consultation, and/or supervision necessary to ensure the competence of their services, or they make appropriate referrals.



Downloadable Tool Highlight

- Interview form to begin to map out the BIP once FBA is complete:

Hypothesized Function: _____

Replacement behaviors (target for increase) & teaching strategies:

Is this a skill that has never been observed or just needs some shaping/reinforcement?

Setting event interventions:

Antecedent interventions:

Possible reinforcers:

Reinforcement system (DRO, DRA, DRI) for other Contextually Appropriate Behaviors:



Antecedent Interventions-Collaboration with the Team

Based on Function from FBA Findings





Common Antecedent & Environment Modifications (for the classroom)

Evidence-based classroom teaching practices to decrease motivation for:

Escape

- Positive classroom management procedures
- Active student responding
- Group level vs. individual level instruction and feedback
- Immediate vs. delayed feedback

Tangibles

- When it is not time to access tangibles move them out of sight
- Schedule times across the day when students can access high preference activities
- Allow students to construct the schedule across the day
- Post visuals of potential reinforcers

Attention

- Increase the overall acknowledgement rate in the class-
- Teacher/staff proximity
- Build in time across the day for informal interaction with peers

Sensory

- Movement breaks (Go Noodle, stretching/ yoga)
- Toolboxes with sensory items
- Using sensory activity as reinforcer for completing work.

Antecedent Interventions Downloadable Highlight

General Tier 1 Strategies

- Establish clear expectations
- Establish and teach classroom rules
- Consistent, predictable routines
- Use pre-correction
- Prime for transitions

- Use neutralizing routines
- Establish instructional control
- Properly pace instruction
- Provide frequent opportunities to respond (OTR)
- Use visual supports

<u>Socially Positive (Attention)</u>	<u>Socially Positive (Tangible)</u>	<u>Socially Negative (Escape/Avoidance)</u>	<u>Automatic Positive</u>	<u>Automatic Negative</u>
<ul style="list-style-type: none"> • Classwide Peer Tutoring (CWPT) • Provide opportunities for collaborative/partner work • Assign a classroom job/responsibility • Provide frequent opportunities to respond (OTR) • Social narratives • Non-contingent Reinforcement (provide attention on a fixed time schedule) • Prime the group for expected behaviors prior to entering a challenging environment/situation 	<ul style="list-style-type: none"> • Use a first/then sequence (provide a visual if needed) • Prime student/class for transitions • Use a visual schedule • Social Narratives • Provide opportunities for student obtain desired objects, activities, items in a structured, scheduled manner • Maximize choice 	<ul style="list-style-type: none"> • Demand Fading • Curricular revision • Use a High-probability sequence • Intersperse tasks (brief and/or easy with longer and/or more difficult) • Maximize choice • Incorporate student interests • Provide alternate modes of task completion • Prime student/class for transitions • Social Narratives • Non-contingent Negative Reinforcement/Escape (provide breaks on a fixed time schedule) 	<ul style="list-style-type: none"> • Enrich the learning environment (with engaging tasks, activities, interactions) • Provide time and space for sensory activities • Provide functional, meaningful sensory activities • Incorporate sensory activities into instructional tasks • Social Narratives • Maximize student choice 	<ul style="list-style-type: none"> • Address medical concerns • Provide and teach use of a break/calming area • Teach calming/ de-escalating skills when the child is calm • Social Narratives

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Geiger, Carr, & LeBlanc (2009). Function-Based Treatments for Escape-Maintained Problem Behavior: A Treatment Selection Model for Practicing Behavior Analysts *Behavior Analysis in Practice*, 3(1), 22-32.
 Grow, Carr, & LeBlanc (2010). Treatments for Attention-Maintained Problem Behavior: Empirical Support and Clinical Recommendations *Journal of Evidence-Based Practices for Schools* Vol. 10, No. 1. 70-92



Common Antecedent & Environment Modifications-Individual

Escape	Attention	Tangible	Automatic (Sensory)
<ul style="list-style-type: none"> ⇒ Change: difficulty of task, length of task, how instruction is given, or how student can respond (dictate rather than write) ⇒ Pre-teaching: if student acting out during discussion to hide learning deficit, meet with student in advance and tell student topic of discussion, and identify a question that is his to answer and give him the answer. 	<ul style="list-style-type: none"> ⇒ Institute periods of positive reporting (“tootling”)-After lunch, recess, following cooperative learning activities. ⇒ Create opportunities for identified student to “show and tell.” ⇒ Set intervals for prescribed attention 	<ul style="list-style-type: none"> ⇒ Frequent access to desired items ⇒ Provide choice for tasks and activities ⇒ Use a visual schedule or “First-Then” strategy 	<ul style="list-style-type: none"> ⇒ Does it interfere with daily functioning? ⇒ Experiment with replacements for that sensory mode (OT consult) that can be available ⇒ Allow periods of preferred sensory engagement throughout school day ⇒ Remove adverse sensory stimulation



Case Study

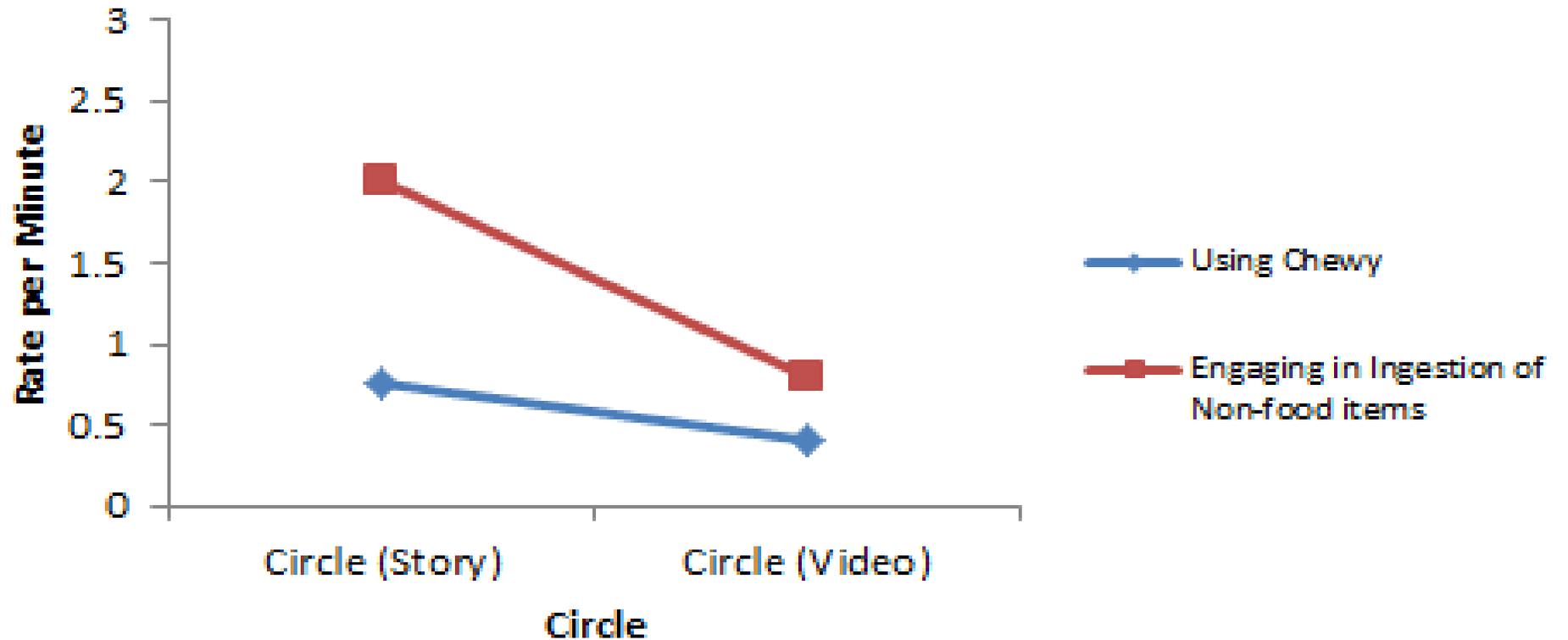
Sensory Function

Intervention Data



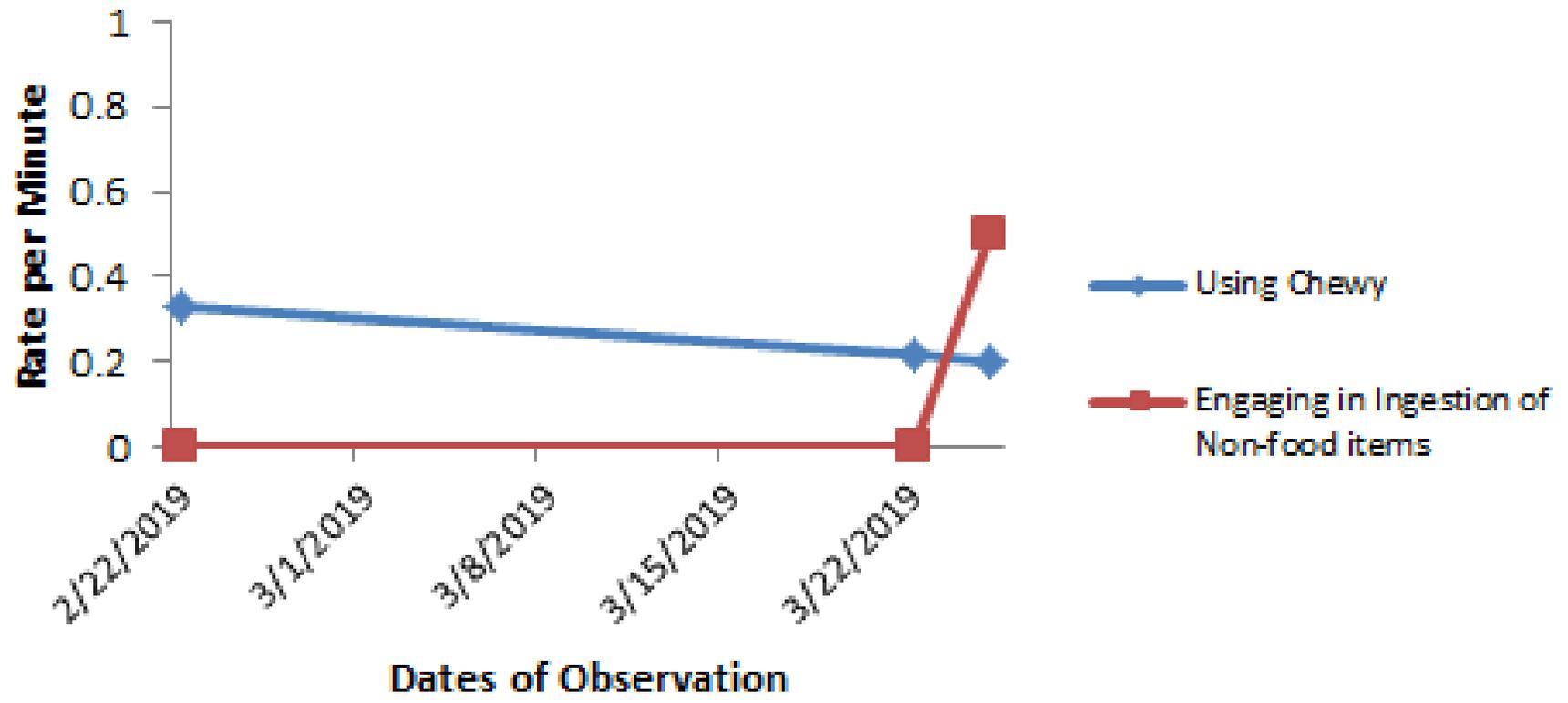
Sensory Assessment and Intervention

Group Activity: Ingestion of Non-Food Items Decreases with High Preference Activity



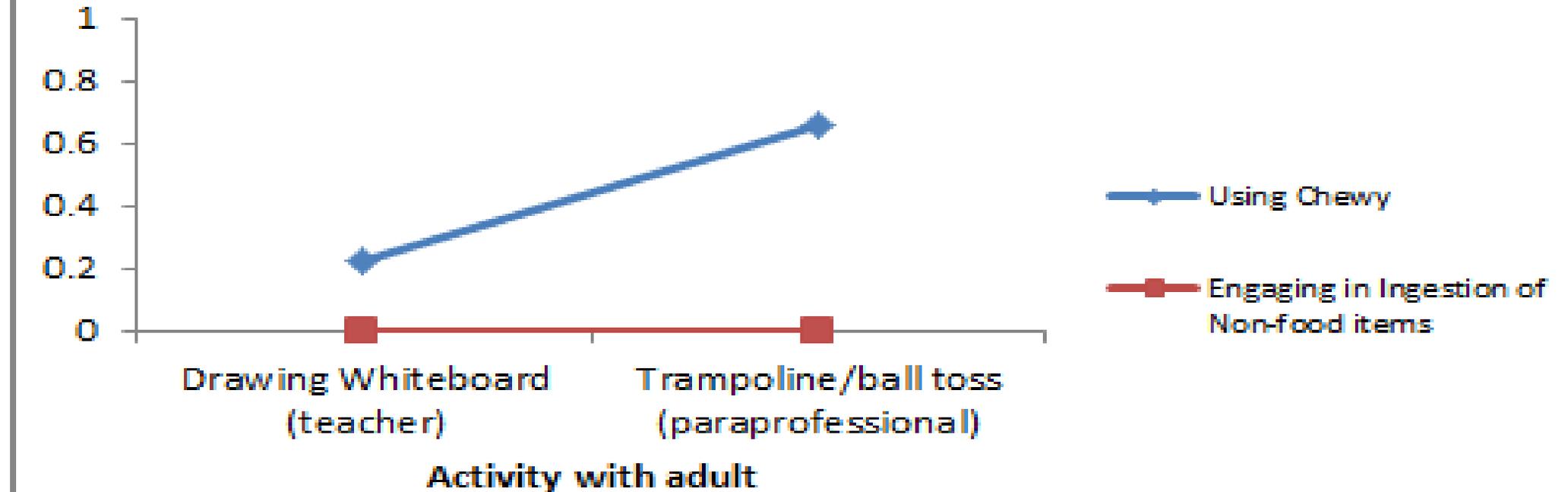
Sensory Assessment and Intervention

Engages in Low Rates of Behavior when doing Individual Work with Preferred Adult:

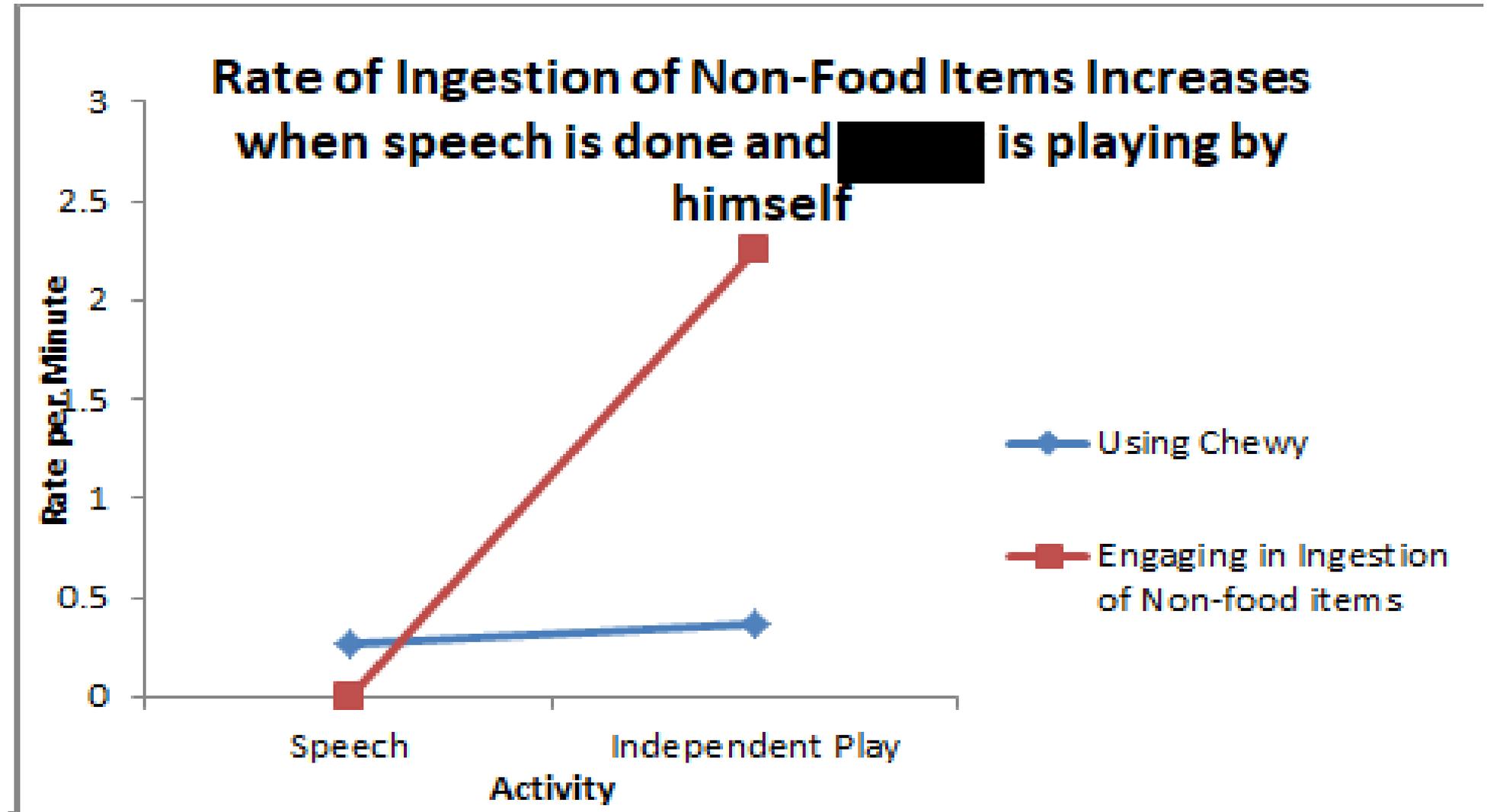


Sensory Assessment and Intervention

█ doesn't engage in Ingestion of Non-Food Items when engaged in a preferred activity with a preferred adult



Sensory Assessment and Intervention

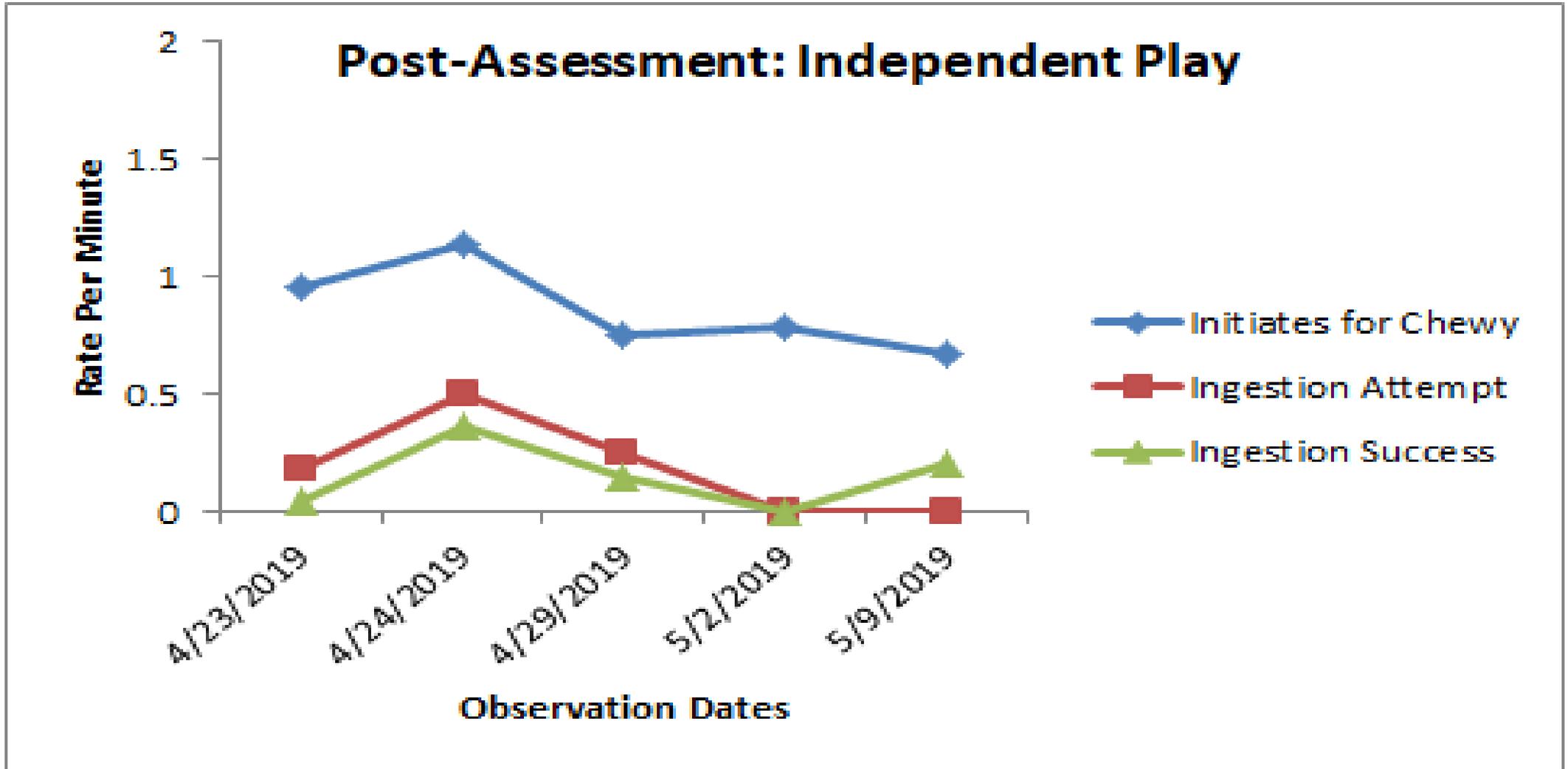




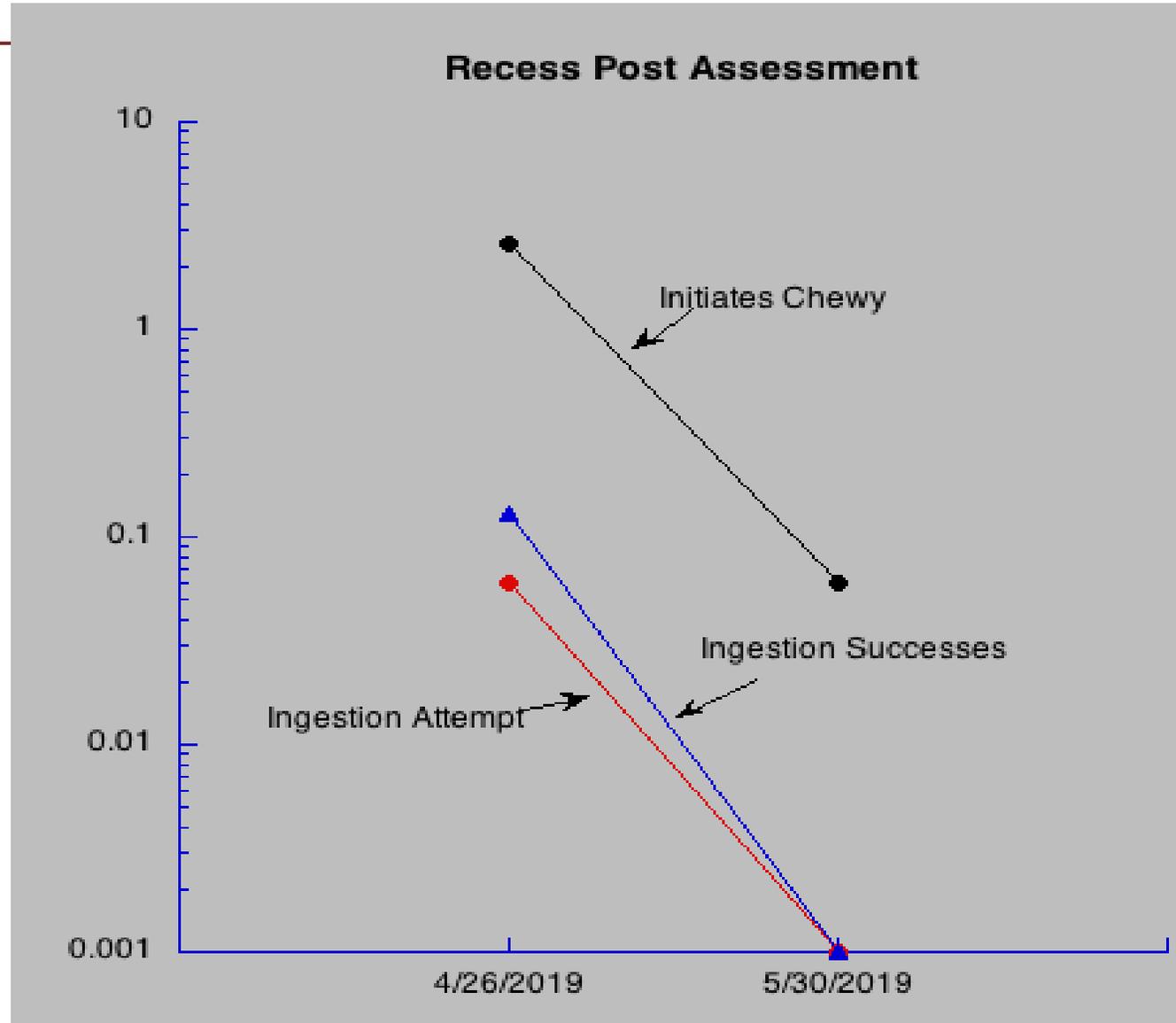
Sensory Assessment and Intervention

Session 1	
Ball	Chewy
Session 2	
Ball	Chewy
Ball	Chewy
Ball (bounces-not to mouth)	Chewy
Ball (bounced-not to mouth)	Chewy
Ball (bounced-not to mouth)	Chewy

Sensory Assessment and Intervention



Sensory Assessment and Intervention





Teaching the Replacement Behavior and Other Contextually Appropriate Behavior (Based on FBA findings)



Considerations for Replacement Behavior

- Must serve same function as problem behavior (Does not have to be physically incompatible)
- Replacement behavior should be developed in collaboration with teacher and student (if appropriate) to assure it is a good contextual fit.
- Replacement behavior must satisfy the dimensions of reinforcement to effectively compete with problem behavior:
 - Rate of reinforcement at a higher frequency than problem behavior.
 - Reinforcement must be as immediate as reinforcement for problem behavior.
 - Magnitude of reinforcement must be equal or greater than for problem behavior.
 - Response effort for replacement behavior should be no greater than effort for problem behavior.



Considerations for Replacement Behavior

- Assume problem behavior is reinforced each time it occurs and that reinforcement is immediate.
 - If problem behavior is long standing the student is probably fluent with it.
 - Likely less fluent with replacement behavior.
 - Fluency=less response effort





Steps to Teaching Replacement Behavior- Example for Escape Function

1. Using behavioral rehearsal, teach the student the response.
2. Add contextual factors, “I’m going to give you work that you cannot do. How will you tell me that it is too hard”?
3. Intersperse easy and hard work “I’m giving you some work that you can do and some work that is too hard. Like we practiced, tell me when the work is too hard.”
4. Give student work without comment other than to say “remember what to tell me when the work is too hard.”
5. Give student work without comment or prompt.
6. Across all steps, each correct response is to be reinforced by function of behavior.
 - In this example, escape from difficult tasks



Supplemental Reinforcement Strategies

- Arrange high rate of reinforcement for contextually appropriate behavior.
 - Point systems/token economies can be helpful.
 - Can add point loss if points alone not effective.
 - Effective if narrow range of behavior results in point loss
 - Point loss applied consistently (each time identified behavior occurs)
 - Do not threaten to take points away (nagging). If problem behavior occurs, take points.
 - Make it easy for participant to earn lost points back.
 - Reinforce accepting point loss without arguing
- DRO schedules to lower rates of problem behavior.
 - Points for lower rates of problem behavior
 - Can be difficult to implement in a classroom
 - Sometimes has low social validity with teachers
 - Most effective for moderate rates of problem behavior



Supplemental Reinforcement Strategies

- Non-contingent reinforcement schedules (NCR)
 - Reinforcement is delivered on a fixed time schedule independent of behavior at the time.
 - Low social validity with many teachers.
 - Effective when adults can control access to the reinforcer (adult attention, access to preferred items and activities)



Sensory Assessment and Intervention

<u>ZB BIP At a Glance</u>	
BEHAVIOR	Eating inedible non-food items: Picking up and placing any inedible or non nutritive objects past the plane of his lips. Includes mouthing or chewing the object with his front or side teeth. Can also include attempts to ingest the item with or without swallowing. A new response is counted when Zachy takes the item out of his mouth and reinserts it again past the plane of his lips.
FUNCTION	•Automatic reinforcement
REPLACEMENT BEHAVIORS	•When shown a sensory choice board and given the directive to "pick one" or "pick chewy", Z will choose an appropriate sensory tool that can be placed in his mouth and use it
PROACTIVE PLAN	•Use choice board to provide choice of chewy for Z to use, especially before high risk times. Remember that he can satiate if he uses the same one all day. •Help Z play during freetime and recess time. •Model and show how to play appropriately with toys. •Z loves balls- incorporate into play or games whenever possible to maintain his attention and motivation •Offer Z other choices of appropriate things to play with



Sensory Assessment and Intervention Continued

REACTIVE PLAN	<ul style="list-style-type: none">•Remain within close proximity to Z especially during recess and freeplay•Response block early before Z can put toy near his mouth, The earlier the block, the better•If Z attempts behavior, give him chewy- do not talk or correct him•If Z puts inedible item in mouth remove and give chewy- do not talk or correct him
REINFORCERS	<ul style="list-style-type: none">•Zachy likes attention & fun interactions with staff!•Use vivid verbal praise <i>immediately</i> when Z is using his chewie.•Zachy likes physical attention such as tickles. Pair this with specific verbal praise ("Great using your chewie!")
DATA COLLECTION	Data will be collected daily on Z using his chewy without prompting, Z's attempts and successes with eating inedible food items.



When Misbehavior Occurs-Cautions!

- Finding effective consequences for misbehavior is challenging in schools
- Extinction (in this case withholding attention) is effective only when behavior is occurring for adult attention.
- If function is for escape then any form of removal from immediate context functions as reinforcer.
- Don't participate in a Tug-O-War for tangibles- prevent next occurrence
- Sensory-Does it interfere with learning? How can it be blocked?





When Misbehavior Occurs

- First option: high rate of reinforcement for appropriate behavior that exceeds rate of reinforcement for problem behavior.
 - Essence of matching law-allocation of behavior is function of rate of reinforcement for each option.

Behavior goes where reinforcement flows.

- If there are known precursors that are less intense than identified problem behavior then intervene on those behaviors.
 - Often redirection and problem solving discussions can prevent escalation to more intense forms of behavior.



Ethics of Corrective Consequences

4.08 Considerations Regarding Punishment Procedures.

- (a) Behavior analysts recommend reinforcement rather than punishment whenever possible.
- (b) If punishment procedures are necessary, behavior analysts always include reinforcement procedures for alternative behavior in the behavior-change program.
- (c) Before implementing punishment-based procedures, behavior analysts ensure that appropriate steps have been taken to implement reinforcement-based procedures unless the severity or dangerousness of the behavior necessitates immediate use of aversive procedures.
- (d) Behavior analysts ensure that aversive procedures are accompanied by an increased level of training, supervision, and oversight. Behavior analysts must evaluate the effectiveness of aversive procedures in a timely manner and modify the behavior-change program if it is ineffective. Behavior analysts always include a plan to discontinue the use of aversive procedures when no longer needed.



Extinction Considerations

Extinction bursts are always possible but don't always occur.

- Before implementing extinction, plan for burst.
- Train extensively on how to do it.

First few days of implementation be available to coach if burst occurs.

- If extinction related behaviors are more than classroom can safely manage then terminate it.

Consider running plan without extinction component.

- This will likely require boost in reinforcement.

Identify precursors to problem behavior, intervene on those.

- If identify precursor, consider taking to “calm” room to teach appropriate ways to deal with behavior.
 - Practice replacement behavior.
 - Not an escape from work just change in location.





Crisis Management Considerations

- Far easier to prevent a crisis than to respond to one.
- Identify crisis escalation cycle. If there are known precursors intervene at the first sign of a precursor.
- Use neutralizing routines: activities that allow student to calm and ultimately return to class.
 - Going for a walk with high preference adult.
 - Talking with high preference adult.
 - Return to activities only when student is showing signs of calm.
- Write crisis management plan into behavior intervention plan and make sure all parties including parents understand it and give consent.



Data Collection & Maintenance Considerations

- Once intervention is in place, it is necessary to evaluate effectiveness.
 - Select one high risk period to use as index of effectiveness of intervention
 - Select largest unit of behavior that is still sensitive to intervention effects.
 - Generally easier to count episodes of behavior than frequency of behavior within an episode.
 - Count occur/not occur within the count period
 - If possible rely on permanent products to measure behavior (problems solved, words written, assignments turned in).
 - Use Daily Behavior Rating Scale
 - ✓ Scale should be 1-10
 - ✓ Rate over relatively short periods of time (15 minutes).



Data Collection & Maintenance Considerations

- Part of evaluating effectiveness is to evaluate treatment integrity.
 - Is plan implemented when it should be?
 - Is plan written as intended?
- Without measure of integrity it is not possible to make decisions about why plan is not working.
 - Is it poor implementation?
 - Is it ineffective plan?
 - Cannot judge effectiveness until we know if plan is being implemented with integrity.



Data Collection & Maintenance Considerations

- The goal of any intervention is to fade out as many elements of plan as possible once intervention effectiveness has been established.
 - Some components of plan may be necessary always.
 - Other components can be faded out.
 - Components must be systematically faded rather than just dropped.
 - Evaluation data will indicate if fading going to fast or if it is necessary to retain the element.

Rule of thumb: *Don't put anything into the plan that you don't know how to get out.*



Systematic Approach to Behavior Management

Troubleshooting Process		Level I>	Level II>	Level III>	Level IV>
Problem Definition and Data System	Insure that problem has been accurately defined and a data system is in place to monitor progress				
Classroom Fundamentals		Insure that academic instruction is sound and that a proactive classroom management process is in place			
Intervention Integrity			Insure that intervention is being implemented with integrity		
Intervention Design					Insure that the intervention is properly designed to fit the problem

Figure 2. Steps in the Troubleshooting Process.



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Module 4: Using ABA Programming in Schools in a Collaborative Model to Begin to Manage Problem Behaviors

Next Session in the in Series:
[Module 5: Using ABA Programming in Schools in a Collaborative Model to Begin to Manage Problem Behaviors \(LIVE August 12, 2020\)](#)

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

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- *Sasho Gachev (Creative Director)*



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