CHALLENGING BEHAVIORS 2 Q&A

with Dr. Ronnie Detrich

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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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Learning Objectives & Outcomes

- Describe the phases of consultation from referral to intervention.
- Apply the logic of functional assessment and intervention presented in previous modules across populations and behaviors.
- Formulate cases in terms of alterable variables.
- Develop interventions that are a contextual fit with consideration of constraints such as staff availability, staff skill level, and cost.
- Alternatives to extinction when it is contraindicated.
- Develop replacement behaviors when it does not exist in the student's repertoire.
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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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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.

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Referral

- Social influence
- Identify stakeholders
- Gain individual perspectives
- Referral
  - Addressing entry procedures that make Behavior Analyst a reinforcer for teacher and staff, which might lead to increased compliance with intervention implementation.
- Referral ID stakeholders
  - Fitting ABA approach within other frameworks that agencies adopt, i.e. person-centered programs such as Charting the Life course

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Referral: Case Study

- Student: 11-year-old male in charter school.
- Contact person: Behavior specialist for the school. She had participated in year- long training in supporting students with challenging behavior. Behavior specialist had been a special education teacher for 3 years before becoming a behavior specialist.
- Because of distance (approximately 400 miles). between location of charter school and myself all consulting services were conducted remotely (Zoom).
- Consultation involved working directly with behavior specialist who then worked with school staff (Principal, general education teachers, special education teacher and instructional assistant assigned to this student).
- General education teachers, especially math teacher thought student should not spend any time in general education classes.

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Interview Team

- Interview Team including student when applicable

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Case Study: Interview Team

- General education teachers, special education teacher, instructional assistant were interviewed by behavior specialist using the Asking Why form that was presented in previous module.
- Consistent agreement across interviews that student had deficits in math skills, poor handwriting, and very poor impulse control. Strength was art and very kind to other students.
- Math class was identified as the high- risk time.

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Case Study: Guiding Teacher- Collected Data

- Behavior specialist reviewed one month of incident reports.
  - Some level of major disruptive behavior at least 3 days each week.
  - At least one instance of property destruction each week (usually punching holes in the wall).
  - Slightly more than 80% of the incidents occurred in math class.

- Student had been suspended 3 times prior to consultant involvement.

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Conducting Observations & Probes

- Implementation planning
- Barriers coping plan
- ? Barriers coping (challenging cases)
  - We've heard that our district, compared to districts around us, have extremely tough students that other districts would send to non-public placements. I guess that is why our tea earned an award in our state. Our behavior team, with 4 Behavior Analysts and 12 RBTs serves 4 schools and 4 Special Day Classrooms. We have EXTREMELY TOUGH cases. The examples provided during the presentation were mild compared to the cases we are given every year.
- ? Conduct observations/Implementation planning
  - Have there been any instances of behaviors in the classroom that were simply reduced with group teaching and what did it look like? So no direct teaching to the student.
- ? Implementation planning
  - Ronnie previously mentioned that extinction is only used for attention seeking behaviors. When we don't allow children to escape by implementing interventions and we are successful, isn't that also considered extinguishing the behavior?

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Conducting Observations & Probes

- Probe conditions:
  - Choice of working in another room with IA during math doing same work.
  - Choice of working in another room with IA working on prerequisite math skills.
  - In math class as usual.
  - Over two- week period.

- Results of probes:
  - After reviewing assignment for day, almost always chose to work in another room with IA either doing class assignment or working on prerequisite skills.
    - When in separate room, no instances of disruptive behavior
    - Three instances of disruptive or property destruction when in class as usual (3/4days).

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5- Minute Break

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Conducting Observations & Probes

- Barriers coping plan
  - Many teachers I work with actually refuse to be crisis trained because they don't want the liability of being the individual that has to intervene. What do you do in a situation like this?
- Barriers coping plan
  - Implementing ABA programming when there is no staff and the teacher has no time.
- Implementation planning
  - group contingency plans that are most often carried out effectively
- Implementation planning
  - interventions being developed and especially for aggressive and self-injurious behaviors as well as students who avoid by shutting down and refusing to engage.
- Implementation planning
  - More in-depth Challenging Behaviors
  - times where there isn't an obvious answer

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Case Study: Developing an Intervention

- Function hypothesized as escape from academic tasks (math).
- Since math seemed to be the high- risk time. Decided to start intervention there.
  - Behavior specialist met with math teacher and inquired how she liked the idea of giving the student a choice during the probes.
    - Math teacher had reservations because student should be in class or be removed from the class.
    - Acknowledged that choice seemed to reduce the problems when he chose to be out of room but concerned about “catering to the student.”
    - Agreed to try the intervention for 2 weeks. Behavior specialist worked with math teacher to complete the details of the intervention.
      - Consultant role to review plan for technical adequacy.

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Case Study: Developing an Intervention

- Details of the plan:
  - Choose to do work in math class or in separate room.
  - If during class changed mind would be allowed to go to separate room to complete assignment (replacement behavior).
  - Student could dictate answer to IA rather than write answers (too address handwriting problems verified by physical therapist- “drew” letters rather than write fluently.
  - Behavior specialist added component to plan so student could earn points for no disruptive or property destruction during class time (in class or separate room). DRO.
  - In separate part of the day, student worked with special education teacher or instructional assistant to remediate math deficits.

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Case Study: Effects of Intervention

- First week: 1 episode of disruptive behavior. 0 property destruction.
- Weeks 2-6: 2 episodes of disruptive behavior (.4 per week).
  0 property destruction.
- School closure due to Covid-19. No additional data.

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Making Program Modifications

- Program modifications
  - interventions for self-injurious behaviors and avoidance behaviors i.e. taking hearing aids out and looking away from staff and especially sign language interpreters.

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Data Collection & Analysis

- Data collection
  - FBA/BIP development and progress monitoring
  - Practical ways for treatment integrity and a discussion on who is best to do this
- Data collection/analysis
  - The district and the school prefers frequency data collection. Can I collect interval recording data in addition to the frequency data and use that (or both instead of just frequency) when gauging progress?

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Integrity Checks

- Necessary to determine if intervention is being implemented as planned.
- Identify barriers to implementation.

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Case Study: Integrity Checks

- Initial integrity checks was behavior specialist offering choices while Math Teacher and Instructional Assistant observed.
- Next: Math teacher offered choices while behavior specialist observed.
- Finally: Math teacher observed IA offering choices.
- Once per week Math teacher or IA completed integrity check and returned to behavior specialist.
- School closure due to Covid-19 interrupted service delivery.

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Plan for Fading & Generalization

- General rule: Goal is to ultimately remove as much of the components of the intervention as possible.
  - Some parts of the plan may be necessary to remain in place.
- Ultimate goal is for behavior to generalize to settings other than intervention setting.
  - Other classes
  - Other contexts (home, after school programs).

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Case Study: Plan for Fading & Generalization

- Because of Covid-19 there were no efforts to fade the intervention plan.
- There were no incident reports submitted by teachers in other classes so some evidence of generalization but there were relatively few to begin with.

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Questions?

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References

- *Please Reference this presentation as:*

Detrich, R., Rumfola, J. (2020, May). Addressing challenging behaviors ethically in Schools series. In R. Detrich (Chair), DEEP Dive Implementing BIPs in Schools. Q&A with Dr. Ronnie Detrich. Symposium conducted at the Special Learning, Inc. CEU LIVE event, Virtual.

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Thank you for attending Special Learning's

Addressing Challenging Behaviors Ethically in Schools Series:

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)

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