

Prevent, Teach, Motivate

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MTSS + PBS

Most students make progress with universal supports alone (such as predictable routines, instruction in classroom expectations, and positive recognition for meeting expectations).

A **few** students will need intensive supports to make progress (for example, individualized BIP).



Some students need additional targeted supports that can be embedded into routines (for example, a points-based reward system for meeting schoolwide expectations).

What a Behavior Analyst (BCBA) could do for your school?

01

Affect the school climate by working with school staff to provide adequate support for students who engage in problem behaviors

02

Help teachers build rapport with difficult students and improve their interpersonal relationships

03

Assist with design and implementation of positive behavioral strategies school-wide and in classrooms to help shape organizational structures

04

Provide more intensive interventions for individual students to help these students progress towards school and individual goals

BCBAs don't ...

- Create curriculum
- Case manage IEPs
- Practice outside their scope
- Create behavior change programs until other issues potentially impacting behavior can be ruled out
- Miraculously identify life altering recommendations in just one day



How Do BCBAs in Schools Spend Their Time?

Characteristic	Percent of Participants
Grade Level Served	
Pre-Kindergarten	19.83%
Elementary School	28.53%
Middle School	23.75%
High School	19.83%
Post-High School	8.06%
Population Served	
Autism	16.17%
Developmental Delay	14.24%
Emotional/Behavioral	13.49%
Intellectual Disabilities	12.95%
Attention Deficit Hyperactivity Disorder (ADHD)	12.41%
Learning Disabilities	11.18%
Other Health Impairments (OHI)	9.78%
General Education	8.81%
Other	0.97%
Number of Students on Caseload	
1-20	45.75%
21-40	28.76%
41-60	11.11%
61-80	5.56%
81-100	2.29%
101+	6.54%

Most Common Problem Behavior Requiring Service

Disruption	46.60%
Physical Aggression	38.34%
Non-Compliance	38.34%
Academic Difficulties	5.18%
Self-injury	4.70%
Other	2.07%
Verbal Aggression	0.52%
Feeding Difficulties	0%
Gang Related Activities	0%
Weapons on Campus	0%
Drug Activity	0%



Some Common Myths About “BEHAVIOR” Supports

Behavior support is **separate** from general education

- Behavior support across settings benefits everyone

Safety is the most important focus of behavior support practice

- When we treat an individual like they are unsafe, we can create a self-fulfilling expectation | Safety is the result of effective support, not the support itself

Restrictive settings are **necessary** for “inclusion readiness”

- All students need practice and experience to learn

Behavior support requires a **special person** rather than a community

- Overreliance on paraeducators makes things WORSE, not better

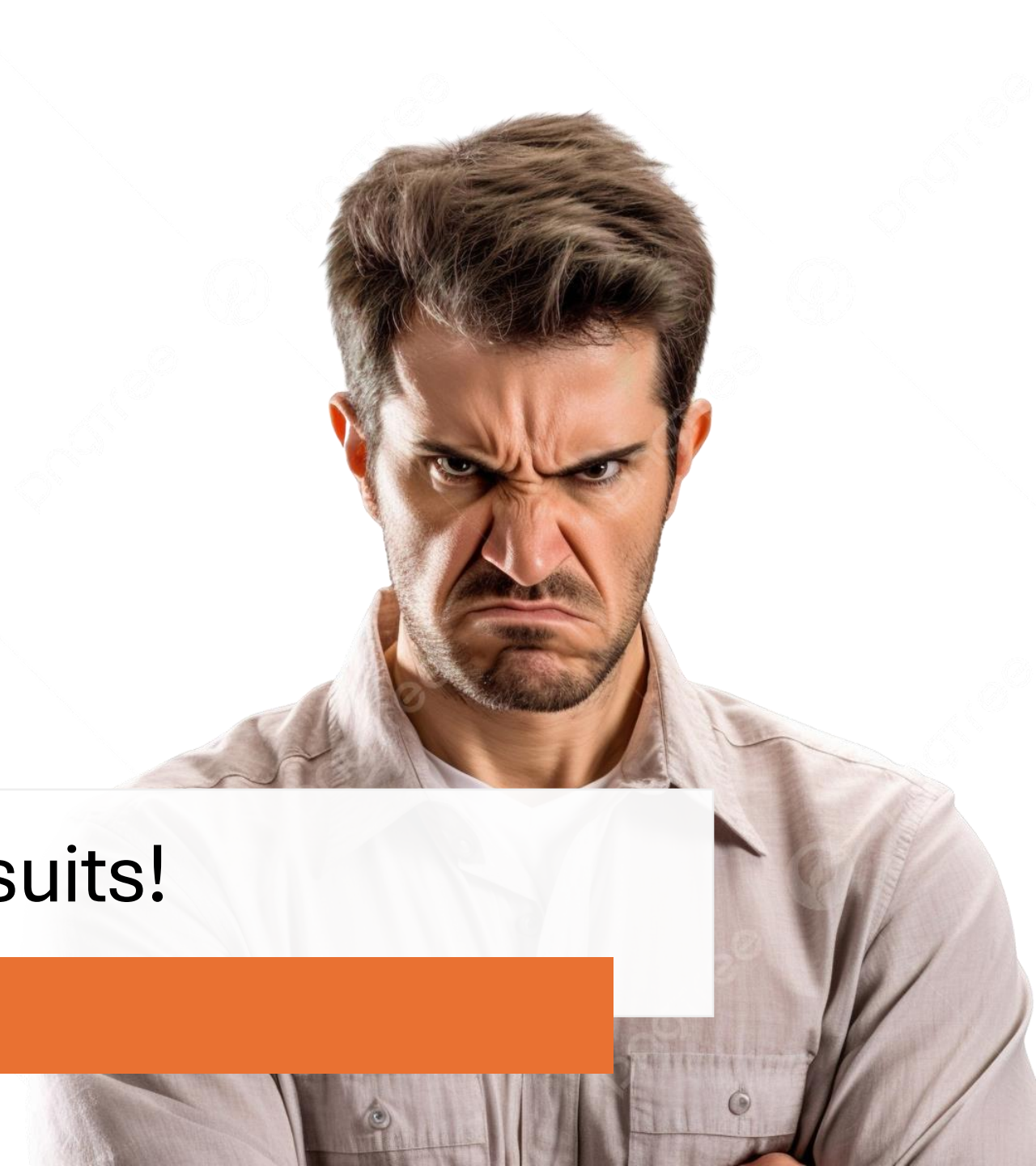
A team’s work **ends** when the behavior specialist comes in

- Without team involvement, the behavior specialist is often asked to provide unsustainable (and constantly expanding) levels of support

When do you need behavioral support?

- An individual student in crisis
- Systematic issues with problem behavior across students, teachers, grades, locations





Lawsuits!

One Student in Crisis

“In House” Work

Collect some data

Get multiple sources of input



Does the data show that it's a recurring, systematic problem?

If not, maybe a safety plan is all that you need

If so, dive a bit deeper into your data



Analyze the data (again)

If problem occurs only in one location, at one time, with one person, etc.... Try some environmental changes

If problem occurs in multiple locations, with multiple people, at multiple times of day... maybe an FBA is needed

One Student in Crisis

When might you need an FBA?

Behavior is very frequent, disruptive, teachers unhappy

Behavior is less frequent, but very severe, parents unhappy



Finding one....

BACB website
Click [here](#)

Oregon Health Licensing Office
Click [here](#)



Contract Considerations

Closed ended?

Open ended?

Contract Considerations

- In addition to all the regular legal mumbo-jumbo...
 - Provide access to people and records
 - Clear definition of the BCBA's role
 - Clear timeline of tasks to be accomplished and who will do what
 - Clear understanding of the nature and extent of BCBA support for each case
 - Records retention
 - “Alone”, in “control of” students?



Collaborate to Serve the Student

- The school team meets regularly to plan and design interventions—already happening
- When a student engages in behaviors that are beyond the “typical” ...
 - The team continues to meet regularly AND now also receives feedback from the BCBA, which may include and FBA and recreating or revising the behavior plan
 - The parent should give consent for BCBA consultation



A photograph of two people walking away from the camera on a golf course. They are carrying golf bags. The person on the left is wearing a dark shirt and shorts, and the person on the right is wearing a light-colored shirt and shorts. The background is a lush green golf course with trees in the distance.

The BCBA's Course of Action ...With the team

- Review existing FBA or data collected or intervention
- Interview teacher and team members
- Observe the student AND environment—sometimes several times
 - Is there fidelity to the intervention?
 - What are the barriers to effective intervention?
- Potentially conduct a new FBA or FA
- Potentially revise the intervention plan
- Train and supervise implementation of the plan
 - Intense then faded
 - Monitor data
 - Monitor fidelity
 - Retrain
 - Revise

Systematic issues

“In House” Work

Collect some data

Get multiple sources of input



Does the data show that it's a recurring, systematic problem?

Yes

No... what made you think it might be?



Analyze the data (again)

Is there a location (playground, hallway), or specific activity that is predictably difficult?

Are there high frequency “referrers”- teachers who write discipline referrals significantly more than others?

Systematic issues

Teacher Coaching

Teaching expectations, keeping students on-task, increasing rate of positive interactions, increasing active student responding

Scientific approaches to problem solving, reducing use of coercive techniques, classroom-based solutions to problem behavior



Structure and Routines

Consistent use of routines

How to get past the “fantasy” and “survival” stages of teaching



Fine Tuning

Making data-based decisions about what works and what doesn't

Group contingencies if needed

Group contingencies are reinforcement procedures in which a (sometimes) common ~~consequence~~ (i.e., reward) is contingent on the performance of one, a small number of, or all members of a group.

Three Types of Group Contingency

Dependent- *Hero Contingency*

A criterion set for one (or group) earns for ALL



Independent

Same criterion set for ALL but earn INDIVIDUALLY

Interdependent

ALL must meet the criterion for ALL to earn



Results of Collaboration....

- School staff feeling more supported
- Stronger multi-disciplinary collaboration
- Reduction in staff injuries
- Reduced reliance on self-contained settings and nonpublic agencies
- A greater continuum of services with in-district resources



Sure-Fire **FAILS**

- BCBA's are overloaded
 - Does not get to work on proactive systems
 - May not have time to develop the needed positive relationships
 - Does not have the chance to see the plan all the way through
- When “referrals” occur after a long pattern of undesired behavior
- When there is little buy in from the building staff
- BCBA viewed as a barrier to more restrictive settings
- BCBA is not fully integrated as a part of the team



A black and white cow's head is shown in profile, facing right. The cow has a white blaze on its face and a white patch on its forehead. Its ears are large and dark. The background is a solid dark blue.

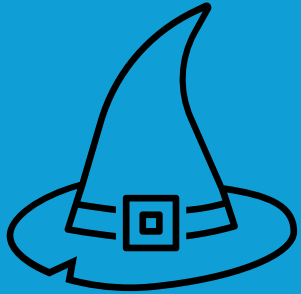
Things you can do now...

Beef up your Tier 1 Supports!



**Behavior is a Function of its
Environment**

Top Five Things You Can Do



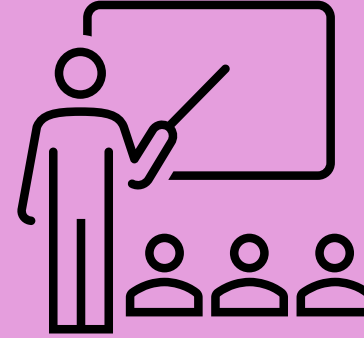
Emphasize
the magic
ratio 4:1



Attend to
routines



Ensure
adequate
academic
intervention



Explicitly
teach the
skills kids
lack



Active
supervision



Intrinsic vs extrinsic???

I know, I know....

- As early as the 1960s, research in ED **and** ABA
 - Implementation of reinforcement contingencies in classrooms results in higher rates of appropriate student behaviors and decreases in inappropriate behaviors.
- **SIXTY** years of research in this area has continued to demonstrate that delivery of reinforcers, frequently simply praise or attention, in classroom settings provides benefits to students with increases in academic scores, functional skills acquisition, and social skills



Daily Goal Setting Form

Date: _____

Instruction Aide: _____ Teacher: _____

1. We delivered _____ (number) prosocials yesterday.

Did we meet our goal? Yes No

If not, were there any events or activities that may have hindered our performance? _____

2. What went well yesterday? What did we do right? _____

3. Today we will try to deliver _____ (number) prosocials today. (If we met our goal, we need to try for at least one more today!)

3. Are there any issues or difficulties that we can think of that might make this difficult? If yes, what are they? What is one thing that we can do to overcome this hindrance? _____

Cumulative Prosocial Record

Days of Goal Setting _____ ➔

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Prosocials Delivered _____ ➔

+
◦ • Also known as the
“they really
oughta wanna”
debate



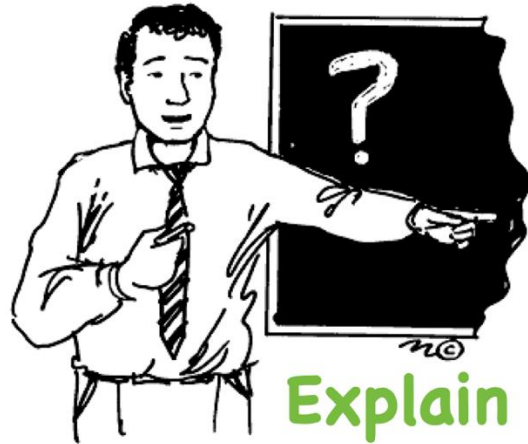
Have positive
expectations for
student success

- Expectations must be taught, followed by the adults too, AND reinforced

Expectations

- Taught situationally AND formally





Allen demonstrates his lightning-quick crossover dribble.



"To quote the great Allen Iverson, 'We talkin' 'bout practice'"



Behavior Skills Training Model

Skillstreaming

A guide for teaching prosocial skills

designed to help children and youth learn positive ways to have their needs met.

Purchase



Skill Streaming...
does it all

