Autism Training Solutions presents

Training Educators to do Behavioral Assessments

February 29, 2012
Autism Training Solutions

Who we are:

Autism Training Solutions is the online education company dedicated to training professionals within the field of autism and other behavioral disorders.

We are dedicated to:

. . . creating an evidence-based intervention video training solution to ensure professionals are equipped with the knowledge to improve and enhance the lives of people with autism and other related disorders.

We strongly believe that:

…. success starts in the hands of the mentor, teacher, therapist, tutor and parent. Professionals who work with children with special needs have the hardest jobs and hearts of gold - they deserve more tools in their tool belts. ATS provides just that!

“Children with autism are not learning disabled, they are teaching challenged.”

-Vincent Carbone
What’s the function?
• Functional Behavior Assessments is an established systematic process for assessing the relationship of a behavior and the context in which it occurs (Blair, Umbreit, & Bos; 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999)

• The primary goal of an FBA is to guide the development of effective positive interventions based on the functions of behavior (e.g. escape, attention, access to items, access to self-stimulation) (Horner, 1994)

• Thus, an FBA is “critical to the design and successful implementation of positive behavior interventions” (Watson & Steege, 2003).

• A summary of this information will help an individual student team develop effective behavioral supports that:
  - prevent problem behaviors from occurring
  - teach alternative behaviors
  - & effectively respond when problem behaviors occur.
Functions that behaviors serve

- Problem Behavior
  - Obtain/Get Something
    - Stimulation/Sensory
    - Social
      - Adult
    - Escape/Avoid Something
      - Tangible/Activity
      - Peer
School Wide Positive Behavior Support Model of Prevention

Primary Prevention Level (SWPBS)
- 80%

Secondary Prevention Level
- 15%

Intensive Prevention Level
- 5%

Functional Analysis is complex, time consuming focused on a more intensive behavior problems. Behavior Specialist needed.

FBA involves simple and realistic team-driven assessment and intervention strategies. Trained school-based personnel can do it.

Predict common problems and develop interventions at a school level.
## Practical FBA vs. Comprehensive FBA

<table>
<thead>
<tr>
<th>Practical FBA (Tier 2)</th>
<th>Comprehensive FBA (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For:</strong></td>
<td></td>
</tr>
<tr>
<td>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></td>
</tr>
<tr>
<td><strong>What:</strong></td>
<td></td>
</tr>
<tr>
<td>Relatively <strong>simple</strong> and <strong>efficient</strong> process to guide behavior support planning</td>
<td><strong>Time-intensive</strong> process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td></td>
</tr>
<tr>
<td>School-based personnel (e.g., teachers, counselors, administrators)</td>
<td>Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)</td>
</tr>
</tbody>
</table>

Loman & Borgmeier (2010)
Competencies to doing a Practical FBA

• Identify that an FBA needs to be done

• Make an observable and measurable definition of the problem behavior

• Gather information on the behavior

• Prioritize what behavior needs attention first

• Collect data on the antecedents and consequences of the problem behavior in several environments

• Make a functional hypothesis of what the function(s) is/are, the triggers and what is supporting the behavior.

• Last BUT NOT LEAST, create a plan that utilizes proactive procedures, teaches replacement behavior and outlines how everyone will respond to the behavior.
Practical FBA in-service curriculum

How to Scale Down FBAs for School Staff

• Use everyday language
• Break down the FBA process into simple steps
• Provide all of the materials for them to use (which we will give to you today)
• Have them practice data virtually with video (which we will give to you today)
• Have them apply what they have learned one step at a time.

Scott, Alter & McQuillian, (2010)
How to “Scale Down” the FBA in a D.A.S.H.

- **D**efine Behavior
- **A**sk about the behavior
- **S**ee the behavior
- **H**ypothesize

Loman & Borgmeier (2010)
Step One: Define Behavior

- **Definitions of behavior need to be:**
  - Observable: the behavior is an action that can be seen
  - Measureable: the behavior can be counted or timed
  - Define the behavior so that an unfamiliar person could recognize what the behavior looks like
What are the observable behaviors?

- Speaking out of turn
- Chewing his pencil
- Getting mad
- Getting out of seat
- Not holding still
- Lack of social skills
- Being fidgety
- Being disruptive
- Hyperactive
What are the observable behaviors?

- Speaking out of turn
- Chewing his pencil
- Getting mad
- Getting out of seat
- Not holding still
- Lack of social skills
- Being fidgety
- Being disruptive
- Hyperactive
Define the Behavior

- Cleaning
- Speaking out of turn
- Tantrum
Define the Behavior

• **Cleaning**- moving a broom back and forth on the floor, wiping surfaces, and putting items away

• **Speaking out of turn**- speaking without being called during times he is required to raise his hand

• **Tantrum**- crying, screaming, physically resisting prompts
Step 2: Ask about the Behavior

- Using the Functional Interview form adapted from Durand and Crimmins (1988) assists one in identifying the behaviors that are of higher priority.

- Conducting an interview can also help you plan and maximize your observation times.

- Using the Motivation Assessment gives the team some ideas that contribute to the functional hypothesis.
Step 3: See the Behavior

Use an ABC recording form that is simple to use.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denied access to item or activity</td>
<td></td>
<td>Physical discomfort relieved</td>
</tr>
<tr>
<td>Demand situation</td>
<td></td>
<td>Verbal redirection</td>
</tr>
<tr>
<td>No materials or activities</td>
<td></td>
<td>Interruption/blocking response</td>
</tr>
<tr>
<td>Interruption/ transition activity</td>
<td></td>
<td>Nothing/ignored</td>
</tr>
<tr>
<td>Highly stimulating environment</td>
<td></td>
<td>Social attention</td>
</tr>
<tr>
<td>Wants something (can have)</td>
<td></td>
<td>Physically guided to comply</td>
</tr>
<tr>
<td>Attention given to others</td>
<td></td>
<td>Task was removed</td>
</tr>
<tr>
<td>Seemed uncomfortable or sick</td>
<td></td>
<td>Denied access to item/activity</td>
</tr>
<tr>
<td>Other _________________</td>
<td></td>
<td>Time out (duration: _______)</td>
</tr>
<tr>
<td>Other _______________</td>
<td></td>
<td>Access to preferred item/activity</td>
</tr>
<tr>
<td>Other _________________</td>
<td></td>
<td>Other _________________</td>
</tr>
</tbody>
</table>
Step 3: Practice ABC data with video
Step 4: Hypothesize

- Define Behavior
- Ask about the Behavior
- See the Behavior
- Hypothesize

Functional Interview

ABC Data

Hypothesis of Antecedents and Consequences
Step 4: Hypothesize

Functional Assessment (FBA) Summary

Person of Concern: _______________     Age: _____     Sex: Male / Female

Date of Interview: _______________     Evaluator: _______________________

A. Behavior(s) being evaluated:

________________________________________________________________________

B. Review the information from the Functional Interview(s) and the observation to complete the areas below:

1. Behavior Definition:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Identified Environmental conditions /mo’s (e.g. sleep deprivation, medical conditions etc.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Antecedents (demand, termination, no attention, not engaged etc.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Step 4: Hypothesize

- What are the Antecedents?

- What are the Consequences?

- What are some modifications that can be put in to prevent the behavior from happening?

- What are some replacement behaviors that can be taught?

- What can be done in response to the behavior so that the behavior is less likely to happen in the future?
## Put Results into Behavior Plan

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Prevention Strategies</th>
<th>Replacement Behavior</th>
<th>Response to Problem Behavior</th>
<th>Reinforce other or absence of behavior</th>
<th>Measurement Strategies</th>
</tr>
</thead>
</table>
| Talking out of turn-speaking without being called on during times he is required to raise his hand | Pro-active access to social interaction- give Joseph opportunities to share when he raises his hand | Raising his hand  
Allow him share appropriate stories or comments | Cost Response  
Loss of points towards iPad time  
Rrais his hand  
Allow him share appropriate stories or comments | Reward Joseph when he has days with low levels of talking out of turn with more iPad time | Tally |

**Talking out of turn-speaking without being called on during times he is required to raise his hand**

- **Pro-active access to social interaction:**
  - Give Joseph opportunities to share when he raises his hand.

- **Replacement Behavior:**
  - Raising his hand.
  - Allow him share appropriate stories or comments.

- **Response to Problem Behavior:**
  - Cost Response:
    - Loss of points towards iPad time.

- **Reinforce other or absence of behavior:**
  - Reward Joseph when he has days with low levels of talking out of turn with more iPad time.

- **Measurement Strategies:**
  - Tally
Application in the Classroom

• Have teachers/staff apply steps of FBA with actual student within a week of online video training and report results to you for feedback.

• Ability to take data and create a functional hypothesis is only half way to completing a Behavior Plan. Determining appropriate antecedent and consequence interventions appropriate to the behavior’s function is another skill entirely. Additional training on evidence-based interventions is needed.
Provide Continued Training with Online Videos

• Takes evidenced-based interventions and breaks them down into step-by-step video modules

• Uses everyday language, real examples and real teachers in the classroom

• Empowers teachers to make treatment decisions when behavior specialists are not available

• Provides resources (data forms, self checklists, and lesson plans) to help implement interventions learned in training

• Needs-based (only learn information that is pertinent to your student’s needs)

• Self-paced (do this at your own time and pace)
## Positive Behavior Supports for Special Education (Tier 2 and 3 Students)

- What is the foundational science of positive behavior support?
- How to use principles of behavior to decrease and prevent problem behaviors?
- How to teach new behaviors that replace problem behaviors?
- What are the steps to doing a behavior assessment?

## Behavioral Strategies for Students with Autism

- All the topics covered in PBIS series
- What are the characteristics of autism and related disabilities?
- How do students with autism learn?
- How to develop a positive behavior support plan?
Research:

Does training translate into the classroom?
Impact of Online Videos on Paraprofessionals

PURPOSE:
The purpose of this study was to examine the impact of an online training technology on the implementation of mand training on three paraprofessionals.

METHOD:
A multiple baseline design across participants was used. The study was conducted in a special education classroom in a rural part of Hawaii. Three female paraprofessionals with limited higher education, ages 26, 34, and 46 all of Hawaiian ancestry. One girl and two boys ages 6, 8, 10 also participated. All paraprofessionals had no previous training in autism interventions. All three students had developmental disabilities and language delays and goals in their IEPs to increase functional communication.

PROCEDURE:
Data was collected before and after training on the teachers ability to implement mand training procedures the children spontaneous mands. Teachers watched online training and used self-checklist during implementation. Inter-observer reliability was done 35% of the time and was 84% for teacher and student.
Independent Variable- Online Training Videos

- During training, paraprofessionals logged into Autism Training Solution’s Learning Management System.
- The system required a pretest.
- Series of video modules.
- A competency quiz is given after each module.
- After passing competency quizzes, a post-test was required to complete the training.
- They were then prompted to download a self-checklist to use during intervention.
- Total training = 2 hours
Results

- During baseline the three paraprofessionals showed low performance (mean was 15% in baseline) and after training all three paraprofessionals showed improvement in implementing mand training procedures (mean in post training was 62%).

- The students also showed improvement in using mands to communicate. The mean scores were 22% baseline and 52% post-training.
Molly and Adam
# Steps to Training Your Teachers in Practical FBA

<table>
<thead>
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<th>FBA Competencies</th>
<th>Handout</th>
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<tbody>
<tr>
<td>▪ Identify that an FBA needs to be done</td>
<td>• FBA overview</td>
</tr>
<tr>
<td>▪ Make an observable and measurable definition of the problem behavior</td>
<td>• Video exercise</td>
</tr>
<tr>
<td>▪ Gather information on the behavior</td>
<td>• Functional Interview Form</td>
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<td>▪ Prioritize what behavior needs attention first</td>
<td>• Motivation Assessment</td>
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<tr>
<td>▪ Create a plan that utilizes proactive procedures, teaches replacement behavior and outlines how everyone will respond to the behavior.</td>
<td>• Behavior Intervention Plan Template</td>
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References


Thank you!

For more information about online training, visit www.AutismTrainingSolutions.com

School Improvement Network
www.SchoolImprovement.com