



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Newsletter

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Association for
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APBS President's Update

Thank you for making the Seventh Annual Association for Positive Behavior Support (APBS) Conference in St. Louis, Missouri, such a great success! We had a great turnout, and many of you have told me that this was one of the best conferences yet. Be sure to visit the conference pages on our website (apbs.org) to view the PowerPoint presentations and other resources that were shared at the conference. Next year, the APBS Conference will be in Denver, Colorado, on March 10th through the 12th, 2011. Be sure to mark your calendars now!

The APBS Board has four new members starting their terms this year. When you see these individuals, please thank them for their contribution to APBS:

- Catherine Bradshaw
- Steve Goodman
- Lori Newcomer
- Matt Tincani

This year the APBS Board has made some changes to increase the representation of different stakeholder groups in APBS leadership activities. To ensure that an increasing number of stakeholders have a voice within APBS, a motion was made to increase the number of Ex Officio board members. APBS will now review which stakeholder groups are represented by members elected through the annual election process and invite additional Ex Officio members from other stakeholder

groups that have traditionally been under-represented. Examples include (a) individuals working in areas such as early childhood, adult, and community services and (b) roles such as family members, administrators, and practitioners. Although the number of Ex Officios may vary from year to year, the motion made by the APBS Board is to increase the number of Ex Officios to approximately one third the number of elected Board members in any given year.

The board sent out a letter inviting individuals to consider signing up to potentially participate as an Ex Officio member. Each person was asked to report the type of stakeholder groups he or she represents. Twenty-nine excellent candidates sent in nominations indicating an interest in participating, and this made the selection process very challenging.

Another Board motion was to create one dedicated seat for family members in the annual election process. Starting next year, you will see two or more family members running for a seat on the Board. As an APBS member, you will be asked to select one of these candidates for this dedicated family seat. The dedicated seat process was established to ensure that the APBS board will always have at least one family representative on an on-going basis.

To date, three family Ex Officio members have participated on the Board. To make the transition to the new Ex Officio

(continued on next page)

(APBS President's Update, continued from page 1)

system as smooth as possible, the APBS Board has created a transition plan by asking two of the three family members who previously served as Ex Officios on the Board to participate for one additional year. An individual representing the international community will be invited next year, and a subcommittee will form this year to address policies related to asynchronous communication systems that will be needed if Ex Officios live in countries that have significant time zone differences from the rest of the APBS Board.

I am very pleased to announce the newly identified APBS Ex Officios:

- Nila Benito (representing families)
- Lisa Fleischer (representing families)
- Kelley Gordham (representing adult and community service practitioners)
- Kelly Jewell (representing student APBS members)
- Carol Schall (representing administrators and statewide planning in community services)

On behalf of the APBS Board, I would like to thank the 29 highly qualified individuals who volunteered to serve as potential Ex Officios. We are hoping that these persons will be interested in future opportunities to serve in various leadership capacities within the APBS committee structures and will consider signing up again in the future once this first Ex Officio term has been completed.

Increasing Treatment Integrity Through Self-Monitoring

Lela Taylor and Carie English

The growing number of school-age children displaying challenging behavior has increased the need for effective interventions. School-based consultants (e.g., behavior analysts and school psychologists) report using behavioral consultation to assist teachers in designing behavior intervention plans (BIPs) that help students engage in appropriate behavior in the classroom. However, the development of a BIP does not guarantee ac-

curate implementation of the procedures. Failure to accurately implement the plan may not result in maximum effectiveness or worse, may result in an increase in challenging behavior. Thus, student behavior is not the only behavior targeted for change in the behavioral consultation process; teacher behavior also must change. In other words, teachers must implement the BIP with procedural integrity for behavior to change.

While research has suggested that it is necessary to measure procedural integrity, treatment integrity has not been assessed and/or reported adequately in experimental studies (Gresham, 1989; Gresham, Gansle, Noell, Cohen, & Rosenblum, 1993; Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000; Peterson, Homer, & Wonderlic, 1982). To ensure that a plan is being implemented with integrity, one must monitor the implementation process. Monitoring methods often are limited, however, due to reactivity, self-report, recall, and time to implement. One method that combines both direct (systematic observation) and indirect (e.g., self-report, questionnaire) training and monitoring methods is *self-monitoring*.

Self-monitoring requires the individual to monitor his or her own behavior, but it also trains the person how to observe and record the targeted behavior (Bornstein, Hamilton, & Bornstein, 1986). Research has indicated that reactivity is lessened because the individual is examining and providing immediate results on his or her own behavior. Furthermore, the consultant can take less responsibility for prompting the desired behavior (Richman, Riordan, Reiss, Pyles, & Bailey, 1988). Research has also demonstrated that self-monitoring is an effective strategy in changing the behavior of the implementer (e.g., Allinder, Bolling, Oats, & Gagnon, 2000; Browder, Liberty, Heller, & D'Huyvetters, 1986; Kalis, Vannest, & Parker, 2007) and allows the individual to take responsibility for his or her own behavior (Gilberts et al., 2001). In addition, self-monitoring has been reported to be a "non-intrusive intervention, easy to implement, allows for immediate feedback, and can be effective in changing behavior" (Kalis et al., p. 26). Given that research has shown direct training methods are more effective when teaching implementation (Sterling-Turner, Watson, Wildmon, & Watkins, 2001), utilizing a direct training method to train educators to self-report may increase

the accuracy of implementation and decrease the reactivity associated with direct observation procedures.

The first purpose of the study reported herein was to use a self-monitoring procedure to increase and sustain implementation. The second purpose was to determine if the teacher level of reporting remained consistent with the consultant. To evaluate this, educators were trained to evaluate their self-report sheet to determine accuracy of implementation of the students' individualized BIPs. Training consisted of the direct methods of role-modeling, role-playing, and performance feedback. Teachers were asked to observe their behavior and record the occurrence of each intervention component. In addition, at the end of implementation, teachers were required to calculate their treatment integrity scores, providing immediate feedback on their implementation for that day.

Case Example

Maria was a second-grade educator who participated in the Prevent–Teach–Reinforce Project (Dunlap et al., 2010). During the project, she worked with a school-based consultant to conduct an FBA and develop a BIP. Maria implemented the BIP with good treatment integrity (i.e., over 80%); however, when the consultant faded out of the classroom, integrity scores decreased to an average of 66%. The consultant then trained Maria to monitor her own behavior via a verbal explanation of self-monitoring, modeling of self-monitoring procedures, and positive and corrective feedback on the steps of the self-monitoring process. Each task-analyzed step for each intervention component was discussed with Maria.

Maria also took it upon herself to personalize the checklist to either remind her to “Be proactive” or commend herself for reaching a goal by writing “I rock.” The consultant provided a checklist with all individualized intervention components. This checklist included two columns labeled: 1) Yes (I implemented this step of the plan) and 2) NA (changes in schedule prevented using this component; i.e. fire drill, exam, standardized test). Maria was taught to record on the checklist each step that was or was not implemented immediately after the occurrence of the intervention component or at the next available moment by using verbal review of the most immediate observation pe-

riod preceding the training. Additionally, the consultant taught Maria how to tally her responses and obtain a treatment integrity score. Maria then implemented the procedures in the classroom with the student while the consultant was present. The consultant provided a review and verbal feedback following the observation. Maria obtained an average integrity score of 95%. The consultant then removed verbal feedback. During this phase, Maria was told that she no longer had to do the checklists; however, she continued to do so. Maria not only continued to maintain high integrity scores, she actually increased her integrity to 100%.

Conclusion

Self-monitoring can be an effective method not only to increase and/or maintain treatment integrity scores but also to train teachers in the implementation of the BIP. This study combined the advantages of both direct and indirect monitoring and training methods to evaluate a tool that may increase treatment integrity of BIPs in the classroom. Through self-monitoring, the teacher was able to utilize a simple checklist that provided immediate feedback on her behavior. Additionally, the consultant was able to provide immediate feedback to the teacher. Only four observation periods were needed; thus, the self-monitoring procedure not only limited reactivity, it decreased the time the consultant needed to be in the classroom to ensure adequate treatment integrity. In Maria's case, self-monitoring was an effective tool that resulted not only in increased treatment integrity scores but also in a more positive classroom.

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International Conference Web-Based Resources

Randall L. De Pry

What do St. Louis, Jacksonville, Chicago, and Boston all have in common? Besides being great cities, they also served as the last four sites for our International Conference on Positive Behavior Support. As a member of APBS, you have access to a number of resources that will enhance your work as a PBS practitioner. One of those resources can be found at the *Conference Ar-*

chive link, which is located in the *Member Resource section* of our website. By navigating to this link, you will be able to access information from previous conferences, including agendas, PowerPoint presentations, handouts, and videotaped keynote addresses. In the coming weeks, invite your colleagues to take a look at the Member Resource section by using the visitor/guest login option. This option is available for up to three visits. Be sure to point out that joining APBS is as easy as navigating to the *Membership Information section* on our home page.

Mark Your Calendars!

Our next conference is in Denver, Colorado, and is scheduled for March 10th–12th at the Hyatt Regency-Denver in the Mile High City. We hope you will be able to attend and benefit from the outstanding sessions, workshops, and networking opportunities that are planned for our eighth International Conference. As always, if you have an interest in becoming more involved in the work of APBS, please contact me directly (rdeptry@uccs.edu).

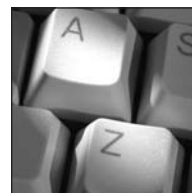
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