

EVIDENCE-BASED PRACTICE USE AMONG PARAPROFESSIONALS WORKING WITH STUDENTS WITH ASD

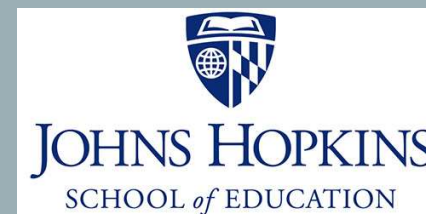
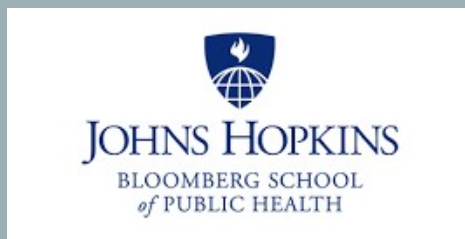
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Johns Hopkins Bloomberg School of Public Health

Association for Positive Behavior Support

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BACKGROUND



The number of students with ASD in classrooms is increasing



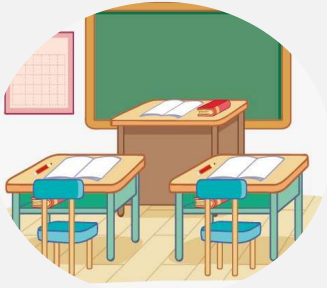
These students often have complex academic, social, and behavioral needs



Spend majority of time working with paraprofessionals



Evidence-based strategies exist to help support these students



EVIDENCE-BASED PRACTICES (EBP)



APBS Approved Definition: “**Evidence-based practice in Positive Behavior Support** is defined as the integration of rigorous science-based knowledge with applied expertise driven by stakeholder preferences, values, and goals within natural communities of support.”

National Professional Development Center on ASD

- Wong and colleagues (2015) conducted a systematic review of 456 studies
- Identified a list of 27 EBPs (now 28*) to support students with ASD
- Examples: Reinforcement, Modeling, Social Skills Training, PECS

Past Research on EBP Use

- Primarily focused on teachers rather than paraprofessionals
 - Limited exposure
 - Lack of standardized training
 - Research to practice gap



ARE PARAPROFESSIONALS BEING
TRAINED ON AND IMPLEMENTING
EBPS?



CURRENT RESEARCH

- **Goal**
 - Examine exposure, training, and implementation of EBPs among paraprofessionals working with students with ASD
 - Identify ways to help school systems better support their paraprofessionals
- **Methods**
 - Quantitative survey
 - Have you heard of/been trained on/implement (EBP Name)?
 - Qualitative Interview
 - Follow-up to survey questions
 - Identifying training and implementation desires and barriers

POLL TIME!

- How many people can name 5 EBPs?
- 10-15?
- 15-20?
- All 27?



<p>Antecedent-based intervention (ABI)-arranging events before a challenging behavior to prevent it from occurring. Choice-making</p>	<p>Cognitive Behavioral Intervention (CBI)-learning to manage cognitive processes that trigger challenging behaviors. Counting down to calm down.</p>	<p>Differential Reinforcement (DR)-reinforcing the non- occurrence of a challenging behavior or new appropriate behavior.</p>	<p>Discrete Trial Training (DTT)-1:1 teaching using trials to teach a specific behavior, including instruction, student responding, correct responding.</p>	<p>Exercise (ECE)-physical activities to help reduce undesirable behavior & increase desirable behaviors.</p>
<p>Naturalistic Interventions (NI)-teaching in the students natural setting. For example, teaching play skills during recess time on the playground.</p>	<p>Parent-implemented Interventions (PII)-intervention that parents provide.</p>	<p>Peer-mediated Instruction & Intervention (PMII)-peers implement intervention (e.g., peer modeling to teach game playing).</p>	<p>Picture Exchange Communication System (PECS)-student learns to exchange pictures to communicate needs and wants.</p>	<p>Pivotal Response Training (PRT)-play based intervention to teach pivotal skills (e.g. initiation, motivation, responding to cues).</p>
<p>Self-Management (SM)-differentiates between desirable & undesirable behaviors, monitor and record those behaviors and reward themselves for the appropriate behavior. Student monitors how many times they help a peer.</p>	<p>Social Narratives (SN)-explaining social situations & how to respond (e.g., a social story on how to greet friends when you arrive at school).</p>	<p>Social Skills Training (SST)-learning social interactions through role playing, practice, & feedback.</p>	<p>Structured Play Groups (SPG)-teaching play skills in an environment with specific activities with each adult having a specific role.</p>	<p>Task Analysis (TA)-breaking down a task into small steps and outlining for the student.</p>

<p>Extinction (EXT)- removing a reinforcer for a challenging behavior (e.g., stop giving attention when a tantrum happens).</p>	<p>Functional Behavior Assessment (FBA)- identifying antecedents & consequences maintaining behavior to find the function of the behavior. ABC data.</p>	<p>Functional Communication Training (FCT)-teaching communication to replace an undesirable behavior (e.g., teaching to ask for help from adults instead of having a tantrum for attention/help).</p>	<p>Modeling (MD)-teacher models desired behavior, student imitates (e.g., drawing something you want the student to draw).</p>
<p>Prompting (PP)- providing a variety of prompts (visual, verbal, model, physical, gestural) to teach a new skill.</p>	<p>Reinforcement (R+)- providing desired item (toy, food, activity) for a desired behavior/correct response (e.g., breaks after work).</p>	<p>Response Interruption/Redirection (RIR)- interrupting an inappropriate behavior & redirect to a new behavior (e.g., teacher interrupts flapping by redirecting to hold a stress ball).</p>	<p>Scripting (SC)-verbal/written model for a student to imitate for social interactions (e.g., answer phone, order food).</p>
<p>Technology-aided Instruction & Intervention (TAII)- use of technology to maintain/improve skills (e.g., a cueing system on an iPhone to remind a student to do something).</p>	<p>Time Delay (TD)-giving time to respond, no prompts.</p>	<p>Video Modeling (VM)- a video of a specific skill happening and then having the student try (e.g., watch video of teeth brushing and then have student brush teeth).</p>	<p>Visual Supports (VS)-learning a new behavior/skills through the use of pictures, printed words, objects or other labels. To remind a student to raise hand before asking a question.</p>

STUDY PARTICIPANTS

Paraprofessionals working with students with ASD

- Paraeducators, Teaching Assistants, Teaching Aides

Demographic Info

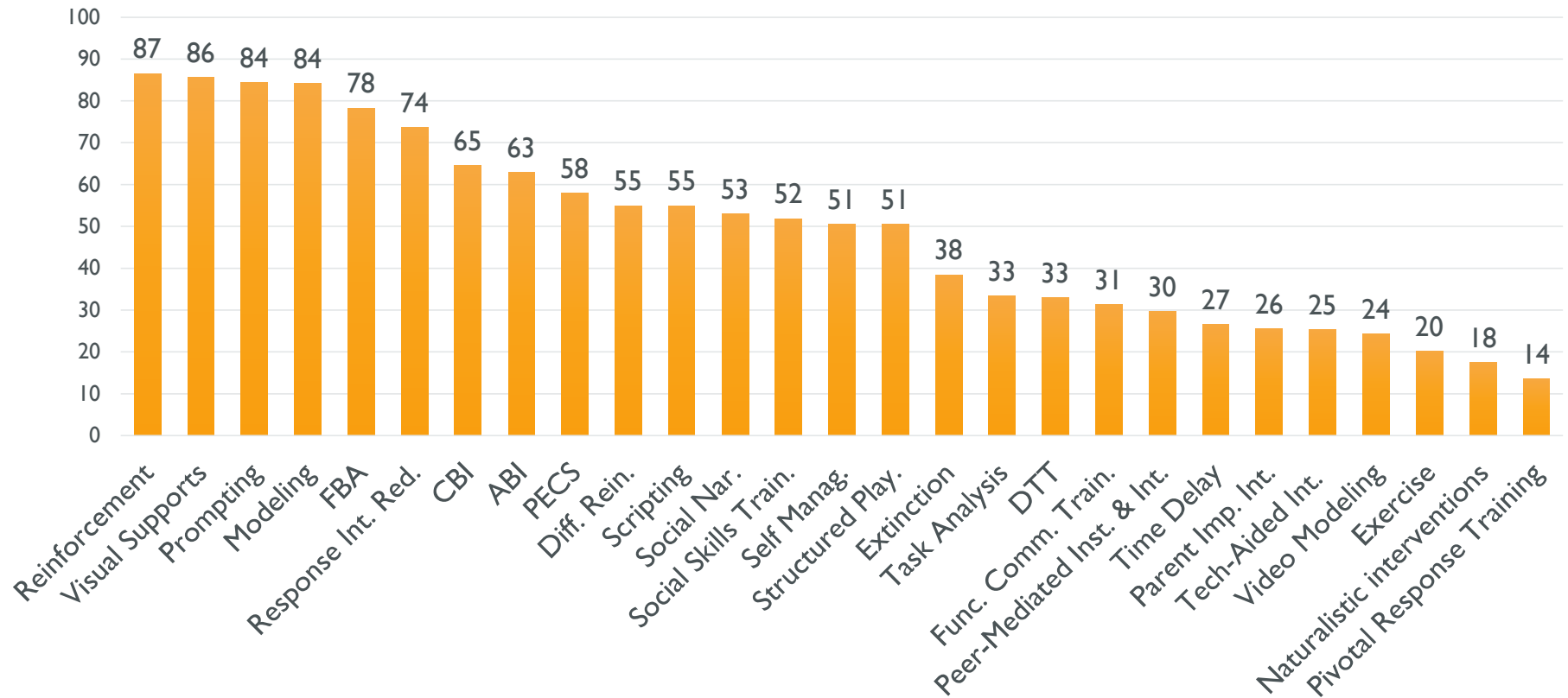
- 91% Female, 9% Male
- 73% White, 20% Black or African American, 4% Asian, 3% Other
- 31% Bachelor's Degree or More

School/Classroom Info

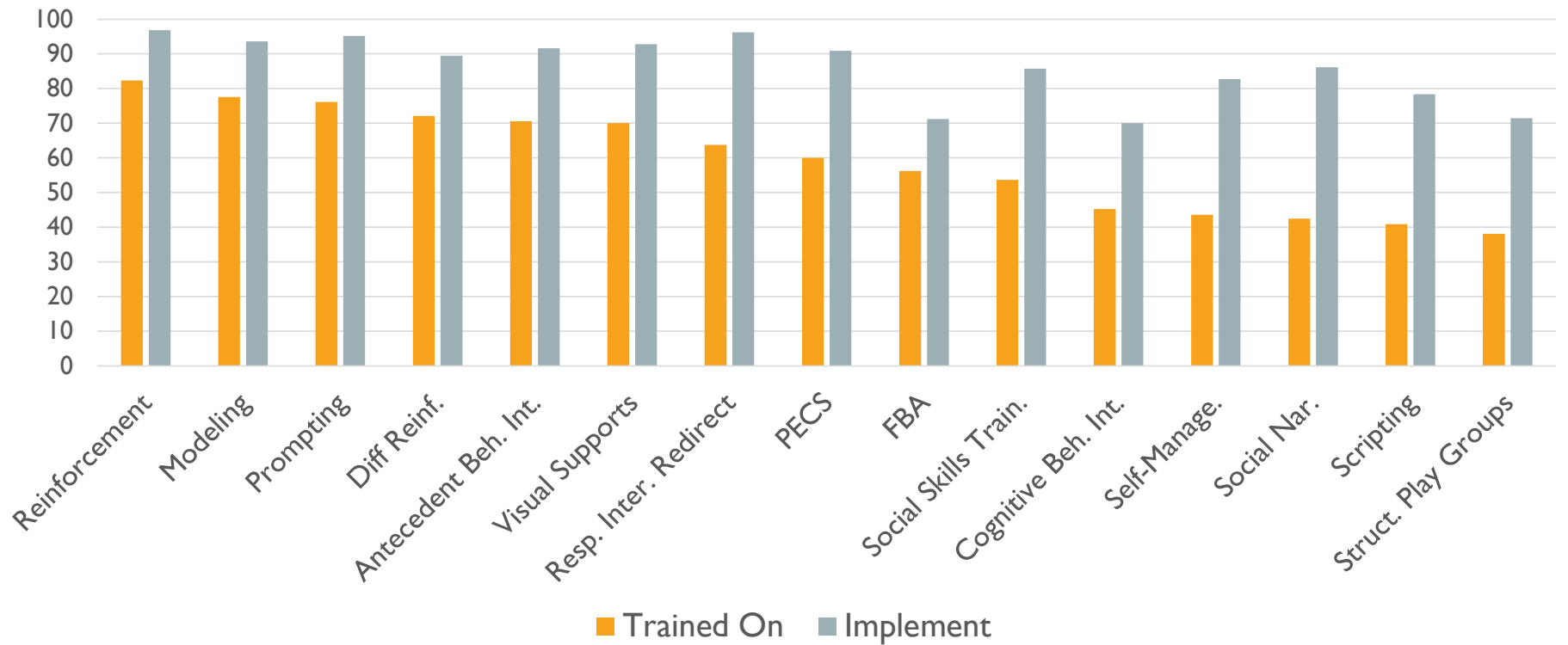
- 4 local school systems
- 60% Elementary, 40% Secondary
- 51% Self-Contained, 49% Inclusion

RESULTS

Percent of Paraprofessionals Who Have Heard of (EBP Name)



Have you been trained on (EBP Name)? Do you implement (EBP Name)?



Note: Results are for the top 15 most commonly heard of EBPs

QUALITATIVE THEMES: TRAINING

	Formal Training	Informal Training
Strengths	+ Behavior-specific strategies	+ On the job support from specialists
Weaknesses	<ul style="list-style-type: none">- Only surface level discussion- Teacher trainings not always accessible to paras- Lack of variety of EBPs discussed- Information overload	<ul style="list-style-type: none">- Explanation vs. Training- Name variation/inconsistent terminology- Not always ASD-specific

QUALITATIVE THEMES: TRAINING

Barriers: General

- Information not currently provided to paras unless they actively seek it out
- Lack of consistency of knowledge/training/use across staff members
- General lack of exposure to EBPs
- Lack of variety of trainings

Barriers: COVID/Virtual Learning

- Reduction in team meetings
- Limited interaction in the virtual environment with specialists

Trainings Desired

- All EBPs
- Weekly trainings with specialists
- Implementation training and support
- Overarching trainings for all staff in the classroom

QUALITATIVE THEMES: IMPLEMENTATION

	Classroom Guidance: Verbal	Classroom Guidance: Modeling
Strengths	<ul style="list-style-type: none">+ Helpful when in moment feedback is provided+ Specialists often provide step by step instructions	<ul style="list-style-type: none">+ Trickle down from teacher trainings to paras+ Specialists model implementing the EBP
Weaknesses	<ul style="list-style-type: none">- Often feedback only given when a mistake is made	<ul style="list-style-type: none">- Often para is modeling behavior rather than being trained

QUALITATIVE THEMES: IMPLEMENTATION

Barriers: General

- Lack of training/knowledge
- Competing priorities: time pressure, academic requirements
- Inconsistent EBP implementation: modeling, reinforcement
- Lack of buy-in across classroom staff

Barriers: COVID/Virtual Learning

- Difficult to implement in the virtual environment
- Decreased peer interaction

Benefits: COVID/Virtual Learning

- Increased interaction with parents

TAKEAWAYS

- EBPs help support the positive academic, social, and behavioral development of individuals with ASD
- EBP exposure, training, and implementation among paraprofessionals is limited
- A gap exists between EBP implementation and training
- Many paraprofessionals reported a desire to have increased access to formal and informal training
- Suggestions for School Systems
 - Increase access to standardized trainings for all staff in the classroom
 - Provide continued support and in-the-moment feedback
- Future Directions for Researchers
 - Development of streamlined EBP training for paraprofessionals

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- Local School Systems and Paraprofessionals

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