Sustaining Effective Individualized Behavior Support: Barriers and Enablers

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Learning Objectives
- Define what we mean by a continuum of individualized/function-based supports.
- Describe the tools and supports needed for district and school personnel to use FBA/BSP more efficiently for students who engage in a wide range of problem behaviors.
- Discuss the district and school-level systems and supports that need to be in place to sustain the implementation of efficient individualized support over time.

Introductions
- Who is here today?
  - Teachers?
  - Administrators?
  - Paraprofessionals?
  - District Behavior Specialists/BCBAs?
  - Outside consultants?
  - Responsible for conducting FBA and building BSPs?

Functional Behavioral Assessment (FBA)
An empirically supported practice that has been demonstrated to improve both the effectiveness & efficiency of behavioral interventions in schools
(Bair, Umbreit, & Bos, 1999; Carr et al., 1999; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Ingram, Lewis-Palmer, & Sugai, 2005; Lee, Sugai, & Horner, 1999; Newcomer & Lewis, 2004; Strickland-Cohen & Horner, 2015; Strickland-Cohen, Vatland, Spear, & Romer, in prep)

Challenge schools face is not finding what works, but implementing what works
Feen, Naoom, Blase, Friedman, & Wallace, 2005

The Logic Behind Multi-Tiered Behavioral Support
- SWPBS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
  - PREVENTION
  - EARLY INTERVENTION
Typical Practice… How are we doing?

- We often use our most effective tools only after challenging behaviors have become severe and/or dangerous (Scott et al., 2010)
- Students who engage in persistent, lower-level challenging behaviors are more likely to receive less effective, exclusionary practices
  - Verbal Reprimands
  - ODRs
  - Suspensions
  (Renshaw, Childress, Marchant, & Anderson, 2008)

Why Does FBA Continue to Be Underutilized In Schools?

- FBA demonstrated effective for students with and without disabilities with a wide range of problem behaviors (Epstein et al., 2008)
- But…
  - A lack of trained personnel leads to providing support in a “triage” manner
  - Opportunity is lost to utilize FBA for less severe persistent problem behavior

A Proactive Approach to Behavior Support Planning

- Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP
- Using simplified FBA-BSP procedures that match the level and intensity of problem behavior
  - Provide FBS at the first signs of persistent problem behavior

Basic FBA/BSP
- Non-Dangerous Behaviors and Maintaining Functions are Easily Defined and Identified

A Proactive Approach to Behavior Support Planning

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Complex FBA or Functional Analysis
- Behaviors and Maintaining Functions vary, and are not easily defined and/or identified

Basic vs. Complex FBA/BSP

<table>
<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Complex</th>
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<tbody>
<tr>
<td>For:</td>
<td>Students with mild to moderate problem behaviors (behaviors that are NOT dangerous or occurring in many settings)</td>
<td>Students with moderate to severe behavioral problems, may be dangerous and/or occurring in many settings</td>
</tr>
<tr>
<td>What:</td>
<td>Relatively Simple and Efficient process for behavior support planning based on “practical” FBA data</td>
<td>Time-intensive process that involves emergency planning, family-centered planning, and collaboration with outside agencies</td>
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<td>Developed by whom:</td>
<td>Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning)</td>
<td>School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., behavior specialist)</td>
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Redefining the Role of the District Specialist in Schools

- Proactively build capacity:
  - Train 3-5 school personnel in each school to use Basic FBA/BSP
  - Teach all school-based team members to understand FUNCTION
- Practical Trainings: Provide short training sessions that teach “learn more thoroughly” based on evidence-based instructional practices
- Prioritized follow-up: Use of assessment to determine type of follow-up coaching needed
The Basic FBA to BSP Training Series

- Module 1: Defining & Understanding Behavior
- Module 2: FBA: Interviewing Stakeholders
- Module 3: FBA: Observing Behavior
- Module 4: BSP: Critical Features of Function-based Interventions
- Module 5: Selecting Function-based Interventions
- Module 6: Planning for Implementation
- Module 7: Evaluation Planning

*Designed as training for all school staff

Basic FBA to BSP Training Materials

- Trainer's Manual
- Training Slides
- Participant Guide
- Pre-Posttest Assessments of FBA & BSP Knowledge
- Basic FBA/BSP tools
- New! On-line Modules for Trainers

Big Ideas

- Skills taught in manageable chunks
- 60-90 minute modules
- Intended delivery: 1 module every 1-2 weeks
- Interactive Training Activities - Learn through demonstration & practice application activities
- Built-in Assessment Activities - Included at end of each module
- Homework Tasks with each module for real-world practice that culminate in implementation of a BSP developed from an FBA
Evidence supporting use of Basic FBA to BSP in Schools

Examining the Efficacy of Basic FBA (Loman & Horner, 2014)

- Phase I: “Practical FBA” - four 1-hour trainings for 12 staff with flexible roles in schools (i.e., school psychologists, counselors, administrators)
  - Sessions
    - Defining and Understanding Behavior
    - Interviewing Stakeholders
    - Observing and Recording Behavior
    - Behavior Support Planning

- Phase II: Staff completed FBAs for students on their campuses

Phase III: Functional Analysis

KATHLEEN RESUMES

Using FBA Data to Inform BSP

- Even after training in FBA, schools continue to struggle in developing intervention plans that address the function of student problem behavior
- Researchers have found:
  - Plans often built without FBA data (Nusz, 2008)
  - Poor or missing operational definitions (Wright et al., 2007)
  - Lack of function-based interventions (Blood & Neal, 2007)
  - Overreliance on exclusionary practices without teaching replacement behavior (Scott et al., 2015)
  - Presence of contraindicated strategies (Cook et al., 2007, 2012)


- Phase I: Four 1-hour “Basic BSP” trainings
  - Sessions
    - Identifying Replacement Behaviors
    - Selecting Function-based Strategies
    - Planning for Implementation
    - Evaluation Planning

- Participants: 13 school professionals (4 counselors, 3 school psychologists, 6 SPED teachers)
  - Referred by School Principals
In science, when asked to work with a partner or small group, Jacob (6th grade) makes inappropriate comments, pushes materials off his desk, and refuses to do his work. This usually happens when an altercation occurs with a peer in the hallway. Based on the data collected, the team agreed that the function of Jacob's behavior is to avoid working with peers.

**Function-Based (FB)? Neutral (N)? or Contraindicated (C)?**

1. **C** Teach student to appropriately request a break from working with his partner(s).
2. **FB** When problem behavior occurs, allow student to work alone.
3. **FB** Develop a behavior contract with the student specifying that if he works successfully with peers for a specified part of lab time, he can spend the remainder of class time working independently.
4. **N** Review class rules about respectful interactions with peers at the beginning of the week.
5. **C** When problem behavior occurs, send student to resource classroom to complete the activity.
6. **FB** When presenting assignments on days when Jacob has had a previous peer altercation, provide a choice of working either individually or with a peer partner.
7. **N** Provide tokens that can be exchanged for items at the school store when student engages in appropriate peer interactions.
8. **FB** Provide pull-out social skills training 2 times per week for 20 minutes.

**Phase II: Plan Development & Implementation**

- **Participants**
  - 6 of 13 “Team Leaders” from Phase I
  - 6 elementary school student-teacher dyads
- **BSPs developed from completed FBA and implemented**
  - Plans rated highly on measures of Technical Adequacy and Contextual Fit
- **Impact on student behavior measured using 10 sec partial interval data collected during 20 min lessons, 3-4 days per week:**

**Pre/Post-Test Results: Assessment of BSP Knowledge**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Percent Change</th>
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<tbody>
<tr>
<td>1</td>
<td>63% (A)</td>
<td>96% (B)</td>
<td>+33%</td>
</tr>
<tr>
<td>2</td>
<td>67%</td>
<td>84%</td>
<td>+17%</td>
</tr>
<tr>
<td>3</td>
<td>69%</td>
<td>94%</td>
<td>+25%</td>
</tr>
<tr>
<td>4</td>
<td>65%</td>
<td>86%</td>
<td>+21%</td>
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<tr>
<td>5</td>
<td>60%</td>
<td>88%</td>
<td>+28%</td>
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<td>90%</td>
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<td>82%</td>
<td>+39%</td>
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<td>61%</td>
<td>92%</td>
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<td>82%</td>
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<td>90%</td>
<td>+23%</td>
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<td>86%</td>
<td>+25%</td>
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<tr>
<td>13</td>
<td>80%</td>
<td>94%</td>
<td>+14%</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>62%</td>
<td>88%</td>
<td>+26%</td>
</tr>
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**Social Validity**

- **Participating Teachers**
  - High ratings of acceptability, feasibility, and effectiveness (AVG 5.17 – 5.67 out of 6.0)
- **Team Leaders**
  - High ratings of acceptability, feasibility, effectiveness of training tools and methods
  - AVG 5.5 – 5.83 out of 6.0
  - “I plan to use Basic FBA/BSP procedures in the future.” – 5.83 out of 6.0
- **Ten week follow-up**
  - 2 out of 6 had used basic FBA/BSP with one other student
  - 2 had used basic FBA/BSP with more than 2 students

**One Year Later...**

- **How many of our participants from the previous year still worked for the district?**
  - 6 (2 school psychologists, 2 counselors, 1 learning specialist, 1 special education teacher)
- **How many participants had received follow-up training or coaching since the end of formal support from researchers?**
Enablers and Barriers

Overcoming Barriers

Training efforts should result in both:

- Changes in educator behavior that lead to improved student outcomes
- Changes in organizational or systems-level practices

(Reinke et al., 2014)

It's going to take more than training...

Establishing the District Context

District Level

- Improving behavior support systems must be one of the top three priorities
- Administrative Support
  - Written policy
  - District-level specialist with FTE dedicated to building school capacity

Establishing the School Context

School Level

- Improving behavior support systems must be one of the top three priorities
- Team-based data for decision making
- Administrative Support
  - Written policy
  - Time for team members to meet for planning and progress monitoring
  - School personnel with FTE dedicated to team lead activities
Establishing the Context, cont’d

- Ensure Tiers I & II are implemented with fidelity
  - “Basic” individualized support is still resource intensive
  - Individualized interventions are effective... but the need cannot be met

Tier II
- What SYSTEMS are in place at Tier II?
- What tools are in place to identify how students are responding at Tier I and Tier II?
- Data collection and analysis?
- Data for decision-making
- Clear decision rules
- Ongoing team-based decision-making to determine when to increase or fade support

SHELDON STARTS HERE

Planning to use Basic FBA to BSP (Module on basicfba.com)

- Includes:
  - Presentation on how to plan for a district or region
  - Tools such as:
    - District Planning Guide
    - School Readiness & Commitment Form
    - FBA Consent form
  - Embedded in each module are “Coaching Tools” for District Level staff to support schools in implementing Basic FBA to BSP

Building Capacity

- District Level
  - Personnel with expertise in FBA and behavior support planning is allocated to support on task at the district level
  - Effective measures exist for training school personnel to conduct basic FBA/BSP

- School Level
  - At least 2 personnel with flexibility in their schedule are trained to conduct basic FBA/BSP
  - All staff (as many as possible) are trained in overall function-based thinking
  - Modules 1 & 4 (now available online)
  - Efficient and effective measures for conducting basic FBA/BSP are available for trained staff

Programming for Maintenance: On-going Training and Coaching

- District Specialist provides initial training AND focused follow-up support
  - Coaching (modeling/observation/feedback)
  - Follow-up on homework/application activities from modules
  - Focused “booster” sessions
  - Yearly training for new employees

- 2-3 Staff at school conduct Basic FBA & provide on-going coaching support to teachers implementing Basic BSPs
  - All staff trained on Function-Based Thinking (Modules 1 & 4)
  - Team leader uses school-based coach to monitor and provide feedback to teachers and staff
Experiencing Valued Outcomes

District Level
- Frequently evaluate outcomes for:
  - Increased student achievement
  - Decrease in referrals for intensive FBA/BSP
  - Decreased time in delivery of behavior supports to students that require them
  - Decreased student office discipline referrals and suspensions
  - Decreased referrals of students to more restrictive educational placements

School Level
- Frequently evaluate outcomes for:
  - Increased teacher morale and success
  - Increased student achievement
  - Decrease in referrals for intensive FBA/BSP
  - Decreased time in delivery of behavior supports to students that require them
  - Decreased student office discipline referrals and suspensions

Assessment & Intervention

**Universal**
School-Wide Assessment
School-Wide Prevention Systems

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior
Supporting Student Behavior

Implementing Basic FBA to BSP: Systems to Support Staff

- Clear referral process
- 2 people at school to conduct Basic FBA & provide coaching support to teachers implementing Basic BSPs
- Train all staff on Function-Based Thinking (Modules 1 & 4)
- Use online modules for follow-up & coaching
  - www.functionbasedthinking.com
- Tier 2/3 Team meets monthly to review new and current students receiving Basic BSPs

Data-Collection Systems

**Individual Student Teams**
- Regular bi-weekly meetings
  - Assess implementation fidelity and student progress
  - Use data to make decisions to modify or begin fading

**School-Wide Teams**
- Regular monthly meetings
  - Early identification of students
  - Clear criteria/decision rules and referral process
  - Progress monitoring
Implementing Basic FBA to BSP: Data to Support Decision-Making

- Fidelity Data:
  - Pre/Post data to determine if staff are trained
  - Basic FBA/BSP documents are reviewed regularly by district-level coach
  - School and coach ensure plans are being implemented by using fidelity checklist

- Student Outcomes Data:
  - Daily point cards or similar data are reviewed
  - Data system like ISIS-SWIS is used for Tier 2/3 team to analyze efficiency

*See Basic FBA to BSP Module 6 for tools and resources

Building District Capacity

Building District Capacity to Conduct FBA (Strickland-Cohen, Kennedy, Berg, Carman, & Horner, 2016)

- District Behavior Specialist as lead trainer
- 36 Elementary/Middle participants
  - 22 SPED Teachers, 5 counselors, 2 General Ed Teachers, Administrators, and School Psychologists
  - Significant range in amount of participants' experience/knowledge related to FBA/BSP
- Three 2-hour sessions
  - Session 1: FBA Interviewing & Observations
  - Session 2: Selecting Function-Based Interventions
  - Session 3: Implementation & Evaluation Planning
  - Final session participants brought student FBAs to work in BSP teams

Follow-up

- 15 Weeks (n = 36)
  - 58% reported having used Basic FBA/BSP with at least one student since the training
  - 38% of those staff had not completed FBA/BSP for a student within 12 month prior to training
  - In Total, Almost as many FBAs in the 15 weeks (45) as in all of the previous 12 months (approximately 67)

Following Fall:
- District Behavior Specialist trained 15 new staff members in Basic FBA to BSP
- District Special Edu. acting as coach for school-based team leads

Precost Range = 31 to 84%
Pretest Range = 44 to 96%

\( t(30) = 11.23, p < .001 \)
Implementing a Continuum of Function-Based Support
Consolidated School District (CCSD)15, Illinois

FBA-BIP systems in Community Consolidated School District (CCSD)15
* Dr. Laura Swanlund, Ph.D., NCSP – District PBIS Coordinator
  • Northwest Suburbs of IL
  • 20 Buildings: 14 Elementary, 4 Jr. High, 1 early childhood / alternative
  • Approximately 12,000 Students
  • 40% Low Income
  • 20% LEP

2008 – 2012 – District-wide Adoption and Full Implementation of PBIS Tiers I and II
• By Spring 2012 all buildings have at least Tier 1 implementation
• District-level administrative position that was responsible for leading systematic implementation of PBIS across the district

SHOULD WE DO IT
• Added a Tier 3 District Coach (.4)
• Changing Role of School-Based “Clinicians” (counselors, school psychologists, social workers)
  • All school-based clinicians (1-4) and 1 administrator from each building received FBA-BIP training, Fall 2012
  • FBA-BIP technical assistance calls with state trainers to review existing plans

Setting up Infrastructure (2012-2013)
• Spring 2013 – Cohort of buildings received in-district training and coaching for Basic FBA-BIP
  • Based on successful implementation of tier 1 and 2
  • Each school-based PBIS team was trained independently with and received coaching from district Tier 3 coach
  • School-wide training on Function-Based Approach and Basics of Behavior Support Planning
  • Common language and tools were provided for each building

Initial Implementation (2012-2013)
• Continued the cohort training for FBA-BIP with District Tier 2/3 coach (.6)
• District-wide standard protocol for FBA-BIP:
  • Detailed decision rules for identifying students needing individualized support
  • System for determining adequate peer comparison and documenting response to intervention
• Training provided on multiple sources of data:
  • Systems Response Tool; SIMEO; Office Discipline Referrals; Attendance; Daily Progress Reports
  • Individual goals and decision rules for each tier 3 intervention

Making it better (2013-2014)
FBA-BIP systems in CCSD15
Continuous Improvement (2014-2015)

- PBIS Tier 2/3 coach (.6) coordinator split with psychologist coordinator (.4)
- All buildings received tier 3 training by the end of 14-15
- Integrating SEL and academic needs within the FBA/BIP training for clinicians
- Coaching for clinicians on changing role and integration of FBA/BIP
- Enhance data system for FBA/BIP with general education and special education students and programs
- Program evaluation of district outcomes and use of FBA-BIP

CCSD 15 PROCESS AND DATA EXAMPLES

Decision Rules for FBA/BIP

Decision Rules for Single Behavior Plan

Entrance Criteria
1. If a student consists to set aside 30% after 3 weeks of CICO with concerning
2. If a student has not received FBA/BIP and received 3 support raised after 3 weeks of CICO with concerning
3. After an IEP, OISL, or behavioral team, a student FBA-BIP should be considered

Exit Criteria
After 3-6 weeks with an FBA-BIP, the student’s response will be measured by the academic team.

RECORDING EXIT
1. If the student met the criteria for the FBA-BIP based on the criteria that were outlined on the
   FBA/BIP, the team will consider reducing supports and moving the student back to a general
   CICO (50%)

STUDENTS WHO NEED ADDITIONAL SUPPORT
1. If the student did not respond to the determined criteria, the team considers removing
   the FBA-BIP implementation or implementing a new intervention plan (i.e., complex behavior plan, unresponsive)

Data entry for Tier 2 and Tier 3 Daily Progress Report (DPR) in Excel

Individualized Daily Progress Report to track replacement behaviors via Survey Monkey

Data from Individualized DPR using Excel

Average points by behavior

Average Points/Week points
Output of Survey Monkey Data

Questions, Answers, Discussion?

Summary
- Research shows that typical school personnel can be effectively trained to use Basic FBA/BSP.
- Training alone will always be insufficient.
- District- and school-level systems and supports must be in place to fully implement and sustain the use of a continuum of function-based support.
- Full implementation takes time and careful planning.

Thank You!
- All Basic FBA to BSP materials can be found at:
  - www.basicfba.com
  - www.pbis.org
- For more information please email:
  - m.k.strickland@tcu.edu
  - sheldon.loman@pdx.edu
  - swanluni@ccsd15.net