IMPACT AND ROLE OF BCBAS IN IMPLEMENTATION AND SUSTAINABILITY OF SWPBIS

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Implementation Fidelity and Sustainability-SWPBIS

Top Critical features (McIntosh et al., 2014)
- Staff support
- Teacher buy-in and commitment (McIntosh et al., 2014)
- Philosophical differences
- Extrinsic reinforcement (Feuerborn and Tyre, 2015)
- Consistency/Fidelity
- Data entry and use of data for decisions

Development of Behavior Analysts

Discussion

- How can behavior analysts enhance implementation fidelity and sustainability of practices?

Role of Behavior Analysts

- Using skills to improve systems
- Using data
- Motivate—get educator buy-in

Understanding Implementation Drivers

Behavior Analyst and Tier 1

- Just getting the training is not enough to ensure implementation
- Additional support will be necessary for effective outcomes and sustainability

Results

- Teachers improved their implementation fidelity of their Tier 1 SWPBIS plan in their classrooms after receiving coaching
- Maintenance probe indicated consistency in fidelity

Behavior Analyst and Tier 2

- Assisting team in using screeners and data to identify students needing supports
- Matching interventions to student
- Measuring and supporting implementation fidelity
- Progress monitoring and data decision making
  - Systems and students

Tier 2 Matching Interventions to Student (Newcomer et al., 2013)

Tier 3 Systems in Schools-What We Know

- Most districts do not plan for or implement Tier 3 Behavior Supports from a systems viewpoint
- Evidence-based practices exist but districts do not implement with fidelity
- As a result, improved student outcomes not being realized
- Ineffective Tier 3 systems may impact district performance on indicators:
  - Restraint/Seclusion
  - Suspensions/Expulsions
  - Disproportionality
  - Drop out/Graduation Rates
- Systemic and skill issues contributing to problem
Tier 3 Systems Approach—The Big 5

- Supports necessary for fidelity of Tier 3 practices
- Ensures or guidelines
  1. All educators understand a tier 3 system of behavior supports.
  2. Educators have beliefs, knowledge and skills to implement and sustain Tier 3.
  3. Sufficient professional supports at school level to implement Tier 3.
  4. Sufficient district & school infrastructure alignment to evidence-based practices
  5. Policies, procedures, and practices align between state, district, and schools.

Tier 3 Behavior System

- District Level
  - Coach to Facilitate District Leadership Team in Systemic Change
- School Level
  - School Leadership Team
    - Coach: to Support Skill Capacity Building
  - Coach: to Facilitate Development and Implementation of Strategies (i.e., FBA/BIP)

Fidelity and Sustainability of Tier 3 System Process

- Data
  - Determine current status of Tier 3 process in district
  - Interview to guide team and gather data

Tools and Processes for Tier 3 Redesign

- FBA/BPI Technical Adequacy Tool for Evaluation (TATE)
  - Scoring Tool
  - Rubric
Action Planning

- Behavior analyst can be facilitator of team or active participant of district team to guide the following:
  - Initiate with district response to Summary Report
  - Report highlights strengths and needs aligned with Blueprint
  - Action planning meeting team brain-storming strategies used for:
    - Develop a vision 5-years out
    - Identify and categorize areas of strengths and areas of need
    - Prioritize areas of need
    - Develop measurable goals
    - Begin identifying immediate tasks to be completed in 1-3 months

Implementation Fidelity of FBA/BIP Process

- Increase and sustain content skills
- Content level coaching
  - How to do and How to coach
- Four features (McIntosh, Reynolds, Algozzine, & Cusumano, 2015)
  - Knowledge & expertise in content area of focus
  - BST-Opportunities for practice, reflection, performance feedback
  - Skill shaping
  - High quality professional development (not just PPTs) and ongoing support for skill building

References