Guiding the implementation fidelity of a team-based student support process

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Funded in part by U.S. Department of Education, Office of Special Education Programs Grant No. H327S130008
Acknowledgements

• Research team
  • Jarek Sierschynski
  • Annie McLaughlin
  • Elizabeth Kelly
  • Marie Fisher
  • Michael Mahoney
  • Michael Pullmann

• Collaborators
  • Bit Bamboo, LLC

• Sponsor/Funding
  – U.S. Department of Education, Office of Special Education Programs (OSEP)
Tier 3 (Individualized Supports)
Barriers to implementing T3 supports (process)

- Lack of fit between the components of T3 and the school schedule and activities
- Lack of time to plan and meet with others
Barriers to implementing T3 supports (process)

Beliefs

- Resistance to changing behavior management practices.
- Student should be served in segregated settings.
- Behavior interventions should result in rapid changes in behavior.
Enablers to implementing T3 supports (process)

- Designing assessment and intervention to fit typical classroom routine
- Inclusive school culture
- Administrative support
Barriers to implementing T3 supports (content)

Missed steps in the BIP process

- Hard to organize all documents to make decisions quickly
- Teams and teachers miscommunicated on changes to the intervention plan.
Implementation Strategies (Powell, et al., 2012)

Discrete
One action
Reminders, professional development

Multifaceted
Two or more actions
Training and on-going coaching

Blended
Multiple discrete strategies addressing barriers are interwoven and packaged as an intervention
ibestt
Rationale behind the technology

Challenges to implementing behavior supports
ibestt leverages technology as an implementation tool

“Behavioral intervention plans (BIPs) not being followed – often because all staff either do not have access to or do not understand their responsibility to implement the BIP”

(Trends in Citizen Complaints, IEP Implementation, State of WA, Office of Superintendent of Public Instruction, 2019)
Online coaching and collaboration tool that guides school teams in the implementation of an evidence-based process for delivering supports to teachers of students with persistent challenging behavior.
Request help + Classroom check + FBA summary + Intervention plan + Progress chart = ibestt process

Davis & Spaulding, ASMH Conference, Austin TX (2019)
Mike Lee
Coach: Timothy Wang
Teachers: Michelle Torres

NEXT STEP
ALL: Case Closed

<table>
<thead>
<tr>
<th>Intervention Step</th>
<th>Last Update</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Request Help</td>
<td>Jul 13, 2016</td>
<td>✔️</td>
</tr>
<tr>
<td>2 Classroom Check</td>
<td>Jul 13, 2016</td>
<td>✔️</td>
</tr>
<tr>
<td>3 FBA Summary</td>
<td>Jul 13, 2016</td>
<td>✔️</td>
</tr>
<tr>
<td>4 Intervention Plan</td>
<td>Jul 13, 2016</td>
<td>✔️</td>
</tr>
<tr>
<td>5 Progress Chart</td>
<td>Oct 17, 2016</td>
<td>✔️</td>
</tr>
<tr>
<td>Classroom Components</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Positively stated rules and procedures posted for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom routines observed (e.g. lining up, requesting help)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Suggestion:</strong> Reteach routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher provides pre-correction</td>
<td></td>
<td></td>
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<tr>
<td>Positive feedback provided for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Suggestion:</strong> Increase use of behavior specific praise.</td>
<td></td>
<td></td>
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<tr>
<td>Instruction provided before students are asked to do individual tasks</td>
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<td></td>
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<tr>
<td>Transitions and movement supervised, if required</td>
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<td></td>
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</tbody>
</table>
FBA Summary

FBA Summary version: Current Version

Which did you use in your assessment? (Select all that apply)

- Record Review
- Indirect Assessment
- Direct Observation

1. What is the behavior of concern?
   - scream

2. What happens just before the behavior of concern?
   - asked to read independently or out loud during reading

3. What consistently follows the behavior of concern?
   - sent to office

4. Anything that could make the behavior more likely?
   - academic requests made during afternoon reading time

Setting Event
- academic requests made during afternoon reading time

Antecedent
- asked to read independently or out loud during reading

Behavior
- scream

Consequence
- sent to office

Hypothesis
Matching implementation strategy to barrier (process)

**Time**
- All staff can see and participate in the planning
- Use of teams for efficiency and sustainability

**Training**
- Development of materials that are consistent
- Access to ongoing support from university

**Fit**
- Language in app is easy and understandable
- Facilitates administrative support
Matching Implementation Strategies to barriers (content)

Barriers
1. Missed steps in the BIP process
2. Hard to organize all documents to make decisions quickly
3. Teams and teachers often had a miscommunication on changes to the intervention plan.

Solutions
1. Application that is lock step in developing plans
2. Application provides a common storage place for all records and ongoing progress monitoring
3. Application provides a common language and transparency with decisions being made about intervention
Key components: Training and PD
Current implementation

• 2018-2019: 18 schools, 3 districts, WA and OR
• Ease of technology user interface
• Rated as high impact for delivering T3
• Improvements in FBA/BIP
• Implementation in stages
• Early childhood version will expand family role and web-based coaching
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H327S130008. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Terry Jackson.