AGENDA ITEM

- ABOUT SESA OF ALASKA
- WHAT'S TELE-PRACTICE LIKE IN REMOTE REGIONS
- ASSESSMENT, INTERVENTION AND PROGRESS MONITORING
- LEGAL BASIS FOR USING TELE-PRACTICE FOR DISTANCE DELIVERY SERVICES

... Every time I set up, install and use the device... I think of a new application for it or I think of a faster, more efficient, or more effective way to do what we do. That is...
What does “Tele-Practice” look like?

• Could be:
  – A “synchronous,” “asynchronous” or “blended” mode of delivery
  – Used for assessments, intervention or progress monitoring
  – A hardware device interfaced with cloud-based or computer-based software or App

Some Assembly Required

Assessment, Intervention and Progress Monitoring Activities

Functional Behavioral Assessment

FUNCTION-BASED BEHAVIOR INTERVENTION COMPUTING PATHWAYS SUMMARY STATEMENT
Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder

**Evidence-Based Instruction and Interventions**

- **Positive Interactions with Peers:** Help learners with ASD acquire and practice communication, play, or social skills to promote positive interactions with peers.
- **Small Group Activities:** Characterized by their occurrences in a designated group or setting, with a specific focus on teaching learners with autism spectrum disorders skills related to communication, play, or social domains.
- **Functional Communication Training:** Consists of teaching learners with ASD to communicate their needs and wants in a variety of contexts, including written words and objects within their environment.

**Table 7: Working Definitions for EBPs**

<table>
<thead>
<tr>
<th>Desired Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Event: Manipulations (Make Problem Identical)</td>
<td>Setting Event: Manipulations (Make Problem Identical)</td>
</tr>
<tr>
<td>Antecedent Manipulations (Make Antecedent Behavior Identical)</td>
<td>Antecedent Manipulations (Make Antecedent Behavior Identical)</td>
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<tr>
<td>Behavior Teaching (Data Fusion)</td>
<td>Behavior Teaching (Data Fusion)</td>
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<tr>
<td>Replacement Behavior</td>
<td>Replacement Behavior</td>
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<tr>
<td>Function</td>
<td>Function</td>
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</tbody>
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**Key Behavior Change Tactics (continued)**

- **Intervention Example:**
  - **Purpose:** To increase appropriate behavior in a classroom setting.
  - **Method:** Phase-out.
  - **Target Behavior:** Social interactions with peers.
  - **Implementation:**
    1. Identify the target behavior.
    2. Establish a baseline for the target behavior.
    3. Implement a phase-out strategy by gradually reducing the reinforcement for the target behavior.
    4. Monitor the target behavior during the intervention and adjust the phase-out strategy as necessary.

- **Evidence-Based Practices:**
  - **Discrete Trial Teaching:** Instruction on management or control of cognitive processes that lead to changes in overt behavior. It is typically used in structured settings and involves massed trials.
  - **Functional Communication Training (FCT):** Demonstrates the principle that a behavior can be taught and maintained using a functional communication system.
  - **Social Story:** A technique used to teach social skills by providing the sequence of events and expectations to individuals with ASD.

- **Empirical Support:**
  - **Group:** The range of outcome areas was between three and 11. EBPs with the most dispersed (across multiple domains) had the highest number of outcomes.
  - **Function:** Exchange Communication System (i.e., three outcome areas), pivotal response training (i.e., three outcome areas), PECS (i.e., three outcome areas).

- **Number of Interventions:**
  - **Adolescents and Young Adults:** Some EBPs and outcomes were logically associated with the number of interventions that have been directed to vocational and mental health outcomes.
  - **Improvement:** Increased to a smaller degree than adolescents and young adults. Some EBPs and outcomes were logically associated with the number of interventions that have been directed to vocational and mental health outcomes.

- **Evidence-Based Technology:**
  - **Instruction:** Instruction or interventions in which technology is the central feature supporting the acquisition of skills.
  - **Instruction:** A process in which an activity or behavior is divided into small, manageable steps in order to improve student outcomes related to the goals of the activity.
  - **Technology:** Provides a means of diverting the learner's attention away from the interfering behavior and creating positive interactions with peers.
Tele-Practice & Functional Behavioral Assessment / Behavior Intervention Plan Process

Comprehensive FBA Survey (C-FBAS)

Asynchronous Tele-Practice For Functional Behavioral Assessment (FBA)

Student: [Name]

Setting:

Tele-Practice  &  Functional Behavioral Intervention

Intervene:

Support positive behavior
cue, alter environment to
shape, model and

React:

Divert

Consequences

Typical

Acceptable

Equivalent

Replacing Behavior

Consequence

Prescribed, peer

variation in

Functionality

Intervene:

(Alter

Problem Behavior)

Desired

behavior)

React:

Divert

Consequences

Typical

Acceptable

Equivalent

Replacing Behavior

Consequence

Prescribed, peer

variation in

Functionality

Intervene:

(Alter

Problem Behavior)

Desired

behavior)
Functional Assessment Incident Form (FAIF)  
Direct Behavior Ratings (DBRs)

Example: Export and Graphing of Direct Behavior Ratings (DBRs)

Remote access to specialized assessments systems, such as ...  
- Progress Monitoring Systems  
- Direct Behavior Ratings (DBRs)
Example: Export and Graphing of Direct Behavior Ratings (DBRs)

Tele-practice & Interventions (asynchronous technologies)

How I’m Feeling Scale

Learning How to Stay Calm Using My Strategies

How I’m Feeling Scale

Class DOJO
Positive behaviors and skills…

These are behaviors students are working towards.

When a student is helping others, on task, participating, or using other positive skills, they will receive a Dojo point!

…and some to work on!

These are behaviors we are working on!

When a student doesn’t turn in homework, is off task, talks out of turn, they lose a Dojo point.

If your student is losing Dojo points often, send me a ClassDojo message! We can chat about it.

See reports on these behaviors and skills every day!

Summary of Asynchronous Tele-Practice

Indirect Functional Behavioral Assessments
- Comprehensive Functional Behavioral Assessment Survey (C-FBAS)
- Functional Assessment Incident Form (FAIF)**

Interventions
- How I’m Feeling Scale
- ClassDojo

Progress Monitoring (can use Boomerang for Gmail)
- Direct Behavior Ratings (DBR)
- Functional Assessment Incident Form (FAIF)**

**Dual purpose tracking major incidents for assessment and progress monitoring.

Blended Tele-Practice Using Secure IP Cameras (audio & video)
Blended Tele-Practice Using Secure IP Cameras (audio & video)

Specialists “across the learning environment” figuring out what works for schools, agencies, on-site staff, family, and student

Allows for ...
- More frequent, unobtrusive (i.e. reduced reactive effect) observation, assessment, progress monitoring
- More robust consultation services

But also ... when “Remote Reality” surfaces
- Travel budget cut OR runs out

IP Camera Technology from “the Early Days”

Cloud-Based, Encrypted Audio-Video Camera w/ Speaker
Tele-practice: Legal & Logistical Issues

“Tele-Practice Considerations”

• Legal Landscape
  – Public Schools Operate under FERPA
  – FERPA TRUMPS HIPAA*

• Implementer’s “status” under FERPA with state or school district
  – Legitimate Educational Interest
  – State employee, researcher, contractor (e.g., BCBA, School Psych, etc.)

• Consent of various parties
  – Administration, staff, student, & parents of student(s)

• Bandwidth, Equipment, Budget
• Level of Support
  – Tech support (i.e., onsite, off-site staff & EdTechs)
  – District admin and staff
  – Parents and community
• Does school / district have general release for video?

What are the relevant legal guidelines?

Hypothetical #2

One student in video
• Parent has right to “inspect and review” the education record

Multiple students in video
• Official guidance – no right to inspect and review portions that contain information on more than one student; need consent of all parents
• Unofficial guidance – Only education record for those “directly related” either parent may view without consent
How do FERPA and HIPAA Intersect?

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records

November 2008

NOTICE
Please be advised that audio and video recording might be occurring in this area.

Parent Consent Form
Alaska Distance Delivery Protocol Project (AK-DDPP)

Distance Delivery Protocol with Temporary Recordings
Lyon Johnson, Education Specialist (907) 334-1300 OR (907) 854-5670

About the Alaska Distance Delivery Protocol Project:
The Special Education Service Agency (SESA) is using distance e-technologies to remotely access the learning environment and enhance the quality and continuity of SESA services. The program uses an Internet Protocol (IP) video and audio platform to securely connect from ______________________ School District to the SESA Specialist. All audio and video recordings will be deleted after reviewed by the SESA Specialist. The law, the Federal Education Records Privacy Act (FERPA), does not allow a school or SESA to release video to you or other individuals when other students are on the same video as your child. For the school team and a student to participate in the program, informed parent consent must be documented (i.e., using this form). The device is turned on only during times staff members have freely agreed to participate in an observation period.

By signing this form, the parent/guardian is providing permission to participate in this program.

Request for Participation:
Your child, ___________________________________, has been identified as a student who would benefit from services via remote observations. _________________________ School District and SESA request permission for your child to be part of the program.

Voluntary Nature of Participation:
Your child's participation in the program is voluntary. You may decline consent for your child to participate in the distance delivery program at any time.

Provide your INITIALS to indicate if child can participate in the AK-DDPP program.

(____) I DO give the Special Education Service Agency (SESA) and __________________________ School District permission to transmit real-time video and audio data of my child over a secure Internet connection. My permission is granted for three (3) calendar years from the date of my signature below.

(____) I DO give the Special Education Service Agency (SESA) and __________________________ School District permission to create and securely share video and audio recordings of my child with school team members. My permission is granted for three (3) calendar years from the date of my signature below.

(____) I understand and agree to SESA's audio and video retention policy that specifies audio and video recordings will be deleted a short period of time after review by SESA Specialist. My permission is granted for three (3) calendar years from the date of my signature below.

Signature: ____________________________________________   Date: ________________
Print Name: ____________________________________________
Child Name: _____________________________  Relationship to Child: ______________________

GOAL

• CREATE DISTANCE DELIVERY BEHAVIORAL SKILLS TRAINING (BST) FOR FBA PROCESS

Behavioral Skills Training (BST)

- Instructions
- Modeling
- Rehearsal
- Feedback
**Data Collection: FBA Process**

- Records Review
- Indirect FBA
  - Team-Based Interview and FBA Rating Scales
- Observation
  - FAO/FAIF, Scatterplot, Event Recording, Duration Recording, Intensity Recording, Duration Recording
- Descriptive Analysis or Assessment (in some circles)
  - Structured ABC Recordings
  - Narrative ABC Recordings
- Functional Analysis
  - Session-Based Functional Analysis
  - Trial-Based Functional Analysis

**TRAINING IN FBA METHODS**

**Incentivizing Supplemental Training**

- **Organizations**
  - Sharing of content is a “win-win” for non-proprietary organizations
    - Analytics of viewership is KEY
    - Repackage previously made content into new uses
    - Fulfilling mandatory training requirements
- **Educators and Providers**
  - Fulfilling mandatory training requirements
  - University Credits (series of 1, 2 & 3 hour courses)
  - CEU’s by professional organizations
  - Food and camaraderie
  - Tangibles
  - Amazon.com Gift Cards (e-cards) awarded for intensive tasks completed outside of contract hours
  - Stipends for weekend trainings