***Tele-Practice Technologies and Protocols: Providing Consultation and Training Services within a PBS Framework***

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

CSMH

**21st Annual Conference on Advancing School Mental Health**

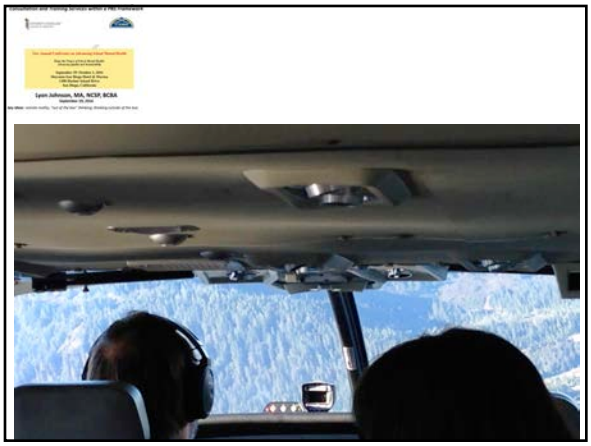
*Shape the Future of School Mental Health: Advancing Quality and Sustainability*

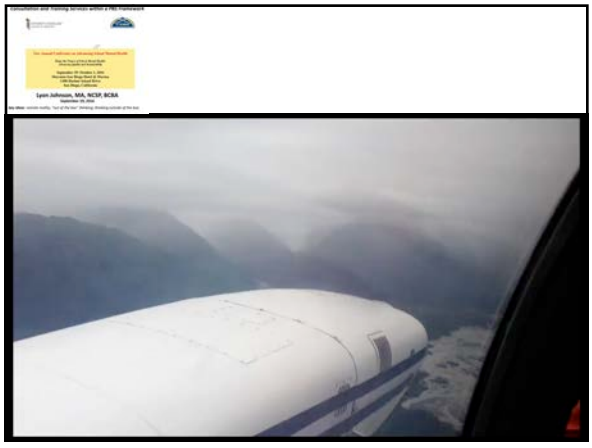
**September 29- October 1, 2016**
**Sheraton San Diego Hotel & Marina**
**1380 Harbor Island Drive**
**San Diego, California**

**Lyon Johnson, MA, NCSP, BCBA**

**September 29, 2016**

***key ideas**: remote reality; "out of the box" thinking; thinking outside of the box*





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## AGENDA ITEM

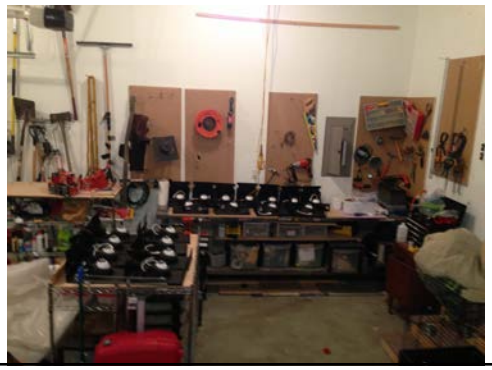
- ABOUT SESA OF ALASKA
- WHAT'S TELE-PRACTICE LIKE IN REMOTE REGIONS
- ASSESSMENT, INTERVENTION AND PROGRESS MONITORING
- LEGAL BASIS FOR USING TELE-PRACTICE FOR DISTANCE DELIVERY SERVICES

## 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

## Tele-Practice Technologies in Alaskan Schools

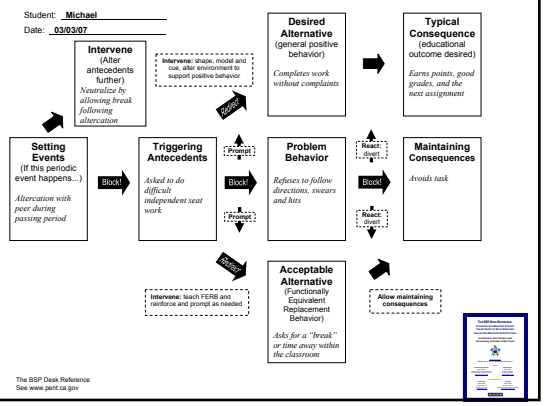
## Some Assembly Required

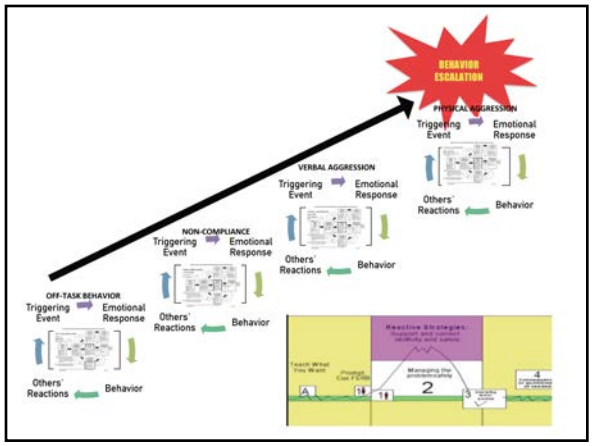


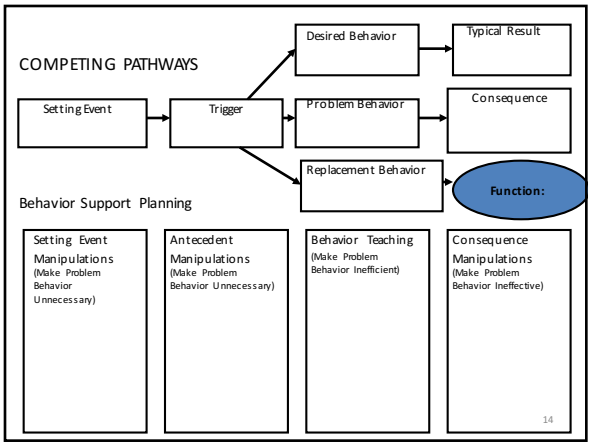
## Assessment, Intervention and Progress Monitoring Activities

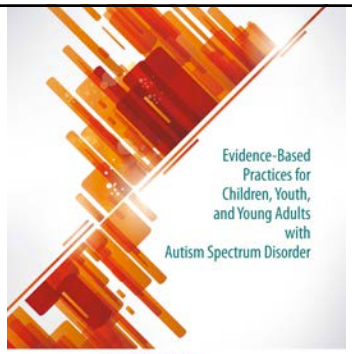
## Functional Behavioral Assessment

## Function-Based Behavior Intervention Competing Pathways Summary Statement






## Key Behavior Change Tactics
(continued)

| Evidence-Based Practice | Definition | Empirical Support: Group (n) | Empirical Support: Single Case (n) |
|---|---|---|---|
| Antecedent-based intervention (ABI) | Arrangement of events or circumstances that precede the occurrence of an interfering behavior and designed to lead to the reduction of the behavior. | 0 | 12 |
| Cognitive behavioral intervention (CBI) | Instruction on management or control of cognitive processes that lead to changes in overt behavior. | 2 | 1 |
| Differential reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O) | Provision of positive desirable consequences for behaviors or their absence that reduce the occurrence of an undesirable behavior. Reinforcement provided: a) when the learner is engaging in a specific desirable behavior that competes with or is incompatible with the undesirable behavior, b) when the learner is engaging in a behavior that is physically impossible to perform while exhibiting the inappropriate behavior (DRI), or c) when the learner is not engaging in the interfering behavior (DRO). | 8 | 24 |
| Discrete trial teaching (DTT) | Instructional process usually involving one teacher/service provider and one student/client and designed to teach appropriate behavior or skills. Instruction usually involves massed trials. Each trial consists of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction. | 8 | 13 |
| Exercise (EXE) | Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behaviors. | 3 | 3 |
| Extinction (EXT) | Withdrawal or removal of reinforcers of interfering behavior in order to reduce the occurrence of that behavior. Although sometimes used as a single intervention practice, extinction often occurs in combination with functional behavior assessment, functional communication training, and differential reinforcement. | 0 | 11 |
| Functional behavior assessment (FBA) | Systematic collection of information about an interfering behavior designed to identify functional contingencies that support the behavior. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the function of the behavior, and/or testing the hypothesis. | 8 | 10 |
| Functional communication training (FCT) | Replacement of interfering behavior that has a communication function with more appropriate communication that accomplishes the same function. FCT usually includes FBA, DRA, and EXT. | 8 | 12 |
| Modeling (MD) | Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior. This EBP is often combined with other strategies such as prompting and reinforcement. | 7 | 4 |
| Naturalistic intervention (NI) | Teaching strategies that occur within the typical setting/activities/routines in which the learner participates. Teachers/service providers establish the learner's interest in a learning event through arrangement of the setting/activity routine, provide necessary support for the learner to engage in the targeted behavior, elaborate on the behavior when it occurs, and/or arrange natural consequences for the targeted behavior or skills. | 8 | 10 |
| Parent-implemented intervention (PI) | Parents provide individualized intervention to their child to improve/increase a wide variety of skills and/or to reduce interfering behaviors. Parents learn to deliver interventions in their home and/or community through a structured parent training program. | 8 | 12 |
| Peer-mediated instruction and intervention (PMI) | Typically developing peers interact with and/or help children and youth with ASD to acquire new behavior, communication, and social skills by increasing social and learning opportunities within natural environments. Teachers/service providers systematically teach peers strategies for engaging children and youth with ASD in positive and extended social interactions. In both | 8 | 11 |

## Key Behavior Change Tactics
(continued)

| Evidence-Based Practice | Definition | Empirical Support: Group (n) | Empirical Support: Single Case (n) |
|---|---|---|---|
| Picture Exchange Communication System (PECS) | Learners are initially taught to give a picture of a desired item to a communicative partner in exchange for the desired item. PECS consists of six phases which are: (1) "how" to communicate, (2) distance and persistence, (3) picture discrimination, (4) sentence structure, (5) responsive requesting, and (6) commenting. | 2 | 4 |
| Pivotal response training (PRT) | Pivotal learning variables (i.e., motivation, responding to multiple cues, self-management, and self-initiations) guide intervention practices that are implemented in settings that build on learner interests and initiative. | 1 | 7 |
| Prompting (PP) | Verbal, gestural, or physical assistance given to learners to assist them in acquiring or engaging in a targeted behavior or skill. Prompts are generally given by an adult or peer before or as a learner attempts to use a skill. | 1 | 32 |
| Reinforcement (R+) | An event, activity, or other circumstance occurring after a learner engages in a desired behavior that leads to the increased occurrence of the behavior in the future. | 0 | 43 |
| Response interruption/ redirection (RIR) | Introduction of a prompt, comment, or other distracters when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction. | 0 | 10 |
| Scripting (SC) | A verbal and/or written description about a specific skill or situation that serves as a model for the learner. Scripts are usually practiced repeatedly before the skill is used in the actual situation. | 1 | 8 |
| Self-management (SM) | Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately. | 0 | 10 |
| Social narratives (SN) | Narratives that describe social situations in some detail by highlighting relevant cues and offering examples of appropriate responding. Social narratives are individualized according to learner needs and typically are quite short, perhaps including pictures or other visual aids. | 0 | 17 |
| Social skills training (SST) | Group or individual instruction designed to teach learners with autism spectrum disorders (ASD) ways to appropriately interact with peers, adults, and other individuals. Most social skills training include direct instruction in basic concepts, role-playing or practice, and feedback to help learners use cooperative or proactive communication, play, or social skills to promote positive interactions with peers. | 7 | 8 |
| Structured play group (SPG) | Small group activities characterized by their occurrences in a defined area and with a defined activity; the specific selection of typically developing peers to be in the group; a clear delineation of theme and roles by adult leading, prompting, or scaffolding as needed to support students' performance related to the goals of the activity. | 2 | 2 |
| Task analysis (TA) | A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps. | 0 | 8 |
| Technology-aided instruction and intervention (TAII) | Instruction or interventions in which technology is the central feature supporting the acquisition of a goal for the learner. Technology is defined as "any electronic item/equipment/application/or virtual network that is used intentionally to increase/maintain, and/or improve daily living, work/productivity, and recreation/leisure capabilities of adolescents with autism spectrum disorders" (Odom, Thompson, et al., 2015). | 9 | 11 |

## Key Behavior Change Tactics
(continued)

| Evidence-Based Practice | Definition | Empirical Support: Group (n) | Empirical Support: Single Case (n) |
|---|---|---|---|
| Time delay (TD) | In a setting or activity in which a learner should engage in a behavior or skill, a brief delay occurs between the opportunity to use the skill and any additional instructions or prompts. The purpose of the time delay is to allow the learner to respond without having to receive a prompt and thus focuses on fading the use of prompts during instructional activities. | 0 | 12 |
| Video modeling (VM) | A visual model of the targeted behavior or skill (typically in the behavior, communication, play, or social domains), provided via video recording and display equipment to assist learning in or engaging in a desired behavior or skill. | 1 | 31 |
| Visual support (VS) | Any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines. | 0 | 18 |

Tele-Practice & Functional Behavioral Assessment / Behavior Intervention Plan Process

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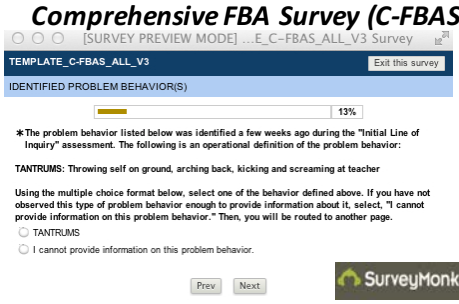
**Asynchronous Tele-Practice For Functional Behavioral Assessment (FBA)**

## *Comprehensive FBA Survey (C-FBAS)*

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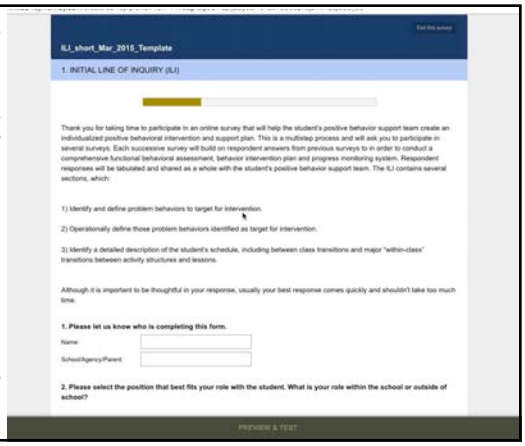
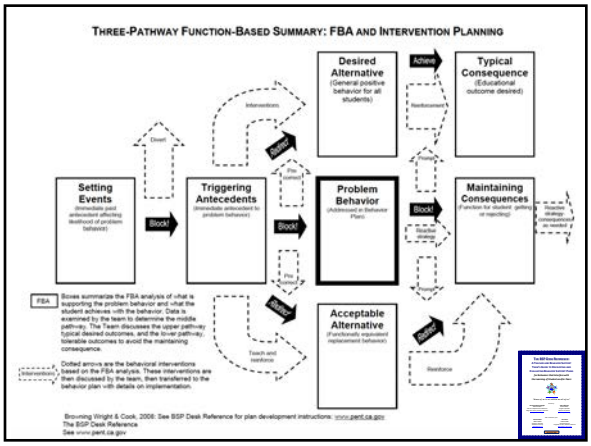
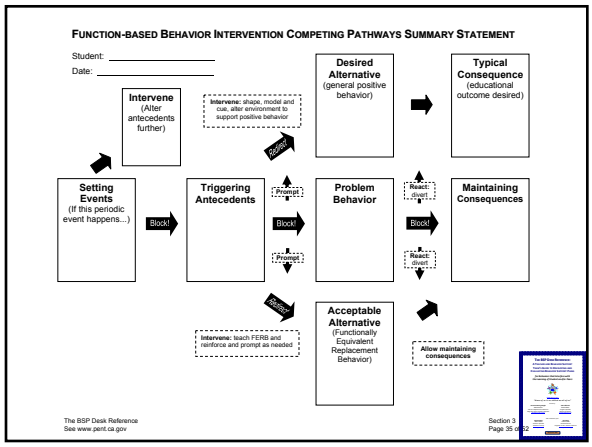
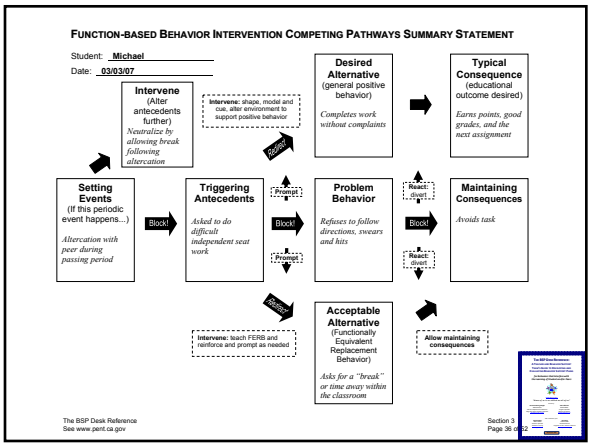
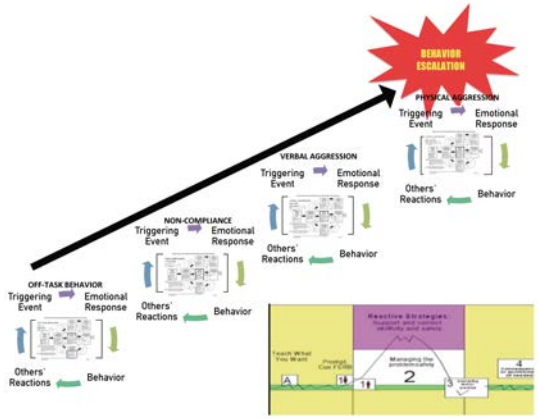
**Comprehensive FBA Survey (C-FBAS)**






Tele-Practice & Progress Monitoring

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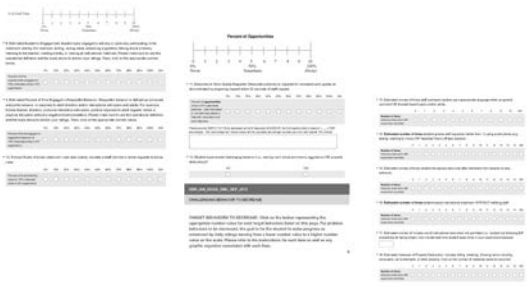
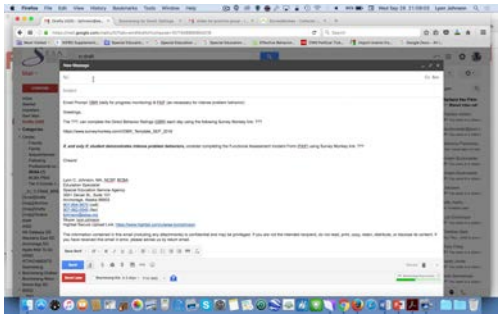
**Remote access to specialized assessments systems, such as …**

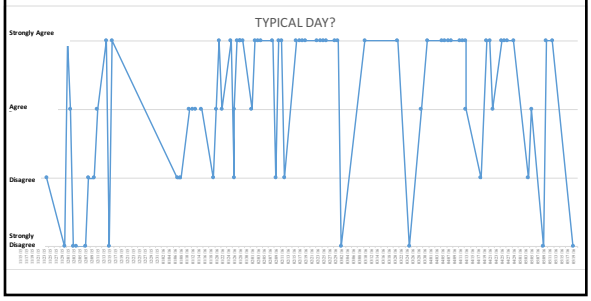
- Progress Monitoring Systems
  - Direct Behavior Ratings (DBRs)



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



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



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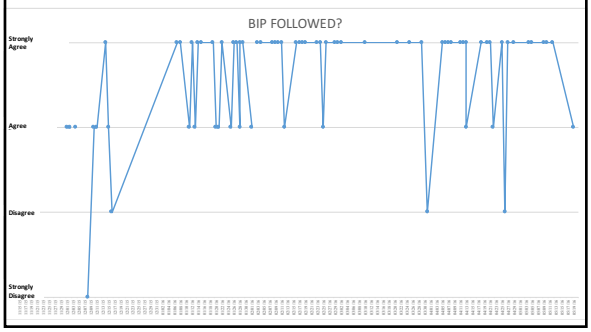


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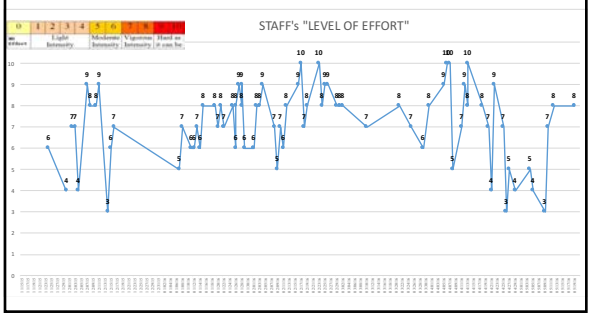


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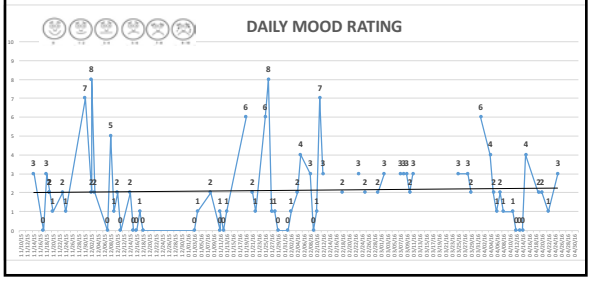


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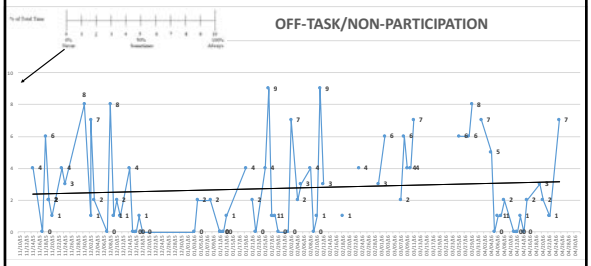


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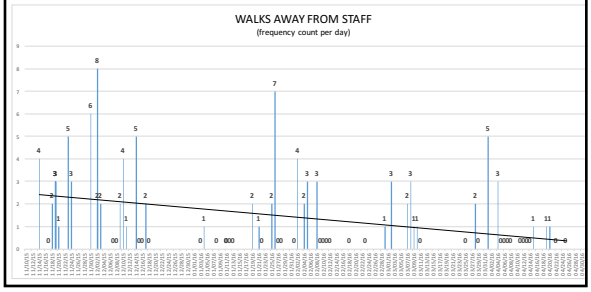


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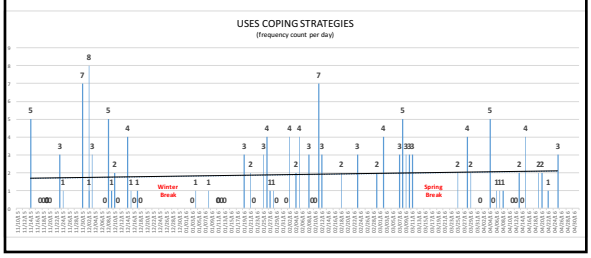

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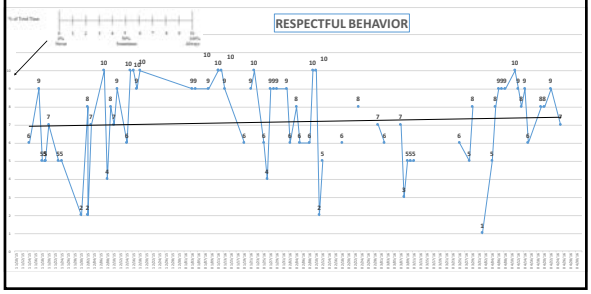


## Tele-practice & Interventions (asynchronous technologies)

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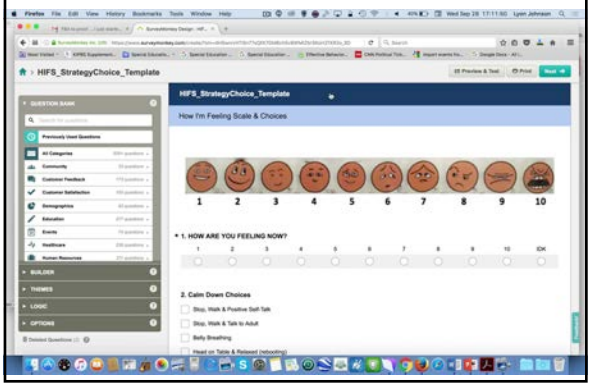
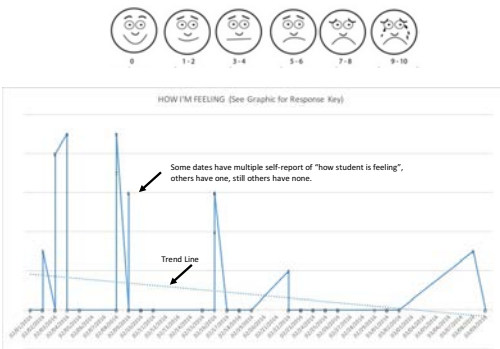
## How I'm Feeling Scale




## *Learning How to Stay Calm Using My Strategies*

*Scaling and Reporting Feelings ("How I'm Feeling Scale"):* Help the student identify intensity of feelings, create rules for strategies. Then, train by providing instructions, model strategies, allow student to rehearse and provide feedback, prompting use of strategies in school, and provide acknowledgement and/or reinforcement immediately as student uses strategy.

## 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!

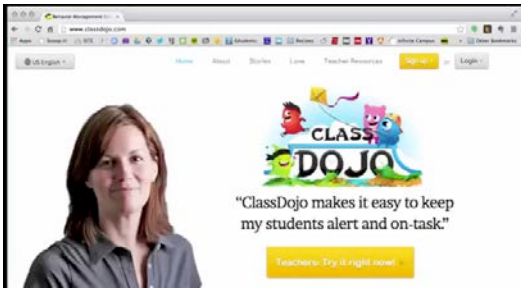
## …and some to work on!

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)

*Lyon Johnson installs a Y-CAM remote observation system at Aniguin School in Elim, Alaska.*

*Mandy Sullivan and Melody Clifford of Whittier Community School demonstrate how easy it is to hang and bring down the Y-CAM remote observation system.*

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

Specialists "access the learning environment" figuring out what works for schools, agencies, on-site staff, family, and student

Allows for …

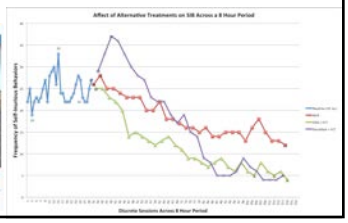
- More frequent, unobtrusive (i.e. reduced reactive effect) observation, assessment, progress monitoring
- More robust consultation services

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

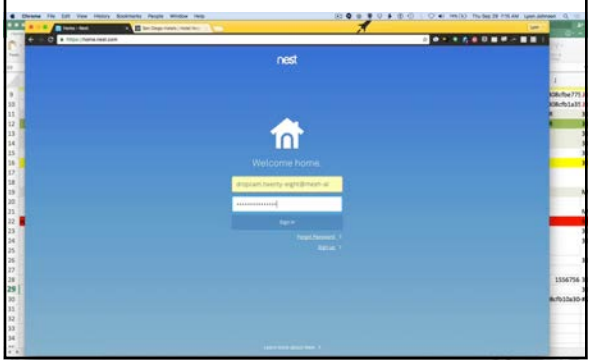
**But also … when "Remote Reality" surfaces**

- **Travel budget cut OR runs out**

## IP Camera Technology from "the Early Days"



Cloud-Based, Encrypted Audio-Video Camera w/ Speaker



Tele-practice & Interventions
(audio & video-based technologies )

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**OBSERVATION PLATFORMS BEING LINKED TO INTERVENTION**

**Pre-schoolers get high tech education in Minnetonka**

Tele-practice: Legal & Logistical Issues

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"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?**

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Council of School Attorneys

**School Videos and Student Privacy**

What's the final rule?

Sara Clark
Deputy Director of Legal Services
Ohio School Boards Association

**presenter**

**Sara Clark**, Deputy Director of legal services, Ohio School Boards Association
sclark@ohioschoolboards.org

Host: **Sonja Trainor**, Director
NSBA Council of School Attorneys
strainor@nsba.org

**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

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Council of School Attorneys

**School Videos and Student Privacy**

What's the final rule?

Sara Clark
Deputy Director of Legal Services
Ohio School Boards Association

How do FERPA and HIPAA Intersect?

U.S. Department of Health and Human Services

U.S. Department of Education

**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

# N O T I C E

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

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**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.**

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(____) **I DO** 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:**
Your signature below means you **UNDERSTAND** what is being requested and **HAVE INDICATED** your child may participate in the AK-DDPP program. If you have any questions, please contact Lyon Johnson at the Special Education Service Agency at 907-854-5670 (in Anchorage) or by email at: ljohnson@sesa.org.

Signature: _____ Date: _____

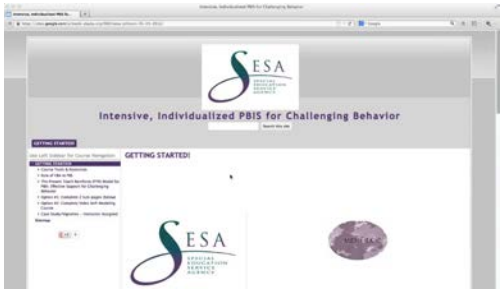
Print Name: _____

Child Name: _____ Relationship to Child: _____

## Training Platforms

- Google Apps for Education/ Non-profits Platform
  - Google Sites
- SWIVL & SWIVL Cloud

## *SESA Training Platform*




## GOAL

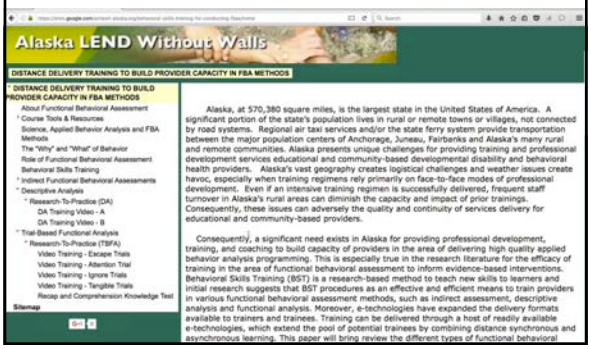
- CREATE DISTANCE DELIVERY BEHAVIORAL SKILLS TRAINING (BST) FOR FBA PROCESS

**Behavioral Skills Training (BST)**

## 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