

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

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Davis & Spaulding, ASMH Conference, Austin TX (2019)



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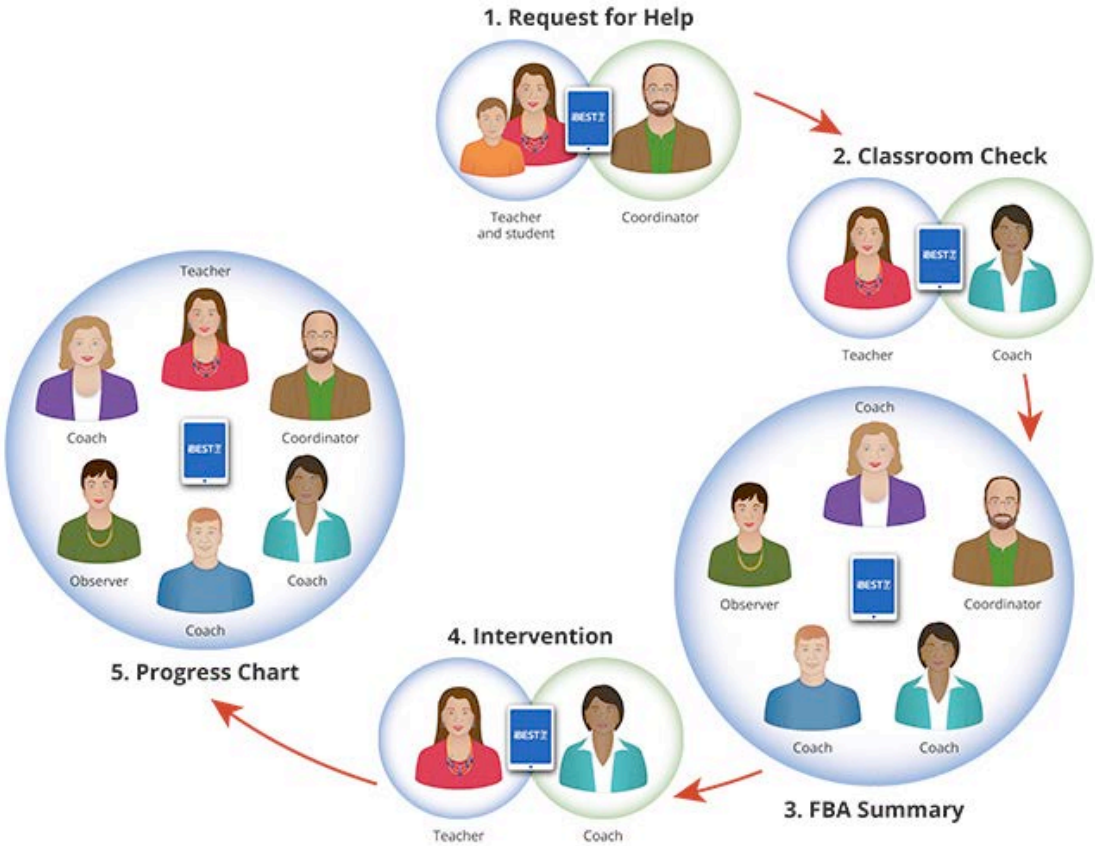
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Tier 3 (Individualized Supports)



Teams



Training



Data



Barriers to implementing T3 supports (process)

Time

- 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)

Fit

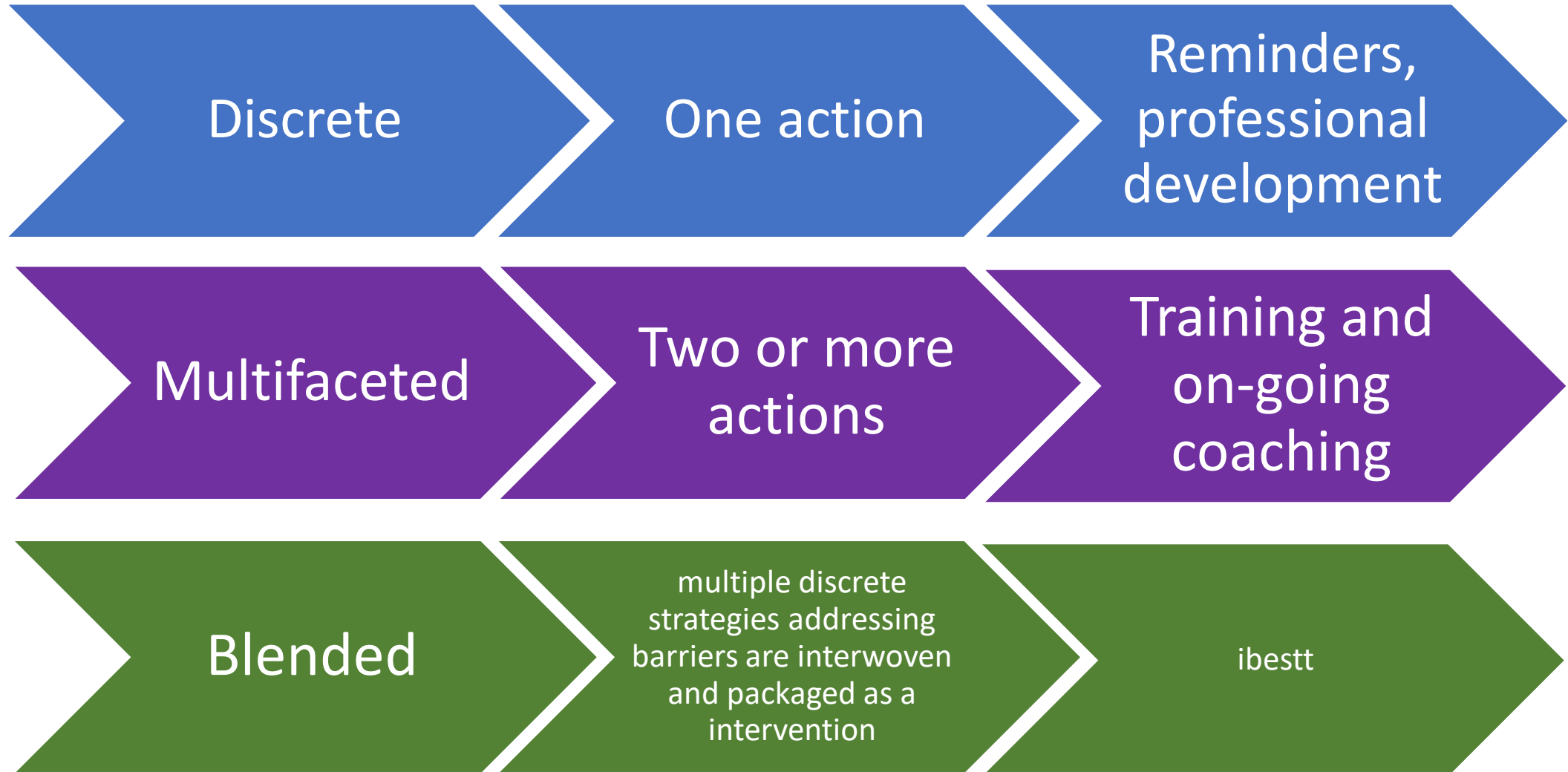
- Designing assessment and intervention to fit typical classroom routine
- Inclusive school culture
- Administrative support

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)



Rationale behind the technology

Challenges to implementing behavior supports

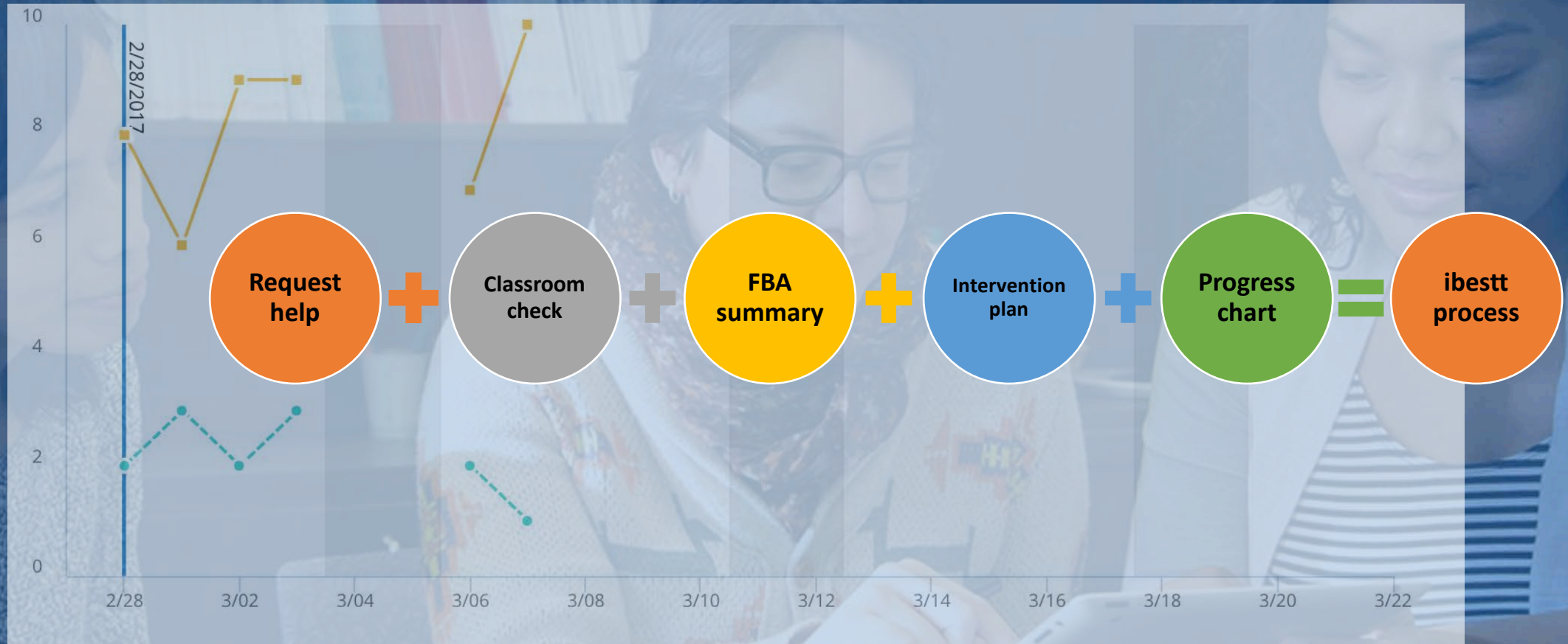
ibestt leverages technology as an implementation tool

“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)

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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



← My Students

Mike Lee

Coach: Timothy Wang

Teachers: Michelle Torres

NEXT STEP

ALL: Case Closed

VIEW SUMMARY

Intervention Step	Last Update	Status
1 Request Help	Jul 13, 2016	✓
2 Classroom Check	Jul 13, 2016	✓
3 FBA Summary	Jul 13, 2016	✓
4 Intervention Plan	Jul 13, 2016	✓
5 Progress Chart	Oct 17, 2016	✓

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Classroom Check

Classroom Components

YES NO N/A

Positively stated rules and procedures posted for all students

Classroom routines observed (e.g. lining up, requesting help)

Suggestion:

Reteach routines.

Teacher provides pre-correction

Positive feedback provided for students

Suggestion:

Increase use of behavior specific praise.

Instruction provided before students are asked to do individual tasks

Transitions preceded by a visual or auditory signal



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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



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Intervention Plan

Behavior

Cries loudly, head down on desk



What is the replacement behavior?

Work for 5-minutes then use a signal card to access teacher attention



How will you teach this?

Provide a visual time for Kayla can keep track of her 5-minute work routine. A signal card should also be given when she completes her 5-minute work routine. Provide specific, positive praise for the replacement behavior.

Consequence

The teacher or

What will you do when the behavior occurs?

Positive praise and teaching

Antecedent

asked to read independently or out loud during reading



How will you change the antecedent?

Ms. Torres will offer choices of reading sets and reduce the initial duration of reading requirements.



← back ×

5 minutes ago **Jarek Sierschynski**

You've included part of the teaching procedure here. For the replacement behavior, be sure to include only the specific behavior you want from Kayla instead of crying. Move the part about working for 5 minutes into your teaching strategy section.

Sarah Adams 4 minutes ago

I'll edit this and have you look at it.

Reply to comment . . .



← Mike Lee

Progress Chart

Michelle Torres



- Behavior of Concern
scream
- Replacement Behavior
request break

Intervention Plan

Current Plan < >

Setting Event Strategies



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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

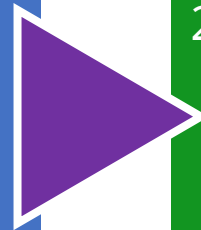
Fit

- 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.

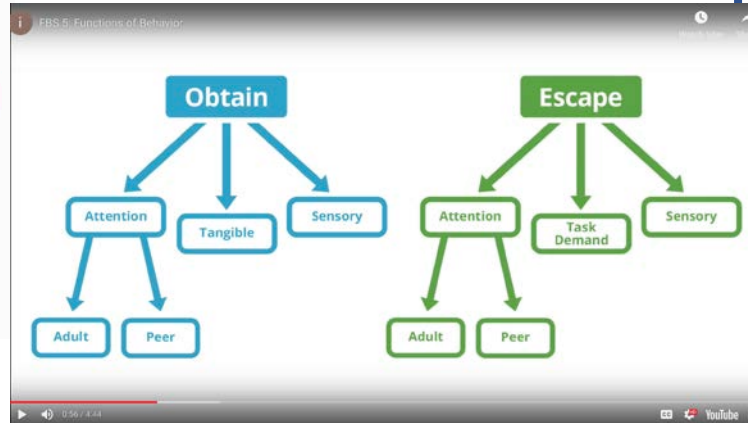


Solutions

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

- Resource Library
- ★ App Training
- Teacher Request for Help
- ★ Function Based Supports
- ★ Intervention Guides
- ★ Behavior Coaching Basics
- Glossary
- Tech Support



Intervention Guide: Choice Making ibestt

What is It?
 Choice making is a strategy where the teacher offers choices to a student before beginning an activity where the student's challenging behavior typically occurs. The student is offered a choice of materials that are needed for the task, a choice of components of the activity, or a choice of different activities when given directions to the task.

When to Use It

- Choice making is most effective for behaviors that are maintained by escape from a task or demand
- Choice making should only be used with activities that offer flexibility for the student to accomplish the learning goal while using different materials, completing only components of the task, or completing an alternative activity.

Steps to Implementation / How to Do It

After identifying a task or activity the student is trying to escape:

- Select one of the activities or tasks.
- Identify a variety of choices that would still allow the student to complete the activity. These can be choices of materials ("Do you want to use markers or colored pencils?"), components of an activity ("Do you want to draw the picture first or write the paragraph?"), or activities ("Do you want to do computer math or a math worksheet?").
- Offer the choices when asking the student to engage in the desired task.
- When the student makes a choice, engage the student in the selected activity.
- Additional choices may be offered during the activity to support the student's continued engagement in the task.

Behavior
 Cries loudly, head down on desk

What is the replacement behavior?
 Work for 5-minutes then use a signal card to access teacher attention

How will you teach this?
 Provide a visual time for Kayla can keep track of her 5-minute work routine. The signal card should also be given when she completes her 5-minute practice the work routine. Give specific, positive praise for replacement behavior.

Consequence
 The teacher or parent will provide positive praise and teaching for the replacement behavior.

5 minutes ago Jarek Sierschynski
 You've included part of the teaching procedure here. For the replacement behavior, be sure to include only the specific behavior you want from Kayla instead of crying. Move the part about working for 5 minutes into your teaching strategy section.

4 minutes ago Sarah Adams
 I'll edit this and have you look at it.



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

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