



Session 4

EDSPE 520Y




Our agenda this evening...

- o Welcome
- o Review student behavioral objectives
- o Review student competing pathways models
- o Student data shares—baseline data
- o Critical features of a quality behavior support plan
- o Brainstorm antecedent and consequent strategies to affect problem behavior




Student data shares




Completing a data share

- o Place your graphed data on the overhead projector
- o Describe what you counted, the level of the data, the trend of the data, and the variability of the data
- o Decide what you are going to do next:
 - Stay
 - Change
- o You will have three minutes



Critical features of a quality behavior support plan



Quality behavior support plans (BSP):

- o Based on functional assessment results
- o Consistent with reinforcement theory
- o Fit well in the environments within which they will be implemented
- o Effective in changing staff member performance
- o Effective at reducing the problem behavior

Features of a quality BSP:

- Clear and precise description of the problem behavior
- Summary statements
- Setting event strategies
- Antecedent event strategies
- Instructional interventions
- Consequent interventions
- Monitoring and evaluation plan

Setting event strategies

- Things we will do that decrease the global likelihood the problem behavior will occur
- Ensuring medications given consistently
- Ensuring regular sleep and eating routines

Setting Event Strategies:

- Complete a formal reinforcer assessment to make sure that offered choices are likely reinforcers.
- Make sure laxatives have been given at the same time daily.
- John should eat breakfast before he sits on the toilet for the first time in the morning.
- John should eat lunch before sitting on the toilet in the late morning.

Antecedent Strategies

- o Things we will do to reduce student's exposure to the cues for misbehavior or mitigate the affect of those cues

Antecedent Strategies:

- Continue to have John sit on the toilet for no more than ten minutes when he arrives at school.
- Continue to have John sit on the toilet after lunch for no more than ten minutes
- Staff that is monitoring John while he is sitting must check on him no less frequently than once every two minutes to ensure John is focusing on defecating.
- Be sure to check the notebook sent from home to see when he has last eaten and if there are any changes in the medication routine. Do this when John first arrives at school.
- When John arrives from school, remind him that when there is pressure "down there" he should ask to go to the bathroom. Also, remind him how pleased you will be with him if he goes to the bathroom on the toilet and remind him what he will earn from going to the bathroom on the toilet.
- Make sure there is a stool John can rest his feet on so he is comfortable when he sits on the toilet.
- Do not offer toys to John while he sits on the toilet to avoid distracting him from going to the bathroom.
- Have John explain what the report card means and how many points he needs to get in order to receive a chosen reinforcer.
- Start the day with a blank report card and go over the report card before entering the bathroom.

Antecedent Strategies:

- Have John participate in group instructional situations (such as circle time, story readings, etc.) for no more than five minutes at any one time.
- During John's day, alternate his schedule so that a group activity is "sandwiched" in between two one-on-one instructional activities. Doing two or more one-on-one instructional activities in a row is fine, but do not schedule him to engage in two group instructional activities in a row.
- Be sure you have all of the materials you need so that you can implement all of his one-on-one instructional IEP objectives. These will help ensure that you have enough meaningful one-on-one instructional tasks to fill his day.
- Expand John's picture schedule and be sure that you use it consistently so that he can see when an individual activity and when a group activity is scheduled.
- You may even want to color code his schedule so that group activities are in one color and one-on-one activities are in another color.
- Be sure to start each of John's school days with one or more one-on-one instructional tasks. Do not start him off with a group activity. This might mean that the rest of the class starts with circle time, while John does some one-on-one work with Carrie. John could join for part of circle time once he completes the one-on-one instructional with Carrie. Remember to have him participate in group instruction for 5-minutes or less.
- When John enters the room at the start of his school day, notice how he appears to be feeling. Does he seem like he is in a good mood? Will he follow list directions you give him easily? Is he responsive to your praise and feedback? Check his home/school notebook and see if his family indicated what type of morning he had. If John appears to be highly aroused or upset when he enters the room, change his schedule before he sees it so that activities he seems to like or are easier for him are the first ones he encounters.
- Use a choice board PECS system for John's free time. At the start of free time, allow him to select what activity he wants to do. Do not "force" him to do what other children might be doing during free time.

Instructional strategies

- o Explicit plans for how we will teach the student to engage in the replacement response identified through the FBA

Instructional Strategies:

- Make sure explicit directions pertaining to the bathroom routine and washing his hands are given to John and that he understands them.
- Have John explain to the paraeducator or teacher the steps of the process involved with using the bathroom. Have John do this each day, in the morning, when he arrives at school.

Instructional Strategies:

- Because one of the things John communicates to us by his screaming and hitting is that he is displeased with a situation and wants to leave it, it is important for us to teach him a more appropriate way to request this. Since he already uses a PECS system, add a "Leave" card to his system. This should always be available to him. At the end of each activity, prompt him to use his "leave" card to indicate that he is going to change tasks. Reinforce his using his "Leave" card.
- In case John does not have his PECS board with him, also teach him the American Sign Language sign for "finished." He can do an approximation of the true ASL sign. Have him both sign "finished" and then select his PECS "leave" card.

Consequent strategies

- o How we will respond when the student engages in the replacement response as well as how we will respond when they engage in the problem behavior

Consequent strategies:

- Give John Points or tokens are given for defecating on the toilet. Do not give him points or tokens for only indicating that he needs to use the toilet. Our goal is to reinforce John's SAYING he needs to use the bathroom and then actually USING the bathroom.
- Give John minor verbal praise for compliance and trying to defecate in the toilet.
- When an accident does occur DO NOT provide any reinforcement including reprimands, or facial expressions that may display disapproval. (Remember that reprimands may be acting as reinforcers for John and that we want to eliminate the possibility that the event of reprimanding may actually increase this behavior). When John has an accident, keep your behavior towards John as neutral as possible with little or no talking.
- Continue to have John clean himself.
- If John initiates using the bathroom and defecates in the toilet, provide bonus points or give him all the points left to gain access to reinforcing item.
- Do reinforce for initiating bathroom use to urinate but make sure that this produces no more than one-half of the reinforcement available for defecating. We want defecating in the toilet to produce much bigger positive results than urinating in the toilet.
- Use a daily report card every day to send home with John. The daily report card should show points accumulated during the day, the reason he earned each point or set of points, and a description of the day's progress.

Consequent strategies:

- When John is in group instruction, set a timer for yourself. For every one minute that John sits in group instruction without hitting or screaming, put a token on his token board. Be sure the board is placed in front of him where he can see it. Also, when you give him the token praise him for sitting quietly.
- If John hits or screams during group instruction, redirect him to his PECS system, prompt him to select his "Leave" card, and the remove him from the group.
- When you remove him, also take off any tokens he earned while in the group instruction situation. In addition, it is very important that when you remove him: do not start an activity with him that he really enjoys. You should select a one-on-one instructional activity from his IEP that he does not seem to enjoy as much.
- During free time, set a timer and give John a token on his token board for every 5-minutes that he engages in any activity(ies) without screaming.

A note about the use of aversive techniques....

- Should only be used as a last resort
- Should be approved explicitly within the BSP
- You **MUST** specify any specialty training staff members using the aversive technique must have
- You **MUST** specify the dimensions of the aversive technique
- **MUST** be consistent with the Washington Administrative Code

WAC 392-172-388 Aversive interventions. The purpose of WAC 392-172-388 through 392-172-398 is to assure that special education students are safeguarded against the use and misuse of various forms of aversive interventions. Each school district or other public agency and educational service district shall take steps to assure that each employee, volunteer, contractor, and other agent of the district or other public agency responsible for the education, care, or custody of a special education student is aware of WAC 392-172-388 through 392-172-398. No school district or other public agency and no educational service district shall authorize, permit, or condone the use of aversive interventions which violates WAC 392-172-390 through 392-172-396 by any employee, volunteer, contractor or other agent of the district or other public agency responsible for the education, care, or custody of a special education student. Aversive interventions, to the extent permitted, shall only be used as a last resort. Positive interventions shall be attempted by the district or other public agency and educational service district and described in the individualized education program consistent with WAC 392-172-161 prior to the use of aversive interventions.

WAC 392-172-390 Aversive interventions -- Definition. For the purpose of WAC 392-172-388 through 392-172-398, the term "aversive interventions" means the systematic use of stimuli or other treatment which a student is known to find painful or unpleasant for the purpose of discouraging undesirable behavior on the part of the student. The term does not include the use of reasonable force, restraint, or other treatment to control unpredicted spontaneous behavior which poses one of the following dangers:

- (1) A clear and present danger of serious harm to the student or another person.
- (2) A clear and present danger of serious harm to property.
- (3) A clear and present danger of seriously disrupting the educational process.

WAC 392-172-392 Aversive interventions -- Prohibited forms. There are certain forms of aversive interventions that are manifestly inappropriate by reason of their offensive nature or their potential negative physical consequences, or both. The purpose of this section is to uniformly prohibit their use respecting special education students as follows:

- (1) Electric current. No student may be stimulated by contact with electric current.
- (2) Food services. No student who is willing to consume subsistence food or liquid when the food or liquid is customarily served may be denied or subjected to an unreasonable delay in the provision of the food or liquid.
- (3) Force and restraint in general. No force or restraint which is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law may be used. See RCW 9A.16.100 which cites the following uses of force or restraint as uses which are presumed to be unreasonable and therefore unlawful:
 - (a) Throwing, kicking, burning, or cutting a student.
 - (b) Striking a student with a closed fist.
 - (c) Shaking a student under age three.
 - (d) Interfering with a student's breathing.
 - (e) Threatening a student with a deadly weapon.
 - (f) Doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.
- (4) The statutory listing of worst case uses of force or restraint described in subsection (3) of this section may not be read as implying that all unlisted uses (e.g., shaking a four year old) are permissible. Whether or not an unlisted use of force or restraint is permissible depends upon such considerations as the balance of these rules, and whether the use is reasonable under the circumstances.

(5) Hygiene care. No student may be denied or subjected to an unreasonable delay in the provision of common hygiene care.

- (6) Isolation. No student may be excluded from his or her general instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172-394.
- (7) Medication. No student may be denied or subjected to an unreasonable delay in the provision of medication.
- (8) Noise. No student may be forced to listen to noise or sound that the student finds painful.
- (9) Noxious sprays. No student may be forced to smell or be sprayed in the face with a noxious or potentially harmful substance.
- (10) Physical restraints. No student may be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172-394.
- (11) Taste treatment. No student may be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration.
- (12) Water treatment. No student's head may be partially or wholly submerged in water or any other liquid.

WAC 392-172-394 Aversive interventions -- Other forms -- Conditions. Use of various forms of aversive interventions which are not prohibited by WAC 392-172-392 warrant close scrutiny. Accordingly, the use of aversive interventions involving bodily contact, isolation, or physical restraint not prohibited by WAC 392-172-392 is conditioned upon compliance with certain procedural and substantive safeguards, as follows:

- (1) Bodily contact. The use of any form of aversive interventions not prohibited by WAC 392-172-392 which involves contacting the body of a special education student shall be provided for by the terms of the student's individualized education program established in accordance with the requirements of WAC 392-172-394.
- (2) Isolation. The use of aversive interventions which involves excluding a special education student from his or her general instructional area and isolation of the student within a room or any other form of enclosure is subject to each of the following conditions:
 - (a) The isolation, including the duration of its use, shall be provided for by the terms of the student's individualized education program established in accordance with the requirements of WAC 392-172-394.
 - (b) The enclosure shall be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.
 - (c) The enclosure shall permit continuous visual monitoring of the student from outside the enclosure.
 - (d) An adult responsible for supervising the student shall remain in visual or auditory range of the student.
 - (e) Either the student shall be capable of releasing himself or herself from the enclosure or the student shall continuously remain within view of an adult responsible for supervising the student.

(3) Physical restraint. The use of aversive interventions which involves physically restraining or immobilizing a special education student by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object is subject to each of the following conditions:

(a) The restraint shall only be used when and to the extent it is reasonably necessary to protect the student, other persons, or property from serious harm.

(b) The restraint, including the duration of its use, shall be provided for by the terms of the student's individualized education program established in accordance with the requirements of WAC 392-172-396.

(c) The restraint shall not interfere with the student's breathing.

(d) An adult responsible for supervising the student shall remain in visual or auditory range of the student.

(e) Either the student shall be capable of releasing himself or herself from the restraint or the student shall continuously remain within view of an adult responsible for supervising the student.

WAC 392-172-396 Aversive interventions -- Individualized education program requirements. If the need for use of aversive interventions are determined appropriate by the IEP team, the individualized education program shall:

(1) Be consistent with the recommendations of the IEP team which includes a school psychologist and/or other certificated employee who understands the appropriate use of the aversive interventions and who concurs with the recommended use of the aversive interventions, and a person who works directly with the student.

(2) Specify the aversive interventions that may be used.

(3) State the reason the aversive interventions is judged to be appropriate and the behavioral objective sought to be achieved by its use, and shall describe the positive interventions attempted and the reasons they failed, if known.

(4) Describe the circumstances under which the aversive interventions may be used.

(5) Describe or specify the maximum duration of any isolation or restraint.

(6) Specify any special precautions that must be taken in connection with the use of the aversive interventions technique.

(7) Specify the person or persons permitted to use the aversive interventions and the current qualifications and required training of the personnel permitted to use the aversive interventions.

(8) Establish a means of evaluating the effects of the use of the aversive interventions and a schedule for periodically conducting the evaluation.

Use of Aversive Techniques

Should it become necessary to utilize aversive techniques with John due to his misbehavior representing an immediate and probable risk of harm to himself or others, his school staff may, consistent with System X School District approved and provided training and policy, use restraint, physical escorting, and/or geographic isolation with John.

- The following guidelines are to be followed should use of any of the above be necessary:
 - Within 8 hours of the use of the aversive technique, his educational staff should complete an incident report. This report should be sent to at least the following people: John's parents, the school building administrator, and John's attending Behavior Analyst (Michael A. Fabrizio, M.A., BCBA, fax number: 206-324-3805). A copy of the incident report should also be placed into his school file.
 - The incident report is to detail the date of the incident, a detailed description of what aversive technique was used, the location of the event, other people who were witness to the event and use of the aversive technique, the length of time (in minutes) the behavioral incident lasted and aversive techniques were used, the situation in which the incident occurred, other less restrictive intervention the staff tried prior to instituting use of an aversive technique, and whether John appeared to suffer any physical injuries as a result of either the incident or the use of the aversive technique.

• In addition to the incident, John's school staff should fax a completed School Implementation Checklist for his Behavior Support Plan within 8 hours to all of the people indicated above.


- While any staff member trained within the previous 12-months in System X School District approved and provided passive restraint methods may implement the use of restraint, physical escorting, or geographical isolation with John, a certificated professional staff member who is a member of John's IEP team (e.g., certificated teacher, administrator) must approve the initiation of any of the above techniques each time they are used.
- Physical restraint should be used only as a last resort.
- If John is restrained, the restraining staff member must release him at least every two minutes and allow him the opportunity to calm down on his own without being restrained.
- Mechanical restraint is not approved for use with John
- If geographic isolation is used, John must be within the attending staff member's line of sight at all times. He may never be isolated without being in a staff member's line of sight. During geographic isolation, John must be allowed the opportunity to engage in an appropriate activity (e.g., one-on-one instruction, a recreational activity, etc.), at least every 5-minutes.

A note about writing style and the BSP

- Be clear and specific
- Avoid jargon
- Use simplest language possible
- Ensure correct grammar, mechanics, and usage

**Assignments
(due at next meeting)**

- from the ideas you developed during our brainstorming session, select a set of strategies you would like to implement. Once you have identified a set of strategies you would like to implement, search the existing research literature and find at least two pieces of evidence that support the use of the strategies you selected. If you cannot find evidence as to the effectiveness of the strategies you selected, then select new strategies. You must turn in copies of at least two pieces of evidence that support the practice you wish to employ. When you turn in the evidence, include a cover sheet that summarizes what the evidence you found says about the effectiveness of the strategy. include one cover sheet for each strategy and the two pieces of evidence in what you turn in to Michael.
- continue collecting (and graphing!) baseline data for both the behavior you wish to decrease and the replacement skill
- prepare an overhead transparency of the data for both graphs (two transparencies total) for presentation next week



Readings to complete before Session 4

- o Kazdin, A.E. (1982). Data evaluation. From A.E. Kazdin's *Single case research designs: Methods for clinical and applied settings*. New York: Oxford University Press. (Pages 230-240)
- o Billingsley, F., White, O.R. & Munson, R. (1980). Procedural reliability: A rationale and an example. *Behavioral Assessment*, 2, 229-241.
