



Session 5

EDSPE 520Y




Our agenda this evening...

- Welcome
- Review research students found for two interventions
- Student data shares
 - Baseline data for behavior targeted for reduction
 - Baseline data for replacement skill
- Monitoring program implementation
- Evaluating program effectiveness




Reviewing research found for two interventions




Some discussion questions:

- Was it easy to find evidence?
- Was the evidence compelling?
- What surprises did you discover?
- Did you feel competent to evaluate the evidence?
- Do you have a clear understanding of the parameters within which the practice was evaluated?
- Do you feel like you can replicate enough of those parameters in your classroom to legitimately employ the intervention and expect similar results?




Student data shares




Completing a data share

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




Monitoring program effectiveness



Procedural reliability

- The degree to which what we planned to happen actually happens

Why might this be important in the development of BSP's?



Procedural reliability measures can tell us:

- Whether our prescriptions are clear enough
- Whether all facets of the BSP are being implemented
- Whether the BSP should be modified

Measuring procedural reliability

- Develop a checklist based on the BSP
- At least weekly, use that checklist to determine whether all features of the BSP are being implemented

**Daniel [redacted] Behavior Support Plan
School Implementation Checklist**

Person Completing Checklist: _____
Date: _____ Time: _____

Notes of Special Consideration: _____

Antecedent Strategies

- Group instruction for no more than 5-minutes at a time
- Schedule alternates group with individual instruction
- All materials needed for instruction are complete & easily accessible
- Picture schedule is used consistently between each activity
- First 1-2 activities each day are 1:1 instruction
- Staff checks Dan's state of arousal when he first enters the room
- Staff checks home/school communication notebook before first activity
- Choice board is used at start of free time activities

Instructional Strategies

- "Leave" card is on PECS board
- PECS board is readily available to him at all times
- Dan uses "Leave" card at end of each activity
- Staff heavily reinforces Dan's use of "Leave" card
- Dan signs or approximates ASL "Finished" at end of each activity
- Staff heavily reinforces Dan's attempts to sign "Finished"

Consequence Management

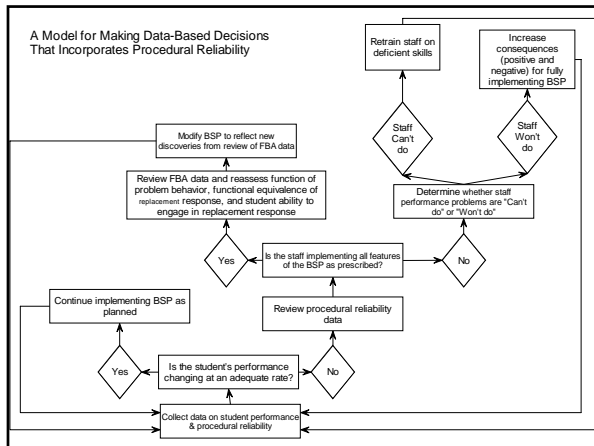
- FI-1 reinforcement schedule during group instruction with tokens
- Tokens board is placed where Dan can easily see it
- Staff praises Dan immediately before delivering token
- If Dan hits or screams during group instruction, staff prompts Dan to use "Leave" card
- If Dan selects "Leave" card or signs "Finished," without misbehaving, remove him from activity to highly preferred activity
- If Dan uses "Leave" or "Finished" after misbehaving, staff immediately removes Dan to less preferred 1:1 instruction and removes tokens from token board
- FI-5 schedule of reinforcement during free play

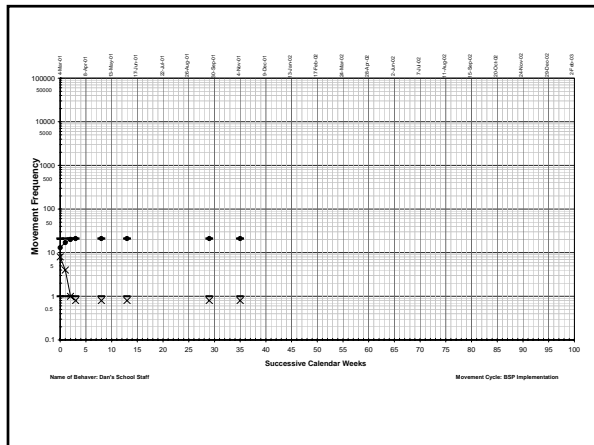
Features Complete & Correct: _____ # Features Incomplete or Incorrect: _____
Strength Area: _____

To Improve Upon, Begin Next Observation:

Procedural reliability checklist should be:

- As short as possible
- Include all actions specified in the BSP






Assignments (due at next meeting)

- Implement the strategies you selected and for which you found empirical support within the extant literature.
- continue to collect data on both the behavior you targeted for reduction and the behavior you wish to replace it with.
- develop, begin to use, and collect data related to a Behavior Support Plan Implementation Checklist.
- prepare three transparencies of your data for presentation next week:
 - graphed data on the behavior you wish to decrease
 - graphed data on the replacement skill
 - graphed data from your Behavior Support Implementation Checklist
- compile and complete your FBA/BSP reports...these are due in class at our next meeting!

Functional Behavior Assessment Report and Behavior Support Plan Grading Criteria	
Turned in on time	5
Assignment is word processed	1
FBA section contains a complete description of the student, problem behavior (including its history), and context	2
FBA section contains complete and accurate description of the types of data collected and how they were collected (e.g., who collected, across how many days)	2
FBA section contains a description of relevant setting events	2
FBA section contains a description of relevant discriminative stimuli	2
FBA section thoroughly and accurately describes the reinforcement contingencies likely maintaining the problem topography	2
FBA section includes summary statements and Competing Pathways Model diagrams	2
Behavior Support Plan (BSP) section contains complete definitions of problem behavior and summary statements	2
BSP clearly describes antecedent strategies likely to reduce the problem behavior based on the results of the functional assessment	5

Functional Behavior Assessment Report and Behavior Support Plan Grading Criteria (continued)	
BSP clearly describes evidence-based instructional strategies likely to build a replacement response that is functionally equivalent to the problem topography	5
BSP clearly describes consequence strategies for use in responding to problem topography (note: if aversive procedures are used, their use should be structured such that they are used minimally and only under appropriate conditions)	5
BSP clearly describes how the Plan's effectiveness will be monitored including measurement of the learner's problem topography, the replacement topography, and plan implementation	5
BSP includes Implementation Checklist	2
All data related to the FBA and BSP (e.g., baseline and implementation data for the problem topography and the replacement skill) are current and included either directly in the appropriate sections of the report or as referenced appendices to the report	5
The writing throughout the FBA and BSP is clear, concise, and appropriate for a teacher and parent audience (e.g., proper capitalization, punctuation, usage)	3

This assignment is worth 50 points!



Readings to complete before Session 6

- review [FBA and Behavior Support Plan forms](#) used in school districts around Seattle 