

Tier 3 Interventions and Supports: Behavior Technician Training for Paraprofessionals



Preetinder Narang, M.Ed., BCBA
Tina Gunn, M.Ed., BCBA
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Outline

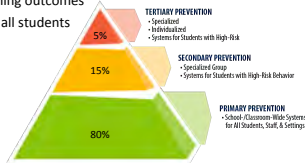
- Positive Behaviour Supports (PBS) in Schools
- Tier 3: Paraprofessional Training
- Registered Behaviour Technician Credential
 - Years 1-4
- Benefits and Lessons Learned
 - Year 5
- Recommendations for Implementation




Positive Behaviour Supports in Schools

- Schoolwide positive behaviour supports (SWPBS):
- Broad range of systemic and individualized strategies
 - Achieving important social and learning outcomes
 - Preventing problem behaviour with all students


- Three Tiers of Prevention:
- Tier 1 - Universal Support
 - Tier 2 - Targeted support
 - Tier 3 - Individual support







Tier 3: Paraprofessional Training

- Current educational model for students with autism relies largely on paraprofessional support
 - Students with autism included in general education may receive the bulk of their educational instruction from a paraprofessional (Blacher, 2007)
- Considerable variation in Education Assistant training or relevant background experiences
 - Training and experience may be a poor fit for student's needs
- Abundance of research on the efficacy of techniques based on the ABA approach (McEachin, Smith, T., & Lovaas, 1993; Reichow, 2011; Rogers & Vismara, 2008; Rosenwasser & Axlerod, 2001)
- Paraprofessionals in inclusive classrooms report a lack of training in supporting children with behavioural challenges (Giangreco & Doyle, 2004)




Impetus for Training in Surrey Schools

- Positive Behaviour Support (PBS) plans are most often developed by district behaviour specialists in Surrey and other school districts
- For students with complex needs, many school teams struggle to implement key strategies to address problem behaviour consistently
- While paraprofessionals support an intervention, and are not an intervention in themselves, front-line paraprofessionals are often the primary implementers of tier 3 strategies
- Education Assistants require an enhanced skill set to implement proactive and planned support strategies with fidelity





Token Systems and AAC devices




Best Practice: Paraprofessional Training

- School districts historically relied on didactic pre-service and in-service workshops that produce temporary behavior change, at best (Robinson, 2011)
- Multicomponent models with effective training components such as modeling and performance-based feedback produce favourable gains (Han & Weiss, 2005)
- Therefore, a successful behavioural training program would have to include experiential-based learning such as role-play, in vivo modeling, and immediate feedback given on implementing behaviour strategies.




Registered Behavior Technician

- December 2013: Behavior Analyst Certification Board (BACB) released “RBT” credential
- Coursework is developed according to the BACB’s “RBT Task List”
- Six skill domains:
 - Measurement
 - Assessment
 - Skills Acquisition
 - Behaviour Reduction
 - Documentation and Reporting
 - Professional Conduct and Scope of Practice




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What is a Registered Behavior Technician?

- The RBT is a paraprofessional who practices under the close, ongoing supervision of a BCBA (Board Certified Behavior Analyst) or BCaBA (Board Certified Assistant Behavior Analyst) (“Designated RBT supervisor”).
- The RBT is primarily responsible for the direct implementation of skill-acquisition and behavior-reduction plans developed by the supervisor.
- The RBT may also collect data and conduct certain types of assessments (e.g., stimulus preference assessments).
- **The RBT does not design intervention or assessment plans.**
- It is the responsibility of the RBT supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence.
- The RBT’s supervisor is ultimately responsible for the work performed by the RBT.



RBT: Requirements

- Training must cover all of the tasks and subtasks in the RBT Task List and Guidelines for Responsible Conduct for Behavior Analysts that have been designated as relevant for behavior technicians
- Cumulative duration of the training must be at least 40 hours
- At least three hours of the training must be devoted to ethics and professional conduct
- Training may be didactic (e.g., lecture- based) or experiential (e.g., role-playing) in nature
- Training may be in person or online
- Training must be completed within a 180-day period
- Training must be conducted by a BCBA




RBT Versus EA-BT

Obtaining the RBT Credential

- Applicants must be 18 years of age, possess a minimum of a high school diploma or national equivalent, complete 40-hours of training, complete a criminal background check, pass the RBT Competency Assessment, and pass the RBT examination.

Maintaining the RBT Credential


- RBTs are required annually to pass the RBT Competency Assessment, complete a renewal, receive ongoing supervision, and comply with the BACB's ethics requirements relevant to RBTs.



Behaviour Technician Training – SD36

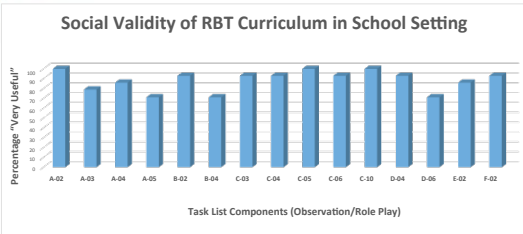
Year	Class Size	# EAs Assessed	# of Cohorts	% Passed on First Try	Total % Passed
2014/2015	15 EAs	14	1	86%	86%
2015/2016	30 EAs	28	1	68%	100%
2016/2017	22 EAs	22	1	65%	95%
2017/2018	Fall: 22 EAs Spring: 21 EAs	39	2	77%	100%

Total # of EAs: 106




Year 1: 2014-2015

Social Validity of RBT Curriculum in School Setting




Task List Component	Percentage "Very Useful"
A-02	95%
A-03	85%
A-04	85%
A-05	80%
B-02	85%
B-04	80%
C-03	85%
C-04	85%
C-05	85%
C-06	85%
C-10	85%
D-04	85%
D-06	80%
E-02	85%
F-02	85%

 **Year 2: 2015-2016**

Competency Assessment

- 17 interview questions
- 12 observation/role-play questions

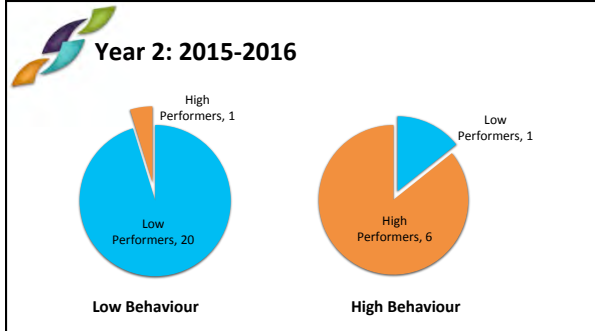



Who is demonstrating skills we can observe?

- High performance: ≥80% of observation questions were demonstrated
- 20 of 28 (71%) EAs demonstrated <80% and were **"low performers"**
- 8 of 28 (29%) EAs demonstrated >80% and were **"high performers"**

Mod-High Behavioral Needs = 7 Students


- 6 of 7 positions supported by EAs who were **"high performers"**



 **Year 3: 2016-2017**


Formation of District Action Team for Autism (DATA)

- 2 BCBA's
- 1 Special Educator
- 1 EA-BT



Training Phase (40 hours)

- Increased collaboration and # of visits from DATA
 - 1 visit – 10 EAs
 - 2-4 visits – 8 EAs
 - 5 or more – 4 EAs
- More structured Behavioral Skills Training
- Three instructors versus two instructors in previous years




Behavioral Skills Training (BST)

BST is a systematic model for teaching learners skills that may be described in multiple steps

The BST was implemented using the following four components:

1. Learners were provided with **instructions** on how to implement the skill
2. **Modeling** of the skill was provided by the instructors or through a video demonstration
3. Learners had the opportunity to **rehearse** the skill through role playing with classroom peers while instructors looked on
4. **Feedback** is provided on the learner's rehearsal performance by both peers and instructors

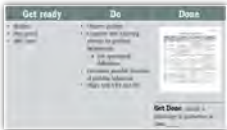
(Parsons, Rollyson, & Reid, 2012)




Behavioral Skills Training (BST)

Instructions

- Verbal and written instructions
- Get Ready, Do, Done (Get Done) Strategy
- Provided instructions on how to complete all homework assignments and in-class activities

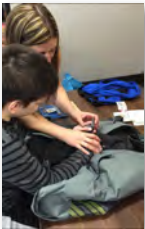


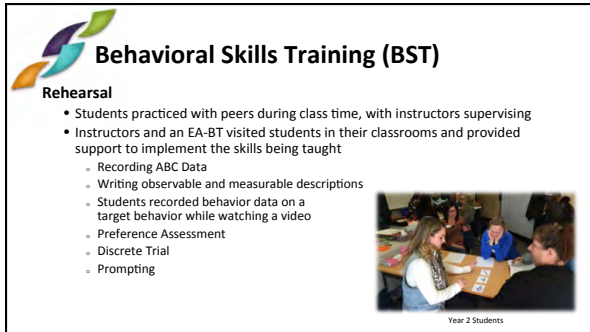


Behavioral Skills Training (BST)

Modeling

- Live and video modeling
 - Collecting behavior data on a target behavior (live and video demonstration then rehearsal)
 - Recording ABC Data (modeled live then discussed as a class and compared the data collected)
 - Preference Assessment (modeled live and video, rehearsed with a peer, then completed in the natural environment)
 - Discrete Trial (modeled live and in person, rehearsed with peer, and then implemented strategy with their student)
 - Prompting (live and video modeling)






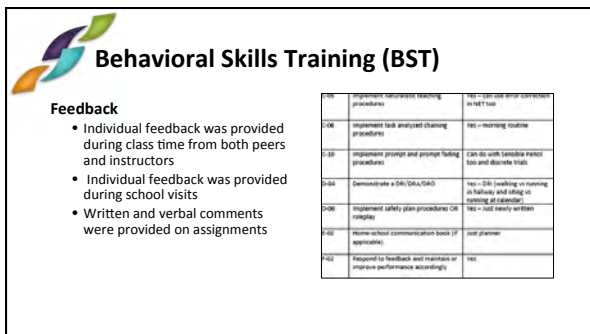
Behavioral Skills Training (BST)

Rehearsal

- Students practiced with peers during class time, with instructors supervising
- Instructors and an EA-BT visited students in their classrooms and provided support to implement the skills being taught
 - Recording ABC Data
 - Writing observable and measurable descriptions
 - Students recorded behavior data on a target behavior while watching a video
 - Preference Assessment
 - Discrete Trial
 - Prompting



Year 2 Students

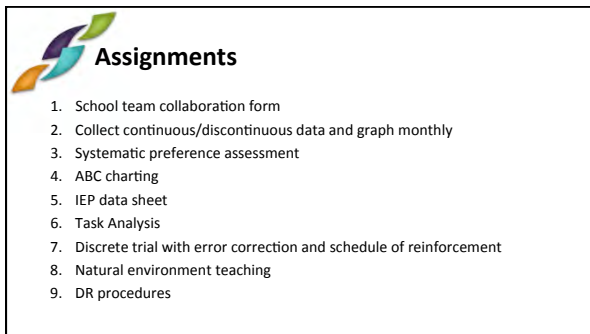


Behavioral Skills Training (BST)

Feedback

- Individual feedback was provided during class time from both peers and instructors
- Individual feedback was provided during school visits
- Written and verbal comments were provided on assignments


1-01	implement naturalistic teaching procedures	yes - low task error corrected in BST tool
1-02	implement task analysis chaining procedures	yes - morning routine
1-03	implement prompt and prompt fading procedures	can do with simple manual box and discrete trials
1-04	Demonstrate a DR, DRA, DRD	yes - DR (walking in hallway and sitting in room) at school yes - just newly written
1-05	implement safety plan procedures (if applicable)	not planned
1-06	respond to feedback and maintain or improve performance accordingly	yes



Behavioral Skills Training (BST)

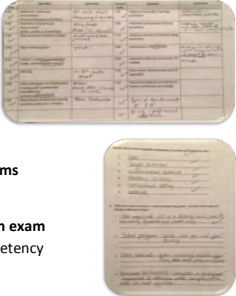
Assignments


1. School team collaboration form
2. Collect continuous/discontinuous data and graph monthly
3. Systematic preference assessment
4. ABC charting
5. IEP data sheet
6. Task Analysis
7. Discrete trial with error correction and schedule of reinforcement
8. Natural environment teaching
9. DR procedures

 **Year 3: 2016-2017**

Competency Assessment


- Increased observed skills from **12 to 15**
 - Natural Environment Teaching
 - Task Analysis
 - Permanent Product Recording
- Role-play was only allowed for **2 of the 15 items**
 - Discontinuous measurement
 - Crisis/emergency procedures
- Eliminated interview, substituted with **written exam**
- **Visits** from DATA in preparation for the competency assessment



 **Year 3: 2016-2017**

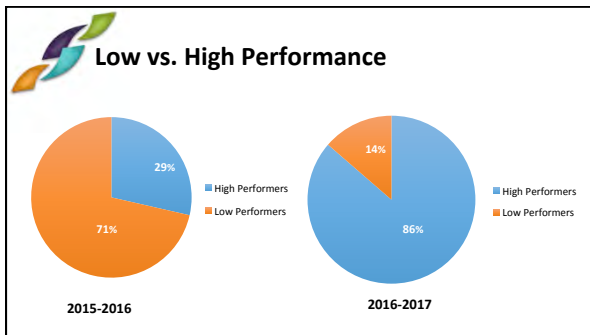
Competency Assessment

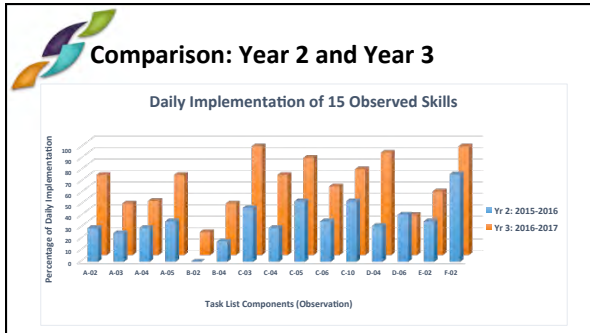
- 15 observation questions
 - Option to role-play only 2 questions
- 16 written exam questions




Who is demonstrating skills we can observe?

- High performance: $\geq 80\%$ of observation questions were observed
- 3 of 22 (14%) EAs demonstrated $< 80\%$ and were **"low performers"**
- 19 of 22 (86%) EAs demonstrated $> 80\%$ and were **"high performers"**








Year 4: 2017-2018

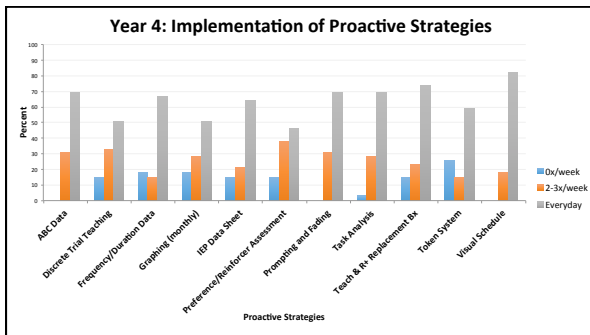
Successes

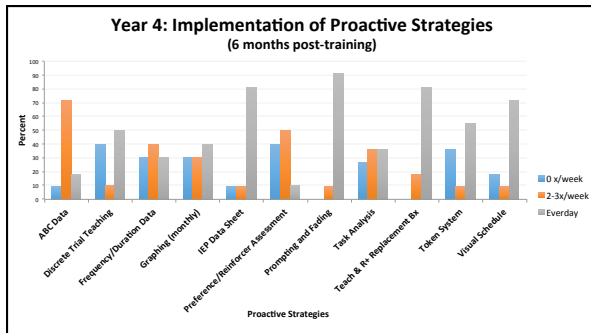
- 2 cohorts of Education Assistants (Fall, Spring)
- Revised curriculum/course package
- Total of 43 EAs, 39 who passed competency




Challenges

- Support for 2 groups of EAs meant increased requirement of DATA
- Fewer on-site consultations for students with less challenging behaviours
- In many ways a "transition year"
 - Previous contract language restored to address class size and composition
 - Shortages in both specialist teacher positions and support staff positions
 - District focus on training generalist teachers in specialist positions
 - Instability in special education services








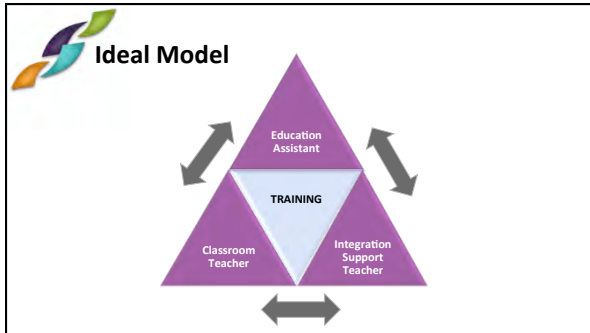
Benefits of BT Training

1. Frequent and meaningful **consultation** to school teams by a BCBA
2. Builds **capacity** within individual school teams to implement Positive Behaviour Support Plan strategies
3. Promotes the use of **data collection** on IEP goals and encourages decision-making informed by behavioral outcomes
4. Provides school districts with a **measurable** and **cost-effective** way to provide ABA-trained paraprofessionals
5. Provides Education Assistants with a **standard of practice** that will legitimize the work they do and offer a path to private practice in ABA



Lessons Learned

- Important to work closely with stakeholders
 - EAs, District Administration, Human Resources, CUPE
- Training curriculum has been optimized over 4 years, but poor EA to student "fit" can't easily be addressed by training alone
- EAs who excel in the program can feel "stuck"
 - Student's behaviours are now manageable, yet educational programming doesn't match their student's improved ability
- Team training
 - Behaviorally-trained teams who can support their focus student(s) and school
 - Increase overall school capacity to meet behavioral challenges



Year 5: 2018-2019

School Participation:

- 11 Elementary Schools (4 in teams)
- 1 High School (1 in team)


Total Participants:

- 2 Classroom Teachers
- 3 Integration Support Teachers
- 3 BASES Teachers
- 1 District Behaviour Specialist
- 1 District Administrator
- 16 Education Assistants

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Recommendations for Implementation

- Small Groups (20-25 individuals)
- Focus on Behavioral Skills Training
- On-site consultation
- Training teams vs. Individuals
- Thoughtful selection of Focus Student(s)
- RBT Curriculum focused on services in school settings
 - Ideally, created in-house
- Increase in pay for additional level of training



New Role and Responsibility

- BCBA as employee or **insider**
Serving to make **systems-level** change
- vs.
- BCBA as consultant or **outsider**
Serving to make **individual-level** change



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Links

- Behavior Analyst Certification Board (BACB): <https://www.bacb.com/>
- Positive Behavioral Interventions & Supports: <https://www.pbis.org/>
- Professional and Ethical Compliance Code: <https://www.bacb.com/ethics/ethics-code/>
- RBT Task List: <https://www.bacb.com/rbt/rbt-task-list/>



Glossary

- ABA Applied Behavior Analysis
- BACB Behavior Analyst Certification Board
- BST Behavioral Skills Training
- BCBA Board Certified Behavior Analyst
- DATA District Action Team for Autism
- EA Education Assistant
- EA-BT Education Assistant-Behavior Technician
- PBS Positive Behavior Support
- SW PBS Schoolwide Positive Behavior Support
