

# **Gaining Student Cooperation: The First Step to Learning and Inclusion**

POPARD's District Training Model

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**Friday, October 25, 2019**

Simon Fraser University – Harbour Centre  
Vancouver, BC

*Presented by*

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**Georgina Robinson, PhD**

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*Sponsored by:*

**Provincial Outreach Program for Autism  
and Related Disorders (POPARD)**

# ***Event Schedule***

<b>8:30 – 9:00</b>	Registration
<b>9:00 – 10:15</b>	Session 1
<b>10:15 – 10:45</b>	Morning Break
<b>10:45 – 12:00</b>	Session 2
<b>12:00 – 1:00</b>	Lunch Break
<b>1:00 – 2:15</b>	Session 3
<b>2:15 – 2:30</b>	Afternoon Break
<b>2:30 – 3:30</b>	Session 4

## **Tips for Improving the In-Person Conference Experience**

- Please turn off your cell phones or put them on vibrate.
- In respect for the speakers and fellow participants, please do not whisper.
- This workshop is being web streamed to an online audience. Please ask questions using a microphone so that all can hear.
- Personal recording of any kind is strictly forbidden.
- Please secure your belongings! ACT cannot take responsibility for theft.
- Many of your fellow participants require a scent-free environment. Please be considerate.
- For your comfort, dress in layers. It may be a warm day but bring a sweater just in case!



## Acknowledgements

This event has been made possible thanks to a collaboration between the Provincial Outreach Program for Autism and Related Disorders and ACT – Autism Community Training. Working together on this project is allowing us to web stream to over 20 school districts and half a dozen private schools across BC, from Simon Fraser University's excellent facilities in downtown Vancouver. We have nearly 1,000 registrants for this event, including our in-person audience.

Those who have attended ACT – Autism Community Training's events over the years know that we depend on community collaboration and support to sustain our work. Our volunteers and funders make it possible for us to provide cost-effective training in-person, via web streaming and online videos.

ACT's volunteers range from parents and community groups, who advise us on venues and speakers, to ACT's membership, including our Board of Directors, who provide a range of expertise. A special thanks to all those who volunteer at our events. These contributions are all essential to ACT's work.

Special thanks to Alexandra Voroshina, MA, BCBA and Georgina Robinson, PhD for presenting, and to Galen Soon, MEd, for providing insights from the perspective of a school team which has successfully utilized the techniques outlined in "**Gaining Student Cooperation: The First Step to Learning and Inclusion**".

### Free Resources from ACT

**Autism Videos @ ACT (AVA)** – Over 50 quality online videos available free – without a log-in, thanks to our sponsors. [www.actcommunity.ca/videos](http://www.actcommunity.ca/videos)

**ACT's Autism Information Database (the AID)** – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. [www.actcommunity.ca/aid](http://www.actcommunity.ca/aid)

**ACT's BC Community Resources Database** – Search by your postal code for professionals and service providers throughout BC. [www.actcommunity.ca/aid-search/community](http://www.actcommunity.ca/aid-search/community)

**ACT's Autism Manual for B.C** – 13 chapters! [www.actcommunity.ca/autism-manual-for-bc](http://www.actcommunity.ca/autism-manual-for-bc) -

**ACT's Monthly News Round-Up & Event Alerts** - Sign-up to keep in touch with developments affecting the special needs community [www.actcommunity.ca/updates](http://www.actcommunity.ca/updates)

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# GAINING STUDENT COOPERATION: THE FIRST STEP TO LEARNING AND INCLUSION



Presented by:  
Alexandra Voroshina, MA, BCBA  
Georgina Robinson, PhD

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## Agenda

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## Provincial Outreach Program for Autism and Related Disorders (POPARD)

Who:  
• Psychologists, teachers, speech and language pathologists, board-certified behavior analysts

Mandate:  
• We provide consultation, training and support services to all public and independent schools across the province of British Columbia with a *primary focus on increasing the capacity* of school district staff to support students with autism spectrum disorder (ASD)

Services:  
• Courses and workshops  
• Individual student consultations  
• Class-wide consultations  
• Psycho-educational assessments  
• Family-School Liaison service  
• Student cooperation training

More information:  
• [www.autismoutreach.ca](http://www.autismoutreach.ca)

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### How to receive POPARD services

- A limited number of days is provided to the district
- (Based on number of POPARD consultants divided across all public and independent schools)
- Via District Partner or Key Contact
- Services determined by district
- Students seen prioritized by district

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### What can be done to help Schools in BC?

- Depending on the geographic area and Priorities of the district
  - Professional development opportunities
  - Workshops
  - Consultations with various specialists (internal and external)
- Services of provincial outreach programs e.g.,
  - POPARD
  - SETBC
  - Inclusion Outreach
  - POPFASD
  - POPEY
  - POPDHH
- Services of other Ministry and Community agencies
  - MCFD
  - CYMH

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### What do we know about Effective Strategies to support students with ASD?

- Research: established evidence, emerging evidence, and no evidence of effectiveness
  - National Standards Project
- Criteria used to determine if Evidence Based varies by the journal or organization, consider
  - Number of studies
  - Rigor of the study
  - Age groups. Context etc.
  - National Professional Development Centre on ASD
  - Autism Focused Interventions and Resources (AFIRM)
  - National Clearing House on Evidence Based Practices

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### Examples of EBP for ASD

#### **ESTABLISHED Evidence**

- Behavioral Interventions
- Language Training
- Visual supports/Schedules
- Social Skills Training
- Peer Training
- Story based interventions

#### **EMERGING Evidence**

- Developmental Relationship
- PECS
- Structured Teaching
- Theory of Mind
- Exercise
- Music Therapy

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### Some Established Behavioral Interventions

- Function based interventions
- Task analysis + shaping / chaining
- Choice/Task interspersal
- Modeling + prompting + reinforcement
- Response interruption + redirection
- Differential reinforcement of other behavior + Escape extinction
- Prompting

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### DISCUSSION:

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## WHY THIS MAY NOT BE ENOUGH?

So we know the research on strategies that work for students with ASD  
Yet, still teachers and students are struggling

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### What Do POPARD Consultants See Across the Province

- A range of students, grades, ability levels and issues
- Increased referrals for students who are challenging to include in a regular classroom
  - Goal of maximum inclusion in the regular classroom -> Decreased specialized resource room settings
- Yet students who have significant challenges are increasingly excluded + On partial days

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Do you recognize this student?

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### The Non-Cooperative Student

- Wandering from activity to activity as they choose
- Lack of structure or demands placed
- Making little to no educational progress
- Often dysregulated and easily escalating
- May be on shortened day
- May be often sent home when out of control
- Getting bigger, stronger, more engrained behavior
- Increasingly excluded from school and society

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### The Staff in These Situations

- Have the best of intentions
- Are trying to "include the student"
- Want to avoid the student having a meltdown and being sent home
- Afraid to set limits due to frequent negative experiences
- Following the student around trying to keep him/her happy
- Leads to Staff burn out

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## WHY IS CHANGING STUDENT BEHAVIOR SO DIFFICULT?

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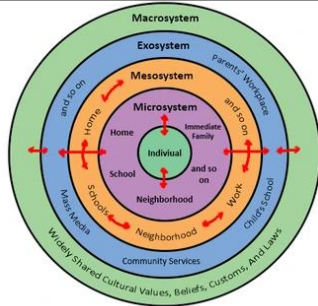
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## Child in Context

### Ecological Systems Theory

Urie  
Bronfenbrenner  
(1979, 1992)




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## Systems Considerations

- In order to change the child you need to:
  - Influence and make changes in the other parts of the system
  - Do it over time
  - Continue to adjust, correct, adapt to changes (principle of homeostasis)
- If we can work on multiple levels of the system at the same time, we have a much better chance of changing the child and a changed child impacts all the systems as well.

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## DISCUSSION

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### Changing What We or Others Do is Difficult!

- "We have accumulated a great deal more knowledge about programs that are effective in remediating concerns for children than about how to get those programs implemented. We know more about what to do than how to get it done" (Noell et al. 2005)

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### Typical Teacher Implementation of Intervention Plans

- Poor and deteriorates over time
- (Hagermoser et al, 2011; Noell et al, 2017)

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### Why Is This?

"Offering practitioners a menu of interventions designated as 'evidence-based' will be insufficient to promote the application of the interventions in practice." (Kratochwill & Shernoff, 2004)

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### Moving Beyond the "Consult and Hope Model"

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## BEST PRACTICES IN FACILITATING INTERVENTION ADHERENCE AND INTEGRITY

Summary of key findings from research

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Implementation Science (e.g., Lyon, 2018; Moir, 2018; Noell et al., 2005, 2008, 2017; Reid et al., 2012)

- Intervention adherence
  - The degree to which an interventionist is committed to implement a specific treatment and actively follows through
- Treatment integrity
  - The degree to which an intervention is implemented as designed

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### Consider the System

- "A threat to any intervention is ignoring the whole system of which the school is a part."
- "Within every organization there are many layers of staff, policies, systems and barriers. Promoting positive change therefore requires a multifaceted approach." (Moir, 2018)
- "Implementation evolves across systems over time and in stages, and each part of the system reacts and responds" (Lyon, 2018)

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### Commitment Emphasis

- A social influence approach to changing adult behavior
- An antecedent strategy
- Gaining public and engaged commitment
- Determine the team's motivation to implement change
- Emphasize and explain problems when follow through doesn't occur
- Decision makers and doers included

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### Participatory Involvement

- Anyone who needs to do anything different needs to be involved, heard, and supported
- Provide choice within evidence based approach
- Build team ownership
- Use a strength based approach

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### High Probability Interventions

- Select **high probability interventions** that:
  - Target keystone behavior
    - Critical and pivotal skills that promote improvement in other domains
  - Are evidence based
    - More likely to be successful encouraging ongoing use by staff

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### Acceptable Interventions

- Choosing interventions that are
  - **Acceptable** to the consultee (teacher, EA)
    - Within their skill set (or training is provided)
    - Fits with their context
    - That they can do in their teaching environment (or create appropriate environment or supports)
    - Resources, time, materials available
    - Perceived or demonstrated to be effective

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### Create an Intervention Script or Plan

- Clear specification of strategies
- Who will do what, Where, and when within classroom & school
- Outline activities, sub-steps and components
- Work through road blocks and envision it happening




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### Provide Guided Practice and Feedback

- Demonstrate and model the strategies
- Provide guided practice and feedback
- Provide corrective feedback AND positive reinforcement for the consultee
- Provide integrity checks and periodic booster sessions
- Provide opportunities for repeated success with the new intervention
- Consistent with Behavior Skills Training Model e.g., (Parsons, Rollyson, Reid, 2012)

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### Recognize Every Intervention is an Experiment (Sandoval, 2014)

- We can learn by mistakes
- The intervention is a continuing process... not a magic trick!
- New problems can emerge even when success occurs
- Refine, adapt and adjust if something isn't working
- Use formative (not only summative) assessment to inform the intervention and adapt as it evolves

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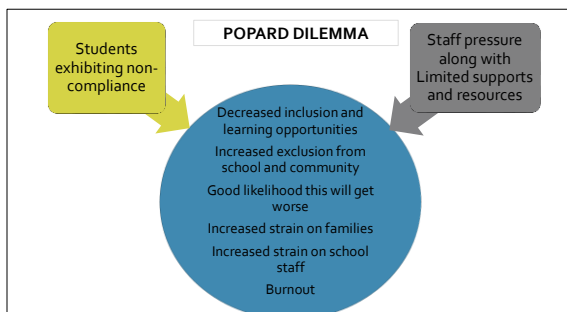
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Considering the research and our Experiences

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Over to Alex

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Remember This Learner?

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### Research: Non-compliance

- **Non-compliance:** A child purposefully refusing to perform a behaviour requested by a parent or another authority figure (Kalb & Loeber, 2003).
- **Characteristics associated with non-compliance:**
  - Function: Escape
  - Low social motivation
  - Communication deficits
  - Poor programming

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### Research: Instructional Control

- **Instructional control:** A positive working relationship, where your learner responds consistently to any task or demand, and those presented are in the learner's best interest (Autism Training Solutions).
- **Why it is important:**
  - To facilitate maintenance of appropriate behaviour (Falcomata et al., 2008).
- **Compliance:** A pre-requisite to acquire a variety of skills and to engage in other social appropriate behaviours (Radley, 2015).

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### Evidence-based strategies to increase compliance

- **Radley & Dart (2015):**
  - Effective instruction delivery (Bellipanni, 2013)
  - High probability command sequence
  - Errorless compliance training/Errorless academic compliance training (Ducharme, 2012)
- **Piazza et al. (1997):**
  - Reinforcement
  - Escape extinction

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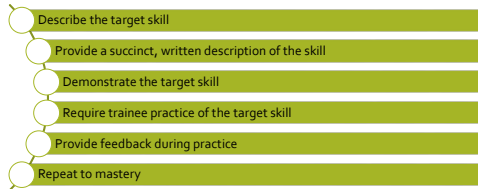
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## Components of Behaviour Skills Training (BST) Model



Parsons, Bollysion, Reid (2012)

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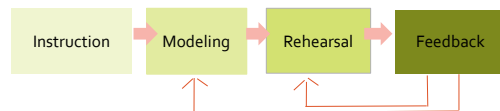
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## Behaviour Skills Training (BST) application in SCT



### Feedback:

- Supportive – involves explicitly stating what the learner performed correctly
- Corrective – Involves explicitly stating what behaviours to change to be able to complete the skill/target behaviour.

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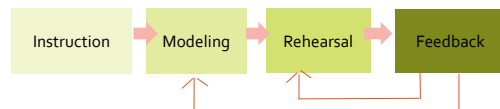
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## Mastery of Skill

- It is important to repeat modeling, rehearsal and feedback as needed until Mastery has been achieved.



- **Mastery:** Once the staff member can consistently complete the desired behaviour across a variety of settings and instructions with any additional prompts faded out.

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## STUDENT COOPERATION TRAINING

Setting structures for successful learning (focus on pre-requisite pivotal skills)

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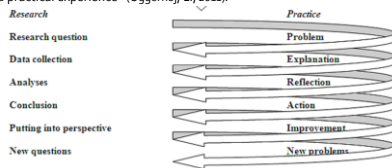
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### Practice Informed Research

- "The basic foundation of practice research is building theory from practice and not only from academia. The approach is based on a combination of research methodology, field research and practical experience" (Uggerhoj, L., 2011).




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### What is SCT

- Student Cooperation Training Service
- **Purpose:** Build the capacity of the district to provide understanding and support to students with ASD who exhibit persistent non-compliant, task avoidance or refusal behaviour.
- Teaching pre-requisite skills for learning and inclusion

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### Participants

- Initial Pilot included **seven** districts across the province (2016-2018)
- Expanded to service in additional **three** districts (2018-2019)
- Service is now offered yearly by POPARD

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### Participants: Students

#### Student's requirements:



- ASD diagnosis
- Elementary/middle school
- *Persistent non-compliance & escape maintained behaviours*

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### Participants: Core Team

Each **core team** consisted of:

- Designated district person to participate full time and replicate service
- Student's case manager
- Student's EA(s)
- Classroom teacher

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Participants: Extended Team

**Extended team** consisted of:

- Parents
- District itinerants (SLP, OT, PT, BCBA)
- Outside service providers

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Participants

•Referral Process:

- Student selection and assessment
- Team selection

•Ongoing process of development

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Settings and Materials

•**Settings**, a combination of:

- General classroom
- Resource room
- “Learning lab”

•**Materials:**

- Student-specific reinforcers & activities related to the goals in their IEP
- Team: package with manual, data collection sheets and visuals

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### Emphasis on Commitment

As seen in the research, commitment before the process is key to later treatment integrity

- Written information
- Information meeting
- Commitment document
- Individual signatures

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### District Commitment

- Provide release time to all core team members
- Provide necessary resources and space
- Facilitate parents/guardians involvement throughout the process
- Provide release time for the designated district person to replicate the service in the district within 6 months of the initial training completion

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### Time Commitment

- Four consecutive weeks
- Direct consultant support alternating with indirect support
- Designated district person and EA(s) are expected to participate full time
- Case manager is expected to commit a minimum of 3 hours per week
- All core team members are expected to participate in daily pre- and post- meetings

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## DISCUSSION

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### Week 1, Direct Support

Day 1

- Observation and assessment
- Coaching district person: data collection, skills, behavioural contingencies in place

Day 2

- Full day orientation workshop for the core and extended team members
- Covers behavioural principles, skills to be taught and observations from day 1

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### Week 1, Direct Support

Day 3-5

- Daily structure: Pre-meeting with the core team -> Work with student -> Post-meeting
- Working directly with the student on pre-requisite skills
- Introduction of the data collection procedures on day 5

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Week 1, Skills Covered

- Rapport Building
- Communication (requesting)
- Transitions
- Listener skills

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Week 1, Skills Covered

**Rapport**

- Pairing ALL instructors with reinforcers and FUN
- NO demands
- Preference assessment
- Length varied based on the student and the team
- Each participant demonstrated an increase in variety of preferred/reinforcing items and activities
- All teams created at least 2 bins of reinforcers by the end of the service

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Demo: Rapport Building

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### Week 1, Skills Covered

#### Communication

- Focus on REQUESTING (using predetermined method of communication based on the team's preference and SLP recommendation)
- Start during rapport and continue throughout the entire service

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### Week 1, Skills Covered

#### Transitions

- Preferred activities, Neutral activities, Non-preferred activities
- Open-ended vs Close-ended
- Location, cues to separate activities
- Visual transition strip
- Reinforcer for successful transitioning

#### Example

Play-Play-Play -> reinforcer  
 Play-Work-Play -> reinforcer  
 Work-Play-Work -> reinforcer  
 Work-Work-Work -> reinforcer

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### Week 1, Skills Covered

#### Listener Skills

A mutual contract between the student and the instructor:

*Adult gives instruction -> (prompts if needed) -> Student follows through -> Adult delivers feedback (reinforcer)*

- Structured
- Use of effective instruction delivery
- Rapid with frequent reinforcement for compliance
- Low effort on initial stages
- Applicable to school settings

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### Demo: Listener Skills

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### Week 2, Indirect Support

- The core team continues working on the skills from week 1
- Data sheets are sent daily to the consultant
- The consultant participates in pre- and post-meetings via phone/email and makes herself/himself available throughout the day on per-need basis

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### Week 3, Direct Support

Day 1

- Half-day observation
- Mid-service meeting: the core and extended team participating

Day 2-5

- Working directly with the student
- Data collection
- Daily pre- and post-meetings
- Classroom teacher is involved in 1:1 work daily
- The consultant fades her/himself out as the week progresses

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### Week 3, Skills Covered

- Continue Transitions -> Generalization
- Continue Listener Skills -> Generalization
- Introduce Tolerance\*
- Introduce Break\*
- Introduce Stop on Command\*

\*Choose what is more pivotal based on the assessment

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### Demo: Transitions

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### Week 3, Skills Covered

#### Tolerance

- Teaching to tolerate "uncomfortable"/unpreferred environmental arrangements
- Key sub-skills (adapted from Hanley et al., 2014):
  - Functional communicative response
  - Stopping reinforcing activity (waiting)
  - Tolerance response for denial
  - Transition to instructional setting
  - Compliance with demands

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### Demo: Waiting

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### Week 3, Skills Covered

#### Requesting a break

- A component of functional communication training (initially described by Carr & Durand, 1985) where the function is escape/avoidance
- Considerations (Tiger, Hanley, Bruzek, 2008):
  - Response effort
  - Social recognition
  - The likely speed of response
- Visual supports

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### Week 3, Skills Covered

#### Stop on Command

- Taught in a discrete trial format
- Mass practice with a potent reinforcer
- Requires two staff members on initial stages
- Generalization training is a key aspect



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### Week 4, Indirect Support

- The core team continues working on the skills from week 3
- District person fades her/himself out as the week progresses
- The consultant participates remotely in pre- and post-meetings
- End-of service meeting:
  - The core and extended team
  - Review what has been accomplished
  - Plan for the future
  - Review the goals

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### Post-Completion

- District person is expected to replicate the service under the consultant's supervision
- The consultant provides follow-up throughout next 12 months to the core team
- Booster sessions

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## DISTRICT EXPERIENCE

Welcome Galen Soon

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## Results Overview

### Students:

- Individual student data consistently demonstrated the acquisition of targeted skills and an increase in compliance

### Staff:

- Demonstrated an increase in the number of instructional steps implemented with fidelity
- Indicated high degree of satisfaction with the service received
- Reported increase in confidence and competence in working with students with similar needs

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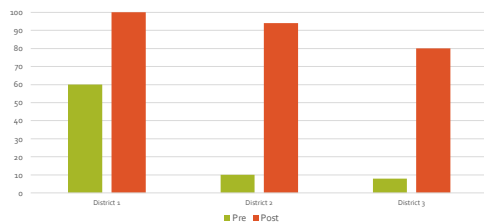
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## Student Compliance Pre- and Post-




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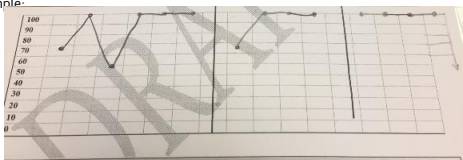
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## Results: Individual Student Data

- Trial-by-trial data was collected for each target within each skill to ensure mastery of each target
- Example-




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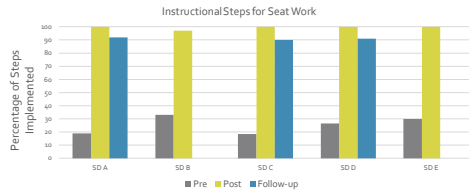
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### Results: Pilot Staff Implementation Data




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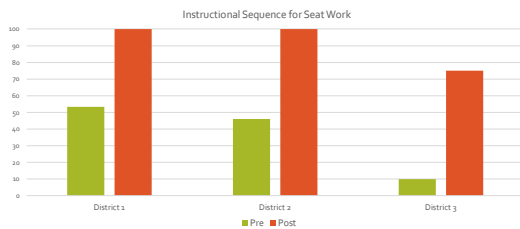
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### Results: Service Staff Implementation Data




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### Results: Social Validity

#### Mother

- "I knew he had the ability to learn – and now he is doing it!"

#### Resource Teacher

- "This project was a really great experience for many reasons – to learn important skills, for staff to see how successful kids can be and being able to see G do things I didn't think he could do."

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## Results: Social Validity

### Principal

- "[As a result of this project] staff safety and well-being is improved!"

### District Staff

- "We often put EAs on the line with high expectations and low support. This project helps to increase success due to investment of quality time"

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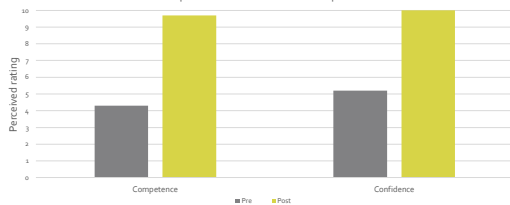
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## Results: Self-Reported Rating

Self-reported Staff Confidence and Competence




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## Results: Number of Replications

District	A	B	C	D	E	F	G
Number of Replications the Subsequent Year	2	4	1	1	2	3	1

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### Considerations

- Resource intensive
  - Time commitment from both organizations
  - Commitment from all core personnel in district
- Although it is time consuming,  
 “None the less it seems counterproductive to opt for more efficient [quicker] training processes in lieu of less efficient [more time consuming] strategies, when only the latter are likely to result in improved performance.”  
 (Reid et al., 2012)

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### Considerations

- Relies on consultants with a specific skill set—hard and soft skills
- May require paradigm shift
- Requires adequate screening
  - Core team
  - Student
  - Targets a specific profile of student, some may not fit
- Manualized, minimally adaptable

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### Considerations

- Once instructional control is established, there is a need for programming support:
  - POPARD is developing a course specifically to provide support and build capacity around programming
- Without meaningful programming gains made may not be sustained
- Application of this approach to other areas of capacity building

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## Acknowledgements



- Districts
- POPARD staff

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THANK YOU!

Questions?

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