

The ABCs of School Consultation

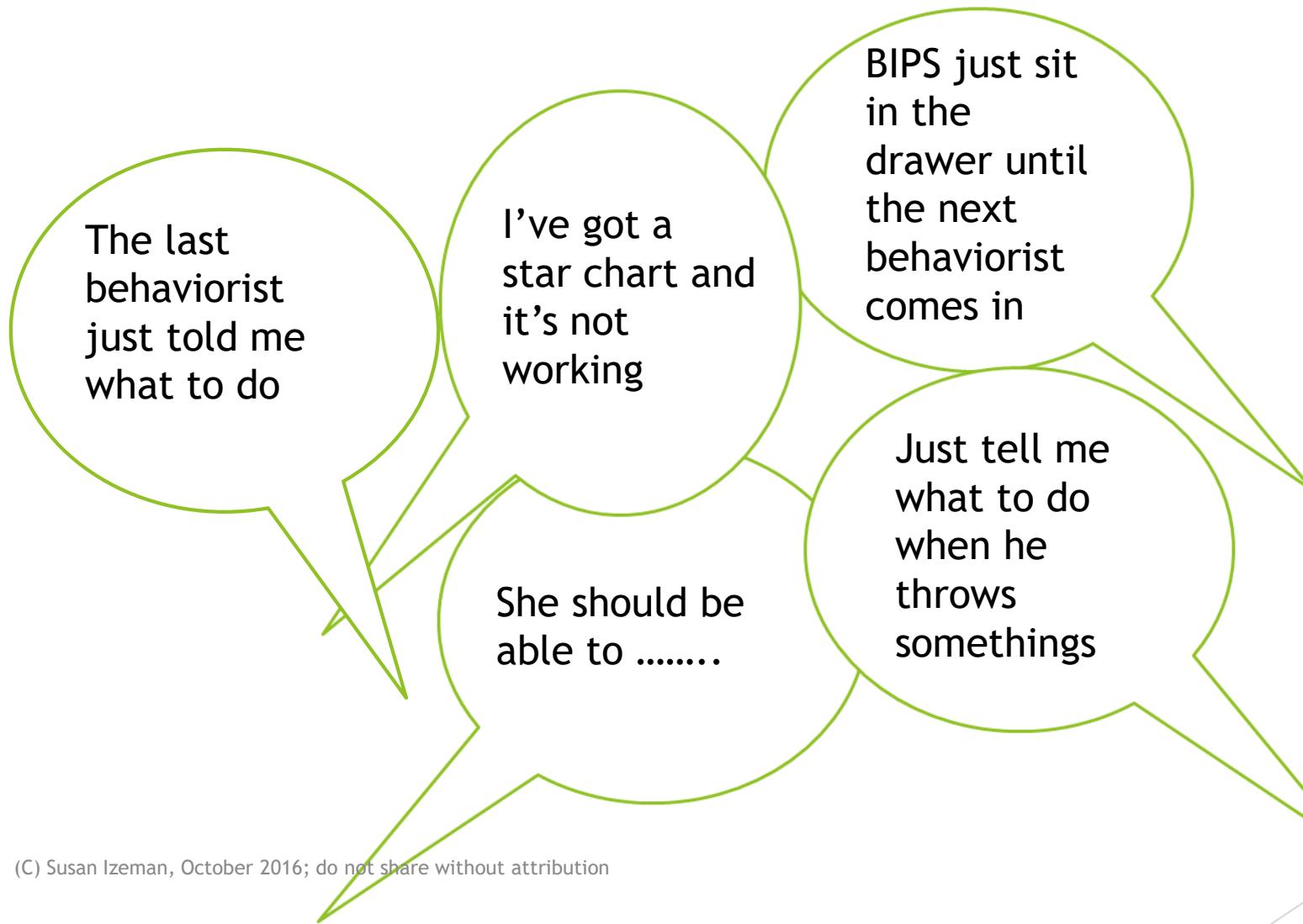
Using what we know about ABA
to be effective change agents in schools

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Learning Targets

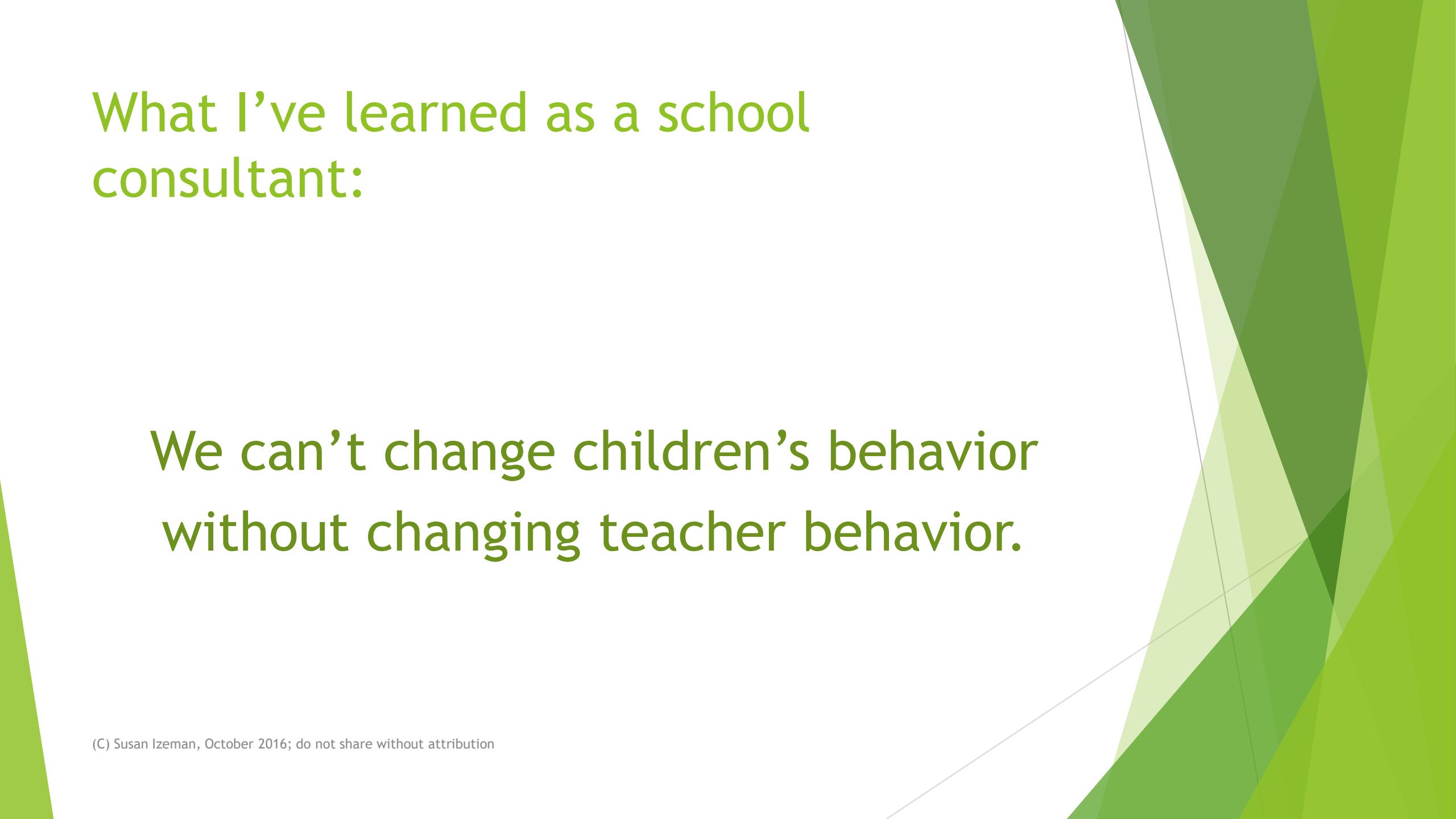
- ▶ In this workshop you will learn
 - ▶ To describe School Consultation in terms of the specific behaviors of teachers and school personnel, the antecedent stimuli that exist, and the contingencies that impact the behavior of teachers and other school personnel.
 - ▶ To identify key dimensions of ABA and how they are applicable to the school consultation context.
 - ▶ To describe why a bottom-up, collaborative, and ongoing consult model is more effective than one-shot workshops or top-down program development

Tales from a school-based BCBA



Who's behavior are we trying to change?



The background of the slide features a subtle, abstract geometric pattern composed of various shades of green. It consists of numerous overlapping triangles and trapezoids of different sizes, creating a sense of depth and movement. The colors range from light lime green to dark forest green.

What I've learned as a school consultant:

We can't change children's behavior
without changing teacher behavior.

It seems obvious to say it, but we need to remember:

Adults are behavers, too.

What do we know about adult learners? Best Practice in Staff Development*

- ▶ Sustained and intensive
- ▶ Collaborative approach
- ▶ Move beyond a short-term conference or beginning of the year PD
- ▶ Partnership with teachers, rather than top-down
- ▶ Easy to implement strategies
- ▶ Quick visible impact
- ▶ Teacher trainers (coaches) have time to build rapport

Dimensions of Behavior Change* (as they apply to teacher coaching)

- ▶ Applied
 - ▶ Socially important behaviors
 - ▶ Changing teacher behavior impacts important outcomes for students
 - ▶ Decreasing need for support for children
- ▶ Behavioral
 - ▶ Child behavior
 - ▶ Teacher behavior
 - ▶ School personnel's behavior
- ▶ Analytic and in context
 - ▶ School expectations of students
 - ▶ School expectations of teachers
- ▶ Generalizable
 - ▶ Train on strategies and principles
 - ▶ Using strategies across staff and settings

Why'd s/he do that? Functions of (teacher) behavior

- ▶ Teachers are behavers, too
- ▶ Spend time figuring out “why” certain behaviors are occurring
- ▶ Underlying knowledge and skills
- ▶ Functions
 - ▶ Attention
 - ▶ Access to preferred items or activities
 - ▶ Avoidance of undesired items or activities
 - ▶ Sensory

Teachers' Setting Events and Learning History

- ▶ Preservice and In-service training
- ▶ Exposure to (experience with) children with Autism or other behavioral challenges
- ▶ Prior success (or failure) with students
- ▶ History and social connections within the school
- ▶ Prior social consequences from parents, peers, and administrators
- ▶ Current social antecedents and consequences
- ▶ Achievement and behavior expectations of school/district
- ▶ Hungry, tired, not feeling well, fight with spouse, fight with children, bad traffic to work

Antecedents that Affect Teachers

- ▶ Target child's behavior
- ▶ Other children's behavior
- ▶ Behavior of other adults
- ▶ Classroom schedule

Consequences that Affect Teachers

- ▶ Immediate changes in children's behavior
- ▶ Social contacts from peers
- ▶ Social contacts from other adults (administrators, parents, School Psychologist, etc)
- ▶ Longer term changes in children's behavior
- ▶ Changes in assignment or placement
- ▶ Access to training

Strategies for Creating Change

~~Behavior~~

- ▶ Measure adult behavior, as well as children's
- ▶ Set goals collaboratively
- ▶ Set goals that are achievable and likely to produce change

Strategies for Creating Change - ~~Antecedents~~

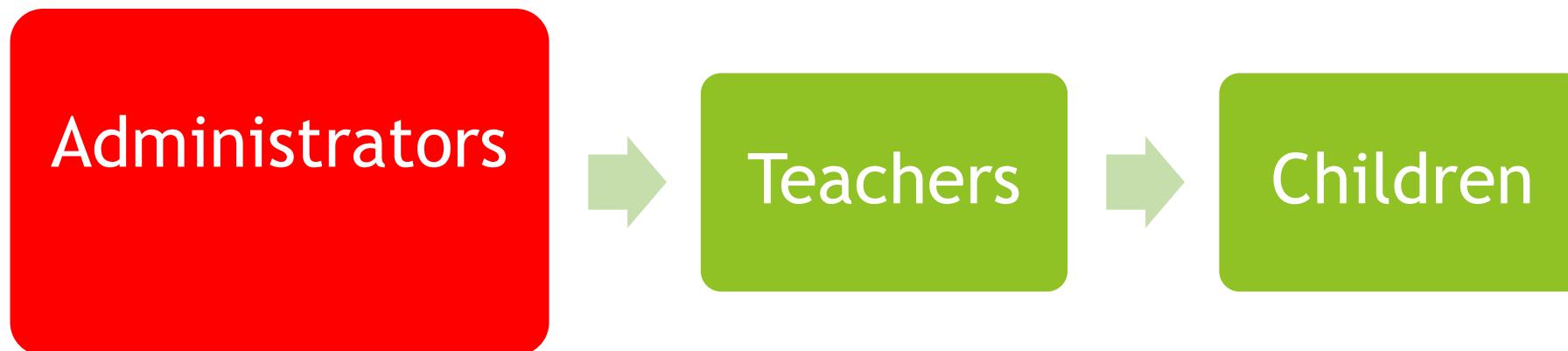
- ▶ Provide cues and supports to make teacher behavior more likely
- ▶ Work with teachers and administrators to find time to collaborate
- ▶ Set consult schedule based on teacher schedule
- ▶ Set child goals based on teacher feedback
- ▶ Share baseline and FBA data with teachers
- ▶ Support collaboration

Strategies for Change

~~Consequences~~

- ▶ Provide frequent positive feedback to teachers and other classroom staff
- ▶ Work with administrators to recognize change
- ▶ Share data with teachers
- ▶ Make changes in child's plan based on teacher feedback

We also need to change behavior here:



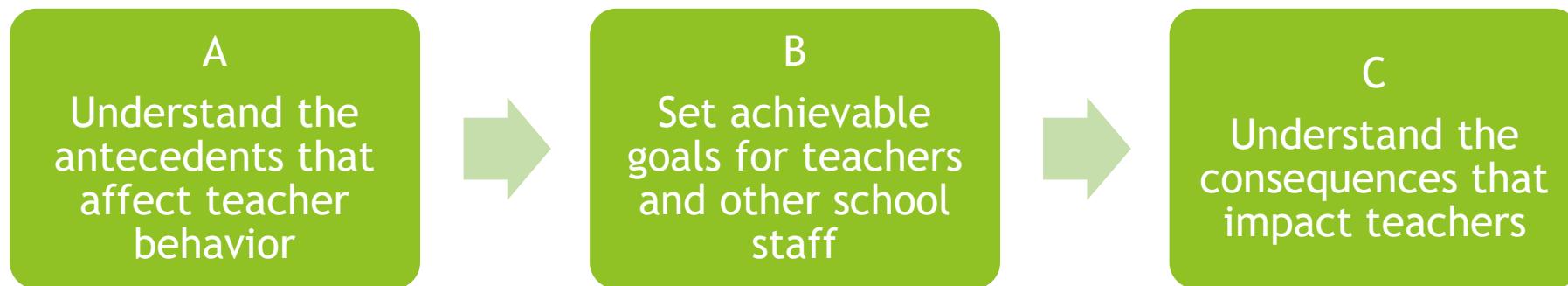
Long-lasting change in a school or district

- ▶ Principals, School Psychologists, Building and District Education leaders can
 - ▶ Set regular team meetings
 - ▶ Provide positive feedback to teachers and classroom aides
 - ▶ Use subs or release time to give teachers time to meet or plan
 - ▶ Keep programs consistent from year to year.
 - ▶ Plan, implement, and pay for staff development

Other school personnel

- ▶ Classroom Aides and Teaching Assistants
- ▶ Lunch and recess aides
- ▶ Related Service Providers
- ▶ Specials Teachers

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NEW tales from a school-based BCBA

Can you help
me develop a
data sheet to
measure.....

We used the
prevention
strategies
that you
taught us

I made some
tweaks in
the Behavior
Plan

Look at this
graph!!! ☺

I trained the
whole staff on
how to ignore
and redirect
when she..