



Problem-Solving Non-Responsive Students

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PENT FORUM

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Problem-Solving Process

- Aim is to develop a structured process of presenting a case and developing a plan of action that has a chance at remediating the problem or supporting the success of the student
- Steps
 - Identify and conceptualize the problem
 - Generate solutions
 - Develop a plan that outlines who does what by when
 - Implement the plan
 - Monitor progress and evaluate plan effectiveness

Problems with Typical Teaming Practices

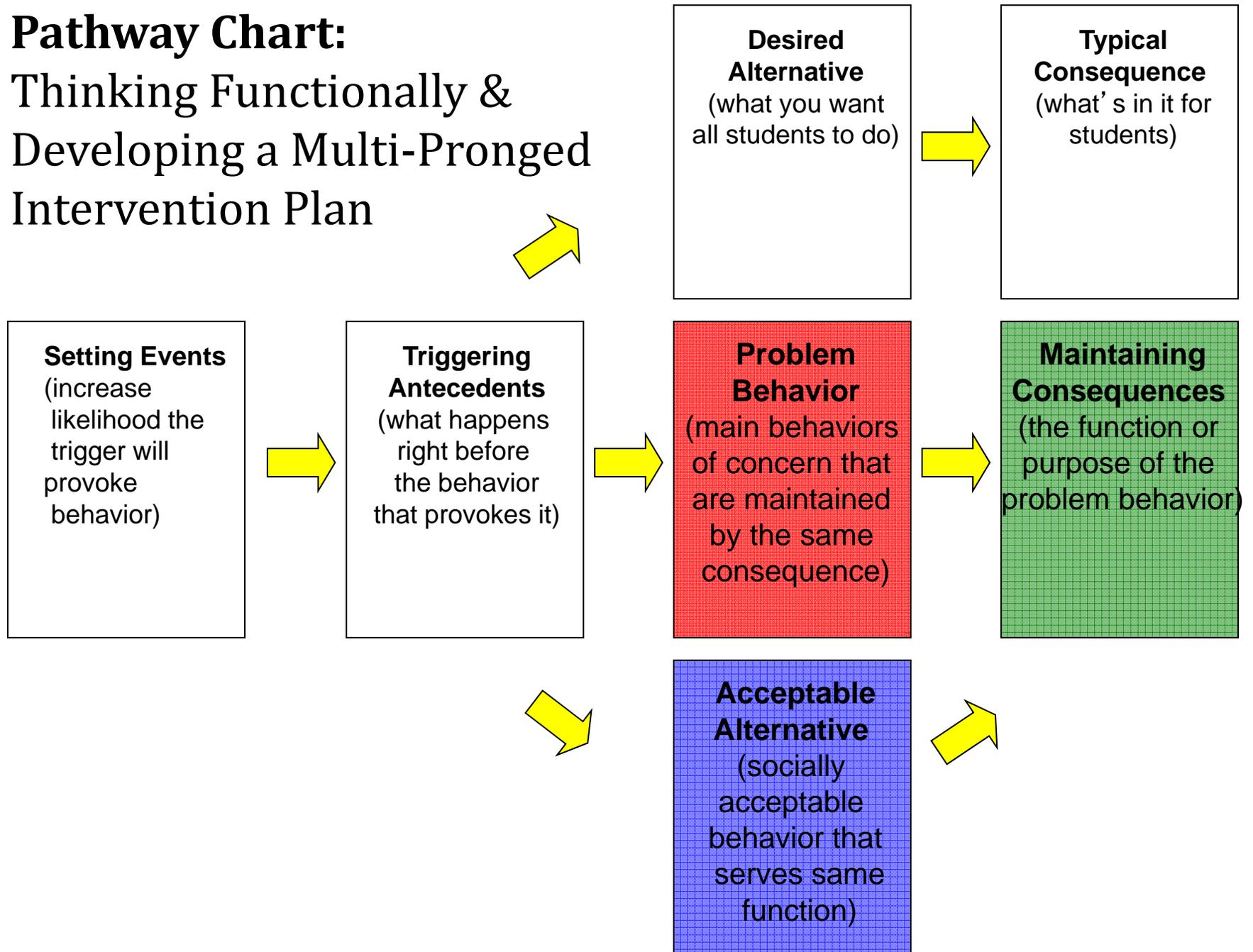
- ❑ Problem admiration rather than problem solving
- ❑ Garbage in – garbage out
- ❑ Mixing theoretical paradigms when developing a plan
- ❑ Unstructured teaming process
 - ❑ No agenda, no roles and responsibilities

Conceptualizing Why a Student is Non-Responsive

- ▣ Student will continue to experience a problem when s/he **does not have the necessary skills** to meet the demands from the environment and/or the student does not have the **motivation** to exhibit the behaviors/skills

FBA-Based Behavior Intervention Plans

Pathway Chart: Thinking Functionally & Developing a Multi-Pronged Intervention Plan



Breakdowns in FBA-Based BIPs

- ❑ **Insufficient fidelity of implementation**
 - ❑ The “file drawer” problem
- ❑ **Problems with antecedent strategies**
 - ❑ Missing the trigger
 - ❑ Lack of attention paid to setting events
- ❑ **Problems with consequent strategies**
 - ❑ Insufficient reinforcement for socially acceptable replacement behaviors
 - The Matching Law

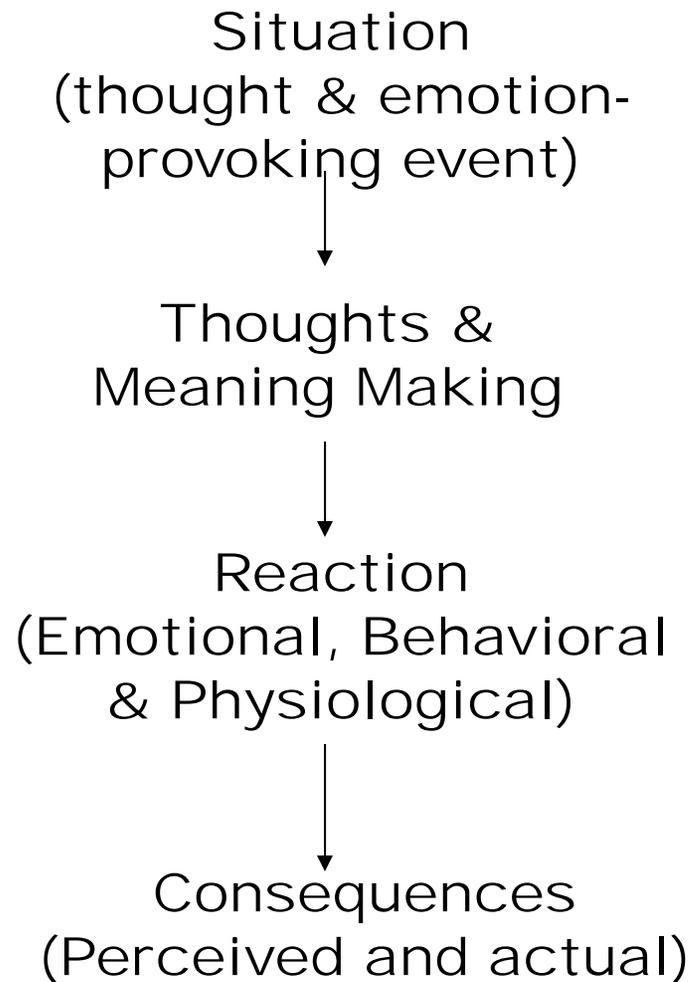
Breakdowns in FBA-Based BIPs

- ❑ Problems with teaching replacement behaviors
 - ❑ Not teaching the replacement behaviors
 - ❑ FERB requires too much **response effort** relative to problem behaviors
 - ❑ Hypothesis of function of behavior is wrong
- ❑ Insufficient Tier 1 implementation
 - ❑ Poor relationships
 - ❑ Chaotic environment
- ❑ Insufficient treatment that is not attending to faulty cognitions, emotional dysregulation, and/or academic skill deficits

Therapeutic Supports to Address Cognitive Fusion and Emotional Dysregulation

Helping Students Manage Emotions

CBT STRATEGIES



Awareness of triggers/reactions to triggers & **Exposure** activities

Cognitive restructuring or noticing (identifying unhelpful thoughts & spinning them to be helpful)

Teaching skills: relaxation, coping, problem-solving, mindfulness, attention training

Contingency management & reactive strategies (de-escalation, collaborative problem solving)

Sequential Steps of Implementing CBT

- ❑ Psychoeducate, normalize, and externalize
- ❑ Raising awareness of emotion-provoking triggers and reactions to those triggers
- ❑ Teaching emotion regulation and coping skills
- ❑ Teaching cognitive restructuring skills
- ❑ Developing problem-solving plans and teaching social skills
- ❑ Developing an exposure plan and putting the skills into action
 - ❑ Exposure and/or therapeutic action planning

Breakdowns in CBT

- ❑ **Insufficient fidelity of implementation**
 - ❑ **Lack of adherence to an evidence-based practice**
- ❑ **Weak rapport or therapeutic relationship**
 - ❑ **Best predictor of positive treatment outcomes**
- ❑ **Selection of a non-evidence-based therapeutic support**

Breakdowns in CBT

- ❑ **Lack of communication and coordination with caregivers and educational staff to promote use of skills outside of sessions**
 - ❑ **Limited practice opportunities**
 - ❑ **Insufficient reinforcement to promote generalization**