Welcome!
Increasing Outcomes For Non-responders

Diana Browning Wright
Clayton R. Cook

Game Plan
- Review of Tier 2 non responders
- Review of Tier 3 non responders
- How do we establish measurable goals for our students who have behavior challenges?
- How do we as a team problem solve non-responders?
- Non-solution cautions
- Practice with your cases (or mine)

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 w/ Typical Teaming Practices
- Problem admiration rather than problem solving
- Non-relevant for decision making reflections: Garbage in – garbage out
- Mixing theoretical paradigms when developing a plan
- Unstructured teaming process
  - No agenda, no roles and responsibilities
Precursor Thinking
- How do we know it isn’t working?
  - Did we establish a baseline?
  - What was our progress monitoring tool?
  - Did it produce data to evaluate?
  - Are we sure the intervention was done with fidelity?
- What was our goal?
  - How do we know it wasn’t achieved?
  - Was our goal set too high or too low?
- If errors
  - Select a PM tool and collect data more frequently or thoroughly
  - Write a measurable goal using provided sheets

Tier 2 Non Responder Questions
- Was the problem one of fidelity?
  - This is not a non responder, achieve fidelity before proceeding
- Was the problem potentially a flawed Tier 1?
  - Conduct a Tier One Check up and alter contextual fit of student to environment
- Was the problem one of a poor match of student to intervention?
  - Revisit SIM and select alternative Tier 2 intervention
- Was the problem one of too low a pay off for change?
  - Evaluate reinforcement selected and alter power, frequency, variety or immediacy
- If non of the above were present, move to Tier 3 intervention, selecting one of three options

Tier 3 Selection of Intervention
- Choose a BIP and conduct an FBA: If the behavior is hypothesized to be “socially mediated” and calculated by the student i.e., purposefully chosen, to get an outcome:
  1. to get something
  2. to escape/avoid something
- Choose CBT counseling/therapy protocol: If the behavior is emotionally driven, often due to toxic stress exposure. This spontaneous behavior is due to an internal escape triggered by an environmental event
- Choose wrap around and family/agency involvement: If storm and stress in the home requires comprehensive home supports
Problem-Solving Non-Responsive Students within Tier 3

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Medical Analogy

- Managing diabetes
  - Multiple tiers of support
  - Tier one-diet, exercise, weight & stress management
  - Tier two-oral medications & tier one
  - Tier three-insulin with Tier one, may/maynot have medication as well

- “Medical necessity”
  - Dictates the need for more intensive services.
  - Must demonstrates that less intensive services were not effective

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Full Functioning MTSS Model

IN AN IDEAL WORLD:
Menu of a continuum of evidence-based supports

Tier 3 Menu of Individual Supports for a FEW:
- FBA-based Behavior Intervention Plan & Replacement Behavior Training
- Cognitive Behavior Therapy
- Multisystemic wraparound supports

Tier 2 Menu of Default Supports for SOME:
- Behavioral contracting
- Self monitoring
- School-home note
- Mentor-based check in/check out program
- Positive peer reporting
- Group social-emotional or SS skills training

Tier 1 Menu of Supports for ALL:
- Schoolwide PBIS
- SEL curriculum
- Good behavior game
- 16 Proactive classroom management
- Physiology for learning: de s s

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Ways To Conceptualize Problems And Generate Solutions

- Problems continue when the demands from the environment exceed the student’s skills and/or motivation
  - Cant do versus won’t do
- Emotionally-driven or behaviorally-drive problem?
- Student need, host environment need or both
  - Determine where to focus the supports

Fracture in foundational supports
- Quality of relationships with adults is impaired
- Ineffective implementation of Tier 1 supports (e.g., proactive classroom management, PBIS, effective instruction, etc.)
- Storm & stress in home life requires stability, compassion, & effort from school

Creating The Pathway Chart Using The FBA
Is the behavior Socially Mediated?

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

Desired Alternative
(what you want all students to do)

Typical Consequence
(what’s in it for students)

Setting Events
(increase likelihood the trigger will provoke behavior)

Triggering Antecedents
(what happens right before the behavior that provokes it)

Problem Behavior
(main behaviors of concern that are maintained by the same consequence)

Acceptable Alternative
(socially acceptable behavior that serves same function)

Maintaining Consequences
(the function or purpose of the problem behavior)
Developing Goals

Goal Writing

- Goal Setting:
  - By when,
  - Who,
  - Will do what? (skill or behavior),
  - Under what conditions?
  - At what level of proficiency? (criterion),
  - As measured by what? (scale)
  - Completed by who? (rater)

See goal writing exercise

Typical Behavior Plan Problems

- Uh oh, We never fully implemented
- The classroom environment is not effective for this student (and sometimes for many)
- We forgot weekly Replacement Behavior Training
- The selected reinforcers weren’t reinforcing!
- The payoff for the problem behavior is greater than the payoff for the replacement behavior
- The problem behavior is easier to do

Examining The Service
Is The Behavior Truly An Emotional Response?
Helping Students Manage Emotions

<table>
<thead>
<tr>
<th>Situation</th>
<th>CBT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(thought &amp; emotion-provoking event)</td>
<td>Awareness of triggers/reactions to triggers &amp; Exposure activities</td>
</tr>
<tr>
<td>Thoughts &amp; Meaning Making</td>
<td>Cognitive restructuring or noticing (identifying unhelpful thoughts &amp; spinning them to be helpful)</td>
</tr>
<tr>
<td>Reaction (Emotional, Behavioral &amp; Physiological)</td>
<td>Teaching skills: relaxation, coping, problem-solving, mindfulness, attention training</td>
</tr>
<tr>
<td>Consequences (Perceived and actual)</td>
<td>Contingency management &amp; reactive strategies (de-escalation, collaborative problem solving)</td>
</tr>
</tbody>
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Problems With Counseling/Therapy Service

- Treatment selected was not Cognitive Behavioral Therapy
- Rapport problems with clinician/student match
- Student buy-in not achieved
- No skill prompting in environment
- No partnership with parent

Considering “Shortening the Day”? 

- Shortening the Day is full of problems
  (See attached article on legal issues related to shortened day)
  - This may result in avoidance of “child find” obligations for students with and without IEP
  - Removing an education does not improve outcomes in social emotional development
  - Interventions, services and correct environments (LRE) do improve outcomes for students with social/emotional behavioral challenges

Child Find and LRE/FAPE Triggers

- If no response to tier 3, and student does not have an IEP, lack of response is triggering a need for a comprehensive evaluation to determine if the student has an emotional disturbance per Ed Code
- If no response and student has an IEP, a need for a comprehensive evaluation to determine LRE and what constitutes FAPE is triggered as well as a child find to assess in “all areas of suspected disability”
Case Review Process Practice
see data form

- Identify and conceptualize the problem
- Generate solutions
- Develop a plan that outlines who does what by when

Later:
- Implement the plan
- Monitor progress and evaluate plan effectiveness

For all the students and staff who struggle with poorly understood behavior,
- For all your efforts to alter the resiliency of students