Early Intensive Behavioral Intervention: Strategies to Enhance Effectiveness of Home Teams

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Presentation Plan:

- Identifying your team and team management
- Training and Fidelity
- Structure of sessions
- Team Meetings
- Family Perspective
Where do we start?

- Get the diagnosis
- Research what to do next
- Identify your consultant and then you put your team together
Identifying a Consultant

- i. Completion of at least a master's degree in behavior analysis or a closely related field
- ii. Current “Full” membership in the Association for Behavior Analysis and possibly one of its regional chapters
- iii. At least ten years of professional experience post-master's or doctoral degree in implementing, designing, and overseeing behavior analysis services for individuals with autism
- iv. Publications of research on the behavior analytic treatment of autism in peer-reviewed professional journals (as opposed to self-published books and journals, websites, and the like)
- v. Presentations on the behavior analytic treatment of autism at behavior analysis conferences (but note that conference presentations are not equivalent to peer-reviewed research)

http://www.abainternational.org/Special_Interests/AutGuidelines.pdf

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Role of the Consultant

- Initial Training of Staff
- Facilitates team meetings
- Development of overall and individual teaching programs
- Ensures fidelity of implementation of staff interactions
- Behavioral Strategies for challenging behavior
  - For example: Tantrum, noncompliance, obsessive compulsive behavior
- Ensure consistency across environments
- Trains parents
- May identify and/or supervise (hire/fire) the teachers
Identify Team Members

- Network with other Families
  - Local Autism Societies
  - Parent Groups

- University Resources
  - Students
    - Applied Behavioral Sciences
    - Special Education
    - Psychology
    - Occupational Therapy
    - Speech Language and Hearing
    - Social Work

- School District

- Community Resources

- Utilize your consultant’s connections.
Role of the Parents in creating a team

During initial interactions with teachers:

- Clear expectations to providers
- Minimum of 2 sessions per week
- Possibility of trial period
- Paid training
- Minimum 6 month commitment
- Initial meeting with consultant and observation of child before they commit
- Team meeting expectation
Role of parent in maintaining the teachers

- Keep your good teachers around as long as you can, aim for the long term, here are some examples:
  - Appreciation
  - Show interest
  - Pay on time
  - Be reliable (don’t cancel sessions)
  - Little things like remember their birthdays (graduation presents etc)
  - Photo of child in holiday cards
  - Bagels for team meetings

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Classroom Structure

- Environment
  - Keep room clean
  - Materials and batteries together
  - Maintain copies of data sheets
  - Rotate reinforcers
  - Camera
  - If using a space you use later, remove the materials before the child goes back in
Initial Video
Role of teachers

- Data, data, data
- Implement teaching programs as designed by consultant
- Summarize data for team meetings
- Keeps the child engaged
- Make expectations clear:
  - 2 sessions
  - Participation in training, ongoing feedback and team meetings
What if it doesn’t work out..
Team Structure

- Consultant
- Teachers
- Family
- Child
Session Structure

- How to utilize reinforcers
- Consistent implementation
- Follow Through
- Model Language all the time
- Clear instructions
- Data
- Alternate difficult and preferred tasks (Premack Principle), active and inactive activities
- Modify activities as needed
- Active engagement
- Limited “down time”
- Utilize routines
- Transition warnings
- Consider physical placement issues
Giving Instructions

- Be kind and respectful
- Only one person should give instructions at any one time
- Use short, concise instructions (avoid wordiness)
- Phrase the instruction as an instruction
- Avoid questions
- Follow through after each instruction
Teaching Continuum

Direct Teaching

(Discrete-Trial)

(Indirect-Instruction)

Planned Opportunity

Teacher Directed

High Structure

Allows for Repetition

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Training Plan

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Shadow
Introduction to ABA

3 shifts one on one with child/consultant
  Observe
  Observe work 50%
  Run shift while observed

After 1 session alone
  Observe do fidelity measure
  If at criterion, schedule 3 shifts then observe again
## The Power of Coaching

### Percent of Staff Demonstrating Mastery and Application

*(from Joyce & Showers, 2002)*

<table>
<thead>
<tr>
<th>Training Steps</th>
<th>Knowledge Mastery</th>
<th>Skill Mastery</th>
<th>On-the-Job Application</th>
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</thead>
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<tr>
<td>Theory</td>
<td>20-30%</td>
<td>10%</td>
<td>2-5%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30-50%</td>
<td>10-30%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Plus Practice &amp; Feedback</td>
<td>50-70%</td>
<td>40-70%</td>
<td>10-15%</td>
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<tr>
<td>Plus Coaching</td>
<td>90%</td>
<td>90%</td>
<td>80-90%</td>
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</table>

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What is Fidelity?

Definition of Fidelity

The degree to which the program or practice is implemented ‘as intended’ by the program developers and/or researchers…

SO THAT it is more likely that comparable outcomes will be more consistently achieved.

Why does it matter?

Higher Fidelity is correlated with better outcomes across a wide range of programs and practices-

- Adult Mental Health
- Medicine
- Children’s Services
- Wraparound
- Education – SWPBS
- School-Based MH Prevention Programs-PATHS

Team Meetings

- Occur on a regular basis
- Focus on teaching programs
- Allow opportunities for teachers to demonstrate and get feedback in a group
  - Ensures consistent implementation of goals
- Review of data
  - If progress is delayed, revisions are made
What is Early Intensive Behavioral Intervention?

- Based on Applied Behavior Analysis
  - Prompting
  - Shaping
  - Reinforcement

- Used with children with Autism and related disorders

- Purpose is to decrease aberrant behavior and increase socially appropriate behavior

- Attempts to remove behavioral characteristics of autism
Key Factors of Early Intensive Behavioral Intervention

- Begin early in child’s life
- Significant number of hours per week (25-40)
- Typically 2 to 4 years
- Teaching takes place in the child’s home
- One-on-one instruction from a behaviorally trained therapist, teacher, and/or parent
General Description of Early Intensive Behavioral Intervention

- Intervention takes place in a secluded or private setting and involves time at the table and play
- Targeted skills are determined by team
- Focus on skills the child does not do or at least not consistently
- Follows a developmental progression
- Therapists are trained in behavioral techniques
- Specific strategies are used to address problem behavior
- Intervention is overseen by a behavior analyst
- Periodic team meetings are often held
Evidence-based Practice

• “Evidence-based practice is a widely-accepted way of ensuring that recipients of early intervention, education, health care, and human services receive the best possible care.”

• “Practices are considered "evidence-based" when multiple research studies using the same or similar practices are related to the same or similar results or findings.”

• “Replication of the same effects across studies strengthens our ability to relate a specific practice to a specific outcome.”

• www.researchtopractice.info
Established Treatments

The National Standards Project identified 11 treatments as Established (i.e., they were established as effective) for individuals with Autism Spectrum Disorders (ASD).

Established:

- Treatments are those for which several well-controlled studies have shown

- the intervention to produce beneficial effects. There is compelling scientific

- evidence to show these treatments are effective; however, even among

- Established Treatments, universal improvements cannot be expected to

- occur for all individuals on the autism spectrum.
The following interventions are Established Treatments:

- Antecedent Package
- Behavioral Package
- Comprehensive Behavioral Treatment for Young Children
- Joint Attention Intervention
- Modeling
- Naturalistic Teaching Strategies
- Peer Training Package
- Pivotal Response Treatment
- Schedules
- Self-management
- Story-based Intervention Package
“Thirty years of research demonstrated the efficacy of applied behavioral methods

Lovaas and colleagues (Lovaas, 1987; McEachin et al., 1993). A number of other research groups have provided at least a partial replication of the Lovaas model (see Rogers, 1998).

Mental Health a Report form the Surgeon General, Chapter 3 Autism retrieved April 24, 2006 from http://www.surgeongeneral.gov
What the research about Early Intensive Behavioral Intervention tells us...

- Intervention is most successful if begun at a young age, between 2.5 and 4 years old.
- Intensive Intervention appears to be much more effective than less intensive intervention (most success is with children who have 25-40 hours per week, 5-8 hours per day).
- Long term intervention appears to be needed (probably 2 to 4 years at a minimum).
- Behavioral programs have demonstrated a high degree of effectiveness in increasing functional skills and replacing challenging behavior.
- Both the Surgeon General and the Center for Disease Control have identified Behavioral Intervention as an effective intervention for children with autism.

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Family Perspective

- Video of 6 months into therapy
- Lessons learned so far.....
Questions