



OFFICE OF

Student Support Services

Continuum of Behavior Supports and Applied Behavior Analysis

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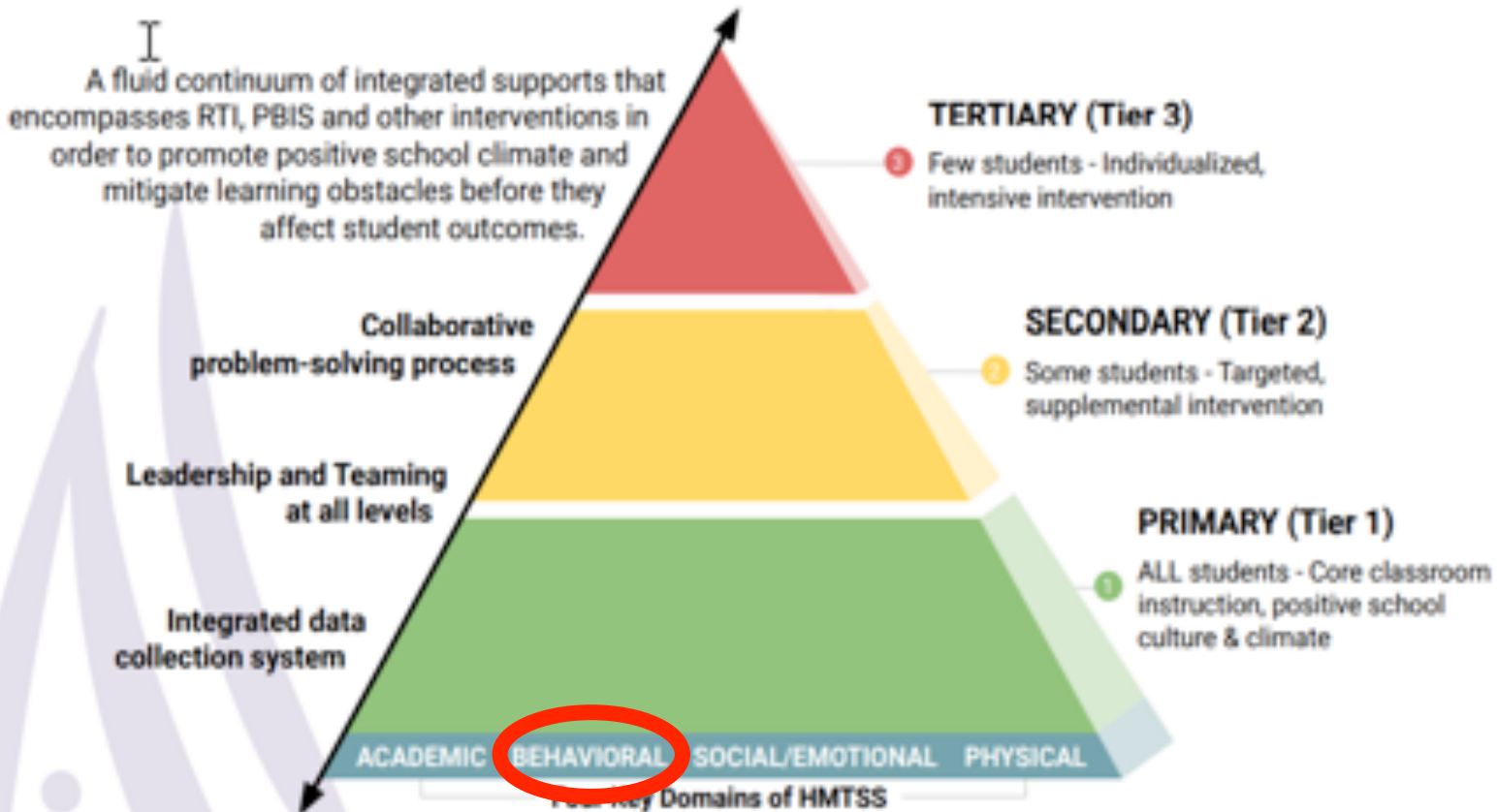
OBJECTIVE:

Learn about the continuum of behavioral supports provided to students throughout the Hawaii Department of Education.





HMTSS: Hawai'i Multi-Tiered System of Support



HMTSS is a comprehensive continuum of evidence-based, systemic practices that address the real-time needs of all students.



Tier 1 (Primary): All students - Core classroom instruction, positive school culture & climate

Core Classroom Instruction

- Efficient classroom set-up
- Positive, clear rules
- Well-practiced classroom routines and procedures
- Engaging bell-to-bell instruction
- Strong classroom culture

Positive School Culture and Climate

- Teaching school-wide positive behavioral expectations
- Posting school-wide positive behavioral expectations in classrooms and across school campus



Tier 2: (Secondary) Some students - Targeted, supplemental intervention

Targeted & supplemental intervention

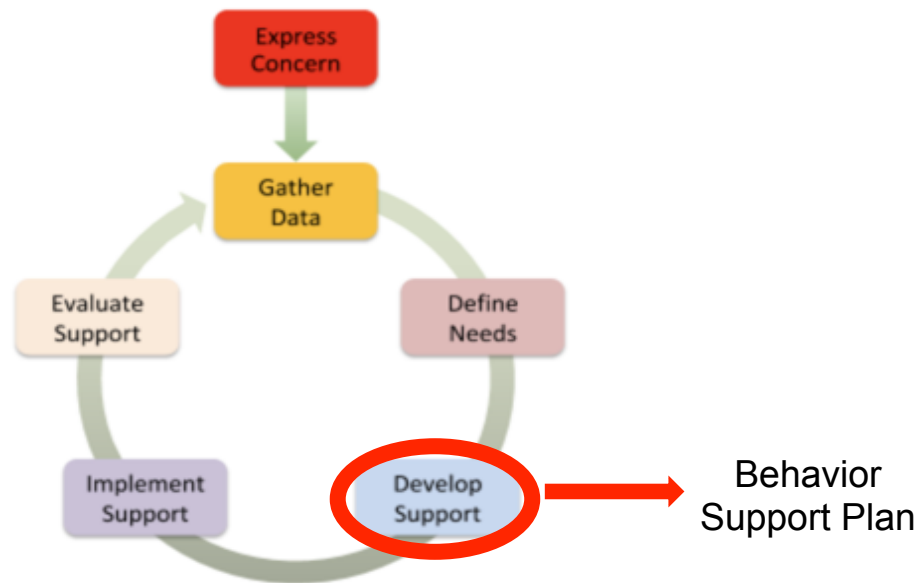
- Small group interventions
 - Small social skills groups, lunch bunches, etc.
- More adult attention
 - Physical proximity in classroom
 - Frequent checks for understanding
 - Frequent positive reinforcement
 - Check-in/Check-out



Tier 3: (Tertiary) Few students - Individualized, intensive intervention

Individualized and Intensive Interventions:

- Student Support Process (SSP)





Behavior Support Plan (BSP)

A BSP is school-level student plan that:

- Identifies specific problem behaviors
- Identifies measurable goals to monitor progress
- Identifies supports and interventions to address problem behavior(s):
 - Counseling
 - Student specific visual schedule
 - Token system



Functional Behavior Assessment (FBA)

When a behavior of concern persists, the team may want to consider conducting an FBA.

- The student team should convene to:
 - discuss the concern
 - review relevant behavior data
 - consider if a student's learning or the learning of others is impacted by the behavior of concern
 - determine if modifications to the student's current behavior support plan will address the behavior of concern
- If the student team determines that additional modifications are not sufficient in addressing the behavior of concern, an FBA may want to be completed.
 - It is recommended that an ABA Professional be part of the student team during these discussions.



Functional Behavior Assessment (FBA)

An FBA is a comprehensive assessment that:

- Looks at functional relationships between behavior and environmental factors to identify the reason(s) why a student engages in challenging behavior
- Makes recommendations to help address the behavior of concern
- Is used to drive function-based intervention planning
- Must be completed by an ABA Professional (e.g., Licensed Behavior Analyst, Licensed Psychologist)
- Requires parental consent before the assessment is conducted



Functional Behavior Assessment (FBA)

Once the FBA is completed, the student team should meet again to review the results of the FBA and discuss each recommendation provided. Examples of recommendations that an FBA may give:

- Conduct further developmental or functional assessments to assist with additional program development
- Modify current behavior support plan (BSP)
- Write a behavior intervention plan (BIP) to be implemented by an ABA Paraprofessional

The team then determines the appropriate level of services based on the result and recommendations of the FBA.



Behavior Intervention Plan (BIP)

If the team decides that a BIP is needed, the ABA Professional should write the plan.

A BIP is an individualized and prescriptive plan that:

- Is designed to alter the student's environment to change behavior by using antecedent and consequence based interventions, reinforcement procedures, replacement behaviors, etc;
- Is developed from data gathered during the FBA
- Is implemented with the student by an ABA Paraprofessional under supervision of an ABA Professional
- Is monitored and updated by an ABA Professional.

Essentially, BIP=ABA Services



Applied Behavior Analysis (ABA)?

ABA is a comprehensive approach to influence socially significant behavior(s) in an individual through the direct observation and measurement of behavior relative to the surrounding environment.



ABA Programs

An ABA program is:

- Prescriptive
- Comprehensive
- Intensive
- Individualized plan
- Requires specially trained individual(s) to design, implement, and monitor.

All ABA programs must align with the seven (7) dimensions of ABA (Baer, Wolf, & Risley, 1968).

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91–97. <http://doi.org/10.1901/jaba.1968.1-91>



The Seven Dimensions of ABA in the Educational Setting

Generalized: behavior is generalized across settings, individuals, and behaviors

Effective: program is continually monitored, evaluated and updated

Technological: program is written clearly and comprehensively

Applied: target behaviors are socially significant and important to the individual

Conceptually Systematic: use of scientifically-based strategies and procedures

Analytical: constant data collection and analysis for data-driven programming

Behavioral: targeted behaviors are observable and measurable



Purpose of ABA in the Educational Setting

- To address **severe behaviors** and/or **significant social-communication deficits** that are impeding a student's learning and/or the learning of others.
- To enable participation and progress of students in the **general education curriculum** (Common Core State Standards).
- To allow students to receive a **free appropriate public education** (FAPE) in the **least restrictive environment** (LRE).



ABA Providers and Roles

ABA PROFESSIONAL	
WHO THEY ARE	WHAT THEY DO
<ul style="list-style-type: none">• Licensed Behavior Analyst (LBA)• Licensed Psychologist with ABA competency• Graduate-level student pursuing BCBA under supervision of LBA• Board Certified Assistant Behavior Analyst (BCaBA)• Graduate-level supervisee of Licensed Psychologist with ABA competency	<ul style="list-style-type: none">• Provide ongoing supervision of ABA Paraprofessionals• Conduct functional behavior assessments• Conduct other assessments for program development• Write, monitor, and modify behavior intervention plans• Train student's support team• Provide data-driven recommendations during IEP or peer review meetings



ABA Providers and Roles

ABA PARAPROFESSIONAL	
WHO THEY ARE	WHAT THEY DO
<ul style="list-style-type: none">• Registered Behavior Technician (RBT) under supervision of LBA• Paraprofessional under supervision of Licensed Psychologist with ABA competency	<ul style="list-style-type: none">• Implement the behavior intervention plan with a student• Collect behavior data• Document notes on services provided to the student



Questions?

