Behavior Support Plans:
If WE Design Them
WE Can Use Them Effectively

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A little about me…
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Who is here today?
• Teachers
• Behavior Consultants
• School Counselors, Psychologists, and others
• Administrators
• Students
• Responsible for conducting FBA and building BSPs?

Agenda
• Shared definitions
• Implementation Science (IS)
• Barriers to Implementation
• BSP Fidelity Protocol
• What can I do if I have limited resources?

Let us define these terms
Turn & Talk
• Behavior Support Plan-
• Implementation-
• Fidelity-
• Evidence Based-

Shared Definitions
• Behavior Support Plan- a plan to assist students and staff in building and using positive behaviors to reduce challenging or dangerous behavior. The plan should include teaching of lagging skills, prevention strategies, and positive reinforcement.
• Fidelity- interventions used according to identified criteria outlining activities, materials, and behaviors that result in improved outcomes (NIRN)
• Evidence Based: supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (ESSA).
• Implementation- a specified set of activities designed to put into practice an activity or program (NIRN).
Implementation Science

A little more about implementation

Implementation Science is the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required. (NIRN, 2015)

Active Implementation Frameworks

Implementation Teams
- Take responsibility for effective use of an intervention of BSP

Usable Innovation
- Define & operationalize the intervention so it can be observed and measured to improve the BSP

Stages of Implementation
- Use Stage-based activities, e.g., install support before use of BSP

Implementation Drivers
- Supports effective use of practice, e.g., training, coaching, and data use

Improvement Cycles
- Use Plan-Do-Study-Act Cycles to improve supports for continuous improvement of teacher practice

Who are we missing?

• Turn and talk to your neighbors about those who may be missing from the communication loop.
• Share answers via Menti
Barriers to Implementation

• Turn and talk to your neighbors about barriers to effective implementation.
• Share answers via Menti

Staff Skills

For BSPs to be effectively implemented with fidelity within a school context, plans must not only address the function of the problem behavior but must also fit staff skills and environments where implementation occurs (Benazzi et al., 2006).

Turn and Talk

Think about those who will be responsible for implementing the plan.

• What skills do staff need to implement the plan?
• Share answers via Menti

Proposed 7-Step Fidelity Protocol

1. Co-Create
   - Create BSP and Fidelity Protocol with a diverse team (perspectives and roles)

   Things to think about:
   • Are all stakeholders present?
     * Students may have a good relationship with a staff member not on the core team.
   • Specials (music and PE teachers), LIs (inroom deny, Barton), Caretold and Office staff

2. Share
   - Share the BSP and fidelity protocol with all staff using the BSP

   Things to think about:
   • How are you going to share the plan with staff?
     * Can we just put a copy of the plan in mailboxes and hope for the best?
     * Staff need to be explicitly taught the plan.

   • BSP cheat sheets can help with this. People do not have time and may not make time to read a multipage plan.
Model Use

Model how to use the intervention with initial training and behavioral rehearsals with all staff using the BSP.

Why is this important?
- Staff may interpret the plan in different ways
- BSP should be consistent across staff members
- Logistics can be worked out

Observe

Observe all staff using the BSP to measure fidelity of use, record data.

Things to think about:
- This is not a "gotcha"
- This is an opportunity to provide training, coaching and plan refinement

Use Data

Use observation data in PDSA; assess strength of system for action planning; what to re-train what to coach.

Things to think about:
- Informs re-training and plan refinement
- Is the BSP improving student outcomes?
- Is the BSP being implemented to fidelity?
- Include the implementers

Coach

Coach staff based on PDSA, repeat cycles regularly for fidelity of use and improved outcomes.

Things to think about:
- Survey staff needs

Reflect and Use Data

Reflect with all staff using all data to ensure ownership, increased buy-in, and increased use in PDSA regularly.

Things to think about:
- Seeing is believing

Example of Fidelity Protocol

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</thead>
<tbody>
<tr>
<td>ID if behavior is office managed</td>
<td>ID if behavior is classroom managed</td>
<td>After teacher initiates behavior and student is regulated</td>
<td>Student fills out reconnection card</td>
<td>Principal practices with student</td>
<td>Contact teacher and alert student is ready for re-entry</td>
<td>Student reads reconnection card</td>
<td>Student and teacher resume regularly scheduled activities</td>
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Implementation Score: 0-not in place 1-partially in place 2-Fully in place
Limited resources

- Implement in a small setting
- Get one or two key players on board
- Collect data
- Share the data

References

5. *Every Student Succeeds Act (ESSA)*