

Applied Behavior Analysis Therapy in Schools for School Administrators and School Staff Part II

Nebraska Autism Spectrum Disorders Network

3/27/2024



N E B R A S K A
autism spectrum disorders
N E T W O R K



Foundational Touch Points

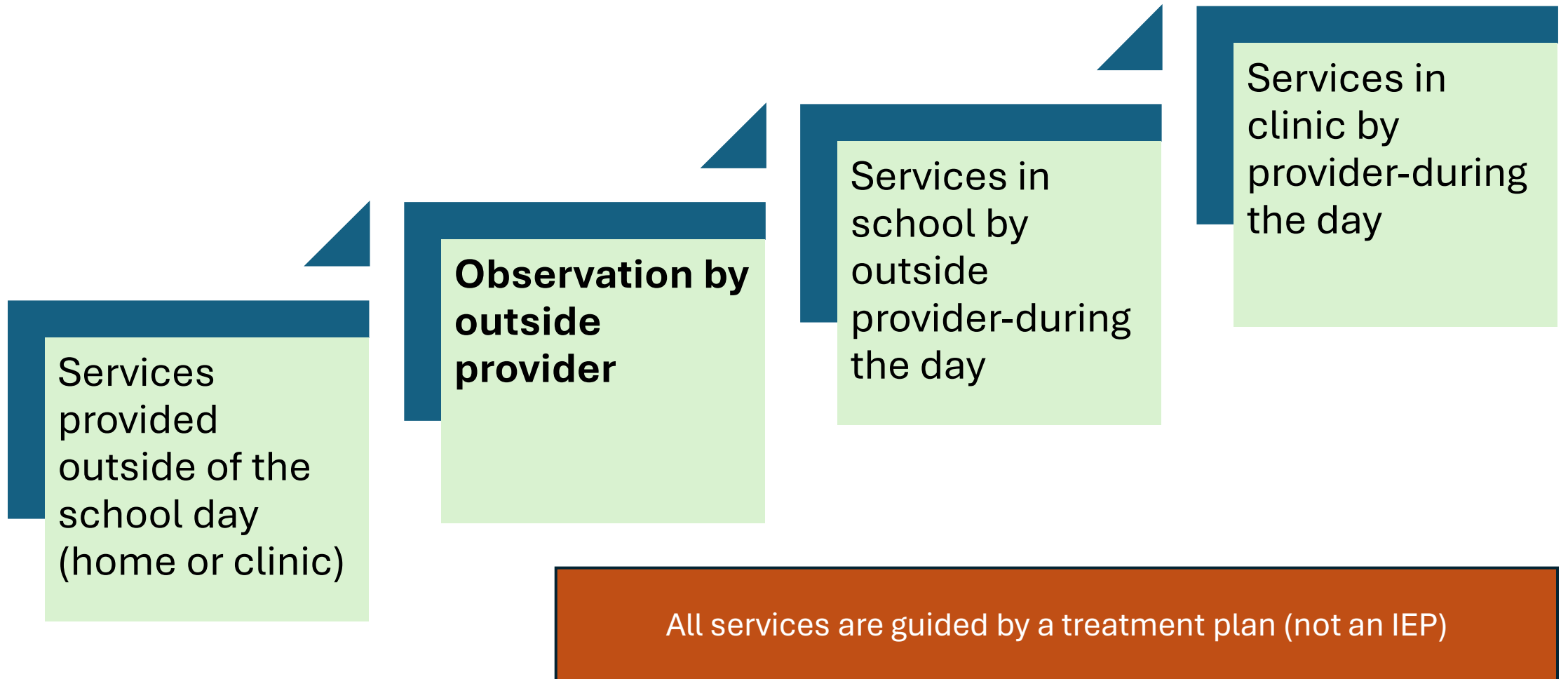
Schools **have to offer a FAPE** to all students on IEPs

FAPE may include ABA services

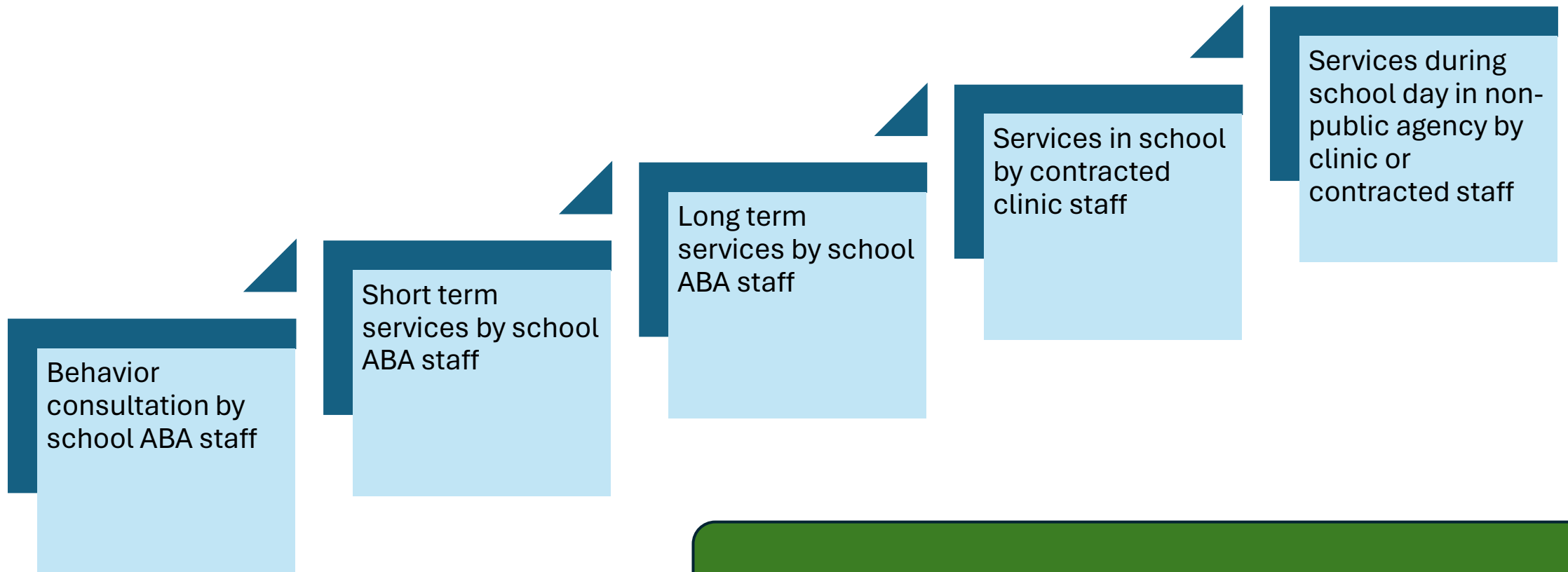
These services may:

- Already be embedded in our instruction and behavior supports,
- Be provided in various ways depending on student need,
- May involve partnering with outside agencies,
- Should depend on what the data is showing through ongoing progress monitoring,
- Should be informed by parent input with the intent of building trust and collaboration.

Private ABA Services-What's Possible?



School Based ABA Services-What's Possible?



The IEP is the guide for services, placement and intensity

The conundrum...

No other outside service:

- A) provides as much therapy time
- B) offers that time during the school day
- C) offers or attempts to “come in” to the school

Related parent conundrum:

“The ABA company said we are approved for 30 hours a week, **but they only have time during the day right now.**”





How do we navigate a possible intersect?

Preparing in Advance- School Districts

- As a district, you have decisions to make that can head problems off at the pass:
- A) Will you hire a BCBA and related staff to provide in school services?
- B) If you do, how will that look?
- C) If you partner with outside ABA agencies, what policies will you put in place so that parents feel engaged and supported?
- D) What will that partnership look like and when might we say no?
- E) When would we need to contract with an agency to provide services to support a student or program?
- F) Will the team need to re-evaluate and create a new IEP?

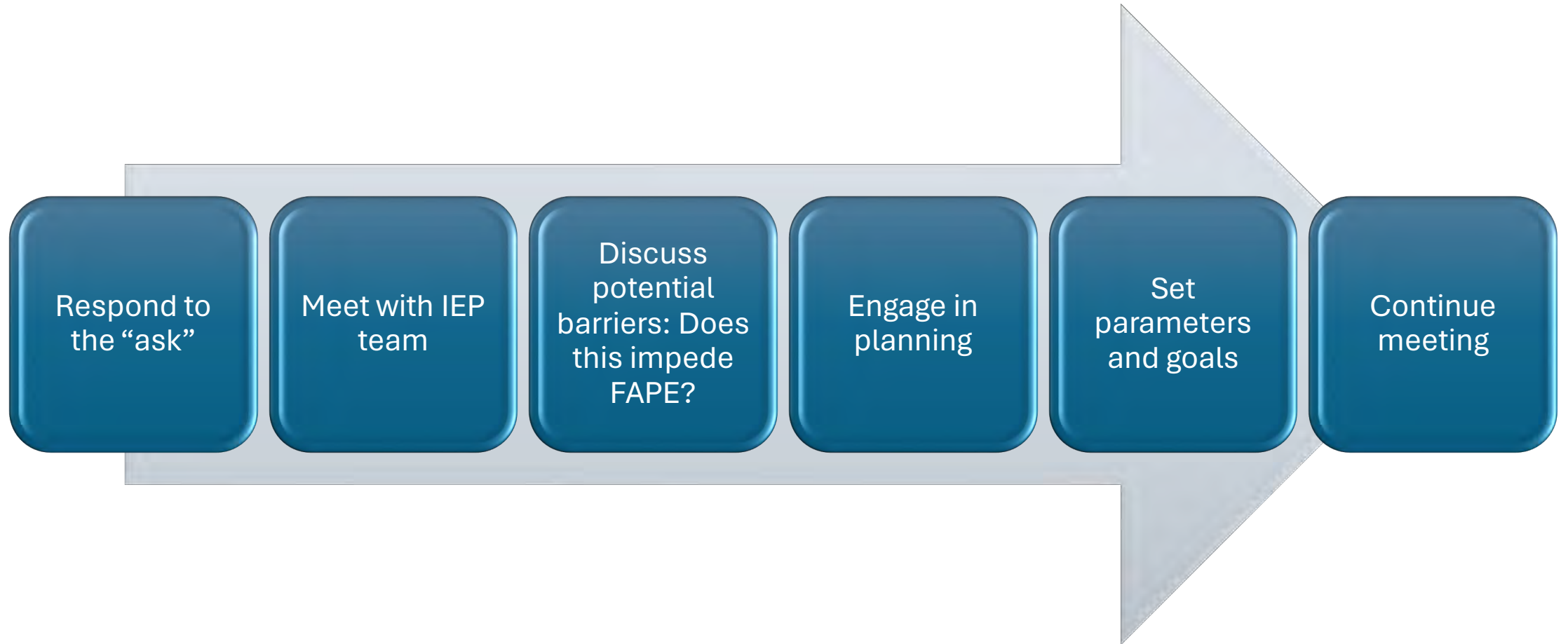


Some general advice:

- Don't assume that ABA providers understand school laws and policies (although some do and will!).
- Don't assume that a parent asking for ABA involvement means that the district is failing to provide services.
- Do assume that you should offer and provide training-even to staff you hire to work for you as district employees.
- Do assume that the family needs some coaching on what ABA services exist in the school setting and what their outside providers can and cannot do.
- Do assume that you will establish goals, timelines and parameters in advance.



Problem-Solving Process



Consider this scenario

A family of six-year-old with ASD asks the district to allow their BCBA and RBT (outside clinical) to observe once per week to obtain data. Per the parent this is for the purpose of assessing generalization and maintenance of skills taught in the home and clinic.

How do you proceed?

Apply the problem-solving process

Problem Solving Process

Process Step	Problem Solving Discussion	Solution(s)
Determine the “ask”		
Meet with the IEP team		
Discuss barriers (influences FAPE?)		
Engage in planning		
Set parameters and goals		
Continue meeting		



Considerations

ABA staff/team is not trying to provide services in school,
ABA staff/team is trying to collect data for generalization purposes

In this case, establishing parameters could include:

- Timing and duration of observations,
- Confidentiality agreement,
- Non-interference with student or other students,
- Agreement regarding # of visits,

Either way, the IEP team should meet and discuss this.

Consider this scenario:

The district is serving a student who is engaging in high rates of self-injury and aggression towards others as well as property. While the staff in the school are trained in special education and general behavior supports, they are not trained in specific supports for such complex behaviors. There is no BCBA available to serve the student within the school staff or district. The situation is not getting better, and people are getting hurt. The student's family works with an outside ABA agency who provides services after school. Staff have suggested that perhaps it is time to seek their help to support this student so he can access his IEP services.

How do you proceed?

Apply the problem-solving process

Considerations

The IEP team should meet and consider if they are able to provide a **FAPE**.

Depending on the outcome of that conversation, the team may want to consider:

- Outside ABA provider as contractor to provide behavioral services (not educational) alongside educational staff in the school,
- Outside ABA provider as contractor providing behavioral services alongside educational staff in the clinic or in another non-public setting.



Consider this scenario:

A parent has been sending her child to a clinic all day 5 days a week since the pandemic restrictions began. Insurance has continued to pay the fees for full day services. The BCBA on the case has slowly started to suggest that perhaps it is time for the student to return to school. The school district has maintained contact with the family and has continued to offer IEP services, which the parent declines. The student has been developing stronger social skills and language but has limited communication partners and no access to academic instruction from a teacher. The parent reluctantly agrees to give it a try, and the school team brings the student in with the ABA team. In school service start...on the wrong foot.

The teacher places the student in a separate room with the RBT from the clinic. The RBT “runs programs” while the teacher works with the other students. The teacher does not provide any attention or services to the student other than to occasionally reprimand him when he is aggressive. The RBT begins to report that the student isn’t receiving any services and that the teacher’s classroom is a “mess.” The RBT communicates constantly with the parent. The teacher never does. The situation comes to a head when the mother tells the district that the teacher isn’t “following the treatment plan” and that the RBT the only source of information.

How do you proceed?

Apply the problem-solving process

Considerations

Determine where things went wrong in the first place.

Were certain important steps missed?

The team in this case needs to:

- Clarify the ask and the plan,
- Meet and come up with goals,
- Develop communication norms and strategies,
- Assert that the IEP runs the program, not a treatment plan,
- Develop a system for increasing instructional access,
- Provide training to the team, including the BCBA team and parent regarding what each discipline provides.

What is the Bottom Line?

There are several aspects that must be considered and implemented while providing FAPE to students in the school setting:

- Assume everyone needs training
- Include families
- Non-negotiables for maintaining and offering FAPE
- Problem-solving processes
- Case by case basis rather than “blanket” policies
- Know when to draw the line
- Consider also how you can grow and shape the skills of all team members

Contact Information

- If you have further questions or would like to connect:
- vtuckerconsulting@gmail.com
- Or
- vtucker@uw.edu
- **LinkedIn:** www.linkedin.com/in/dr-vanessa-tucker-douglas-b7151b18

