

Application of a PBIS Model for Educating and Supporting Individuals with an Autism Spectrum Disorder

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Presentation Objectives

- Participants will learn about Devereux's PBIS Autism Model, including being able to:
 - Describe the three-tier system
 - List the critical support systems that are needed
 - Describe the evaluation systems and pilot outcomes

Devereux's Path to Improving our Autism Services

- Development of an Autism Best Practices Wiki
- Development of Devereux's Autism Program Model
 - Providing direction and resources on the application of evidence-based practices, staff training and behavioral supervision, and family involvement/support

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Evidence-Based Practices Within the Devereux Autism Program Model

- Our model includes EBPs as identified by these resources:
 - The National Standards Project (The National Autism Center, 2009) reviewed and analyzed 775 autism research articles (using approximately 45 experts in the autism field)
 - Evidence Based Practices from the National Professional Development Center on ASDs



Devereux's Path to Improving our Autism Services

- How can we best get consistent implementation of the Autism Program Model?
- Considerations:
 - We needed a model that could be implemented in a variety of settings
 - We needed a model that is highly structured, evidencebased, and data-driven
 - We needed a model that is designed to build on-site capacity

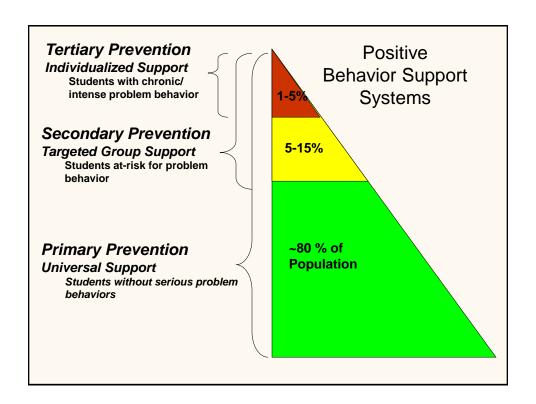
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Devereux's Positive Behavior Interventions and Supports (D-PBIS)

- Led by Dr. Barry McCurdy, D-PBIS is a variation of School-wide Positive Behavioral Interventions and Supports (designed for school and residential settings)
- D-PBIS draws on the basic principles of applied behavior analysis and the use of data-driven decision-making to teach and encourage valued behaviors in all individuals.
- The goal of D-PBIS is to effectively address the behavioral needs of all individuals by organizing services within a multi-tiered framework.





Development of the D-PBIS Autism Model

- It was decided that the D-PBIS approach was best suited as an implementation vehicle for our autism program model since:
 - It was a highly structured data-driven approach with an established framework
 - It could be implemented in different settings
 - It was designed to build the on-site capacity

Development of the D-PBIS Autism Model

- Upon investigation, we were unable to identify a PBIS model for autism services
- We decided that we would develop our own D-PBIS Autism model
- Our first steps were to establish our three-tiered framework

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D-PBIS Autism Program Expectations

- Unlike other PBIS models, our program expectations have been geared primarily towards staff
- We emphasize teaching skills in the following areas:
 - Communication
 - Socialization
 - Independence
 - Safe Behavior



Tier 1: Universal Supports

- Milieu Expectations
 - Use of ABA teaching strategies
 - High engagement levels
 - High levels of praise
 - Use of motivational systems
 - Activities and routines that are structured, ageappropriate, and functional
 - Use of visual support systems
 - Frequent learning opportunities for communication and social skills (creating need and motivation)
 - Use of errorless learning and shaping strategies
 - Instruction in natural settings

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Tier 1: Universal Supports

- Other Critical Systems in Tier 1
 - Staff training and behavioral supervision systems (modeling, coaching, feedback)
 - Family inclusion, education, and support
 - Comprehensive assessment
 - Ongoing individual progress monitoring
 - -Ongoing Tier 1 fidelity data

Tier 2: Increased Intensity and Supports

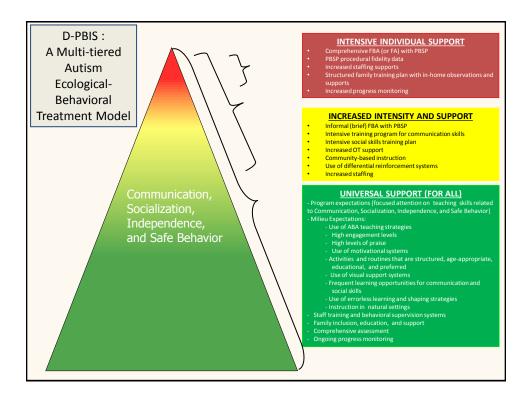
- Informal (brief) FBA with PBSP
- Intensive and individualized training program for communication skills
- Intensive and individualized social skills training
- Increased OT support
- Community-based instruction
- Use of differential reinforcement systems
- Increased staffing

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Tier 3: Intensive Individual Supports

- Comprehensive FBA (or FA) with PBSP
- PBSP procedural fidelity data
- Increased staffing supports
- Structured family training plan with in-home observations and supports
- Increased progress monitoring



Assessment of Readiness

- Clinical Expertise and Support
- Staffing Support
- Professional Development Planning
- Performance Feedback System Use
- Visual Support and Technology Systems
- Funding

- Project Staff
 - Project Consultants
 - Senior level clinical staff with extensive experience in autism, ABA, performance management, and project management
 - Autism Coaches
 - Clinical and supervisory staff with experience with autism and ABA
 - Willingness and ability (skills, time) to implement the professional development plan

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PBIS Autism Program Supports

- Responsibilities of Autism Coaches
 - Receive training and support from the project consultants
 - Implement the professional development workshops
 - Model and coach staff on various interventions and strategies
 - Conduct structured observations, collect performance data, provide performance feedback (at least twice monthly)
 - Attend team meetings twice monthly and an Autism Coach meeting monthly
 - Follow established guidelines on delivering feedback

- Project Committees (that all meet at least monthly)
 - Leadership Committee
 - -Autism Coach Team
 - -Action Team

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PBIS Autism Program Supports

Professional Development Workshops

 22 total workshops divided into three audience levels (i.e., all staff; instructional staff; instructional planning staff)

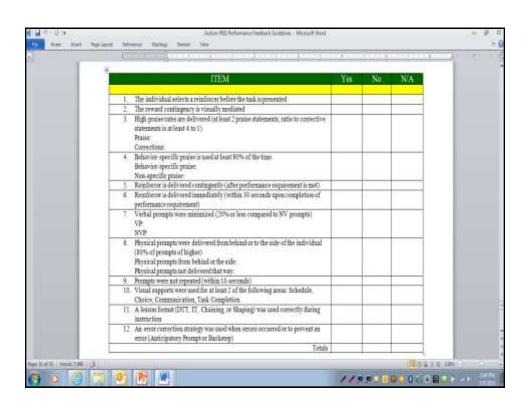
Topics include:

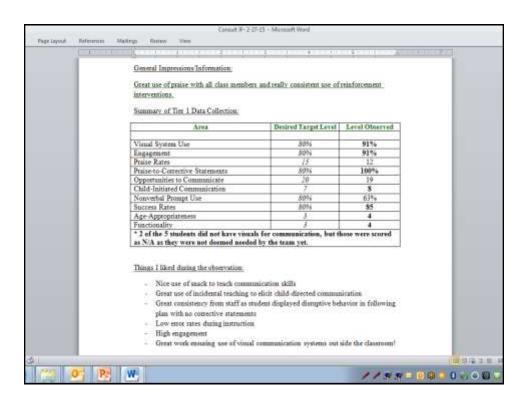
- Introduction to Autism and AS
- Assessment Practices and Tools
- IEP/ISP Development
- Use of ABA Instructional Strategies
- Use of Visual Supports
- Teaching Communication and Social Skills
- Teaching Community Skills
- Completing FBAs and PBSPs
- · Partnering with Families



- Performance Management Systems
 - –In-vivo modeling, coaching, and feedback/consultation
 - Individual staff goals and performance feedback on the use of ABA teaching strategies
 - Setting (e.g., a classroom) goals and performance feedback on universal (Tier 1) supports



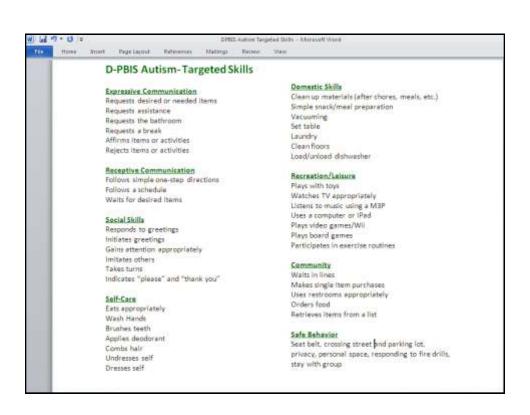


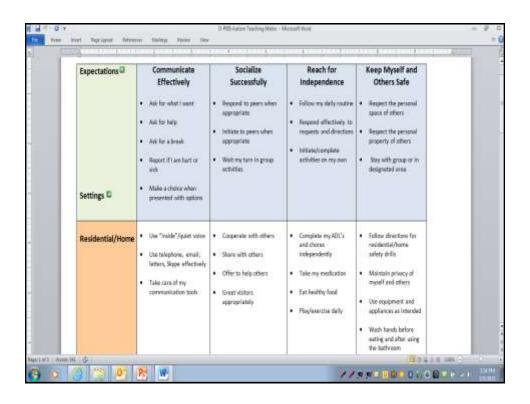


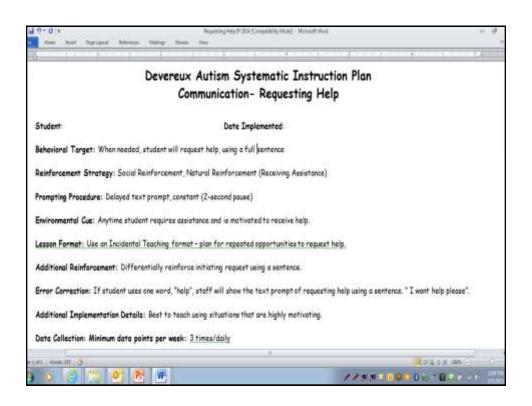
- Typical Team Meeting Agenda
 - -Review of consultation notes
 - -Updates on action items
 - New action items
 - -Individual-specific discussions

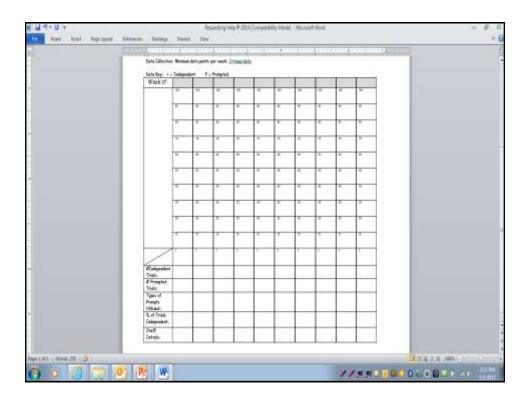
- Instructional Supports
 - -Targeted Skills Across Domains
 - -The Teaching Matrix
 - -Prepared Lesson Plan Summaries
 - Instructional details
 - Data collection and graphing











- Staff Acknowledgement Systems
 - Ongoing positive performance feedback
 - Verbally, public and private
 - In writing, through consult notes, letters of recognition, and emails
 - Through the use of data (graphs, tables)
 - Performance Rewards
 - For meeting individual performance goals
 - For meeting team goals

- The pilot occurred at a Devereux Center which includes a school and residential care in Pennsylvania
- The Center serves approximately 120 individuals with autism
- These individuals are at the center typically due to challenging behaviors that could not be safely managed in other settings

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D-PBIS Autism Pilot

- Three classrooms were selected for inclusion
 - Baseline data were collected in September 2014, and the model began in October 2014
- A residential program on campus was selected where many of the school participants lived
 - Baseline data were collected in December 2014 and January 2015, and the model began in February 2015

- Monthly Tier 1 Intervention Fidelity Data- data has been collected on the following measures:
 - Engagement and instruction levels
 - Use of visual support strategies
 - Reinforcement
 - Schedule/Choices
 - Communication
 - Social skills
 - Opportunities to communicate (adult- versus child-initiated)
 - Praise rates and praise-to-corrective statement ratios
 - Success (i.e., error rates) during instruction
 - Nonverbal to verbal prompt levels
 - Age-appropriateness and functionality of activities

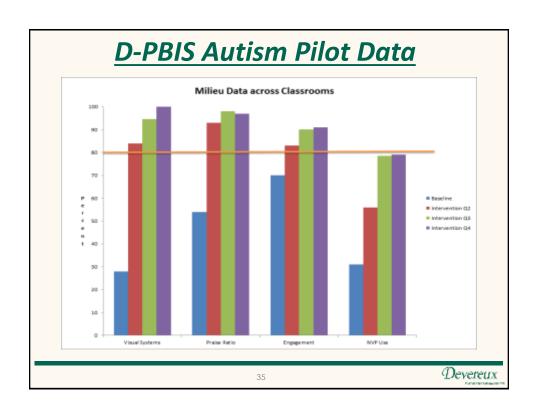
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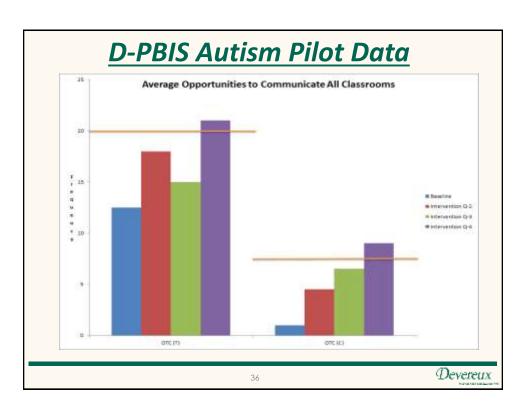


D-PBIS Autism Pilot

Target	Desired Target Level
Visual System Use	80%
Engagement	80%
Praise Rates	15
Praise-to-Corrective Statements	80%
Total Opportunities to Communicate	20
Child-Initiated Communication	7
Nonverbal Prompt Use	80%
Success Rates	80%
Age-Appropriateness	3
Functionality	3







D-PBIS Autism Pilot Data							
ltem	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Average Score	
The D-PBIS Autism model has helped our program more effectively teach new behaviors	1	2	3	4	5	4.0	
2. The D-PBIS Autism model has helped our program more effectively reduce/manage interfering behaviors	1	2	3	4	5	3.8	
3. The workshop trainings and related materials are helpful	1	2	3	4	5	4.0	
4. The coaching and performance feedback are helpful	1	2	3	4	5	4.4	
5. The coaching and performance feedback systems are acceptable	1	2	3	4	5	4.4	
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ltem	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Average Score
6. The Autism Coaches are knowledgeable and helpful	1	2	3	4	5	4.4
7. The Project Consultants are knowledgeable and supportive	1	2	3	4	5	4.7
8. My supervisors are supporting me in implementing the D-PBIS Autism Model	1	2	3	4	5	3.9
9. The staff acknowledgement program is helpful/acceptable	1	2	3	4	5	3.4
10. I would recommend the D-PBIS Autism model to other professionals in the field	1	2	3	4	5	4.4

Conclusions

- Application of the D-PBIS Autism Model has led to substantial increases in performance indicators in the participating classrooms through the first two quarters
- Staff have found the model effective and acceptable, and would recommend the model to others in the field

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D-PBIS Autism Pilot

- What have we learned so far?
 - The Autism Coaches are one of the critical elements to success; they need to have specific skills and available time
 - Support from the top-down is very important
 - Staff must be included and be active participants in planning and developing materials
 - Visual supports and other materials need to be replenished often

- Our Next Steps
 - We need to analyze the data on behaviors targeted for reduction
 - We need to evaluate how to best scale up our model and while ensuring sustainability
 - We need to plan for replication in other centers as well as in other agencies

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D-PBIS Autism Pilot

Questions?

