Behavior Plans: Do They WORK?

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The BSP QE II
Proving Good Plans Produce Behavior Change and Fidelity of Implementation

Scoring Behavior Support Plans

- **A method of learning behavior analysis**
- **A method of evaluation the extent to which your plan is in alignment with the field of behavior analysis**
- **A method of determining the legal defensibility of a plan**
- **A quality control method for supervisors of plan developers**

The BSP QE Analysis Results

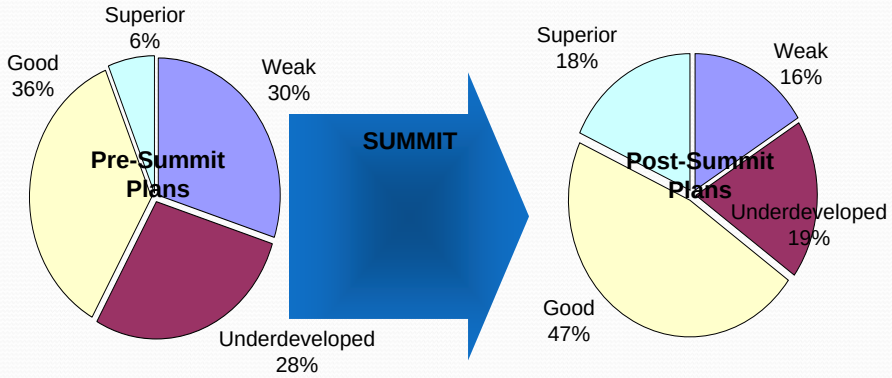
- ***Fewer than 12 points = Weak Plan***
  This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

- ***13 – 16 points = Underdeveloped Plan***
  This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

- ***17 – 21 points = Good Plan***
  This plan is likely to affect a change in problem behavior and elements of best practice are present.

- ***22 – 24 points = Superior Plan***
  This plan is likely to affect a change in problem behavior and embodies best practice.

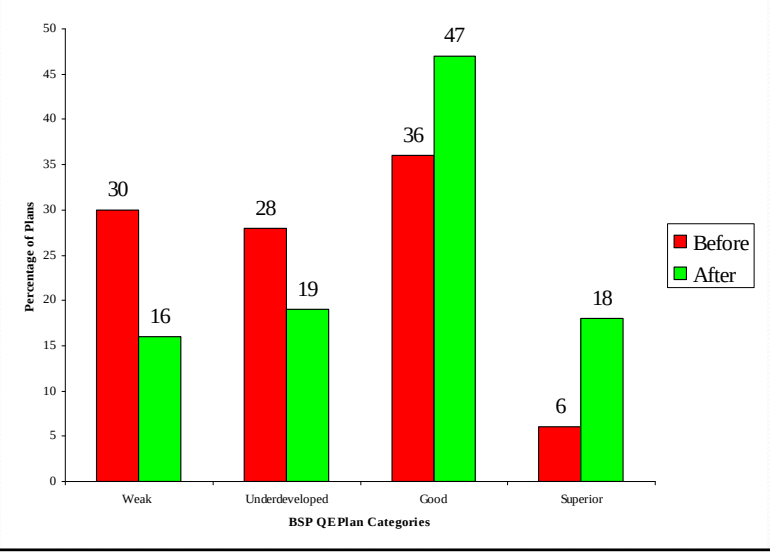
Training Improves Plan Quality



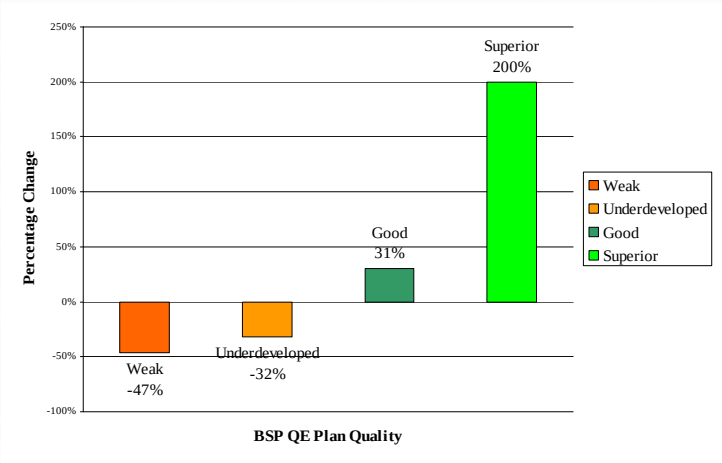
These changes are statistically significant!

χ^2 **= 15.64*****

Effects of Training on Quality of Plans



Percentage Change in Plan Quality



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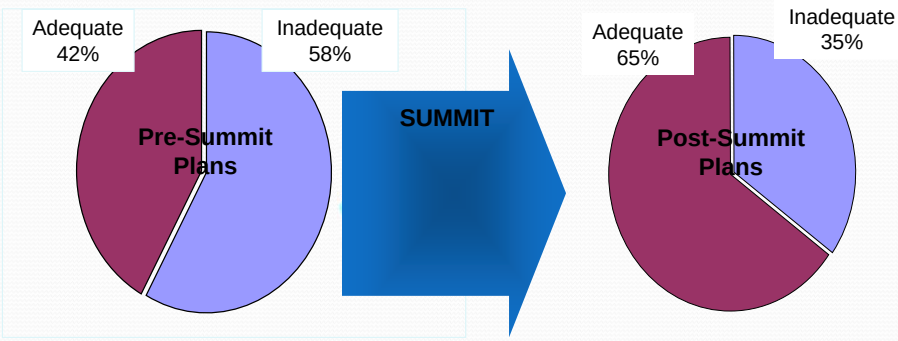
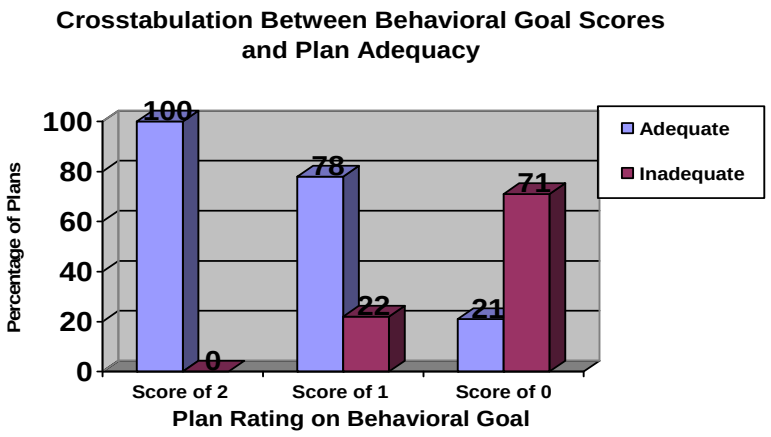


These changes are statistically significant!

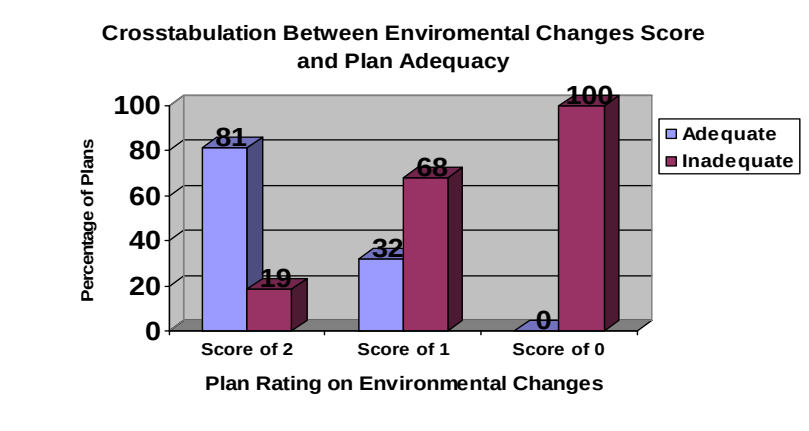
$\chi^2 = 11.41$***
ODDS RATIO = 2.1

Relationship Between Component Scores and Plan Quality



Chi Square = 54.22***

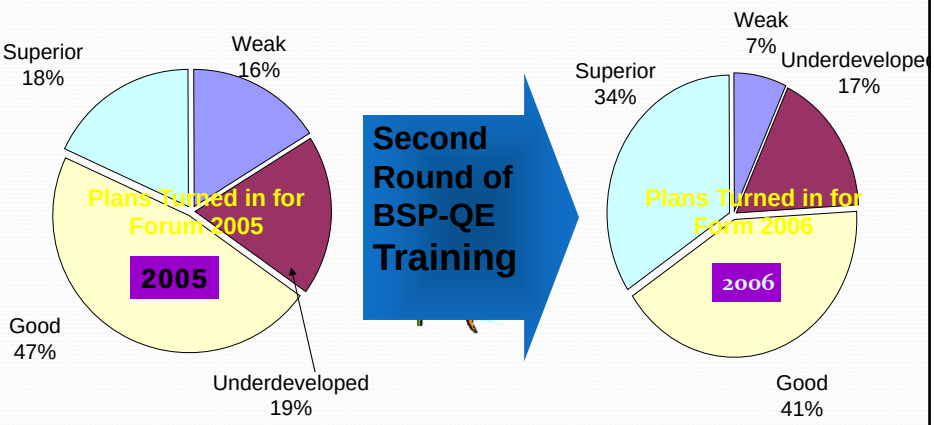
Relationship Between Component Scores and Plan Quality



Chi Square = 39.22***

GOOD NEWS: Additional Improvement in the Quality of Positive Behavior Support Plans with Additional Training!!

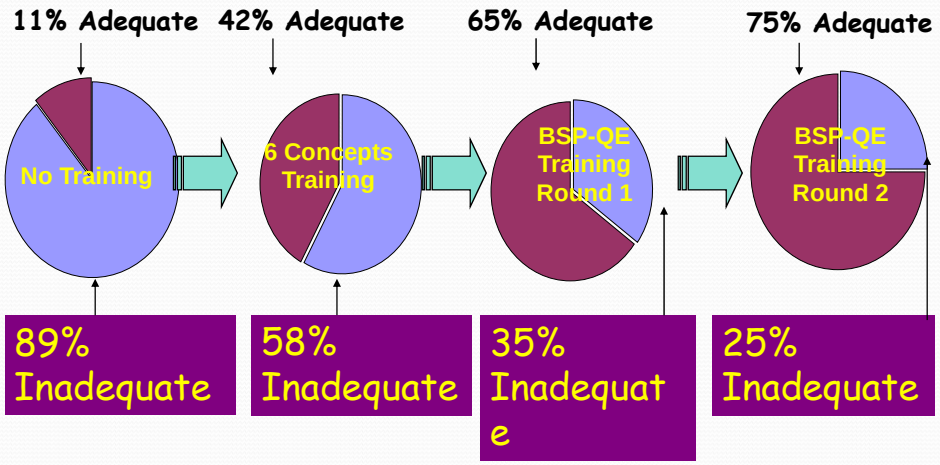
Changes in Plan Quality Following Second Round of BSP-QE



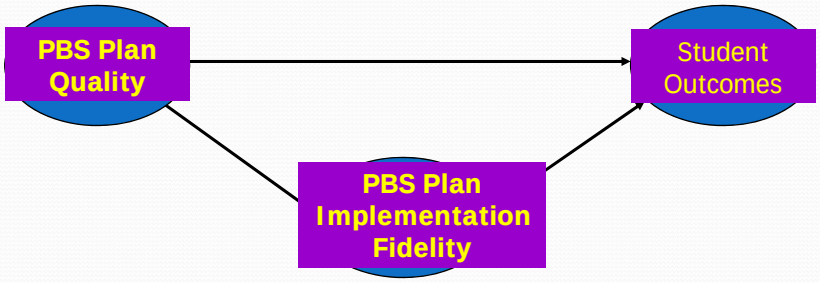
These changes are statistically significant!

$\chi^2 = 15.64$***

Comparison of plan quality with no training, Six key concepts training, Round one training on BSP-QE, and Round two training on BSP-QE



Current Research: Exploring the connection between PBS plan quality, plan implementation fidelity, and student outcomes.



Relationship Between PBS Plan Quality and Student Outcomes

- Three areas examined
  1. Decrease in problem behaviors
     - Correlation = .43*
       - The better the plan, the more likely the student's problem behaviors will decrease.
  2. Increase in general positive behaviors
     - Correlation = .32*
       - The higher quality the plan, the greater chance the student will increase his/her general positive behaviors.
  3. Increase in student using a Functionally Equivalent Replacement Behavior
     - Correlation = .24*
       - The higher quality the plan, the more likely the team will witness an increase in FERBs.

Follow-up Analysis

- PENT Cadre report correlated to implementer and other staff report of student outcomes and plan implementation fidelity.
  - They were surprisingly in aggreement
- PENT Cadre characteristics that relate to PBS plan quality, implementation fidelity, and student outcomes.
  - Preliminary results suggest that "number of ABA courses" is **positively** correlated with PBS plan quality (the more courses, the better the plan) and "years in education" is **negatively** correlated with PBS plan quality (i.e., the more years in education the poorer the PBS plan).

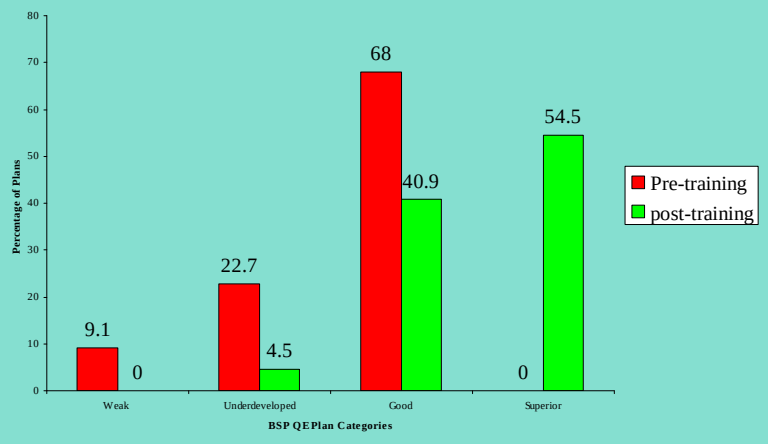
Relationship Between Plan Quality and Plan Fidelity

- Results: the better the plan, the more likely the plan is to be implemented with integrity (i.e., implemented as written [r = .56]).
- Analysis examined the sequence to determine whether integrity significantly predicts student outcomes.
  - Step 1: Develop a high quality plan
  - Step 2: Implement the plan with high integrity (as written)
  - Step 3: Improved student outcomes

Autism Outcomes

- Autism Study: San Diego State University, Professor Bonnie Kraemer and Diana Browning Wright
  - Pre- and post-training PBS plans were collected from Autism Specialist Teachers.
  - Results suggested that following training on the BSP-QE, Autism Teachers as a group significantly improved in their ability to develop high quality PBS plans.

Change in Plan Categories Following BSP-QE Training for Teacher of Students with Autism



What we learned

- Training on behavior plans achieves greater outcomes when the scoring rubric is used
- The higher the score, the greater the behavioral change
- Barriers exist!
  - Beliefs
  - Knowledge
  - Skills
  - Procedures

Consultation Techniques

- Are as important as technical skills in understanding behavior plan components
- Are built as effective data collection occurs and are analyzed
- Are required to achieve buy-in

FBA steps

- The contractual agreement
- The observations and data development
- The consensus building and pathway chart development illustrating the concepts
  - 2 times agreement, scale 1-5
- Transfer to the behavior plan
- Intervention development
- Goals developed
- Monitoring and support activities