Problem-Solving Non-Responsive Students

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Problem-Solving Process

◻ Aim is to develop a structured process of presenting a case and developing a plan of action that has a chance at remediating the problem or supporting the success of the student

◻ Steps
  ◻ Identify and conceptualize the problem
  ◻ Generate solutions
  ◻ Develop a plan that outlines who does what by when
  ◻ Implement the plan
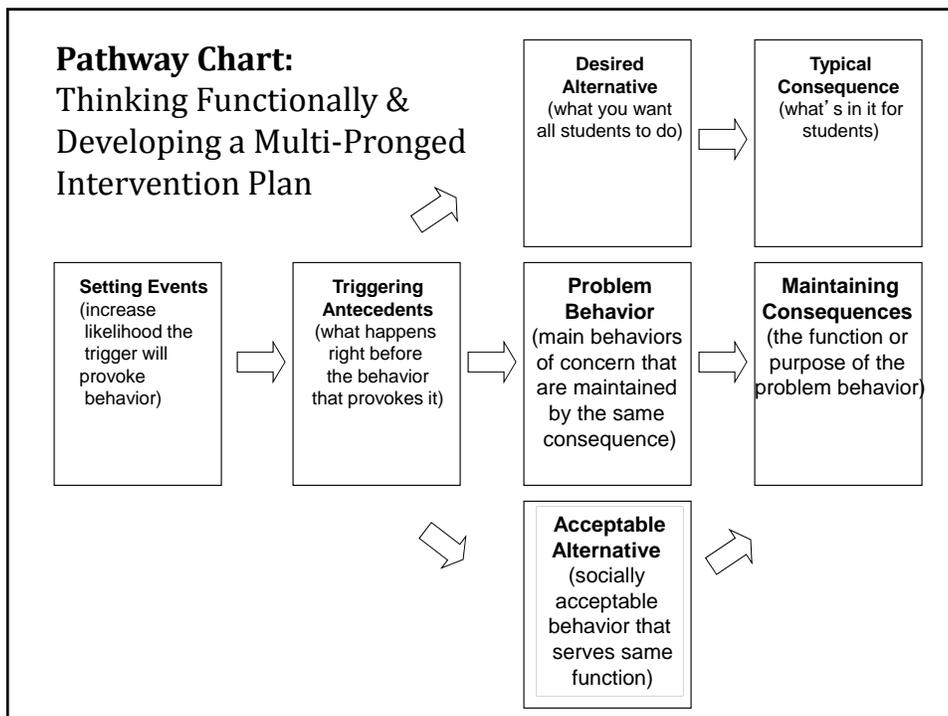 ◻ Monitor progress and evaluate plan effectiveness

Problems with Typical Teaming Practices

◻ Problem admiration rather than problem solving
◻ Garbage in – garbage out
◻ Mixing theoretical paradigms when developing a plan
◻ Unstructured teaming process
   ◻ No agenda, no roles and responsibilities

Conceptualizing Why a Student is Non-Responsive

◻ Student will continue to experience a problem when s/he **does not have the necessary skills** to meet the demands from the environment and/or the student does not have the **motivation** to exhibit the behaviors/skills

FBA-Based Behavior Intervention Plans

Pathway Chart:

Thinking Functionally & Developing a Multi-Pronged Intervention Plan

Desired Alternative
(what you want all students to do)

Typical Consequence
(what's in it for students)

Setting Events
(increase likelihood the trigger will provoke behavior)

Triggering Antecedents
(what happens right before the behavior that provokes it)

Problem Behavior
(main behaviors of concern that are maintained by the same consequence)

Maintaining Consequences
(the function or purpose of the problem behavior)

Acceptable Alternative
(socially acceptable behavior that serves same function)

Breakdowns in FBA-Based BIPs

◻ Insufficient fidelity of implementation
  ◻ The "file drawer" problem
◻ Problems with antecedent strategies
  ◻ Missing the trigger
  ◻ Lack of attention paid to setting events
◻ Problems with consequent strategies
  ◻ Insufficient reinforcement for socially acceptable replacement behaviors
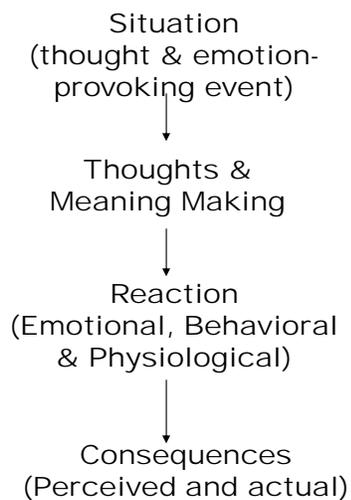   ■ The Matching Law

Breakdowns in FBA-Based BIPs

◻ Problems with teaching replacement behaviors
  ◻ Not teaching the replacement behaviors
  ◻ FERB requires too much **response effort** relative to problem behaviors
  ◻ Hypothesis of function of behavior is wrong
◻ Insufficient Tier 1 implementation
  ◻ Poor relationships
  ◻ Chaotic environment
◻ Insufficient treatment that is not attending to faulty cognitions, emotional dysregulation, and/or academic skill deficits

Therapeutic Supports to Address Cognitive Fusion and Emotional Dysregulation

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Helping Students Manage Emotions

CBT STRATEGIES

Situation
(thought & emotion-provoking event)
↓

Thoughts & Meaning Making
↓

Reaction
(Emotional, Behavioral & Physiological)
↓

Consequences
(Perceived and actual)

Awareness of triggers/reactions to triggers & **Exposure** activities

Cognitive restructuring or noticing (identifying unhelpful thoughts & spinning them to be helpful)

Teaching skills: relaxation, coping, problem-solving, mindfulness, attention training

Contingency management & reactive strategies (de-escalation, collaborative problem solving)

Sequential Steps of Implementing CBT

◻ Psychoeducate, normalize, and externalize
◻ Raising awareness of emotion-provoking triggers and reactions to those triggers
◻ Teaching emotion regulation and coping skills
◻ Teaching cognitive restructuring skills
◻ Developing problem-solving plans and teaching social skills
◻ Developing an exposure plan and putting the skills into action
   ◻ Exposure and/or therapeutic action planning

Breakdowns in CBT

◻ Insufficient fidelity of implementation
   ◻ Lack of adherence to an evidence-based practice
◻ Weak rapport or therapeutic relationship
   ◻ Best predictor of positive treatment outcomes
◻ Selection of a non-evidence-based therapeutic support

Breakdowns in CBT

◻ Lack of communication and coordination with caregivers and educational staff to promote use of skills outside of sessions
   ◻ Limited practice opportunities
   ◻ Insufficient reinforcement to promote generalization