



Problem-Solving Non-Responsive Students

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PENT FORUM

Clayton R. Cook, Ph.D., University of Washington

Diana Browning Wright, PENT Director

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

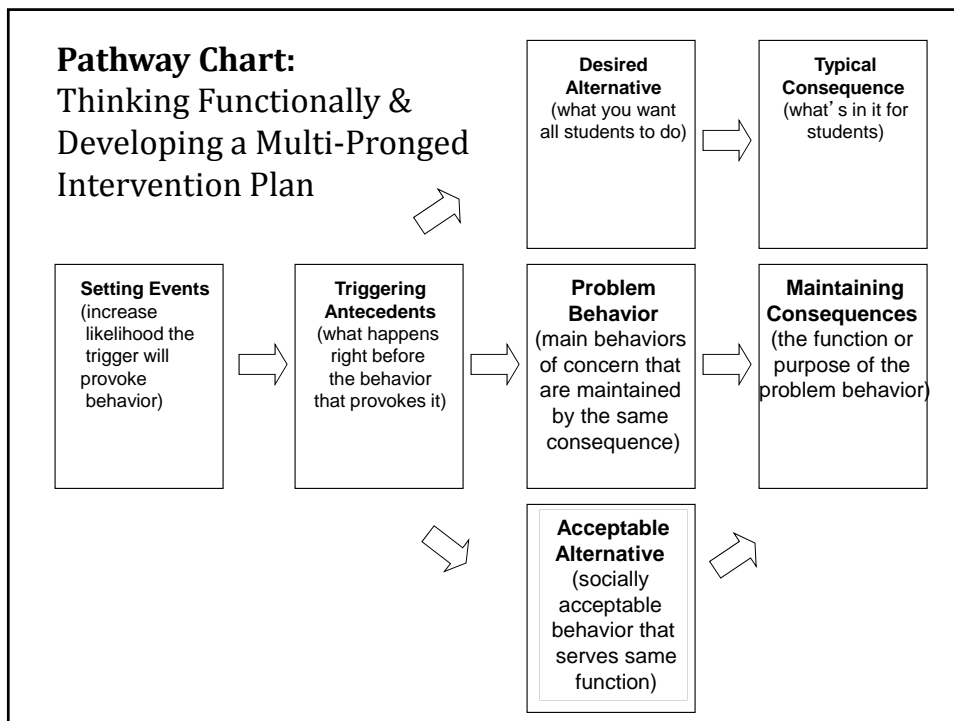
Problems with Typical Teaming Practices

- ❑ 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



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

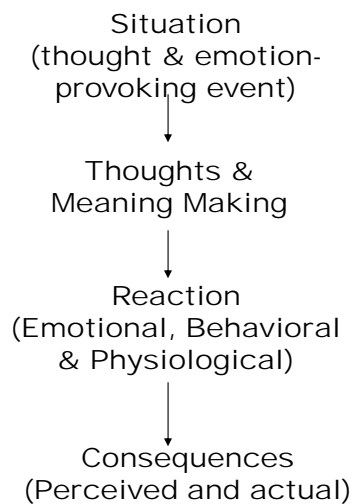
Breakdowns in FBA-Based BIPs

- ❑ 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

Helping Students Manage Emotions

CBT STRATEGIES



- 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**