

# Another day, another 1:1 need!

What to do when the Solution feels like another  
Problem...



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What is the main job duty of a 1:1 paraprofessional?



# INTELLECTUAL AND DEVELOPMENTAL DISABILITIES VOLUME 48, NUMBER 1: 1–13 | FEBRUARY 2010

► One-to-One Paraprofessionals for Students With Disabilities in  
Inclusive Classrooms: Is Conventional Wisdom Wrong?

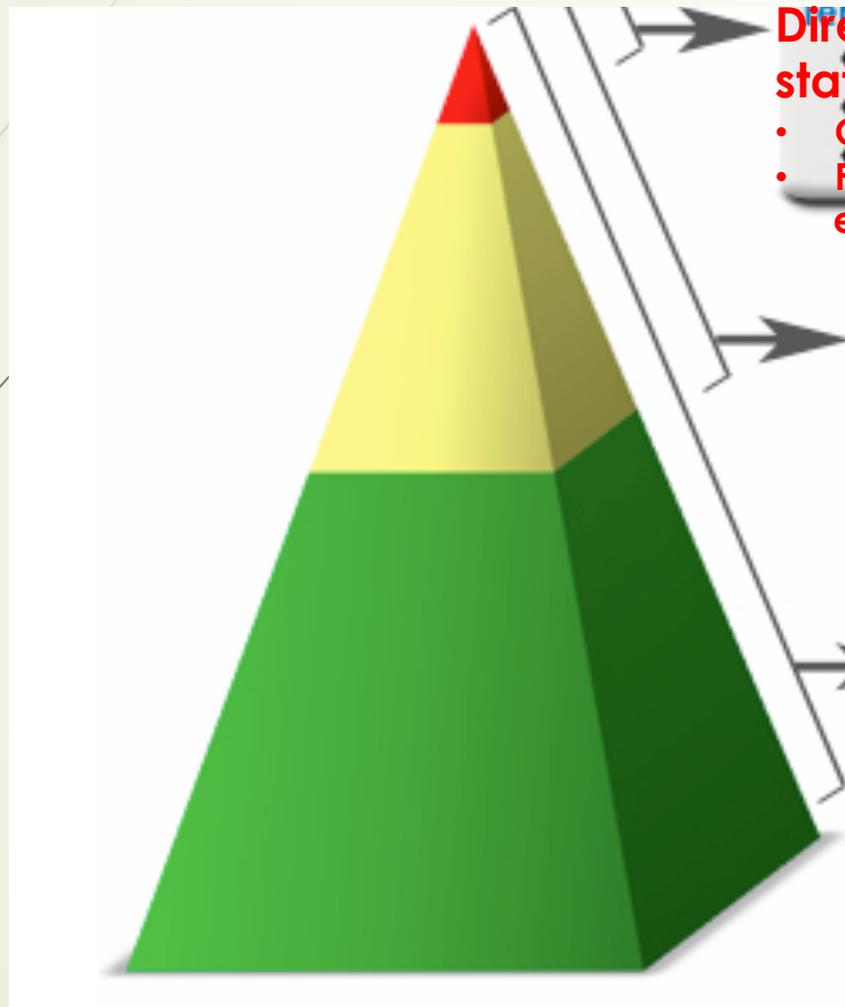
Michael F. Giangreco



# Considerations...

- Insufficient data to guide Policy and Practice
  - Research is inadequate
- Delays or avoids attention to other important targets for change
- Inadvertent detrimental effects identified through research
- Mismatch of most significant need with least amount of required training

# School-wide behavior support plan:



## Direct Support based on status

- Coping/regulating support
- Follow through with task or active engagement support

## Proactive check ins

- attention, problem solving, social teaching, values identification, restorative justice

## Co-participation/Role Modeling

## Status Awareness

## Coping/mindfulness skills practice

**Table 1** Inadvertent Detrimental Effects of Excessive Paraprofessional Proximity

Category of effect	Description
Separation from classmates	Student with a disability and paraprofessional are seated in the back or side of the room, physically separated from the class
Unnecessary dependence	Student with a disability is hesitant to participate without paraprofessional direction, prompting, or cueing
Interference with peer interaction	Paraprofessionals can create physical or symbolic barriers interfering with interactions between a student with disabilities and classmates
Insular relationships	Student with a disability and paraprofessional do most everything together, to the exclusion of others (e.g., peers)
Feelings of stigmatization	Student with a disability expresses embarrassment/discomfort about having a paraprofessional because it makes him/her stand out in negative ways.
Limited access to competent instruction	Paraprofessionals are not always skilled in providing instruction. Some do the work for the students they support in an effort to keep up (a sign that instruction has not been adequately adapted)
Interference with teacher engagement	Teachers tend to be less involved when a student with a disability has a one-to-one paraprofessional because individual attention is already available to the student
Loss of personal control	Paraprofessionals do so much for the students with disabilities that they do not exercise choices that are typical of other students
Loss of gender identity	Student with a disability is treated as the gender of the paraprofessional (e.g., male taken into female bathroom)
Provocation of problem behaviors	Some students with disabilities express their dislike of paraprofessional support by displaying undesirable behaviors (e.g., running away, foul language, aggression)
Risk of being bullied	Some students are teased or bullied because they are assigned a paraprofessional

*Note.* Adapted from Giangreco, Yuan, McKenzie, Cameron, and Fialka (2005). Reproduced with permission, copyright 2005 by the Council for Exceptional Children, Inc., [www.cec.sped.org](http://www.cec.sped.org). All rights reserved.

# Paraprofessional training currently

## MN state statutes:

- ▶ **Initial training.** Within the first 60 days of supervising or working with students, the school district must provide each paraprofessional with initial training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline procedures, roles and responsibilities, and a building orientation.
- ▶ Annual training opportunities are available to enable the paraprofessional to continue to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, following lesson plans, and implementing follow-up instructional procedures and activities;



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High School Level

**RBT**

**Registered Behavior Technician™ (RBT®)**  
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We are pleased to announce the online publication of the [Special Edition October Newsletter](#) (PDF Download). IN THIS ISSUE...

- Revised BCBA Degree Requirements
- Revised BCaBA Degree Requirements
- Implementation Timeline
- 2019 Hemingway Award Nominations

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# Registered Behavior Technician

- ▶ The Registered Behavior Technician (RBT<sup>®</sup>) is a paraprofessional who practices under the close, ongoing supervision of a BCBA, BCaBA, or FL-CBA. The RBT is primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans. It is the responsibility of the RBT supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence. The BACB certificant supervising the RBT is responsible for the work performed by the RBT on the cases they are overseeing.



# Registered Behavior Technician

- 40-hour training initially – can be in person or online
- The training must cover all of the tasks and subtasks in the RBT Task List and the Professional and Ethical Compliance Code for Behavior Analysts that have been designated as being relevant for RBTs.
- Ongoing supervision required
- Training from Task List

## A. Measurement

A-01 Prepare for data collection.

A-02 Implement continuous measurement procedures (e.g., frequency, duration).

A-03 Implement discontinuous measurement procedures (e.g., partial & whole interval, momentary time sampling).

A-04 Implement permanent product recording procedures.

A-05 Enter data and update graphs.

## B. Assessment

B-01 Describe the behavior and environment in observable and measurable terms.

B-02 Conduct preference assessments.

B-03 Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills).

B-04 Assist with functional assessment procedures.

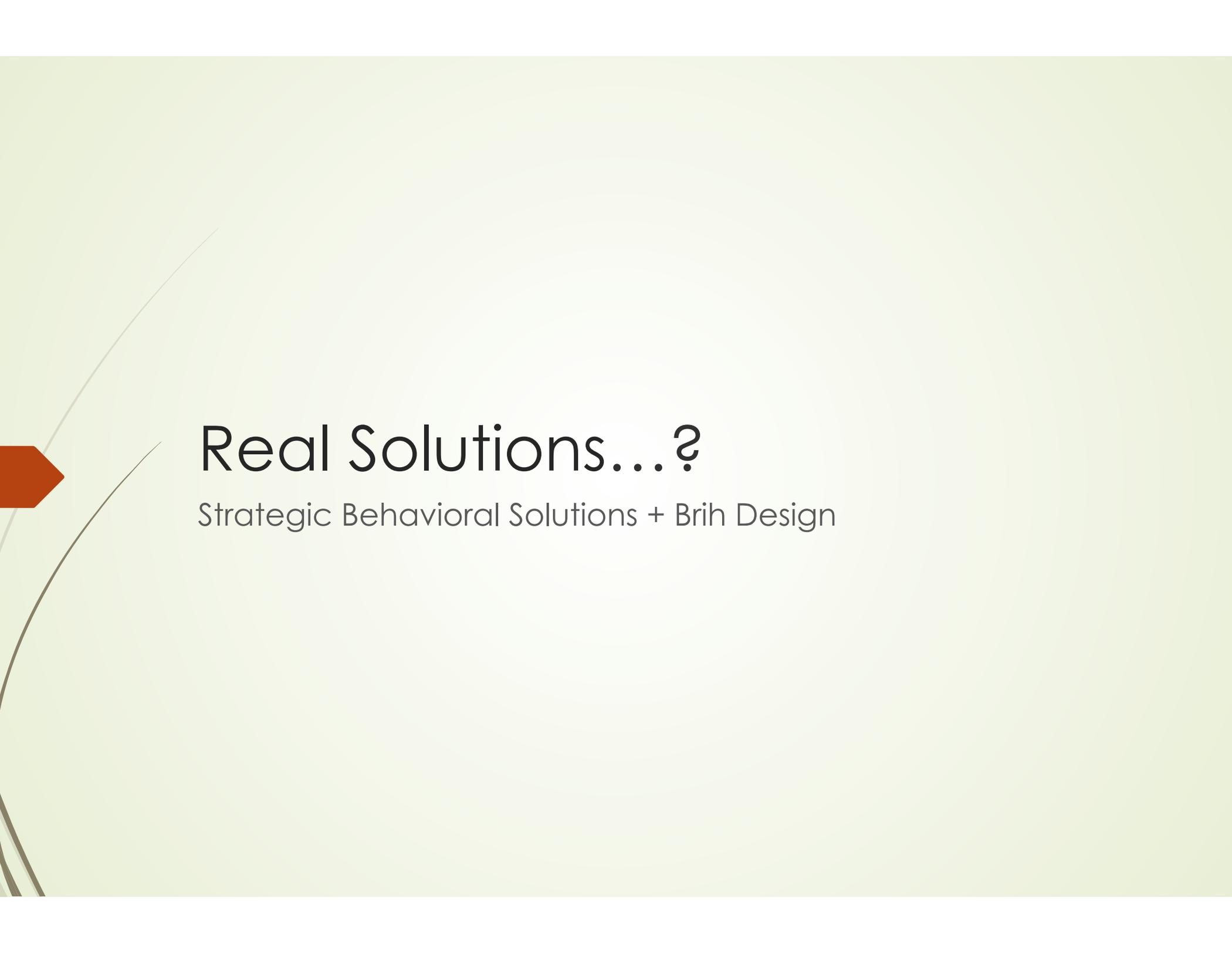
## C. Skill Acquisition

C-01 Identify the essential components of a written skill acquisition plan.

C-02 Prepare for the session as required by the skill acquisition plan.

C-03 Use contingencies of reinforcement (e.g., conditioned/unconditioned reinforcement, continuous/intermittent schedules).

C-04 Implement discrete-trial teaching procedures.



# Real Solutions...?

Strategic Behavioral Solutions + Brih Design



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# Functional Based Approach

➡ Στυδεντοσ δο νοτ ηαπε  
χηαλλενγινγ βεηαπιοροσ,  
τηεψ ηαπε φυνηχτιοναλ  
βεηαπιοροσ τηατ  
χηαλλενγε υσ!

~Βριη

Λεσιγγ



# Co-Participation and Role Model Approach

- ▶ Given that some students' performance has been improved through the use of direct support and supervision, it is important that they are given opportunity to develop skills to reduce this dependence over time.
- ▶ Adding direct adult support ALSO adds a condition under which behavior can escalate. Presence and interaction of others = attention condition
- ▶ Use a role model approach versus a directive/corrective style of support when possible. As such, the interventionist will be co-participating in whatever the current task or expectation is and role modeling the appropriate skill(s).
- ▶ For example, the interventionist will have all the same materials and model engaging appropriately with materials, sitting appropriately at the work station, following through with work project, raising hand, etc. During all tasks, the interventionist will have duplicate materials and be engaged in the task as the student should be.

# Differential Social Reinforcement

- Differential reinforcement is a general interaction strategy that is effective in addressing attention seeking behaviors.
- When using differential reinforcement, make available and directly provide reinforcement (attention) for appropriate behaviors and remain neutral or do not attend to (**socially** ignore) the inappropriate or problematic behaviors. Rather, provide prompts that instruct what to do – current or alternative task/activity.
- Therefore, individuals should receive positive feedback and praise when they are behaving appropriately, and they should receive as little attention as possible for inappropriate behavior.
- Interventionists working with individuals who seek attention and interaction through less desired behaviors should become masters at differential reinforcement.

# Non-social cues & prompts

- ▶ Particularly when addressing an escalating status or desire for 'power struggle' consider offering non-social cues and prompts.
- ▶ Often our verbal directions, reminders, and corrections simply open the social 'window' for students to reply, protest, and generally increase distraction and disruption.
- ▶ To reduce problems associated with these conditions, consider the use of non-social cues and prompts.
- ▶ Specifically, use paper/pen, post-it notes, white boards or other materials to list current instruction or what the person should or could be doing in that moment, either words or pictures.
- ▶ Refrain from making eye contact with the person, instead, use a role modeling approach to further facilitate follow through.



# How we can help

- Individual student support
- Program wide support
- Para training – on site or workshop
- Physical intervention/crisis training
- RBT development, training, support and supervision