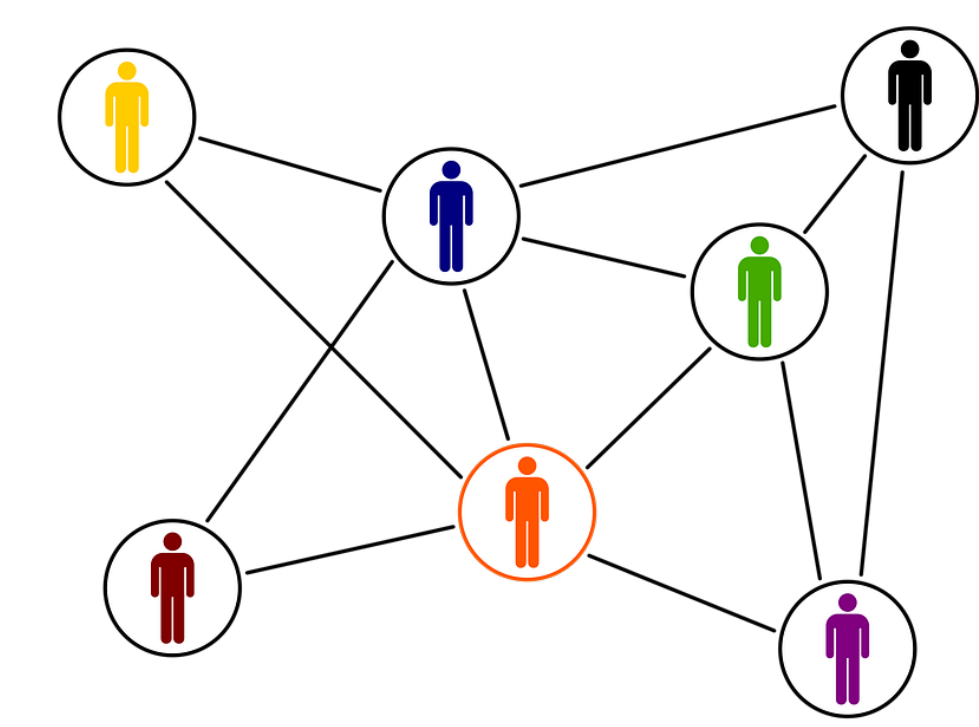


Interdisciplinary Behavioral Consultation: Preparing Graduate Students for Interdisciplinary Careers



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Background

- Students with challenging behaviors may suffer negative academic outcomes and may interfere with other students' learning
- Applied behavior analytic interventions represent the most research-supported approach to improving outcomes for students with high intensity behavioral health needs (Matson & Smith, 2008; National Autism Center, 2015)
- Students often receive supports from professionals in various fields (e.g., school psychology, special education)
- Interdisciplinary teaming can be challenging due to differences in standards of practice, lack of understanding of roles/responsibilities, lack of common language, and logistical barriers (Manor-Binyamini, 2013)
- Behavior analysts must gain an understanding of school systems, related fields, and effective interdisciplinary collaboration

Who do we collaborate with?

- **Applied Behavior Analysts:** conduct behavioral assessments, design interventions to improve adaptive behaviors and decrease maladaptive behaviors, provide training and coaching support (About Behavior Analysis, 2020)
- **Special Education Teachers:** ensure students with disabilities' needs are being met and that accommodations are being implemented (Leader-Janssen et al., 2012)
- **School Psychologists:** consult with teachers, families, and other support staff; conduct assessments to inform programs; provide direct support and interventions for mental health, learning and behavior (NASP, 2020)
- **Guidance counselors:** help all students with academic achievement, career and social/emotional development, and ensure students become the productive adults (ASCA, 2020)
- **Teachers:** provide group and differentiated instruction; have an understanding of the students' current abilities and potential barriers
- **Paraprofessionals:** provide daily behavioral and instructional support to students with disabilities (French, 2003)
- **Occupational Therapists:** use therapeutic techniques to rehabilitate, improve, or maintain a persons' ability to perform everyday activities (AOTA, 2020)
- **Speech Language Pathologists:** work on students' speech sounds, language, literacy, social communication, voice, fluence, cognitive-communication, and feeding and swallowing (ASHA, 2020)
- **Principals:** ensure the success, safety, and emotional well-being of students (Building Ranks, 2020)
- **Families:** provide insight into their children and are critical when making decisions about intervention

Interdisciplinary Behavioral Consultation Scholar Training

Funding: Office of Special Education and Rehabilitative Services Award # H325K180032
Training Programs: Applied Behavior Analysis, School Psychology, Special Education
Goal: increase scholars' skills in consultation, teaming, leadership, and systems change

Training Competencies



Training Activities

Coursework

- Common
- Unique to program

Professional Seminar

- Clinical topics
- Leadership and skill-building
- Speakers from the community
- Literature reviews
- Case presentations

Practicum

- Interdisciplinary teams
- Collaborative efforts with other professional fields (Special Education, School Psychology, Applied Behavior Analysis)
- Conduct behavioral assessments (e.g., Functional Behavior Assessment, functional analysis)
- Review and write Individualized Education Programs and Behavior Intervention Plans
- Write treatment protocols
- Train educators to implement protocols

What do you need to know to work in schools?

- Laws and regulations (Individuals with Disabilities Education Improvement Act, Title I, Family Educational Rights & Privacy Act)
- District and school policies, protocols, and procedures
- School climate and dynamics
- Curriculum and programs in place or available

How do we effectively collaborate?

- Understand roles and responsibilities of other related providers
- Build rapport and trust (Allen & Warzak, 2000; Shireman et al., 2016)
- Focus on student needs and understand the connections between learning, behavior, and health
- Include others in decision-making processes (Thousand et al., 1987)
- Identify individuals to collaborate with based on the student's needs and work with administrators to establish collaborative teams (Leader-Janssen et al., 2012)
- Use effective verbal and nonverbal consultation skills

What are considerations for interventions?

- Collect information, input, and feedback from the teachers and paraprofessionals to make sure the protocol will be a good contextual fit (Burgio et al., 1983; Idol & West, 1987)
- Use behavioral procedures when training to increase adherence to a protocol such as behavioral skills training (Erath et al., 2019)
- Strategies to increase integrity and decrease procedural drift such as a performance feedback, token economy, behavioral skills training, and coaching (Johnson & Pugach, 1990; Stoesz et al., 2014)

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