



Best Practices for IBHS: Treatment Planning

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Conceptual Framework for IBHS: a 6-step process

1. Referral

CONCEPTUALIZATION

2. Interview/Observation
3. Treatment Plan Development

IMPLEMENTATION

4. Training and Implementation
5. Progress Monitoring

DISCONTINUATION

6. Discharge



Goals for this Training



Use Assessment Data to Describe and Prioritize Problems and Goals

Understand the Role of Lagging Skills in Problem Formation

Aligning Caregiver Expectations with their Child's Current Skillset and Abilities

Select/Implement Interventions Based on Function

Determine when Site Specific Interventions are Needed

Make it Measurable and Assess Progress

Develop Meaningful Criteria for Mastery

Describe Barriers as a Function of Environment

Prevent Caregiver Nonadherence

Treatment Targets Are Chosen Based On Social Significance



List the problems identified by the Caregiver/School

Frequency, Intensity, and Duration of each Problem Behavior

What behaviors are dangerous/causing the greatest functional impairment

Less is more

Caregiver/Teacher Perspective

- HOW DO THEY DEFINE PROBLEMS AND GOALS
- DEVELOPMENTALLY APPROPRIATE EXPECTATIONS?
- WHAT ARE THEY MOST MOTIVATED TO WORK ON
- COMMUNICATING THE EXPECTATIONS FOR CAREGIVER/TEACHER PARTICIPATION
- ENGAGE CAREGIVER/TEACHER IN DISCUSSION OF THEIR ROLE IN CHANGING CHILD BEHAVIOR.

Parent Goals



Should reflect the alignment of Caregiver Expectations with their Child's Current Skill set and Abilities

May involve more than "Parent will implement Interventions ..."

May involve teaching parents to attend

May involve teaching parents about the Law of Effect

Are the necessary skills/supports onboard?



Choice of Intervention



What is the function of the behavior?

Replacement behavior must have the same function – communicate the same want/need

Is the replacement behavior in the child's repertoire or must it be taught?

- Problem Behavior: Child has tantrums when she wants a drink.
- Replacement Behavior: Child will request a drink
- Question: Does the child have the functional language skill to request a drink?

Multiple Functions???



Assessment results may indicate multiple functions for a behavior

Choose the function that seems dominant and develop intervention to eliminate that function, then reassess

Remember, you are leading a team (BHT, Caregiver, Teacher)

Build consistency, fluency, and competency in your team with reasonable expectations

Site Specific Interventions



Behavioral Expectations may be different across settings



Some demands are site specific



Behaviors may have different functions in different settings

How to Select Treatment Type: Treatment should be FUNCTION Based



Function Based Treatment

Functions	Function Based Tx	Counter
Escape	Break Request (FCT)	Time Out
Attention	Provide Attention at high frequencies (NCR)	Talk about it
Tangible	Teach Mands for high preferred items, Teach More Time (FCT)	Calming item
Automatic	Teach Mands to request a break, during which sensory-related behavior(s) are permitted (FCT) Provide socially acceptable items for child to hold/manipulate	Sensory break Alternative source of sensory stim
Social Avoidance	Alone Time contingent upon Social Interactions (DRA)	Give them Space

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/361/positive%20behavior/tier%20iii/t3%20resources/12%20Function-Based%20Recommendations%20final%20REVISED.pdf>

<https://cedar.education.ufl.edu/wp-content/uploads/2014/09/Handout-16-Function-Based-Intervention-Strategies.pdf>

Name the Function Based Treatment(s)



Rose engages in aggression when she can't have something she wants. Teacher frequently compromises or make a deal with her once she calms down.

- A. Time Out
- B. Provide her with a Choice
- C. Teach her to communicate
- D. Teach her to accept No
- E. Do not provide attention

Functions	Function Based Tx
Escape	Break Request (FCT)
Attention	Provide Attention at high frequencies (NCR)
Tangible	Teach Mands for high preferred items, Teach More Time (FCT)
Automatic	Teach Mands to request a break, during which sensory-related behavior(s) are permitted (FCT) Provide socially acceptable items for child to hold/manipulate
Social Avoidance	Alone Time contingent upon Social Interactions (DRA)

Name the Function Based Treatment(s)



Alex screams and swears at his Dad when he tells him he can't play with friends.

- A. Time Out
- B. Teach him De-escalation
- C. Differential Reinforcement of Alternative Behavior (Accepting No)
- D. Don't allow him to get on the video game Fortnite
- E. Do not provide attention

Functions	Function Based Tx
Escape	Break Request (FCT)
Attention	Provide Attention at high frequencies (NCR)
Tangible	Teach Mands for high preferred items, Teach More Time (FCT)
Automatic	Teach Mands to request a break, during which sensory-related behavior(s) are permitted (FCT) Provide socially acceptable items for child to hold/manipulate
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Name the Function Based Treatment(s)



Heather stands in the doorway and shakes head and refuses to enter the room when asked to change activities. Teachers, Caregivers, and BHT try to tease with her to get her in the room, negotiate, and make empty threats.

- A. Teach a break request
- B. Take away recess/play time
- C. Continue to place the demand
- D. Ignore the behavior

Functions	Function Based Tx
Escape	Break Request (FCT)
Attention	Provide Attention at high frequencies (NCR)
Tangible	Teach Mands for high preferred items, Teach More Time (FCT)
Automatic	Teach Mands to request a break, during which sensory-related behavior(s) are permitted (FCT) Provide socially acceptable items for child to hold/manipulate
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Decisions about treatment intensity are made based on:

- FIDS data
- Functional impact of the behavior
- Acceptability of high intensity treatment
- Empirical support for high intensity interventions
- Are the behaviors dangerous?

Implementation and Progress Monitoring



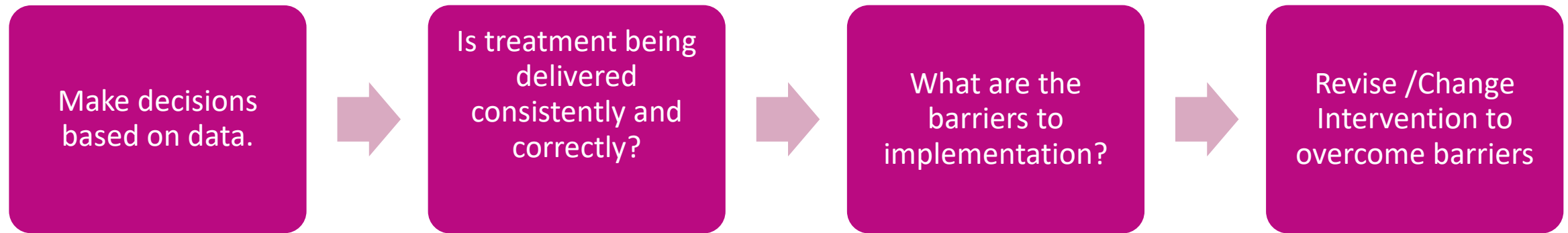
Implementation

- Teaching interventions to BHT/Caregiver/Teacher
- Observing /Providing Support, Training, Feedback
- Determine if Intervention can be Implemented
- Revise as needed

Monitor Progress

- Weekly Fidelity Checks
- Weekly with Caregiver
- Monthly with Supervisor
- At 3 Months
- Determine if plan requires revision.

Analyzing Treatment Effects



Barriers to Treatment



Low Caregiver
Engagement/Adherence

Limited Buy-in From
School Personnel

Staffing Challenges

Poor Classroom
Management

Peer/Sibling Behaviors

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