

Kansas Institute for Positive Behavior Support

Creating Organizational Cultures to Implement Positive Behavior Support

July 9, July 30,
August 20, & September 10, 2008

Presented by: Katie Zerr

Expectations for Training Series

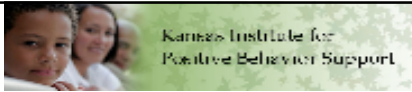
- Four sessions (7/9, 7/30, 8/20 and 9/10/08)—please plan on attending ALL sessions in the training series
- You will be asked to facilitate a planning team within your agency, and bring back information, tools, resources and presentation ideas to help your agency make changes to improve/enhance how it can address—and prevent—problem behaviors
- Key to these changes is the concept of functional behavioral assessment (FBA) and its logical connection in designing, implementing and evaluating effective function-based positive behavioral interventions and supports plans (PBS/PBIS) this is a central focus of our training!
- Be thinking about the level and availability of behavioral expertise within your agency and the need for more advanced training.



DAY 1 REVIEW

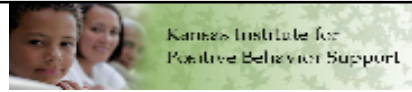


Organization-wide Planning



DAY 2 REVIEW

- Critical Features of Positive Behavior Support
- Principles for Prevention
- Key Tenets of Behavior
- Functional Behavior Assessment Process
– *through Hypothesis Statements*



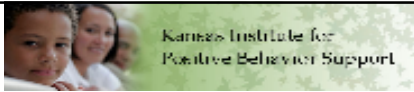
DAY 3 REVIEW

Completing the steps of functional assessment

4. Build a “Competing Behavior Pathway” to identify possible elements of a Behavior Support Plan
5. Design a Behavior Support Plan
6. Plan for effective implementation of the Behavior Support Plan
7. Monitor regularly and modify based on observed progress (DAY 4)

Objectives for Training

- Describe how organizations can develop a systematic process to prevent problem behaviors across service settings
- Summarize the functional behavioral assessment (FBA) process and how to implement function-based, positive behavioral interventions and supports (PBIS/PBS)
- Outline organizational planning actions that your agency will take to build an effective process for conducting FBAs and implementing function-based PBS plans for the individuals you serve.



DAY 4 OBJECTIVES

- Continue to assess the planning team process
- Discuss how the Functional Assessment process and Positive Behavior Supports fit within a Person Centered Planning model.
- Evaluate an adult case study using the PC-PBS Checklist.
- Learn about additional data collection methods.
- Consider ways to use information from functional assessment to improve staff training.

Reporting progress

- Organizational planning: Where are you in the process?
– Complete the Organization-wide Planning Checklist
- Staff training: How has training for staff been planned?
- Long-term Action Planning: Has your organization developed a guide to facilitate change over time (3-Year Plan)?
- FBA Process: To what extent can the materials and information from training be integrated into what you are already doing within your organization?
- Person Centered Planning: What would a Person Centered Plan look like for yourself or a team member?

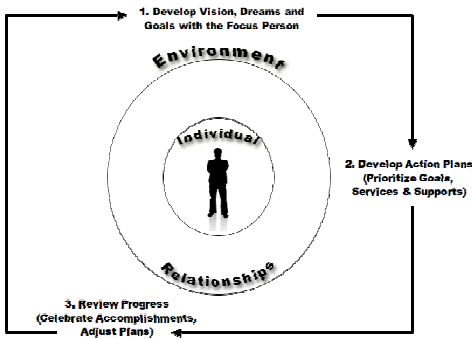
Person-Centered Planning

- Unifies a team around the focus person's vision for a better life
- Creates a plan based on the desires of the focus person
- Includes strategies to increase quality of life, relationships & activities
- Builds on strengths, priorities, values & preferences

Person-Centered Planning vs. Intervention Planning

- Traditional approaches focused on “repairing” problems in order to create access to community life. “As soon as she can control her behavior, she can...”
- Professional-driven models targeted changes and individual needed to complete in order to “fit” into society rather than fostering choices that improve quality of life
- Shift to support oriented and strengths-based approach

Person-Centered Planning Process



Person-Centered Planning...

- Behavioral intervention works from the outside in, considering adjustments to the environment and relationships before addressing the need for behavior change.
- Through this process, the intensity of the behavior may decrease without the need for formal intervention.

Activity: Discuss PCP Models



- Consider commonly used PCP models
 - Used to develop familiarity and establish long-term vision
 - Personal Futures Planning (PFP)
 - Essential Lifestyle Planning (ELP)
 - Used to create specific goals in a certain time frame
 - McGill Action Planning System (MAPS)
 - Planning Alternatives for Tomorrow with Hope (PATH)
- Consider your current PCP Model...

Personal Futures Planning

The team also develops a visual for:

- Relationships
- Places
- Preferences
- Future Vision and Goals

© 2008 Thomas and a
type of 2008 image
are needed to see this picture

Essential Lifestyle Planning

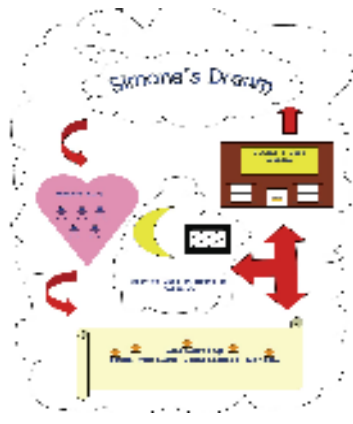
- “A Plan is not an Outcome” from *Listen, Learn, Act*
Michael Smull, 2000

What's in a MAP?

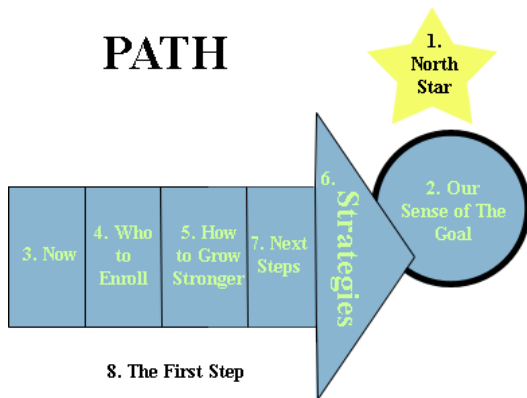
The facilitator asks the team eight questions.

- 1) What is a MAP?
- 2) What is the person's history or story?
- 3) What are the person's dreams?
- 4) What are the person's nightmares?
- 5) Who is the person?
- 6) What are the person's strengths, gifts, and talents?
- 7) What does the person need?
- 8) What is the plan of action?

MAPS



PATH



PATH



Why PCP & PBS?

- A combination provides a multi-component approach for reducing problem behavior while improving the quality of an individual's life.
- In a 1999 review of published research studies, it was found that in cases where PBS strategies were used, there had been as much as an 80% reduction in challenging behavior for approximately two-thirds of the behavioral outcomes that were studied.

Carr, et al., 1999

Person-Centered Planning & Positive Behavior Supports

- Creating a Vision
- Building a Team
- Gathering Information
- Conducting FBA
- Planning Multi-component supports
- Evaluating the Outcomes
- Changing the System

The PC-PBS Checklist

- The 68 item PC-PBS checklist is used to evaluate plans for billed cases through KIPBS Facilitators.
- The checklist is made up of combined elements from required PCP items and PBS items.
- There are 28 PCP Items and 26 PBS items
- The other items involve continued evaluation of the developed interventions and the impact of the plan on the individual's quality of life.

CASE STUDY

- Using the checklists, evaluate the case study.
- NOTE: This is not a perfect plan, but was submitted for KIPBS facilitator billing.

Additional Methods for Data Collection

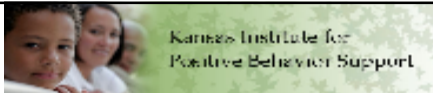
- How could current data collection methods be improved within your organization or agency?
- What tools are available to staff?
- How is data shared in the intervention planning process?

Benefits of Graphing

Insert Behavior chart

Functional Assessment & Staff Training

- A variety of tools and resources are available depending on the needs of your staff.
- KIPBS Facilitator Training Application Info
- For more information, go to: www.kipbs.org
- Go to the Training
 - “Opportunities” &
 - “Applications” Links



EVALUATION

- Your input and ideas are very important to our training system.
- Please take a few minutes to complete the two-page evaluation.
- THANK YOU!!!
