



Kansas Institute for
Positive Behavior Support

Self Assessment and Action Planning

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Positive Behavior Support Definition

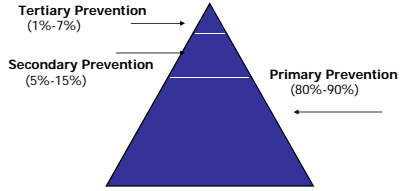
- Positive behavior support is the integration of
 - valued outcomes
 - biomedical and behavioral science
 - validated procedures
 - systems change
- In order to enhance quality of life and prevent problem behavior

Positive Behavior Support

- Understand the function maintaining problem behavior
- Conduct a functional assessment
- Change the environment to prevent problem behavior
- Teach new skills that replace problem behavior with new social and communication skills

Provide Training in PBS to Support all Individuals

All children/ adults within an Organization



Applying the Triangle to Organizations

- District and school level
- Family support systems
- Adult residential supports
- Vocational settings
- Institutional settings

First Step in Self Assessment

- If your organization supports a number of different types of consumers, your team may start with one area
 - Family support in the community
 - Vocational settings for adults
 - Residential support systems
- Think about what areas need the most support
 - Young adults moving into adulthood
 - Family requests for PBS services in the home

Consider What Elements are
Already in Place

Primary Prevention

- Systematically teaching staff to concentrate on key social and communication skills
- Providing examples of situations and settings that staff members should prompt skills
- Verbal and other reinforcers whenever positive skills are observed
- Measures obtained on engagement, use of communication, etc.

Consider What Elements are
Already in Place

Secondary Prevention

- Identifying children/adults early who are engaging in minor problem behavior and intervening early
- Providing additional social and communication interventions to targeted groups of individuals
- Strategies for monitoring possible events that set the stage for problem behaviors

Consider What Elements are
Already in Place

Tertiary Prevention

- KIPBS Facilitators provide intensive PBS planning
- Team monitors all plans and uses evaluation data for ongoing staff development
- Individual plans are scored for fidelity and level of impact
 - Plans contain information for evaluation
 - Changes in problem behavior
 - Changes in social skills
 - Changes in quality of life

Activity

Spend a few minutes and report:

1. What areas would your team focus on in your organization
2. What elements are already in place

Family Support Systems

Some Thoughts on How to Adapt Organization-wide Change Concepts:

- Teach staff to assist families in identifying 3-5 positive social skills and expectations for all of their children at home
- Create strategies for reinforcing positive social skills
- Teach how to respond consistently to problem behavior
- Consider how to collect data from families that evaluates major incidents
 - Data similar to incident reports in residential settings
 - Allows for simple check the box behaviors (not for high frequency problem behaviors)

Self Assessment Tools

1. PBS Kansas Organization-wide Planning Checklist
2. Agency-wide Benchmarks
3. KIPBS Self Assessment
4. Technology Readiness
5. Incident Reports/Child Data

Activity Discuss Staff Meeting Processes

Discuss the answers to these questions with your team:

- Are meetings effective?
- Can teams problem-solve well?
- Are individual PBS plans developed with the direct involvement of all staff?
- Is there a sense of staff ownership in meetings?
- Are there opportunities for staff to receive feedback on PBS implementation?
- Are teams using data to make decisions?
- What types of data are collected?

What Staff Development Systems Are Available Now?

- Are materials available to introduce PBS to others?
(Awareness Level)
 - Families
 - team members
 - policy makers...directors
- What strategies are available for all staff ?
(Primary Prevention)
 - Inservice
 - Preservice
- How many professionals have expertise in PBS?
 - Do you need to mentor other staff
 - Does every team have access to PBS plan facilitation?
- Are there training materials that behavior support professionals can use to teach teams about PBS?

Identify Children or Adults with Intensive PBS Plans

- Identify individual PBS plans that require more intensive training
- Assess how staff receive training and support
- Make a list of interventions that are more complicated and need hands-on training
- Identify what data are being collected to evaluate the success of the PBS plans

Assess Current Staff & Trainer Skills

Assess Staff Skills & Training Methods:

- Evaluate skill level of staff members in PBS
- Assess group for potential lead trainers
- Are hands-on training and mentoring strategies in place?
 - Trainer of trainers
 - Coaching and mentoring
 - Group problem solving

Staff Development Assessment Tool

Activity: Staff Development Assessment

- List the types of training your agency has on the staff development assessment form
- What are your organization's strengths?
- What areas could your organization improve?

Responding to Problem Behavior

- Does your organization have a clear plan for referring individuals to a behavior support team or specialist?
- What types of policies and procedures are in place that address teaching PBS concepts proactively?
- How are incidents recorded? Can you graph
 - Average number of Incidents per day per month?
 - By problem behavior
 - By location
 - By time
 - By child/adult

Review Example of Office Discipline Referral

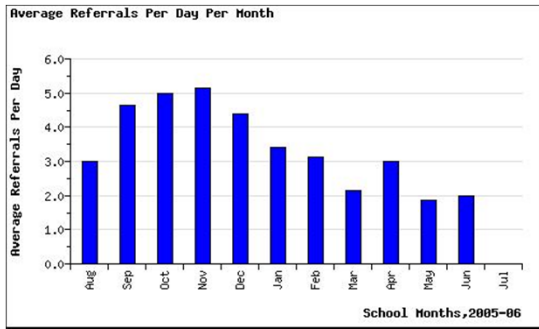
Moving from the story to data-based decision making

Teaching Consistency

- What incidents require documentation
- Incident report form that guides data analysis
- Clear understanding of behavioral definitions
 - Staff are involved in defining behaviors
 - Examples and nonexamples of aggression, self injury, property destruction

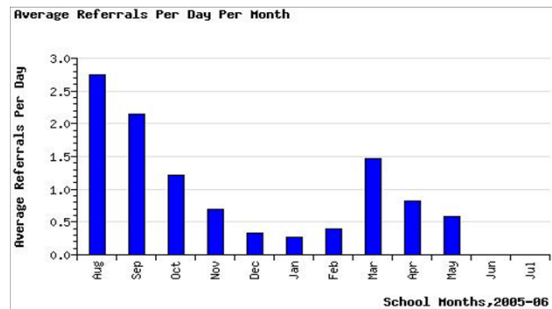
Example from School-wide Data-based Decision Making

Average Referrals Per Day Per Month (Majors Only) 2005-2006

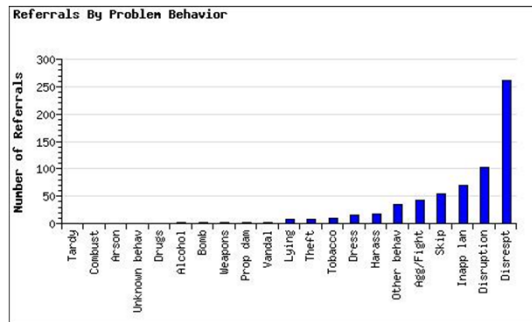


Total Office Discipline Referrals 629

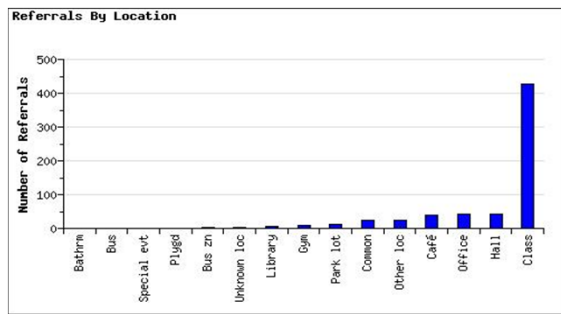
Average Referrals Per Day Per Month (Minors Only) 2005-2006



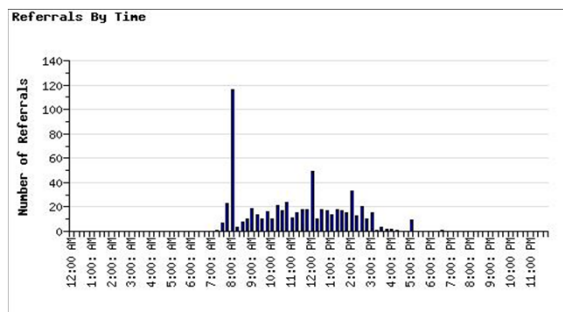
Major Referrals By Problem Behavior



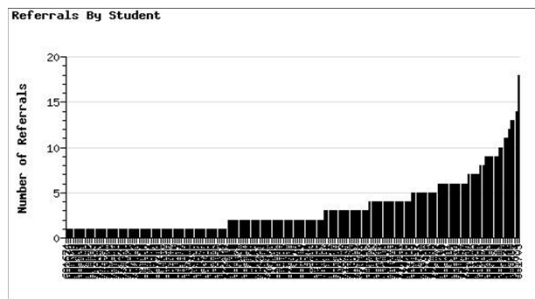
Major Referrals By Location



Major Referrals By Time



Major Referrals By Student



Crisis Planning and Evaluation

- Do staff know what to do when there is a crisis?
- Are there opportunities for staff to practice skills?
- Are data gathered in way in which the team can evaluate what additional trainings and information are needed?

Complete Items 10-21 on the PBS Kansas Checklist

Review Agency-wide Benchmarks
(Responding to problem behaviors,
Crisis plan, and Data-based decision
making)

PBS Planning Team

- Meet on a regular basis
- Document progress using meeting minutes and action planning tools
- Monitor training system
- Build in strategies for reinforcing staff and providing positive feedback
- Find community organizations who will provide resources
- Create a timeline for implementing staff development strategies
- Communicate with all staff/faculty

When Can We Find Time for Staff Involvement?

- Faculty meetings
- Inservice training days
- Workshops
- Surveys
- Small work groups

Gather Information for Team Decisions

- Identify important social and communication skills to be taught
 - As a team in organizations supporting groups
 - With individual families during workshops or during individual visits
- Decide how to create or improve on reinforcement systems for specific types of social skills identified
- Meet to define problem behaviors and continue to improve consistency of responses to problem behaviors

Teaching Matrix Activity

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	<i>Use inside voice</i>	<i>Eat your own food</i>	<i>Stay in your seat</i>	<i>Stay to right</i>	<i>Arrive on time to speaker</i>
Respect Environment & Property	<i>Recycle paper</i>	<i>Return trays</i>	<i>Keep feet on floor</i>	<i>Put trash in cans</i>	<i>Take litter with you</i>
Respect Yourself	<i>Do your best</i>	<i>Wash your hands</i>	<i>Be at stop on time</i>	<i>Use your words</i>	<i>Listen to speaker</i>
Respect Learning	<i>Have materials ready</i>	<i>Eat balanced diet</i>	<i>Go directly from bus to class</i>	<i>Go directly to class</i>	<i>Discuss topic in class w/ others</i>

Teaching Guidelines

- Show, tell, describe
- Practice frequently
- Monitor/supervise use
- Acknowledge/recognize

Complete 22-29 on the PBS Kansas Checklist

Review the Agency-wide Benchmarks sections (Positive Social Behaviors and Reinforcement/Recognition Programs)

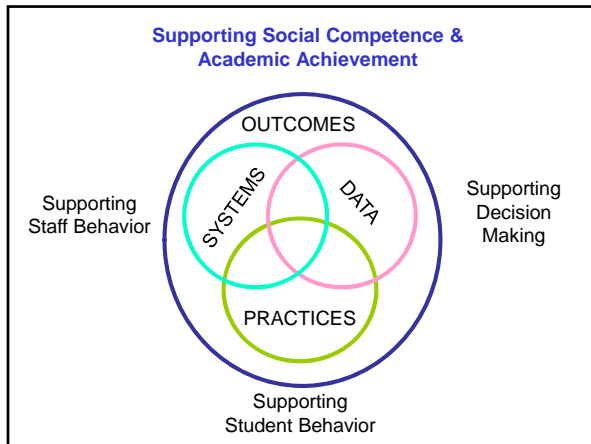
Inservice and Preservice Assessment

Staff Development

- One shot workshops are ineffective
- Longitudinal staff development efforts result in the greatest change
- Develop multiple strategies for training
- Use online resources to supplement training
- Promote ongoing learning
- Take advantage of staff development strengths

Thomas Gilbert's 1978 Behavior Engineering Model

System Variables	1. Valued Outcomes	2. Tools	3. Incentives
Person Variables	4. Skills	5. Ability	6. Motivation



Adult Learning and PBS

- Staff directly involved in creating PBS plans will understand information better and be more motivated to learn
- Applied Examples within training will assist in understanding content
- Ongoing opportunities to understand materials

Strategies to Include in Inservice and Preservice Training

- KIPBS Facilitators can mentor new staff
 - pair up in PBS plan facilitation
 - Review online modules before each meeting
 - Purpose: build larger group of people knowledgeable about PBS
 - Assess whether staff are a good fit for KIPBS
- New staff portfolios
 - Process is guided by staff who checks in with a mentor
 - Portfolios involve seeking out information and discussing it with mentor
 - Visit kipbs online library and describe 3 things learned

Including Online Instruction in Staff Development Planning

Using Online Instruction

- Online instruction can be learner guided
- Staff members can access materials at any time convenient to them
- Materials can printed if internet access is unavailable
- Free time for trainers to provide more onsite technical assistance

KIPBS Resources

- KIPBS Online Modules
- Materials introducing PBS and person-centered planning
- Toolbox & other resources
- Links to PBS, person-centered planning, and medical resources
- Newsletter about current issues in PBS, person-centered planning & related issues

**Assess Technology
Strengths & Resources**

- How many people can access the internet?
 - Managers can access
 - Staff members can access individually
 - Main office resources
- Do materials need to be printed out and disseminated?
- Which individuals in the agency have strong computer skills?
 - Can they show others how to access materials?
 - Can they teach a targeted number of staff to use the internet?

Technology Assessment Tool

**Activity: Complete 30-33 on the
PBS Kansas Checklist**

- Review Agency-wide Benchmarks
 - (Inservice and preservice planning)
- If your organization is interested in KIPBS module materials for inservice and preservice.....
- Read through the readiness checklist. Write down information you know and who could help you answer the questions
 - Share with person sitting next to you the strengths and needs of your organization

Create an Action Plan

- Use self assessment to create long term plan
- Include the types of training that your organization needs to work on (awareness, universal, etc.)
- Create a timeline that will work
- Meet regularly to review data and monitor progress
- Create a system to keep track of training efforts
- Create incentives for staff
 - Staff development points that can be used when considering promotion/raise
 - Recognition and leadership roles

Creating a Long-term Plan

Review the organization-wide annual planning example

Create Mechanisms for Monitoring Training Efforts

- Use data in meetings on a regular basis
- Keep a training schedule
- Streamline data collection (maximize the data already collected)

Possible Outcome Measures

- Individual PBS data
- Incident Reports
- Staff implementation strategies
- Staff turnover rates
- Staff sick days
- Injury documentation
- Individual, staff, family interviews
- Staff stress questionnaires


Activity: What Information Could You Use to Evaluate your Action Plan?

Review Agency-wide Benchmarks
(Evaluation)

Final Steps

- Next Meeting: End of the KIPBS Facilitator training year
 - Bring budget personnel
 - EDS will come present information and answer questions
- Question: Are you interested in meeting before March?
- Please complete the evaluation form...we will use it to improve this process

National Resources: Networking



THE EXPANDING WORLD OF PBS:
Science, Values, and Vision

SAVE THE DATE
WHEN: MARCH 27 - 29, 2008
WHERE: CHICAGO, IL

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The graphic features a blue skyscraper on the left, a vertical red and white 'CHICAGO' sign on the right, and a background of a city map. The text is arranged in a clean, professional layout with a light blue and white color scheme.
