

Facilitators Guide

Positive Behavior Support

E-Learning Modules

Introduction

This Guide is created as a resource for **training facilitators**. It accompanies the 5 Positive Behavior Support E-Learning modules created by Oregon Technical Assistance Corporation and YCHHS Enhanced Residential & Outreach Services through a grant from Addictions and Mental Health Services, Oregon Health Authority.

The modules contain introductory information about Positive Behavior Support. The modules were written for service providers of residential support settings. However, the content of these modules applies to a broader range of programs such as community based support or day programs with minimal adaptation. The principles of Positive Behavior Support are universally helpful in all settings that provide support to individuals with exceptional needs.

This Guide is written as instructional resources for training care staff, mental health staff, and administrators. Each module may be viewed as a group or individually. After staff has viewed each module, The Facilitators Guide provides key discussion and activity ideas for the information just viewed. Discussion and activities will facilitate Positive Behavior Support best practices becoming used into daily practice.

Each module has a separate section in this Guide. The contents of each section include:

1. Overview of module content
2. Group discussion and activities forum
3. Post-test

Overall Learning Objectives

The Modules as a whole provide information on:

1. How to approach and interact with clients in personalized ways.
2. How to develop environmental support for greater individual satisfaction.
3. How to build positive relationships with clients that are successful, yet professional.

Positive Behavior Support E-Learning Modules-

1. Person centered practices
2. Understanding behavior as communication
3. Procedures to promote expected behavior and deter problem behavior
4. Environmental modifications and supports
5. Establishing healthy boundaries and relationships



Introduction to Positive Behavior Support

Positive Behavior Support (PBS) is evidence based practice in which support strategies are applied to an individual's life that increase quality of life and decrease any difficult behavior present. This occurs through creating positive ways to get needs met by adjusting the environment and personal interactions. PBS strategies are effective interventions that increase an individual's success, personal satisfaction, and positive social interactions. PBS achieves improved quality of life that includes an individual's preferences and social belonging.

PBS is based on behavioral and medical science both. This begins by understanding that behavior is considered purposeful and under the control of environmental factors that can be changed. PBS strategies emphasize support to the individual that are effective in natural everyday settings. PBS uses information concerning an individual's mental health or medical issues to understand the interaction between the physical and environmental factors that influence behavior.

Module 1: Person centered practices

Objectives:

- 1. Define person centered practices**
- 2. Learn about person centered interviews and conversations**
- 3. Understand how to increase “meaning” in everyday activities**

Overview

Define person centered practices

Person-centered practices make use of an individual's strengths rather than deficits and problems to develop support. Person-centered planning believes if an individual's needs are met in a positive way then problem behavior will be reduced or eliminated altogether.

Positive Behavior Support (PBS) uses person centered practices to enhance an individual's quality of life. This may include information about events and plans along with control, choice, and predictability in their personal lives. Person centered practices considers what an individual wants and works to meet those needs while maintaining their health and safety.

Learn about person centered interviews and conversations

Interview approaches are demonstrated and explained with the goal of gaining person centered information in ways that allows the individual to share their own ideas and possibly bring out new ideas. The approaches can be used in a face-to-face interaction or in a very informal manner while staff are engaged in other tasks with the individual. Strategies involve planned questions that are designed to draw out information easily.

Understand how to increase “meaning” in everyday activities

Individuals receiving care and services can experience greater fulfillment through staff efforts. In addition to spending time with an individual, staff may organize activities in such a way that the individual can do things they enjoy their own or with friends. PBS uses person centered practices to supply important insights that allows the creation of support that is individualized. As staff



carry out daily assignments with individuals, meaning can be increased within each interaction in simple ways.

Module 1 Person Centered Practices Discussion and Activities

- Discuss how to bring person centered practices in all events and activities in the day of an individual?
 - a. Listing activities that are daily routines can be a starting point with ideas to make them more personal brain stormed for each.
 - b. A discussion about adding person centered practices for “Bob” may not be the same for “Jan” or for “Ed”.
 - c. A discussion about adding more individualized ideas for “Jane” may be important when she is having a difficult day while other days some of the additions may need to be varied to accommodate her changing needs.
- Discuss how a balance can be created in what is important to an individual while paying attention to is important for their health and safety? As discussion leader, think about some of the individuals receiving support to be specific about what they want and then brain storm how that can be balanced.
- Discuss how to organize a board game so that individuals who have a hard time remembering the rules can play and not get into conflict over the rules as well as play without staff helping them?
- How can to organize personal possessions so the individual can feel they have control in their own room?

Post Test

- Behavior support focuses on improving the quality of life of an individual who engages in difficult behavior. T F
- We need to know what is important to the person in order to:
 - a. Just give them what they want.
 - b. Stop their behaviors of concern.
 - c. Provide them with behavior support.
 - d. All of the above.
- People use difficult behavior to get information. T F
- What’s “important FOR” a person is about what they need in order to be:
 - a. Nurtured
 - b. Healthy and safe
 - c. Calm
 - d. Engaged in activities they like
- How can we learn about an individual receiving support?
 - a. Talking with them.
 - b. Do an activity with them such as playing cards.
 - c. Watch them interact with others.
 - d. All of the above.



- Interviewing is an important way to obtain the individual’s viewpoint. T F
- In learning about an individual, the staff has no impact on whether or not they choose to share information or participate. T F

Module 2: Understanding behavior as communication

Objectives:

- 1. Understand how an individual’s behavior gives information about their needs.**
- 2. Understand how relationships and general well-being relate to difficult behavior.**

Understand how an individual’s behavior gives information about their needs.

Positive Behavior Support (PBS) recognizes difficult behavior is often an outcome of wants, requests, and desires in a person’s life. These needs are not being met in ways that satisfies or works for the individual and those around them.

PBS examines difficult behavior to determine the message which the individual is attempting to communicate through their behavior. These messages often communicate information about the individual’s relationships, sense of well-being, and feelings of value or self-worth.

PBS teaches that a quick fix to change difficult behavior that uses direct attack or suppression of the behavior is counterproductive. Since difficult behaviors are a reflection of unmet needs, they are “meaning-full” to an individual. The preferred approach is to find out what the individual needs so that supportive, helpful assistance may be given.

Understand how relationships and general well-being relate to difficult behavior.

To understand an individual’s needs, it is important to establish a relationship with an individual. Through this relationship greater understanding about an individual will occur. This understanding helps unlock the ‘language’ of behavior and what emotion is driving the behavior.

General well being and resulting enjoyment of daily events will increase an individual’s satisfaction which in turn counteracts difficult behavior.

Module 2 Understanding behavior as communication Discussion and Activities Section

- Discuss why difficult behavior occurs for an individual receiving support? Use specific examples of behavior that occurs frequently and why it may be happening from a “needs” standpoint.
- Activity: Communication and Behavior
 - a) Use the activity matrix below
 - b) List several difficult behaviors that occur with individuals receiving support in your program.
 - c) List out with the group what these behaviors may be communicating.



- d) Complete the other columns through discussion-
- e) What else is happening in the area or with others at this time
- f) What might we do to respond to the “communication” the individual is giving?

Communication and Behavior Activity
Module 2: Understanding Behavior as Communication

_____does this-	We think it means:	We might provide support by....

- Discuss the impact of loneliness. Explore how the group experiences loneliness (if they do) and then what they do about it or how they express it.
 - a. Does anyone experience uncertainty toward feeling safe and secure, disappointment, discouragement, helplessness, or inferiority?
 - b. How do these feelings get expressed in most people? In individuals receiving support? How many of have friends? Regular visitors?
 - c. What can be done to help counteract feelings of loneliness in behavior support?

Post Test

- A significant proportion of problem behavior occurs for no reason. T F
- Behavior is:



- a. Anything a person does or thinks about that is a risk to their safety and that of others.
 - b. Something you can't see.
 - c. Something that people do only for attention.
 - d. Any observable action.
- When difficult behavior is encountered what does positive behavior support recommend to do?

Module 3: Procedures to promote expected behavior and deter problem behavior

Objectives:

- 1. How to recognize and disengage from power struggles**
- 2. Using effective communication to promote positive behavior**

How to recognize and disengage from power struggles

Application of Positive Behavior Support (PBS) principles will help individuals gain more control over their lives and increase their choices. When Staff share choice-making, offer planned redirection, and assist with problem solving, power struggles can often be avoided.

Using effective communication to promote positive behavior.

Good communication involves knowing when, what, and how to communicate. Positive communication strategies may include humor, careful explanations, and practicing non-threatening non-verbal communication.

Module 3 Procedures to promote expected behavior and deter problem behavior Discussion and Activities

- What motivates or drives your own actions?
 - a. Think of a habit you would like to change
 - b. Why is it hard to change
 - c. What keeps the habit going
- Discuss each of the prevention topics for what Positive Behavior Support has to offer, how that topic is used, and how it relates to bringing about expected behavior while reducing difficult behavior:
 - a. Person centered planning
 - b. Redesigning the environment
 - c. Being aware of Staff attitudes and communication
- Discuss the dynamic that occurs in a power struggle. Why do they occur and what solutions can be found to disengage when a power struggle happens?

Post Test

- The only important outcome of Positive Behavioral Support is the reduction of problem behavior. T F
- Nonverbal communication is important because Staff should be careful of what words they say to an individual. T F
- Time to process communication is needed to avoid confusion for many individuals. T F
- How is communication used to create positive behavior and build relationships?

Module 4: Environmental modifications and supports

Objectives:

1. **Learn how to design and implement support using environmental modifications, functional routines, visual planning, and activity organization.**

Learn how to design and implement support using environmental modifications, functional routines, visual planning, and activity organization.

Environmental arrangement is an important support approach that Positive Behavior Support (PBS) makes use of. This may include creating clear physical arrangements, minimizing distractions, and including individual preferences in the environment in an engaging manner.

Functional Routines are a powerful source of support as they use the strengths of individuals. Good routines are necessary in everyday activities and provide stability and comfort. Within routines, activity organization may use clear visual cues and provides “islands of predictability”. Activity predictability uses information to answer the 5 important questions from the perspective of an individual:

1. Where am I going?
2. What am I doing when I get there?
3. How much will I be doing, i.e. how long, how much, how many?
4. How will I know when I'm finished?
5. When I am finished what is next?

Module 4 Environmental modifications and supports Discussion and Activities

- Discuss how redesigning the environment can make difficult behavior irrelevant or unnecessary.
- Discuss what type of calendar, day planner, watch, or other organizer that the group uses. How do these organizers help? Brainstorm how organizers and planners might help individuals receiving support.
- Discuss how important it is to keep routines the same....which routines are the most important to keep consistent? How can consistency be maintained when there is different Staff involved at various times?



Post Test

- Visual planning isn't needed when the daily schedule is usually simple and very little changes each week. T F
- It is an effective method in PBS to let Individuals remember their routines are on their own and tell Staff how it needs to be done each time it is done. T F
- Describe what types of environmental or visual support you have in your life. How do these supports relate to creating support in the setting you work in?

Module 5: Establishing healthy boundaries and relationships

Objectives:

1. Understand human relationships.
2. Understand need for predictability, control, and social support in lives.
3. Learn how to disengage from unhealthy social interaction.

Understand human relationships.

To establish healthy relationships with individuals, it is important to understand what guides relationships. Positive Behavior Support (PBS) views relationships as central to feeling valued. This feeling of value starts the cycle of seeking and being involved in healthy relationships. PBS uses person centered practices to build healthy relationships.

Understand need for predictability, control, outlet, and social support in lives.

To help others achieve what they want in relationships is it important to understand what predictability, control, and social support are. Predictability occurs in successful routines and makes an individual less vulnerable to stress. Predictable routines give an individual a foundation for greater competency from other stressors. Through strong relationships with an individual, there is greater willingness to learn new things more often and develop that competence needed to feel successful and in control.

Learn how to disengage from unhealthy social interaction.

Healthy personal boundaries are an important Staff resource which operates as borders or limits in healthy relationships. When an individual is engaged in difficult behavior, healthy person boundaries will rely on clear problem solving and careful listening to the words of an individual rather than the tone or forcefulness used. Interaction is an opportunity to show the individual the value of relationships -- safe, predictable, nurturing relationships. Relationships offer context and meaning to daily life.

Module 5 Establishing healthy boundaries and relationships

Discussion and Activities

- Discuss how predictability is an antidote against anxiety and stress and how this works in small daily routines. Many people take these for granted but the sameness of these routines is comforting. Further discuss what “comfort routines” do for difficult behavior.
- Why is it important to consider an individual’s social network when designing positive behavior support strategies?

Post Test

- Staff communicate with individuals verbally as well as visually. T F
- Describe a situation in which an individual can become verbally aggressive and how you would take action in that situation to avoid a power struggle.

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