

# Universal PBS Training Materials



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# Goals for the Day

- Preparing for Implementing Secondary and Tertiary Prevention
- Review of Universal PBS and Where Your Team is in the Process
- Share Direct Observation Strategies for Increasing
  - Person-Centered Behaviors
  - Positive Social Behaviors
- Preparing for Individual PBS
  - Person-Centered Plan
  - Functional Behavioral Assessment
  - PBS Planning

# Implementing Multi-Tiered Systems of Support

## Person-Centered Practices & Planning

### Tertiary Stage

- In Depth Person-Centered Plans
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Teams Monitor Plan Progress

### Secondary Stage

- Monitor PCT Action Plans
- Additional Quality of Life Strategies
- Increase Strategies for Supporting Independence and Community Involvement
- Mental Health and Wellness Interventions

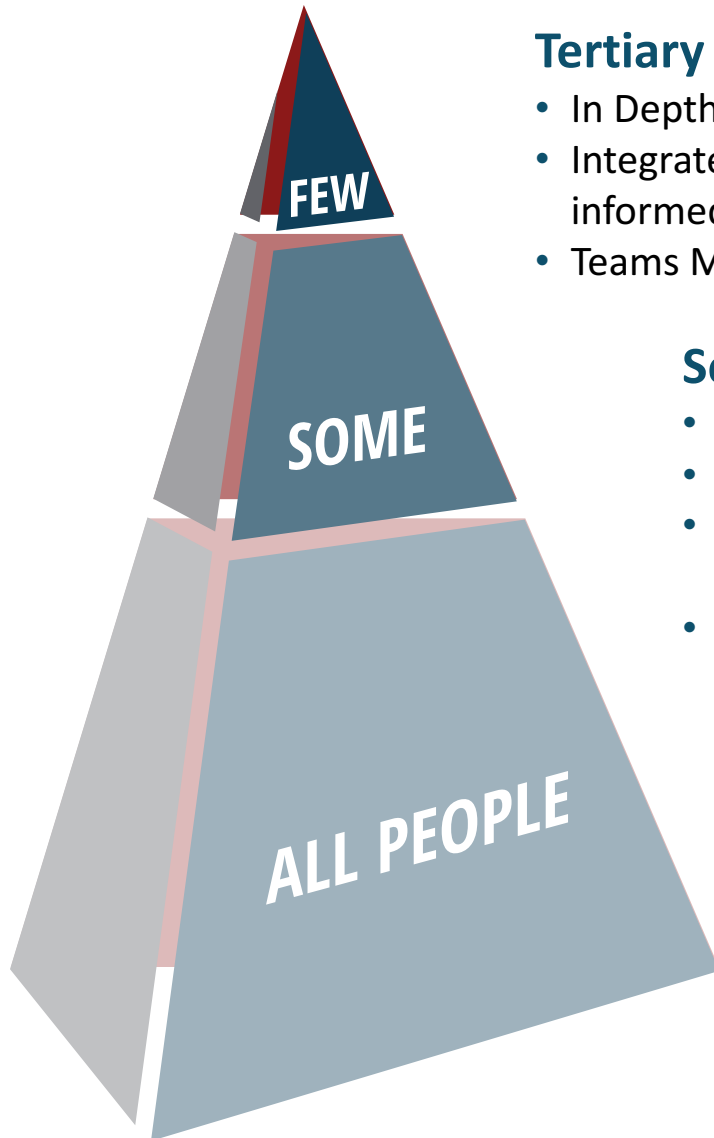
### Primary Stage

- Universal Person-Centered Strategies
- Encourage Self Expression
- Self-Determination and Choice Making
- Meaningful Participation in the Community

Positive Behavior Support

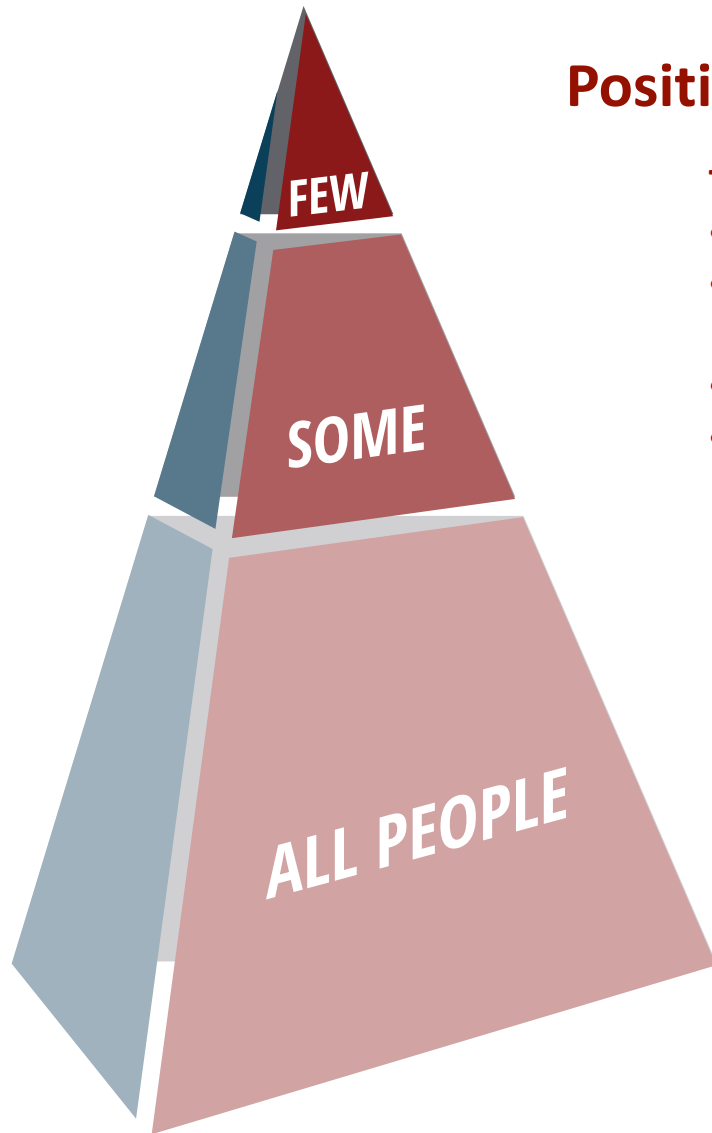
Person-Centered Practices  
& Planning

Organizational Workforce



# Implementing Multi-Tiered Systems of Support

## Positive Behavior Support



### Tertiary Stage

- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Monitored- Data-Based Decision Making
- Teams Monitor Progress of Each Person

### Secondary Stage

- Early Intervention and Data Monitoring
- Additional Supports for Key Social Skills
- Function-Based Decisions
- Simple Interventions
- Mental Health and Wellness Interventions

### Universal Stage

- Teach and Encourage Communication
- Predictable and Proactive Settings
- Encourage and Reinforce Social Skills
- Consensus-Based Team Focus
- Emphasis on Using Data For Decisions

Positive Behavior  
Support

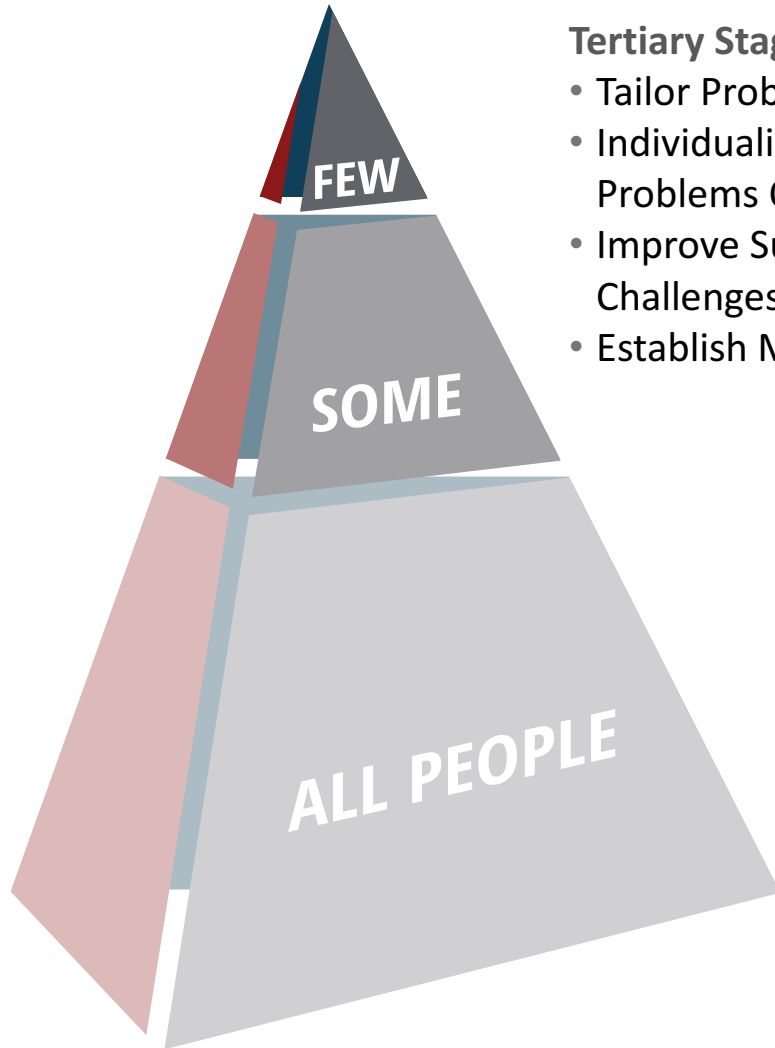
Person-Centered  
Practices & Planning

Organizational Workforce



# Implementing Multi-Tiered Systems of Support

## Organizational Workforce Development



### Tertiary Stage

- Tailor Problem Solving for Specific Problematic Situations
- Individualize Training and Mentoring to Address Unique Settings Where Problems Occur
- Improve Supervision and Mentoring for Locations Experiencing Challenges
- Establish Matching/Hiring Tailored to Individualized Plans

Positive Behavior Support

Person-Centered  
Practices & Planning

Organizational Workforce

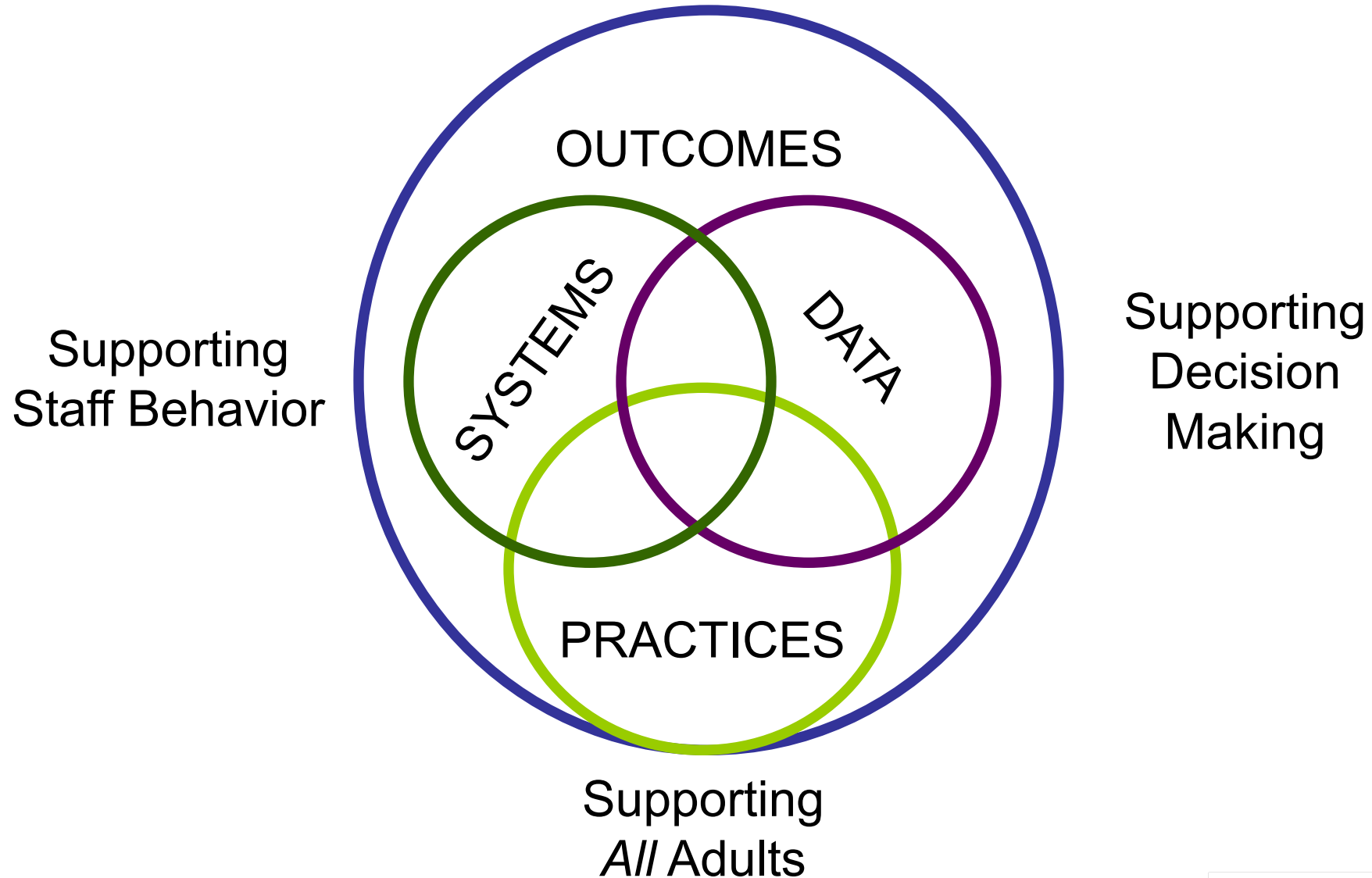
### Secondary Stage

- Monitoring and Early Intervention
- Training Targeted for Groups
- Targeted Strategies to Improve Specific Settings
- Simple Problem Solving for Challenging Situations That Occur in More Than One Situation

### Universal Stage

- Align Policies to Person-Centered Practices
- Revise Job Descriptions, and Performance Evaluations
- Integrate Person-Centered Practices and PBS With New Orientation and Ongoing Instruction
- Use Data for Decision Making

# Improving Quality of Life



# Examples of Universal PBS Strategies

- Person-Centered Thinking Strategies
- AAIDD Positive Behavior Support Curriculum
- The Tools of Choice Social Skills Curriculum
- Health and Wellness Strategies
- Build Natural Supports
- Strategies for Increasing Positive Social Interactions

# Primary Stage Universal Strategies

## PC Practices

- Assess Organization Across Areas
- Create Work Plans by Area
- Use PCT Tools
- Implement Person-Centered Strategies Across Levels
- Build Capacity for PCT and PoL

## PBS

- Identity Social Values
- Learn and Practice Social Behaviors
- Improve Social and Physical Environment
- Recognize and Reinforce
- Increase Consistency
- Build PBS Capacity

# Secondary Stage

## **PC Practices**

- Continue Expanding Impact of Work Plans Across Areas
- Team Monitors Quality of Life
- Early Intervention to Improve Outcomes
- Simple Strategies for Improving Quality of Life
- Person-Centered Planning Strategies
- Build Natural Support Networks
- Coach Meeting and Supports

## **PBS**

- Team Monitors for Early Intervention
- Simple Function-based Problem Solving
- Data-based Decision Making
- Additional Supports for Social Behaviors
  - Building Friendships
  - Increasing Independence,
  - Mental Health-related Supports

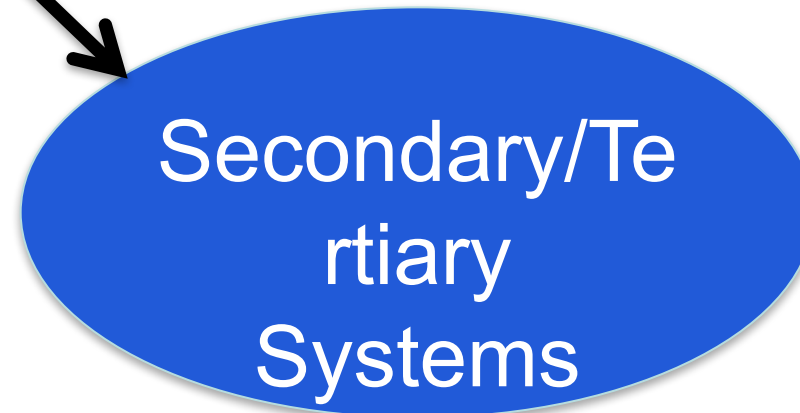
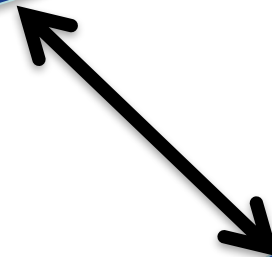
# Tertiary Stage

## **PC Practices**

- Continue Expanding Impact of Work Plans Across Areas
- Monitor Person-Centered Plans
- Use Quality of Life Data for Decision Making
- Tailor Types of Person-Centered Planning for People
- Training and Mentoring to Expand Planners Across Organization

## **PBS**

- Monitor PBS Plans
- Coordinate Quality of Life Evaluation Across Positive Supports
- Data-based Decision Making
- Improve Interagency Collaboration and Community Mapping
- PBS Plans Integrated Within Person-centered Plan



# Function-Based Thinking

Identify Why We Engage in Behaviors

- Escape or Avoid
  - People
  - Situations
  - Things
  - Internal Physiological Response
- Obtain Access to
  - People
  - Situations
  - Things
  - Internal Physiological Response

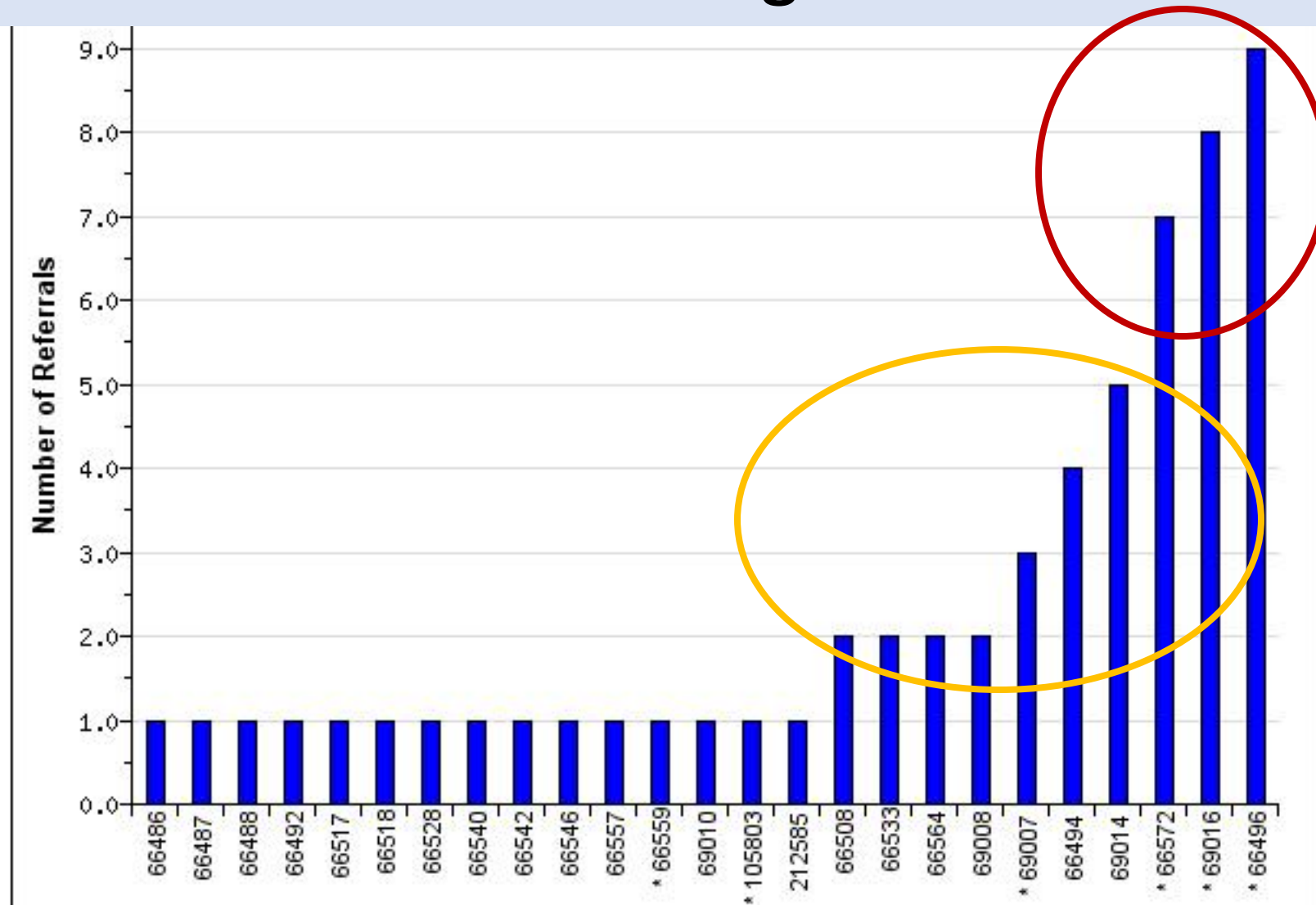
Replace Problem Behavior with A Positive Alternative



# Major Goals Of Universal PBS

1. Promote Positive Social Interactions
2. Design Positive, Proactive, Predictable Environments
3. Establish Data-Based Decision-Making Systems

# Incident Reports & Data-based Decision Making



People:

Incidents: 59

# Incident Report Webinar

Review if You Missed This Webinar

# Discussion: How Incident Reports/BIRF Data and Other Indicators of Problems Are Used for Decision Making

## **Providers**

- Use to Identify Whether PBS Implementation is Effective
- Identify What Social Skills Are Priorities
- Team-Based Decision Making

## **Case Managers**

- Encourage Teams to Use Data for Decision Making to Guide Problem Solving
- Provide Training and Support to Ensure Prevention-Based Problem Solving
- Assess Effectiveness of Strategies for Increasing Quality of Life and Social Skills

# Quality of Life Domains (QOL)

1. **Emotional Wellbeing** -(Feeling Empowered and Experiencing Positive Emotions)
2. **Interpersonal Relations** - (Opportunities for Friendship and Intimacy, Quality of Interactions With Others)
3. **Material Well-being** -(Ownership of Possessions, Meaningful Employment)
4. **Personal Development** –(Opportunities for Education and Habilitation)
5. **Self-determination** -(Setting Personal Goals, Making Decisions About Important Life Choices)
6. **Physical Well-being** -(Optimal Health Care and Nutrition, Mobility & General Wellness)
7. **Social Inclusion** -(Natural Support Networks Inclusive and Integrated Environments)
8. **Rights** -(Experience of Ownership of Key Items and Property, Allowed Due Process, Privacy and Barrier Free Environments are Available).

Quality of Life Assessment of the Social & Physical Environment Survey

Survey Instructions

Circle the number that best reflects how much you agree with the statements below as it applies to the area or setting in which you are working. A score of one on the tool indicates you strongly disagree with a statement, a score of two indicates you disagree, a score of three indicates agreement, and a score of 4 indicates strong agreement.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	DK

Unless the item is clarified, statements address everyone in a particular setting as appropriate such as people living and/or working in a setting, direct support professionals, managers, family member/guardians, community members, etc. The interview questions (at the end of this survey) are used to ask people receiving support their opinion about key questions in each quality of life domain.

Personal Development

Personal Development	Strongly Disagree		Strongly Agree		Don't Know
1. People living and/or working in this setting regularly participate in activities and tasks that are useful and meaningful to their daily lives	1	2	3	4	DK
2. People living and/or working in this setting participate in a variety of different activities that promote learning and independence	1	2	3	4	DK
3. People living and/or working in this setting receives instruction on activities and skills that are useful and meaningful to their daily lives	1	2	3	4	DK
4. Everyone in this setting in this setting has the opportunity to learn new social and interpersonal skills	1	2	3	4	DK

# Implementing Positive Behavior Support at the Universal Level



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# Positive Behavior Support Definition

- Assessing behavior in natural contexts
- Redesigning the environment
- Teaching of new prosocial skills
- Reducing the natural rewards associated with problem behavior
- Emphasizing the rewards for prosocial behavior
- Nurturing the organizational systems
  - Communication
  - Policy
  - Data collection and use
  - Time for planning and support



# Building PBS Capacity: Example of Levels of Experience Needed

	<b>Universal Team &amp; Staff</b>	<b>Tier 2/3 Team</b>	<b>PBS Facilitator</b>	<b>Behavior Analysts</b>
<b>Informal FBA</b>	X			
<b>Level I: Simple FBA</b>	X	X		
<b>Level II: Complex FBA</b>	X	X	X	
<b>Level III: Functional Analysis</b>	X	X	X	X

# Next Steps

- Create A Plan to Distribute the Survey to Staff
- Focus on Pilot Area for Assessment
- Gather Responses to Survey
- Review the Results This Year the Best You Can
- Key Contact Sends Surveys to ICI
- We Will Graph Data for Day 4

*“Mindfulness makes it possible to see connections that may not have been visible before. But seeing these connections doesn’t happen as a result of trying—it simply comes out of the stillness.”*

Peter M. Senge, [Presence: An Exploration of Profound Change in People, Organizations, and Society](#)

# **Actively Practicing and Teaching Positive Social Skills for Everyone**

***“Face it, we are the human race and we don’t like being told what to do!”***

***-Simon Pegg World’s End***

***You can’t change anyone else but people do change in relationship to your change. All relationships are a system, and when any one part of a system changes, it affects the other part***

***-Jack Canfield***

# Identify Ways to Communicate

- Team Meetings
- Staff Meetings
- Trainings
- Coach Meetings
- Other Events
- Newsletters
- Website

*\* Build Into Existing Communication Whenever Possible*

# People Involved in Improving Social Interactions Together

- People Receiving Services
- Staff Members
- Family
- Guardians
- Case Managers
- Community Members

# Universal PBS Means Building a Positive Social Experience

## Everyone Works Together to:

- **List** Key Person-centered Values
- **Identify** the Social Behaviors That Reflect These Values
- **Create** a Plan for Increasing Social Interactions
- **Support** and Recognize Each Other, Help Encourage and Prompt
- **Celebrate** Success



# Person-Centered Values in a Mental Health Clubhouse

		Times of Day					
		Free Time	Outside Activities	Before Lunch	During Lunch	After Lunch	End of the Day
Person-Centered Values	Respect Each Other	Respect Each Person's Personal Space	Smoke in Designated Areas, Tip Your Servers	Move Out of the Way for Someone Trying to Get Through,	Allow People Time to Finish Lunch Peacefully	Check if Others are Finished Before Starting to Clean Up	Jump In and Offer to Help!
	Take Care of our Space	Pick Things Up That Are on the Ground	Throw Garbage in Can, Clean up After Yourself	Pushing in Chairs	Keep a Clean Table	Clean up your Dishes, Push in your Chairs	Tidy Up and Organize
	Work Together	Share Information and Ideas	Help Carry Things for Other People	Offer to Help to Finish Tasks	Help Each Other get Stuff Done!	Offer to Help People Who May Need It	Share the Tasks so People Don't Always Have to do the Same Thing
	Appreciate Diversity	Learn About Each Other's Uniqueness	Be Sensitive to What Other People Would Like to Do	Know That We all do Things Differently!	Everybody Moves at Their Own Pace	Be Aware that Others Have Different Eating and Clean-Up Rituals and Routines Than You	Be Sensitive to People's Routines as We Clean up

	Times of Day	Free Time	Cleaning Up	Lunch Time	Fundraising	During Outside Activities
V a l u e s	Respecting Each Other	Respect another's privacy, Understanding differences	Offer to help each other, talk to each other kindly if something isn't working	Push in/pull out chairs for others, Ask if help is needed	Everybody can do something, break bigger jobs into smaller parts	Respect each other's preferences, follow the rules, watch out for each other
	Having a Positive Attitude	Be aware of your environment, Be aware of how other's are feeling	Respect people's differing abilities, Get involved	Talk to people that you may not otherwise talk to	Help out where you can, participate in Clubhouse meetings and offer suggestions	Appreciate the moment and activity, say thank you to those who plan activities
	Working Together	If there is nothing to do, get together and decide to do something, Clean up after yourself	Offer to help each other with the bigger tasks	Clean up after yourself, allow people time to finish eating before cleaning up/try not to rush people	Develop committees to break down the bigger jobs	Be friendly, clean up after yourself, be neat
	Positive Communication	Respect boundaries, have compassion, use humor respectfully	Ask for help if you need it, offer help if you see someone needs it	Use manners (please and thank you), thank the people who cook and serve you	Plan more fundraisers, talk about how to plan them at Clubhouse meetings	Be polite to the public and each other
	Volunteering	Welcoming new members, help others to participate more	Try out different tasks, try not to always do the same things	Pay attention to what chore/cleaning needs to be done	Volunteer for what you can, attend Clubhouse meetings to learn of and present opportunities	Help other people stay on time and with the group
	Support for Each Other	Offer to help, share computer time, only share things with others that you are comfortable sharing	Take turns doing tasks, develop teams for getting bigger cleaning projects done	Help out where you can - 2 people can do a job faster than 1	If someone or a committee needs help, offer assistance	Be friendly, get involved in planning activities

# Clubhouse Participants Created Thank You Notes and Give Each Other Recognition and Thanks When They See Examples of Values

JEN C Thank you  
FOR Being my  
Friend

THANK  
YOU!  
😊😊😊😊  
That was nice!

"Thanks for your  
Kindness"  
🌸😊

Thanks  
So Much

THANK  
4  
YOUR HELP!!

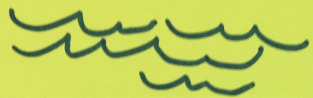
😊 thank you so very  
much and have a wonderful  
day  
and thank you for your Help  
🌸

Thanks for  
listening.

THANKS FOR A  
PLACE TO COME &  
BE FREE. 😊  
SMILE

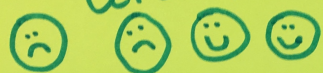


This too shall  
pass

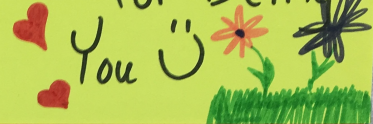


KEEP  
SMILING

turn upside-  
down



~Thank you  
for being



Oh  
★ happy ★  
★ day .....

Thank  
you

AWESOME

"have a good  
Day" !!!

KEEP THE  
UP GOOD  
JOB

Looking  
Good

AWESOME  
JOB

WE ARE  
Proud of  
you

Thanks for the  
experiences and  
people I encounter  
here. Thanks for growth!



THANKS for  
Passing a SMILE



Thank you for doing your  
cross.

Hope your day was/is great.  
Thank you for your help.  
Thanks for coming to  
see to take care. Make more.

Thank you  
for being a  
friend ☺

Thank You for Your Help



THANK FOR  
BEING SO KIND



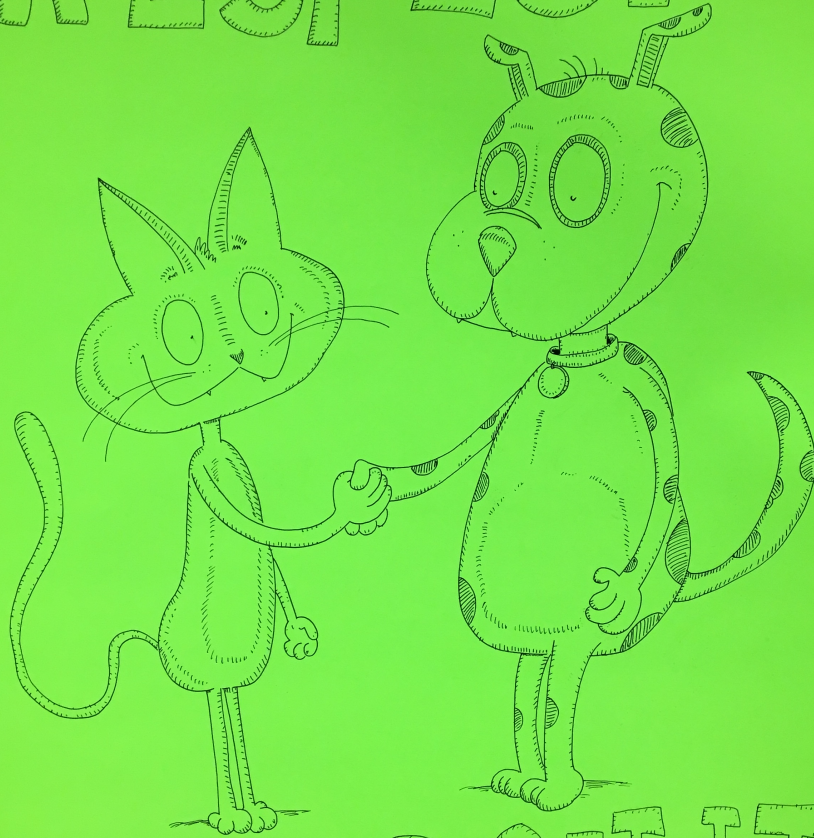
Thank You  
for  
Your Kindness



Thank  
you



# RESPECT



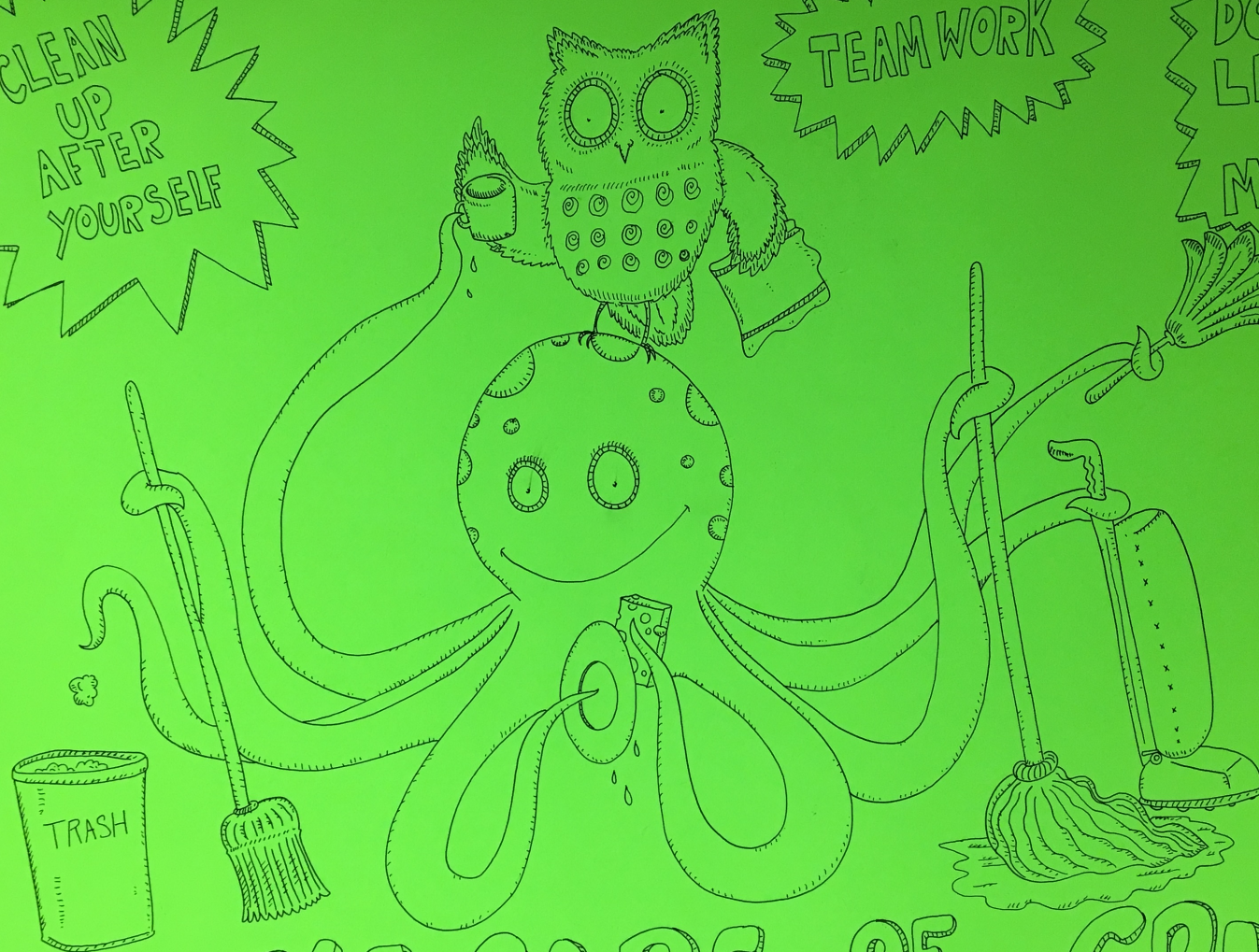
# GIVE IT 2 GET IT



CLEAN  
UP  
AFTER  
YOURSELF

TEAMWORK

DONT  
LEAVE  
A  
MESS



TAKE CARE OF  
OUR SPACE



## Artwork Under Construction at the Clubhouse



# First Steps to Prepare for Roommate Expectations

	Morning	Returning Home	Meetings	Meal Prep	Chores
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Follow morning routine</li> <li>• Communicate any changes in advance</li> </ul>	<ul style="list-style-type: none"> <li>• Allow people time and space to settle in</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to understand</li> <li>• Come to the meetings</li> <li>• Work together</li> </ul>	<ul style="list-style-type: none"> <li>• Say thank you for cooking dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Complete chores (follow-through)</li> <li>• Do them well!</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ask and offer</li> <li>• Communicate any changes in advance</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and offer</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and offer</li> <li>• Call a meeting if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and offer</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and offer</li> </ul>
<b>Caring</b>	<ul style="list-style-type: none"> <li>• Understand what your housemate wants in to morning. *Ask what you would want to see</li> </ul>	<ul style="list-style-type: none"> <li>• Asking how your day was and being okay with reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Use PCT tools and help each other see the differences between us</li> <li>• Work together</li> </ul>	<ul style="list-style-type: none"> <li>• Offer to cook if the other person doesn't want to</li> </ul>	<ul style="list-style-type: none"> <li>• Offering to fill in or share the chore</li> </ul>



# Public Health Team Matrix Example

		SETTING						
		Office	Travel	Breaks	Meetings	Paperwork	Leave Work	
	Clear, Open Communication	Meet with administrators/supervisors/colleagues to share concerns	Keep calendars up to date so people know where we are	Being sensitive to topics being brought up related to work	Share ideas, opinions, and honest reactions during the meeting	Laying out what needs to be done each day  Make it “do-able”	Make sure people know what is happening the next day	
	Respect Each Other	Be aware of smells, music, cooking food, etc. in a manner that respects the rights of your cube mates	Plan your schedule around calls. If you are late, call	Learn more about each other and share	Allow those to speak who want to	Take the time to greet each other <b>even</b> when in the midst of work	Acknowledge the efforts and work of the day	
	Help Each Other	Offering Assistance – “Do you need help?”	Offer to take turns driving	Encourage others to take a break	Problem Solving – Look at tools for Problem solving and finding solutions	Look out for each other and the things that need to be done. Ask how you can help	Turn off the lights – Encourage people to leave work at the door	

# Person-Centered Community Supports – County Meeting

Values	Before Meetings	At the Beginning of Meeting	While Sharing Person's Information	Supporting Other Team Members
<b>Use Person-Centered (PC) Language</b>	Use PC Language in Documents (Emails, Handouts)	Provide Reminders Before Meeting (Be Sensitive to Acronyms Too)	Be Receptive and Aware of Language Used	Celebrate Use of PC Language as Team
<b>Show Your Respect for People</b>	Use Active Listening During Conversation	Attend Meetings on Time  Cell Phones to Vibrate	Share Only Information Needed  Provide Feedback to Others	Listen to Others and Ask if Feedback is Invited
<b>Demonstrate Appreciation of Culture</b>	Review Plans and Discuss Role and Identity & Culture	Review Possible Cultural Bias and Assumptions	Share Thoughts on the Role of Culture in Person's Life	Discuss How Culture Can be Incorporated Into Plan

# Who Is Involved In Building a Positive Social Environment?

- People Receiving Services and Supports
- Staff members, Managers and Administrators
- Family Members, Guardians
- Advocates and Community Members

# **Practicing Positive Social Behaviors**

## **After Completing the List of Social Behaviors and Locations**


- Assess the Ability of People Living or Working in a Setting and Staff
- Create a Plan for Teaching New Skills
- Schedule Opportunities to Practice Social Interactions
- Show Examples and Nonexamples of Social Interactions

# Creating a Plan to Implement

- Create Skits That Show Examples and Nonexamples of a Positive Social Interaction
- Review Each Person-centered Value and Ask Staff to Make Up a Skit For Each Location/Setting
  - Encouraging Choice In The Morning
  - Example/Nonexample
  - Schedule Opportunities to Practice
- Create Activities With Skits Ask
  - Staff to Act Out Nonexample of Social Interaction
  - Staff Act Out the Positive Example

# Plan for Practicing Social Skills

*Visual From: Freeman, R., Miller, D., Wolfe, J., & Earley, A. (2011). Kansas school-wide positive behavior support. KansABA. Overland Park, KS.*

 <div> <u>Teaching Behavior and Social Skills</u>            SPUR sharpener         </div>	
Step 1: Identify the expected behavior and describe it in observable terms	
The students will use the bathroom in an appropriate manner	
Step 2: Rationale for Teaching the Rule and data to support (Why is it important, give example)	
Be time efficient in the restroom. Keep our school looking nice. Keep students safe.	
Step 3: Identify a Range of Examples	
Positive Examples of Expected Behavior	Negative Teaching Examples
Pick up trash Respect school property/flush Wash hands Hall pass Report messy situations in the bathroom	Missing trashcan and not picking it up Writing on stalls Goofing off instead of taking care of business Yelling Hanging off the doors. Too many students in restroom at one time
Step 4: Practice Role Playing Activities	
Model Expected Behavior-Lead student through behavior- Test student	
          *Remember to teach 4 positive examples to 1 negative example	
Step 5: Responding to Behavior in Classroom & Role Play	
Reinforcement for Expected Behavior	Corrective Feedback for Misbehavior
Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom	

# Using New Skills

Assess Skills and Develop Plan for Teaching and/or Prompting:

- Break Down A Task to Teach Something Systematically (Task Analysis)
- Shaping Behavior
- Prompting Behavior
- Reinforcement

# Teaching New Skills: Task Analysis

## Break Down Steps Into Basic Elements

**Below is an example of a task analysis of teaching a learner to turn on the Wii.**

- 1) Find remote
- 2) Press power button on remote for TV
- 3) Press channel 3
- 4) Walk to Wii
- 5) Press power button on Wii
- 6) Go to shelf
- 7) Pick out game
- 8) Take game out of case
- 9) Press Wii game into Wii
- 10) Put case on shelf
- 11) Sit on couch
- 12) Play!

<http://www.kcbehavioranalysts.com/aba-toolbox>



# **Additional Universal Interventions: Skill Development**

- College of Direct Support
- AAIDD Positive Behavior Support Curriculum
- The Tools of Choice Social Skills Curriculum
- Health and Wellness Strategies
- Social and Emotional Skill Development
- Second Steps (Education)

# **Strategies for Increasing Awareness**

*“Mindfulness makes it possible to see connections that may not have been visible before. But seeing these connections doesn’t happen as a result of trying—it simply comes out of the stillness.”*

[Peter M. Senge, Presence: An Exploration of Profound Change in People, Organizations, and Society](#)

# Lesson Plan Calendar for Practicing Social Skills

*Visual From: Freeman, R., Miller, D.,  
Wolfe, J., & Earley, A. (2011). Kansas  
school-wide positive behavior support.  
KansABA. Overland Park, KS.*

## 2008-2009 STAR Expectation Calendar

Christa McAuliffe Elementary

August 2008						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2008						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2008						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2008

### August

18-22: KIND

25-29: SAFE

### September

2-5: RESPECTFUL

8-12: PEACEFUL

15-19: RESPONSIBLE

### October

7-9: RESPECTFUL in Hallway:

13-17: PEACEFUL in Hallway

20-24: RESPONSIBLE in Hallway

### November

3-7: SAFE in Cafeteria

10-14: RESPECTFUL in Cafeteria

17-21: PEACEFUL in Cafeteria

### December

1-5: RESPONSIBLE in Cafeteria

8-12: KIND and SAFE in Bathroom

15-18: RESPECTFUL in Bathroom

### January

5-9: BOOSTER Week

ELL in Bat

26-30: KIND in Play

February 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2009						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2009						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# **Increasing Awareness & Scheduled Practice Sessions**

## **Person-Centered Thinking**

- Monthly PCT Tool Shared Via Newsletters, Meetings, Posters, Emails, etc.
- Build PCT Activities Into Meetings
- Celebrate Accomplishments

## **Positive Behavior Support**

- Monthly Positive Social Skills Via Newsletters, Meetings, Posters, Emails, etc.
- Build Practice Sessions for Matrix Into Meetings
- Celebrate and Share Examples of Positive Social Interactions

# Visuals to Encourage Awareness



## **Range Mental Health Center's Outcome Goals for Person Centered Thinking**

### **Outcome Statements For The People We Serve**

The People we support will direct their care, choice of treatment team members, and their goals to live a self-defined life of success and wellbeing.

The People we support will invite their family, friends, community members, and other supports to join them on their life journey.

### **Outcome Statements For Employees/Staff**

As Individuals we will feel confident with Person Centered Thinking, be sufficiently supported and trusted to take action.

We as individuals will feel safe and valued to voice our opinions and concerns while working on the common goal of Person Centered Thinking.

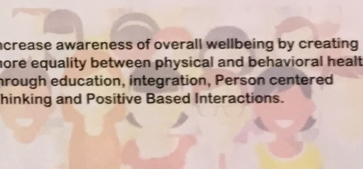
### **Outcome Statements For The Organization**

RMHC will embrace and promote a culture of Person Centered Thinking.



### **Outcome Statements For Our Community**

Increase awareness of overall wellbeing by creating more equality between physical and behavioral health through education, integration, Person centered Thinking and Positive Based Interactions.





## **Person Centered Thinking Corner**

### **What is Person Centered Thinking?**

**Person Centered  
Thinking (PCT)**  
underlies and guides  
respectful listening  
which leads to actions,  
resulting in people who:

**-Have positive control  
over the life they desire  
and find satisfying**

**-Are recognized and  
valued for their  
contributions (current  
and potential) to their  
communities and**

**-Are supported in a web  
of relationships, both  
natural and paid within  
their communities \_\_\_\_\_**





The Learning Community  
for people with disabilities and their families



Connecting Individuals with Disabilities to Their Community



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## Important TO

What is important *to* a person includes those things in life that help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with / relationships
- Status and control
- Things to do and places to go
- Rituals and routines
- Rhythm or pace of life
- Things to have



[www.communitybridgesnh.org](http://www.communitybridgesnh.org)



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## Important FOR

### • Issues of *health*:

- Prevention of illness
- Treatment of illness / medical conditions
- Promotion of wellness (e.g. diet, exercise)

### • Issues of *safety*:

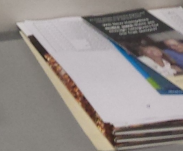
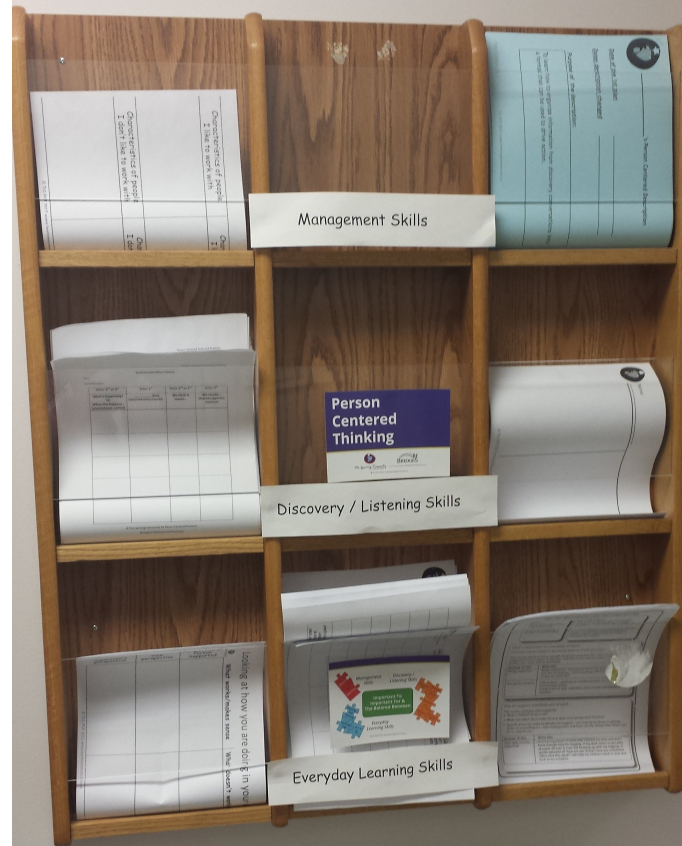
- Environment
- Well being ---- physical and emotional
- Free from fear

### • What others see as necessary to help us:

- Be a valued & contributing member of society

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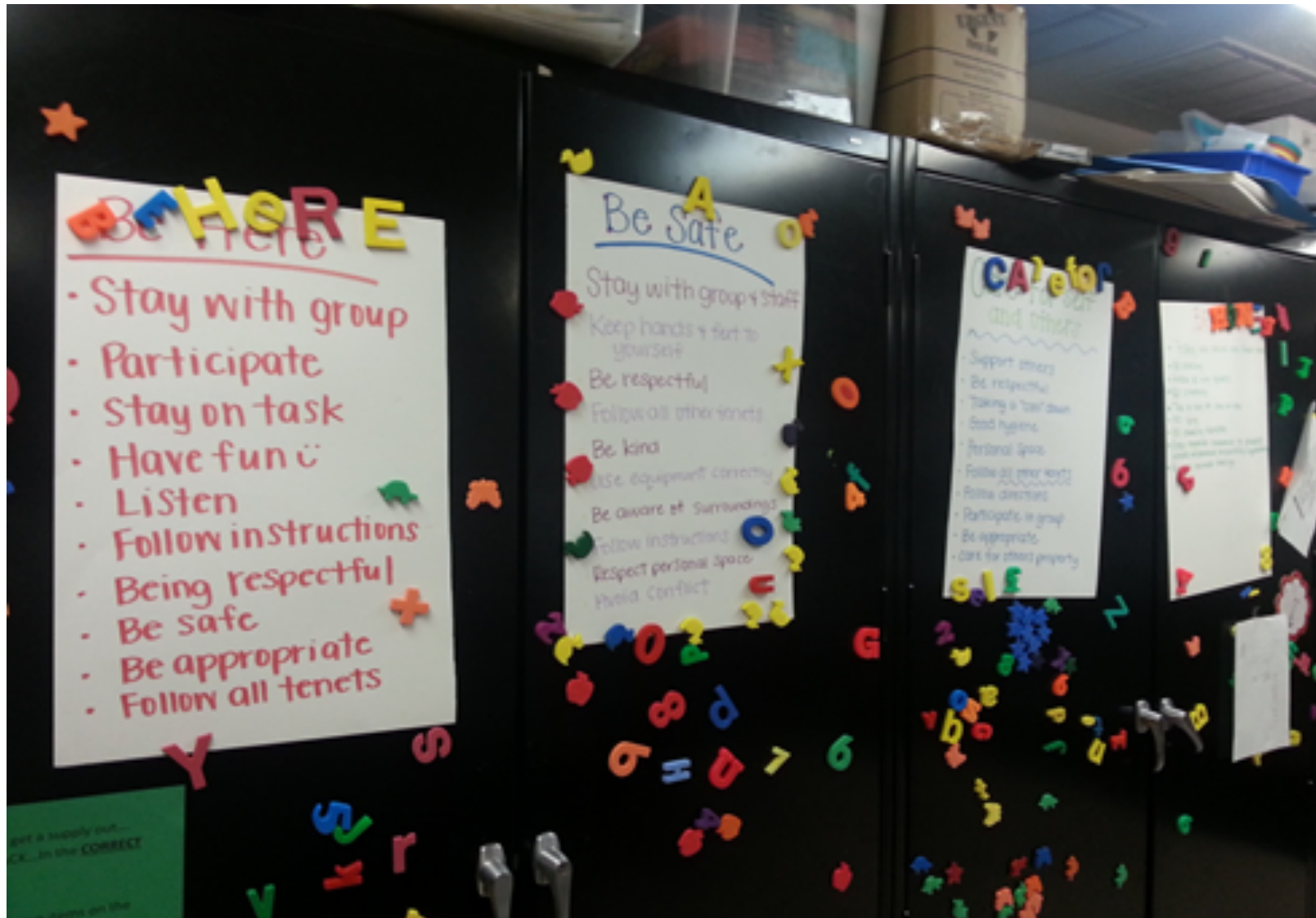


***Visual From: Freeman, R., Enyart, M., Matthews, K., Quick, S., & Kimbrough, P. (2014). Kansas Mental Health and Positive Behavior Support project report. University of Kansas. Lawrence, KS.***



***Example of Mental Health Center Internal Staff Values***

# Teaching Social Skills to Children Participating in Mental Health Center Activities



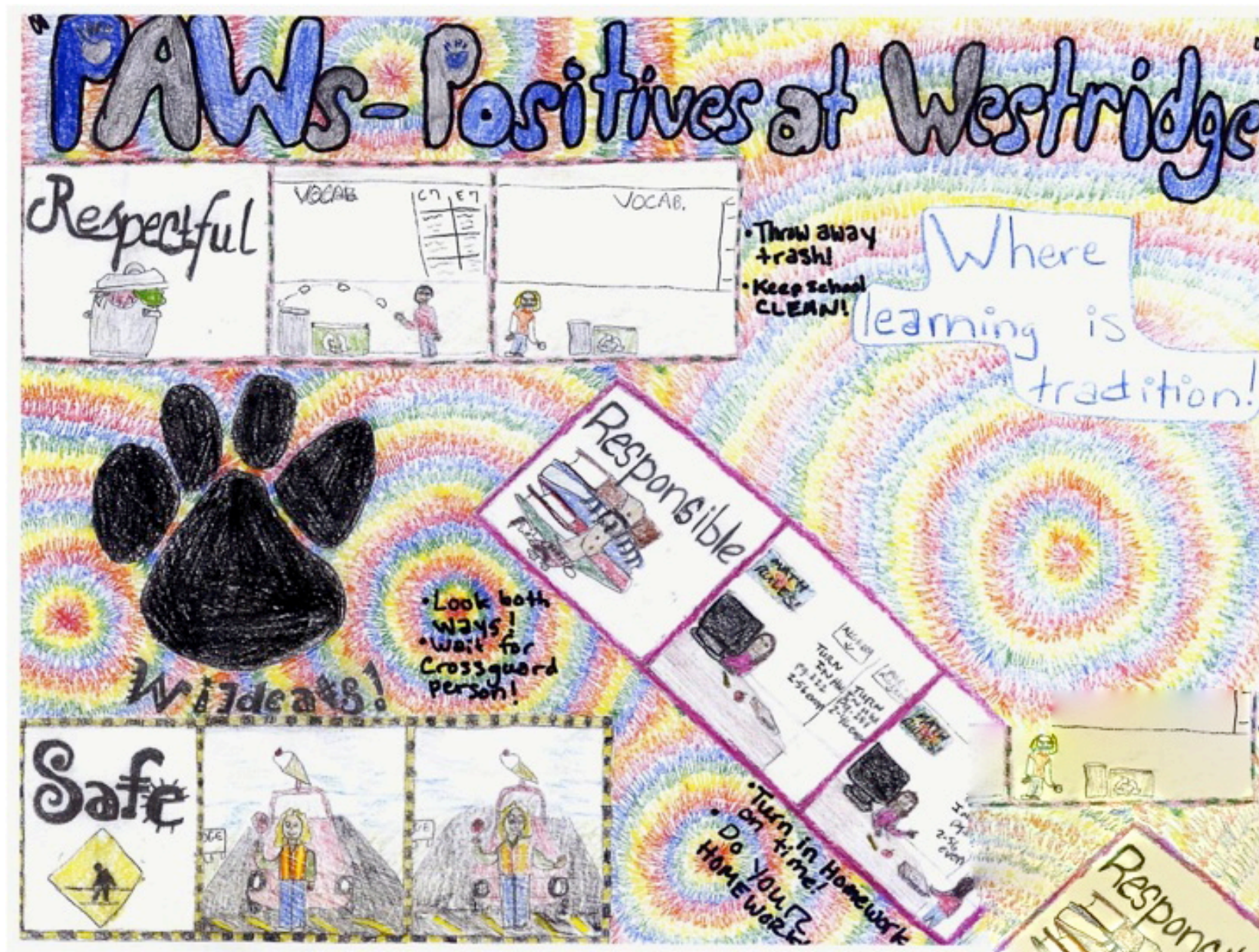


# Salina High School Example



*Freeman, R. (2013). Tier 3 training for Wheatridge Middle School. Wheatridge Middle School. Gardner, KS.*





Citation: Freeman, R., Blanchat, A. C. (2013). Introduction to school-wide positive behavior support [Online]. Lawrence, KS: University of Kansas. Available: <http://kmhpbs.org>

# Positive Reinforcement Reminders

# Frequent, Specific Praise Prompt

6 TO 1





# Reinforcement is Personal

- Reinforcers Vary for Each Person
- Create An Activity
  - Ask Each Person What They Really Like
  - Compare Responses
- Strategies for Reinforcement Must Take Into Account Each Person's Preferences for Reinforcers

# Reinforcing the Positive!

- Be Clear When You Are Reinforcing Someone  
*“Thank You For Helping Anne Put The Groceries Away.”*
- Watch For Opportunities to Promote Positive Social Interactions
- Give 4 Positive Statements for Every Demand/Correction

# Ideas for Reinforcement

- Create a Way to Share Information
  - Jar with Colorful Marbles
  - White Board With Boxes Marked
- Whenever Someone Sees a Positive Social Behavior, Put a Marble in the Jar
- Set a Goal With the Group
- Be Sure to Tell the Person What Actions Were Appreciated

# Create T-Shirts to Create Community & Celebrate



*Visual From: Freeman, R., Miller, D., Wolfe, J., & Earley, A. (2011). Kansas school-wide positive behavior support. KansABA. Overland Park, KS.*

# Activity

## **Review Activity Handout**

- Discuss How to Address:
  - Confirming Pilot Area for Implementing the Matrix
  - Including Everyone in Decision Making Process
  - Create Strategies for Teaching, Practicing and Increasing Awareness
  - Identify Ways to Reinforce and Recognize People in Positive Ways
  - Plan Events to Celebrate Success Over Time

## **Discuss Next Steps for Your Team**

- What Have You Done Already?
- What Do You Need to Bring to Your Team?

# Direct Observation Strategies



UNIVERSITY OF MINNESOTA  
**Driven to Discover<sup>SM</sup>**

# **PCP-PBS Systems Evaluation Tool (PCP-PBS SET)**

- External Evaluation
- Half Day Onsite Visit
- Administrator and Key Contact Interviews
- Document Reviews
- Observation

# Direct Observation

Person-Centered Practices  
Social Engagement  
Positive Social Behaviors



# MINNESOTA DIRECT OBSERVATION FORM

Pilot Draft 2/22/2017

This tool can be used to assess how well an organization is implementing person-centered practices and positive behavior support in two different ways: 1) observe staff and/or people being supported in a setting, and 2) as a self-assessment process.

**Instructions for Observations:** Complete the attached worksheet before starting an observation and review the definitions for each item below before you begin the observation. Set a timer for 20 minutes to complete the observation. During the 20 minutes of observation, indicate below each time you observe both examples and non-examples of the items listed in Part 1 and Part 2. If 80% or more of the interactions were examples of implementation, check “Yes” in the appropriate column. Check “No” if less than 80% of the interactions were examples.

**Date and Time of Observation:** \_\_\_\_\_ **Number of People in the Setting:** \_\_\_\_\_

**Setting Observed:** \_\_\_\_\_

## Part 1

Observe Staff using the list below.

### Person-Centered Behaviors

Item Observed	Examples	Non-Examples	80% of Examples?
Person-First Language			<input type="checkbox"/> Yes <input type="checkbox"/> No
Nonjudgmental Descriptive Language			<input type="checkbox"/> Yes <input type="checkbox"/> No
Working in Alliance with the Person			<input type="checkbox"/> Yes <input type="checkbox"/> No
Reflective Listening Skills			<input type="checkbox"/> Yes <input type="checkbox"/> No
Person-Centered Behaviors			<input type="checkbox"/> Yes <input type="checkbox"/> No
Demonstrates Empathic Behavior			<input type="checkbox"/> Yes <input type="checkbox"/> No
Subtotal Person-Centered Behaviors Observed			_____/6 ____%

### Promoting Social Engagement and Interactions

Item Observed	Examples	Non-Examples	80% of Examples?
Encouraging Others to Engage in Social Interaction			<input type="checkbox"/> Yes <input type="checkbox"/> No
Supporting Choices			<input type="checkbox"/> Yes <input type="checkbox"/> No
Reinforcing Others			<input type="checkbox"/> Yes <input type="checkbox"/> No
Subtotal Promoting Social Engagement and Interactions Observed			_____/3 ____%
<b>Total for Part 1</b>			<b>_____/11 ____%</b>

## Part 2

Observe up two staff while they are working or observe up to two people who are being supported using the list below.

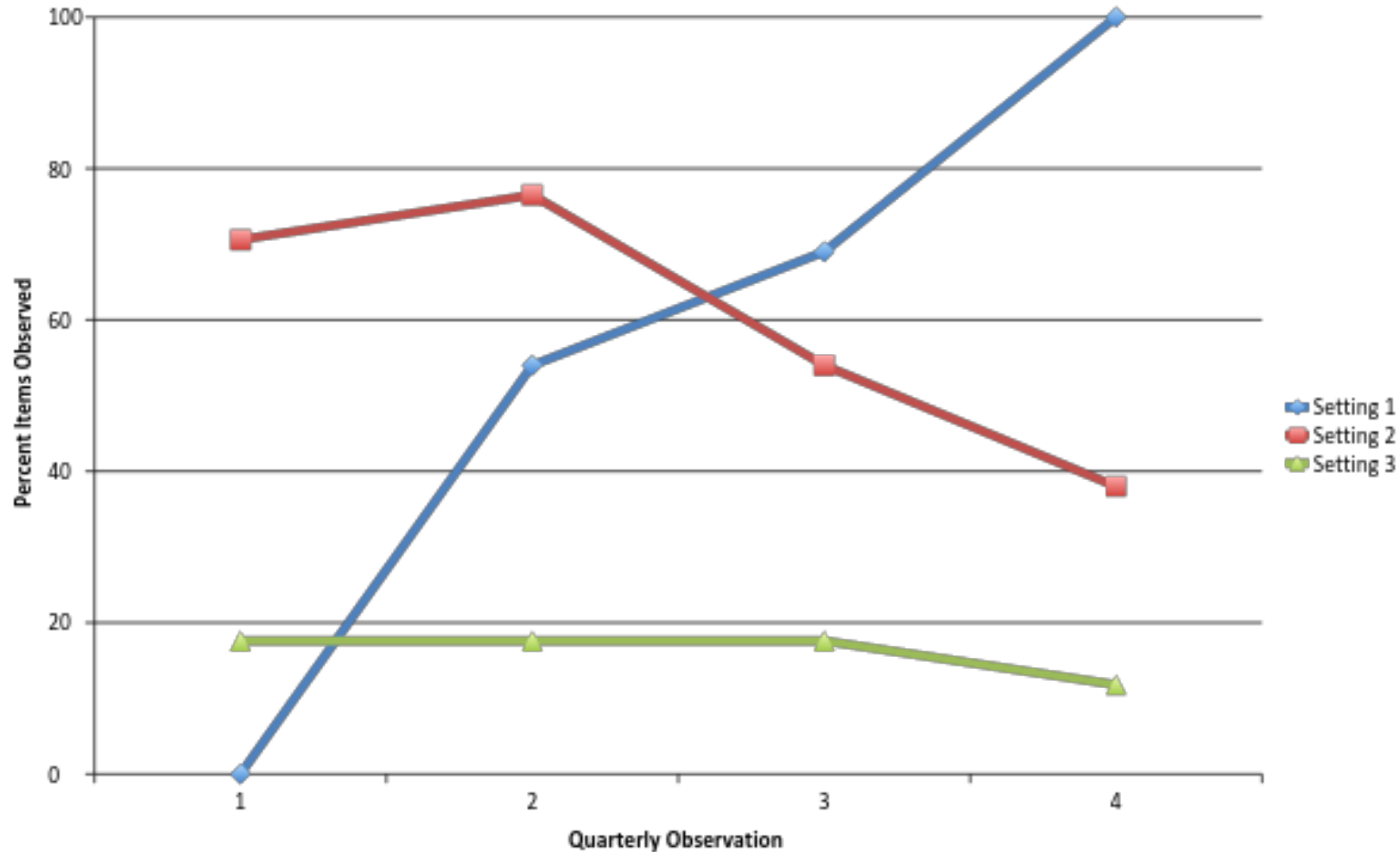
### Opportunities to Participate in Positive Social Interaction

Item Observed	Examples	Non-Examples	80% of Examples?
Active Involvement in Conversation/Meetings/Activities			<input type="checkbox"/> Yes <input type="checkbox"/> No
Engaging in Identified Social Behaviors (Overall score from all Person-Centered Values)			<input type="checkbox"/> Yes <input type="checkbox"/> No
- Person-Centered Value 1			---
- Person Centered Value 2			---
- Person-Centered Value 3			---
- Person-Centered Value 4			---
Subtotal Person-Centered Behaviors Observed			_____/2 ____%

# Observation and Coaching Systems

## Example Data

Part 1: Observations of Staff Across Settings



# **Inter-Rater Agreement for Onsite Evaluation/Direct Observation**

- 2 ICI Staff Achieve 80% Agreement
- Introduce Direct Observation Training at First Onsite
- Train 1-2 Team Members to 80% Agreement
- Create Regional Inter-Rater Process
  - Team Member from Organization A Gathers Data for Organization B
  - Team Member in Organization B Returns Favor
- Maintain Agreement with ICI Staff (25% Ideal)

# **Review Direct Observation Examples**

Activity

# Activity

- Review Matrix and Discuss How to Implement Observation
- Share Examples from Other Onsites Already Completed
- Discuss How Observations Can Be Used to Support Universal PBS

# **Focus on Our Values in Action**

- Celebrate Successes!
- Model and Practice Social Interactions
- Emphasizing the Value of Social Interactions





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