PBS Tier 2-3 Activities: Day 5

**Breakout Activity 1**

Map out the range of positive supports you are using / plan to be using, and how they could be integrated

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| **Positive Support Practice​** | **How are Practices Implemented​** | **Considerations for Integrating with Other Supports​** | **People/Trainers ​**  **Involved​** |
| ​ | ​ | ​ | ​ |
| ​ | ​ | ​ | ​ |
| ​ | ​ | ​ | ​ |
| ​ | ​ | ​ | ​ |

**Breakout Activity 2**

Training and Supporting Staff​

* What approaches do you use for training and ongoing coaching and support?​
* Who is involved?​
  + Based on this training so far and what you're learning from others, what approaches would make sense to pilot or adopt at your organization?​

Measuring Fidelity​

* Do you collect data on staff performance? If so, what does it look like? ​
  + Who is involved in collecting the data?​
* Do you summarize and use the data? If so, how frequently, and what does it look like?​
* Based on this training so far and what you're learning from others, what approaches would make sense to pilot or adopt at your organization?

**Breakout Activity 3**

The Story of Candace

Candace used to come to work at her day program every day. On Tuesdays and Thursdays there was music therapy that candace really enjoyed. Now because of staffing shortages, she only comes to work on Monday, Wednesdays, and Fridays. There is no music therapy available on those days. Candace has started showing increased anxiety by picking at her skin and she often vocalizes loudly as if she is in distress. Previously, the frequency of loud vocalizing had be reduced to ONLY when Candace was poorly positioned in her wheelchair.

* What might be happening in this situation?
* What can be done to support Candace?