

Positive Behavior Support

Moving from Tier 1 to Tier 2-3

Day 1



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Disclaimer

- This training series is designed for providers with **prior experience in PBS** at the Universal/Tier 1 level through a DHS/ICI or related training.
 - This series was not created as an introduction to PBS.
- If you are interested in **introductory training on PBS...**
 - ... we are excited to offer that series beginning in **January 2022**.
More information to come in the following weeks.



Updating our records

- As we update old email lists we are finding outdated / incorrect addresses
- Please let Tim know if there are colleagues from your agency who ought to have received the invitation to this training



Welcome!

- Introductions

- Instructors

- Tim Moore
 - Muna Khalif
 - Katrina Simons
 - Vena Holub

- Participants

- Please post in the chat:
 - Name, organization, your role with PBS (implementer, facilitator, supervisor, administrator, etc)



Where in Minnesota are you?

- www.wooclap.com/TERQIL



Content of the Training and Conditions to Maximize Success (in brief)

Classroom Content

- Information about PBS to enhance awareness and knowledge
 - Function-based thinking, FBA, and support strategies at Tier 2 and Tier 3
 - Integrating PBS with other positive supports
- Discussion of systems to support implementation and sustainability of PBS
 - Extending your Tier 1 system into Tiers 2/3 (including forming a Tier 2/3 team)
 - Staff training and ongoing support
 - Collecting and using data to monitor progress and drive decisions

Application of the Content

- Specific commitments to implementing what resonates to you / your team
- Engage your team members throughout the course, create shared ownership
- Review your implementation progress throughout the course



Day 1

Classroom Content

- Grounding in the (everyday) language of PBS and person-centered practices
- Review the Tier 1 implementation team
- Forming the Tier 2/3 implementation team
- Developing systems for data collection, monitoring, and decision-making

Application of the Content

- Find examples in support plans of PBS and PCP language, and examples where using it would be helpful
- Identify current Tier 1 systems that can accommodate Tier 2/3, and what may need to be developed
- Identify key people to serve on the Tier 2/3 implementation team



Day 2

Classroom Content

- Group-level strategies at Tier 2
- Function-based thinking at Tier 2
- Keeping the focus on improving Quality of Life

Application of the Content

- Identify group-level approaches to pilot
- Review protocols, policies, and support plans for opportunities to incorporate function-based thinking
- Review approaches for assessing quality of life of the people you support
- Review individual support plans for opportunities to enhance focus on quality of life as a proactive approach and/or a target outcome



Day 3

Classroom Content

- Functional Behavior Assessment
 - Indirect (interviews, questionnaires)
 - Direct observation

Application of the Content

- Conduct and FBA with a person you support
- Team on indirect and direct data collection, summary, and hypothesis development
- Use data collection materials linked on mnp.org, or your own existing materials
- Use the [DHS quality checklist for FBA](#) to review the FBA as a team



Poll

How familiar are you with the DHS Positive Supports web page?



Day 4

Classroom Content

- Summarize FBA data and develop hypothesis statements
- Developing Positive Behavior Support plans
 - Directly connected to FBA
 - Multi-component plans addressing context and antecedent factors, reinforcement for skill development, and positive responses to challenging behavior
- Integrating PBS with other positive supports – note the [Positive Supports Rule and other resources](#)

Application of the Content

- Using your completed FBA, create components of the PBS plan
 - Start with context factors – considering the person's quality of life
 - Then add antecedent supports for skill development and removal/reduction of triggers
 - Then add reinforcers for skill development and positive responses to challenges
- Evaluate your PBS plan against the [DHS PSTP/PBS checklist](#)



Day 5

Classroom Content

- Training implementers using Behavior Skills Training
 - Describe / written materials, model, observe, provide feedback
 - Measure implementation fidelity
- Evaluating the effectiveness of PBS plans
 - Observed behavior, social validity

Application of the Content

- Create a training plan for your implementers using a BST framework
- Pilot your training plan with a few staff, gather their feedback about the experience
- Pilot your data systems for measuring the effectiveness of your PBS plans, and making decisions as a team
 - **Refine and repeat (plan – do – study – act) - our work is always in draft form!**



And without further adieu...

Grounding in the (everyday) language of:

- Strength
- PBS and person-centered practices



Language is how we activate our values



More language examples

Instead of:	Say or Write:
Intake	Starting a service
Discharge	Serviced ended
Setting/Placement	Home, place to live
Non-verbal	Doesn't use words to speak, communities with a communication device/system,
Toileting	Supporting a person to use the restroom
Feeding	Supporting a person with having a meal
Baseline	Self-determined quality of life that was established at the first meeting
Treatment team	Support team

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Tip 4: Use descriptive language not opinion

Instead of:	Say or Write:
Aggressive	Describe the behavior- “person strikes out when asked to undress”
Property Destruction	Describe the behavior- “person throws breakfast off the table”
Tantrum	Describe the behavior- “person dropped their body to the floor and moved their arms and legs up and down while crying”
Manipulative	Describe the behavior “person is able to take control in a situation to get her needs met.”
Acting-out, “having behaviors”	Describe the behavior Note: important to understand function and also indicate is a trauma response

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A Note on Codeswitching and PBS

Wikipedia Definition

- Alternating between two or more languages, or language varieties, in the context of a single conversation.
- Multilingual people use elements of multiple languages when conversing with each other
- Science of PBS requires us to be really clear with our language about what is happening in order to assess challenges during oversight meetings
- When we work with people we support we are using different language that translates science into everyday



You Don't Have to Learn Another Language To Use the Following Words...

Add Additional Words in the Chat Box...

- Guru (Sanskrit)
- Safari (Arabic)
- Adieu (French)
- Entrepreneur (French)
- Faux Pas (French)
- Kindergarten (German)
- Gesundheit (German)
- Antecedent (Applied Behavior Analysis)
- Setting Event (Positive Behavior Support)

Group Activity

- Let's build a glossary together!
- What terms in positive behavior support, applied behavior analysis, or person centered practices have been confusing for you, your teams, or your stakeholders?
 - And when you've successfully clarified those terms, how have you done that?

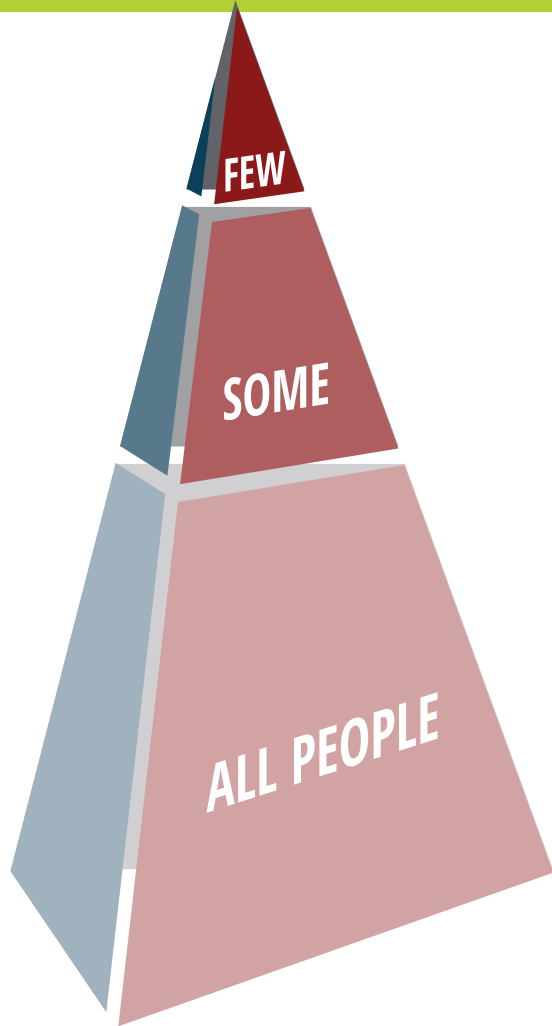


Content Pivot

Reviewing your Tier 1 implementation team



Multi-Tiered Systems of Support



Tier 3 = individualized supports for a smaller number of people involving tailored assessment and more intensive skill building and support for challenges

Tier 2 = targeted supports for people who are not progressing adequately toward a higher quality of life

Tier 1 = universal supports for all people toward effective systems that promote quality of life



Breakout Activity 1

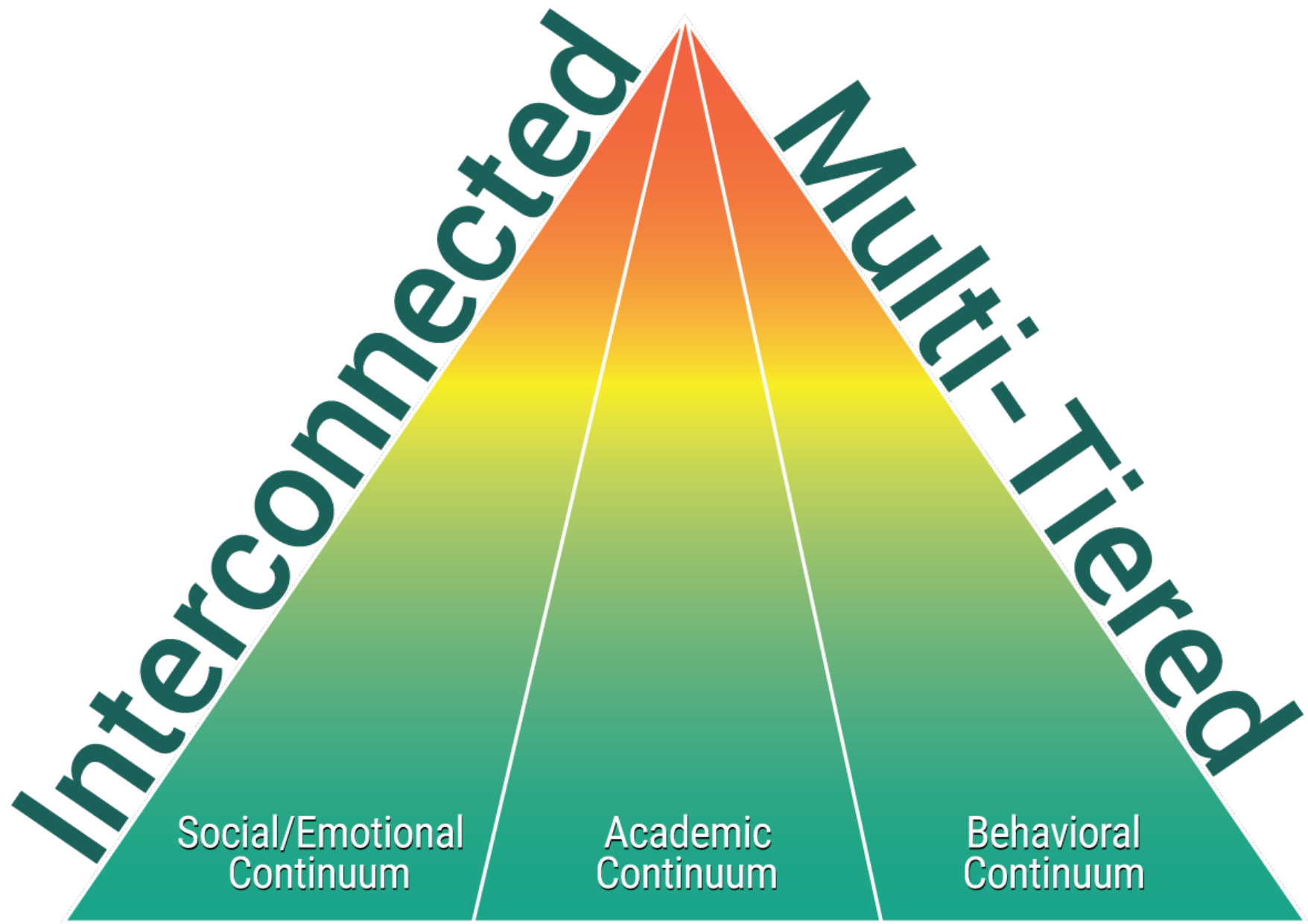
- Discuss the focus, composition, and processes of your Tier 1 team
 - Focus on PCP, PBS, or other positive support?
 - Who is on the team?
 - What Tier 1 supports do you currently implement?
 - How does the Tier 1 team evaluate progress and implementation?
 - How are data used to drive decisions about Tier 1 supports?
 - Are the people you support involved in making decisions about Tier 1 supports that impact their lives?
 - If so, how?



Content Pivot

Forming the Tier 2/3 Team





Systems of Support

Moving to Tier 2 and 3 Supports

What stays the same?

- Continuing Tier 1 supports
- Ongoing monitoring of progress and implementation

What changes?

- Adding function-based thinking into everything we do
- Gathering new data to drive decisions
- Setting up the secondary team and introducing them to staff
- Creating referral process
- Identifying evidence-based secondary strategies
- Nurturing staff development

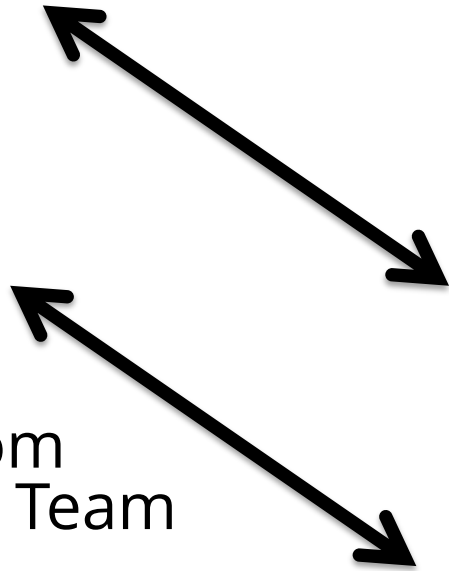
Two Separate Teams: Who Participates?

Organization-Wide Team

- Administrators
- Managers
- Staff Members
- People Supported
- Family Members
- Community
- Representation From Secondary/Tertiary Team

Secondary/Tertiary Team

- Person-Centered Thinking Trainers
- Person-Centered Plan Facilitators
- Positive Behavior Support Facilitators
- Leaders of Organizational Workforce/Training Systems
- Other Specialists Within Organization
 - Trauma-Informed Therapy
 - Dialectical Behavior Therapy



Secondary/Tertiary Team: Example Roles / Actions

Secondary/Tertiary Team

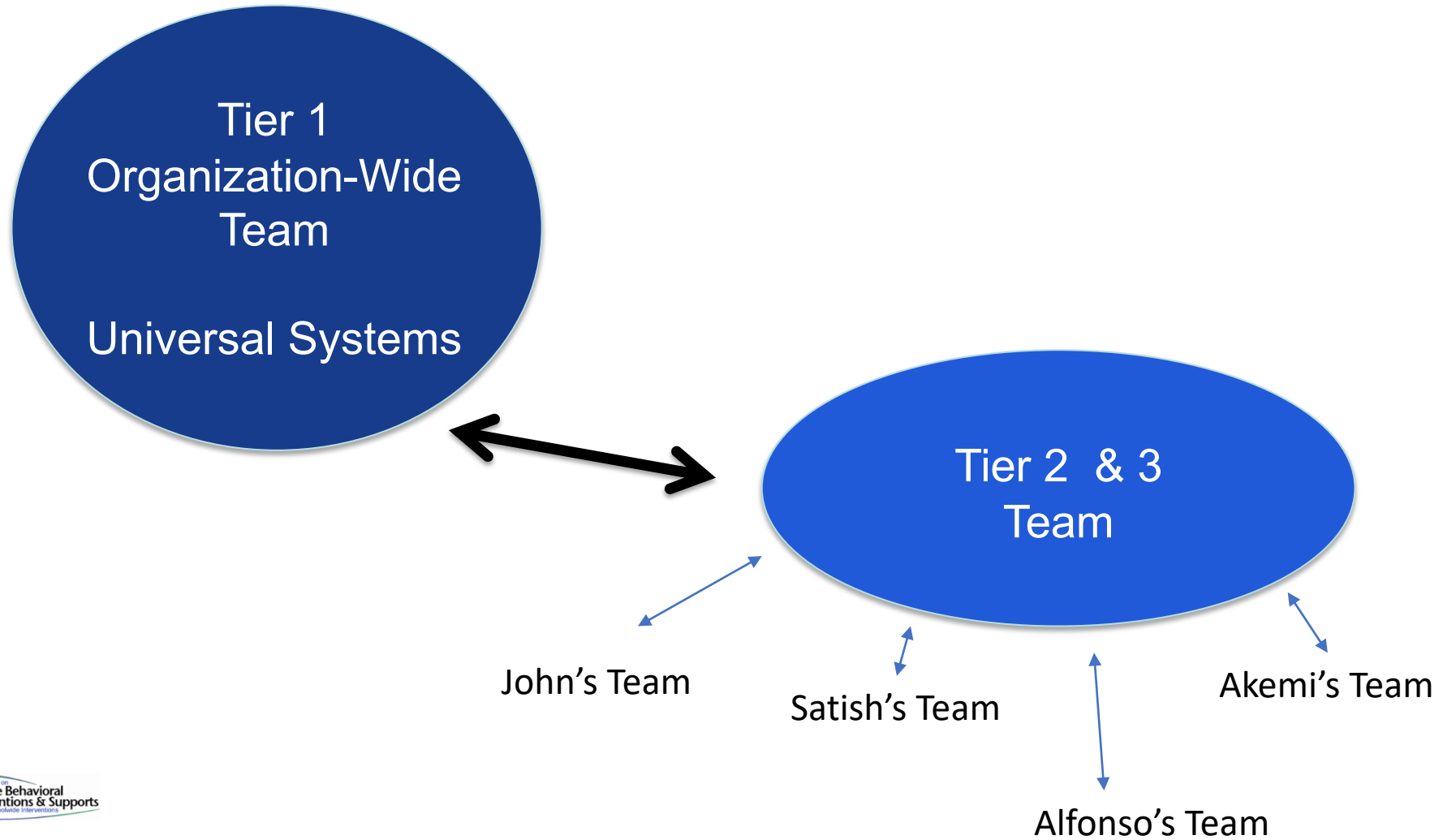
Secondary/Tertiary Team

Monitor Plans and Intervene Early to Improve Outcomes for:

- PCT Action Plans
- Person-Centered Plans
- PBS Plans
- Organizational Issues Impacting QOL

Provide Support to Individuals to:

- Assist Person in Finding Job
- Foster and Encourage Relationships
- Problem Solve to Help Person Find Ideal Home
- Supported Decision Making
- Bring in Positive Support Expertise



Poll

How well are you understanding the composition and role of the Tier 2/3 Team so far?

Stages of Implementation

Focus	Stage	Description
Should we do it?	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
Work to do it better!	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

Tier 2/3 Team Exploration / Adoption – Should We Do It?

- **Are people identified for / engaged in the roles of:**
 - Person-Centered Thinking Trainer
 - Person-Centered Plan Facilitator
 - Positive Behavior Support Facilitator

(Note: this applies to county and provider teams)
- **Do you have a current [PBS Matrix](#) that drives values into your support and organizational processes?**
- **Does your Tier 1 / organization-wide team:**
 - Meet regularly with a structured framework for problem solving, data-based decision-making
 - Work from a current action plan ([providers](#) and [counties](#) can look different)
- **Do you have a [system for monitoring](#) incident reports, summarizing the data, and using data to drive decisions?**

(County Level: Creates a Plan to Share Incident Report Information with Providers)

Tier 2/3 Team Exploration / Adoption – Should We Do It?

- **Breakout activity 2**

- What positive supports leadership/facilitator roles do you have in place? Are they already doing the work or just getting trained/started?
- Are you working from a current PBS Matrix? If so, share/describe with your small group.
- Is your Tier 1 team working systematically in its meeting structure and action plan focus?
- What Tier 1 systems are working well that you can translate into your Tier 2/3 systems: data collection, monitoring, using data to drive decisions, etc.?



Roles of the PBS Facilitator

- Varies for each team based on strengths and needs
- Participate in Tier 1 team and Tier 2/3 team to connect processes
- Assist team in developing PBS matrix
- Continue developing expertise in PBS
- Train, coach, and mentor others to build their PBS capacities and promote fidelity of implementation among the team
- Lead FBAs, development of PBS plans, PSTPs
- Stay informed of best practice updates per DHS



Tier 2 Notebook/Electronic File Organization

(you may have these resources or may need to develop them)

- Referral form
- Separate file for each person referred
- Tools / templates from cohort training
- Tier 2 strategies
- Data from current group-level supports
 - Group & individual progress / outcomes
 - Fidelity



Tier 3 Notebook/Electronic File Organization

(you may have these resources or may need to develop them)

- [FBA](#) interview formats and questionnaire templates
- Descriptions of support approaches in five categories
 - Context modifications
 - Antecedent supports
 - Instructional strategies
 - Reinforcement
 - Positive responses to challenges
- Examples of [PBS](#) plans with various levels of complexity
- Examples of [one page summaries](#)



Referrals to the Tier 2/3 team

Consider automatic referrals – for example:

- # action plan / quality of life targets from person centered plan are not completed # months after due date
- # incident reports in a 90(?) day period

Self-Referrals

- Person requests referral

Referrals From Others

- Staff members, guardians/family, case managers request referral



Examples of a situation when referral to the Tier 2/3 team makes sense

- Abdi is a 23-yr old young man who recently moved from his parents' home to a residential home with three roommates. Abdi enjoys connecting with people and reports that he enjoys living with "the guys".
- Abdi has a diagnosis of Fetal alcohol spectrum disorder and bipolar disorder. Abdi takes medication for his bipolar but does not report any side effects.
- Abdi enjoys playing sports such as football and basketball as well as watching sports. Abdi is highly verbal, but has difficulty regulating his emotions at times.
- Abdi has been making inappropriate sexual comments toward a female staff member when she enters the room. The female staff member has tried ignoring the comments but Abdi continues. "The guys" usually laugh at his comments. The female staff member reports that when she is working one-on-one with Abdi, he does not engage in this behavior.



Breakout Activity 3

- **Referrals to Tier 2/3 supports**

- Discuss a person you support (without identifying them) who you believe would be a good referral to your Tier 2/3 team
 - What referral criteria come to mind (for this person, or others generally)?
 - What skill-development or quality of life barriers might be important?
 - Trouble finding / maintaining a job
 - Difficulty starting or sustaining relationships
 - Challenge in finding a home / living situation that fits
 - Inconsistently safe decisions in the community
 - Persistent gap between desired independence in daily living vs demonstrated capacities and safety skills



Content Pivot

Developing systems for data collection, monitoring, and decision-making



Types of Data for Monitoring at Tier 2/3

Some examples – not meant to be exhaustive!

- Quality of Life
- Incident Reports
- Attendance at scheduled therapy appointments
- Skill development data
- Fidelity of implementation data



Add Simple Secondary Action Plan to Description

Action Planning Form

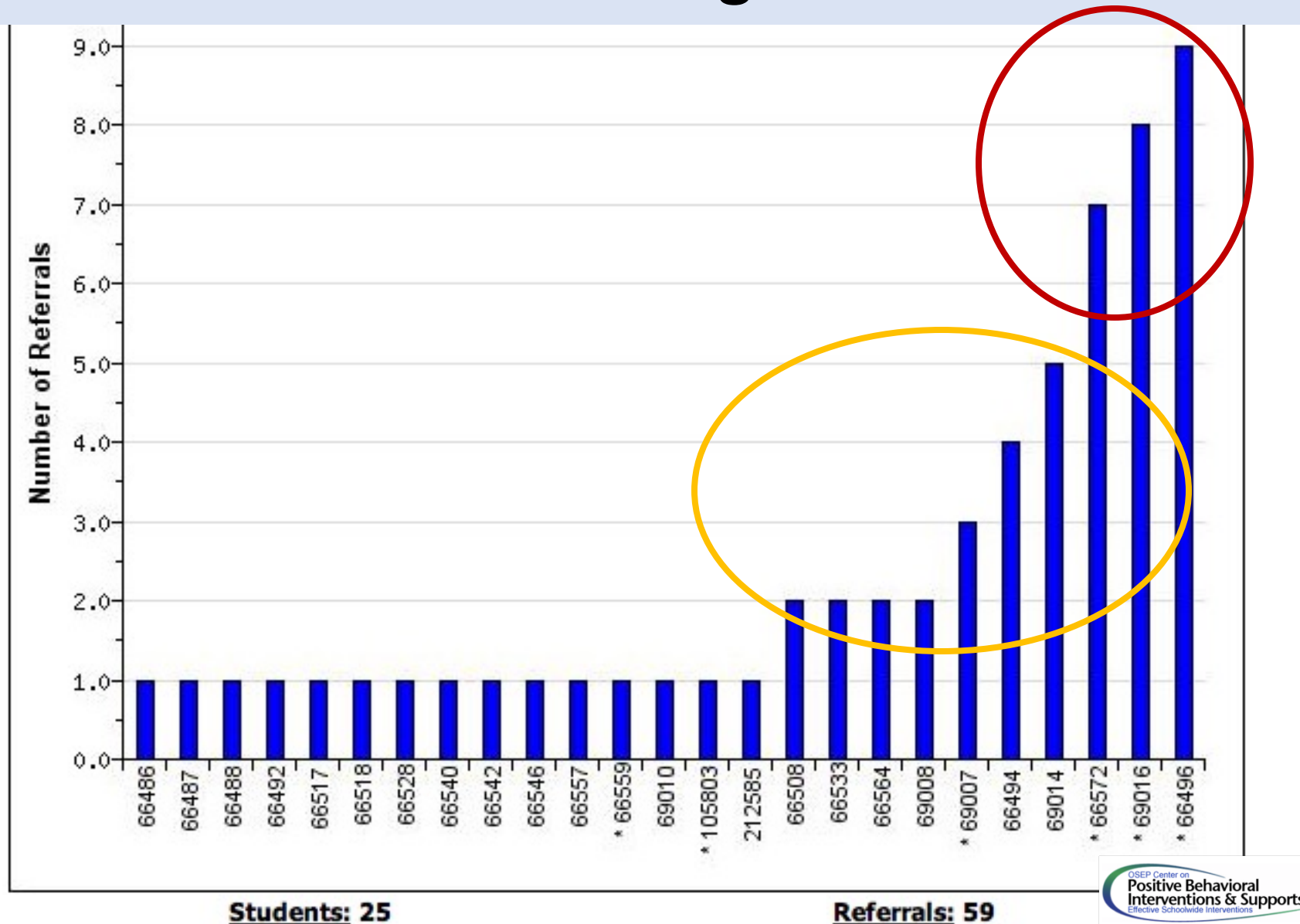
What needs to be done?	How often?	Who is responsible ?	By when?
Jesse will make sure staff are organized and transportation is available on Sundays so Flo can attend church	Available Every Sunday	Jesse	By August 16, 2017
Lucy will work with Flo to create a lunch club and help Flo send out invitations	Weekly Starting on August	Flo and Lucy	First invites by August 1, 2017
Jesse will help Flo create a simple invitation to lunch that Flo can share with people in the community	July 24, 2017	Flo and Jesse	By August 16, 2017
Jamain will sit down with Flo on Sunday each week and identify a plan for spending time in the community, and share this with Jesse who will make sure transportation and staffing are available	August 13, 2017	Flo and Jamain	July 18, 2017
Rikki and Ruby will work with Flo to create a family collage book during their visits	August to September 6, 2017	Flo, Rikki, and Ruby	October, 2017
Flo will begin looking for a pet by visiting the sanctuary and assessing what kind of animal would be the best fit. Flo and the team will review findings together and take the next step	August to September	Flo and Jamain	Review October, 2017



Incident Reports & Data-based Decision Making

People:
25

Incidents: 59



Breakout Activity 4

What information do you currently collect that could help to track team and individual progress at Tier 2 and Tier 3?

- Quality of Life
- Incident Reports
- Attendance at scheduled therapy appointments
- Skill development data
- Fidelity of implementation data

What systems / software programs do you use to track, summarize, and use the data for decision-making?



Discuss commitments for applying Day 1 content

Application of the Content

- Find examples in support plans of PBS and PCP language that expresses important messages, and examples where using it would be helpful
 - Not circling the jargon words necessarily but the concepts and principles that people can understand
- Identify current Tier 1 systems that can accommodate Tier 2/3, and what may need to be developed
- Identify key people to serve on the Tier 2/3 implementation team
- **Breakout Activity**
 - Discuss with each other how you might apply this content over the next month
 - Make at least one specific commitment
 - Identify a spokesperson to share examples with the larger group

