

Positive Behavior Support

Moving from Tier 1 to Tier 2-3

Day 2



Welcome!

- Introductions

- Instructors

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

- Participants

- Please post in the chat:

- First/last name, organization, your role with PBS (implementer, facilitator, supervisor, administrator, etc)



Engage!

- This virtual classroom training will be as meaningful as you make it
 - Ask questions
 - Be active in group activities
 - Make commitments for applying the content within your organization (and share back with us next month)
- Please keep cameras on during group activities (and any other time is great too – faces always better than little black boxes :)



Support available for your organization

- Did your organization participate in cohort training (cohorts 1, 2, 3, or 4)?
- Then you likely have free implementation support sessions available to you!
- Reach out to Tim at moore618@umn.edu to schedule



Day 2

Classroom Content

- Strategies at Tier 2
- Function-based thinking at Tier 2
- Keeping the focus on improving Quality of Life

Application of the Content

- Identify individual and 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



Review application of Day 1 content

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
- **Breakout Activity**
 - Share with each other about these applications over the past month
 - Identify a spokesperson to share examples with the larger group



Content Pivot

Strategies at Tier 2

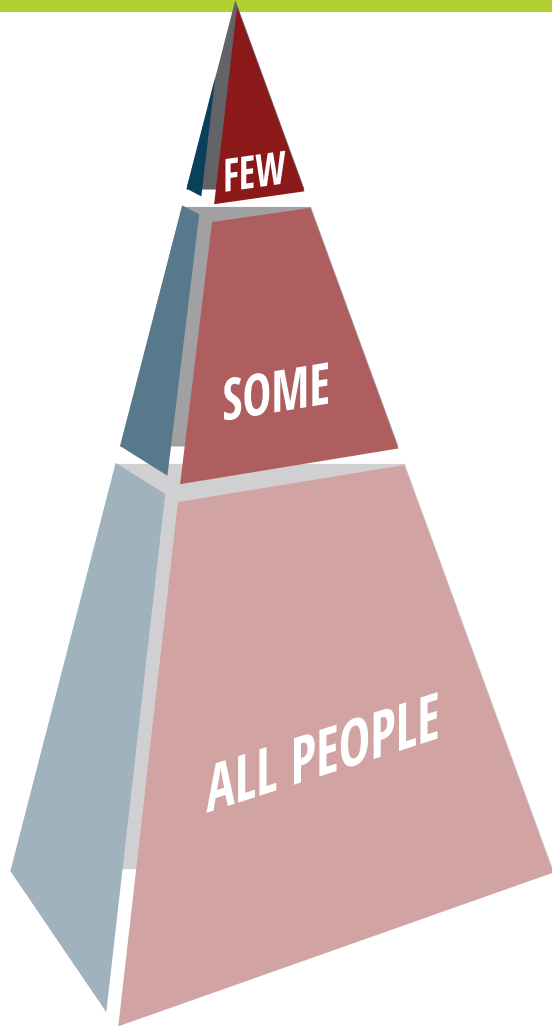


A reminder...

- Let's build a glossary together!
- Continue to call out terms that have been confusing for you, your teams, or your stakeholders



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



Example Strategies for Tier 2 (secondary) PBS

- Address one or more aspects of wellness with increased emphasis
- Increase friendship or relationship/dating skills
- Teach self-management skills
- Problem-solving barriers to finding and keeping a job
- Relaxation and mindfulness activities
- Teach functional communication to meet wants and needs

***These can be applied at the individual and group levels**

***These are just examples – the possibilities are vast, but working within the wellness / QoL domains is helpful**

See relevant resources on [positive social strategies](#) and [universal social skills](#) from mspsp.org.



Poll

Which of these example approaches are you already using in some form?



Strategies at Tier 2

Address one or more aspects of wellness with increased emphasis



Implement Secondary Strategies



Are the Strategies Working?

Yes



• **Continue with Basic Secondary Strategies**



No, There Are Issues Related to Quality of Life

Add Additional Quality of Life Assessment

- What are the barriers to an optimal quality of life?
- What tools are needed to gather more information?



No, There Are Issues Related to Social Interactions

Use Brief Functional Assessment

- Where does the problem behavior occur/not occur?
- Why does the problem behavior keep happening?

Poll

When you have experienced barriers to success as you've increased your support for people, have they been related more to quality of life limitations or issues related to interactions with people / the world?





Life Outcomes Through Integrated Systems (LOTIS) WHEEL CONCEPTUAL FRAMEWORK

Improving Quality of Life Across Contexts Utilizing Positive Behavior Layered Supports and Evidence-Based Practice Specific to Each Context

Quality of Life Domains

PWB: Physical Well-Being

PD: Personal Development

SI: Social Inclusion

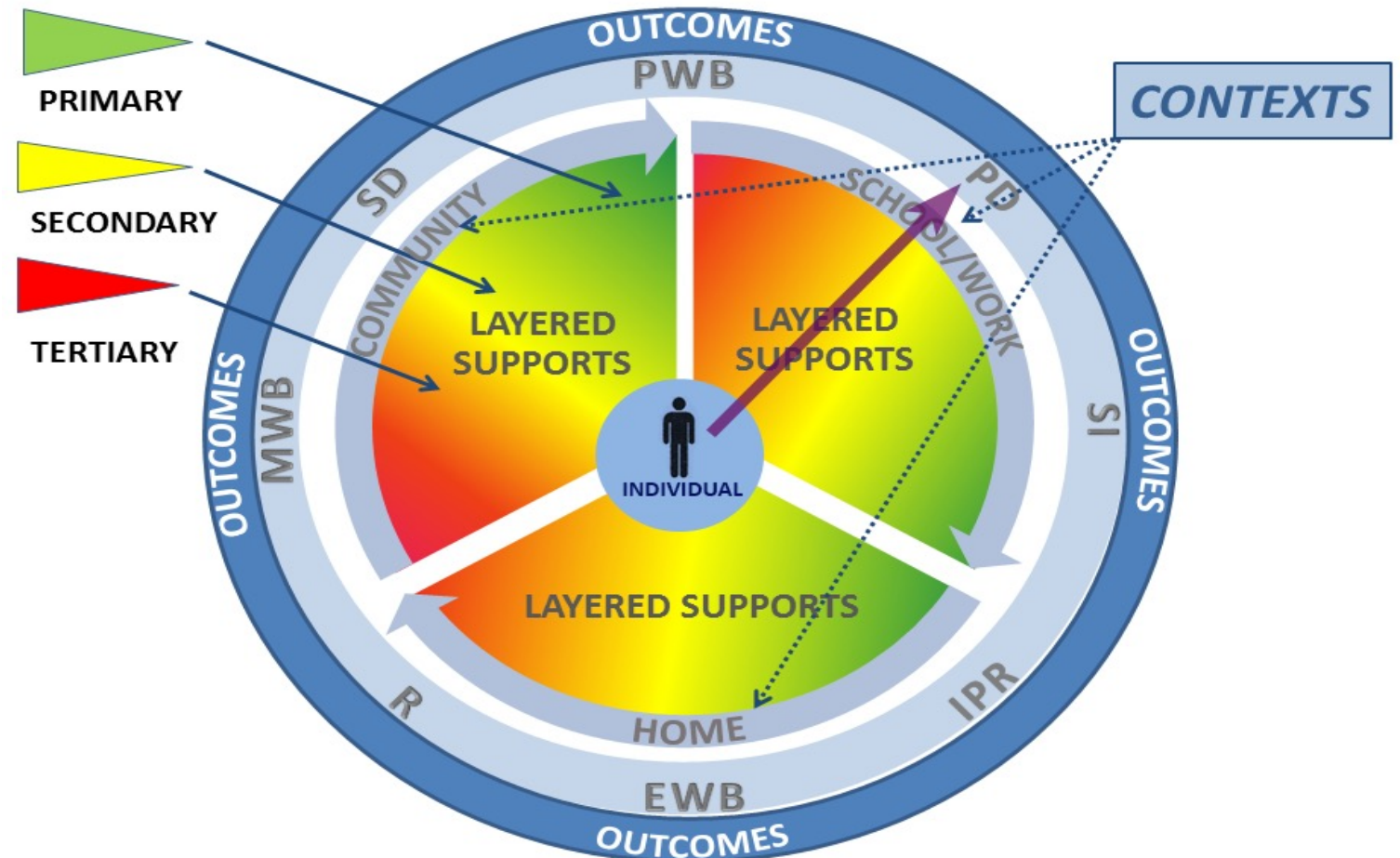
IPR: Interpersonal Relationships

EWB: Emotional Well-Being

R: Rights

MWB: Material Well-Being

SD: Self-Determination



LOTIS Wheel Conceptual Framework QoL Domains

Emotional Well-Being	Enjoyment of Life Self-Concept Stress Levels	Self-Determination	Autonomy: Extent to Which Person Has Control Over Important Life Experiences Opportunities for Choice Making Every Day Goals and Personal Values Acknowledged, Followed and Respected by Others
Interpersonal Relations	Quality/Number of Interactions with Others Quality/Number of Relationships with Others Informal and Formal Supports for Relationships Financial Status	Social Inclusion	Community Integration and Participation Community Roles That Bring Respect and Social Equity Social Supports Necessary for Community Involvement
Material Well-Being	Type and Preference for Employment Quality of Housing Educational Opportunities	Rights	Extent to Which Person Experience Fair and Equitable Treatment in the Home and Community Extent to Which Legal Supports Are Available
Personal Development	Personal Competence at Home/School/Work/Community Performance in Important Activities		
Physical Well-Being	Health Status Activities to Encourage Exercise, Stimulation, and Relaxation Leisure Activities: Quality and Number		

Quality of Life / Wellness Workbooks

SAMHSA Guide to Wellness

<https://store.samhsa.gov/sites/default/files/d7/priv/sma16-4958.pdf>

Mental Wellness

https://mn.gov/dhs/assets/mental-wellness_tcm1053-307677.pdf

LOTIS Wheel Conceptual Framework

[https://www.aucd.org/docs/Quality%20of%20Life%20Assessment%20Wheel%20\(3\).pdf](https://www.aucd.org/docs/Quality%20of%20Life%20Assessment%20Wheel%20(3).pdf)



Quality of Life Assessments

World Health Organization Quality of Life Measures

- <https://www.who.int/tools/whoqol>

PBS Quality of Life Questionnaire

- <https://hcpbs.org/wp-content/uploads/2017/11/pbs-quality-of-life-assessment-tool.pdf>

Council on Quality and Leadership – Personal Outcome Measures

- <https://www.c-q-l.org/tools/personal-outcome-measures/>

Minnesota Quality of Life Assessment of the Social & Physical Environment Survey

- <https://mnpssp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-next-version9-11-17.pdf>



Breakout Activity 1 (listed as #2 in handout)

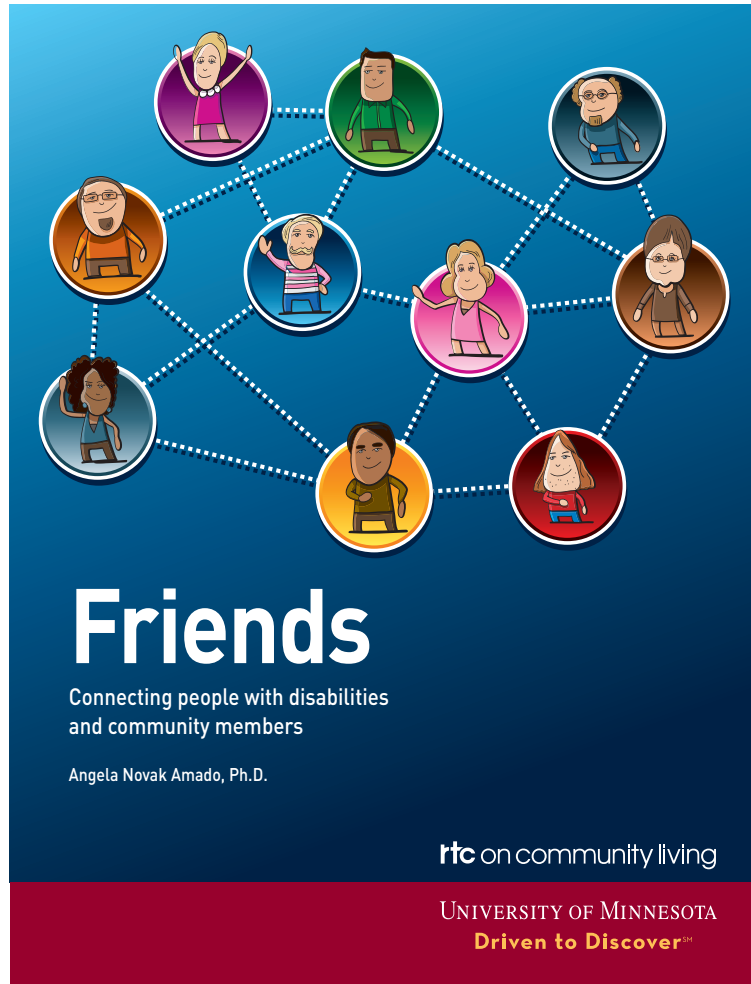
- *What are the most common deficit areas in wellness or life quality for the people you support?*
- *How have you supported those deficit areas?*
- What quality of life frameworks do you currently use (formal or informal)?
 - Together as a group, scan the workbooks linked above. What elements of them appeal to you (as elements, or as whole workbooks)?
- Do you currently measure quality of life with the people you support?
 - If so, how, and how often?
 - How do you assess with people who have trouble communicating?
 - Do you gather the perspective of stakeholders?
 - Together as a group, scan the assessments linked above. Which ones appeal to you, that you might consider using in your organization?



Strategies at Tier 2

Increase Friendship Skills





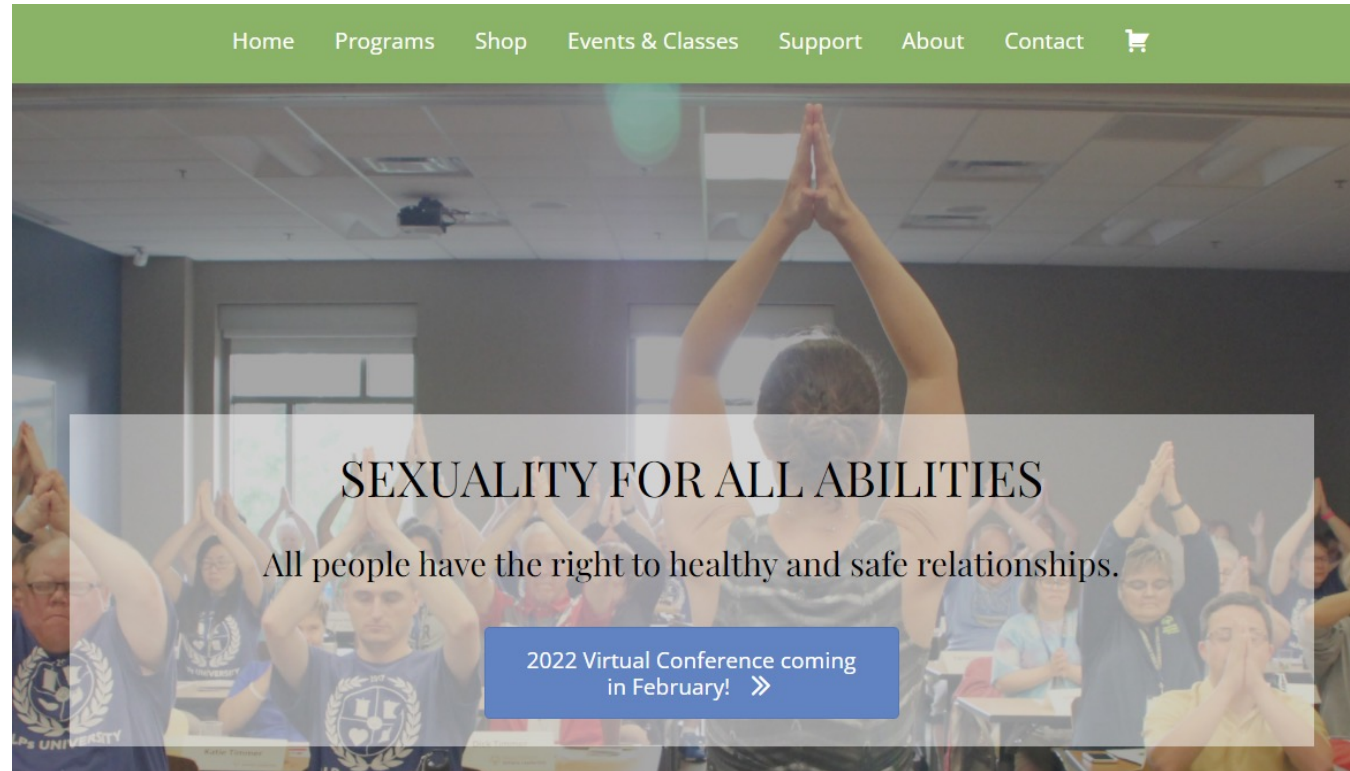
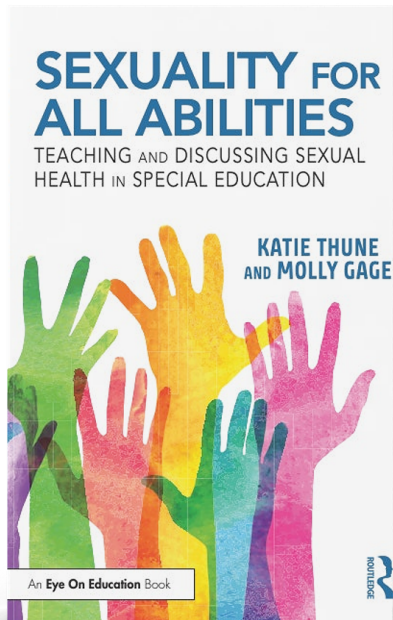
Friends curriculum

Find other relevant resources by searching by keyword at [ICI](#) and clicking through the categories on the [Home and Community Positive Behavior Support Network](#) website



Address Relationships, Dating, and Sexuality

Mad Hatter Wellness



Chat About It!

What approaches are you using to address learning needs around friendship development, social skills, dating, and sexuality?

How are you engaging your stakeholders to make decisions about these approaches?



Strategies at Tier 2

Teach Self-Management

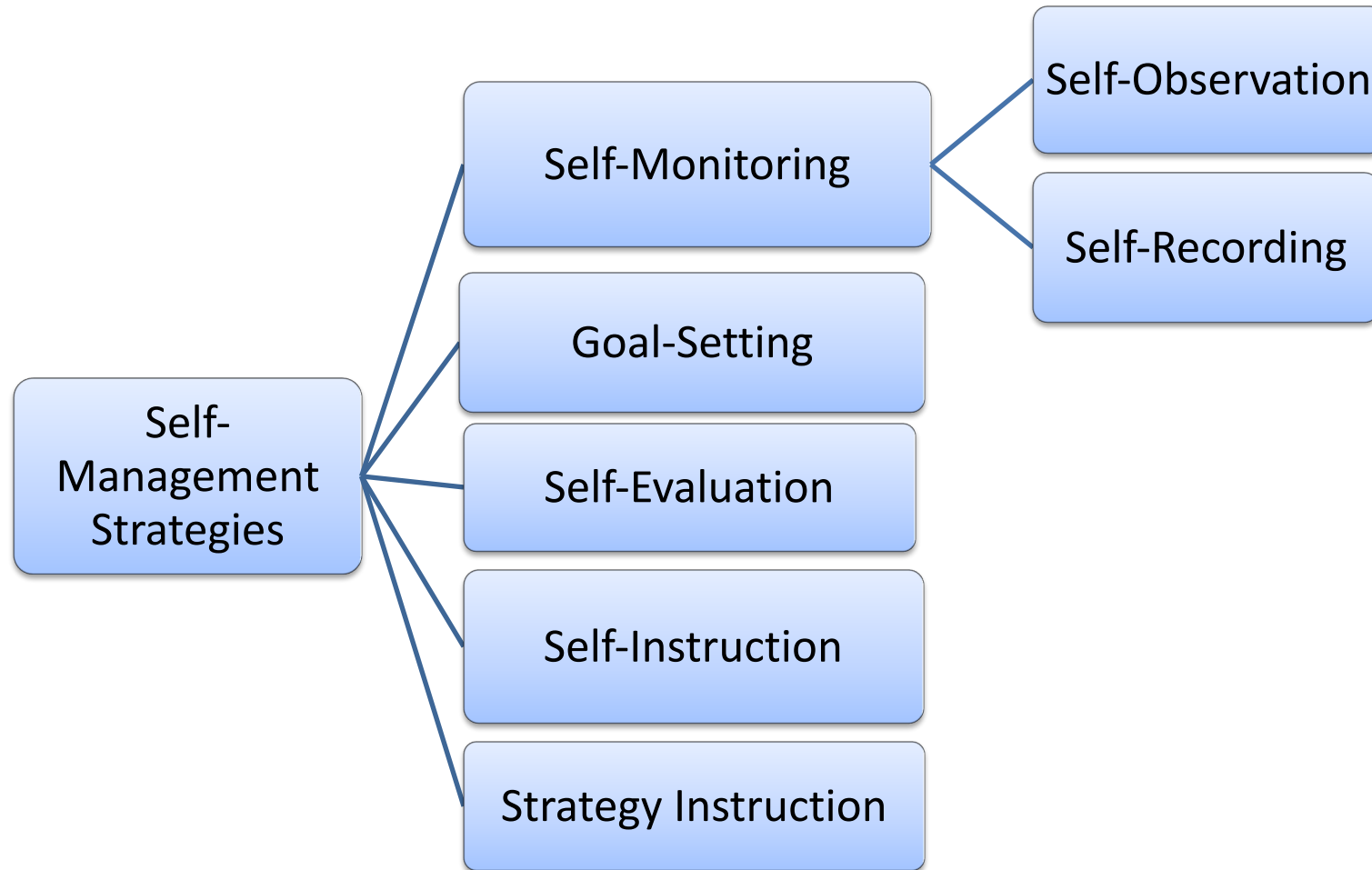


Self-Management

- Responsibility for change is shared with (or transferred to) the person
- Helps the person become aware of their behavior
- Teaches goal-setting, recognition of goal attainment, and delivery of reinforcers



Self-Management Strategies



Chat About It!

What self-management skills are you teaching?
How are you teaching them?



Strategies at Tier 2

Problem-solving barriers to
finding and keeping a job



Strategies at Tier 2

[Feature Issue on Supporting New Career Paths for People with Intellectual and Developmental Disabilities | Winter/Spring 2012](#)



Strategies at Tier 2

Discovering Personal Genius



**Discovering
Personal Genius™**
Going Where the Career Makes Sense

**Patty Cassidy, Senior Associate
Marsie Hartman, Senior Associate
Griffin-Hammis Associates**


Creating
Communities
of Economic
Cooperation
Griffin-Hammis Associates



Chat About It!

What approaches are you using to address job-related needs?

What partners or stakeholders are you engaging with (e.g., Voc Rehab)?



Strategies at Tier 2

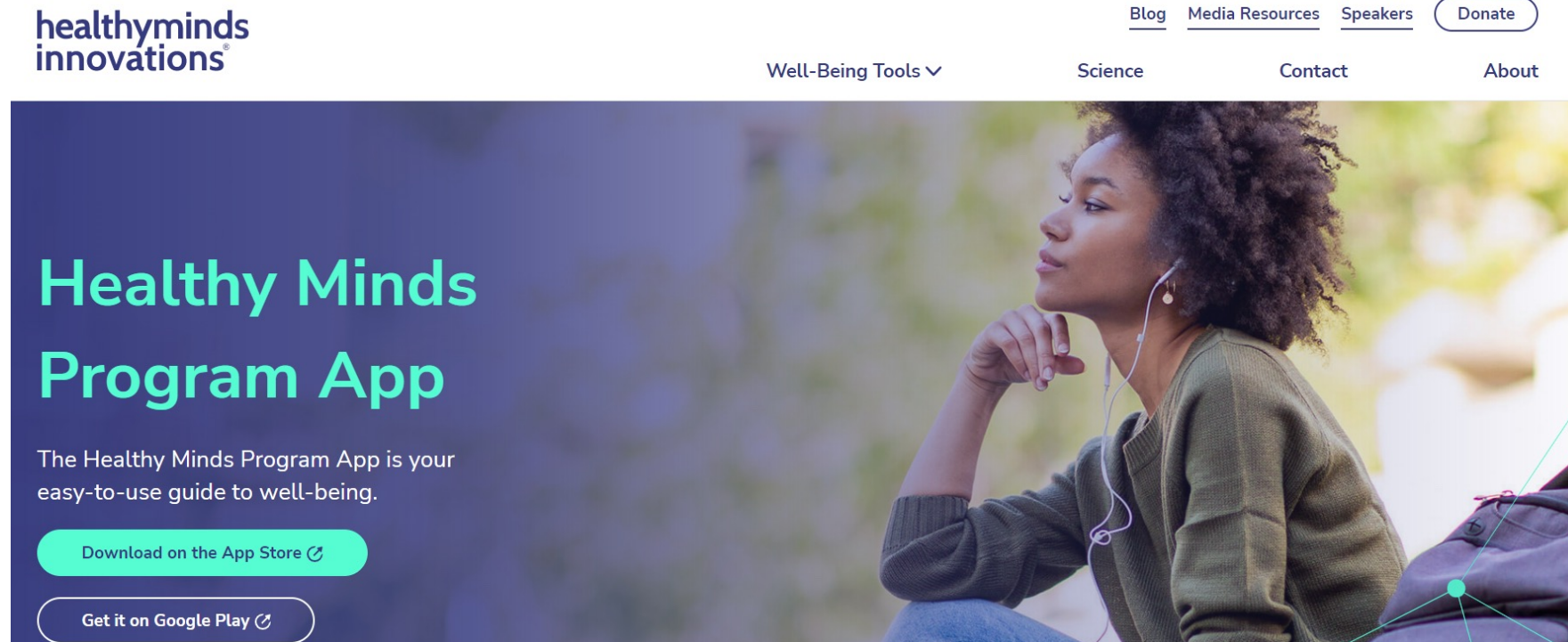
Relaxation and Mindfulness Activities



Strategies at Tier 2

Mobile apps can be helpful, many to choose from

[Healthy Minds](#)



The screenshot shows the website for the Healthy Minds Program App. At the top left is the logo "healthyminds innovations". To the right are navigation links: "Blog", "Media Resources", "Speakers", and a "Donate" button. Below these are "Well-Being Tools" (with a dropdown arrow), "Science", "Contact", and "About". The main content area features a large image of a young woman with curly hair wearing earbuds, looking thoughtfully to the side. Overlaid on the left side of this image is the text "Healthy Minds Program App" in large, bold, teal letters. Below this, a smaller line of text reads: "The Healthy Minds Program App is your easy-to-use guide to well-being." At the bottom of this section are two buttons: "Download on the App Store" and "Get it on Google Play", both with external link icons.



Strategies at Tier 2

- DHS Community Based Services – Successful Life Project resources
 - Stress Management for People with Intellectual or Developmental Disabilities



Chat About It!

What approaches are you using to teach relaxation and mindfulness?



Strategies at Tier 2

Teach Functional Communication to
Meet Wants and Needs

(sit tight – coming in the next section)

(and, more on teaching skills on Day 4)



How might secondary strategies fit within a Matrix?

Value	Setting 1: Kitchen	Setting 2: Upstairs	Setting 3: Rec Room
Individual autonomy	Skills: Using the stove Supports: Bx skills training Monitor: Filipe Data: QoL survey	Skills: Hygiene, knocking Supports: Bx skills training Monitor: John Data: QoL survey	Skills: Scheduling, negotiating Supports: Bx skills training Monitor: John Data: Incident reports
Safety and security	Skills: Requesting help Supports: FCT Monitor: Filipe Data: Frequency of requests	Skills: Caring for belongings Supports: Bx skills training Monitor: Tana Data: Incident reports	Skills: De-escalating conflict Supports: Mindfulness Monitor: John Data: QoL survey
Strong positive relationships	Skills: Conversation Supports: Friends workbook Monitor: Tana Data: QoL survey	Skills: Scheduling, negotiating Supports: Bx skills training Monitor: John Data: QoL survey	Skills: Dating relationships Supports: Mad Hatter Monitor: Filipe Data: QoL survey



Breakout Activity 2 (listed as #1 in handout)

What secondary strategies could you implement within your Matrix?

- (paste example strategies in the chat)
- How are you providing extra support to people who have needs (individually or in groups) for developing certain skills or addressing certain barriers?
 - What strategies or approaches are you using that we have not discussed yet?
 - If you aren't currently supporting people at Tier 2, what is opening up for you in this discussion about the possibilities?
- Are you providing (or would you provide) these supports as a group or individually?
- How are you monitoring the implementation of these supports?
 - Or how could you be?
- How are you measuring them?
 - Or how could you be?



Content Pivot

Function-based Thinking at Tier 2

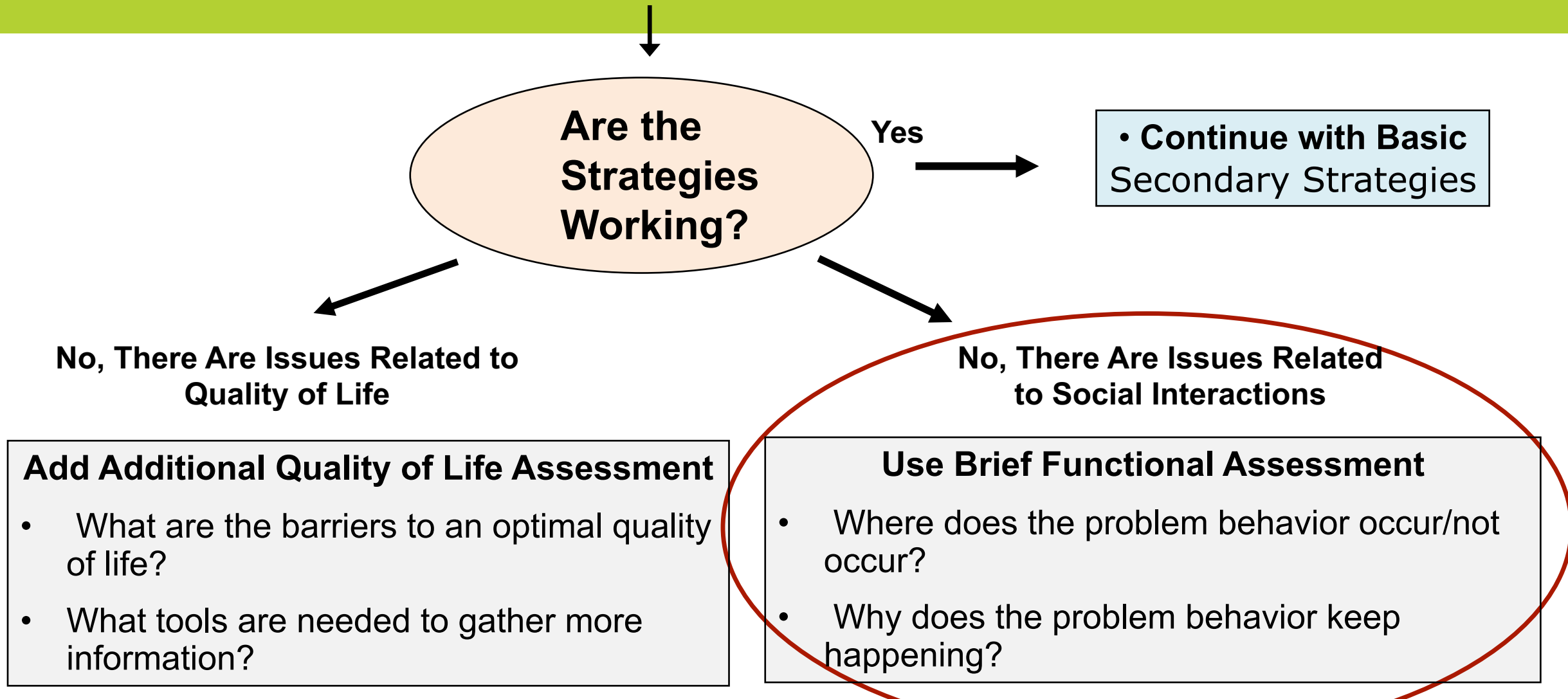


Poll

In your agency, how common is function-based thinking or using FBA to understand what's happening with a person's behavior?



Implement Secondary Strategies



Function-based Thinking

What circumstances influence what people do (the CABCs)?

- The **context** in which they live (environmental, social, biological, psychological)
- Specific **antecedents** that immediately precede what they do (**behaviors**)
- The outcomes (or 'maintaining **consequences**') generated by what they do
 - Escaping or avoiding...
 - People, situations, things, internal physiological response
 - Obtaining access to...
 - People, situations, things, internal physiological response



Function-based Thinking

Why is understanding a behavior's outcomes / purpose (objectively) an important thing to do?

- Because then we can replace challenging behavior with positive behavior

Function-based Thinking

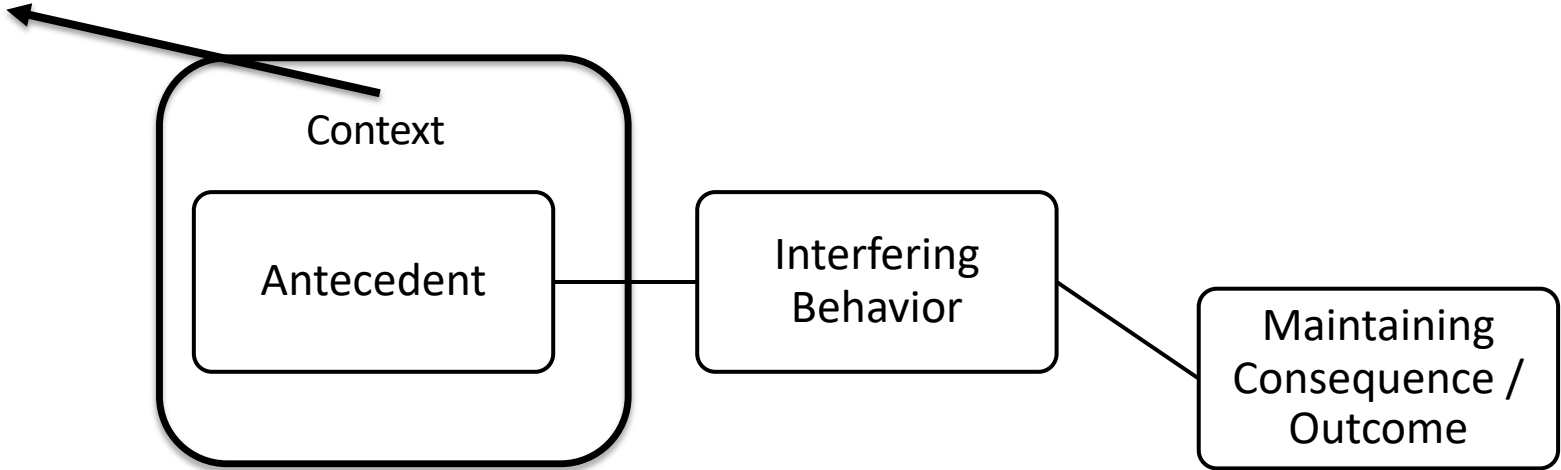
Why think about function rather than form?

- Some behaviors that look different may serve the same function
- The same behavior may serve different functions

Because when people learn new (positive) behavior that serves the same function, there is no reason for the challenging behavior to continue

Function-based thinking

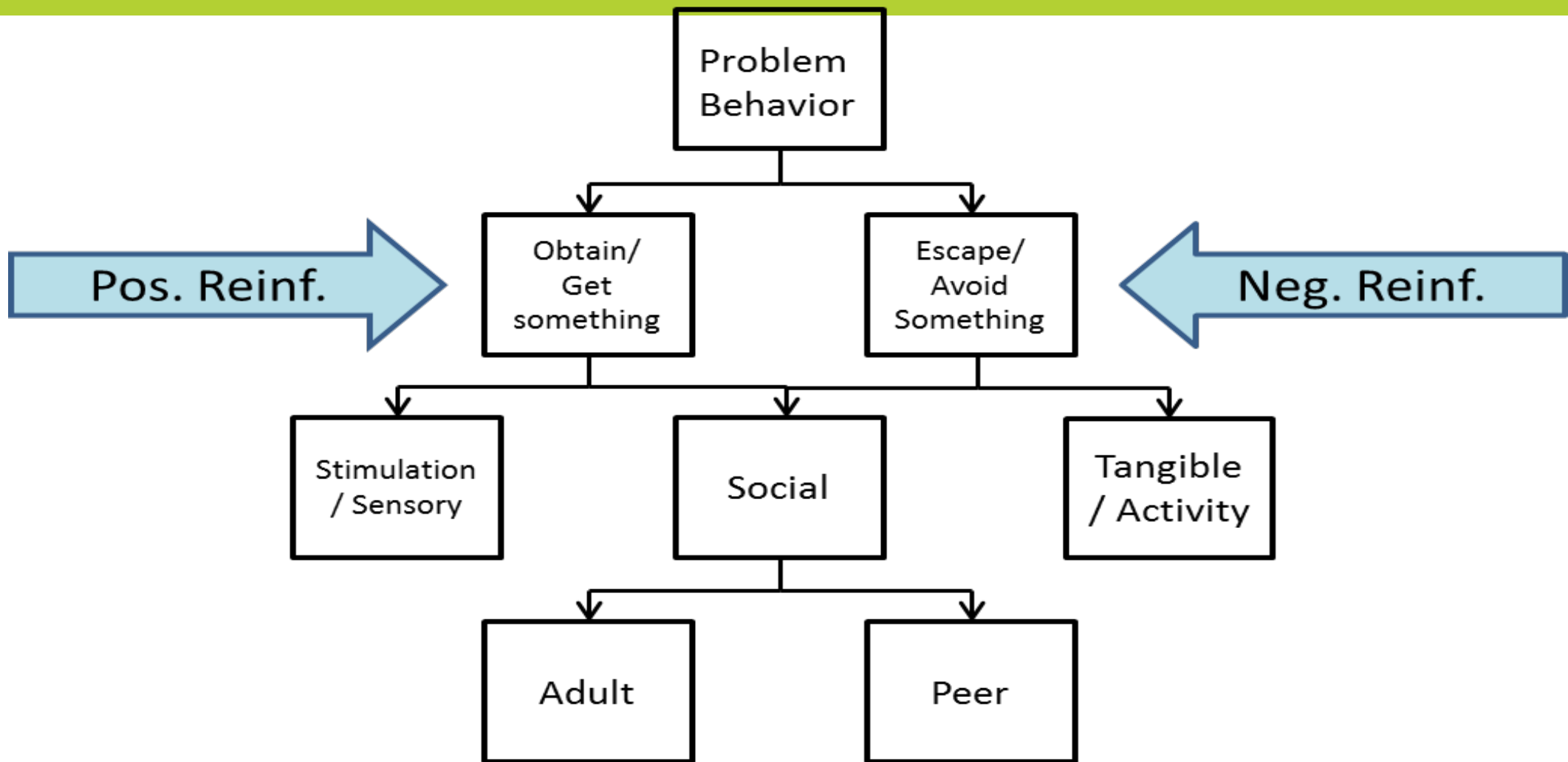
- Biological
- Psychological
- Social / environmental
- Quality of Life



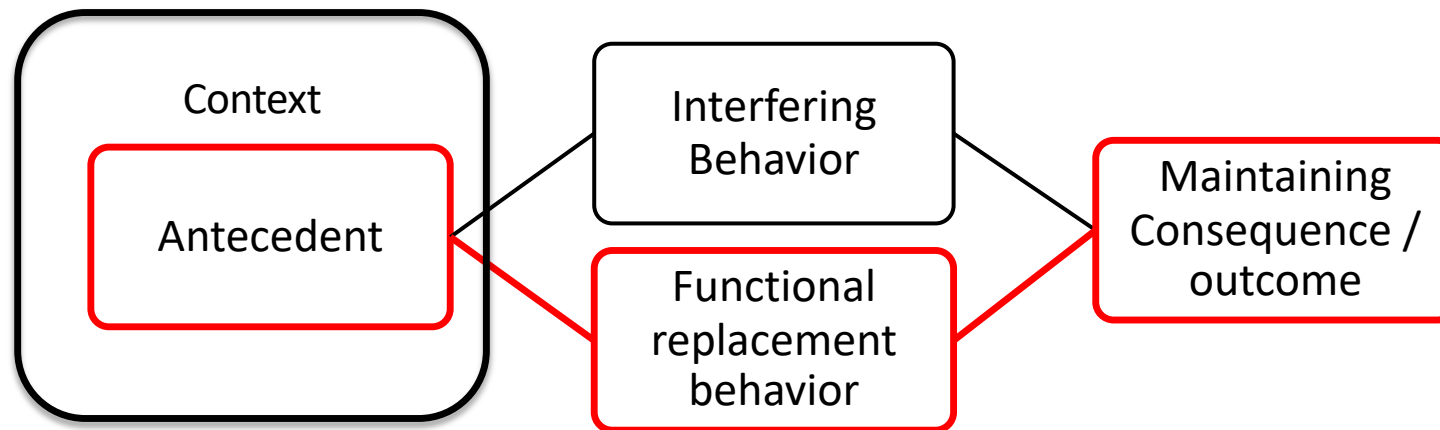
See FBA section of [Positive Supports Manual](#) (Guidelines for Positive Supports in DHS Licensed Settings), beginning on page 32



Functions



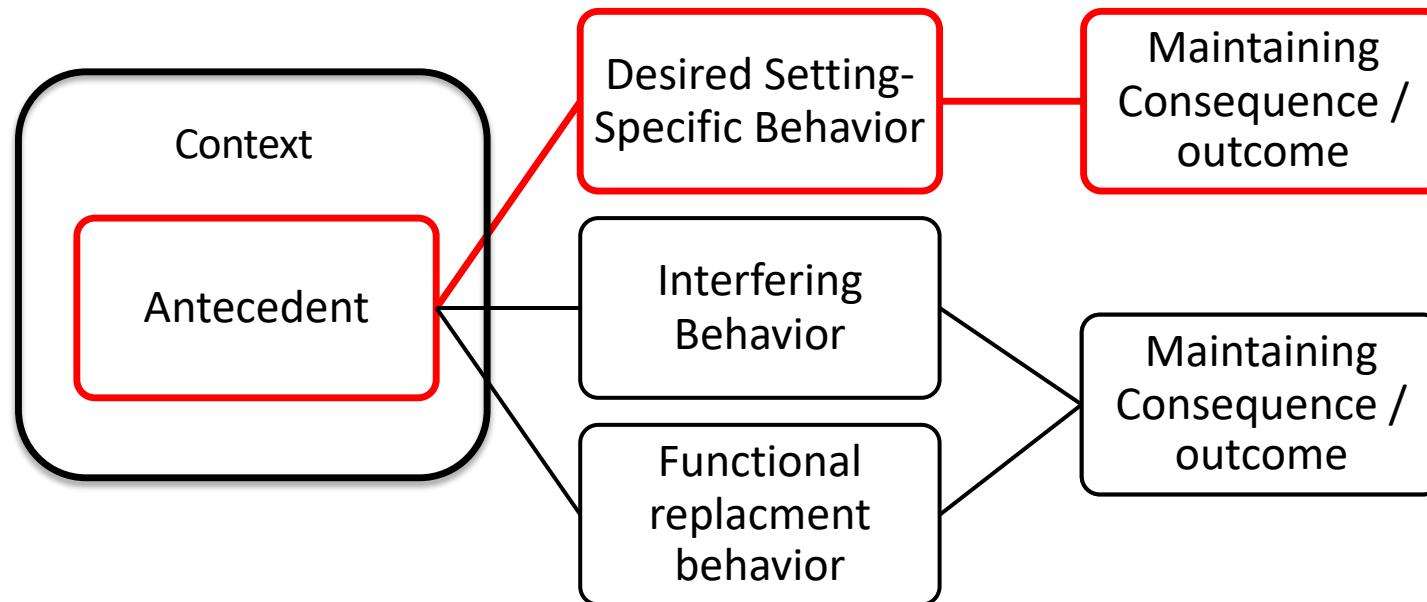
How do we "think functionally" without doing an FBA?



**Chat About
It!
What
examples
can you
share?**



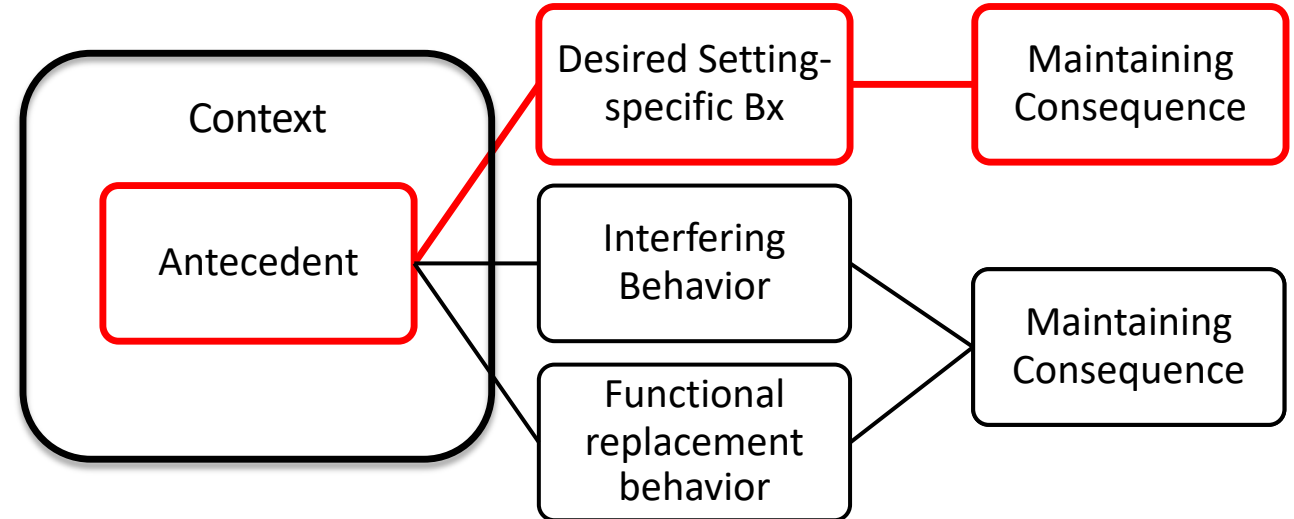
Competing Behavior Pathway



We've gathered information, now what do we do?

Goal: Staff think about behavior functionally, which drives a continuum of positive supports:

- Organization-wide Tier 1 planning
- Improve contexts so they work for people
 - Social / Environmental
 - Biological
 - Psychological
 - Quality of Life
- Tier 2 supports
 - Group
 - Individual
- Intensive & individualized Tier 3 interventions



How much information do you need before moving ahead?

- Initial interviews, observations, team discussions generate the first hypothesis about the relationship between:
 - Context
 - Antecedents
 - Behaviors
 - Outcomes
- Is the team confident in this initial hypothesis to drive 1-2 initial changes?

Note: we will cover FBA in much more detail next month



Function-based Thinking and FBA are tools for us

- We routinely see FBA required only in circumstances when restrictive procedures are used & need to be faded (human services), or when more restrictive placements are sought (education)
 - See [DHS Positive Supports Page](#)
- **POLL:** does your agency relate to function-based thinking and FBA as tools or as compliance requirements?



Violet Case Example – what are the CABCs?

You are a staff person supporting Violet, who is a 34 year old woman living in a residential home with 2 other roommates.

She has lived in the same home for 13 years. Violet began taking a new medication 1 month ago in hopes of reducing her mood swings. Her new medication has been making her drowsy after she takes her afternoon dose. Violet enjoys being on her computer, drawing, and watching *Young and the Restless*. Violet has a diagnosis with autism spectrum disorder and intellectual disability. She communicates using short 2-3 word phrases for preferred items and activities.

Recently, Violet has begun to engage in aggression toward staff members. Staff report that she is aggressive when she is asked to do chores around the home. As a result, staff have stopped asking Violet to do many of her assigned chores as she has been aggressive at least once per day for the last week usually after arriving home from her day program. Staff have been providing points to Violet for completion of chores that she can turn in for preferred reinforcers. However, at this time Violet has not received enough points to earn a reinforcer in over two weeks.



Violet Case Example

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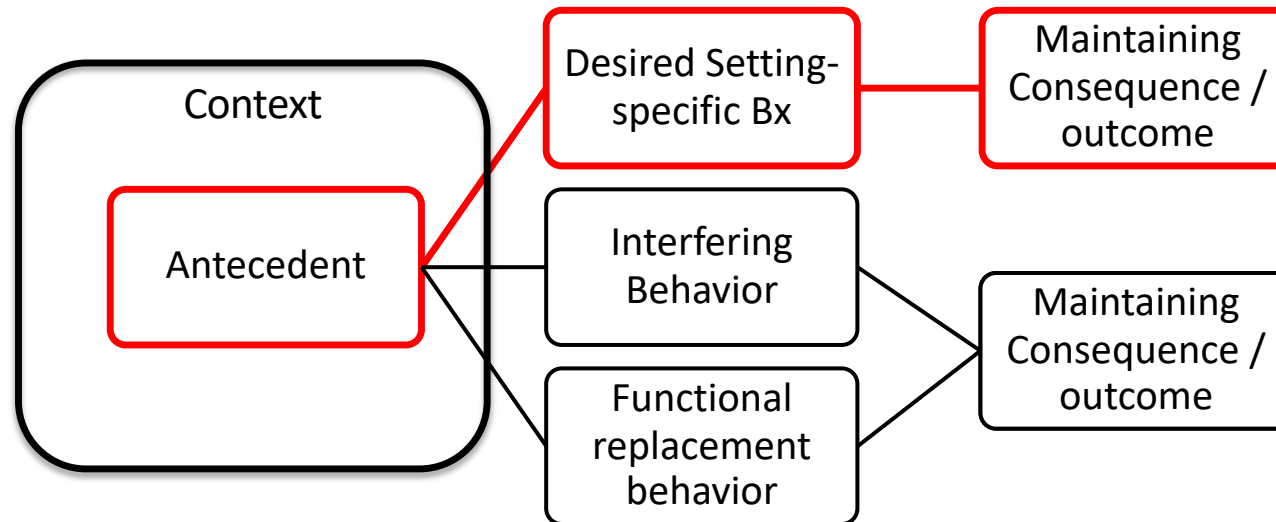
Abdi Case Example

- A 23-year-old man named Abdi recently moved from his parents' home to a residential home with three roommates. Abdi 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.



Function-based thinking for Abdi at Tier 2

- Based on what you know now about Abdi, how would you fill out his competing behavior pathway (what information would go in each box)?



What Can You Do Over the Next Month at Tier 2?

- Confirm Team members for
 - PBS Team Managers (1-2 People Monitoring)
 - Positive Support Team
- Pick One Group Intervention to Establish
- Add Action Plans to Personal Descriptions
- Pilot Secondary Monitoring in Smaller Part of Organization
- Review Incident Report Forms for Compatibility
- Talk to the Universal Team About Piloting Training Activities to Improve Incident Report Documentation
- Edit Universal Person-Centered Positive Behavior Support Presentation
 - Add County Main Messages
 - Include Matrix and Example and Ask People to Co-Present



Discuss commitments for applying Day 2 content

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

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

