Positive Behavior Support
Moving from Tier 1 to Tier 2-3
Day 3

DEPARTMENT OF HUMAN SERVICES

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UNIVERSITY OF MINNESOTA

Driven to Discover℠

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

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Day 3

Classroom Content
- Functional Behavior Assessment
  - Identifying the relationship between behavior and circumstances impacting it
- Indirect (interviews, questionnaires)
- Direct observation
  - (Summarizing the data and generating hypotheses = Day 4)
- Review DHS FBA quality checklist

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 mnpsp.org, or your own existing materials
- Use the DHS quality checklist for FBA (linked on mnpsp.org) to review the FBA as a team

Review application of 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

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

Breakout Room Guide

- Breakout for 10 to 15 minutes

- Each breakouts in groups of 4-5 maximum

- Turn camera on for breakouts, if you can

- Ensure everyone shares and holds the space together

- Everyone is learning. Each journey looks different

- Designate a reporter for each group to summary your discussion for entire group

Content Pivot

Intensive Individualized Planning at Tier 3: Functional Behavior Assessment

General considerations for when an FBA and PBS plan are needed...

Implement Secondary Strategies

Are the Strategies Working?

Yes → • **Continue with Basic** Secondary Strategies

No, There Are Issues Related to Quality of Life

No, There Are Issues Related to Social Interactions

Add Additional Quality of Life Assessment

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

Use Brief Functional Assessment

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

Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your person-centered & PBS Facilitators
- Work with person to form an individual team
- Prepare for person-centered planning
  - And implement the plan – this may be the terminal point in this list
- Use PCP information as part of FBA
- Schedule FBA interviews, questionnaires, surveys, observations
- Generate hypothesis (hypotheses) of the behavior's function
- Link FBA results to positive behavior support plan
  - Ensure PBS plan is well-integrated with PCP and any other support plan
- Report general de-identified progress in regular secondary meetings

Poll

How much heartburn does this give you?

- **None –** we've got this all in place or moving that direction
- **Mild –** some of this is already in place for us, and our Tier 1 systems can expand to accommodate the development of what is not yet in place
- **Moderate –** the concepts of FBA and PBS plan development are mostly new for us, but our Tier 1 systems can expand to accommodate when needed
- **Severe –** these concepts are mostly new to us, and our systems will need significant work in order to accommodate expansion into this territory

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Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your Person-centered & PBS Facilitators
  - You've already formed your team – these people should be in place

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Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your Person-centered & PBS Facilitators
- Work with person to form an individual team
  - This may be new – talk with the person and their stakeholders to set an initial meeting to talk about what's next

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Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your Person-centered & PBS Facilitators
- Work with person to form an individual team
- Prepare for person-centered planning
  - The PCP Facilitator takes the lead here. Ideally, the person already has a PC profile or description – the planning will take on some added dimensions of depth and breadth, as well as specific action planning to ensure progress toward a desirable life CONTEXT is being addressed adequately.

  - And implement the plan – this may be the terminal point in this list
    - Moving forward to FBA may not be needed if the person's life gets on track via implementation of the PCP

Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your Person-centered & PBS Facilitators
- Work with person to form an individual team
- Prepare for person-centered planning
- Use PCP information as part of FBA

  – Recall from Day 2 we discussed the role of CONTEXT as a contributing factor to what people do. PCP can reveal a lot about the mis-alignment between a person's current context and what works for / is desirable to them. A deeper understanding of this is critical to FBA, and required by DHS (see the <u>Positive Supports Manual</u>, starting on pg 32).

Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed…

- Contact your Person-centered & PBS Facilitators
- Work with person to form an individual team
- Prepare for person-centered planning
- Use PCP information as part of FBA
- Schedule FBA interviews, questionnaires, surveys, observations
  - We will discuss these today. Keep the Positive Supports Manual handy as a reference, as well as the DHS FBA Quality Checklist, and other relevant resources on MNPSP.org.

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Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your Person-centered & PBS Facilitators
- Work with person to form an individual team
- Prepare for person-centered planning
- Use PCP information as part of FBA
- Schedule FBA interviews, questionnaires, surveys, observations
- Generate hypothesis (hypotheses) of the behavior's function
  - After you gather all of your FBA data, you look to where the data are lining up consistently, and offer a hypothesis of the **RELATIONSHIP** between Context, Antecedents, Behaviors, and Outcomes/Consequences. We will emphasize this today!

Tier 3 – Organizing to Provide Individual Planning

General considerations for when an FBA and PBS plan are needed...

- Contact your Person-centered & PBS Facilitators
- Work with person to form an individual team
- Prepare for person-centered planning
- Use PCP information as part of FBA
- Schedule FBA interviews, questionnaires, surveys, observations
- Generate hypothesis (hypotheses) of the behavior's function
- Link FBA results to positive behavior support plan
  - Ensure PBS plan is well-integrated with PCP and any other support plan
    - The best PBS plan addresses all areas noted as problematic or mis-aligned for the person in the FBA and PCP, and uses the most effective and available positive support approaches in an integrated way so the person experiences a **COHERENT** approach to being supported.

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Tier 3 – Organizing to Provide Individual Planning

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- Generate hypothesis (hypotheses) of the behavior's function
- Link FBA results to positive behavior support plan
  - Ensure PBS plan is well-integrated with PCP and any other support plan
- Report general de-identified progress in regular secondary meetings
  - Your team should have data systems well in-hand by now. You may need to add some individualized measures, and meet with the team regularly to review and make decisions about what's working and where to continue spending energy.

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Functional Behavioral Assessment and Roles
what roles do you have in place?

	Informal Function-Based Thinking	Simple Function-Based Thinking	Complex Functional Assessment	High Level of Expertise
Universal Team & Staff	X			
Tier 2/3 Team	X	X		
PBS Facilitator	X	X	X	
PBS Facilitator Trainer	X	X	X	X

Breakout Activity 1

What is your experience with FBA?

- Have you been part of FBAs previously – as a leader or participant in another way (gathering observational data, giving an interview about a person, etc)?
- What information-gathering approaches did you use or experience?
- Do you recall some of the hypotheses you generated through your FBAs?
  - i.e., how you characterized the relationship between the person's behavior and the context, antecedent, and outcomes
- How did you connect the FBA results to support planning for the person?
  - And how did you integrate the FBA-based supports with other positive supports the person was already receiving (or was in the process of setting up)?
    - *(this is important – we will be talking more about integration of supports as this training progresses)*

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Working Across Age Ranges & in Different Services Requires Flexibility

Mn CHOICE Assessment

Diagnostic Assessment

Functional Assessment

Functional Analysis

Person Centered plan

Positive Support Strategies

Behavior Support Plan

Positive Behavior Support

Functional Behavior Assessment

Person Centered Plan

Positive Support Transition Plan

Functional Assessment

Psychological Assessment

Neuropsychological Assessment

FBA Assumptions

- What people do is not random
  - The pattern might be hard to find sometimes, but there is a pattern
- People do things in response to what is happening around them
- Physical health and mental health influence what people do
- A person's history with other people and events in the world has an influence on what they do today
- Whether they actively think about it or not, the outcomes of a person's behavior has an influence on how likely they are to do the same thing / similar things in the future

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Language Matters

- "It just happens at random"
  - Implication: the person & their team have no control over what happens

- "This is maladaptive behavior"
  - A maxim in ABA is that a person is doing exactly what they should be doing given their personal history, skill set, and reinforcement history – so, the behavior is actually adaptive, it's working for them in some way

- "She is being manipulative"
  - Implication: she is a bad person
  - But consider this FBA conclusion: "In the context of recent family relationship trauma and poorly-controlled anxiety disorder, Janet often scratches herself causing tissue damage, which results in nurturing attention from staff and medical personnel."

Language Matters

- "It's all about control"
  - This is an unfortunately common conclusion to FBA reports
  - The **assumption** going into an FBA is that the person is controlling something with their behavior – so it cannot be the **conclusion**
    - *What is the person controlling* and *under what circumstances*?
    - This is the difficult job of FBA

CHAT ABOUT IT!

- Regarding how staff in your organization talk about people and their challenges:
  - How is language used well / supportively?
  - How is language used unhelpfully?

All sources of FBA data look for the CABCs

Under what circumstances does the behavior happen:
- **Context**
  - events, situations, states of being that influence the likelihood of a target behavior occurring (e.g., medication change, new staff member, change in routine earlier that day, etc.)
- **Antecedent**
  - what other people do or say immediately before the behavior (e.g., a task is presented, attention is given to someone else in the room)

(the **Behavior** under assessment)

What is the behavior controlling:
- **Consequence**
  - outcomes after the behavior happens (e.g., avoiding a task, person, moving others to a different location)

Recap of function-based thinking

- 1
- 2
- 3
- 4
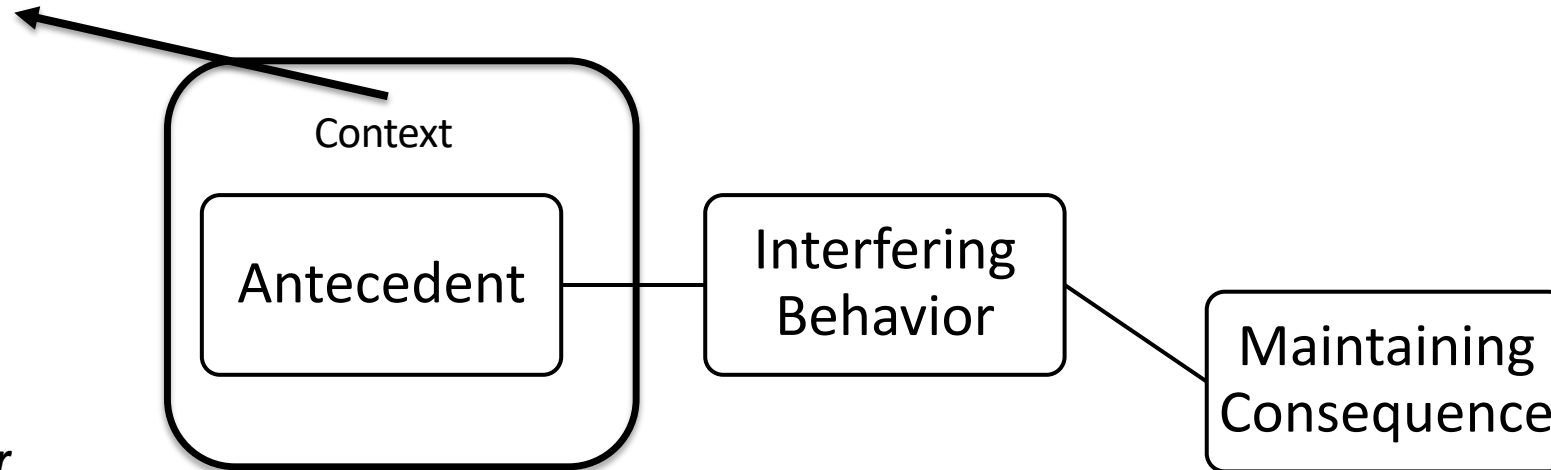
What are the four areas of context we look into, per DHS guidance in the Positive Supports Manual?

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

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Context

- Per the Positive Supports Rule:
  - **Biological factors**, identified through a medical assessment or a dental assessment;
  - **Psychological factors**, identified through a diagnostic or suicidality assessment;
  - **Environmental factors**, identified through direct observation or interviewing a significant individual in the person's life; and
  - **Quality of life indicators** based on the person's goals and needs within the domains of a meaningful life.

- Note overlaps with person-centered and trauma-informed practices

Biological Context

- Types of questions to consider and explore:
  - How is the person's diet?

  - Any current or history of sleep issues (falling or staying asleep)?

  - Any known chronic medical conditions?

  - Is the person dealing with hormonal changes?

  - Does the person experience pain regularly? Any Hx of GI issues?

  - How is the person's dental health?

  - Any known genetic disorders?

  - How much daily physical activity?

  - When was their last hearing and vision screening?

Psychological Context

- Types of questions to consider and explore:
  - Has the person experienced trauma?
  - Does he/she have a mental illness? What are the primary symptoms? How does it occur for them?
  - Does the person have an intellectual disability?
  - Other history or current neurological or psychological disorders?
  - Do they engage in self-harm or display/report suicidal ideation?
  - Meds: Which ones? Side effects? What time of day? Adherent?
  - Is the person involved in a treatment process - if so how is it working for them – what effects is it producing?

Social / Environmental Context

- Many people using services have limitations on choice:
  - With whom they live, work, and associate
  - The communities in which they live
  - The job they have / school they attend
  - Romantic relationships
  - Support providers
  - Work income capped to preserve disability income
- In educational or community settings:
  - Staff/teacher turnover
  - Chaotic / unstable environments are common

Social / Environmental Context

- Types of questions to consider and explore:
  - Does the person get along with housemates, workmates?
  - Does he/she have good rapport with people giving support?
  - Are problem behaviors more likely…
    - at certain times of day
    - with certain people
    - during certain activities
  - What skills has the person learned recently that they use in their daily life?
    - Do any of those skills replace a former problem behavior?
  - What supports have worked and not worked?

Quality of Life (as context to FBA)

- **Emotional well-being** – contentment, self-concept, lack of stress
- **Interpersonal relations** – interactions, relationships, supports
- **Material well-being** – financial status, employment, housing
- **Personal development** – education, personal competence, performance
- **Physical well-being** – health and health care, activities of daily living, leisure
- **Self-determination** – autonomy / personal control, personal goals, choices
- **Social inclusion** – community integration and participation, roles, supports
- **Rights** – legal, human (respect, dignity, equality)

Breakout Activity 2

- Context – see handout

- As you support people in your professional life you may notice contextual events or characteristics that tend to be associated with the way in which people behave or interact with the world.
- Think about people you support, describe some contextual events or characteristics, and how they uniquely influence the person's behavior.

Antecedents

- Task demand
- Denied request
- Terminated activity
- Reduced attention

- Inquiring minds want to know…
  - What behaviors do they trigger?
  - How reliably?
  - Under what contextual circumstances?

Breakout Activity 3

- Antecedents – see handout
- As you support people in your professional life you may notice stimuli that tend to trigger various behaviors.
- Consider which of these behaviors (desirable or not) are triggered by the antecedents listed in the left column, describe what the antecedent looks/sounds like, and note the conditions in effect when the antecedent actually triggers behavior.

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Maintaining Consequences / Outcomes

- Events that follow behavior and strengthen / maintain it over time
  - i.e., the behavior generates an outcome that works for the person
- Something unwanted is removed or delayed
  - Task (brushing teeth)
  - Person (staff)
  - Situation (itch)
- Something desirable is added
  - Item (food)
  - Person (staff)
  - Situation (TV time)
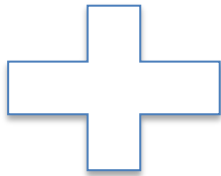
Behavior

Add/Acquire — Remove/Avoid

Add/Acquire:

Internal stimulation	People/Attn	Objects	Activities
Drug	Social	TV remote	Community
Flavor	Comfort	Food	Cooking
Proprioception	Help	Car	Front seat
Sexual	Praise	Computer	Job
Cold		Cigarettes	Videogames
Scents		Money	

Remove/Avoid:

Tasks	Settings	People	Internal stimulation
Chores	Store	Housemate	Itch
Jobs	Restaurant	Staff	Headache
Hygiene	School	Sister	Nausea
Exercise	Work	Dentist	Heart rate
School	Home	Parents	Heartburn
Tx group	Tx group	Bully	Thirst
Homework		Doctor	Perseveration

She actually said, "he doesn't LIKE reinforcement".

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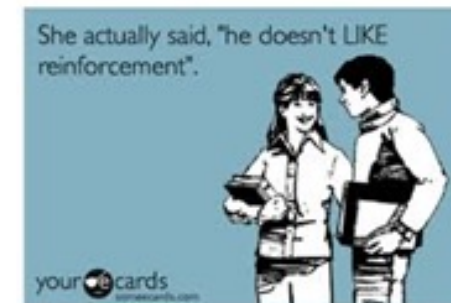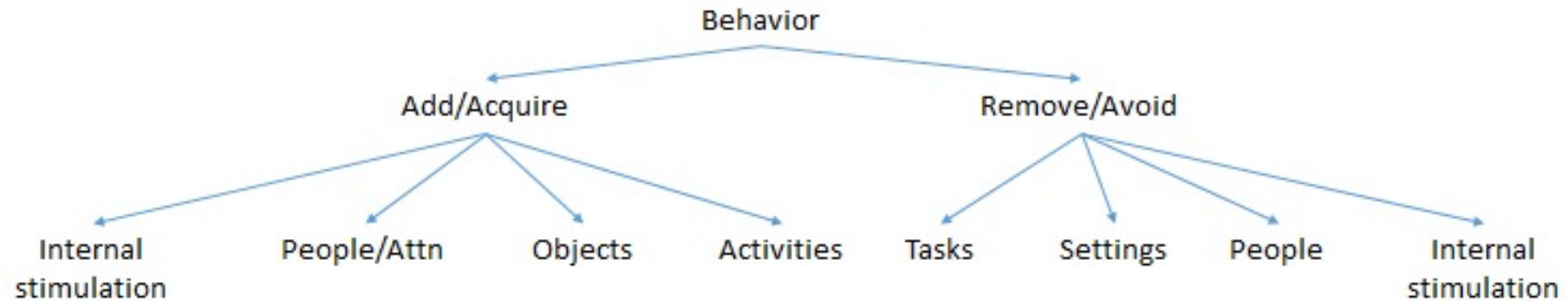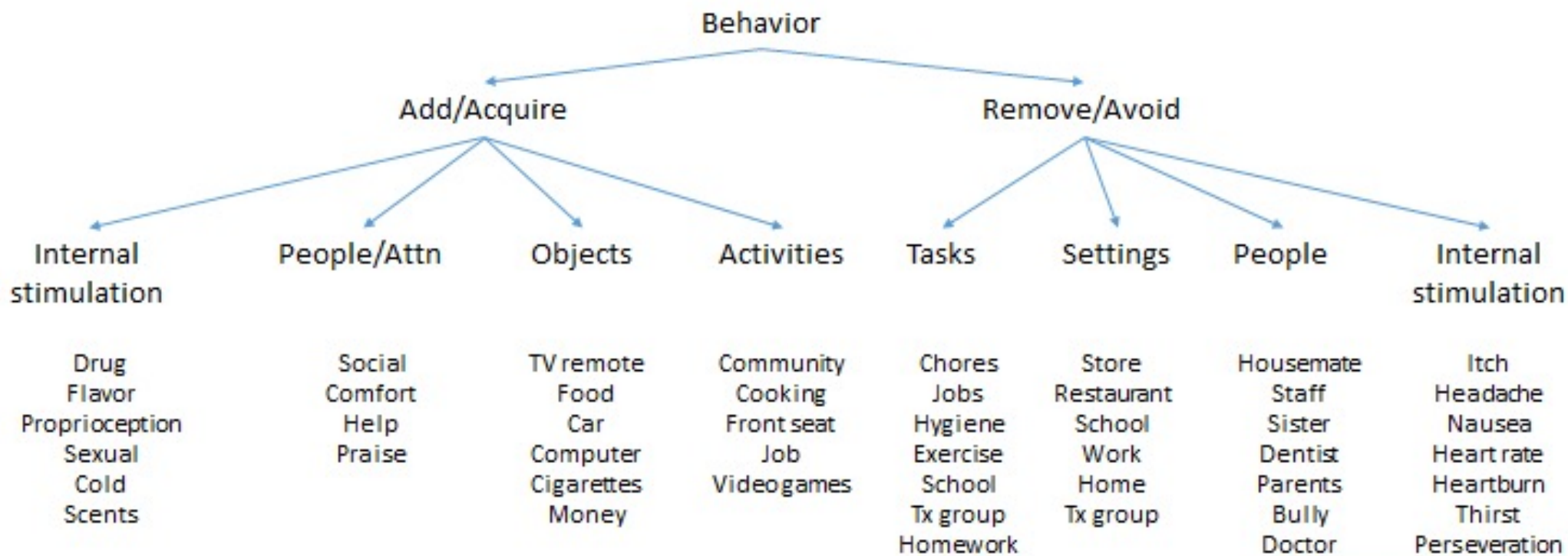
Sources of FBA Data

Indirect Assessment
- Interviews
- Surveys
- Questionnaires

Direct Assessment
- Functional (Behavior) Assessment Observation Form
- CABC observations
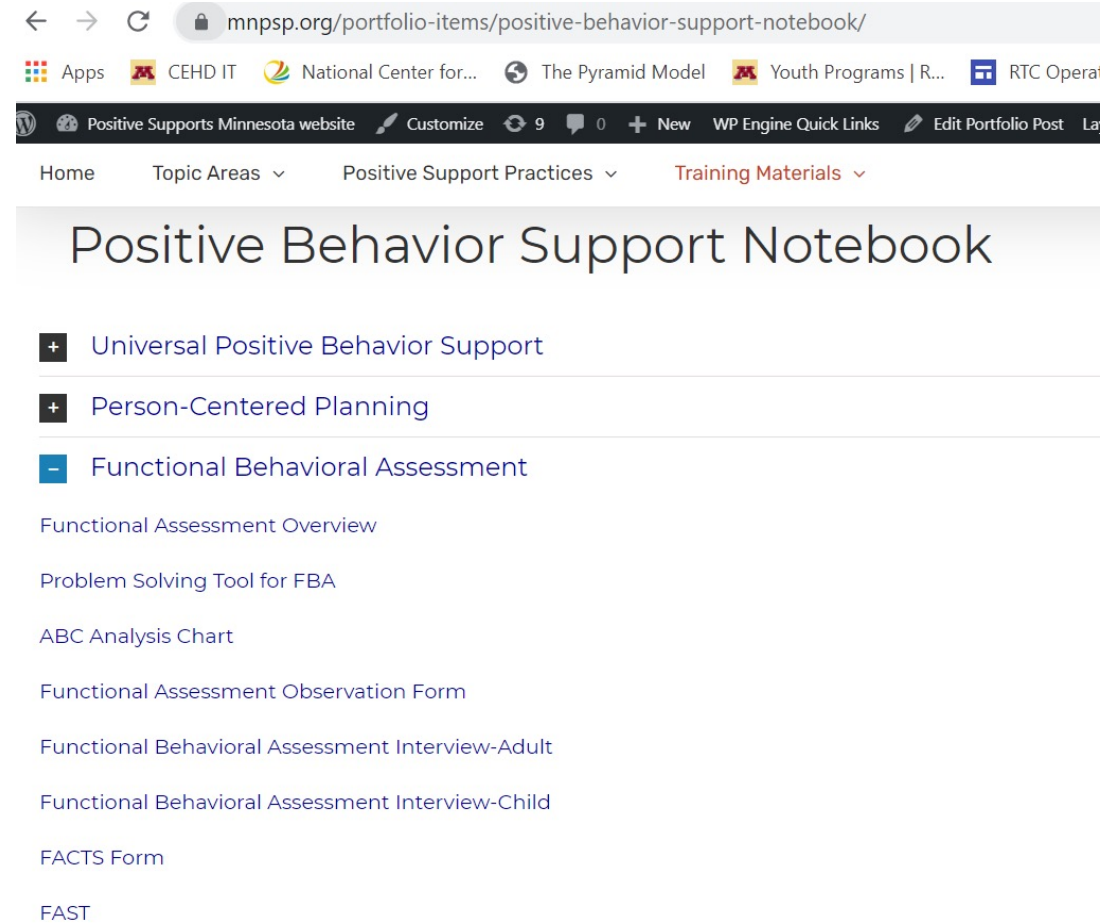
Find FBA resources in the PBS Notebook on MNPSP.org
https://mnpsp.org/portfolio-items/positive-behavior-support-notebook/

Breakout Activity 5

- Review the two interview templates, the FAST, the FACTS, and FAOF on MNPSP.org

Indirect Assessments: Rating Scales and Checklists

PROS

- Can be quick to give to multiple raters
- Requires less time and effort for the interventionist than direct observation
- Assists with interpretation of the information obtained through direct observation

CONS

- Interpretation of the items by the respondent can be subjective
- Provides less precision in identifying potential functions of behavior than direct observation
- Information obtained via indirect assessment should be validated through direct observation

Direct Observation: CABC Recording

Date/Time	Context	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on & who was present when the behavior occurred?	What happened right before the behavior that may have triggered the behavior?	What did the behavior look like?	What did other people do or say?
5-1-14 8:00pm	Staff AA and BB present. Peer CC in his bedroom listening to music. Upstairs after dinner and chores completed.	BB said 'Bill please get going with your ADLs'	Bill swore at BB and threw toothbrush at him.	BB said 'that is not appropriate and you have to at least brush your teeth.'
See above	See above	See previous consequence.	Bill swore at BB, went into bedroom, slammed door.	BB said 'you need to make good choices tonight'. Staff AA sat with Bill to complete a processing form.

Minimizing Disadvantages in Observations

- Conduct observations on several different occasions. This will allow issues such as reactivity to decrease and provide more observation opportunities

- Conduct observations across a variety of settings and situations. Creates opportunity to observe the behavior under a number of different conditions

- Have people in the person's daily environment collect data. Reduces reactivity that can be created by an outside observer.

- Select an appropriate tool and personalize it. A non- standardized tool can be modified to increase the likelihood that it will be used.

A Word on Functional Analysis

- Functional analysis is a range of experimental procedures that control the presentation of antecedents and consequences
- Conducting FA requires extensive training – agencies refer out for this service when they cannot develop successful support plans based on FBA

CABC Activity

- **Big Bang video**
  - Watch all the way through
  - Go back to the beginning, assess the first scenario
  - Assess additional scenarios as time allows

- First scenario – assessing Penny's clearing of the table
  - What is the context?
 - What was the antecedent?
  - What was the consequence?

CABC Activity

- Second scenario – assessing Penny's switching seats
  - What is the context?
  - What was the antecedent?
  - What was the consequence?

- Third scenario – assessing Penny's taking phone call outside
  - What is the context?
  - What was the antecedent?
  - What was the consequence?

Developing a Function-Based Support Plan (teeing up for next month)

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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
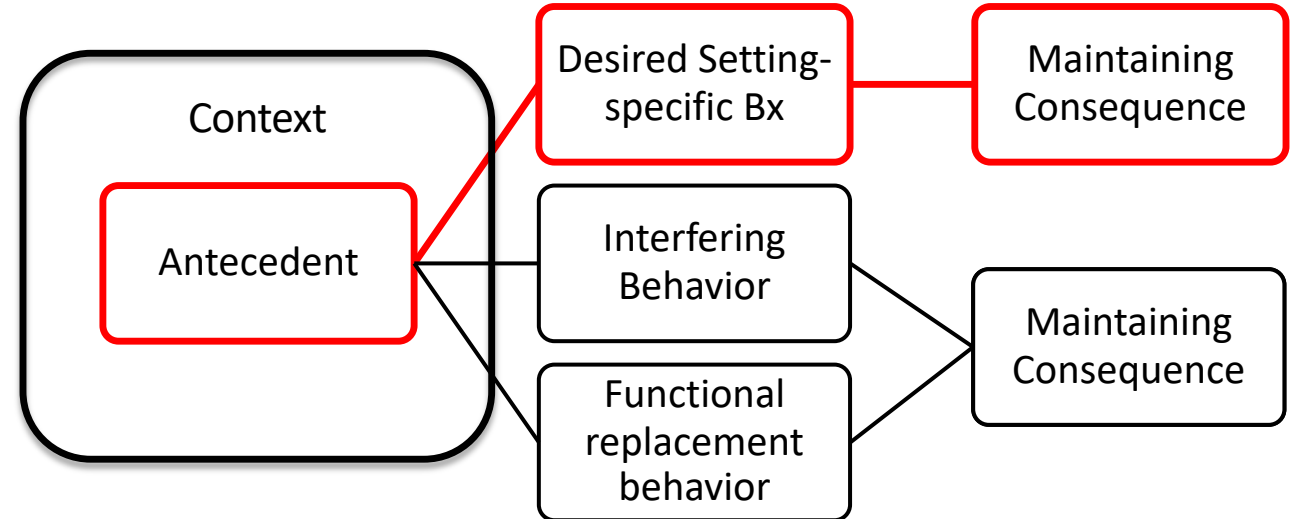
Competing Behavior Pathway
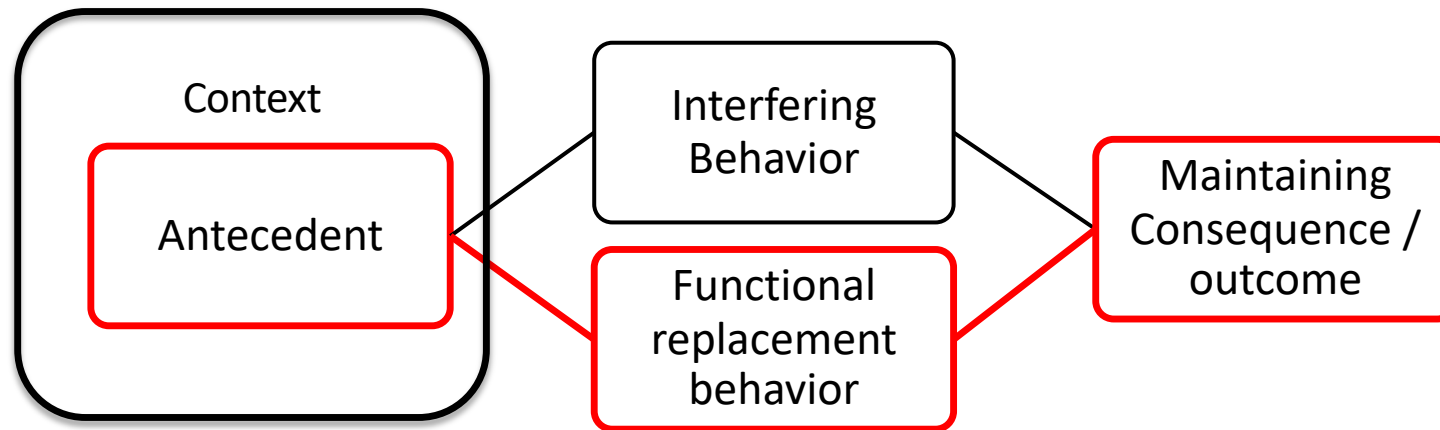
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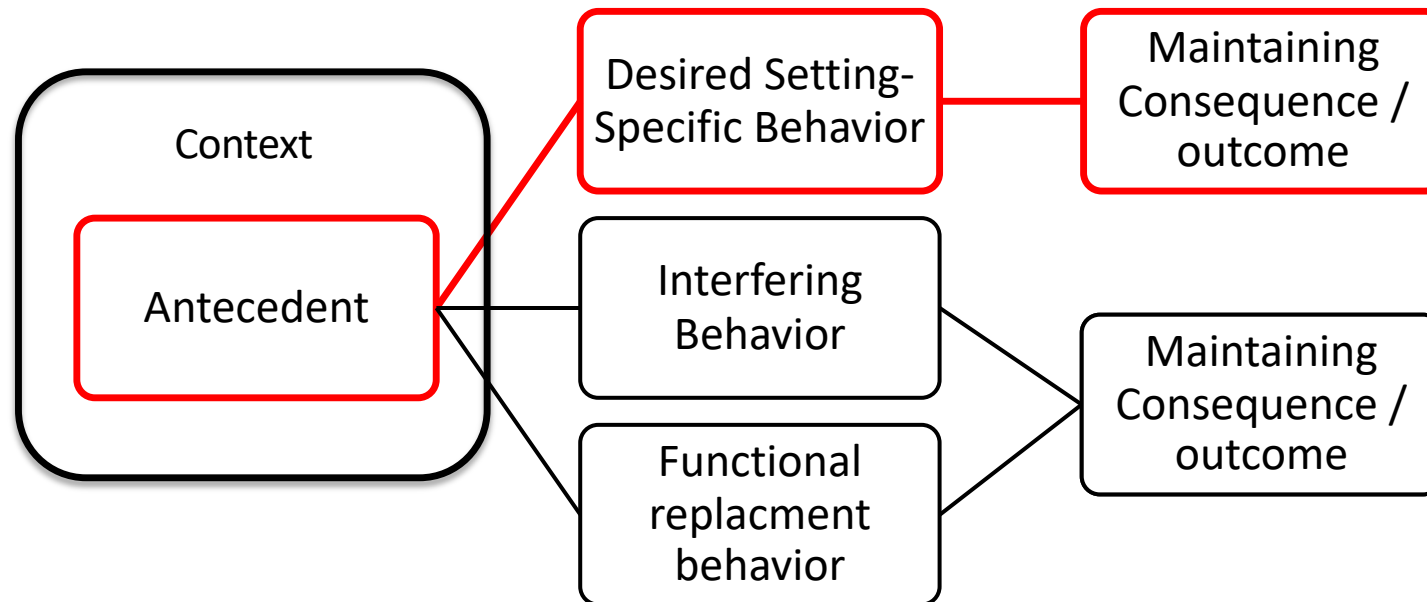
Breakout Activity 6

- Large or small groups
- See handout
- Identify the CABCs in the scenarios

DHS FBA Quality Checklist

- https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6810F-ENG-pform

Discuss commitments for applying Day 3 content

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 mnpsp.org, or your own existing materials
- Use the DHS quality checklist for FBA to review the FBA as a 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

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Like – Learn - Change

- Qualtrics link