

# Module 1: Community-Based Positive Supports



---

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



# Community-Based Positive Supports Training

## Day 1: Community-Based Positive Supports

- Thursday Jan 26 2023 · 12pm – 2pm

## Day 2: Positive Approaches to Challenging Behavior

- Friday Jan 27 2023 · 12pm – 2pm

## Day 3: Supporting Autistic Children, Youth, and Adults who Engage in Challenging Behavior

- Thursday, Feb 2 2023 12-2pm

## Day 4: ACES and how Trauma and Chronic Stress Impact the Lives of People with Disabilities

- Friday Feb 3 2023 12-2pm

## Day 5: Assessment, Intervention, and Resources for Self-Injury and Aggression

- Thursday, Feb 9 12-2pm

## Day 6: Maintaining Success

- Friday Feb 10 2023 · 12pm – 2pm



# Multi-Disciplinary Panel



**Disciplines including the following:**  
*Educational Psychology, Pediatrics,  
Speech-Language Pathology and  
Augmentative and Alternative  
Communication, Positive Behavior  
Supports, Telehealth, TeleOutreach, and  
Remote Supports, Autism and  
Neurodevelopmental Disabilities, Case  
Management, Greater Minnesota, Self-  
Injurious Behavior, Trauma-Informed  
Support*



# Agenda for Today

1. Greeting, introductions of panel and introduction to the session—5 minutes
- 2. Didactic—40 minutes**
3. Skill building & practice—20 minutes
4. Case-based learning—20 minutes
5. General discussion with panel—15 minutes
  - Resource sharing
  - Strategy sharing
6. Questions, summary of ideas, strategies, and resources, and wrap up—10 min



# Today's Topic: Long-Term Planning

- Creating a long-term plan
- Generalizing interventions across routines
- Evaluating positive support plans over time



# Introduction to Long-Term Planning & Generalization

## Katherine's Story



# Katherine's Story

- Young child engaging in challenging behaviors in home
- Family selected 4 routines that were highly valued
  - Having dinner together
  - Evening bedtime routine
  - Going to a restaurant
  - Brief shopping trip
- Focus on helping family generalize interventions to a new routine

Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions*, 9(3), 131-150.



## More About Katherine

- Diagnosis of Autism, moderate to severe IDD
- Used sounds that were close to words but did not use formal speech

### Across Time

- Participated in an integrated preschool (age 5-6)
- Special education in a special needs classroom age 6-12
- Similar special education setting in middle school (age 12-15)





# Katherine's Family

## Family Members

- Mother
- Father
- Sister

## Family Concerns

- Katherine's parents reported that they did everything for her (getting dressed, feeding her, completing daily hygiene tasks).
- Avoided any community activities with Katherine (shopping, eating at restaurants, visiting others)



# 5 Behaviors were Defined for Katherine

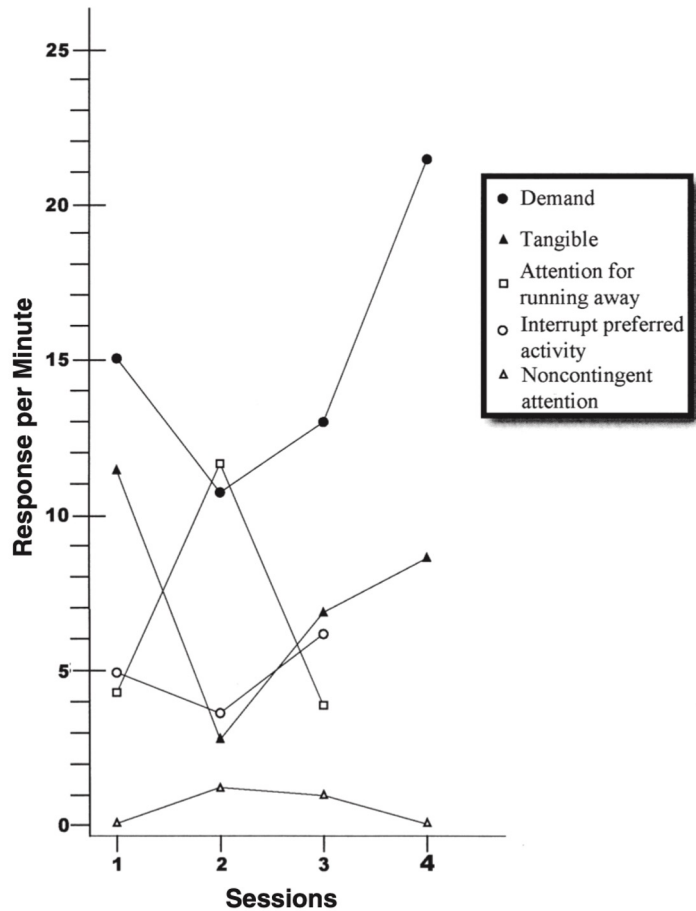
- **Screaming** - involved a high-pitched piercing sound or a lower-pitched sound
- **Physical resistance** to parental assistance (pulling away, pushing away task materials, falling to the floor)
- **Leaving the area - running away from a parent** (e.g., walking in the store)
- **Disruptive or destructive behavior** (throwing objects, knocking items off of a shelf or table, and kicking or



# The Following 7 Measures Were Included

1. Rate of problem behavior
2. *Latency in minutes to successful completion of a routine*
3. Frequency of parent-reported indicator behaviors,
4. Child activity patterns (Lifestyle inventory)
5. Average parent rating of social validity of PBS
6. Average parent rating of contextual fit of PBS
7. Average parent rating of social validity of research procedures





**Figure 1.** Results of functional analysis: Rate of problem behavior across five conditions.

## Katherine's Functional Analysis

Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions*, 9(3), 131-150.



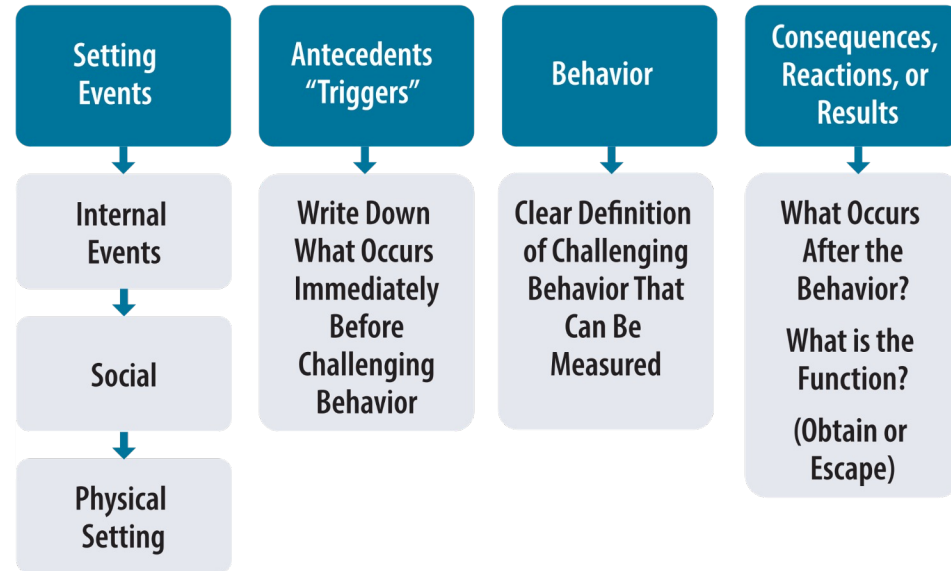
# Interventions - Combined Across Routines

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
<p>Tasks with meaningful outcomes and natural reinforcers that follow</p> <p>Flexible picture schedule or board for predictability and transitions</p> <p>Promote and support friendships with people in community</p> <p>Decrease demands and increase reinforcers when Katherine is sick</p>	<p>Talk about what is coming up to reduce anxiety about tasks, changes, transitions, being alone</p> <p>Include natural positive consequences</p> <p>Use preferred items, interactions, or activities to help address delays</p> <p>Match instruction to learning style</p> <p>Encourage using a signal or cue for Katherine to ask for a break when she looks tired or agitated</p>	<p>Teach Katherine to communicate what she wants</p> <p>Prompt, model, and reinforce attempts to communicate</p>	<p>Praise and celebrate Katherine's use of language, when she waits calmly and accepts changes in routines</p> <p>Ignore challenging behavior while immediately responding to any attempts to communicate and honor these requests</p> <p>Minimize reinforcement for challenging behavior when Katherine seeks to escape</p> <p>Minimize reinforcement for challenging behavior when Katherine seeks out items or activities</p>



# Multiple Functions – How to Create a Meaningful Plan for Family and Staff

- Functional Behavioral Assessment needs to include focus on specific problematic routines
- Start with small number of routines
- Decide where to start for training purposes



# 5 Phases of Long-Term Planning

1. Baseline
2. Initial training and support for 3 routines (dinner, going-to-bed, restaurant routines)
3. Maintenance support in the 3 routines
4. Generalization promotion for the grocery routine shopping routine
5. Follow-up



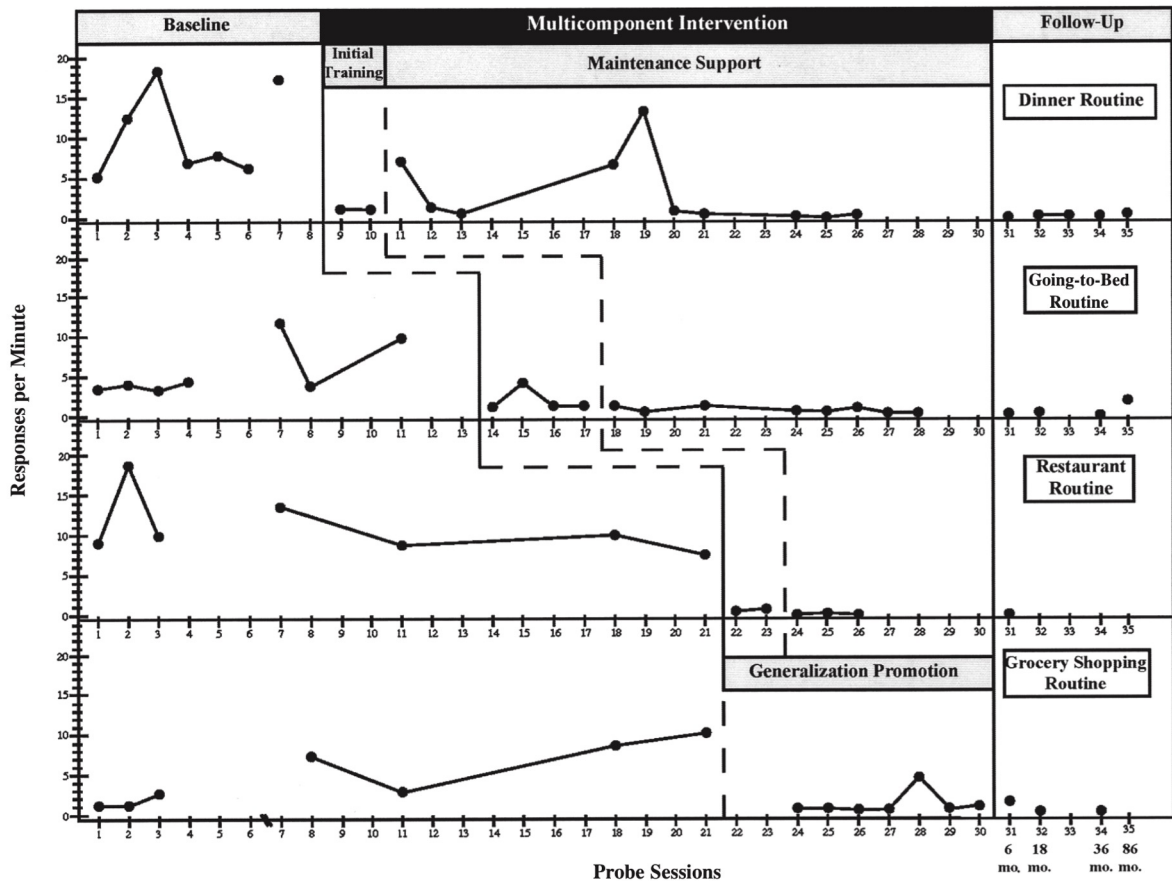


Figure 2. Rate of total problem behavior across four family routines.

Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions*, 9(3), 131-150.





# Elements of Long-Term Planning



# Implementation Plan

- **Unified meeting process to review plan**
  - Different positive supports are needed across time
  - Problems can come up with individual interventions
  - Review data to monitor progress
  
- **Types of data for individual plans**
  - New skills
  - Challenging behavior
  - Quality of life
  - Intervention fidelity
  - Contextual Fit



## Implementation Plan Example (Adapted from Horner, Albin, Sprague, & Todd, 2000)

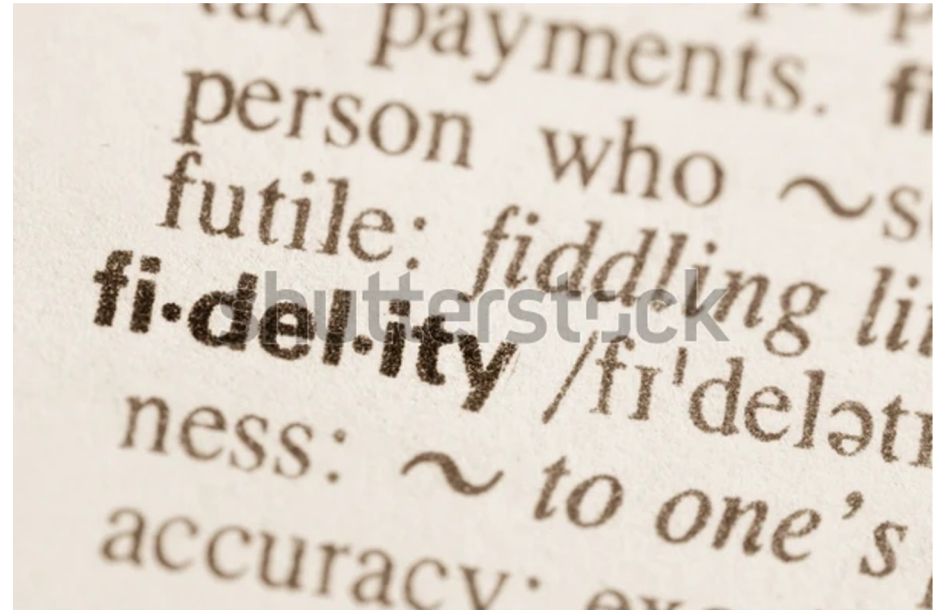
Activity	Person Responsible	Date of Completion
<b>Wraparound</b>		
Meetings With Child & Family	Team	10/12/14
Invitations Sent	Child	10/15/14
First Meeting	R. Freeman	10/25/14
Regular Follow-up Meetings	All Team Members	11/1/14-10/31/15
<b>Ongoing Meetings</b>		
<b>Assessment</b>		
Interviews	R. Freeman	11/14/14-11/27/14
Direct Observations	T. Dolby	11/15/14
Summary Of Report	R. Freeman	12/2/14
<b>Brainstorming Session</b>	All Team members	12/31/14
<b>PBS Plan Development</b>		
Develop Materials	B. Smith	12/11/14
Schedule Coaching Sessions	M. Brown	12/11/14
Fidelity Tool Draft	R. Freeman	12/15/14
Follow-up Fidelity Observations		
<b>Evaluation Plan</b>		
Meetings For Review Of Data	All Team Members	1/14/15
Collectors Of Data	B. Smith	Ongoing
Summarize Data For Meetings	R. Freeman	Ongoing
Meeting To Evaluate How Measures For Interventions Address Life Domains	All Team Members	12/14/14



# Types of Fidelity of Implementation

1. Team Organizational Level Fidelity

1. Individual Intervention Fidelity



www.shutterstock.com · 264333245



# Intervention Fidelity

- Task analysis of steps involved in the intervention
- Use prompts and fade them over time
- Observe people reviewing to see if all the steps are being implemented
- Count how many steps were actually implemented
- Summarize by number of steps taken divided by total steps possible

## Activity for Task Analysis

- [Task-Analysis-Mall-of-America-Andersen-Example](#)
- [Task-Analysis-Instructions](#)



# Contextual Fit

- How effortful are the interventions
- Are there enough resources
- Do people implementing feel confident
- Are the elements of the interventions aligning with values of the person and others?

Learn more about [Contextual Fit](#)



# Fidelity Checklist Example

<p style="text-align: center;"><b>Social/Communication Skill Interventions</b>  <b>Routine: After Dinner Play Time</b></p>	<p style="text-align: center;"><b>Check if/when observed OR indicate N/A. if Not Applicable</b></p>
<p>1. Remind Samantha how to initiate a request to play with her older sister. Use Samantha's favorite activity, drawing. Teach Samantha to bring her sister her colored pencils and hand it to her to ask her to play with her</p>	
<p>2. Parent prompts Samantha to ask for attention or initiate social play after less than 6 minutes left alone during after dinner play time</p>	
<p>3. Samantha's mother or sister respond immediately any time Samantha requests attention using her words or by bringing her colored pencils</p>	
<p>4. If Samantha engages in any problem behaviors, family members ignore the behavior. And proceed with whatever they are doing.</p>	0
<p>5. When Samantha is quiet, prompt her to initiate a request for attention or play</p>	
<p><b>Total Checkmarks for Replacement Behavior Interventions =</b></p>	5
<p><b>Replacement Behavior Intervention Fidelity =</b>  <b>(Total checkmarks/Total # interventions to be observed) X 100 =</b></p>	4/5



# Planning for Generalization





# Why do we Need to Teach People to Generalize?

- PBS plans are made to last and adjust over time
- Empower staff and families with confidence to adjust to new challenges
- Need to be able to put a plan in place over time
  - Beyond original training site
  - Without original trainers



# Generalization and Maintenance

- **Generalization:** behavior continues to occur in all relevant environments
- **Maintenance:** making the behavior change permanent
- **Three ways to demonstrate generalization**
  - Over time (maintenance)
  - Across settings (Stimulus)
  - Across behaviors (Response)



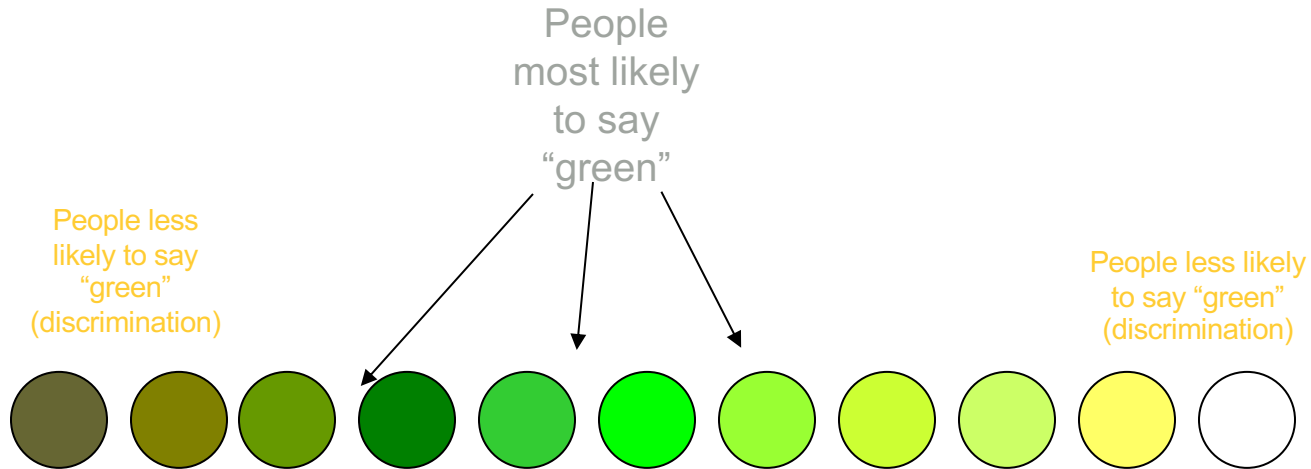
# Stimulus Generalization

- **Response previously reinforced with a specific stimulus now occurs in the presence of different but similar stimuli**
  - Example: when teaching the color red one should not have to teach every example of red, eventually the person should be able to identify other shades of red
  - Katherine's family identifies new routines with similar functions maintaining challenging behavior and use correct interventions
- **Stimulus Class** - Similar stimuli that should evoke the same response
- **Stimulus Overgeneralization** - identifying pink and orange as red
  - Katherine's family applies the same interventions to all routines but there are new functions maintaining challenging behavior



# Stimulus Generalization

- If you teach “green” using these color circles ...



# Stimulus Generalization

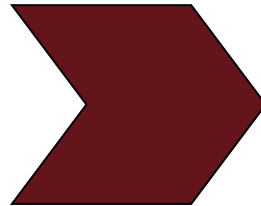
- When a response (i.e. hand-raising) has been trained with a specific person, materials, or setting...
  - It may occur with other, similar people, materials, settings
  - The more similar the NEW person, materials, settings, the more likely Stimulus Generalization will occur



# Setting/Situation/Stimulus Generalization



Kristi taught Bobby how to wash his hands in the restroom at home



Will Bobby wash his hands at work?



# Maintenance

- A type of generalization over TIME
- Continued response even after intervention has been removed or lessened
  - **Example:** when teaching individuals to engage in language other than verbal aggression you want them to maintain that over time not just for limited periods of time or only during certain parts of their day.



# Response Generalization

- Change in one behavior results in change in similar untrained behaviors
- Response class – similar behaviors/responses
  - Examples:
    - Raising hand is mastered and the individual also masters
    - Putting up “I Need Help” sign
    - Bringing the item to someone who can help





# Stokes and Baer (1977)

Train and  
Hope

Sequential  
Modification

Natural  
Maintaining  
Contingencies

Train Sufficient  
Exemplars

Train Loosely

Use  
Indiscriminable  
Contingencies

Mediate  
Generalization

Program  
Common  
Stimuli

Train "To  
Generalize"

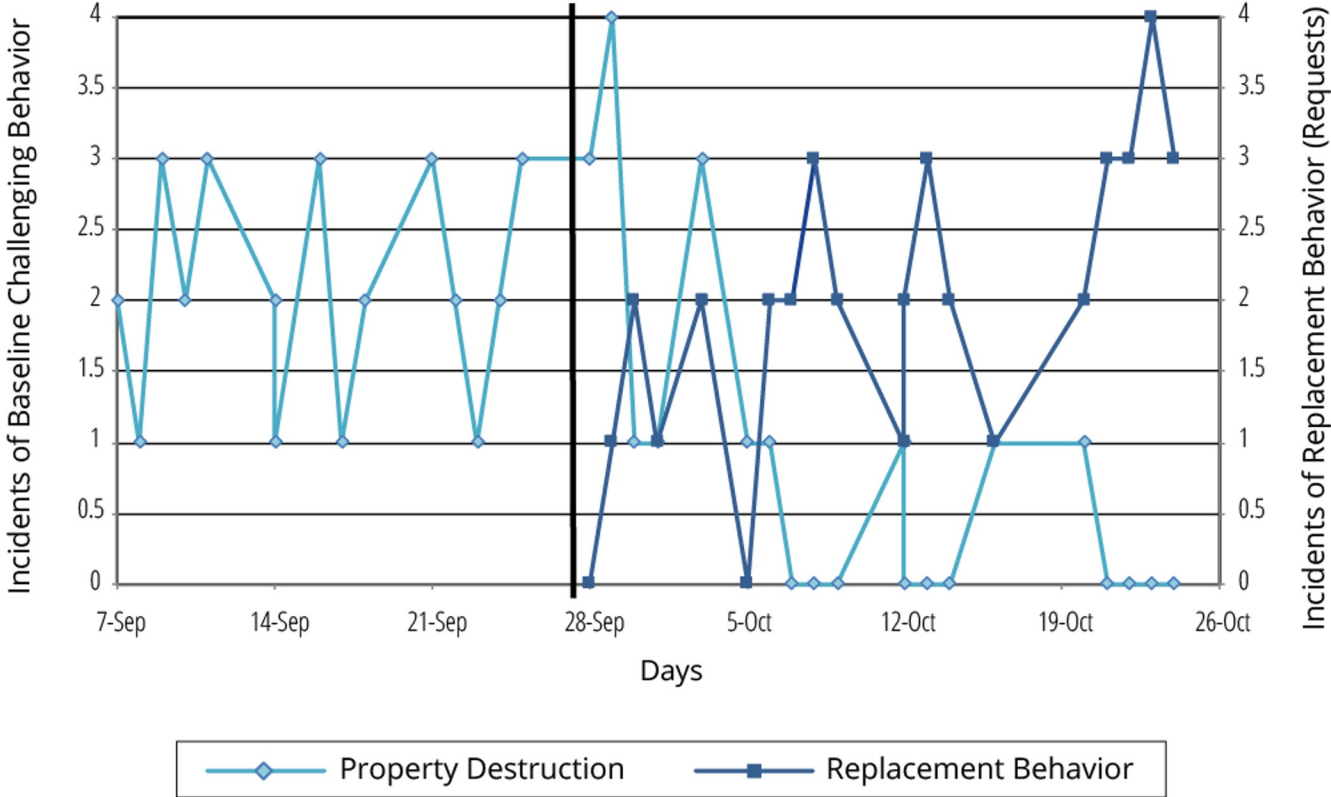


# Evaluating Plans Over Time

- Decreases in challenging behavior
- Increases in personal development
- Quality of life domains
- Contextual fit (how well plan fits the
- Fidelity of implementation
  - Wraparound/Person-centered plan
  - Positive support fidelity



# Social Invitation



# Assessing Quality of Life and Across People

## SAMHSA's Eight Dimensions of Wellness

- **Social** – Developing a support system/feeling connected to others
- **Emotional** - Skills to cope with stress and negative life outcomes
- **Spiritual** – Search for meaning/sense of purpose
- **Intellectual** – Knowing one's strengths and expanding wisdom and skills
- **Physical** – Basic needs related to sleep, physical activity, and diet
- **Environmental** – Living in positive settings that support well being
- **Financial** – Satisfaction with current finances and future plans
- **Occupational** – Obtaining a sense of positive meaning from one's work

## Quality of Life and IDD

- **Emotional Wellbeing** – Feelings of happiness or contentment, feeling comfortable and safe at home and in the community
- **Interpersonal Relationships** –Receiving affection and love at home and in the community, connecting with others
- **Material Wellbeing** –Being able to purchase items that one wants or needs, owning items or property
- **Personal Development** – Learning and evolving as a person in education and life
- **Physical Wellbeing** – Maintaining optimal health and mobility
- **Self-Determination** –Making one's own important life decisions and life goals
- **Social Inclusion** –Feeling included as part of a community and building meaningful connections with others
- **Rights** – Being able to have one's right to privacy and freedom and access to legal support, to vote and engage in civic responsibilities



## Many Different Kinds of Measures for Quality of Life: Indicators Measures

<b>Emotional Well-Being</b>	Enjoyment of Life Self-Concept Stress Levels	<b>Self-Determination</b>	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
<b>Interpersonal Relations</b>	Quality/Number of Interactions with Others Quality/Number of Relationships with Others Informal and Formal Supports for Relationships		<b>Social Inclusion</b>
<b>Material Well-Being</b>	Financial Status Type and Preference for Employment Quality of Housing	<b>Rights</b>	
<b>Personal Development</b>	Educational Opportunities Personal Competence at Home/School/Work/Community Performance in Important Activities		
<b>Physical Well-Being</b>	Health Status Activities to Encourage Exercise, Stimulation, and Relaxation Leisure Activities: Quality and Number		



# Community-Based Positive Supports- Visit MNPSP.ORG Coming Soon!

Overview ▾ What's New Site Map Events

## Positive Supports MINNESOTA

Search ...

Home Topic Areas ▾ Positive Support Practice ▾ Training Materials ▾



Home

### Welcome to Minnesota Positive Supports Website

**This website is for:**

- ✓ Mental health providers
- ✓ Disability services providers
- ✓ Social Workers
- ✓ Educators
- ✓ Anyone in the helping profession
- ✓ You are a person receiving services
- ✓ A parent or a loved one of a person receiving services

**All people want to be respected, have choices, and feel safe.**

Positive supports are approaches that are used to help people using a variety of proven support strategies that do not include punishment or seclusion.

But positive supports are much more than that. Positive supports are about respecting the dignity and rights of every person while offering individualized and effective services.

Whether someone is receiving mental health, housing, educational, disability, or any other services meant to improve a person's life, positive supports:

- Build on a person's unique strengths, assets, interests, expectations, cultures, and goals,
- Respect the rights and individuality of each person, and

**Recent Events and Presentations**

**Upcoming Event**


[Register for 2019 AAIDD Annual Conference June 24-27 in Minnesota](#)

**Opportunity for Minnesota Families**

Are you supporting family member with a disability?  An online opportunity is now available for families



# Community-Based Positive Supports- Visit MNPSP.ORG Coming Soon!



Overview ▾ What's New Site Map Events

**Positive Supports**  
MINNESOTA

Search ...

Home Topic Areas ▾ Positive Support Practice ▾ **Training Materials ▾**

Home

## Welcome to Minnesota Positive Supports Website

**This website is for:**

- ✓ Mental health providers
- ✓ Disability services providers
- ✓ Social Workers
- ✓ Educators
- ✓ Anyone in the helping profession
- ✓ You are a person receiving services
- ✓ A parent or a loved one of a person receiving services

**All people want to be respected, have choices, and feel safe.**

Positive supports are approaches that are used to help people using a variety of proven support strategies that do not include punishment or seclusion.

But positive supports are much more than that. Positive supports are about respecting the dignity and rights of every person while offering individualized and effective services.

Whether someone is receiving mental health, housing, educational, disability, or any other services meant to improve a person's life, positive supports:

- Build on a person's unique strengths, assets, interests, expectations, cultures, and goals,
- Respect the rights and individuality of each person, and

**Recent Events and Presentations**

**Upcoming Event**

[Register for 2019 AAIDD Annual Conference June 24-27 in Minnesota](#)

**Opportunity for Minnesota Families**

Are you supporting family member with a disability?  An online opportunity is now available for families





# Free Resources for Long-Term Planning

- [Community-Based Positive Supports](#)
- [PBS Notebook](#)
- [PBS Intensive Training Materials](#)
- [Universal Social Skills](#)
- [Competing Behavior Diagram and Brainstorming](#)
- [Contextual Fit Survey](#)

## Handbook with Measures for Domains and Across the Lifespan:

Schalock, R. L., Verdugo, M. A., & Braddock, D. L. (2002). *Handbook on quality of life for human service practitioners* (pp. 1-430). Washington, DC: American Association on Mental Retardation.





# Access This Training & More on [MNPSP.ORG](https://mnpssp.org)

## Community-Based Positive Supports Training

- Section 1: Welcome to Community-Based Positive Supports Modules
  - Community-Based Positive Supports
  - Aces & Trauma
- Section 2: Positive Approaches to Challenging Behavior
  - Supporting Autistic Children with Challenging Behavior
  - Positive Approaches to Challenging Behavior
  - Assessment, Intervention & Resources for Self-Injury & Aggression
- Section 3: Skill-Building Practices
  - Skill Building videos
- Section 4: Long-Term Planning and Supports
  - Maintaining Success



# Agenda for Today

1. Greeting, introductions of panel and introduction to the session—5 minutes
2. Didactic—40 minutes
- 3. Skill building & practice—20 minutes**
4. Case-based learning—20 minutes
5. General discussion with panel—15 minutes
  - Resource sharing
  - Strategy sharing
6. Questions, summary of ideas, strategies, and resources, and wrap up—10 min



# Agenda for Today

1. Greeting, introductions of panel and introduction to the session—  
5 minutes
2. Didactic—40 minutes
3. Skill building & practice—20 minutes
- 4. Case-based learning—20 minutes**
5. General discussion with panel—15 minutes
  - Resource sharing
  - Strategy sharing
6. Questions, summary of ideas, strategies, and resources, and  
wrap up—10 min



# Developed by



Preparation of these modules was supported, in part, by cooperative agreement from the Minnesota Department of Human Services (MN DHS). The University of Minnesota, when undertaking projects under government sponsorship, is encouraged to express freely its findings and conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.



# Learn More About the 2023 Conference



The 20th International Conference on Positive Behavior Support will feature over 150 oral presentations, posters, pre-conference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support.

**[APBS.org/Conference](https://apbs.org/conference)**





UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>®</sup>**

Crookston Duluth Morris Rochester Twin Cities

The University of Minnesota is an equal opportunity educator and employer.