



# Positive Supports With Families

Rachel Freeman, Jennifer Jeffrey- Pearsall, Tanya Misgen



INSTITUTE *on* COMMUNITY INTEGRATION | UNIVERSITY OF MINNESOTA



## Listening Sessions in Positive Supports

- There are some unique considerations with family systems vs. organization wide systems implementing positive supports
- Professionals supporting families are interested in resources and content to help them better support positive supports within the family system
- Ongoing training needs for professionals providing support within the family system
- The context of family systems have unique considerations

## Topics Covered This Spring....

### Topic

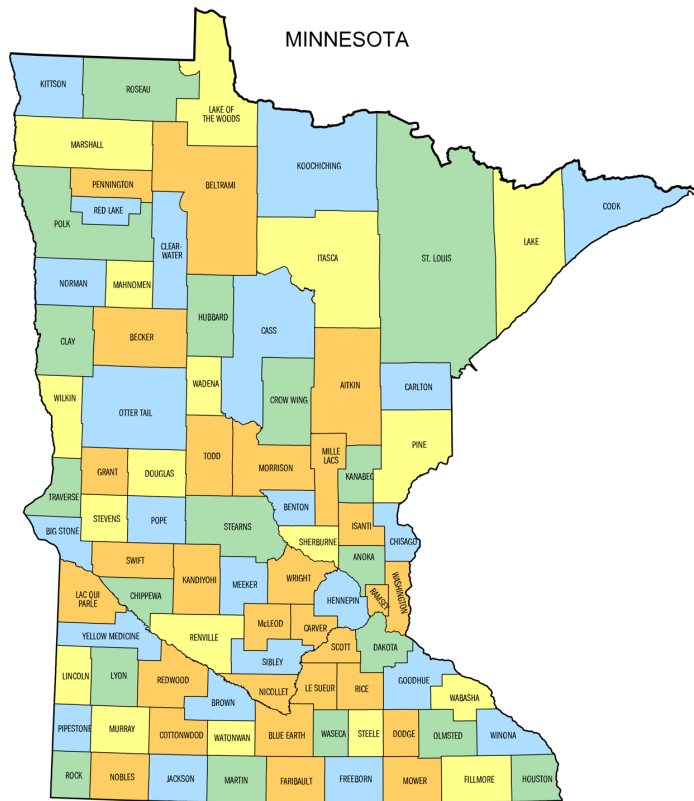
Planning Your DSP Positive Support Training Part 1

Planning Your DSP Positive Support Training Part 2

Supporting Cultural Awareness and Responsive in Your System

Positive Supports with Families

# Welcome and Introductions



## Today's facilitators:

Rachel Freeman

Jennifer Jeffrey-Pearsall

Tanya Misgen

## Tell us about you! In Chat please share...

Your name

Where you are located within the state

How you support families



## Goal for Today

- Learn about the basics of one positive support with families
  - Overview of positive behavior support
  - Consistent language and routines
  - Creating positive relationships and acknowledging behaviors
  - Responding consistently when challenges occur
  - Use the action planning tool to identify resources to support your needs
- Engage in discussion to address specific questions

**Action Planning for Positive Behavior Support with Families  
Strategies for Ongoing Learning**

Date: 6/22/2023

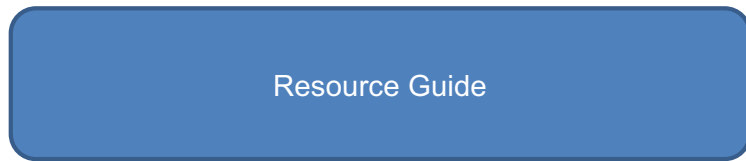
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## Create Your Own Plan

As we go through content, we will orient you to the relevant sections in the Action Planning Guide.

- Review and mark helpful items in your resource guide (*middle column*)
  - videos
  - resources
  - tools
  - slides
  - etc.
- Consider what training resource group it goes into (*left column*)

## Resource Guide Tip!



This icon on the bottom of a slide indicates that a link to the example can be found within the resource guide.



## **Positive Supports Defined (DHS Positive Supports Page)**

**Refers to all practices that include the following characteristics:**

- 1) Person- centered interventions that demonstrate cultural competence and respect for human dignity
- 2) Evidence- based and promising practices
- 3) Include strategies for ongoing assessment and monitoring at individual and organizational levels
- 4) Are often implemented in combination with more than one practice

## Examples of Positive Support Strategies

- Person- centered thinking/ planning- foundational values
- Positive behavior support
- Applied behavior analysis
- Assertive community treatment
- Cognitive behavior therapy
- Dialectical behavior therapy
- Motivational interviewing
- Wraparound planning/ Systems of care
- Trauma informed practices
- School- linked mental health





# Overview of Positive Behavior Support

## A Note About the Word “Behavior”

- Everyone engages in behaviors that
  - Interfere with quality of life
  - Can result in injury to self or others
- When challenges become intense and chronic the goal is to help a child or adult problem solve
- Transitions in life vary and can result in increases or decreases in challenging behavior
- Our goal is to prevent challenges by helping people live their best lives and develop skills for coping with problems when they arise

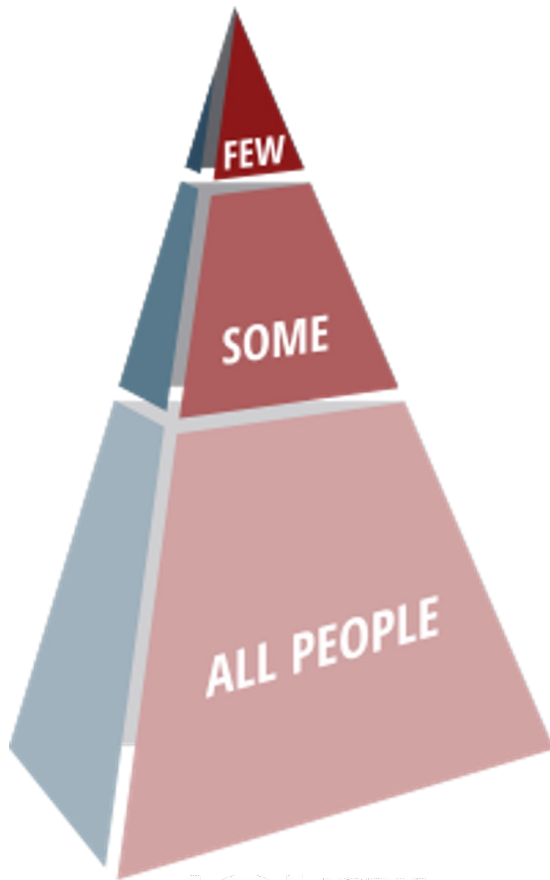
# Key Elements of Positive Behavior Support

**Positive behavior support is the integration of...**

- Valued outcomes
- behavioral and biomedical science
- Validated procedures
- Systems of change
- In order to enhance quality of life and prevent challenging behavior



# Implementing Three Tiered Positive Behavior Support Framework

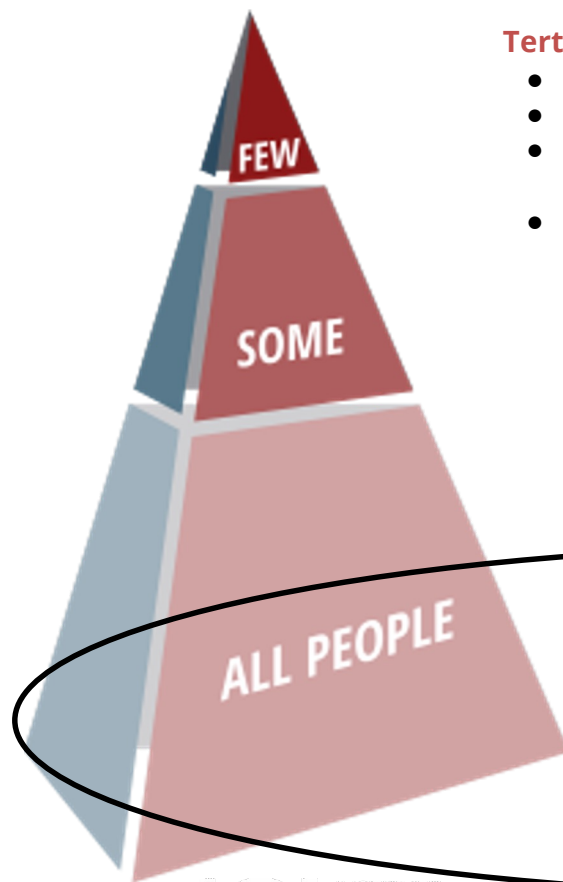


## Zoom Poll

How familiar are you with positive behavior support?

How familiar are you with positive behavior support with families?

# Implementing Three Tiered Positive Behavior Support Framework with Families



## Tertiary Stage

- Individualized plans
- Integrated with other Positive Supports
- Plans are monitored- Data- based decision making
- Team involvement

## Secondary Stage

- Early intervention and data monitoring
- Additional supports for key social skills
- Function- based decisions
- Simple interventions
- Mental health and wellness interventions

## Universal Stage

- Establish, practice and reinforce common routines
- Support predictable and proactive interactions
- Encourage and reinforce social skills
- Consensus- based family focus
- Emphasis on using data for decisions

Framework  
for Prevention



## Putting the Focus On What To DO

*Focusing on what the child should do rather than reacting to the occurrence of challenging behavior*

*“Just... turning that from a negative home setting to a more positive. It’s just been very nice to see. I had...those parents and that youth in here the other evening and...it was a very different feel to that session which was which was great.”*



# Implement *Universal* Positive Behavior Support with Families

**Establish predictable and consistent routines**

**Teach, prompt, and model routines and social and emotional skills**

**Reinforce and celebrate positive skills in use**

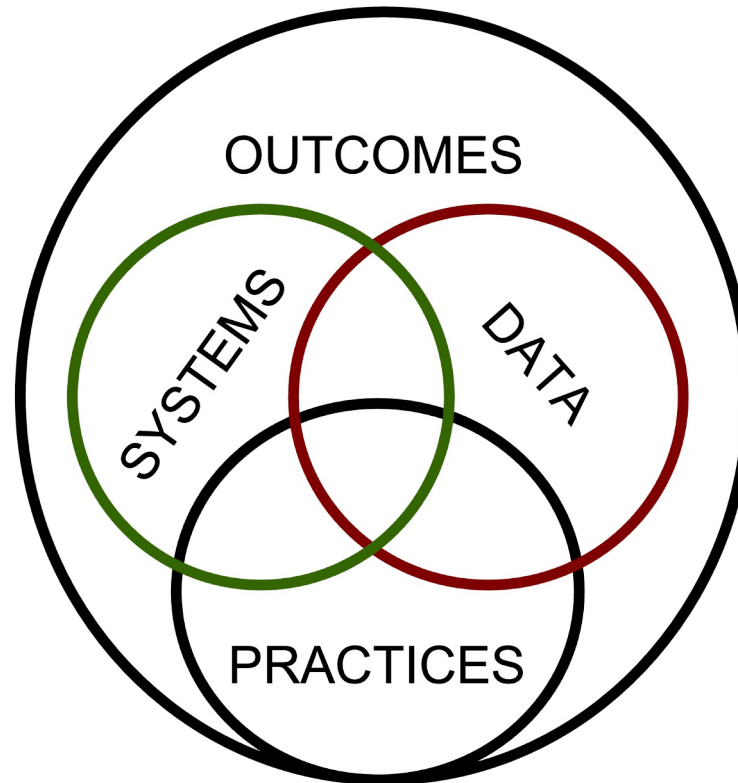
**Create a consistent response when challenges occur**

**Use data to reflect on progress**



# Improving Quality of Life

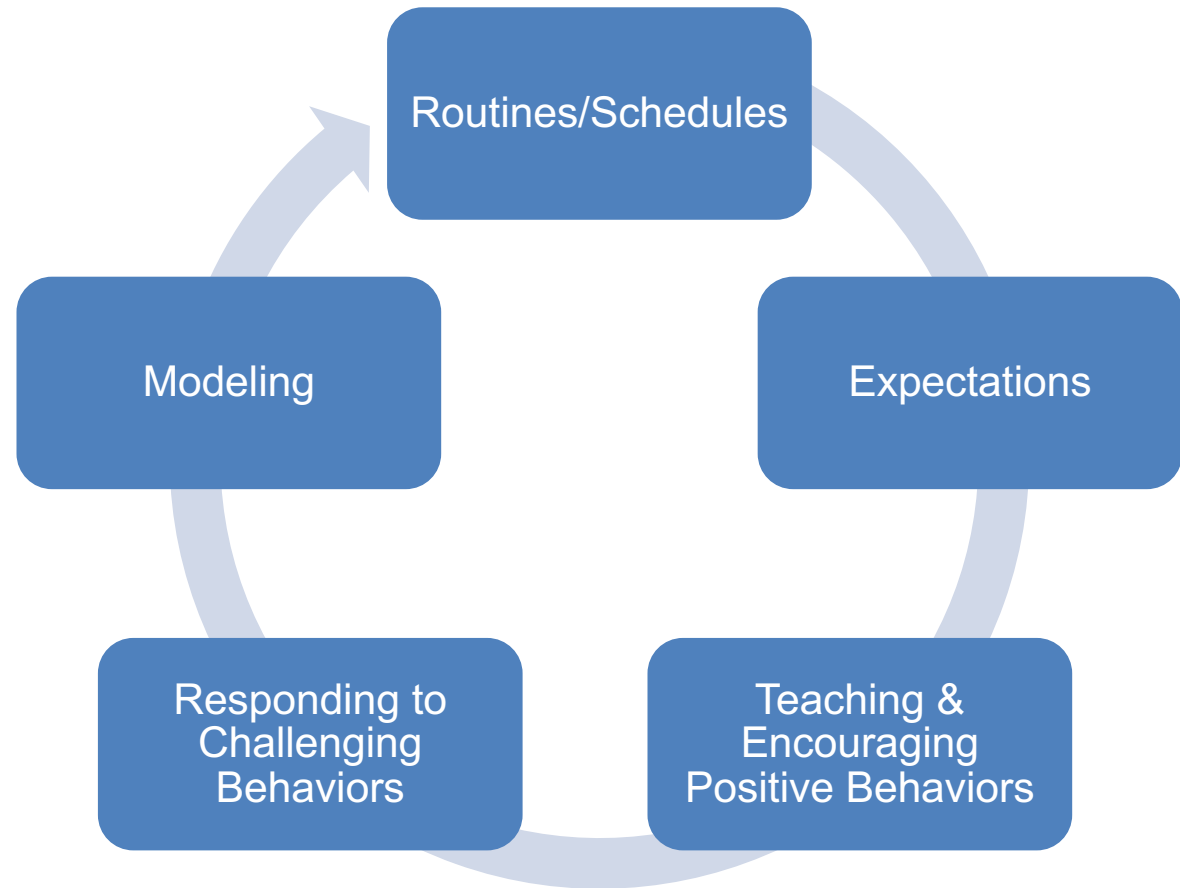
Supporting  
Family/Caregiver  
Behavior



Supporting  
Decision Making

Supporting  
*All* people within the family

# Positive Behavior Support with Families



# Family Driven

## Core Team Members

- What are the goals of the family?
- How does their culture inform how support is provided?
- How do their values and customs guide implementation?
- How do support staff understand how their cultural identity and values may influence their interactions with families and intentionally work to prevent this?





# Fostering Consistency and Predictability

Common Language  
Routines  
Practicing Routines

## Identify Values (or Expectations) for the Home

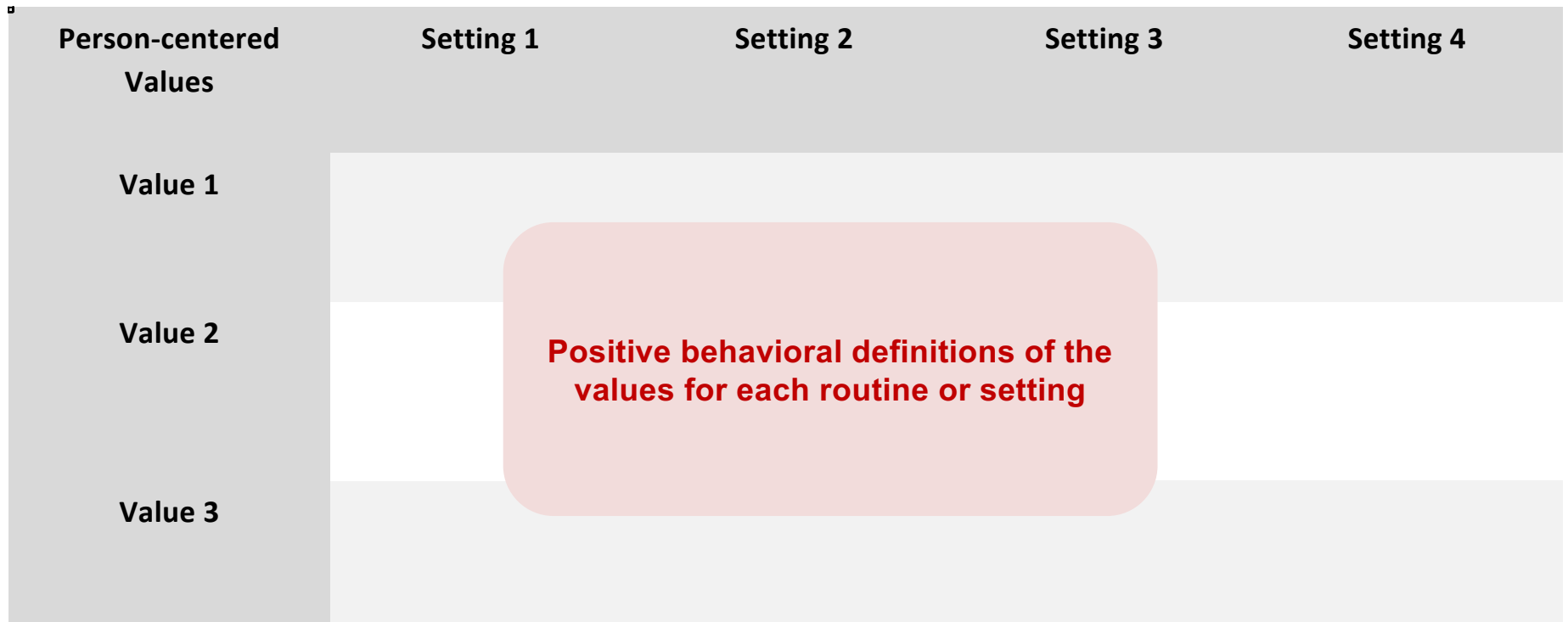
- Family driven
- Identify three to five global values (or expectations)
- School age children –
  - Consider adopting the school set of schoolwide community values or expectations
- Facilitate consensus building activities

# Identify Common Routines

- Getting up and getting dressed
- Breakfast
- Getting out the door
- Cleaning up
- Coming home from an activity
- Homework
- Dinner
- Bedtime
- TV time
- Video Game time



# Build a Roadmap for Consistency and Predictability



# Sample Home Matrix

Family-wide Expectations	Routines & Settings				
	All the Time	iPads & TV Time	Chores	Exercise	Learning Time
Be Safe	<p>Know where your body is in space.</p> <p>Look out for each other and find ways to help each other.</p>	<p>Sit or lay on the couch cushions instead of standing on them or the arms.</p>	<p>When you're finished wiping down handles and surfaces, wash your hands.</p>	<p>Give each other enough space so you won't bump heads.</p> <p>Practice good form.</p>	<p>Use materials the way the project says to use them.</p>
Be Respectful	<p>Check in with each other when someone is sad or hurt</p>	<p>When mom or dad says no to iPads or TV, say: ok or ask when it would be a good time for that.</p> <p>Choose TV shows together or find a way to compromise.</p>	<p>If someone is already doing a chore, ask how you can help or find another chore to do.</p>	<p>Take turns setting the timer.</p> <p>Work together to finish at the same pace.</p>	<p>Raise your hand to ask a question if mom and dad are working with your sister.</p>
Be Responsible	<p>Put things back where they belong when you're finished with them</p>	<p>Turn things off when asked and plug in the iPads when it's time to put them away.</p>	<p>Make sure to put toys away rather than stash them under or on top of something.</p> <p>Even if something doesn't belong to you, put it away.</p>	<p>When you feel like quitting, try a strategy to tell yourself to keep going.</p> <p>Plan when you will do your burpees during the day.</p>	<p>Ask questions when something doesn't make sense.</p> <p>Try a problem once before asking for help.</p>



	<b>Morning &amp; Breakfast</b>	<b>Learning Time</b>	<b>Independent Play/Outside time</b>	<b>Mealtime</b>	<b>Chores</b>	<b>Evening &amp; Bedtime</b>	<b>When Mom &amp; Dad are in Meetings</b>	<b>When you are frustrated.</b>	<b>When you disagree. DeBug</b>
<b>Responsible</b>	Put dirty clothes in laundry basket.  Make bed.  Follow morning routine: make bed, get dressed, breakfast, clean up dishes, brush teeth, brush hair.	Follow the schedule.  Work and stay focused on the activity.  Keep eyes and ears on activity.  Use only the bookmarked websites.	Clean up before moving on to something else.  Where a helmet (bike, scooter, skateboard, electric car).  Keep garage door closed for basketball.  Keep distance (6 feet) from neighbors.  Touch only our toys/equipment.	Clean up dishes after eating.  Use utensils.	Complete chore before moving to something else.	Put dirty clothes in laundry basket.  Follow morning routine: shower, brush teeth, show, book, bedtime.	Work or play on your own.  If done, move onto another activity.	Use calming strategies: deep breath, coloring book, break in room.  After calm: Think through what happened (PIC).	1. Ignore 2. Move Away
<b>Respectful</b>	Table talk voice (Level 3)  Keep self-to-self.  Chew with mouth closed.	6-inch voice (Level 2)  Stay in your space  Keep volume down or headphones on	Inside: 6-inch voice or table talk (Level 2 or Level 3)  Outside: Strong speaker or outside voice (level 4 or 5).  Encourage each other.  Include each other.  Say high to neighbors.	Chew with mouth closed.  Take turns during conversations .  Try all food.  Table Talk (Level 3)	Table Talk (Level 3).  Ask mom and dad how you can help.	Silent or 6-inch voice at bedtime.  Take turns in the bathroom.	Silent or Whisper voice (level 0-1).  Keep questions until we are off the meeting.	Use your words.  Take a break.  Keep self-to-self.	3. Talk Friendly 4. Talk Firmly
<b>Ready</b>	Wash your hands.  Help set table.  Help prepare food.	Have materials.  Protect your password.  Know your "doing" tasks  Mark your "done" tasks.	Pick your activity(jes).  Gather what you need to play.  Wash your hands when you come in.	Wash your hands.  Help set table.  Help prepare food.	Know your "doing" tasks  Mark your "done" tasks.	Have towel and PJs ready before you shower.	Have materials  Know your "doing" tasks.  Mark your "done" tasks.	Think about what to do the next time (prevent).	5. Get an Adult

## Teach & Remind

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Once the family values and routines are identified and defined, it is important for caregivers to model, practice, and remind all family members of their agreements.

Make it visual!

- Review and post

Develop practice (or teaching) guides

- These can be used outside of the routine

Provide reminders before the routine

# Create a simple skills training plan that includes....

- Skill to be taught
- How to observe the behavior
- Routine or setting
- How to prepare
- Examples and nonexamples of what this value looks like
- Scripted procedures for using the plan

Person-Centered Positive Behavior Support Skill Building Plan Template (Complex Verbal Communication Involved)						
Getting Ready for Using the Skill Building Plan						
<p><b>Value Selected for the Skill Building Plan: (Value from Matrix):</b> <i>Identify a value from the matrix and enter that here.</i></p>						
<p><b>Routine or Setting Selected for Learning and Practicing:</b> <i>Identify a routine or setting from the matrix and enter that here.</i></p>						
<p><b>Behavior Definition(s) Addressed (from Matrix)</b> <b>Observable actions include:</b> (what does it look like, sound like, feel like) <i>Identify the specific behaviors or skills that are listed in the matrix that correspond to the value and routine/setting listed above and enter those skills or behaviors here.</i></p>						
<p><b>Goals Supported: Circle the level of support and write in the specific goal below.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Universal</td> <td style="text-align: center;">Secondary</td> <td style="text-align: center;">Tertiary</td> </tr> <tr> <td style="text-align: center;">Tier 1</td> <td style="text-align: center;">Tier 2</td> <td style="text-align: center;">Tier 3</td> </tr> </table> <p><i>Goal being supported: If a specific goal is being supported, enter that here. Otherwise, indicate that the skills being reviewed apply to all people in the setting (e.g., home, workplace).</i></p>	Universal	Secondary	Tertiary	Tier 1	Tier 2	Tier 3
Universal	Secondary	Tertiary				
Tier 1	Tier 2	Tier 3				
<p><b>Preparing for the Session:</b></p> <p><u>Decide how to share the session:</u> Group or person, and include time and location</p> <ul style="list-style-type: none"> <li>• <i>Identify if the plan is being used to support a person or a group of people and then describe the time and location of where the session is taking place.</i></li> </ul> <p><u>Who will participate in the session</u> (list people involved)</p> <ul style="list-style-type: none"> <li>• <i>Identify who will be involved with the skill building session (e.g., people involved, direct support professional)</i></li> </ul> <p><u>What materials are needed to complete the session:</u> (include recommendations for assistive technology or other accommodation or equipment needed)</p> <ul style="list-style-type: none"> <li>• <i>List all of the materials that will be needed to complete the skill building lesson. Be sure to think of any assistive technology or other equipment that might be needed.</i></li> </ul> <p><u>Time allocated:</u> <i>enter the approximate time needed to complete the skill building plan (e.g., 20-30 minutes)</i></p>						

## Additional Skills

- Social emotional skills
- Identifying and expressing emotions
- Interaction skills
- Others?



# **Creating Positive Relationships and Acknowledging Behavior**

## Brene Brown on Empathy

Thinking about the why before responding

Empathy can help shape our responding

Knowing about a skill is not the same as

- Being in the moment
- Becoming aware
- Practicing empathy



[Brene Brown Video](#)

# Start With What You Have: Behavior Specific Praise

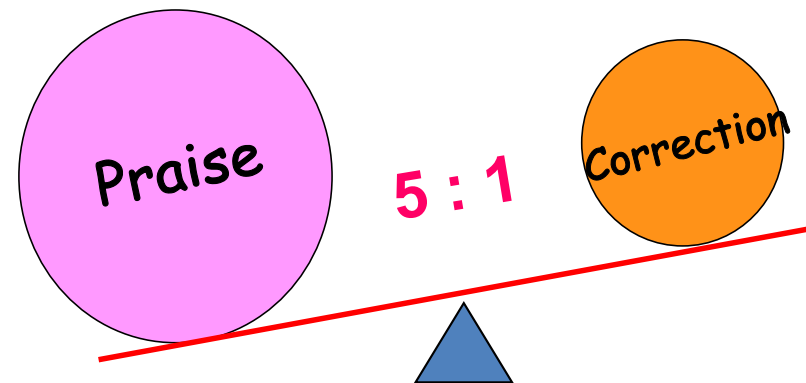
Feedback that includes the following elements:

1. Identifies the person or person(s)
2. Specifies the behavior
3. Provides praise
4. Is *contingent* on the desired behavior
5. Authentic

Add picture



# What You Feed Will Grow!



# Ongoing Celebration!

Each time a behavior is observed  
Write down the behavior on a  
strip of paper  
Create a paper chain  
Placed in the living room  
When the chain reaches across  
the wall we celebrate  
Choose how to celebrate success



# Giving The Caregivers Reminders!

Identify a routine and set a goal

- Ex: Getting up and getting out the door, 10 praise statements

Put 10 “pompoms” in your pocket

Every time you provide behavior specific praise, take one “pompom” from your pocket and put in in a jar

When the jar is full, the family celebrates success!



# Identify a Range of Ways to Recognize and Knowing What People Want

## REINFORCEMENT STRATEGIES

Strategy	Brief Description	What does it look like?	When to use it?	What does it look like for the person you support?
<i>Behavior-specific praise</i>	Specifically name the behavior to be strengthened and tell the person how well they are doing it.	That was awesome how you called your mom in the morning when she likes to be called.	Positive reinforcement via attention	
<i>Behavior specific feedback</i>	Specifically name the behavior to be strengthened and describe how the behavior will generate outcomes that have been identified as valuable to them.	That was great how you used the house phone to call the doctor. You saved the minutes on your cellphone so you can call your family without needing to buy more minutes.	Positive reinforcement via attention, access to activities	
<i>Physical Praise</i>	Physical interaction following demonstration of behavior to be strengthened.	High-5, knuckles, or other acceptable touch.	Positive reinforcement via attention	
<i>Special item/activity</i>	Delivered contingently to strengthen desirable behavior. Must be used in balance with creating a rich life with enjoyable, freely-accessible items and activities.	House menu is always available for meals, and person can buy snacks. House will purchase additional fun snacks that are earned when the person engages collaborative problem solving with her staff.	Positive reinforcement via access to items/activities	
<i>Tokens or Points</i>	Conditioned reinforcers that, when collected, can be exchanged for items or activities, including escaping/avoiding activities.	- Earn a point for each chore completed, points exchanged for dollars that can be used to buy snacks/treats -Earn a token for participating in less-preferred activity, trade in tokens for breaks from chores	Positive reinforcement via access to activities/items OR Negative reinforcement via escape	
<i>Break or Delay</i>	Allow a break from activities or delay to beginning a new activity.	In baseline, a person flips furniture during chores every 15 min. <u>So</u> every 10 min offer a break from the chores while she is still actively engaged in the task.	Negative reinforcement via escape	

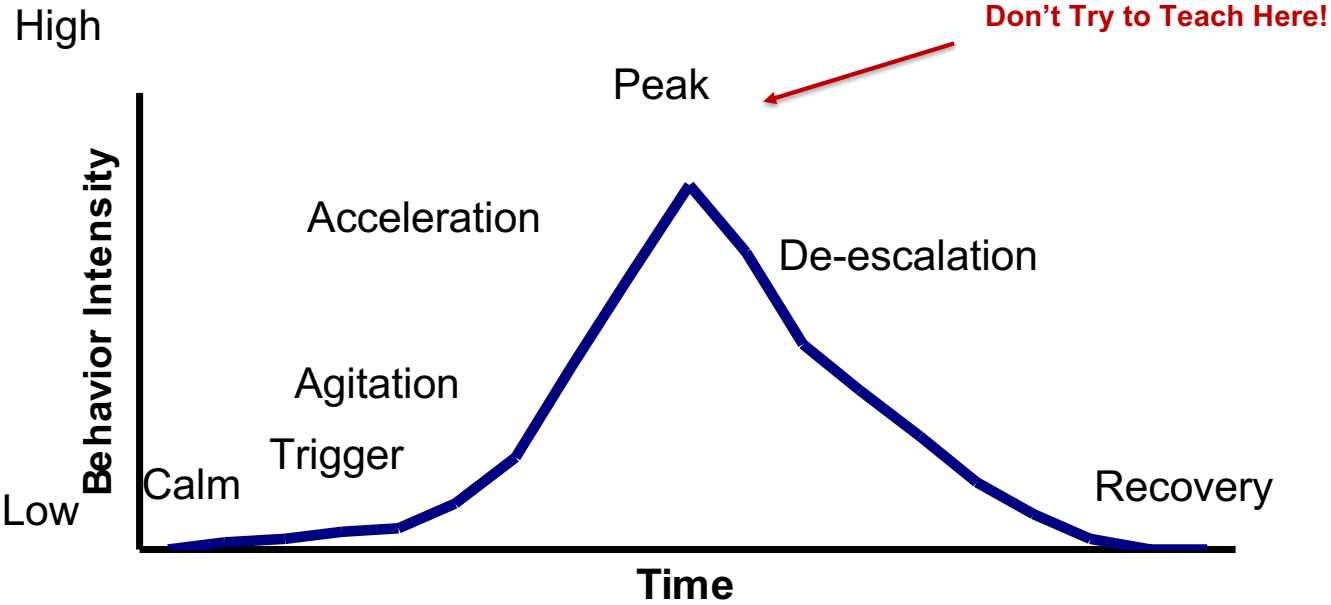
Identify layers of ways to recognize family members

- Immediate
- Working toward something
- Individual family member
- Whole family celebration

Identify what different family members value (e.g., reinforcement inventory)

# Responding Consistently to Challenging Behavior

# Understanding the Escalation Cycle



Colvin & Sugai, 1989

## Learn to Prompt Communication Here Not Later

### Escalating Chain Of Problem Behaviors

1. Frowning
2. Mumbling “This Is So Stupid”
3. Slapping Hand On The Computer
4. Cursing Loudly
5. Pounds On The Keyboard
6. Throws The Computer Out Of The Window





**Practice in Low Stress Settings to  
Become More Sensitive to Early  
Signals!**

## **Escalating Chain Of Problem Behaviors**

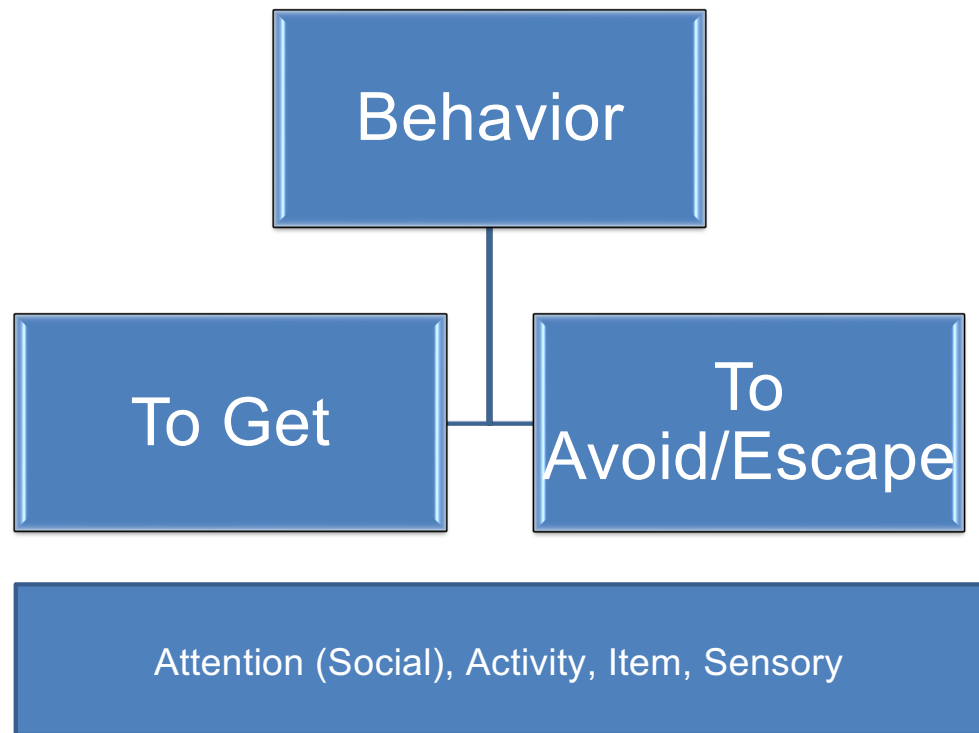
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# Understanding the “Why” (Function)

Behavior is communication

Behavior is purposeful



# GROCERY SHOPPING

Antecedent

Behavior

Consequence



NO



# GROCERY SHOPPING – THE PARENT

Antecedent

Behavior

Consequence



# Resources Related to Addressing Conflict

## Managing Conflict

[Positive Social Strategies Self-Assessment](#)

[Calming Your Brain During Conflict](#)

[Avoiding Power Struggles](#)

[Conflict Resolution Self-Assessment](#)

[Keeping Your Communication Cool When the Situation Gets Hot](#)

[Negotiation Strategies](#)

[The Power of Listening \(in Negotiation\)](#)

# Examples Using the Action Plan Form...

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Strategies for Ongoing Learning**

Date: 6/22/2023

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# Activity

## **On Your Own....Select One or Two of the Links in the Action Plan Form...**

- Review the link
- Consider whether this is a resource that works for your organization
- Think about how you will use it...
  - Show a 3 minute video
  - Introduce a tool and create a plan to try it out
  - Circle the link and put the code next to it so you remember what you were thinking about



# Getting Started Tailoring the Plan

## Step 1: Go to MNPSP.ORG



The screenshot shows the homepage of the Positive Supports Minnesota website. At the top, there is a navigation bar with links for Overview, Functions, Steps, and Email. Below this is the website's logo and a search bar. The main navigation includes Home, Topic Areas, Positive Support Practice, and Training Materials. A large banner image depicts a diverse group of people in various poses, rendered in a sketchy, colorful style. Below the banner, the text reads "Home" and "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**

[An online opportunity is now available for families](#)

# Visit MNPSP.ORG For Free Resources

The screenshot shows the homepage of the Minnesota Positive Supports website. At the top, there is a green navigation bar with links for 'Overview', 'What's New', 'Site Map', and 'Contact'. Below this is the 'Positive Supports MINNESOTA' logo and a search bar. A secondary navigation bar includes 'Home', 'Topic Areas', 'Positive Support Practice', and 'Training Materials'. A large banner image features a row of diverse human silhouettes in various colors (blue, green, yellow, orange) and styles (some with canes, some in wheelchairs). Below the banner, the page is titled 'Home' and 'Welcome to Minnesota Positive Supports Website'. The main content is organized into three columns: 'This website is for:' with a list of target audiences; 'All people want to be respected, have choices, and feel safe.' with a definition of positive supports and a list of principles; and 'Recent Events and Presentations' with information about an upcoming conference and an online opportunity for families.

Overview | What's New | Site Map | Contact

Positive Supports  
MINNESOTA

Search ...

Home | Topic Areas | Positive Support Practice | Training Materials

Home

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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 26-27 in Minnesota](#)

**Opportunity for Minnesota Families**

video supporting family member with a disability  An online opportunity is now available for families.

Select 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.

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An online opportunity is now available for families

# Find the Box that Says Positive Social Strategies

Training Materials

 <b>HCBS Modules</b> Go to HCBS Modules	 <b>Implementation Resources</b> Go to Implementation	 <b>Universal Social Skills Resources</b> Go to Universal Resources	 <b>Positive Social Strategies</b> Go to Positive Social Strategies
 <b>MN Community of Practice</b> Go to MN Community of Practice	 <b>Regional Contacts and Collaboration</b> Go to Regional Contacts...	 <b>PBS Intensive Training Materials</b> Go to PBS Intensive Trainings	 <b>PBS Notebook</b> Go to PBS Notebook

# ICI Can Help Build Your Plan!

## Activity

- Write down your name and email address in the chat
- Tanya will contact you and set up a zoom meeting
- We can help you find the things you need to speed up the process for setting up trainings

# Get Recognition for Your Hard Work- Join Our Cohort Community

## Example from This Year....

- Teams implementing are being recognized by the state
- Video messages for each team receiving an award
- Small items to recognize staff for working hard related to person-centered positive supports

## Join a Community of People Sharing Ideas and Resources...

- Cohorts tend to become part of regional networks
- Training events and opportunities are available for free
- Organizations often share resources to decrease costs

## Teams Implementing Person-Centered Positive Supports

- Report decreases in staff attrition after starting the process
- Decreases in workers compensation costs
- People report increases in person-centered supports

Decreases in costs occur because of these positive outcomes



# Minnesota Statewide Plan for Building Regional Capacity

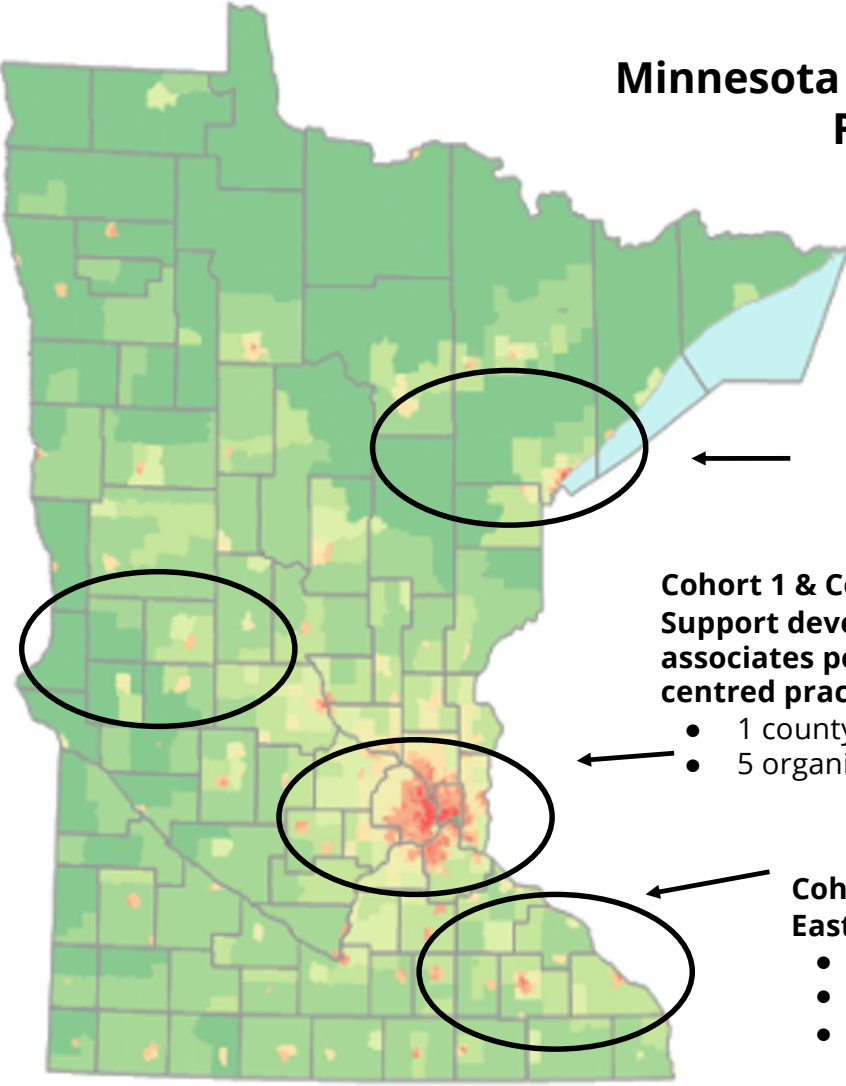
## Training Layers

- Team training
- Person- centered thinking trainers/ coach training
- Picture of a life planners/ trainers
- PBS facilitators

## Cohort 2B West Central

- 5 counties
- Public health department
- 2 organizations
- Integrated model

Teams= 24  
Organizations= 29  
Counties= 12



- ### Cohort 2A St. Louis County Region
- 1 county
  - 4 organizations

- ### Cohort 1 & Cohort 4 Support developmental associates person-centred practices model
- 1 county
  - 5 organizations

- ### Cohort 3 & 4 South Eastern
- 4 counties
  - 1 public health
  - 6 organizations



# Questions and Answers



# Thank you for your time!

Contact Information for tailored support:

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General questions:

**Rachel Freeman**

Email: freem039@umn.edu



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