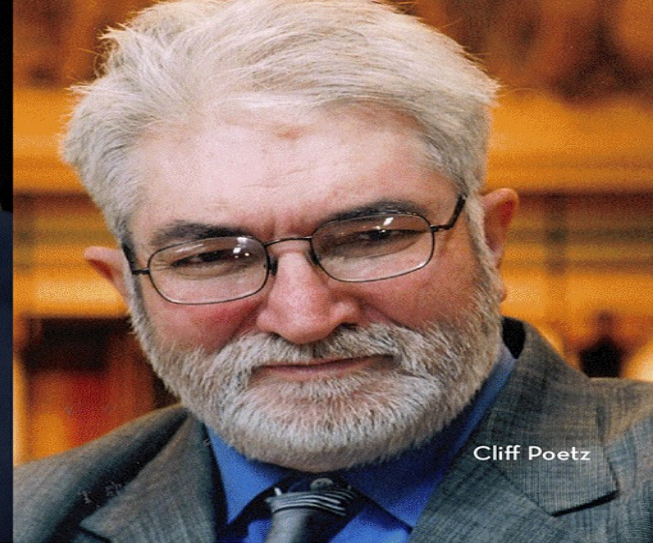Amy Hewitt

John Smith

Cliff Poetz

I AM DRIVEN TO PROFESSIONALIZE THE DIRECT SUPPORT WORKFORCE

I AM DRIVEN TO RETHINK WHAT ACCESSIBILITY MEANS

I AM DRIVEN TO MAKE HOME OWNERSHIP A REALITY FOR PEOPLE WITH DISABILITIES

Positive Behavior Support Intensive Training – Day 6

INSTITUTE on COMMUNITY INTEGRATION

Positive Behavior Support
Tier 1 / Universal
Day 6

Please put your name and organization in the chat!

Minnesota Department of Human Services

Research and Training Center on Community Living

Institute on Community Integration

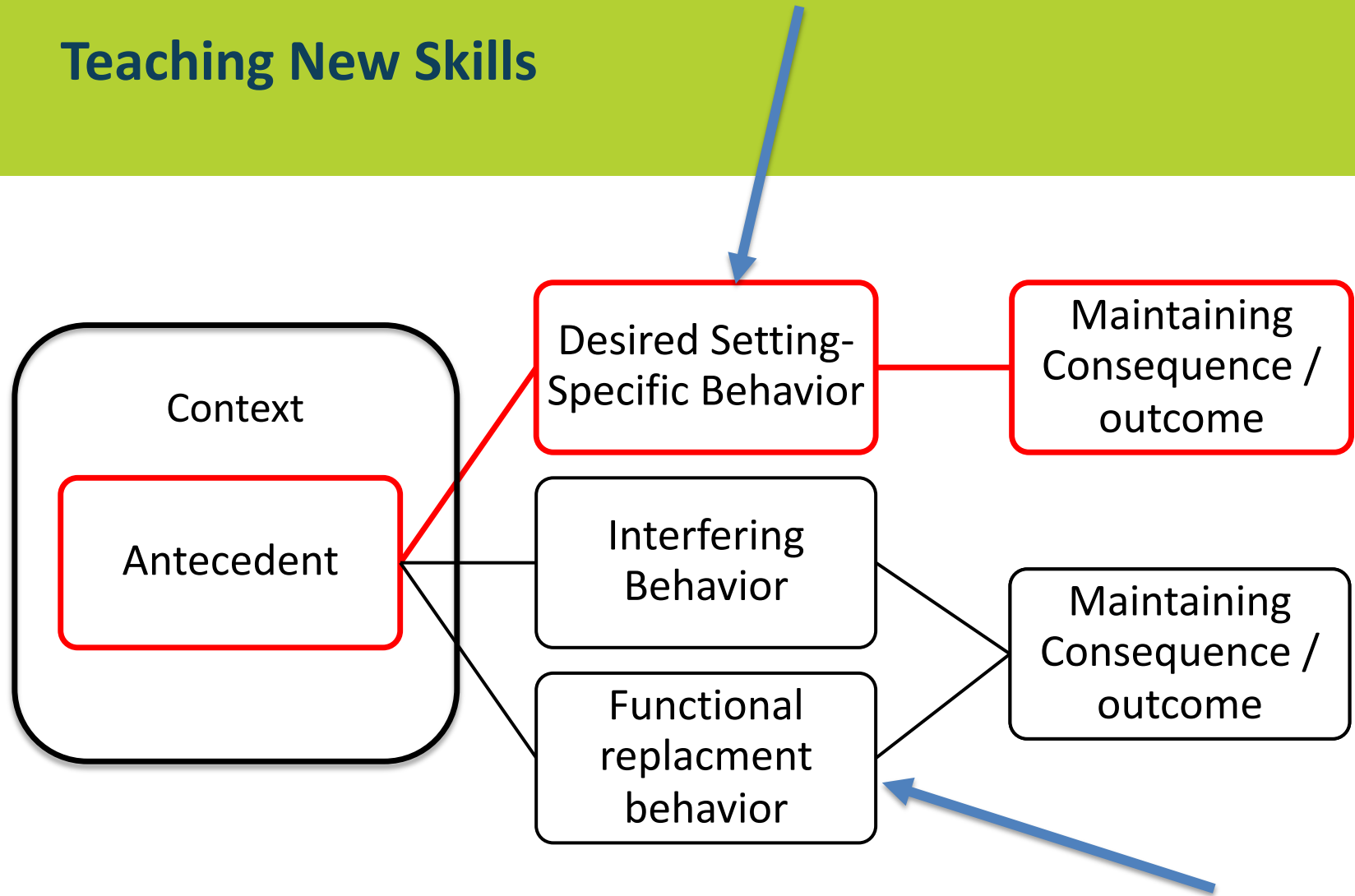UNIVERSITY OF MINNESOTA
Driven to Discover℠

Today's Agenda

- Building a support plan
  - Supporting skill development identified in your Matrix
  - Revisiting instructional supports and reinforcement
- Positive Responses to Challenges
- Planning for Generalization and Maintenance
- Equity in Positive Behavior Support
- Developing positive responses to challenges, and planning for generalization and maintenance, in the context of case studies
  - Violet, Abdi, Emma
- Supporting staff to implement PBS with fidelity
- Evaluating the impact of PBS
- What's next in your PBS journey?

Revisiting Instructional Supports and Reinforcement

FOR YOUR MATRIX

Teaching New Skills

Context

Antecedent

Desired Setting-Specific Behavior

Maintaining Consequence / outcome

Interfering Behavior

Functional replacment behavior

Maintaining Consequence / outcome

Teaching New Skills – two different types

- Functional replacement behavior:
  - An alternative that serves the same function as challenging behavior
  - Be efficient (produce the reinforcer as quickly or quicker)
  - Be less effortful
  - Produce as good (or better) quality of reinforcement

- Desired setting-specific behavior:
  - What could the person learn to do in that setting…
    - …consistent with their preferences for that setting
    - …that could build their independence
    - ---that could connect them to positive outcomes, perhaps those noted in their person-centered profile or plan

Teaching New Skills - considerations

- Is the context optimized for learning?
- What antecedent strategies will you incorporate?
- How many learning trials will the person need (per day, week, etc) to learn the skills?
- Do you know what functional or other reinforcers to use, in order to strengthen the new skills?
- How will you correct errors, and respond to challenging behavior?
- How often will you review data to determine whether your approach is working or needs adjusting?

What is Reinforcement?

- An outcome generated by a behavior that makes that behavior more likely in the future (**makes it stronger**)
    - We find out through FBA what reinforces challenging behavior
    - We use those same reinforcers, and others, to strengthen more socially-desirable behaviors

- Reinforcement is personal – what works for one person likely will not work for another

- It's not bribery! Who remembers the difference?

Common categories of reinforcers

- Behavior-specific praise
- Behavior-specific feedback
- Physical praise
- Special item or activity
- Tokens or points
- Break or delay

Reinforcement: what makes it work (or not?)

- **Individuality**
  - Preferences matter, across individuals – ensure individualization
- **Contingency**
  - Reinforcer is only delivered when the behavior happens
- **Immediacy**
  - Reinforcer is delivered right away
- **Schedule**
  - How often the reinforcer is available
- **Magnitude**
  - The amount / potency of the reinforcer should match the difficulty of the expected behavior

How have you thought about supporting your Matrix with instructional supports and reinforcement strategies?

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

Building a PBS Plan

POSITIVE RESPONSES TO CHALLENGES

DEPARTMENT OF HUMAN SERVICES

INSTITUTE on COMMUNITY INTEGRATION

"How do we deal with this challenging behavior?"

- "We need an FBA"
- "We need a behavior support plan"
- "We need a response to this behavior so it stops"

- When called in for a consultation, with these as the presenting concerns or thoughts on what needs to happen, what do you think our team finds 9 times out of 10?

Addressing Responses to Challenging Behavior Comes Last

- Why? Seems like the most important thing…
  - Effective responses are built upon established proactive and reinforcement strategies
  - Apart from ensuring safety when needed (which are tactics, not clinical support strategies), responses to challenging behavior should facilitate – as quickly as possible – a return to positive behavior that can be reinforced
    - This includes what are thought of as "de-escalation strategies"
  - In order to do that, we need reinforcers in place, target positive behaviors established, and proactive strategies to guide how we re-establishing the conditions in which the person is most likely to be successful again

Positive Responses to Challenges

- Prompt the alternative or desirable behavior
- Offer a choice of activities
- Relational response
- Offer to collaborate
- Remind of the reinforcer
- Brief disengagement

Breakout Activity

- Using the handout on Positive Responses to Challenging Behavior...
  - ...Create examples for 3 strategies (the ones that interest you most) that you might use with a person you support

What is Extinction?

- When a previously reinforced behavior is no longer reinforced, and the behavior decreases
- An extinction burst: when a behavior first encounters extinction, usually consisting of a sudden and temporary increase in how often the behavior occurs, followed by the eventual decrease and extinction of the targeted behavior.

Violet Case Study

- Revisit the Competing Behavior Pathway
- Revisit context, antecedent, instructional, and reinforcement strategies
- Create positive responses to challenges

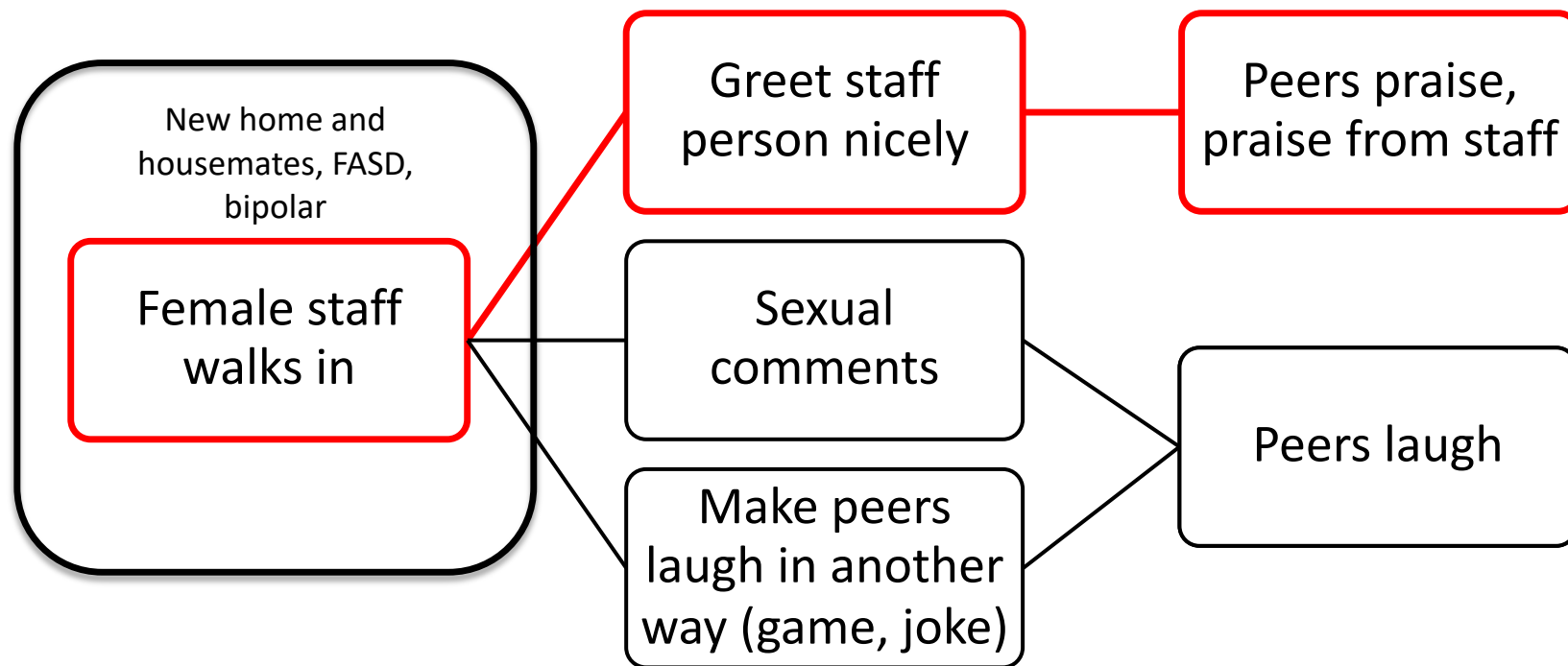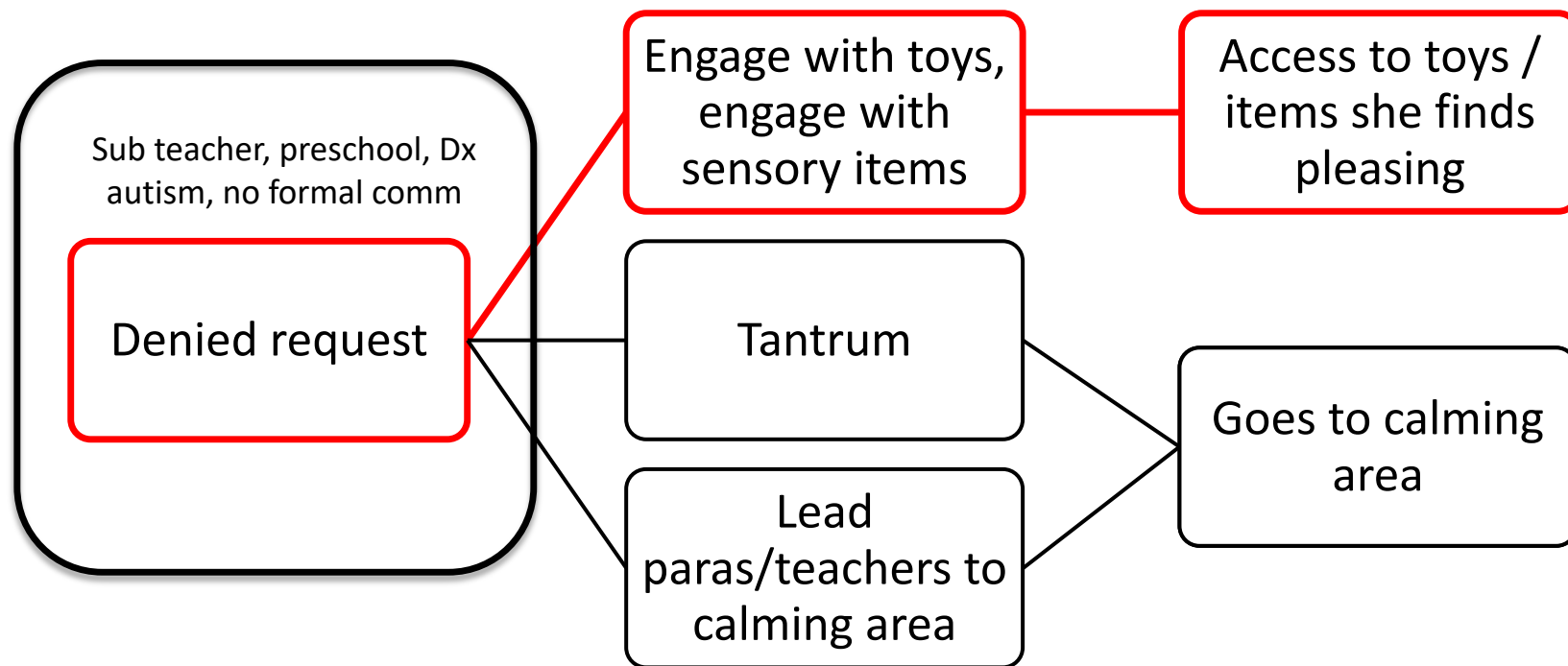# Competing Behavior Pathway

Behavior Pathway Plan

Context Modifications	Antecedent Strategies	Instructional Strategies	Reinforcement Strategies	Positive Responses to Challenges
Talk with medication prescriber to adjust timing of afternoon medication dose (avoid drowsiness) Create chore list together with Violet vs. assigning chores Discuss her preferences for independence	• Collaboration • Choice – which chores to do when, on which days, in what order • Preferred distracter – offer music	• M-L intrusive hierarchy to support her saying "not right now" • Checklist to guide the chores • After 15 min verbal prompt to the list / chore of her choice, mention reinforcer of Y&R	• More time with Y&R – an episode • Honor her request of "not right now" with 15 min delay	• Step 1...

Abdi Case Study

- Revisit the Competing Behavior Pathway
- Revisit context, antecedent, instructional, and reinforcement strategies
- Create positive responses to challenges

Competing Behavior Pathway

New home and housemates, FASD, bipolar

Female staff walks in

Greet staff person nicely

Peers praise, praise from staff

Sexual comments

Make peers laugh in another way (game, joke)

Peers laugh

Behavior Pathway Plan

Context Modifications	Instructional Strategies	Reinforcement Strategies	Positive Responses to Challenges
	• Practice telling appropriate jokes • Read book with him, help him practice • When staff is coming in, say "hey find any good jokes in your book lately?" (the target female staff or other supporting staff) • Staff could tell him jokes • Practice greetings • Practice a word or two like "hi" (staff may start with "how are you today")	• Laugh at his jokes from the joke book • Thank him for using a polite greeting, greet him back • Let him know how you feel valued when he greets you • Ask him if that felt better to him, when people responded more positively to him	• Step 1...

Emma Case Study

- Revisit the Competing Behavior Pathway
- Revisit context, antecedent, instructional, and reinforcement strategies
- Create positive responses to challenges

Competing Behavior Pathway

Sub teacher, preschool, Dx autism, no formal comm

Denied request

Engage with toys, engage with sensory items

Access to toys / items she finds pleasing

Tantrum

Lead paras/teachers to calming area

Goes to calming area

Context Modifications	Antecedent Strategies	Instructional Strategies	Reinforcement Strategies	Positive Responses to Challenges
• Time with Emma and Sub at start of the day to connect better	• Schedule proactive access to sensory time throughout the day • Visual schedules / timers for each activity	• Teach her to lead to sensory area throughout the day • Prompting: physical prompt to lead teacher to sensory area • Playing with toys / sensory items: show toy, ask if she wants to play, demonstrate how to use them	• Engage with her in the sensory area (if she would like – observe if she is using the area on her own, if not try to engage with her) • After 15 min redirect back to the group • Offer praise and thumbs up gesture with a smile– comment "it's hard but you did it" (default to the sub teacher)	• Step 1...

CHAT ABOUT IT! How could you support your Matrix with positive supports to challenges?

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

Building a PBS Plan
PLANNING FOR GENERALIZATION

Generalization and Maintenance

- Generalization: skill is used in all relevant circumstances
  - Stimulus generalization
    - A employee greets all guests who enter the store, not just the people who he learned the skill with
  - Response generalization
    - The same employee uses a range of greetings such as "good morning", "nice to see you", and "hello", expanding on the "welcome" he initially learned

- Maintenance: skills persist over time

We need to work and plan for generalization and maintenance!

Train and Hope	Sequential Modification	Natural Maintaining Contingencies
Train Sufficient Exemplars	Train Loosely	Use Indiscriminable Contingencies
Mediate Generalization	Program Common Stimuli	Train "To Generalize"

Preparing for Generalization

- We will go through all of these approaches to preparing for generalization once again, and this time listen for connections to:
  - Person-centered practices generally
  - Your Matrix specifically

Preparing for Generalization

- Sequentially Modify
  - List all the forms of the target behaviors that need to be trained, in all the settings / situations
- Introduce to natural maintaining contingencies
  - Teach skills that have naturally-reinforcing consequences
  - Teach people to recruit their own reinforcers
- Train sufficient exemplars
  - Teach the desired range of responses in various situations with varied materials
- Train Loosely
  - Introduce and practice several skills, vary times of days, have other people present, etc

Preparing for Generalization

- Use Indiscriminable Contingencies
  - Unclear when behaviors will be reinforced,
  - Helps with maintenance because we often are intermittently reinforced for our good behavior
- Program common stimuli
  - Use similar stimuli in the training setting as well as the natural setting in which the behavior is desired
- Mediate generalization
  - Reinforce behavior occurring in novel situations
  - Teach people to monitor and report on their generalization
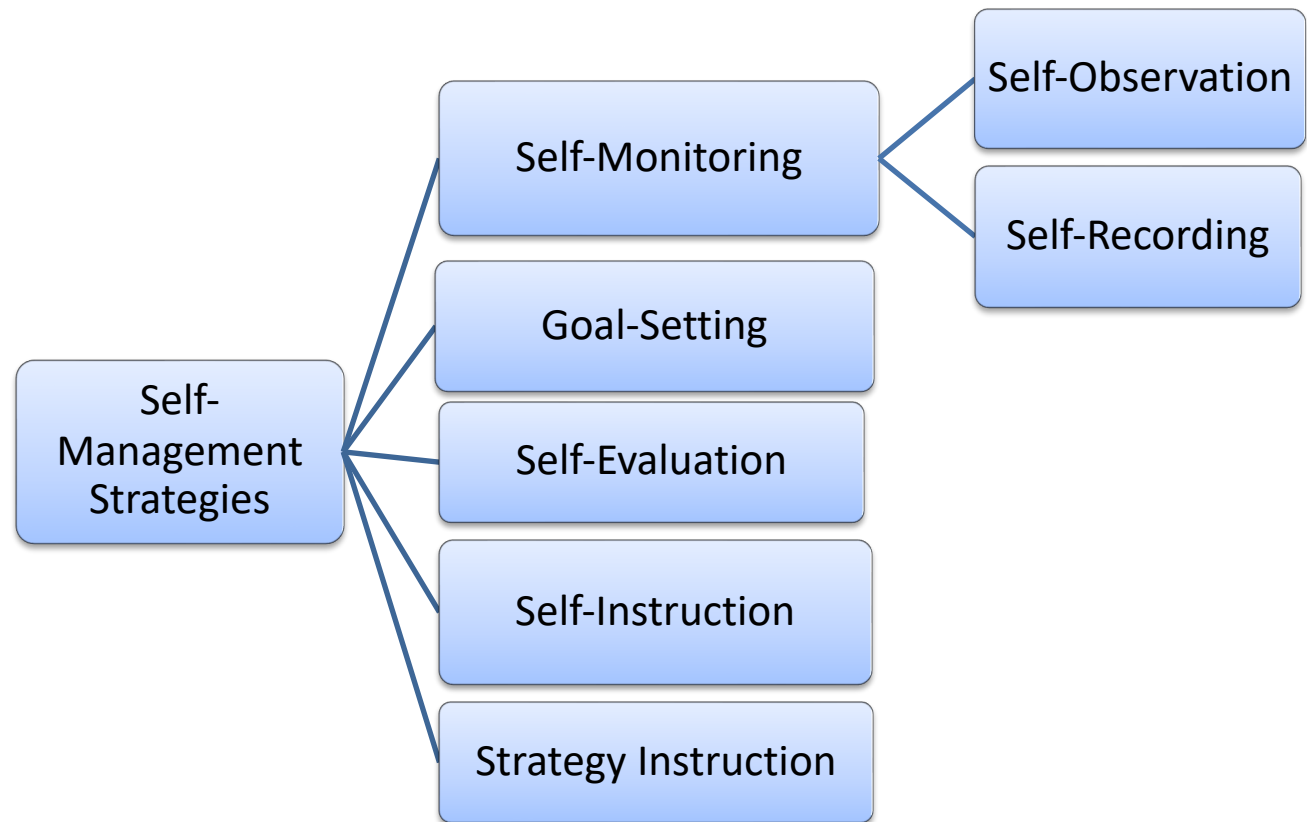- Train "To Generalize"
  - Reinforce variability in behavior

CHAT ABOUT IT!

- Which of these generalization approaches are familiar to you?
- Which approaches are you currently doing in some form?
- Which approaches could you use more?

Train and Hope	Sequential Modification	Natural Maintaining Contingencies	Train Sufficient Exemplars
Train Loosely	Use Indiscriminable Contingencies	Mediate Generalization	Program Common Stimuli

Train "To Generalize"
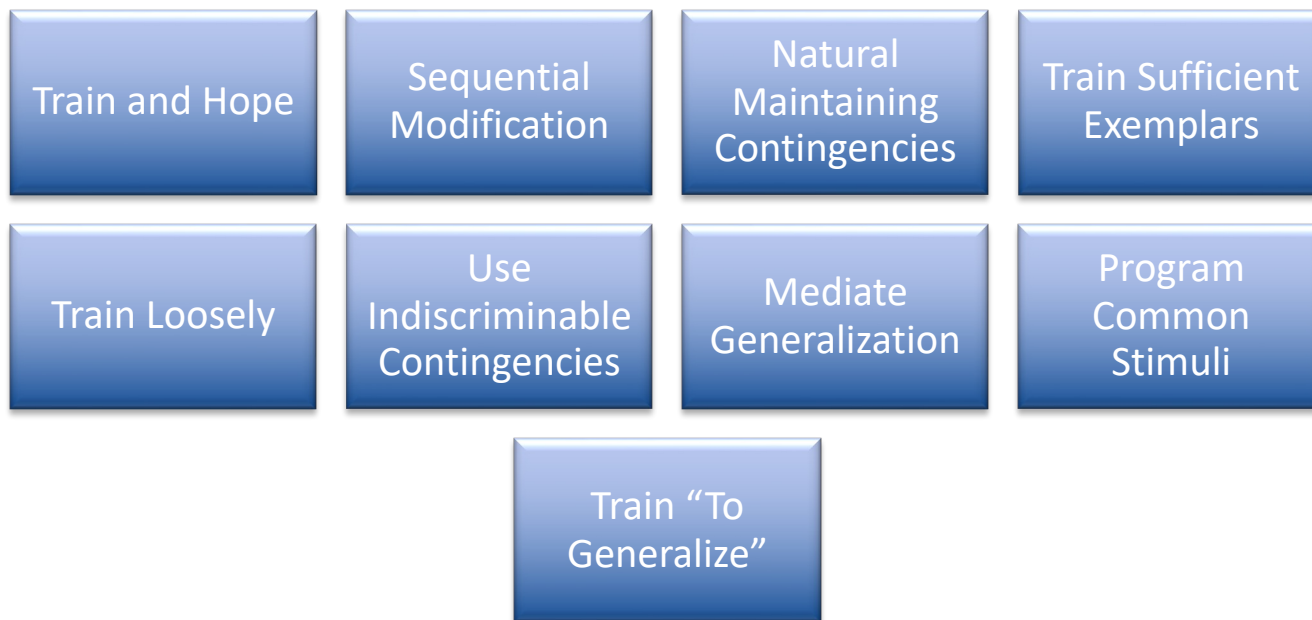
SELF-MANAGEMENT

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
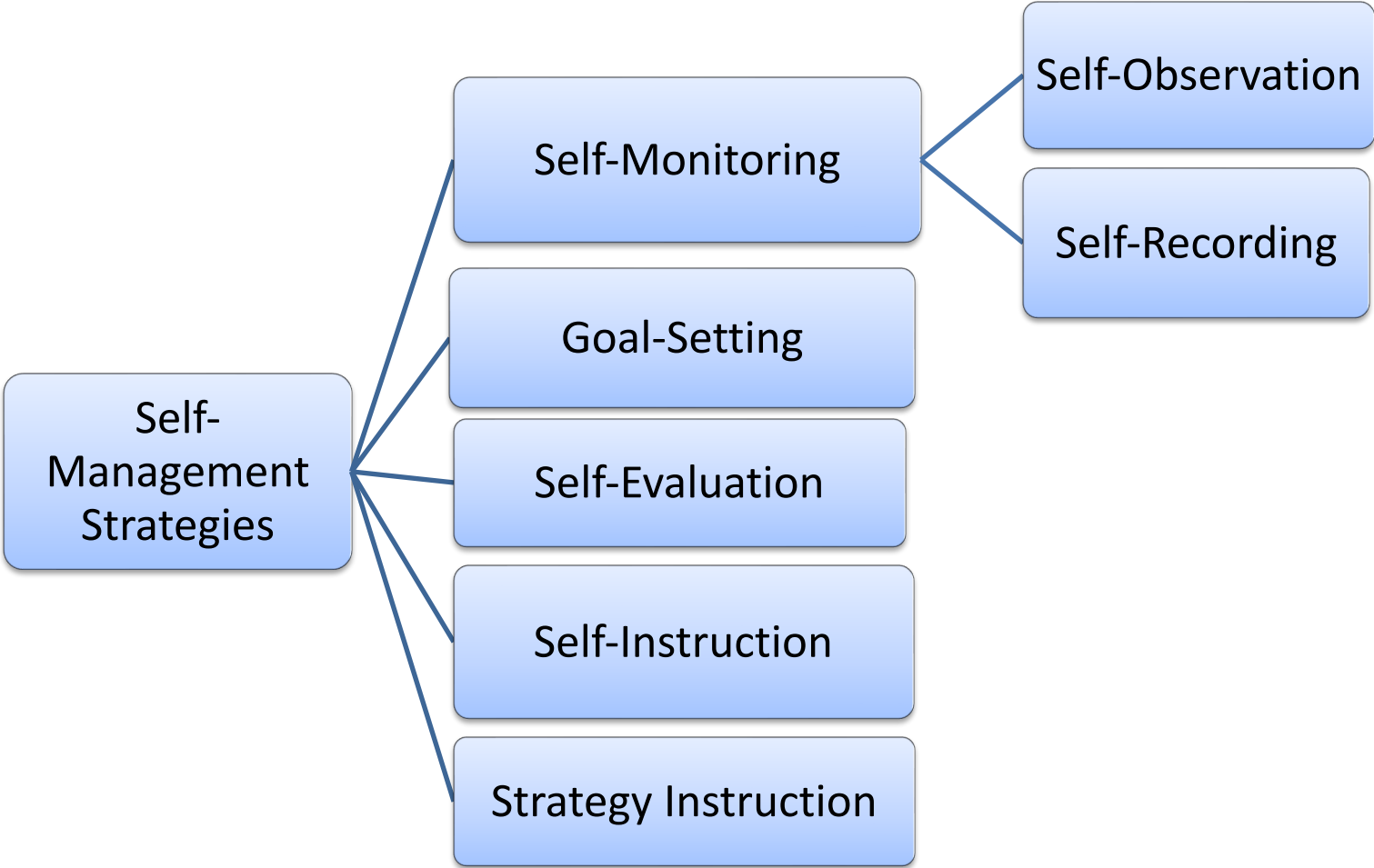
CHAT ABOUT IT!

- Which of these approaches are familiar to you?

- Which approaches are you currently doing in some form?

- Which approaches could you use more?

Self-Management Strategies
- Self-Monitoring
  - Self-Observation
  - Self-Recording
- Goal-Setting
- Self-Evaluation
- Self-Instruction
- Strategy Instruction

APPLYING WHAT WE LEARNED TO THE CASE STUDIES…

Case Studies: Violet, Abdi, and Emma

- We will revisit the cases on the slides ahead...
- What generalization strategies are important?
- What opportunities for self-management can you identify?

Violet: What generalization strategies are important? What opportunities for self-management can you identify?

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.

Abdi: What generalization strategies are important? What opportunities for self-management can you identify?

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.

Emma: What generalization strategies are important? What opportunities for self-management can you identify?

Emma is a 4 year old child in a preschool program who has been diagnosed with autism and is not currently verbally communicating (or using another form of augmentative or alternative communication). Emma will frequently lead her paraprofessional to areas or activities that she prefers (e.g., take the hand of the paraprofessional and guide her towards the door when she wants to go out to the playground). Emma will tantrum (bite and kick teachers, and hit her head on the floor) when these requests are denied (e.g., the paraprofessional tells Emma that "it is not time to go outside right now.") When Emma tantrums, teachers and paraprofessionals often bring her to the calming corner (an area in the back of the classroom with beanbag chairs, weighted blankets, and sensory toys) until she calms down. Teachers have noted that these behaviors occur more frequently when there is a substitute teacher.

Further consider how you could support your Matrix with generalization and self-management approaches?

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2				
Value 3				

Supporting Staff to Implement with Fidelity

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The Full Spectrum of Support is Key

- Support your staff to make the impact they want to make!
  - *Team based goal setting, decision making, and problem solving*
    - When people own their goals they are more likely to achieve them
  - *Training*
    - Awareness-level, in the classroom or online
  - *Ongoing hands-on, on-site support for implementation*
    - Turning knowledge into action
    - Routine observations become normalized, not threatening
    - Sincere and positive feedback – positive and corrective

- Supervisors, managers, and executives are supportive motivators in the system

Performance Management (Daniels & Bailey 2014)

What is PM?

- Applied Behavior Analysis that focuses on the workplace

- Bringing out the best in people while generating desired outcomes for the organization

Characteristics of PM

- Pinpoint the targets for behavior change (observable, measurable, reliable)
- Pinpoint the results that should come from the desired behavior change
- Link behaviors, results, and mission
- Work sampling to measure change
- Set the conditions for success
- Find & deliver reinforcers for behavior change
- Feedback (constructive and positive)

Performance Management (Daniels & Bailey 2014)

- Training
  - Build key knowledge
- Coaching
  - Build and retain key skills for implementation
- Evaluation
  - Always in the context of systematic support
  - Periodic/ongoing (not just annual!)

Performance Management (Daniels & Bailey 2014)

- Training
  - Build key knowledge
- Coaching
  - Build and retain key skills for implementation
- Evaluation
  - Always in the context of systematic support
  - Periodic/ongoing (not just annual!)

See next slide on Behavior Skills Training

Behavior Skills Training (Parsons et al 2012)

- Describe the skills to be trained
- Provide staff with a written summary of the skills
- Demonstrate the target skills for staff
- Staff practice performing the target skills, then provide positive and corrective feedback
- Repeat until staff perform the skills independently, across the settings and situations they will be required to perform them

CHAT ABOUT IT!

- What approaches do you use for:
    - Training (content knowledge / awareness)
    - Ongoing coaching and support?
    - Performance evaluation?

- With regard to these things, what are your strengths, and what are your growing edges?
- Based on this training so far and what you're learning from others, what approaches would make sense to pilot or adopt at your organization?

One Team's Example of Monitoring Fidelity

Direct Observation Tool

- Train the trainer model to collect direct observation data

- Utilize 'TelePBS' (e.g., live coaching and data collection via video conferencing) to increase the number of data collection/training opportunities

- Work together to curate and analyze data to inform matrix training practices.

MINNESOTA DIRECT OBSERVATION FORM

Date and Time of Observation: _____   Number of People in the Setting: _____

Setting Observed: _____

B. Promoting Social Engagement and Interactions

Part 1
Observe Staff using the list below.

A. Person-Centered Behaviors

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Person-First Language				
Nonjudgmental Descriptive Language				
Working in Alliance with the Person				
Reflective Listening Skills				
Person-Centered Behaviors				
Demonstrates Empathic Behavior				

Subtotal Person-Centered Behaviors Observed   _____/24   _____%

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact				
Supporting Choices				
Reinforcing Others				

Subtotal Person-Centered Behaviors Observed   _____/12   _____%

Part 2
Observe up two staff while they are working or observe up to two people who are being supported using the list below.

A. Opportunities to Participate in Positive Social Interaction

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities				
Engaging in Identified social Behaviors:				
Person Centered Value 1				
Person Centered Value 2				
Person Centered Value 3				
Person Centered Value 4				

Subtotal Person-Centered Behaviors Observed   _____/_____   _____%

Interrater Agreement for Direct Observations

- Supervisor and ICI Tele-PBS Mentor Connect Via Distance Strategies
- Date Set to Organize Direct Observation
- Supervisor and Tele-PBS Mentor Observe Direct Support Staff Using Direct Observation Tool
- Initial Results of Inter-Rater Session

Use of Active Involvement and Matrix Behaviors

Matrix Behaviors

Part 2

Are People Actively Using the Social Interactional Skills Considered Important?

MINNESOTA DIRECT OBSERVATION FORM

Date and Time of Observation: _____   Number of People in the Setting:_____

Setting Observed:_____

B.   Promoting Social Engagement and Interactions

Part 1
Observe Staff using the list below.

A.   Person-Centered Behaviors

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Person-First Language	☐	☐	☐	☐
Nonjudgmental Descriptive Language	☐	☐	☐	☐
Working in Alliance with the Person	☐	☐	☐	☐
Reflective Listening Skills	☐	☐	☐	☐
Person-Centered Behaviors	☐	☐	☐	☐
Demonstrates Empathic Behavior	☐	☐	☐	☐

Subtotal Person-Centered Behaviors Observed _____/24
_____%

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Encouraging Others to Interact	☐	☐	☐	☐
Supporting Choices	☐	☐	☐	☐
Reinforcing Others	☐	☐	☐	☐

Subtotal Person-Centered Behaviors Observed _____/12
_____%

Part 2
Observe up two staff while they are working or observe up to two people who are being supported using the list below.

A.   Opportunities to Participate in Positive Social Interaction

Item Observed	Minutes 0-5	Minutes 5-10	Minutes 10-15	Minutes 15-20
Active Involvement in Conversations/Meetings/Activities	☐	☐	☐	☐
Engaging in Identified social Behaviors:				
Person Centered Value 1	☐	☐	☐	☐
Person Centered Value 2	☐	☐	☐	☐
Person Centered Value 3	☐	☐	☐	☐
Person Centered Value 4	☐	☐	☐	☐

Subtotal Person-Centered Behaviors Observed _____/_____
_____%

Freeman, R., Watts, E., Reichle, J., Moore, T., Maki, A., O'Nell, S., Baker, D., Amado, A., Piggott, M., & Julian, H. (2016). *Minnesota direct observation and Assessment tool*. Minneapolis, MN: Institute on Community Integration. University of Minnesota.

Part 2 Observations of People Supported
Use of Matrix Behaviors

Initial Observation

Post-training (3 months)
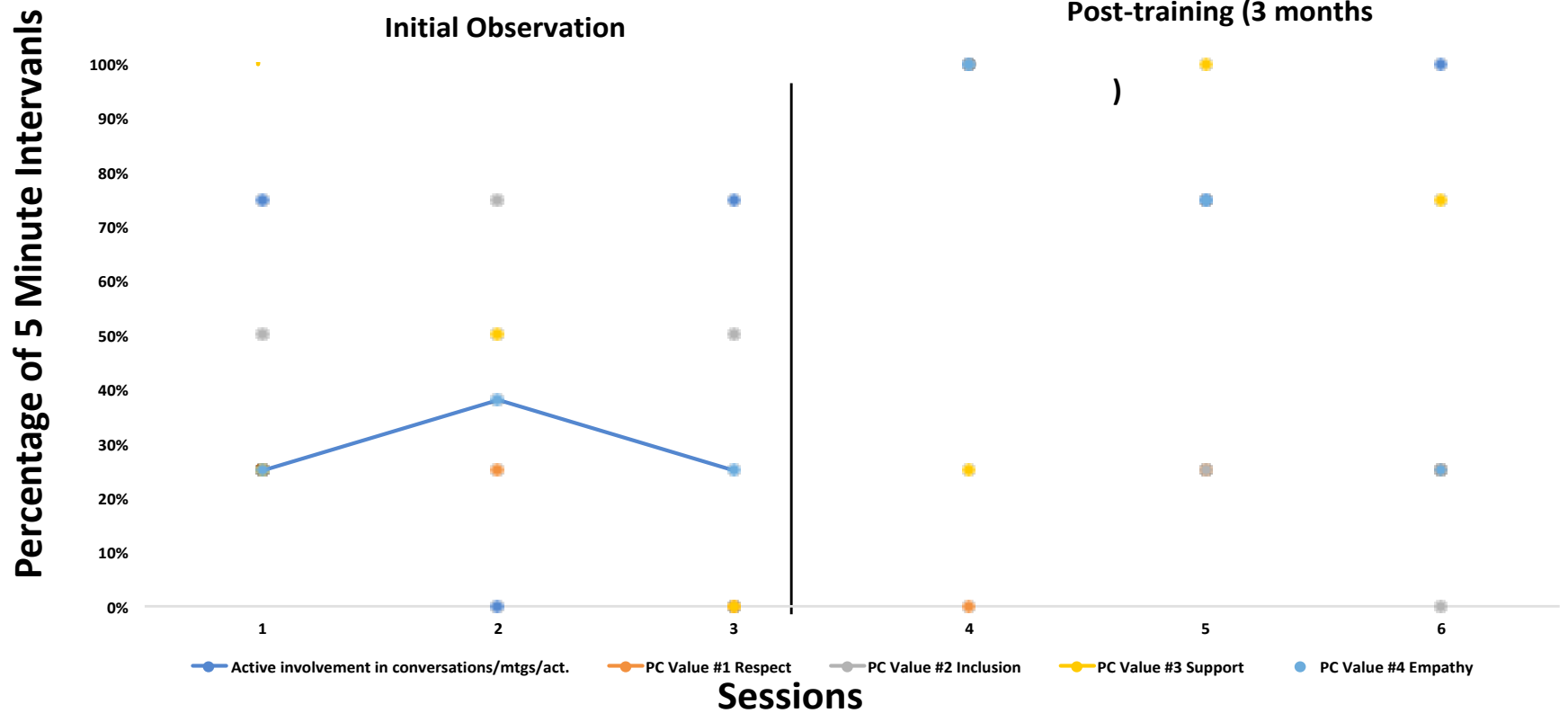
Why is it important to measure fidelity?

- Targeting training time & energy
  - Trainers focus on particular support approach, person using supports, or staff
- Staff satisfaction and retention
  - Everyone wants to succeed, experience competence, be an effective teammate, and provide impactful supports
- Determining the impact of a support plan
  - If everyone is implementing the plan as intended, then we know whether the outcome data are truly indicative of the plan's impact (or lack of impact)

CHAT ABOUT IT!

Measuring Fidelity & Using Data to Drive Decisions

- Do you collect data on staff performance? If so, what does it look like?
  - Who is involved in collecting the data?
- Do you summarize and use the data? If so, how frequently, and what does it look like?
- Based on this training so far and what you're learning from others, what approaches would make sense to pilot or adopt at your organization?

Evaluating the Effectiveness of PBS Plans

DEPARTMENT OF HUMAN SERVICES

Evaluating a PBS Plan

A PBS plan should result in...

- Decreases in problem behavior
- Increases in functional replacement and other setting-specific skills
- Positive lifestyle changes / quality of life improvements

Evidence also should show...

- The interventions are implemented with fidelity (see above)
- The plan is a good fit for the natural community of implementers

Visual Data Display – data only

Aggression	Request to leave the activity
11	2
14	1
13	3
15	2
11	4
9	7
3	4
8	7
11	8
7	3
11	9
5	5
10	10
3	8

Visual Data Display – data only

How would you characterize what these data are telling you? What do the data suggest that you should do next?

Aggression	Request to leave the activity
11	2
14	1
13	3
15	2
11	4
9	7
3	4
8	7
11	8
7	3
11	9
5	5
10	10
3	8

Visual Data Display – same data in graphic form

How would you characterize what these data are telling you? What do the data suggest that you should do next?
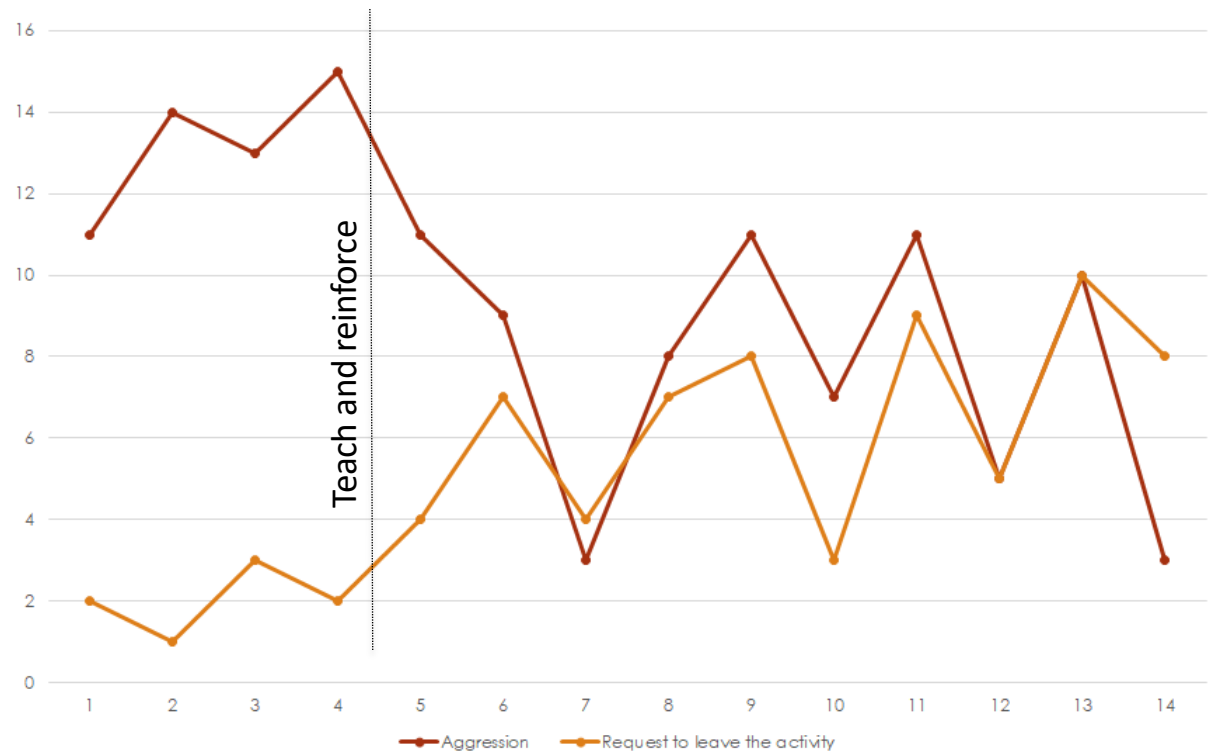
Visual Data Display – line graphs and bar graphs

Formative
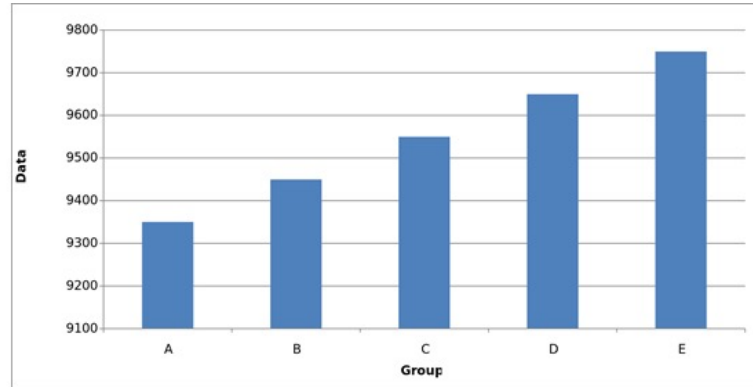
Summative
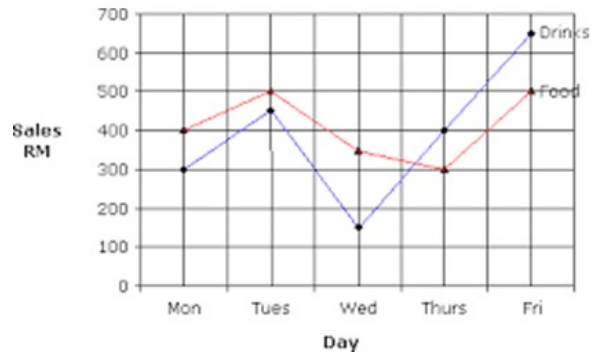
Visual Review of Data

- Trend: slope or direction of the data

- Level: mean or center point of data

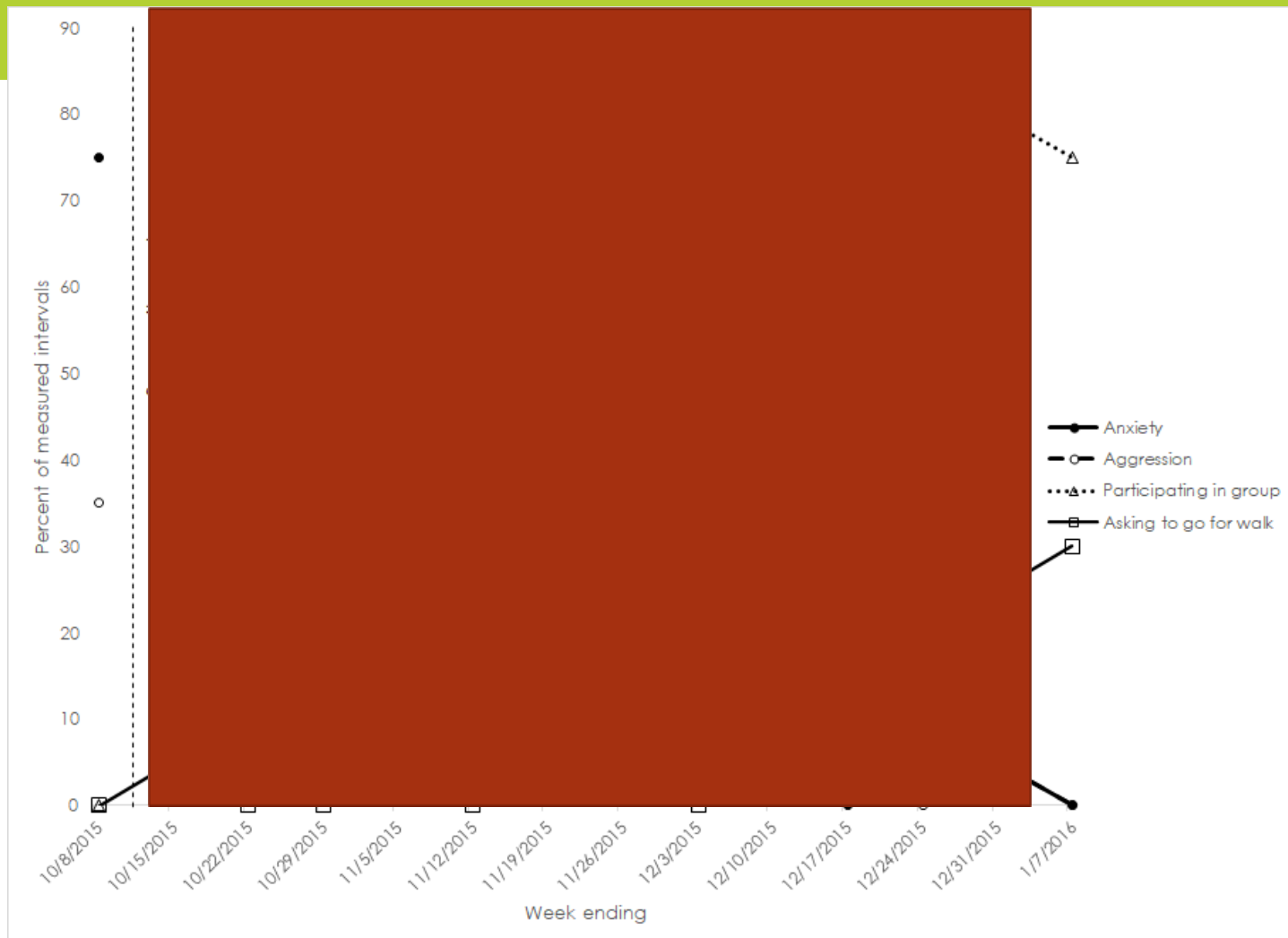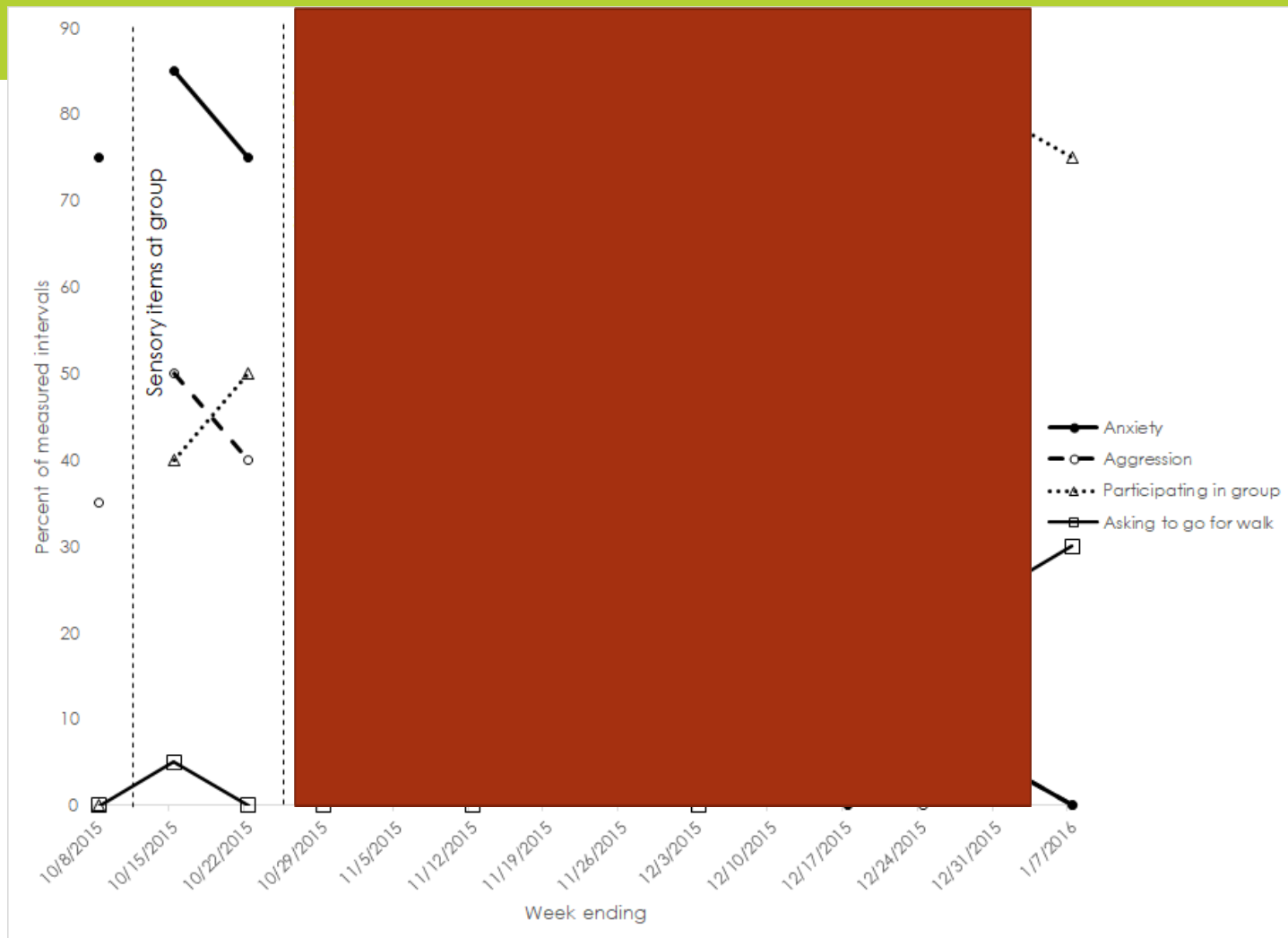- Variability: how the data points fall in relation to the best fit line
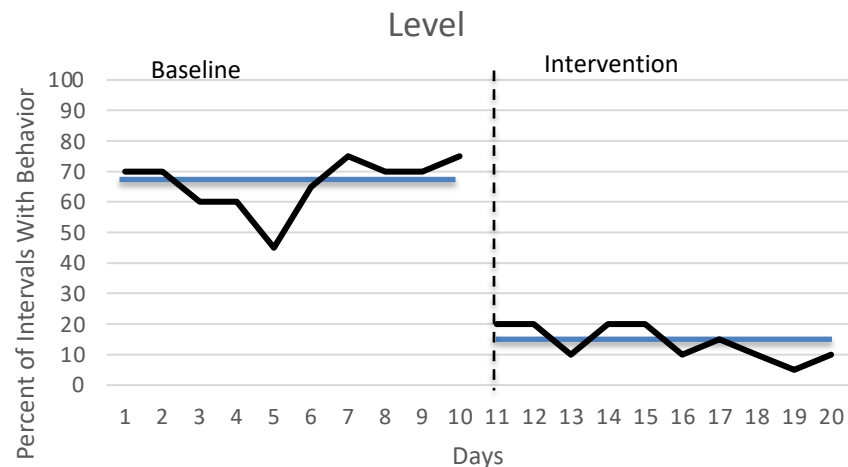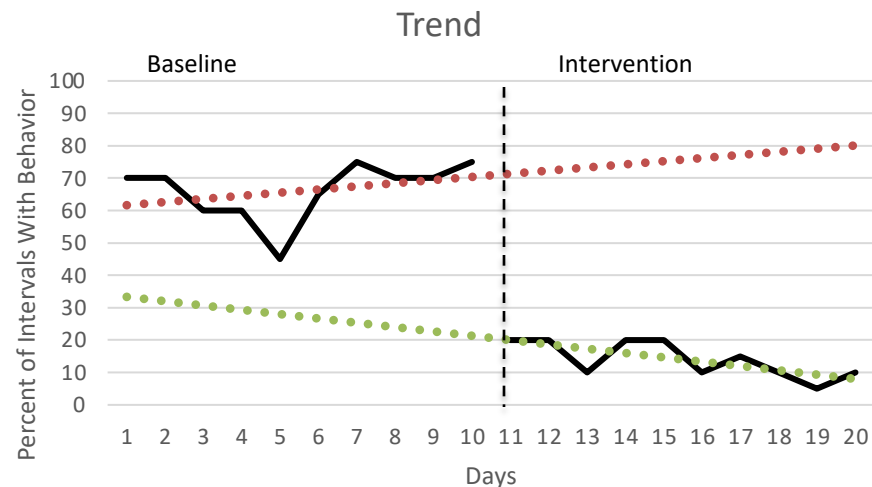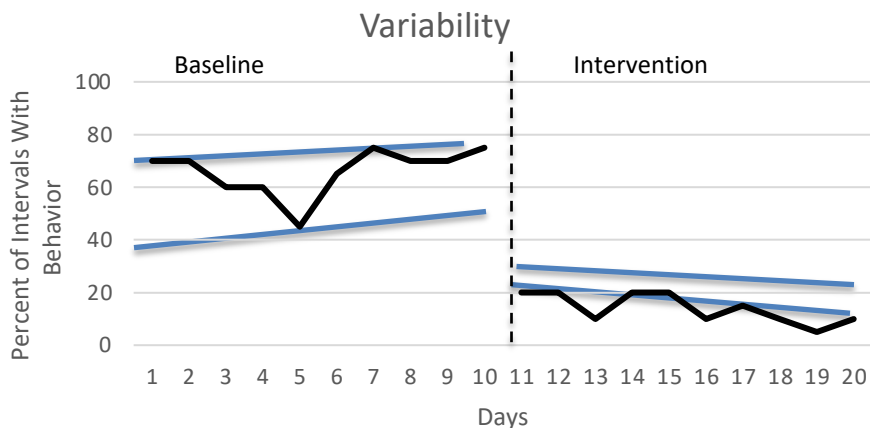
Case Example

- Aggression ○
- Anxiety ●
- Walk request ☐
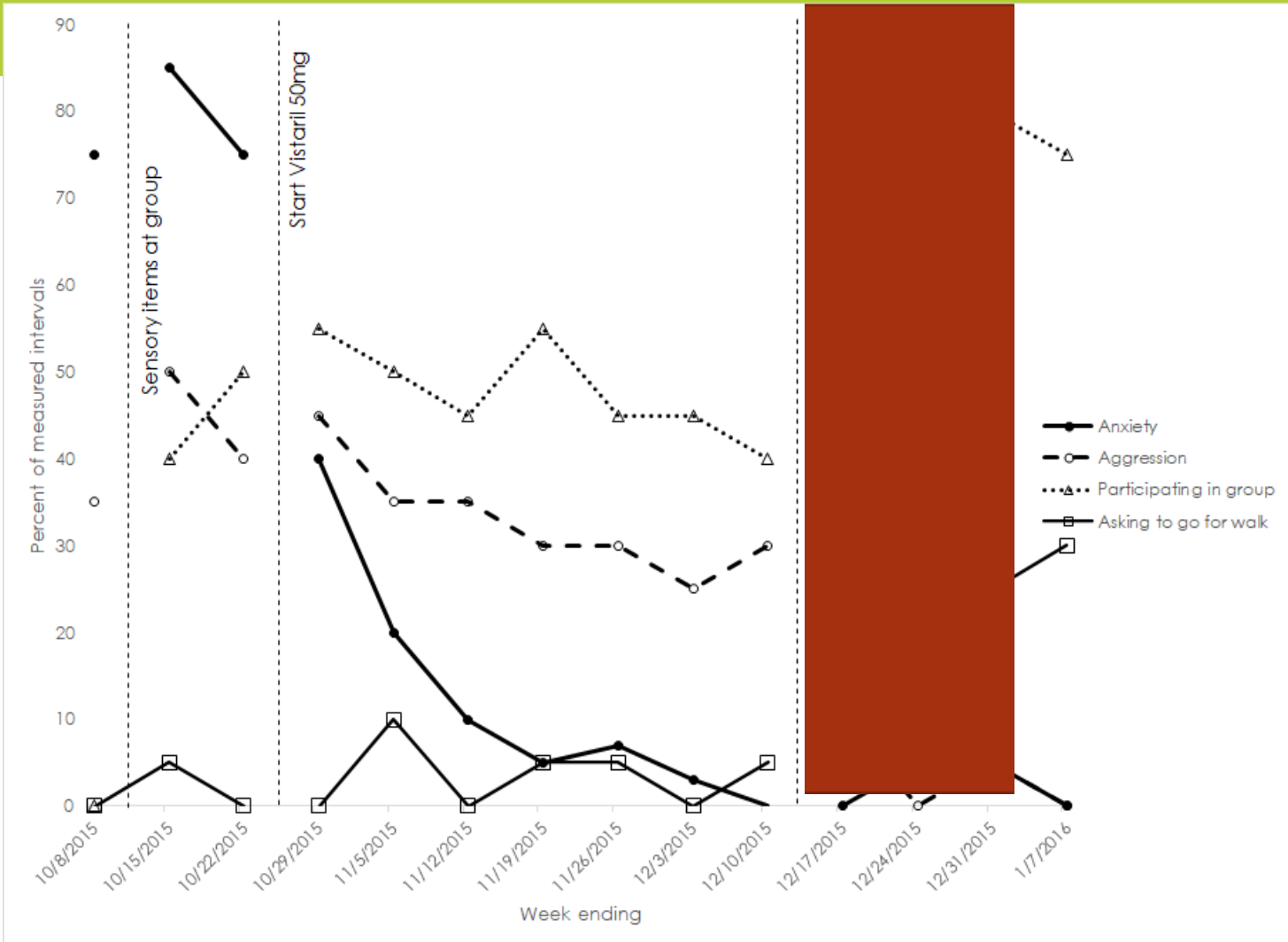- Participation in group △

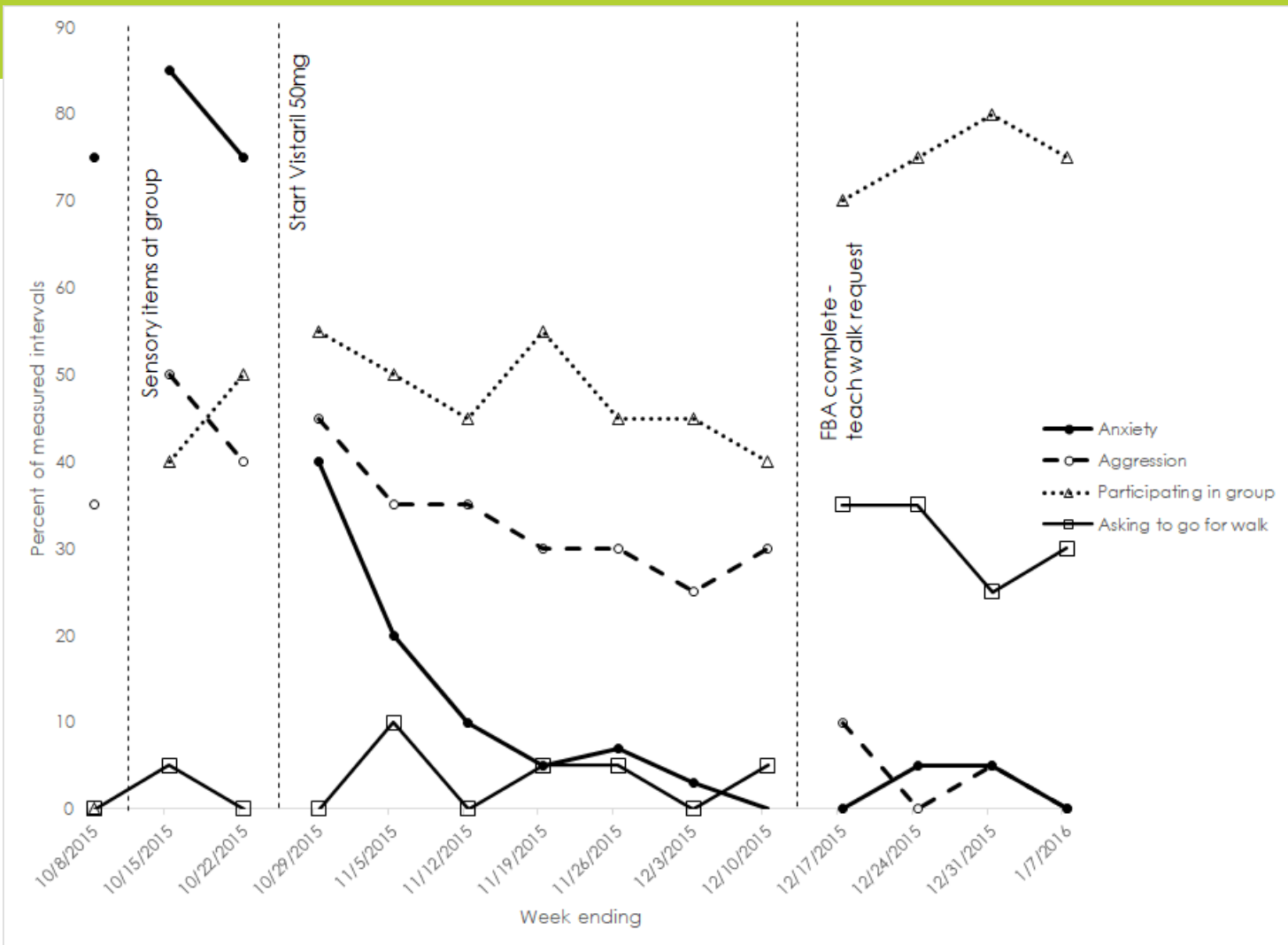They wanted ACTUAL results. I told them to look for a Behavior Analyst.

your ecards
someecards.com

Poll Question

Are you currently using visual data displays to guide decisions?

Poll Question

If you are not currently using visual data displays to guide decisions, or not using them as much as you would like, what are the barriers?

Social Validity

Stakeholders evaluate the plan on how well it fits the:
- Values & skills of the family and team
- Resources available to implement interventions

Key social validity questions include (IRIS center):
- The intervention focuses on an important behavior.
- The target behavior is of sufficient concern to warrant the use of this intervention.
- I believe that this intervention will produce effective results.
- I understand the intervention steps.
- The intervention is easily incorporated into my classroom system.
- I believe that I can accurately implement this intervention in my classroom.
- I have the necessary materials to implement this intervention accurately.
- The time requirements of this intervention are reasonable.

Social Validity – Broad QoL Scope

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://mnpsp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-next-version9-11-17.pdf

WHAT'S NEXT IN YOUR PBS JOURNEY?

System-level changes (including addressing equity)

- What plans does your organization have?
- What questions do you have?

Multi-tiered Supports

- What plans does your organization have?
- What questions do you have?

Function-based thinking and supports

- What plans does your organization have?
- What questions do you have?

Staff support – driving change into daily practice

- What plans does your organization have?
- What questions do you have?

In conclusion…

…stay grounded in the big picture

Got PBS?

✓	**Features of Positive Behavior Support**
	Support team comprised of individual, family, and ongoing service providers is fully engaged in all aspects of PBS process.
	Meaningful lifestyle and/or systems change goals are the focus on intervention efforts.
	Assessments (e.g., interviews, observations) are conducted to identify antecedents, consequences, and other variables affecting behavior.
	PBS plans are based on the patterns identified and include each of the following: • Proactive strategies (e.g., environmental arrangements to prevent problems) • Teaching strategies (e.g., instruction to teach replacement and other desired behaviors) • Management strategies (e.g., reinforcement for positive, not problem behavior)
	Interventions are implemented with integrity by natural caregivers and within typical routines.
	Data are collected and analyzed to ensure that positive changes in behavior and quality of life occur across circumstances and over time.

(A PBS plan must include all of these features)

Assessment of PBS Practices Questionnaire
www.flapbs.net: Resources, Practice, Community

LIKE-LEARN-CHANGE

- What did you LIKE about today ?

- What did you LEARN today?

- What would you CHANGE about today?

DEPARTMENT OF HUMAN SERVICES

INSTITUTE on COMMUNITY INTEGRATION