PBSIntensive Training Series

Day 1. Introduction to Universal Positive Supports & Positive Behavior Support

MASONIC INSTITUTE FOR THE DEVELOPING BRAIN

UNIVERSITY OF MINNESOTA

Driven to Discover®

Agenda for Today

- **9:30** Introductions
  - *Activity 1*
- **9:50** PBS Intensive Training Sequence
- **10:00** Overview of the person-centered, and positive behavior support organizational cohort model throughout Minnesota
  - *Activity 2*
- **10:45** Positive behavior support (PBS) model and how to integrate a person centered foundation to PBS
  - *Activity 3*
- **12:00 Lunch Break**
- **1:00** The tiered model and an introduction to behavioral principles
  - Activity 4
- **2:00** Specifically focus on the universal level of PBS
- **2:15** Discuss and develop strategies for building positive social interactions
  - Activity 5
- **2:45** Questions, Feedback, Plan for next training

Introductions

Our team, cohort organizations, public stakeholders: Welcome
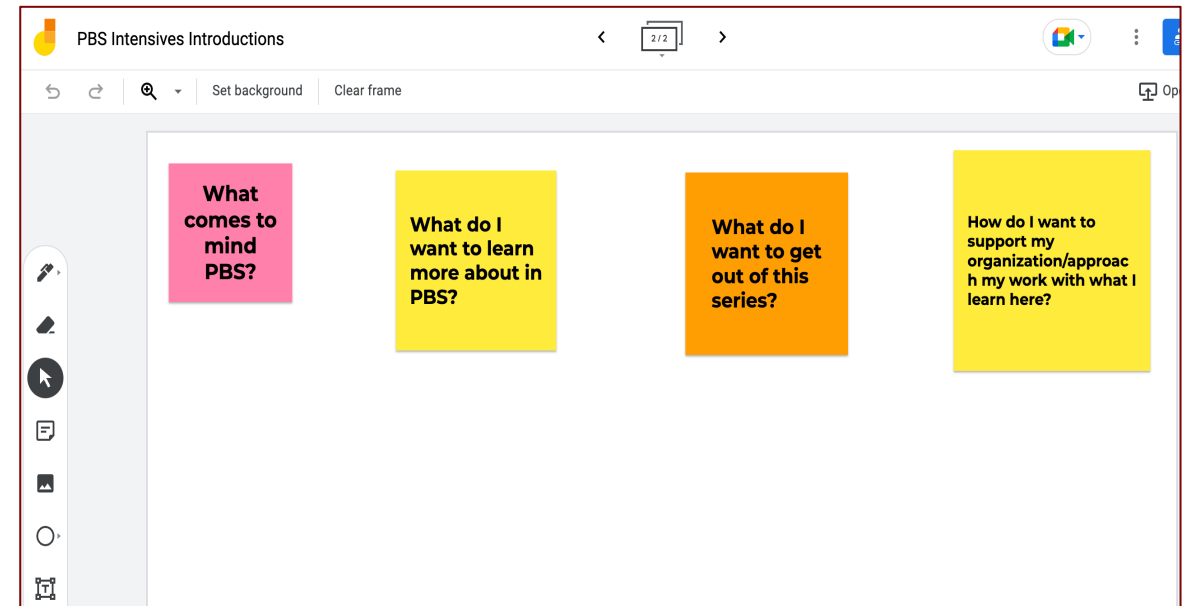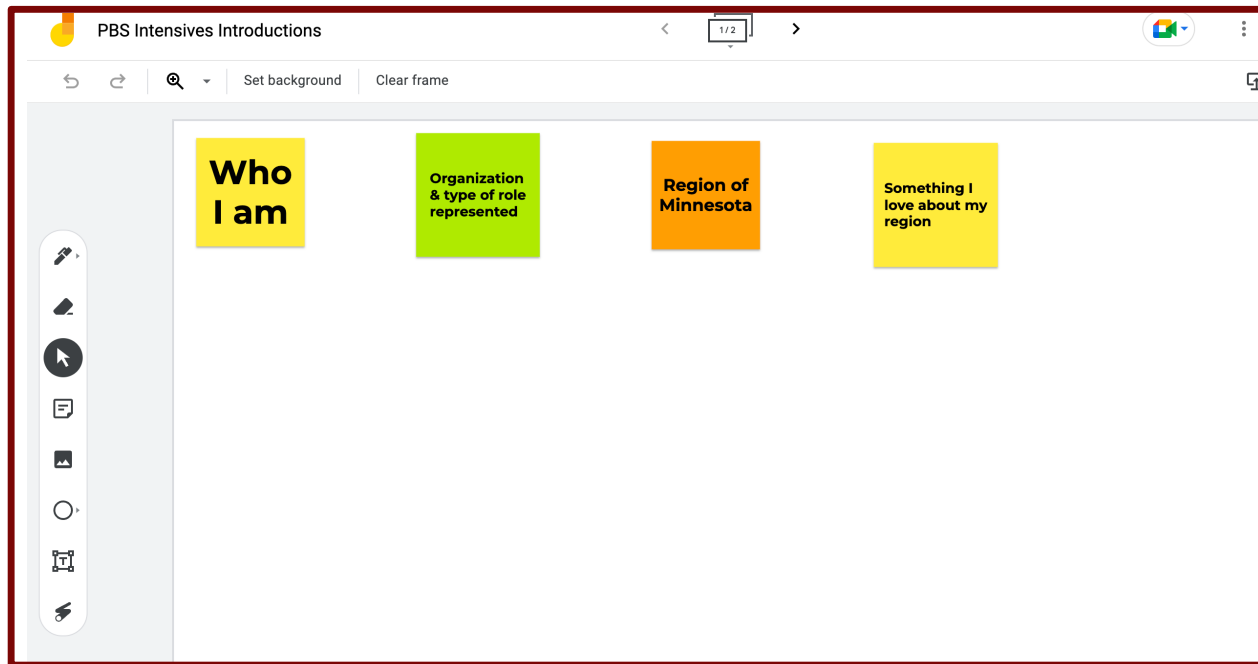
Introduce yourself!

Overview of PBS Intensive Training Series

- **October 25, 2023.** Introduction to Universal Positive Supports and Positive Behavior Support

- **November 15, 2023.** Supporting People across the Continuum of Positive Behavior Support

- **January 10, 2024.** Introduction to the Functional Behavior Assessment Process

- **February 7, 2024.** Implementation of Functional Behavior Assessment

- **March 13, 2024.** Positive Behavior Support Planning

- **April 10, 2024.** Applying Positive Behavior Support in Your Organization

Statewide Initiatives Throughout Minnesota

Supporting people in home and community-based settings

Challenges for service providers in home and community based settings

Barriers to PBS Implementation

- Provider shortages, high turnover (training needs)
- Limited supervisory/licensed providers, thus, limited service areas
- Providers and systems that do not adequately meet the needs of people in cultural and linguistically diverse communities
- Racism in providers and systems
- Insufficient community services for people with needs that are deemed too "intensive," including "stepped down" supports.
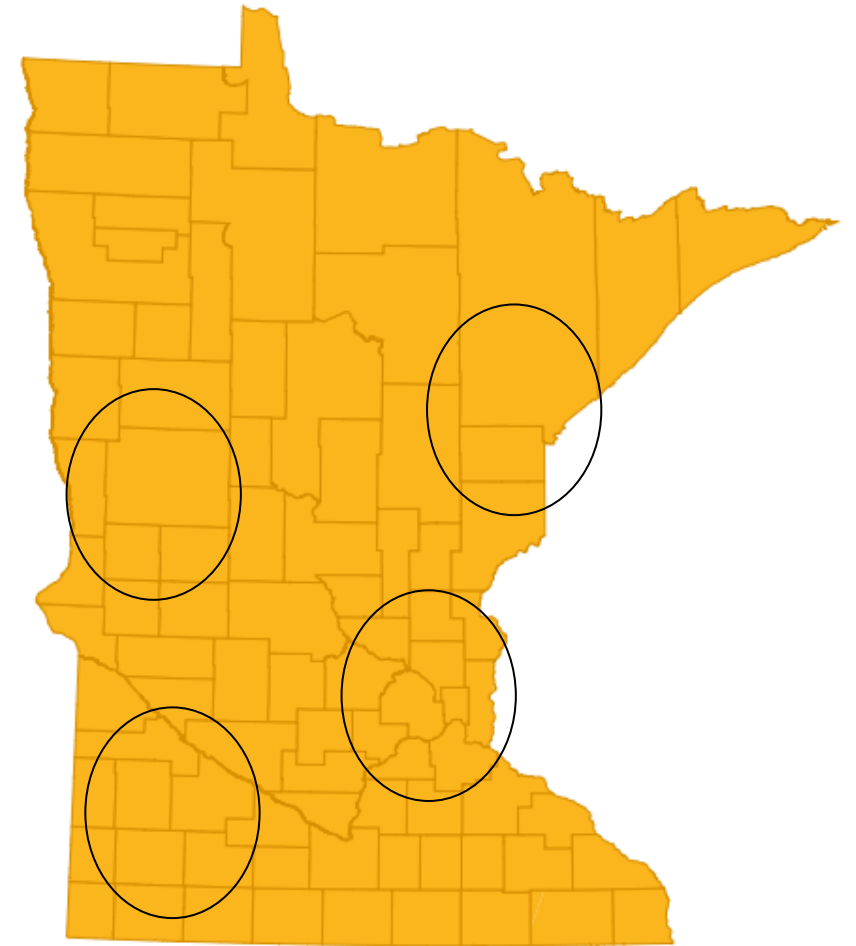
Supporting people with IDD who engage in challenging behavior

- Challenging behavior that results in injury to self or others may be present in 10% to 15% of the IDD population (Lowe et al., 2007)
  - May persist over time and be difficult to manage (Emerson et al., 2001),
  - Limit opportunities for employment, community living, and inclusion and impact quality of life,
- May have complex communication needs, and may benefit from augmentative and alternative communication support,
- Benefit from positive behavior support and person-centered practices (PBS-PCP).

Community provider organizations

- Agencies face significant challenges supporting people with IDD who have significant behavioral support needs (Rotholz et al., 2013)

    – Direct Support Professionals,
        - Often underprepared, (Ford & Honnor, 2009; Hewitt et al., 2015; Marquand & Chapman, 2014)
        - High levels of burnout and turnover, (NASDDDS & HSRI, 2018; Larson et al., 2004)
        - Stressful job conditions (Rose, 1995).

Implementing PBS-PCP in provider organizations

Person-Centered Practices & Planning

Tertiary Stage
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Person-Centered Plans
- Teams Monitor Progress

Secondary Stage
- More Intensive Supports To Improve QOL
- Simple Interventions Integrated With Other Positive Supports
- Independence And Community Involvement Encouraged
- Mental Health And Wellness Interventions

Universal Stage
- Person-Centered Thinking
- Encourage Self Expression
- Self-Determination And Choice Making
- Predictable And Proactive Settings
- Meaningful Participation In The Community
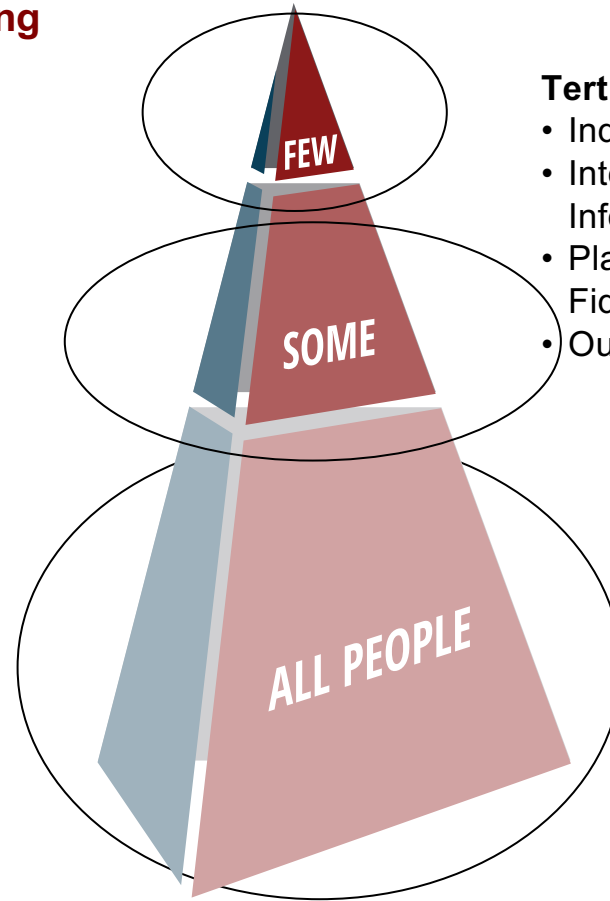
Positive Behavior Support

Tertiary Stage
- Individualized PBS Plans
- Integrated With Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Evaluated To Ensure Plans Are Implemented With Fidelity
- Outcome Measures

Secondary Stage
- Use Data To Identify Individuals At Risk
- Additional Supports For Key Social Skills
- Group And Individual Interventions
- Function-Based Decisions
- Simple Interventions Integrated With Other Positive Supports
- Mental Health And Wellness Interventions

Universal Stage
- Teach And Encourage Communication
- Encourage And Reinforce Social Skills
- Consensus-Based And Team Focus
- Emphasis On Using Data For Decisions
- Integrated With Other Positive Support Practices (PBS, Trauma-Informed Care, Etc.)

FEW

SOME

ALL PEOPLE

Core themes of PBS

1. Investing in change across the entire organization,
2. Focusing on teaching social and emotional skills,
3. Focus on prevention and early, less restrictive intervention for challenging behavior,
4. Actively using data for decision making, and employing a three-tiered continuum of behavioral support (Freeman et al., 2006).

PBS-PCP in Minnesota: Regional capacity-building

MNPSP.ORG
Resources for you!

**Mnpsp.org
A hub for updated training materials and resources**

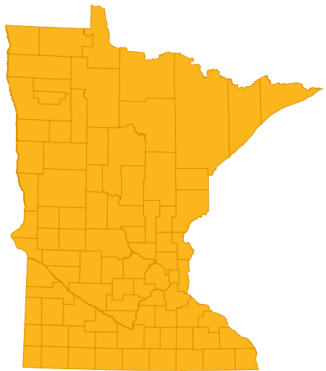Welcome to Minnesota Positive Supports Website
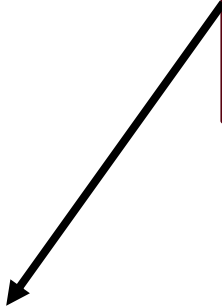
This website is for:
- Mental health providers

All people want to and feel safe.

Positive Behavior Support Intensive Training

Applying Positive Behavior Supports in Minnesota Human Service Settings

Positive Behavior Supports (PBS) is an evidence-based approach that offers respectful, supportive, and effective way people make positive changes in their lives. PBS is a system-based model that aims to prevent and improve challeng behavior and to promote pro-social behavior, person-centered values, and quality of life, as well as to improve the sy which the services are being delivered (e.g., workforce development, decreases in staff turnover). PBS builds on peo successes, strengths, and desires, and does not include the use of punishment. This sequence of six trainings will all attendees to learn about the PBS model across universal, targeted, and intensive tiers, with opportunities to connec evidence-based strategies across a variety of applications. The PBS trainings are appropriate for providers, profession educators, and teams who support children and adults across various settings (e.g., counties, providers, mental heal services, schools). The trainings will cumulatively expand on topics; therefore, to get the most benefit, attendees are encouraged to attend as many trainings in the sequence as possible.

Tier 1 Curriculum
Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Tier 2-3 Curriculum
Day 1
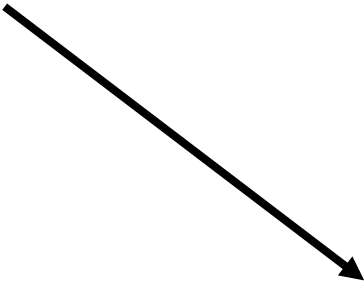
Minnesota Statewide Plan for Building Regional Capacity

Cohort 2 A
St. Louis County Region
(1 County & 4 Organizations)

Cohort 2B
West Central
(5 Counties, Public Health Dept.,
2 Organizations)
Integrated Model

Cohort 1 & Cohort 4
Support Development Associates
Person-centered Practices Model
1 County, 5 Organizations

Cohort 3 & 4
South-Eastern
4 Counties, 1 Public Health, 6
Organizations

Teams = 24
Organizations = 27
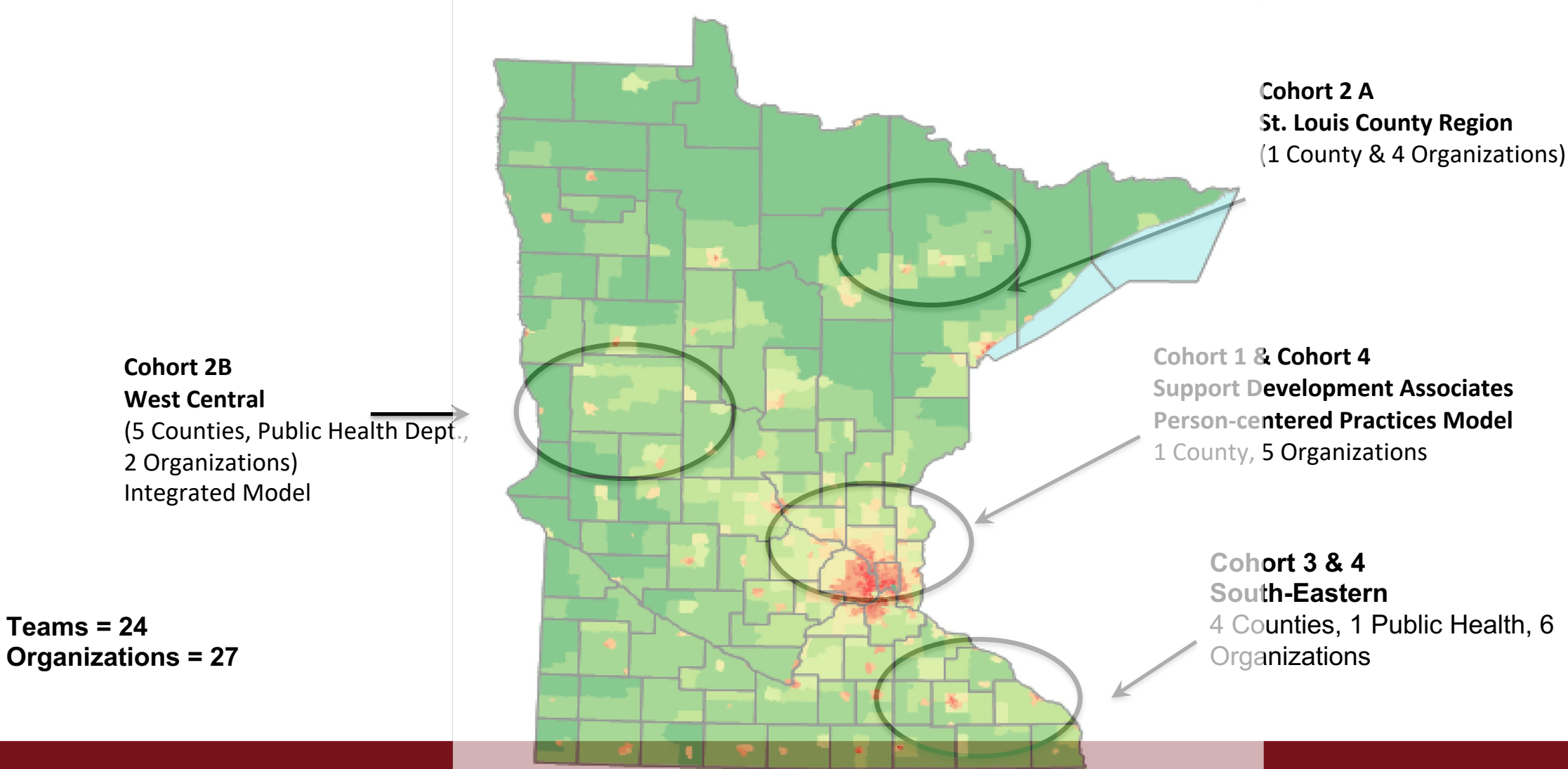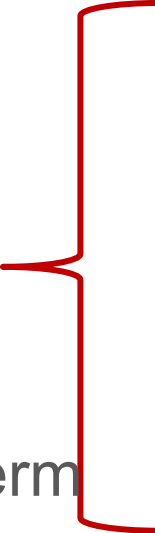
Regional cohorts: Establishing teams

- Application process with other teams in region

- Establish organization-wide teams (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; Sindelar, Shearer, Yendel-Hoppey, & Liebert, 2006),

  - Team roles:
    – Key Contacts
    – PCT Coach
    – PCT Trainers
    – PBS Facilitators

Process

- Form a Team
- Confirm Readiness
- Team Self-Assessment
- PCT training
- PCT Coach training
- Team training
- Action Plan and Long-term Vision
- Monitoring Capacity Building

- PBS Intensive training
- Data-Based Decision Making
- Onsite Fidelity Observation (annual)
- Complete Matrix(es)
- Complete Universal Direct Observation

How telehealth fit into the training model to support PBS Facilitators

Series of 6-day PBS Intensive trainings and focused workshops: Webinar

Tele-based organization-specific visits 1-4 annual visits w/ U of M: Synchronous visits

Tele-based "onsite" visit to conduct TOET evaluation

Online learning materials and resources provided: https:/mnpsp.org/

Activities that PBS Facilitators may Support
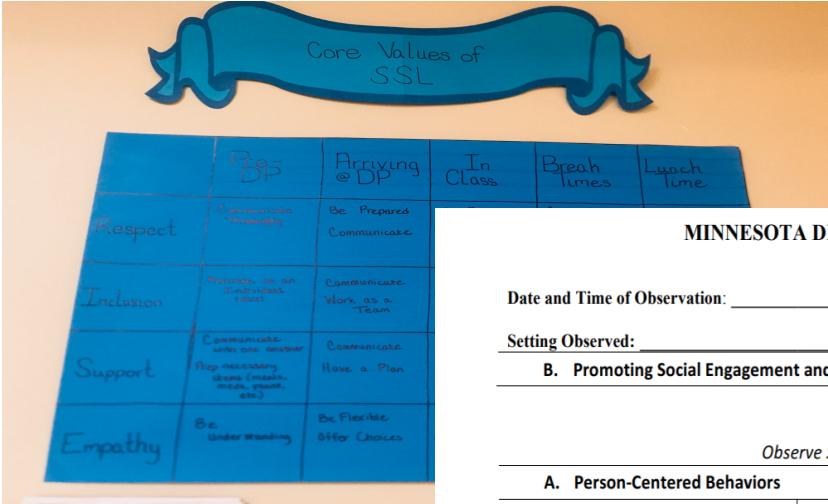
MINNESOTA DIRECT OBSERVATION FORM

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   _____%

Universal practices
- Matrix
- Onboarding staff training
- In service staff training
- FBA/PBS planning or reviewing
- Data monitoring systems

PBS subscale of evaluation areas
- Identify area of strength,
- Area 'on the cusp,'
- Area of future need.

Motivational interviewing to identify goals that are achievable, common considerations:
- It's too big,
- "PBS doesn't pertain to us because we don't provide direct supports,"
- Getting buy in,
- STAFFING CRISIS.

Building provider capacity

- Connecting professionals
  - "train-the-trainer" models
  - Communities of practice
  - Satellite sites

- Supervision/oversight to expand service areas

- Follow up, evaluation, fidelity monitoring

PBS Facilitator training

PBS Facilitators attend didactic + workshop training:

1. PBS Intensive Trainings: 6 Full Day trainings offered annually (at Universal level)
    1. Engage in self-assessment
    2. Develop universal level practices for their organization
        1. Values & matrix
        2. On-boarding PBS training
        3. Data review process
        4. Team meetings and/or developing communities of practice

2. Consultation and technical assistance in developing practices,
3. Fidelity on PBS sub-scale

Tiered Onsite Evaluation Tool (TOET) Development

- TOET—external evaluation to score fidelity of implementation (Freeman, Watts, O'Nell, & Amado, 2017)

- Developed translating similar tools, are psychometrically evaluated within PBIS in educational settings (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004; McIntosh et al., 2016)

C. Universal Positive Behavior Support		
1.9 Organizational Alignment: Vision and mission for organization clearly relates to positive behavior support, are proactive and prevention focused	• Vision and mission statements • Action planning tasks used to align vision and mission	0 = no clear alignment of vision or mission statements to preventing problematic social interactions 1 = Vision and mission do not refer to positive social interactions but team action plan includes actions related to PBS 2 = Vision and mission statement include clear focus on establishing positive environments that promote positive social outcomes
1.10 Policy Alignment: Policies and procedures addressing positive behavior support and describing the importance of building positive social environments that promote higher quality of life for both people supported and staff members within the organization	• Policies and procedures documenting the use of social skills and issues related to improving the quality of the social and physical environment • Action plan showing efforts to adapt policies and procedures to include PBS	0 = There is no evidence that the organization is addressing the need to promote positive social interactions 1 = Some evidence that policies and procedures align with the need for promoting positive social interactions 2 = Policies clearly describe how PBS is used within the organization to promote quality of life for people supported and staff members
1.11 Positive Social Interactions: Specific universal positive behavior support strategies are created with the direct involvement of everyone within the setting and plan for practicing and teaching positive social skills is clearly described	• Interviews • Observations • Matrix describing important person-centered values and social interactions in specific settings • Written plan for teaching and practicing skills • Calendar schedule for prompting staff to focus on specific person-centered values	0 = There is no evidence that positive social interactions have been identified, taught, or practiced in any setting 1 = Some evidence shows that positive social interactions are being identified, taught, and practiced 2 = Interviews, observations, and written documentation clearly show that positive social interaction plans are being implemented in at least one setting within the organization
1.12 Positive Feedback and Acknowledgement: Strategy for recognizing staff and people supported for positive social interactions is articulated and implemented in areas of organization where PBS is implemented	• Interviews • Written plan for recognizing and acknowledging positive social interactions • Action plan describing plan for feedback and acknowledgement • Other documentation is available (website, newsletter,	0 = There is no evidence that feedback and acknowledgement is used to support implementation 1 = Some evidence shows that positive feedback and acknowledgements are provided through interviews and action plan documentation 2 = Interviews, observations, and

1.12 Consistent Response to Challenges That Occur: Definitions are in place that clearly outline behaviors that are considered incidents that need to be documented and minor issues that do not require documentation. Strategy for teaching staff members how to respond to minor problems is in place.

Evidence: Behavioral definitions, Training materials, Behavior definitions within the Matrix, Code of Conduct Policy, Onboarding training incorporates these definitions and strategies, Organizational process in place defining incidents, conflict and the positive.

Scoring:
0 = There is no evidence that definitions and training materials are in place,
1 = Some work has been completed to establish behavioral definitions and train staff,
2 = The behavioral definitions and training materials are in place with a plan to train all staff members over time.

Tiered Onsite Evaluation Tool (TOET)

Subscale	# of Items	Example
Team Action Planning/Stakeholder Involvement	4	Team composition
Universal PCP	4	Vision established
Universal PBS	4	Identification/teaching of social behaviors
Cultural Awareness & Competence	3	Cultural Assessment
Organization-Wide Data for Decision Making	6	Frequency & regularity of data review
Support for Staff	6	Coaching systems in place
Visibility	2	Team shares progress

- 29 items
- 7 subscale domains
- scored from 0 to 2

Overview of Roles

DEPARTMENT OF HUMAN SERVICES

Getting Started in Organizational Work

- Form an Organization-wide Team That Represents All Stakeholders
- Assess Readiness and Buy in
- Complete a Self-assessment
- Create an Action Plan
- Use Data for Decision Making
- Make Changes to Improve Outcomes

Team Members

- Core team representation (planning and coordination)
- Key Contact
- Coaches
- **PBS Facilitators**
- PCT Trainers
- Person Centered Planners

Positive Behavior Support Facilitators

- 2 people in each organization (to protect for attrition), bring on new PBS Facilitators when people need to move out of that role,
- Offered mentored experience facilitating Person Centered Plans, Functional Behavioral Assessments, and Positive Behavior Support Plans
- Provide support for universal strategies
- Provide guidance/monitoring for PBS plans
- Introduce PBS via orientation and in-service training
- Mentor new staff in learning to facilitate PBS
- Help move team into secondary stage in coming years of organizational work

PBS Facilitators

PBS Facilitators Help Facilitate PBS Planning

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

Working Smarter Not Harder

- Using technology to bridge distances
- Use existing meetings to teach about PBS
- Embed universal PBS strategies into routines
- Build on strengths
- Create a plan that:
  - Is doable
  - Addresses priority areas
  - Can be done is areas with support

Improving Quality of Life

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
All People
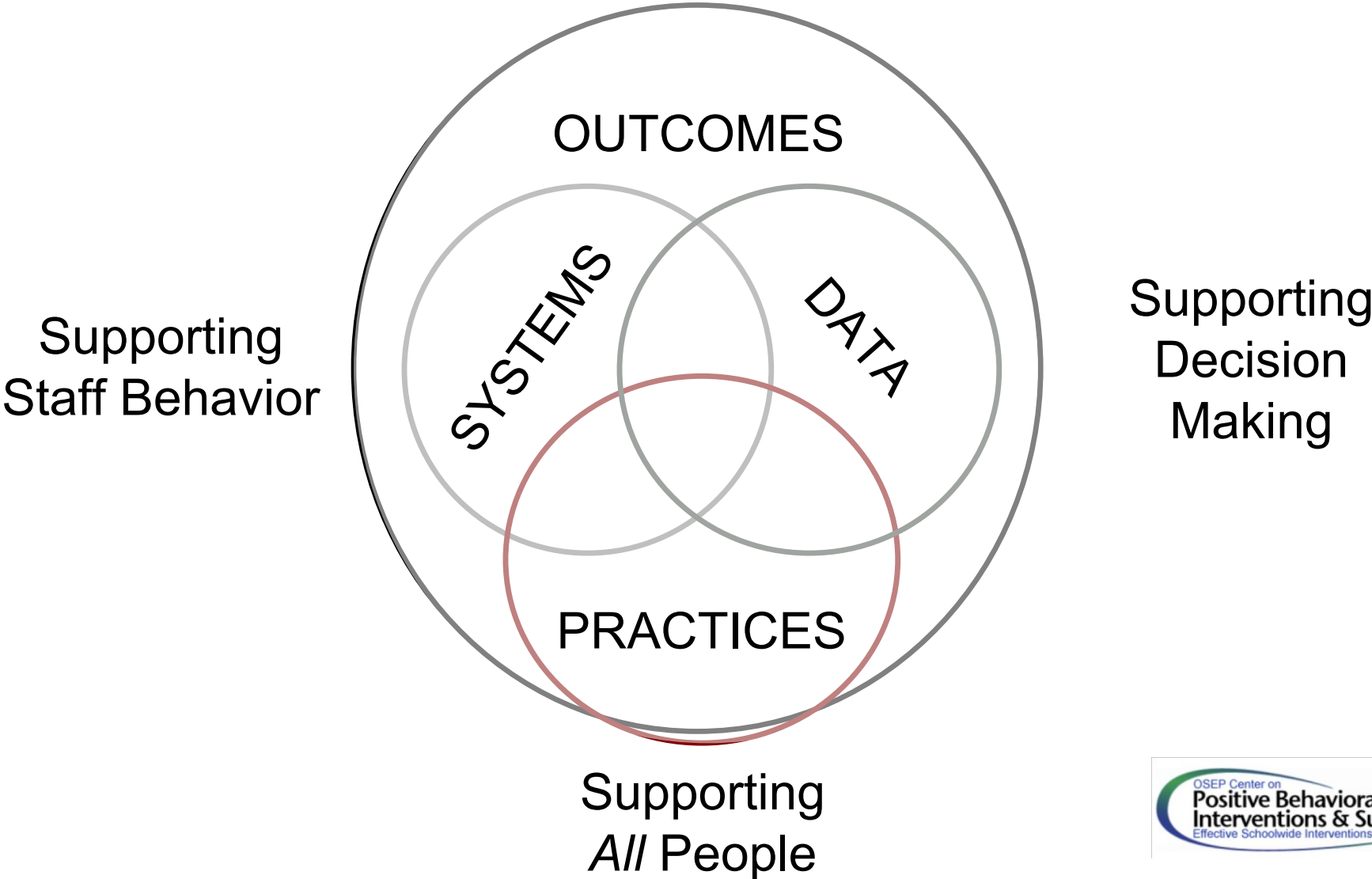
Changing Our Understanding of PBS

Many Providers in MN Think PBS Relates Only to Individualized Interventions

Intensive, Individual Interventions
* Individuals with Intense Needs
* Assessment-based
• High Intensity
• Appropriate for Professionals Across Agencies and Systems

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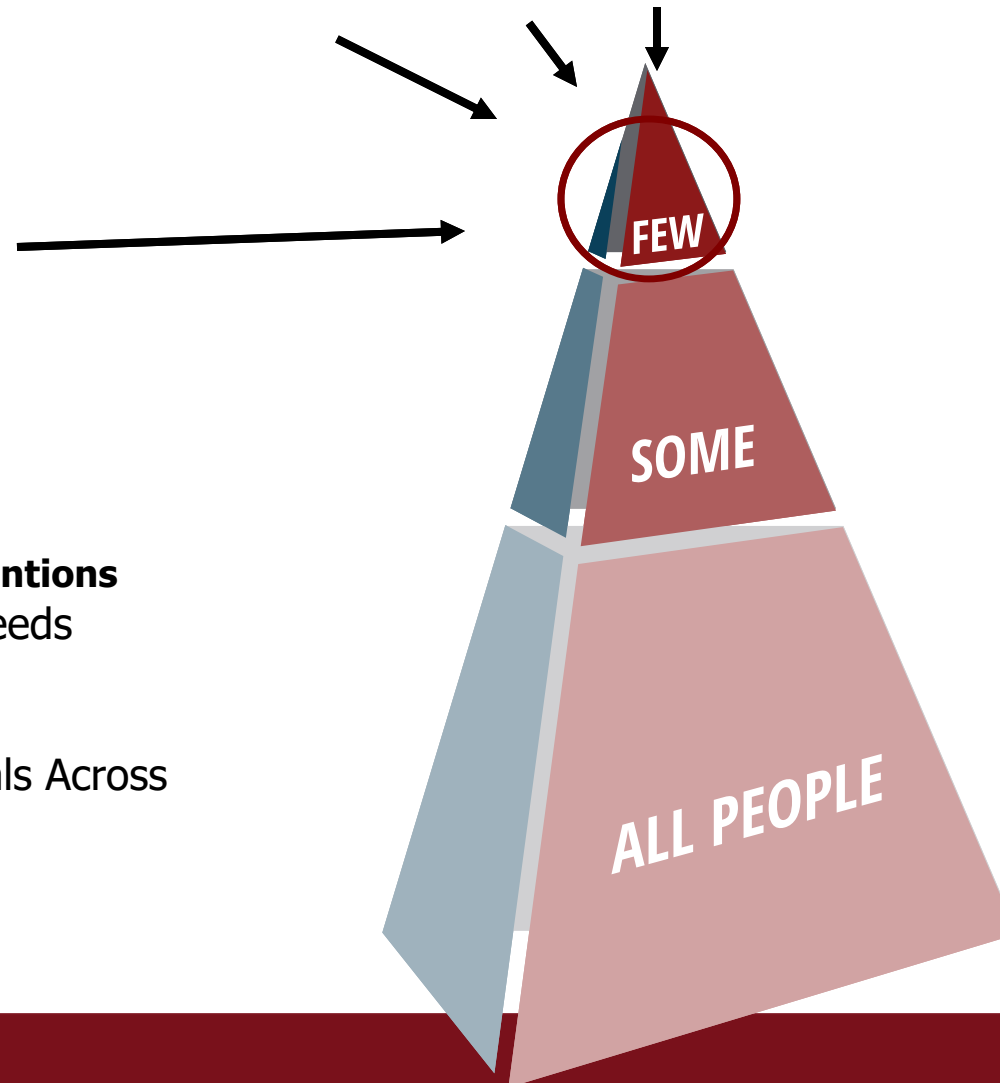
Positive Behavior Support Provides a Framework for __Prevention__

Focus First on Universal Positive Behavior Support
- Work Together to Create a Plan
- Prompt, Teach, & Encourage Positive Social Interactions
- Practice New Social Skills
- Reinforce, Recognize, & Celebrate Success
- Consistent Responses to Problematic Social Interactions
- Early Prevention and Monitoring

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Build Positive Social Settings Where Everyone Practices and Celebrates Social Skills That Are Important
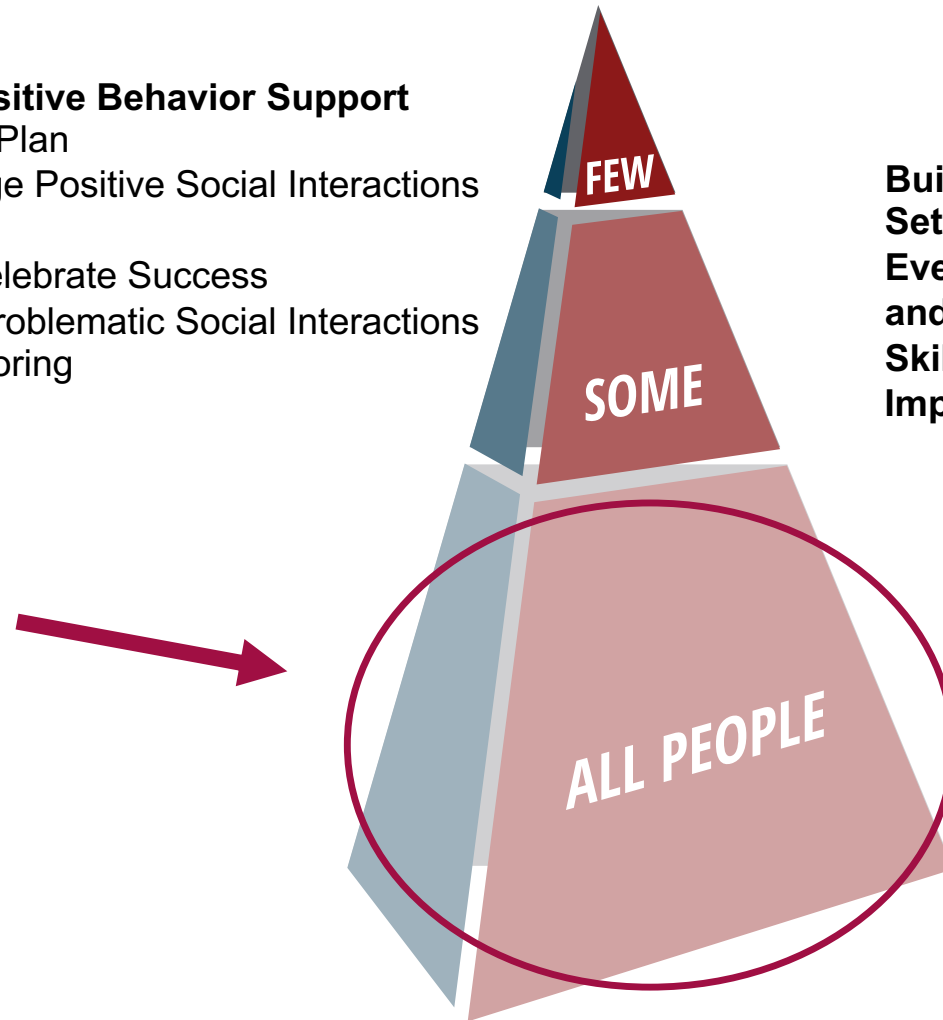
Positive Behavior Support

Implementing Multi-Tiered Systems of Support
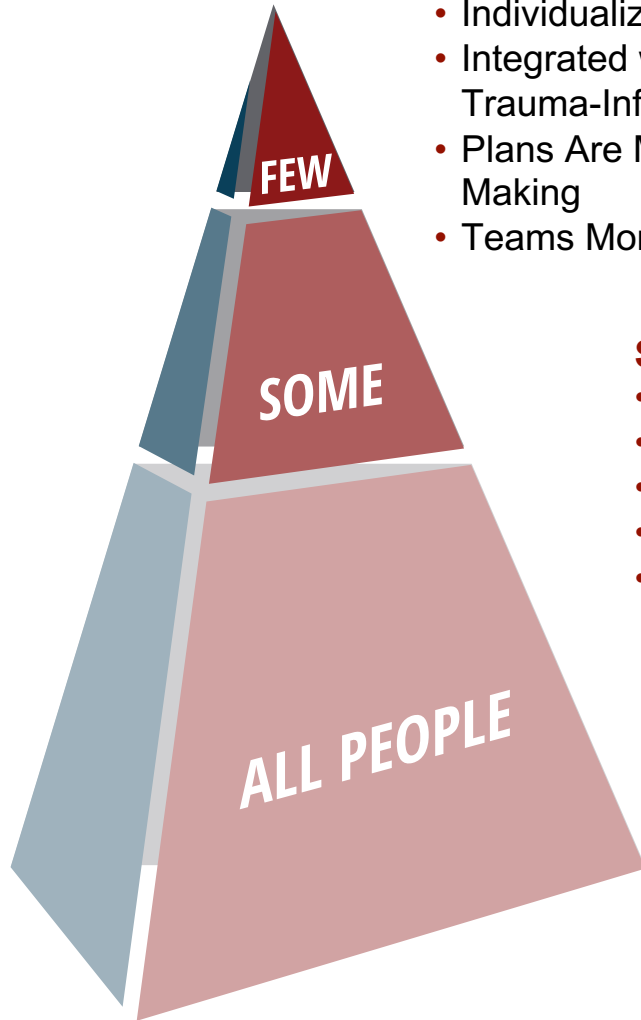
Tertiary Stage: Intensive & individualized support
- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Monitored- Data-Based Decision Making
- Teams Monitor Progress of Each Person

Secondary Stage: Targeted support
- Early Intervention and Data Monitoring
- Additional Supports for Key Social Skills
- Function-Based Decisions
- Simple Interventions
- Mental Health and Wellness Interventions

Universal Stage: Proactive support for everyone
- Teach and Encourage Communication
- Predictable and Proactive Settings
- Encourage and Reinforce Social Skills
- Consensus-Based Team Focus
- Emphasis on Using Data For Decisions

+ Increased intensity & individualization of support
+ Increased data monitoring

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Implementing Multi-Tiered Systems of Support

Organizational Workforce Development
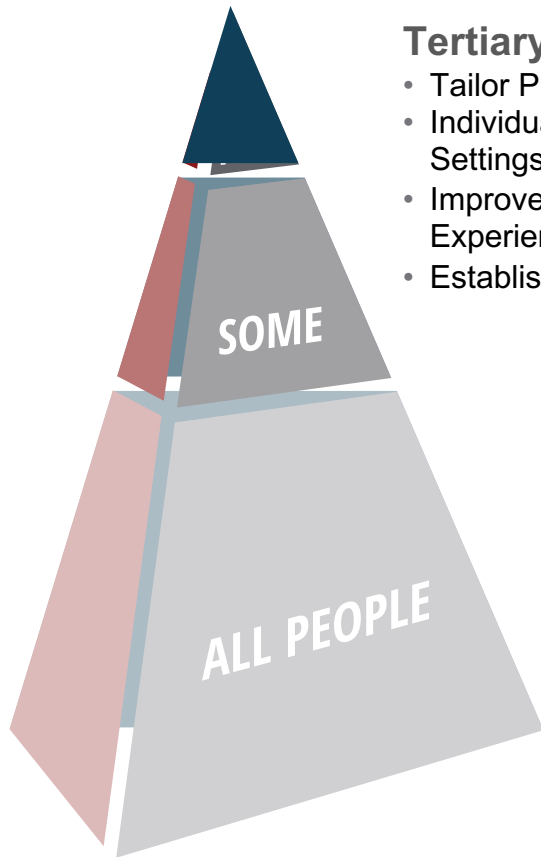
Tertiary Stage
- Tailor Problem Solving for Specific Problematic Situations
- Individualize Training and Mentoring to Address Unique Settings Where Problems Occur
- Improve Supervision and Mentoring for Locations Experiencing Challenges
- Establish Matching/Hiring Tailored to Individualized Plans

Secondary Stage
- Monitoring and Early Intervention
- Training Targeted for Groups
- Targeted Strategies to Improve Specific Settings
- Simple Problem Solving for Challenging Situations That Occur in More Than One Situation

Universal Stage
- Align Policies to Person-Centered Practices
- Revise Job Descriptions, and Performance Evaluations
- Integrate Person-Centered Practices and PBS With New Orientation and Ongoing Instruction
- Use Data for Decision Making

Positive Behavior Support

Person-Centered Practices & Planning

Organizational Workforce

Implementing Multi-Tiered Systems of Support

Person-Centered Practices & Planning

Tertiary Stage
- In Depth Person-Centered Plans
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Teams Monitor Plan Progress

Secondary Stage
- Monitor PCT Action Plans
- Additional Quality of Life Strategies
- Increase Strategies for Supporting Independence and Community Involvement
- Mental Health and Wellness Interventions

Primary Stage
- Universal Person-Centered Strategies
- Encourage Self Expression
- Self-Determination and Choice Making
- Meaningful Participation in the Community

FEW

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Positive Behavior Support

Person-Centered Practices & Planning

Organizational Workforce

What are some supports done for people who need intensive and individualized support at your organization?

What are some supports done for people who need some additional, targeted support at your organization?

What are some supports done for everyone at your organization?

[Tiered support in your organization](#)

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ALL PEOPLE

Review the online responses

Universal Level: Identify the top 3 practices that would be (or currently are) helpful

Targeted level: Identify the top 3 practices that would be (or currently are) helpful

Intensive/Individualized level: Identify the top 3 practices that would be (or currently are) helpful

Positive Supports Defined

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

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

Major Goals of Universal PBS

- Promote Positive Social Interactions
- Design Positive, Proactive, Predictable Environments
- Establish Data-based Decision Making Systems
- Consistent Response to Problems
- Build Capacity for Individualized PBS

Key Elements of Positive Behavior Support

- Positive Behavior Support is the Integration of
    - Valued Outcomes
    - Behavioral and Biomedical Science
    - Validated Procedures
    - Systems Change
    - In Order to Enhance Quality of Life and Prevent Problem Behavior

Note: PBS Plans Require Those Supporting Children and Adults to Change Behavior

PBS Assumptions & Values

- We are Interdependent – We All Help Each Other to Be Our Better Selves

- Everyone Can Improve Their Social Skills

- Even When We Know the Right Way to Model Good Social Behavior, We Don't Always Choose to

Primary Stage Universal Strategies

PC Practices

- Assess Organization Across Areas
- Create Work Plans by Area
- Use PCT Tools
- Implement Person-Centered Strategies Across Levels
- Build Capacity for PCT and PoL

PBS

- Identity Social Values
- Learn and Practice Social Behaviors
- Improve Social and Physical Environment
- Recognize and Reinforce
- Increase Consistency
- Build PBS Capacity

Examples of Universal Strategies

- Person-Centered Thinking Strategies
- AAIDD Positive Behavior Support Curriculum
- The Tools of Choice Social Skills Curriculum
- Health and Wellness Strategies
- Efforts to Build Natural Supports
- Strategies for Increasing Positive Social Interactions

Tier 2 Level

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Team Monitors Quality of Life
- Early Intervention to Improve Outcomes
- Simple Strategies for Improving Quality of Life
- Person-Centered Planning Strategies
- Build Natural Support Networks
- Coach Meeting and Supports

PBS

- Team Monitors for Early Intervention
- Simple Function-based Problem Solving
- Data-based Decision Making
- Additional Supports for Social Behaviors
  - Building Friendships
  - Increasing Independence,
  - Mental Health-related Supports

Tier 3 Level

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Monitor Person-Centered Plans
- Use Quality of Life Data for Decision Making
- Tailor Types of Person-Centered Planning for People
- Training and Mentoring to Expand Planners Across Organization

PBS

- Functional Behavior Assessment + PBS Plans
- Coordinate Quality of Life Evaluation Across Positive Supports
- Data-based Decision Making
- Improve Interagency Collaboration and Community Mapping
- PBS Plans Integrated Within Person-centered Plan

Important Elements to Consider

- Person-Centered Thinking and Planning
- Organizational Workforce Related
- Cultural Competence
- Positive Behavior Support

Positive Social Interactions

DEPARTMENT OF HUMAN SERVICES

Creating a Positive Environment

- Our Needs Are Met
- We Have Choices
- Events Are Predictable
- People Listen and Communicate
  - Verbal
  - Nonverbal
- Quality of Life is Assessed

Who Is Involved In Building a Positive Social Environment?

- People Receiving Services and Supports
- Staff members, Managers and Administrators
- Family Members, Guardians
- Advocates and Community Members

The Matrix:
A Tool for Developing a Positive Social Environment at Your Organization through Shared Values and Behavior Goals

Values	Before Meetings	At the Beginning of Meeting	While Sharing Person's Information	Supporting Other Team Members
Use Person-Centered (PC) Language	Use PC Language in Documents (Emails, Handouts)	Provide Reminders Before Meeting (Be Sensitive to Acronyms Too)	Be Receptive and Aware of Language Used	Celebrate Use of PC Language as Team
Show Your Respect for People	Use Active Listening During Conversation	Attend Meetings on Time Cell Phones to Vibrate	Share Only Information Needed Provide Feedback to Others	Listen to Others and Ask if Feedback is Invited
Demonstrate Appreciation of Culture	Review Plans and Discuss Role and Identity & Culture	Review Possible Cultural Bias and Assumptions	Share Thoughts on the Role of Culture in Person's Life	Discuss How Culture Can be Incorporated Into Plan

"The Matrix" – A tool for building positive social interactions.

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

Positive behavioral definitions of the values for each setting

Matrix Development

Everyone Works Together to:

- *Include stakeholders* People being supported, team members across all levels, other relevant stakeholders should be included in the development and implementation of the matrix
- *List* Key Person-Centered Values: *e.g., Respect, Connection*
- *Identify* settings or shared activities to focus on
- *Identify* the positive social behaviors that reflect these values
- *Create* a plan for increasing social interactions
- *Support* and recognize each other, help encourage and prompt
- *Celebrate Success*

Barriers to implementing a successful matrix…

- When the matrix is a "list of rules"
- When there is not leadership/organizational buy-in
- When the matrix does not reflect shared values
    - Think about how best to include people
- When the matrix has too many things to focus on…
    - 3 to 5 values, across 1 to 2 settings is a good place to start
    - Can "pilot" at one site, or "pilot" with specific meetings
- When the matrix values/behavior are not taught
- When the matrix values/behavior is not monitored/evaluated

Identify the Area the Team Will Start Building Positive Social Interactions – Mental Health Clubhouse Example

Two Mental Health Clubhouses

- Created a Matrix as a Guide & Shared With 2 Other Coaches
- First Meeting Naturally Scheduled to Manage Clubhouse
    - 28 People Use the Clubhouse
    - 2 Staff Members
    - 4 Coaches Attended
- Coaches Used Flip Chart Paper and Organize Into 4 Groups With a Coach Facilitating Each Group
- Coaches Start by Facilitating What Works and What Doesn't Work at the Clubhouse
- Group Identified Times of Day That Are Important and Completed
- Group Shared Results and Then Identified What Person-Centered Values & Social Behaviors Are in Place When Clubhouse Works Well
- Next Meeting Plans to Discuss
    - How to Practice and Celebrate Success
    - Creating Visuals in the Clubhouse as Reminders
    - Establish a Monthly Value That Receives Attention, Practice etc.

Times of Day	Free Time	Cleaning Up	Lunch Time	Fundraising	During Outside Activities
Respecting Each Other	Respect another's privacy, Understanding differences	Offer to help each other, talk to each other kindly if something isn't working	Push in/pull out chairs for others, Ask if help is needed	Everybody can do something, break bigger jobs into smaller parts	Respect each other's preferences, follow the rules, watch out for each other
Having a Positive Attitude	Be aware of your environment, Be aware of how other's are feeling	Respect people's differing abilities, Get involved	Talk to people that you may not otherwise talk to	Help out where you can, participate in Clubhouse meetings and offer suggestions	Appreciate the moment and activity, say thank you to those who plan activities
Working Together	If there is nothing to do, get together and decide to do something, Clean up after yourself	Offer to help each other with the bigger tasks	Clean up after yourself, allow people time to finish eating before cleaning up/try not to rush people	Develop committees to break down the bigger jobs	Be friendly, clean up after yourself, be neat
Positive Communication	Respect boundaries, have compassion, use humor respectfully	Ask for help if you need it, offer help if you see someone needs it	Use manners (please and thank you), thank the people who cook and serve you	Plan more fundraisers, talk about how to plan them at Clubhouse meetings	Be polite to the public and each other
Volunteering	Welcoming new members, help others to participate more	Try out different tasks, try not to always do the same things	Pay attention to what chore/cleaning needs to be done	Volunteer for what you can, attend Clubhouse meetings to learn of and present opportunities	Help other people stay on time and with the group
Support for Each Other	Offer to help, share computer time, only share things with others that you are comfortable sharing	Take turns doing tasks, develop teams for getting bigger cleaning projects done	Help out where you can - 2 people can do a job faster than 1	If someone or a committee needs help, offer assistance	Be friendly, get involved in planning activities

Values

Times of Day	Free Time	Cleaning Up
Respecting Each Other	Respect another's privacy, Understanding differences	Offer to help each other, talk to each other kindly if something isn't working
Having a Positive Attitude	Be aware of your environment, Be aware of how other's are feeling	Respect people's differing abilities, Get involved

Let's Practice….

1. **Identify stakeholders**

2. Each person in your group, **generate list of values**

   – Work together to group/narrow these down to 3 to 5

3. **Identify a setting** (or 2) to focus on

   – Good settings/activities may be times when people are interacting together semi-frequently (meetings, "email communications", dinner, transitions, arrival at a location)

   • Identify how the values you selected **translate to behaviors** in that setting/activity

Clubhouse Participants Created Thank You Notes and Give Each Other Recognition and Thanks When They See Examples of Values
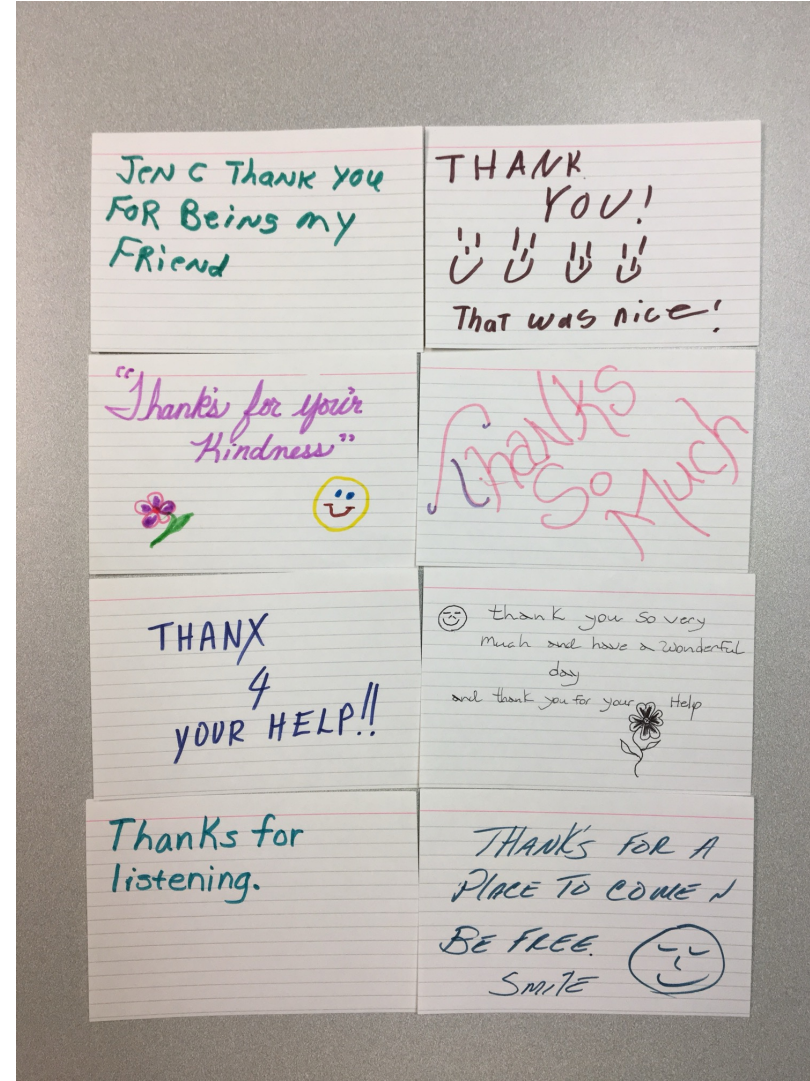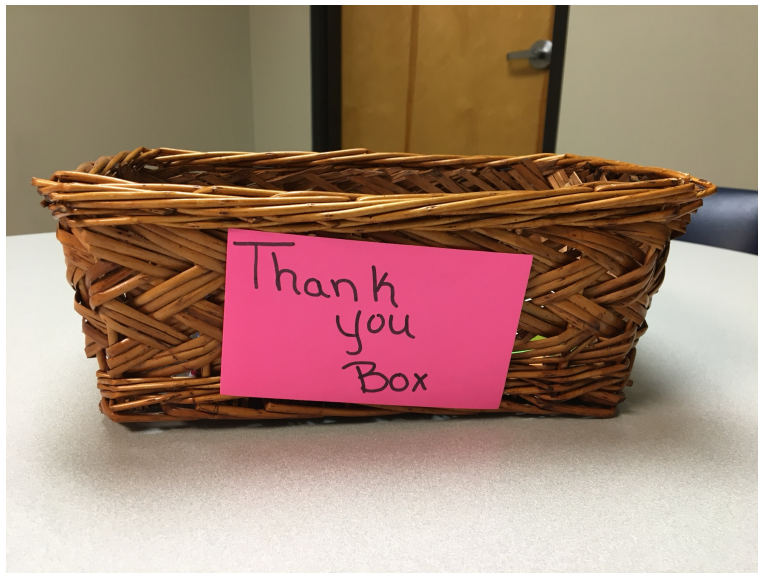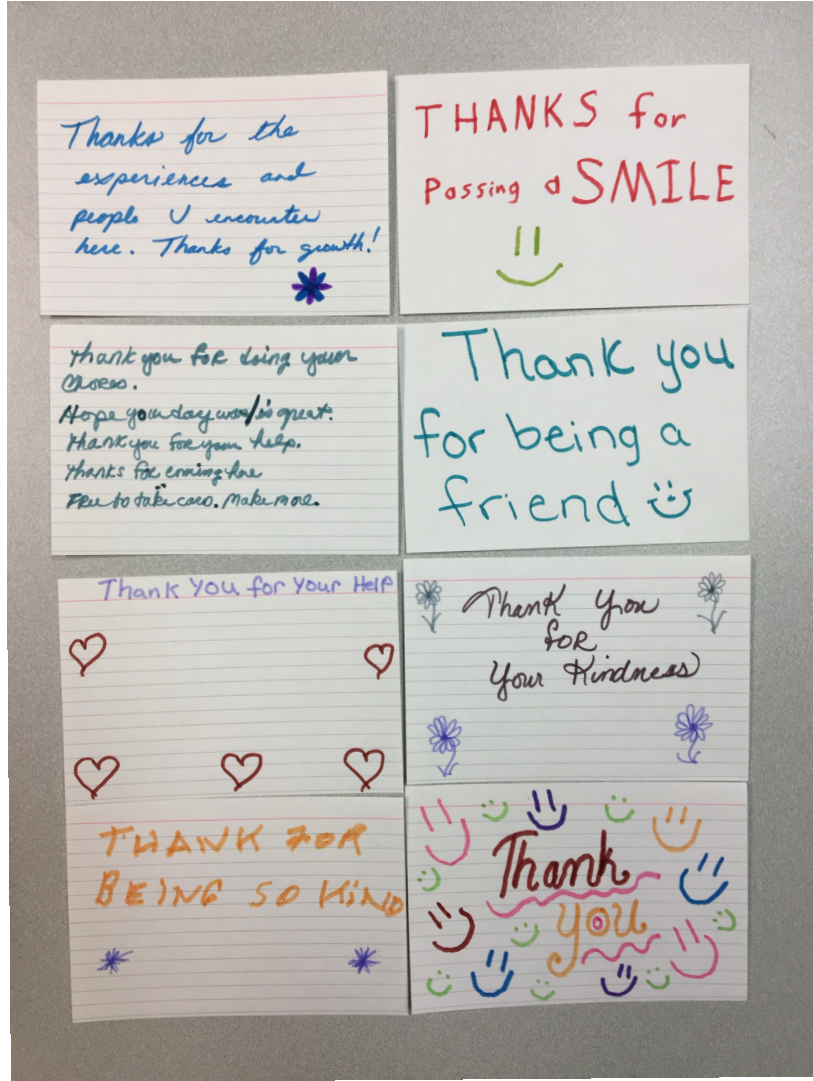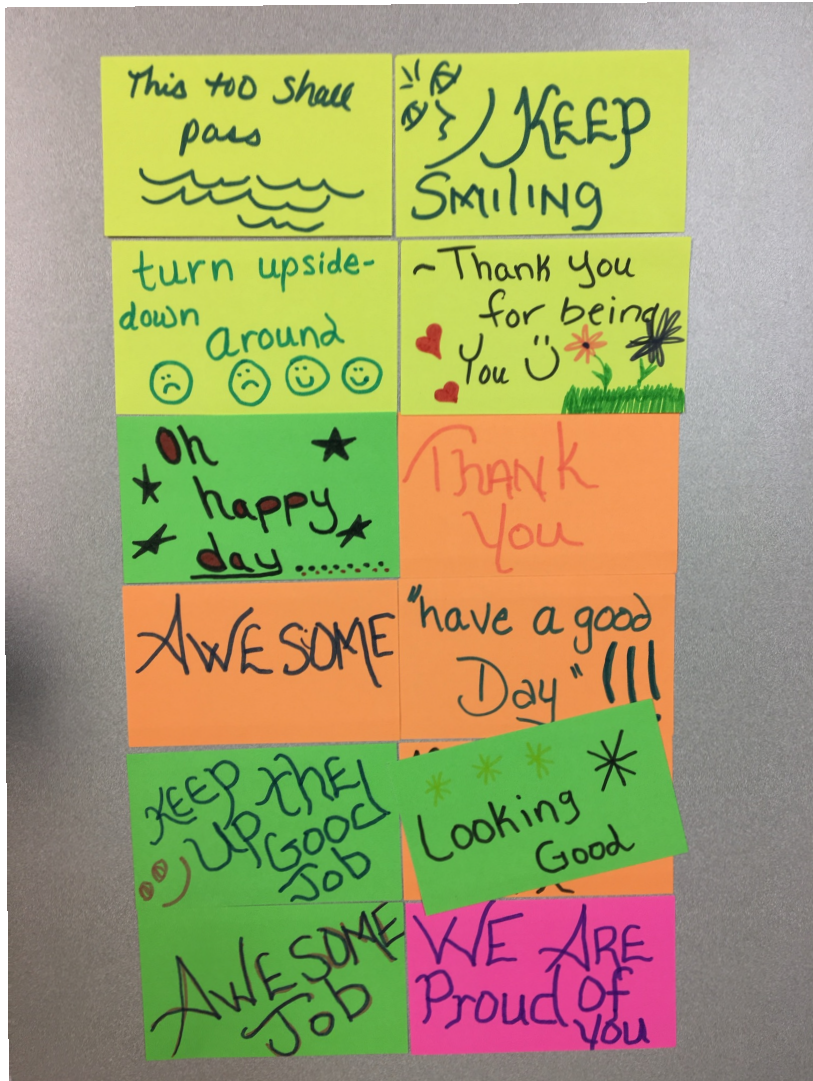
Clubhouse Artist Created Visual Reminders of Key Person-Centered Values
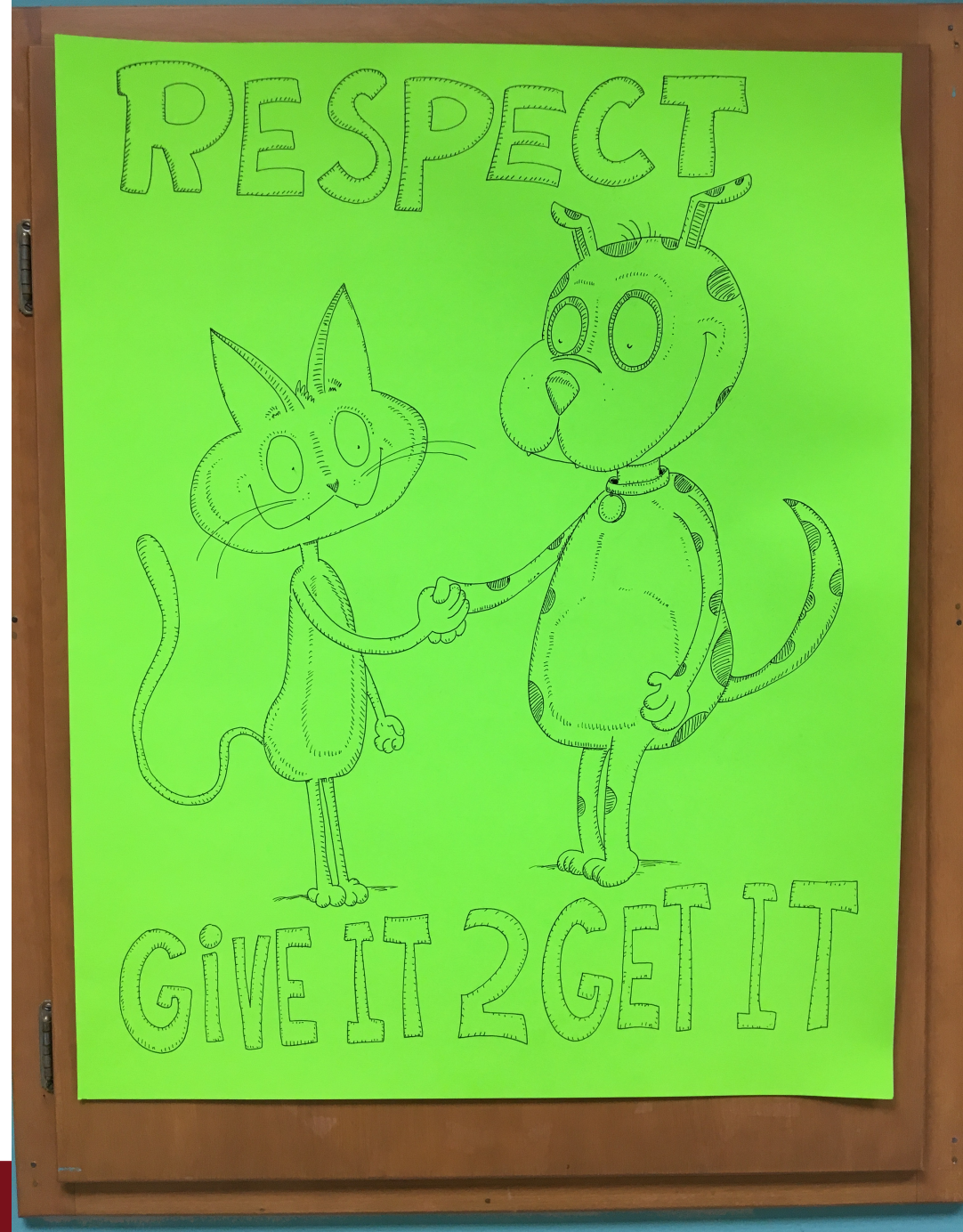
Deeper Dive: Planning for the Matrix

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Matrix Development

Everyone Works Together to:

- *List* Key Person-Centered Values
- *Identify* the Social Behaviors That Reflect These Values
- *Create* a Plan for Increasing Social Interactions
- *Support* and Recognize Each Other, Help Encourage and Prompt
- *Celebrate* Success

Activity: Creating

- Write down the definitions of the following as they apply to you:

    - Dignity
    - Individuality
    - Respect
    - Independence

Group Activity

- Form groups of 3 people and discuss your definitions

- Develop a group definition for these terms

- Share out your definitions – write on flipchart paper

STEP ONE: Identifying Matrix Examples

- Non-dangerous behaviors
- Frequent occurring behaviors
- Staff that are motivated to be involved
- Supported person finds value in Matrix involvement
- Administrative support also helpful

STEP TWO: Prepare for Matrix Development

Prepare with Coaches or PBS Facilitators what you may expect to find in discussions with people supported:

- *List* Key Person-Centered values
- *Outline settings* in which these values could occur
- *Identify* the social behaviors that Reflect these values

"The Matrix" – A tool for building positive social interactions.

Person-centered Values	Setting 1	Setting 2	Setting 3	Setting 4
Value 1				
Value 2		Positive behavioral definitions of the values for each setting		
Value 3				

The Matrix- A Tool for Building Positive Social Environments

Example Values	Setting 1	Setting 2	Setting 3	Setting 4
Use Person-centered Language				
Show Your Respect for People				
Demonstrate Appreciation of Culture				

STEP THREE: Building the Matrix

- Meet with people served/employees and complete Matrix tasks

- Suggestions:
  - Working/Not Working Tools
  - Get values from what's working
  - Have people vote on top values
  - Build consensus around settings/times of day
  - Complete positive social behaviors

1. **How are you going to "teach to" your matrix?**
- Strategies can include:
  - Posters/illustrations
  - Putting into meeting agendas
  - Reviewing at the focus setting/activity
  - Embed into on-boarding process
  - Embed into training/team observations
  - Direct instruction
    - Practice examples/non-examples
    - Make videos
    - Role play
    - Give (gentle) feedback, and lead with celebrations!

Other Examples of the Matrix

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Person-Centered Community Supports – County Meeting

Values	Before Meetings	At the Beginning of Meeting	While Sharing Person's Information	Supporting Other Team Members
Use Person-Centered (PC) Language	Use PC Language in Documents (Emails, Handouts)	Provide Reminders Before Meeting (Be Sensitive to Acronyms Too)	Be Receptive and Aware of Language Used	Celebrate Use of PC Language as Team
Show Your Respect for People	Use Active Listening During Conversation	Attend Meetings on Time Cell Phones to Vibrate	Share Only Information Needed Provide Feedback to Others	Listen to Others and Ask if Feedback is Invited
Demonstrate Appreciation of Culture	Review Plans and Discuss Role and Identity & Culture	Review Possible Cultural Bias and Assumptions	Share Thoughts on the Role of Culture in Person's Life	Discuss How Culture Can be Incorporated Into Plan

Person-Centered Values in Residential Settings

Values	Getting Up in the Morning	Work	Dinner & House Chores	Community
Encouraging Choice	Each Person Creates Their Own Routine	Work With Supervisor to Choose Activity And Schedule	Decide Whether to Eat Together or Individually	Explore New Activities and Make New Friends
Respect Each Other	Ask Before Using Other's Personal Items	Let People Know When You Need a Break	Work Together to Choose Food Weekly	Be Sensitive to Each Person's Comfort Levels in the Community
Encourage Each Other	Know When Someone Needs Time and Space (Coffee First!)	Recognize Others for Hard Work	Help Other People Complete House Chores	Reach Out to Others and Make New Friends

Brief Overview of Strategies to Reinforce and Teach New Skills

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In-service Training and Staff

- Create Skits That Show Examples and Non-examples of a Positive Social Interaction
- Review Each Person-Centered Value and Ask Staff to Make Up a Skit For Each Location/Setting
  - Encouraging Choice In The Morning
  - Example/Non-example
  - Schedule Opportunities to Practice
- Create Activities With Skits Ask
  - Staff to Act Out Non-example of Social Interaction
  - Staff Act Out the Positive Example

Examples of Strategies Teaching New Skills

- Break Down A Task (Task Analysis)
- Shaping Behavior Towards New Skills
- Prompting Behavior
- Reinforcement

Practicing Positive Social Behaviors

After Completing the List of Social Behaviors and Locations

- Assess the Ability of People Living or Working in a Setting and Staff
- Create a Plan for Teaching New Skills
- Schedule Opportunities to Practice Social Interactions
- Show Examples and Non-examples of Social Interactions

Deeper Dive: Person Centered Values

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Person Centered Values?

- Set the stage for the behaviors that will be identified, taught, and reinforced
- Examples:
    - Individuality
    - Independence
    - Privacy
    - Partnership
    - Choice
    - Dignity
    - Respect

Deeper Dive: Universal PBS

PBS is Not Used to **"Fix"** People….It is a Strategy for Changing How We Support Each Other and Encourage Positive Social Interactions

You can't change anyone else but people do change in relationship to your change. All relationships are a system, and when any one part of a system changes, it affects the other part
-Jack Canfield

STEP FOUR: Review and finalize

- Review all positive social interactions to ensure they are positive!
- Bring completed Matrix to people for agreement

Keeping the Matrix Alive

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Strategies for Teaching New Skills

- Break Down A Task (Task Analysis)
- Shaping Behavior Towards New Skills
- Prompting Behavior
- Reinforcement

Teaching New Skills: Task Analysis

Break Down Steps Into Basic Elements

Below is an example of a task analysis of teaching a learner to turn on the Wii.
- 1) Find remote
- 2) Press power button on remote for TV
- 3) Press channel 3
- 4) Walk to Wii
- 5) Press power button on Wii
- 6) Go to shelf
- 7) Pick out game
- 8) Take game out of case
- 9) Press Wii game into Wii
- 10) Put case on shelf
- 11) Sit on couch
- 12) Play!

http://www.kcbehavioranalysts.com/aba-toolbox

Shaping Occurs When….

- Encouraging the Behavior You Want to See
- If You Wait for this Behavior to Occur….It Won't Happen
- Break Down Activity Into Steps and Reinforce Easier to Achieve Steps First
- Gradually Increase Expectations Until Entire Activity is Being Completed

Example: The Person in the Park Who Has Taught Birds to Eat Directly Out of His Hand Used Shaping

Prompting Behavior

- Types of prompts
  - Verbal
    - Spoken language
    - Speech generating device
  - Visual
    - Manual sign
    - Pictures
    - Written words
    - Modeling
  - Physical guidance
    - Full
    - Partial

Prompting Hierarchy
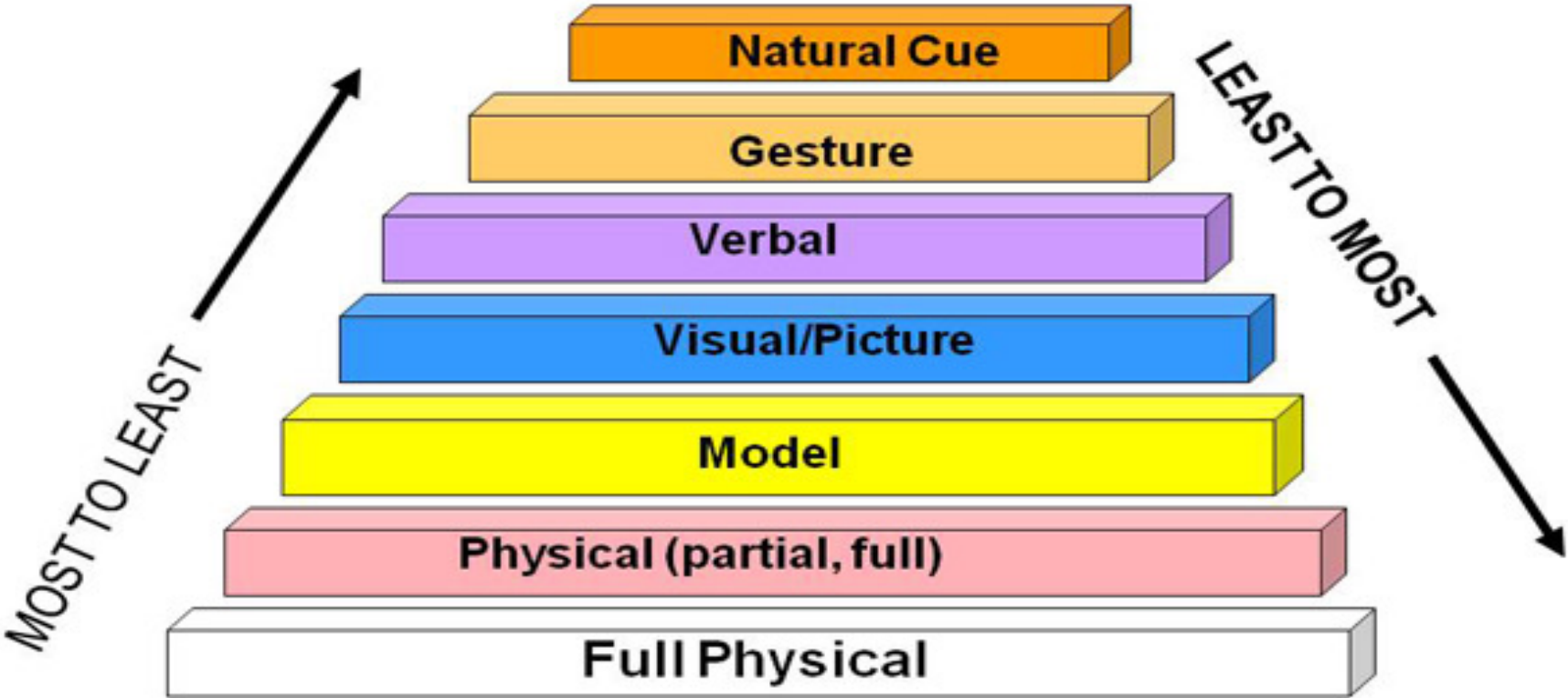
Reinforcement is Personal

- Reinforcers Vary for Each Person
- Create An Activity
  - Ask Each Person What They Really Like
  - Compare Responses
- Strategies for Reinforcement Must Take Into Account Each Person's Preferences for Reinforcers

Reinforcement Activity

- Individually write down three things that would reinforce your own behavior.
  - EXAMPLE
    - Verbal praise
    - Naptime
    - Beer

Reinforcement Activity

Now pass your reinforcer list two people to the left

- These things/activities will now be used to reinforce your behavior

- How does this make you feel?
- Would these things increase the likelihood you will engage in behavior?

Bringing PBS to your organization

With your group discuss 3 things that you can take away from today that you can bring back to your agency.

Identify Ways to Communicate

- Team Meetings
- Staff Meetings
- Trainings
- Coach Meetings
- Other Events
- Newsletters
- Website

* Build Into Existing Communication Whenever Possible

Examining the PBS Subscale of the TOET

[PBS Subscale](#)
[Data based decision making](#)

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Subscale: Universal Positive Behavior Support (3)

Feature	Possible Data Sources	Scoring Criteria
1.9 Organizational Policy Alignment: Policies and procedures addressing positive behavior support and describing the importance of building positive social environments that promote higher quality of life for both people supported and staff members within the organization	• Policies and procedures documenting the use of social skills and issues related to improving the quality of the social and physical environment Action plan showing efforts to adapt policies and procedures to include positive behavior support (PBS) PBS values incorporated into supervisory role: 1:1 meetings, performance reviews, professional advancement and development. Supervisor documents meetings with staff that shows the use of different values and tools used. Mission and vision statements include PBS values. PBS team involved in leadership planning regarding organizational decisions reflected in meeting minutes. Matrix used to implement positive social strategies and professional values.	0 = There is no evidence that the organization is addressing the need to promote positive social interactions 1 = Some evidence that policies and procedures align with the need for promoting positive social interactions 2 = Policy examples clearly state how PBS is used within the organization to promote quality of life for people supported and staff members
1.10 Positive Social Interactions & Skills: Specific universal PBS strategies are created with the direct involvement of everyone within the setting, and plan for practicing and teaching positive social skills is clearly described. Plan for expanding implementation across organizational settings is documented	• Interviews Direct observations Matrix describing important person-centered values and social interactions in specific settings Written plan for teaching and practicing skills Calendar schedule for prompting staff to focus on specific person-centered values Using Matrix during unit/department meetings. Regular use of Positive Social Strategies resources (video clips, training tool demos, & practice activities) during unit meetings reflected in meeting minutes. Sharepoint: "PBS Resource Folder" for all staff to access trainings, tools and other resources.	0 = There is no evidence that positive social interactions have been identified, taught, or practiced in any setting 1 = Some evidence shows that positive social interactions are being identified, taught, and practiced 2 = Interviews, observations, and written documentation clearly show that positive social interaction plans are being implemented in at least one setting within the organization

Subscale: Universal Positive Behavior Support (3)

1.11 Positive Feedback and Acknowledgement: Strategy for recognizing staff and people supported for positive social interactions is articulated and implemented in areas of organization where PBS is implemented

- Interviews

Written plan for recognizing and acknowledging positive social interactions

Action plan describing plan for feedback and acknowledgement

Other documentation is available (website, newsletter, etc.)

Employee of the Month specifically for person centered and positive support accomplishments

Performance review category created

Staff unit meetings acknowledging staff and person's served who exemplify positive support practices.

Thank you cards sent to service providers who exemplify positive supports.

0 = There is no evidence that feedback and acknowledgement is used to support implementation

1 = Some evidence shows that positive feedback and acknowledgements are provided but these strategies are not directly connected to a plan for increasing social interactions

2 = Interviews, observations, and written documentation clearly show that there is a clear plan for providing positive feedback and acknowledgement in areas where PBS is implemented

1.12 Consistent Response to Challenges That Occur: Definitions are in place that clearly outline behaviors that are considered incidents that need to be documented and minor issues that do not require documentation. Strategy for teaching staff members how to respond to minor problems is in place.

- Behavioral definitions

Training materials

Behavior definitions within the Matrix

Code of Conduct Policy

Onboarding training incorporates these definitions and strategies

Organizational process in place defining incidents, conflict and the positive support response rooted in the culture of trust.

Systematic feedback loop process with positive regard and trust

0 = There is no evidence that definitions and training materials are in place

1 = Some work has been completed to establish behavioral definitions and train staff

2 = The behavioral definitions and training materials are in place with a plan to train all staff members over time

Review on your own or as a team

- **Self assessment**
  - Where do you currently fall?
- **Where to celebrate**
- **Where to focus some effort**
  - Idea generation to bring back to your team

Subscale: Monitoring Plans and Organization-wide Data for Decision Making (5)

Feature	Possible Data Sources	Scoring Criteria
1.16 Organizational Workforce: Tenure, retention, staff satisfaction data and other related workforce measures are reviewed in team meetings to assess progress	• Meeting minutes • Data summaries • Interviews • Sample of staff satisfaction surveys	0 = There is no indication that the organization is using data related to tenure, retention, or other staffing patterns 1 = Interviews with team members indicate that retention/tenure data are reviewed during team meetings 2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews data for decision making
1.17 Data-Based Decision Making: The organization-wide team reviews outcomes associated with effective planning (quality of life, changes in incident reports, 911 calls, injuries, restraint, etc.) on a regular basis to make data-based decisions	• Quality of life surveys, interviews • Incident report data, injuries, etc. • Fidelity data • Meeting minutes • Assessment dashboard • Human Resources hiring data collection process • File Review using regulatory guidelines with information contained in a dashboard to inform organizational decision making.	0 = There is no indication that the team is regularly reviewing data during meetings 1 = Interviews with team members indicate that at least one type of data are reviewed (incidents, county strategic evaluation data, attrition, etc.) 2 = Meeting minutes, data summaries, and other evidence indicates the team regularly reviews data for decision making

Subscale: Monitoring Plans and Organization-wide Data for Decision Making (5)

1.18 On Going Monitoring of Fidelity Data: Team reviews fidelity data (self assessment tools, tiered onsite data) during regular team meetings and makes adjustments according to the data.	• **Meeting minutes** • **Summary of self assessment and past onsite data**	**0 There is no indication that the team is regularly reviewing fidelity data during meetings** **1 Interviews with team members indicate that fidelity data are reviewed during meetings** **2 Meeting minutes, data summaries, and other evidence indicates the team regularly reviews fidelity data for decision making**
1.19 Annual Evaluation: Team conducts an annual summary and review of overall progress each year documenting major accomplishments, data collected, and products developed and disseminated (e.g., summary report or presentation slide deck, newsletter summary and celebration, etc.).	• Meeting minutes • Summary of data collected • Documented changes in action plan linked to review • Evidence that review is shared (newsletter, handouts, awards and recognition, etc.) • Interviews	0 = There is no indication that the team reviews implementation progress annually 1 = Interviews suggest annual evaluation occurs 2 = A summary of annual evaluation data is available in presentations or report form.
1.20 Direct Observation: Team member collects direct observation data in at least two locations quarterly	• Summary of data • Completed observation forms	0 = There is no indication that the team is regularly reviewing observation data during meetings 1 = Interviews suggest observation data are collected 2 = Data collected are organized and available for review with summaries organized for meetings

Quality of Life Monitoring

1.21 Universal Quality of Life Assessment: Team summarizes existing quality of life data to assess universal status within the organization, or uses surveys or other methods to review quality of life across people as part of both ongoing monitoring and as an annual review

Surveys, interviews, etc.

Other documentation

Quality of life surveys for staff and people supported through agency

Incorporate quality of life measures into current organization-wide data collection methods.

0 = There is no indication that the team is collecting quality of life data

1 = Interviews suggest quality of life data are collected

2 = Data collected are organized and available for review with summaries organized for meetings and summarized annually

Review on your own or as a team

- **Self assessment**
  - Where do you currently fall?
- **Where to celebrate**
- **Where to focus some effort**
  - Idea generation to bring back to your team

Questions for today?

- What are your next steps?

- What are you bringing back to your team?

- What do you want to try before next month?

- Questions for us?

Like-Learn-Change

- What is something you liked today?

- What is something you learned today?

- What is something that you would like us to change in the future?