



Planning your DSP Positive Support Training Part 2

Rachel Freeman, Jennifer Jeffrey- Pearsall, Tanya Misgen

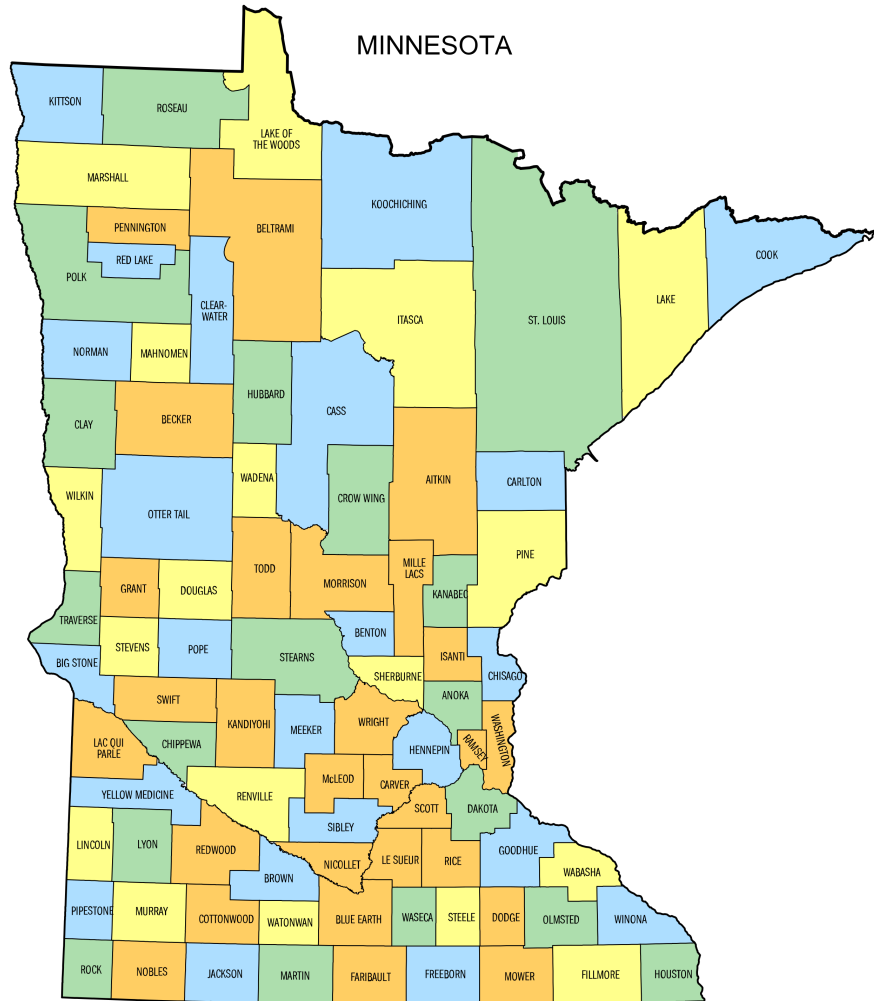


INSTITUTE *on* COMMUNITY INTEGRATION | UNIVERSITY OF MINNESOTA



INSTITUTE *on*
COMMUNITY

Welcome and Introductions



Today's facilitators:

Rachel Freeman

Jennifer Jeffrey-Pearsall

Tanya Misgen

Tell us about you!

In Chat, please enter your name

AND

Where you are joining us from

Goal for Today: Direct Support Staff Training Part 2

- Learn about the basics of Positive Behavior Support (one positive support) with a focus on:
 - Creating Positive Environments
 - Consistent Responding to Challenging Behavior
- Action plan to address your specific needs
 - Tour the MNPSP.ORG website to access free materials
 - Use the action plan tool from today to tailor your training for staff
 - Go back later and look for other resources

Goal for the First Two Trainings: Tailoring Direct Support Staff Training

Types of Training to Consider.....

- New staff training
- Ongoing training days
- Adding content to staff meetings
- Self-learning options
- Ongoing coaching and mentoring



What Are Your Training Needs?

Types of Training to Consider.....

- New staff training
- Ongoing training days
- Adding content to staff meetings
- Self-learning options
- Ongoing coaching and mentoring

Questions to Consider...

- Do you want to add a few elements or revise training completely?
- Have you created ongoing learning opportunities after a positive support training?
- Make a list of things you want staff to learn about that they can do during quiet times at work
- Do you have veteran staff who can coach others?

Create Your Own Plan for Training Staff

Action Planning for Direct Support Staff Strategies for Ongoing Learning

+ Date:

Training resource	Choose the type of training you need using suggestions below 1. Circle the links you believe are the most important 2. Write down the supplementary training materials and use the following codes as a way to get organized: NT = New staff training S = Staff Meetings OT = ongoing training opportunities I = Independent learning opportunity	When you will use training materials Put the initials for the type of training in each section
<i>Creating positive relationships</i>	<ul style="list-style-type: none"> • https://communication-skills.net/free-workbook/challenge-1-empathic-and-responsive-listening/ video • https://mnpsp.org/wp-content/uploads/2016/12/Positive-Social-Strategies-activity10-18-17.pdf tool • https://mnpsp.org/wp-content/uploads/2019/05/Person-centered-relationship-building.pdf tool • https://mnpsp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-6-27-16-2.pdf Tool 	
<i>Person-centered skills</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2023/02/Day-2-skill-building.pdf Slides • https://mediaspace.umn.edu/media/t/1_gxomi5qx Video • https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf training manual 	
<i>Working together to identify person-centered values</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2017/06/PBS-Social-Skills-Handout.pdf Tool • https://mnpsp.org/wp-content/uploads/2016/12/Matrix-Examples.pdf Example 	
<i>Creating a plan to teach, model, and practice new skills</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2016/12/example-of-provider-implementation.pdf presentation • https://mnpsp.org/wp-content/uploads/2018/09/Provider-Org-Example-Two-Plus-Years8-4-18.pdf example 	

As we go through the training and Minnesota Positive Supports Website:

- link helpful items in your resource guide (*middle column*)
 - videos
 - resources
 - tools
 - slides
 - etc.
- Consider what training resource group it goes into (*left column*)
- Consider how long your organization will spend supporting DSPs with this skill (*right column*)

Today is Part of a Larger Series of Events:

Date	Time	Topic
June 8 th	9:00am – 11:00am	Supporting Cultural Awareness and Responsiveness in Your System
June 22 nd	9:00am – 11:00am	Positive Supports with Families

Visit the March 2023 Newsletter on MNPSP.org to register!

Quick Review of Positive Supports

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

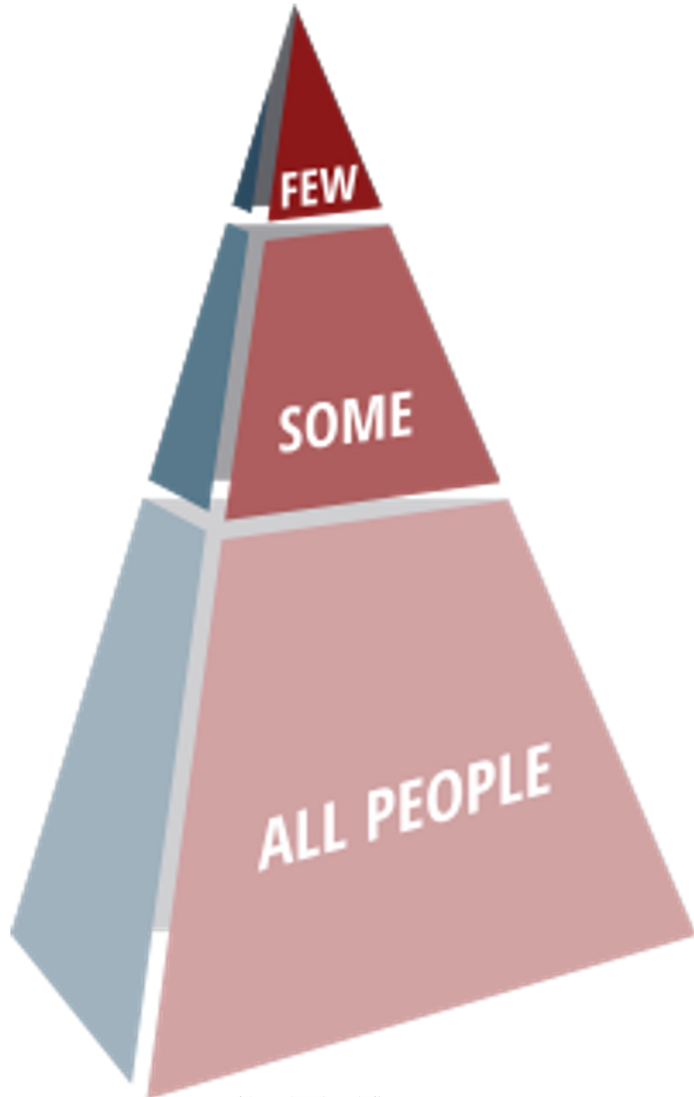
Key Elements of Positive Behavior Support

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 different positive behavior support?

And In the Chat...let us know if you attended Part 1

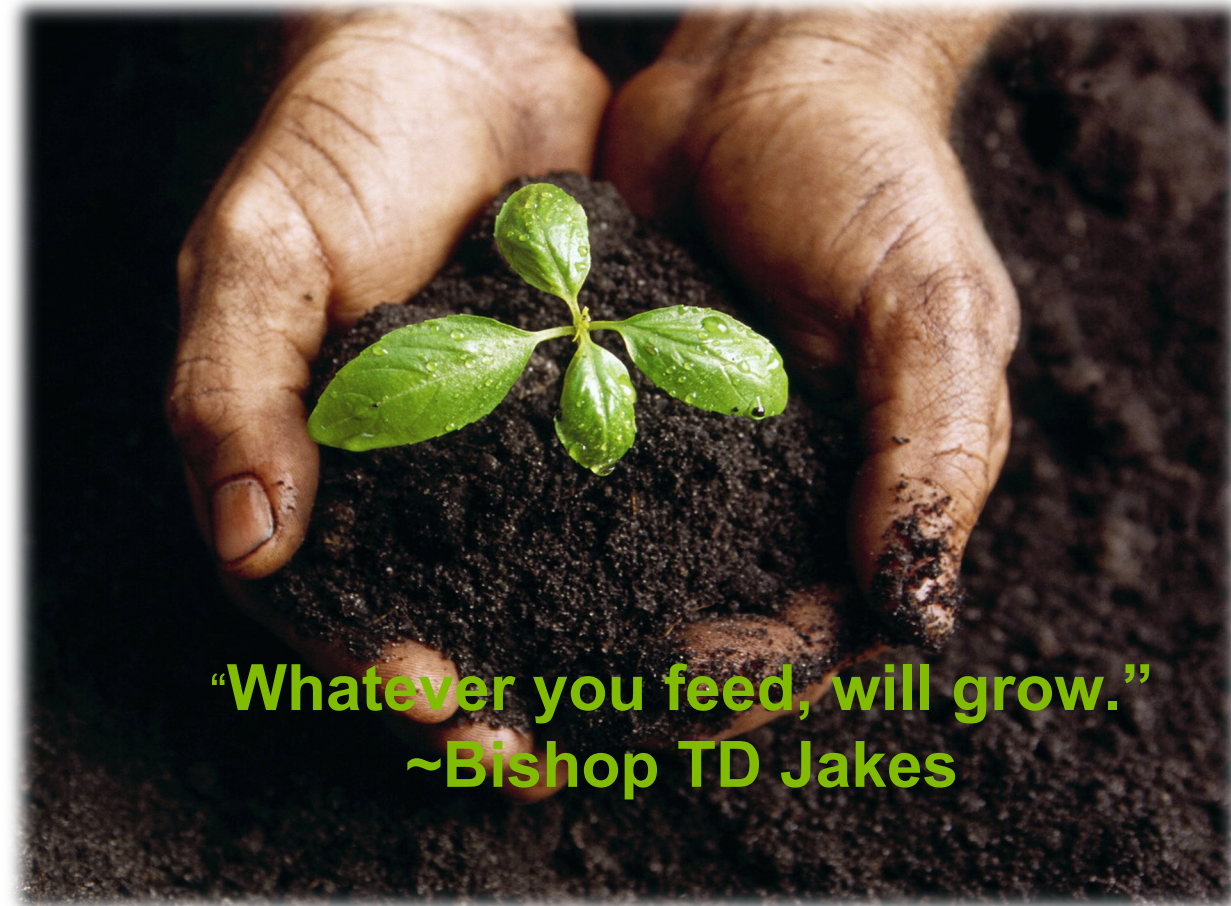
Implement *Universal* Positive Behavior Support

Teach, prompt, and model social and emotional skills

Reinforce and celebrate positive skills in use

Create a consistent response when challenges occur

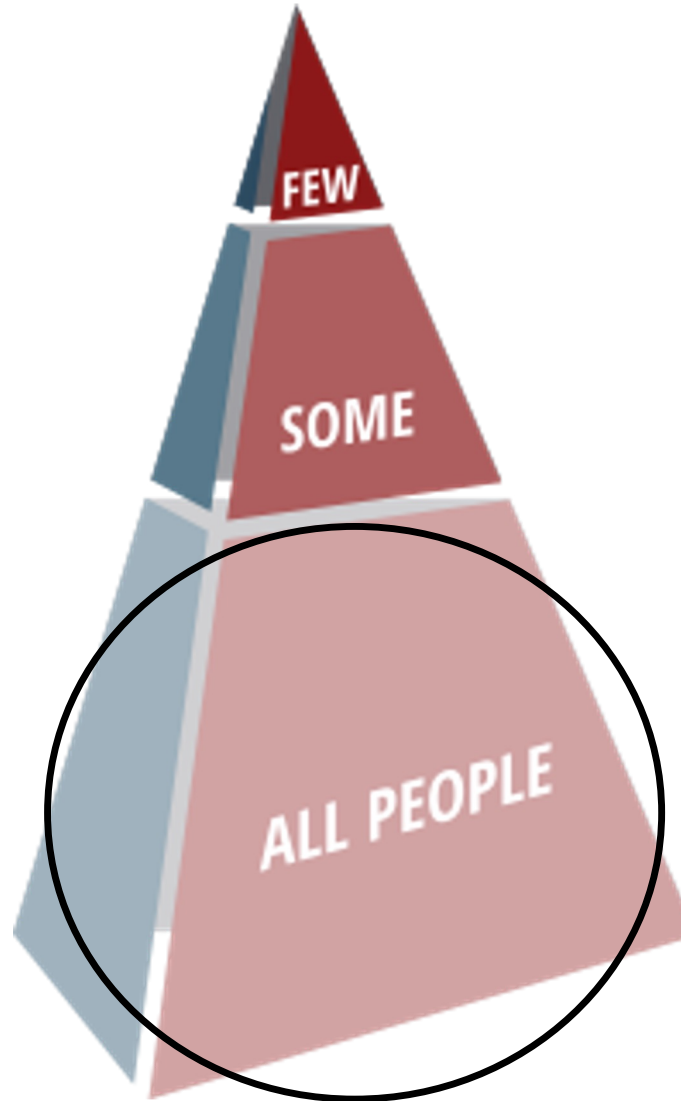
Use data to reflect on progress



Positive Behavior Support Provides a Framework for Prevention

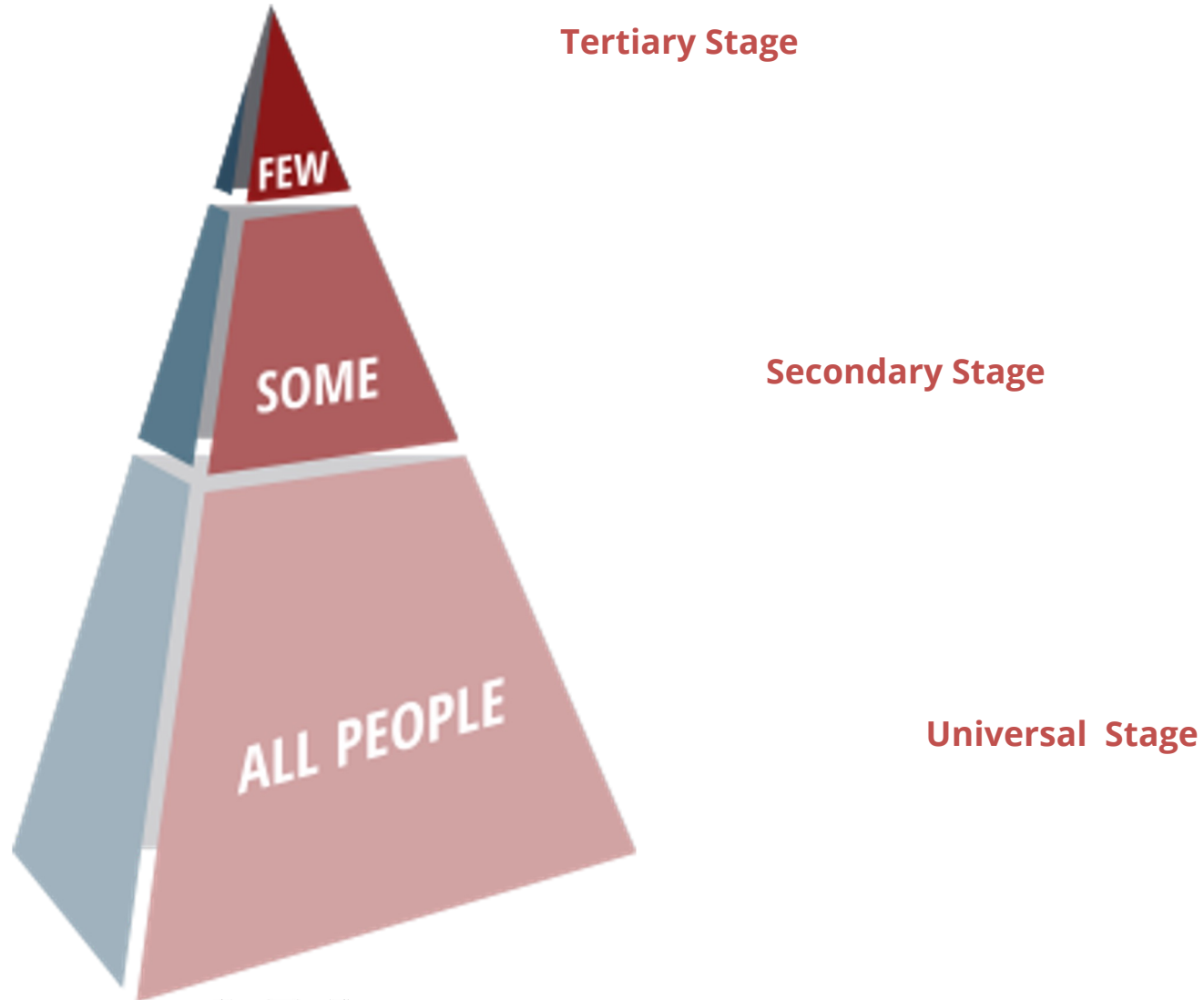
Focus First on Universal Positive Behavior Support

- Work together to create a plan
- Prompt, teach, & encourage positive social interactions
- Practice new social skills
- Reinforce, recognize, & celebrate success
- Consistent responses to challenging social interactions
- Early prevention and monitoring

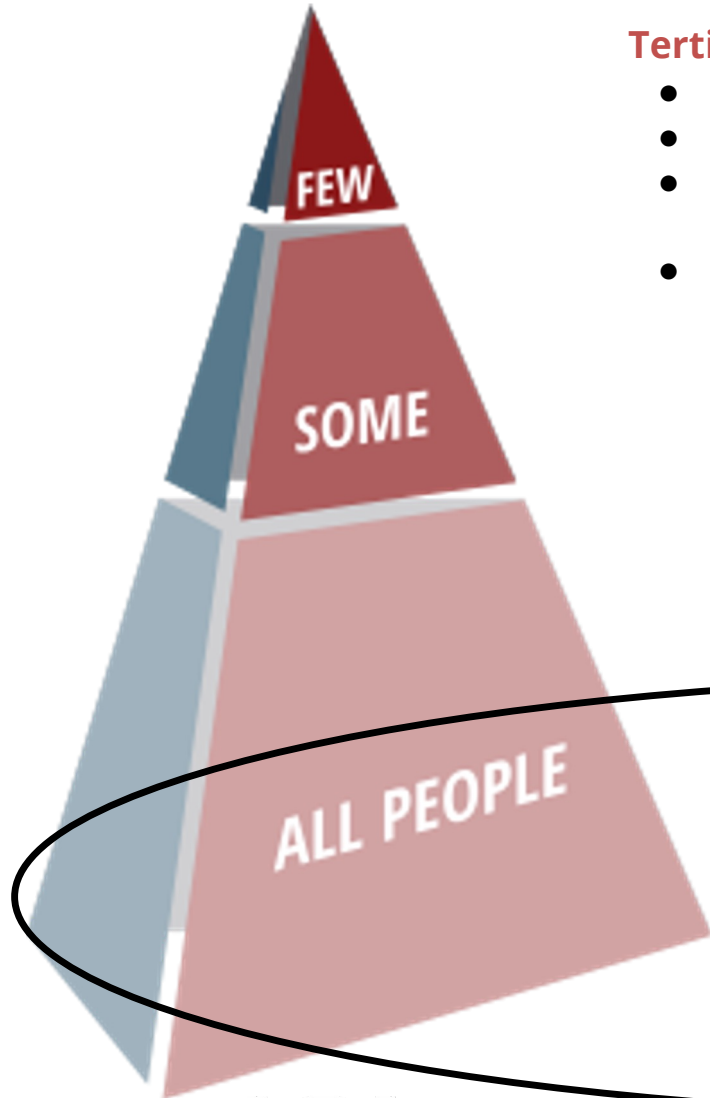


Build positive social settings where everyone practices and celebrates social skills that are important

Implementing Positive Behavior Support



Implementing Multi-Tiered Systems of Support



Tertiary Stage

- Individualized plans
- Integrated with other Positive Supports
- Plans are monitored- Data- based decision making
- Teams monitor progress of each person

Secondary Stage

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

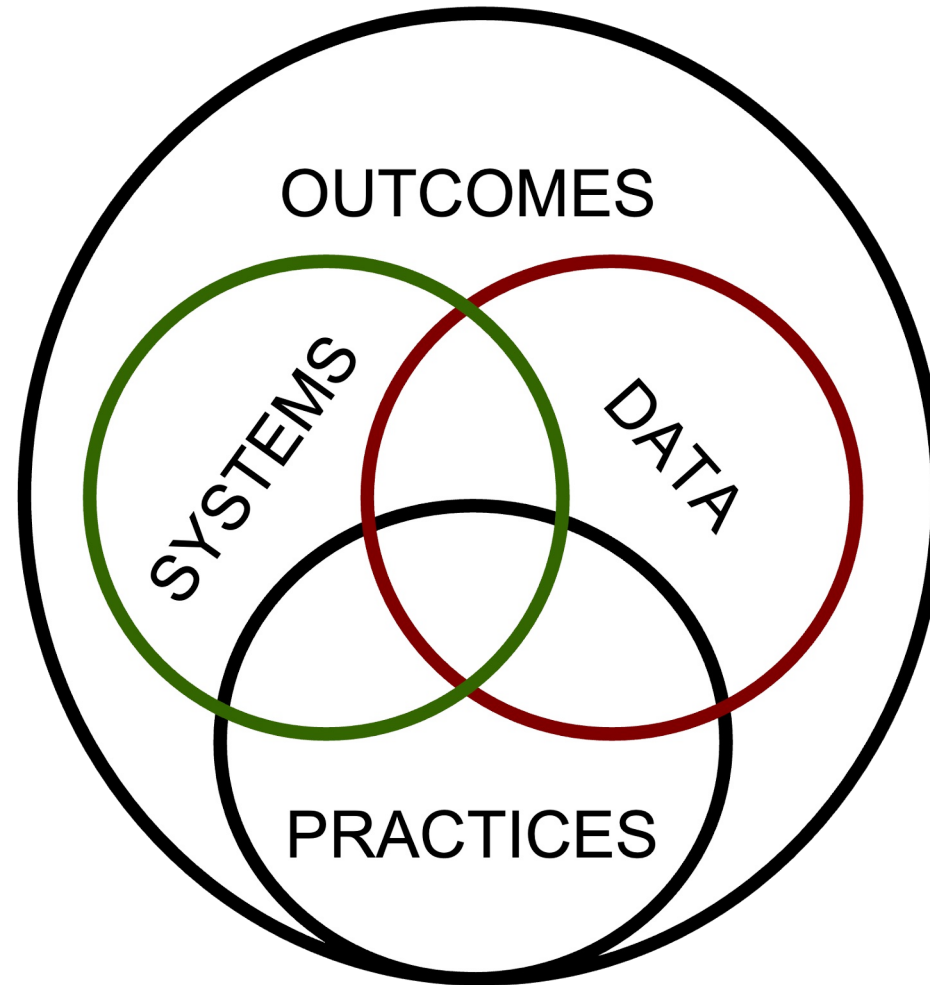
Universal Stage

- Teach and encourage communication
- Predictable and proactive settings
- Encourage and reinforce social skills
- Consensus- based team focus
- Emphasis on using data for decisions

Positive Behavior Support

Improving Quality of Life

**Supporting
Staff Behavior**



**Supporting
Decision
Making**

**Supporting
All People**

Day 2 Universal Strategies

- Creating positive environments
 - Empathy
 - Praise
- Consistently responding to challenging behavior
 - De-escalation
 - Clear definitions to promote consistency

Day 1:

Core teams

Developing a common language by identify values

Our Process Today:

1. Review universal strategy
1. Action planning time: ICI will highlight resources, time to review the website and select resources that meet your needs

Universal Strategies

Creating Positive Environments

Positive Social Interactions

Promote relationship building
Improve climate
Impact satisfaction and quality of life
Applicable to professional and personal settings



“Whatever you feed,
will grow.”
~Bishop TD Jakes

Start With What You Have: Praise

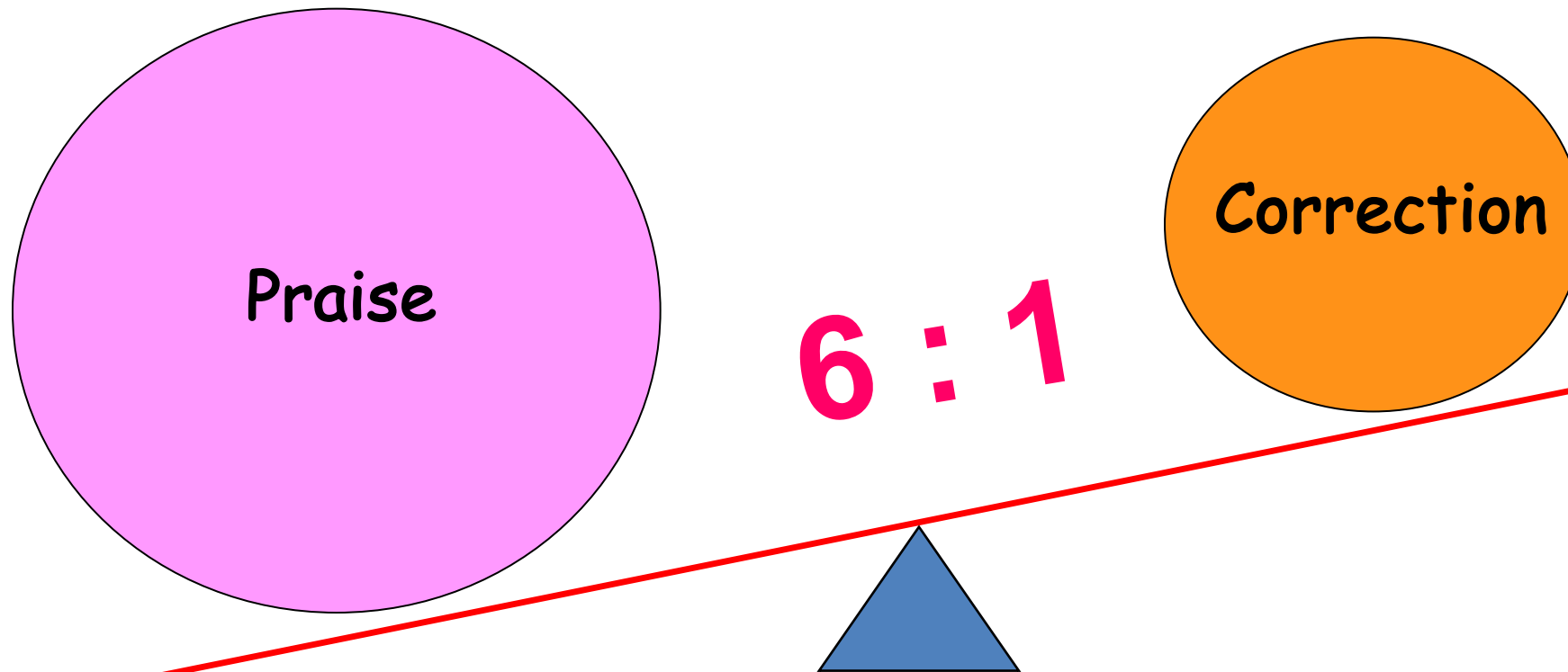
Verbal or visual feedback

Includes the following elements:

1. Identifies the person or person(s)
2. Specifies the behavior
3. Provides praise
4. Immediately follows the behavior
5. Authentic



Goal for Positive Social Interactions (Praise)



The Gottman Institute:

[The Magic Relationship Ratio, According to Science](#)

McAuliffe's Frequent, Specific Praise Prompt


6 TO 1



**Create Visual
Reminders to
Recognize Positive
Social Interactions**

Examples of Reinforcers Used to Support Positive Social Behavior

Bee Cards



I SAW

(name of individual)

(describe positive behavior)

Date _____

Staff _____

ON THE SPOT

Thank You! Good Job! Well Done!

TO: _____

You were spotted:

FROM: _____

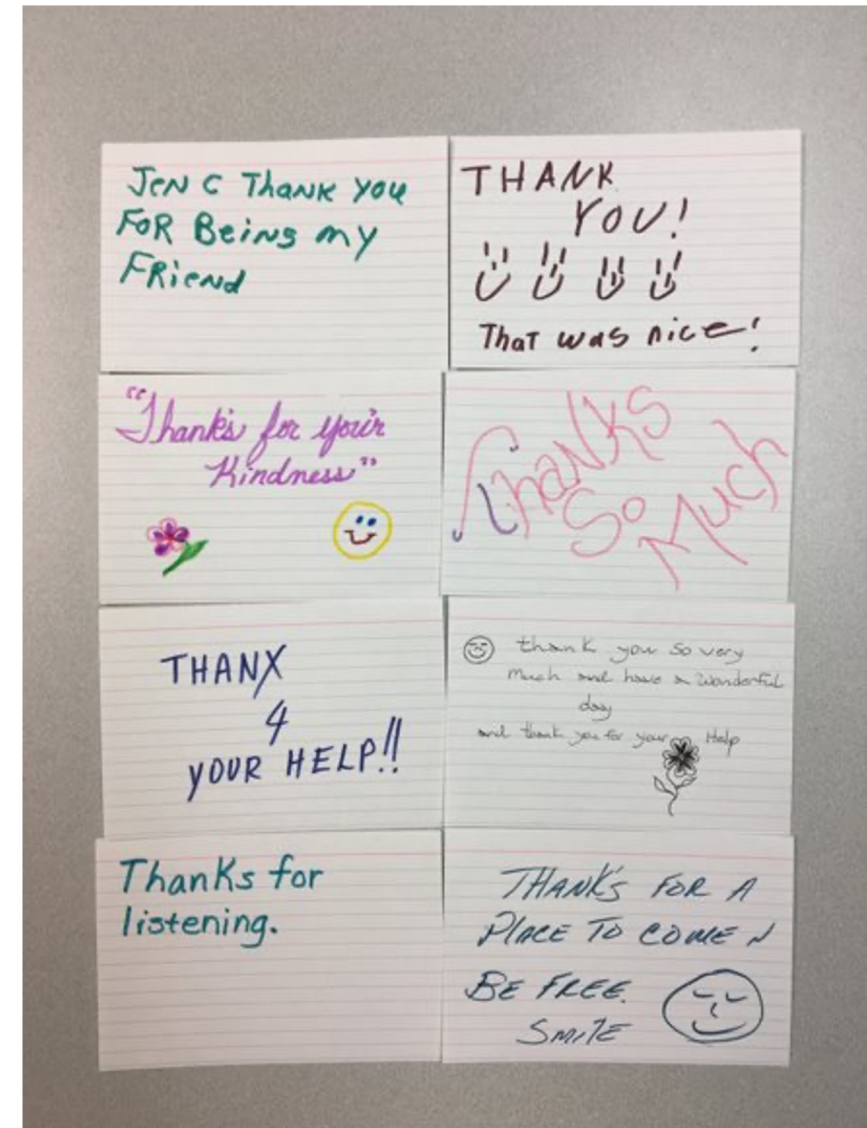
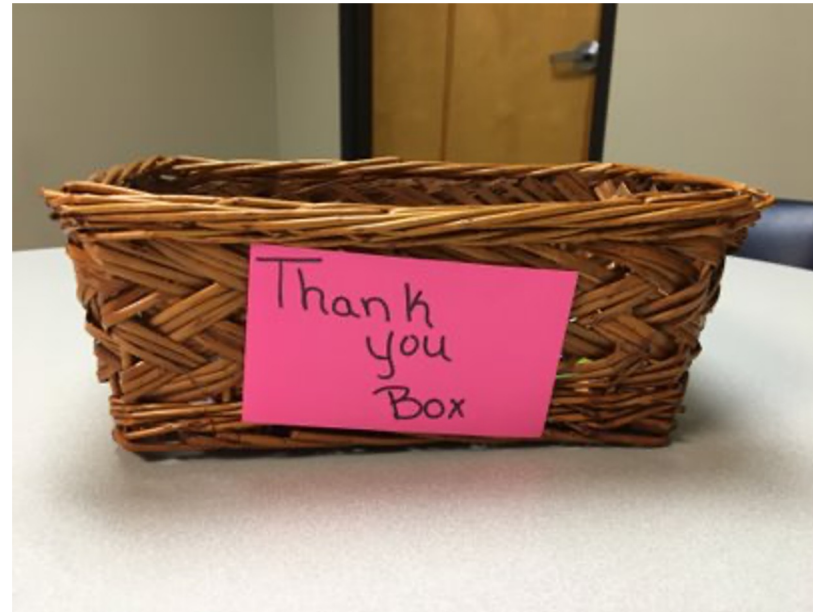


Celebrating Progress Together

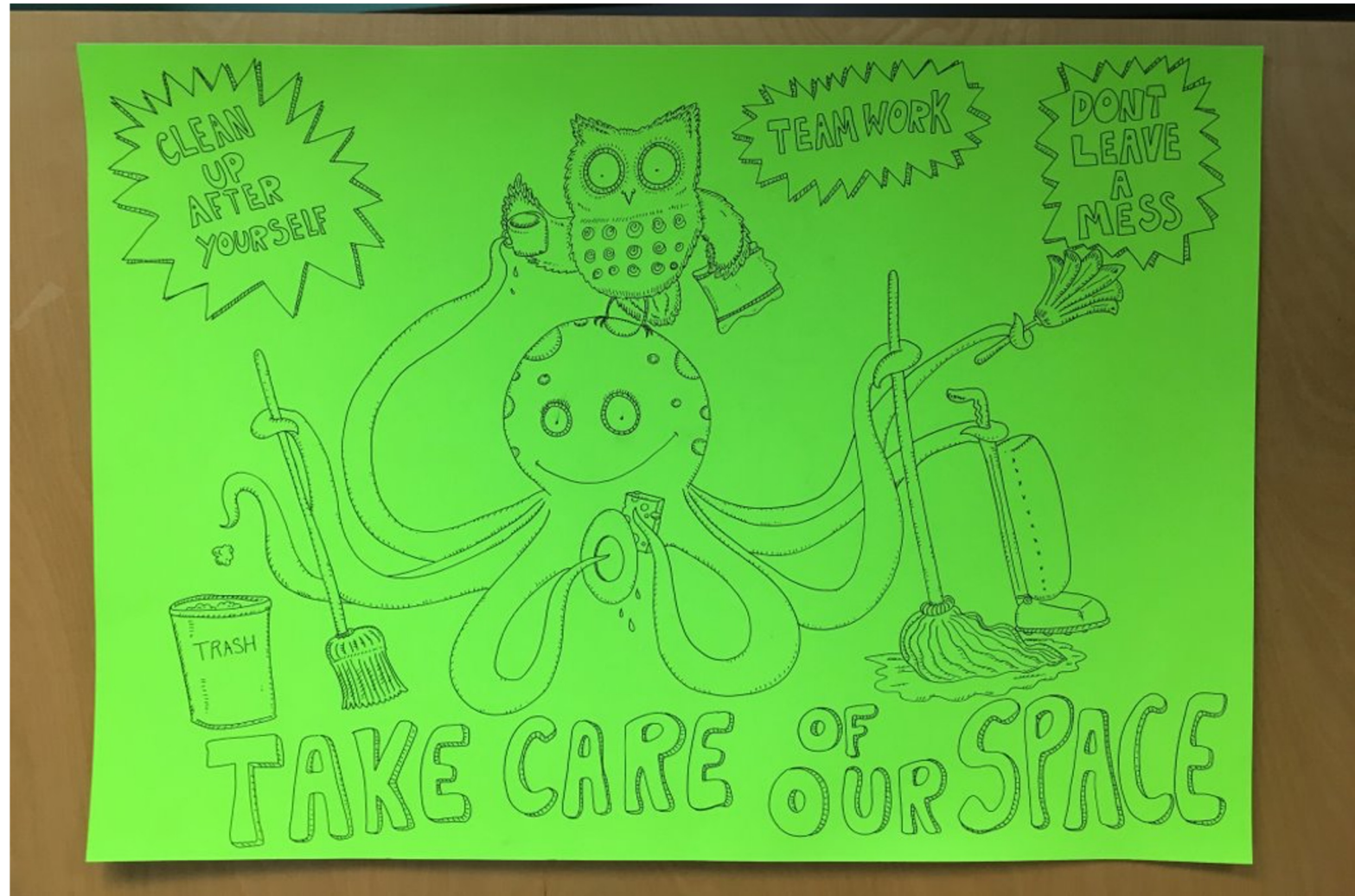
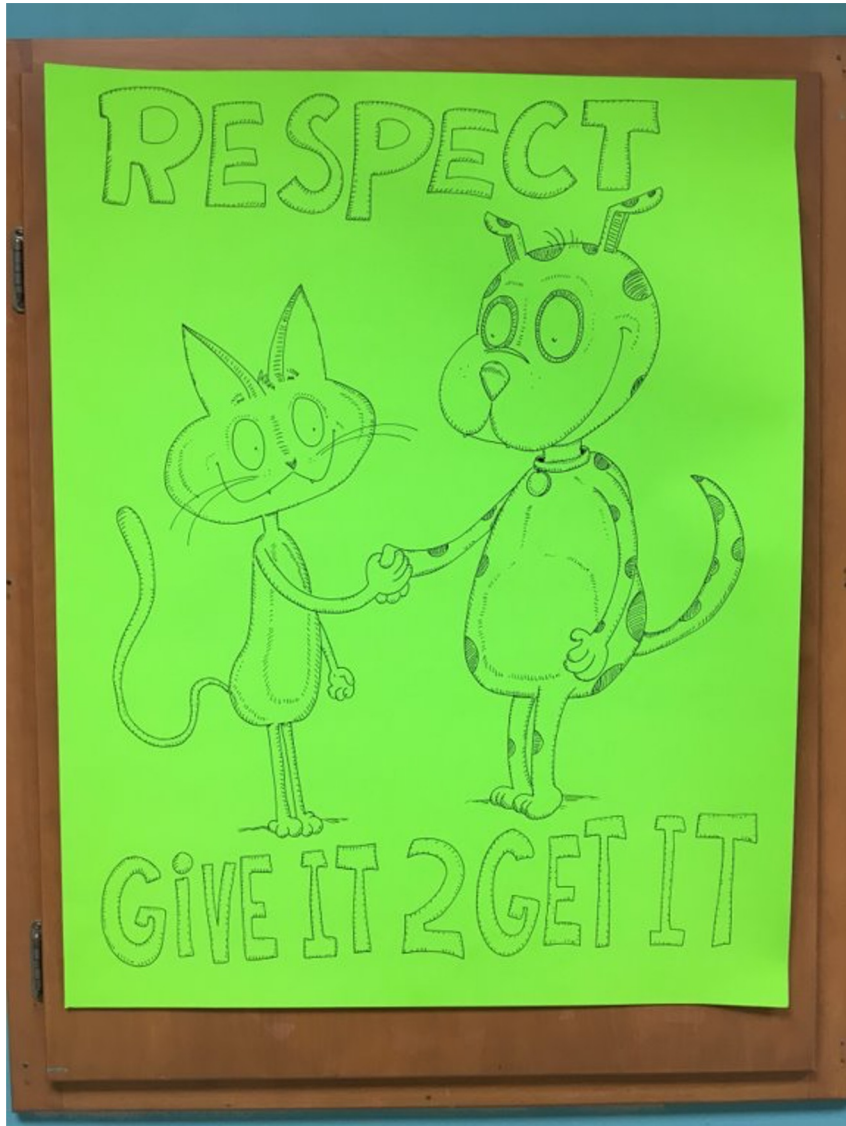
Each time a behavior is observed
Write down the behavior on a
strip of paper
Create a paper chain
Placed in the living room
When the chain reaches across
the wall we celebrate
Choose how to celebrate success



Creating Opportunities for Recognition When Values are Seen



Visuals to Support Matrix Implementation



Creating Positive Environments

Action Planning

1. Identify Your Training Needs
2. Review Existing Resources in the Action Planning Resource Document and on MNPSP.org
3. Identify the Resources That Best Align With Your Needs

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 green navigation bar with links for 'Overview', 'What's New', 'Site Map', and 'Breadcrumbs'. Below this is the website's logo and a search bar. A secondary navigation bar includes 'Home', 'Topic Areas', 'Positive Support Practice', and 'Training Materials'. The main visual is a large illustration of diverse human figures in various colors and poses. Below the illustration, the text reads 'Welcome to Minnesota Positive Supports Website'. Underneath, there are three columns of content: 'This website is for:' with a list of roles; 'All people want to be respected, have choices, and feel safe.' with a paragraph about support strategies; and 'Recent Events and Presentations' with details for an upcoming conference. At the bottom right, there is a section for 'Opportunity for Minnesota Families'.

What do you Need....

- New staff training
- Ongoing training days
- Adding content to staff meetings
- Self-learning options
- Ongoing coaching and mentoring

Visit MNPSP.ORG For Free Resources

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Overview ▾ What's New Site Map Public

Positive Supports
MINNESOTA

Search ... 🔍

Home Topic Areas ▾ Positive Support Practice ▾ Training Materials ▾

Home

Welcome to Minnesota Positive Supports Website

This website is for:

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

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

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

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

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

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

Recent Events and Presentations

Upcoming Event

[Register for 2019 AAIDD Annual Conference June 26-27 in Minnesota](#)

Opportunity for Minnesota Families

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

Select Training Materials



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Upcoming Event

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Opportunity for Minnesota Families

 An online opportunity is now available for families

Find the Box that Says Positive Social Strategies

Training Materials



HCBS Modules

Go to HCBS Modules



Implementation Resources

Go to Implementation



Universal Social Skills Resources

Go to Universal Resources



Positive Social Strategies

Go to Positive Social Strategies



MN Community of Practice

Go to MN Community of Practice



Regional Contacts and Collaboration

Go to Regional Contacts...



PBS Intensive Training Materials

Go to PBS Intensive Trainings



PBS Notebook

Go to PBS Notebook

**Action Planning for Direct Support Staff
Strategies for Ongoing Learning**

⊕ Date:

Training resource	Choose the type of training you need using suggestions below 1. Circle the links you believe are the most important 2. Write down the supplementary training materials and use the following codes as a way to get organized: NT = New staff training S = Staff Meetings OT = ongoing training opportunities I = Independent learning opportunity	When you will use training materials Put the initials for the type of training in each section
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<i>Person-centered skills</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2023/02/Day-2-skill-building.pdf <i>Slides</i> • https://mediaspace.umn.edu/media/t/1_gxomi5qx <i>Video</i> • https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf <i>training manual</i> 	
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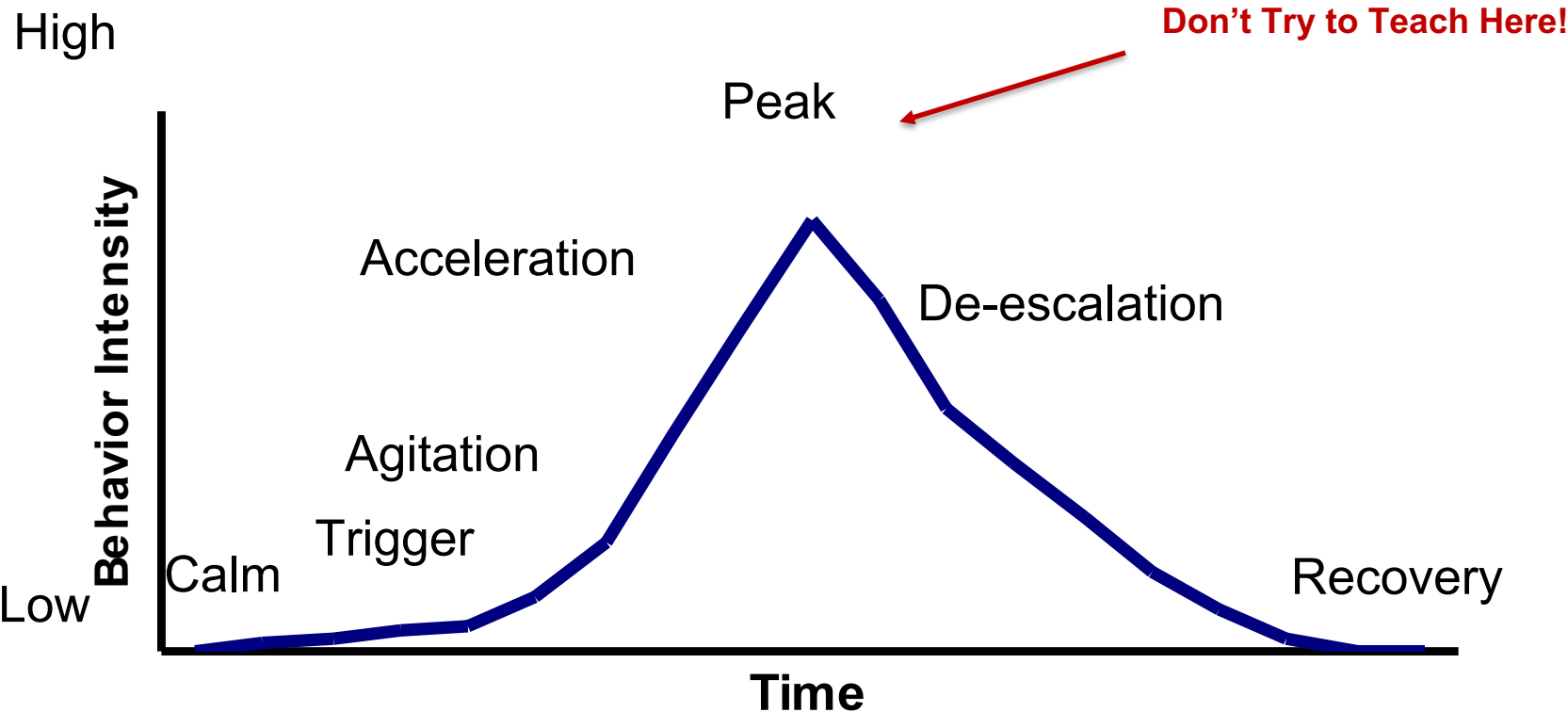
Circle Links that Work Best for You

Add Links to Resources that You Find Helpful

Universal Strategies

Consistently Responding to Challenging Behavior

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

1. Frowning
2. Mumbling “This Is So Stupid”
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Managing Conflict

Unhealthy Response Healthy Response

Failure to Understand what is
Important To a Person
Emotional Response
Negative Statements That are
Shaming, Rejecting
No Ability to Compromise
Avoiding Conflict
Reacting in a Way That Shows “I
am Right”

Recognize and Respond to Other’s
Needs
Calm, Respectful, and Non-
Defensive
Forgiveness of Emotional
Responses
Compromise
Belief That Disagreements Can
Lead to Better Outcomes

http://www.thetinman.org/Conflict%20Resolution%20Skills_%20Building%20the%20Skills%20That%20Can%20Turn%20Conflicts%20into%20Opportunities.pdf

Conflict Resolution Self-Assessment

Use this Self-Assessment Tool after events and for a self-reflection and planning

Reflection and Self Awareness

Suspending Your Opinion

Listen First, Then Express Yourself

Focus on Needs Before Solutions

Look for Ways to Achieve Goals by
Combining Ideas

Embracing Differences of Ideas

Stay Calm & Be Respectful

Conflict Resolution Checklist

Review this checklist before communicating with others to increase your awareness of positive social strategies that can be used. Reflect on your actions after talking with another person when a conflict occurs. Make a check mark next to each type of social strategy that you used during this interaction.

Name: _____

Date of Interaction: _____

Other Person(s) Involved: _____

- Suspended My Opinion** – Waited to share my opinion with the other person and listened actively to what the person was saying.
- Listened to the Person’s Concerns and Issues Before Expressing My Views** – Actively listened to the other person’s ideas and paraphrased his or her concerns to make sure I understood the issue.
- Validated the Concerns a Person has About the Problem** – Let the person know that I appreciated that s/he is sharing the concerns with me. I let the person know that I respect them and believe that people can have different views without anger or disrespect.
- Paid Attention to the Feelings the Other Person was Expressing** – Watched for verbal and nonverbal cues that indicated the emotions the other person was feeling.
- Focused on the Other Person’s Needs Before Looking for Solutions** – Assessed what the person’s needs were instead of immediately seeking a solution to the problem.
- Focused on Present Issues Rather Than Older Arguments** – Avoided bringing up older arguments or gathering a large number of complaints to share with person; did not use generalizations to describe the problem (“you always disagree with me.”).

Least Amount of Attention

Some Problem Behaviors Cannot Be Ignored

- Danger To Self Or Others
- Other Individuals Who Are Not Aware of PBS Planning

Provide The Least Amount Of Attention Possible

Make Reinforcement For Positive Behavior

- More Effective
- More Valuable
- Faster
- More Interesting

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](#)

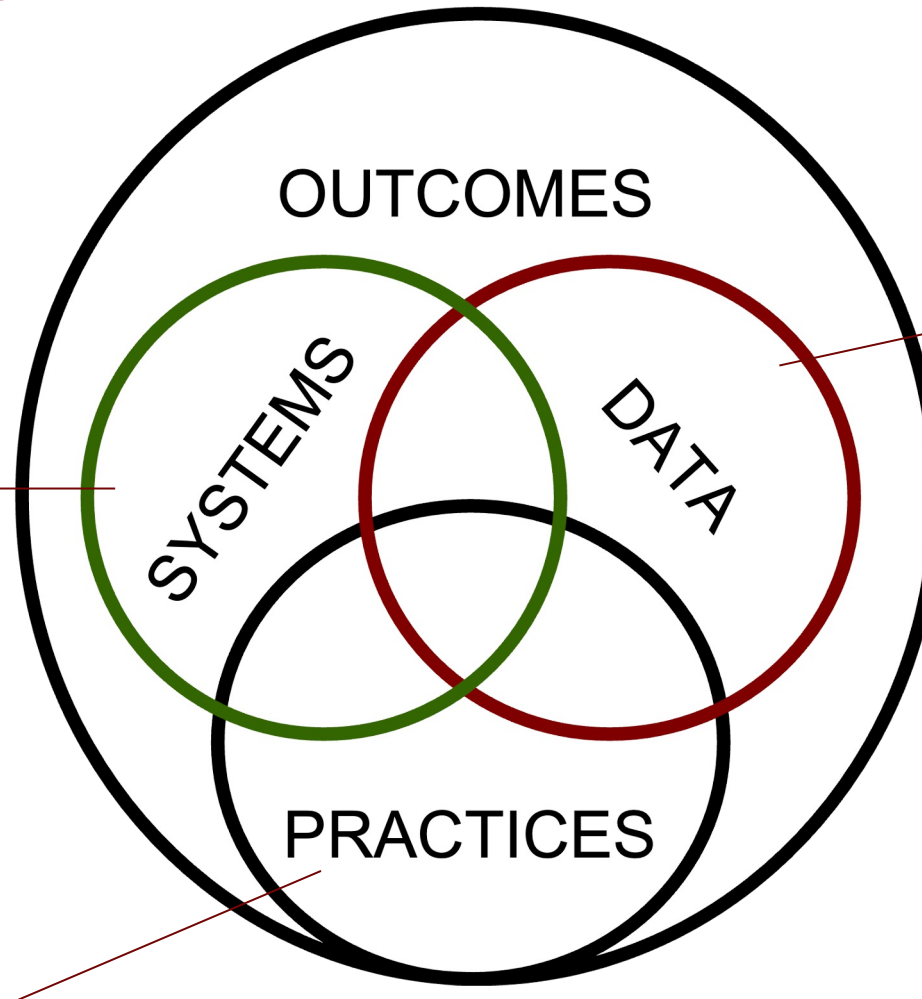
[The Power of Listening \(in Negotiation\)](#)

Policy and Practices to Support Consistent Responding

4. Provide ongoing training to staff on the definitions, staff responses, and documentation procedures

5. Provide ongoing coaching and performance feedback (including modeling) to staff

2. Establish clear definitions of challenging behaviors for both significant and minor behaviors
3. Define a range of staff response strategies that focus on maintaining trust and healthy relationships



1. Review data to identify patters where staff are responding consistently AND where staff are not responding consistently.

6. Review data to determine if implementation of policy and practices has made an impact

Defining Challenging Behavior

Avoid using a classification label (for example, ADHD, autism, etc.)

Describe exactly what the behavior looks like

Avoid using vague descriptions (out of control mean different things to different people)

Make sure the behavior is described in such a way that there is a clear beginning and ending

A Note on Codeswitching As We Proceed....

Which Example is More Clear?

Example 1

Aggressive

Disruptive

Moody

Example 2

Throws silverware and
drops to the floor

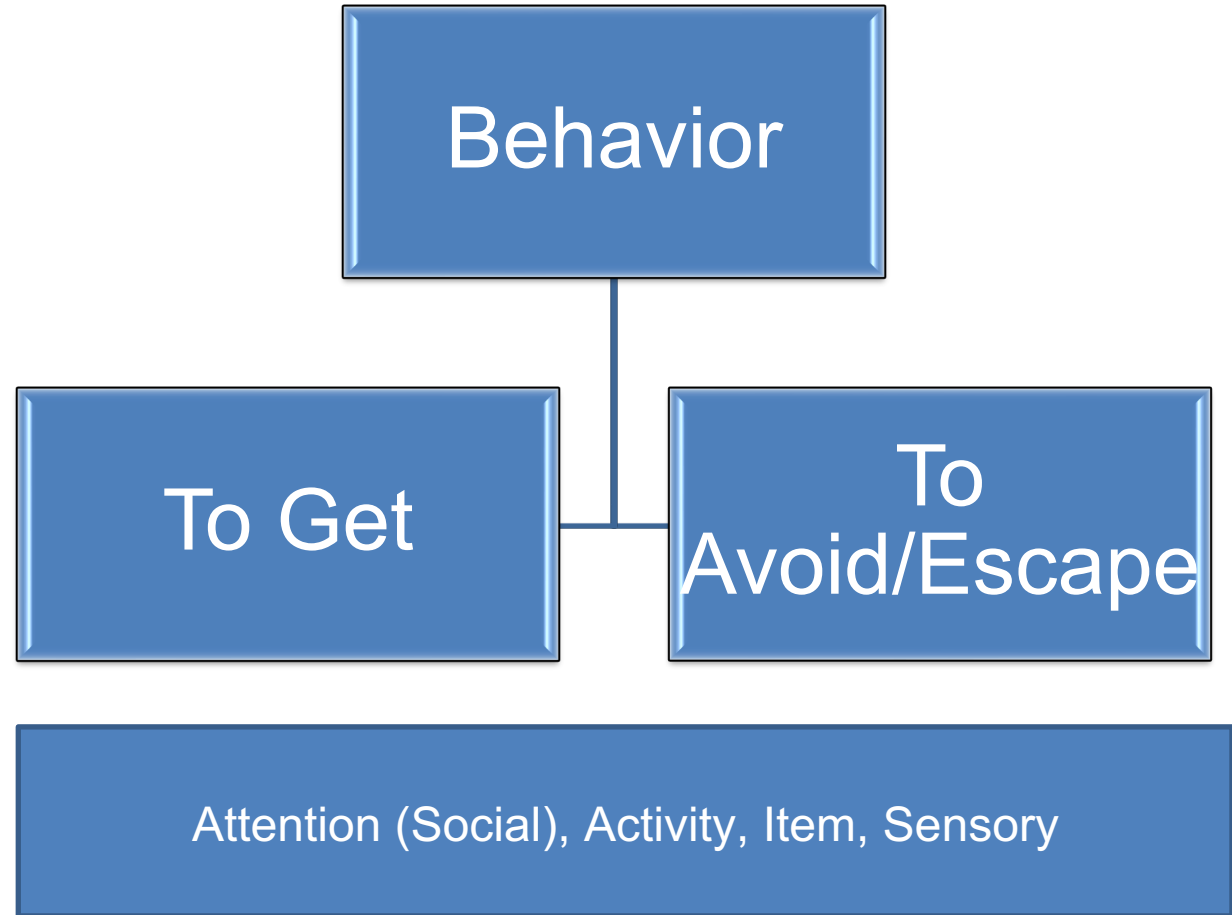
Makes animal sounds
whenever asked to
participate in resident
meeting

Places head on his table
and refuses to move
(ends when person's
head is not touching
the table)

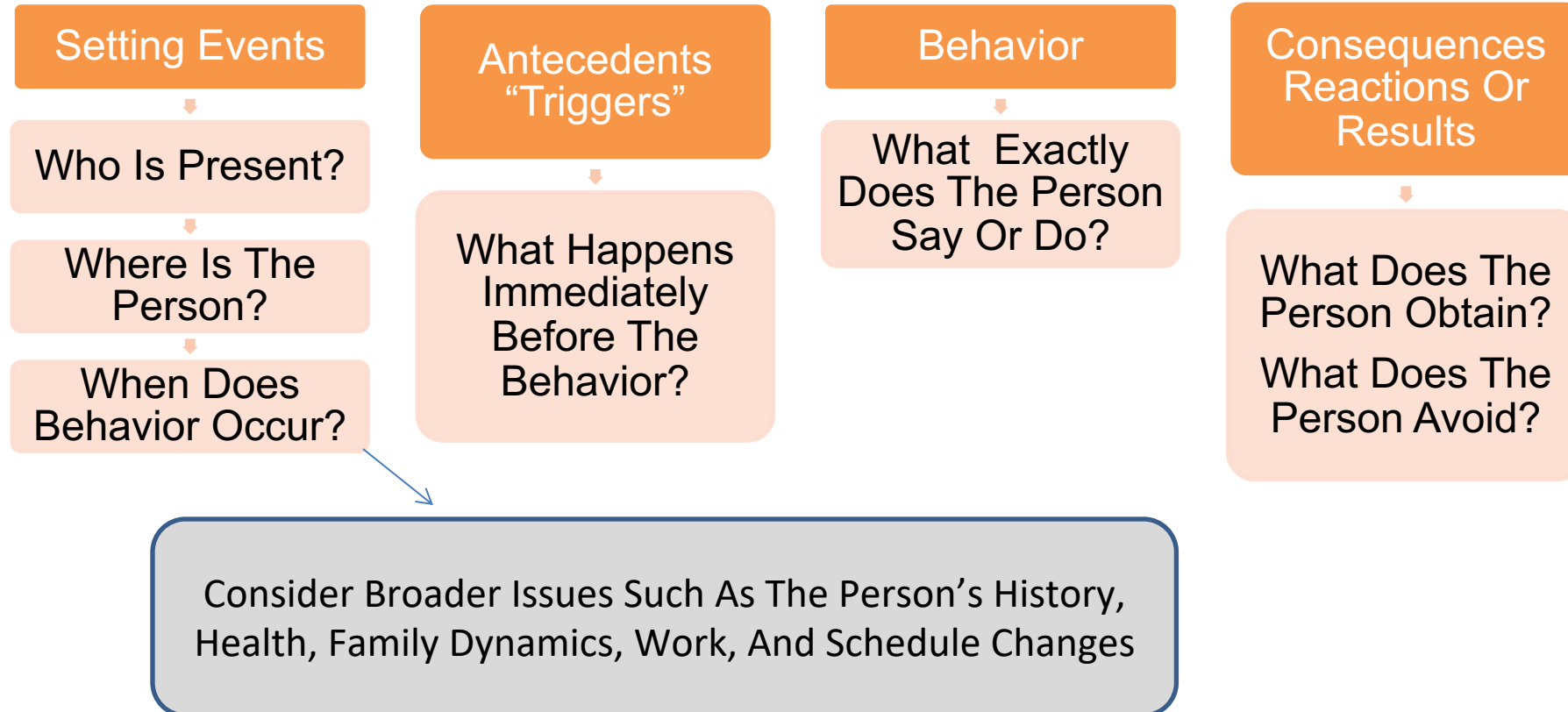
Understanding the “Why” (Function)

Behavior is communication

Behavior is purposeful



Understanding Behavior: The Hypothesis Statement



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](#)

Consistently Responding to Challenging Behavior

- Behavior is communication
- Understanding the context and why (function) of behavior is important
- Empathy is an important tool when responding to behavior
- Establish clear definitions of challenging behavior
- Provide staff training on a range of proactive response strategies that focus on maintaining trust and healthy relationships

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Overview ▾ What's New Site Map Footer

Positive Supports
MINNESOTA

Search ... 🔍

Home Topic Areas ▾ Positive Support Practice ▾ Training Materials ▾

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- 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

Find the Box that Says Positive Social Strategies

Training Materials



HCBS Modules

Go to HCBS Modules



Implementation Resources

Go to Implementation



Universal Social Skills Resources

Go to Universal Resources



Positive Social Strategies

Go to Positive Social Strategies



MN Community of Practice

Go to MN Community of Practice



Regional Contacts and Collaboration

Go to Regional Contacts...



PBS Intensive Training Materials

Go to PBS Intensive Trainings



PBS Notebook

Go to PBS Notebook

**Action Planning for Direct Support Staff
Strategies for Ongoing Learning**

⊕ Date:

Training resource	Choose the type of training you need using suggestions below 1. Circle the links you believe are the most important 2. Write down the supplementary training materials and use the following codes as a way to get organized: NT = New staff training S = Staff Meetings OT = ongoing training opportunities I = Independent learning opportunity	When you will use training materials Put the initials for the type of training in each section
<i>Creating positive relationships</i>	<ul style="list-style-type: none"> • https://communication-skills.net/free-workbook/challenge-1-empathic-and-responsive-listening/ video • https://mnpsp.org/wp-content/uploads/2016/12/Positive-Social-Strategies-activity10-18-17.pdf <i>tool</i> • https://mnpsp.org/wp-content/uploads/2019/05/Person-centered-relationship-building.pdf <i>tool</i> • https://mnpsp.org/wp-content/uploads/2016/12/PBS-QOL-socialphysical-6-27-16-2.pdf <i>Tool</i> 	
<i>Person-centered skills</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2023/02/Day-2-skill-building.pdf <i>Slides</i> • https://mediaspace.umn.edu/media/t/1_gxomi5qx <i>Video</i> • https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf <i>training manual</i> 	
<i>Working together to identify person-centered values</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2017/06/PBS-Social-Skills-Handout.pdf <i>Tool</i> • https://mnpsp.org/wp-content/uploads/2016/12/Matrix-Examples.pdf <i>Example</i> 	
<i>Creating a plan to teach, model, and practice new skills</i>	<ul style="list-style-type: none"> • https://mnpsp.org/wp-content/uploads/2016/12/example-of-provider-Implementation.pdf <i>presentation</i> • https://mnpsp.org/wp-content/uploads/2018/09/Provider-Org-Example-Two-Plus-Years8-4-18.pdf <i>example</i> 	

Circle Links that Work Best for You

Add Links to Resources that You Find Helpful

Care to Share!

What topics and resources did you select?

How will you use these resources to support your training needs?



Next Steps



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

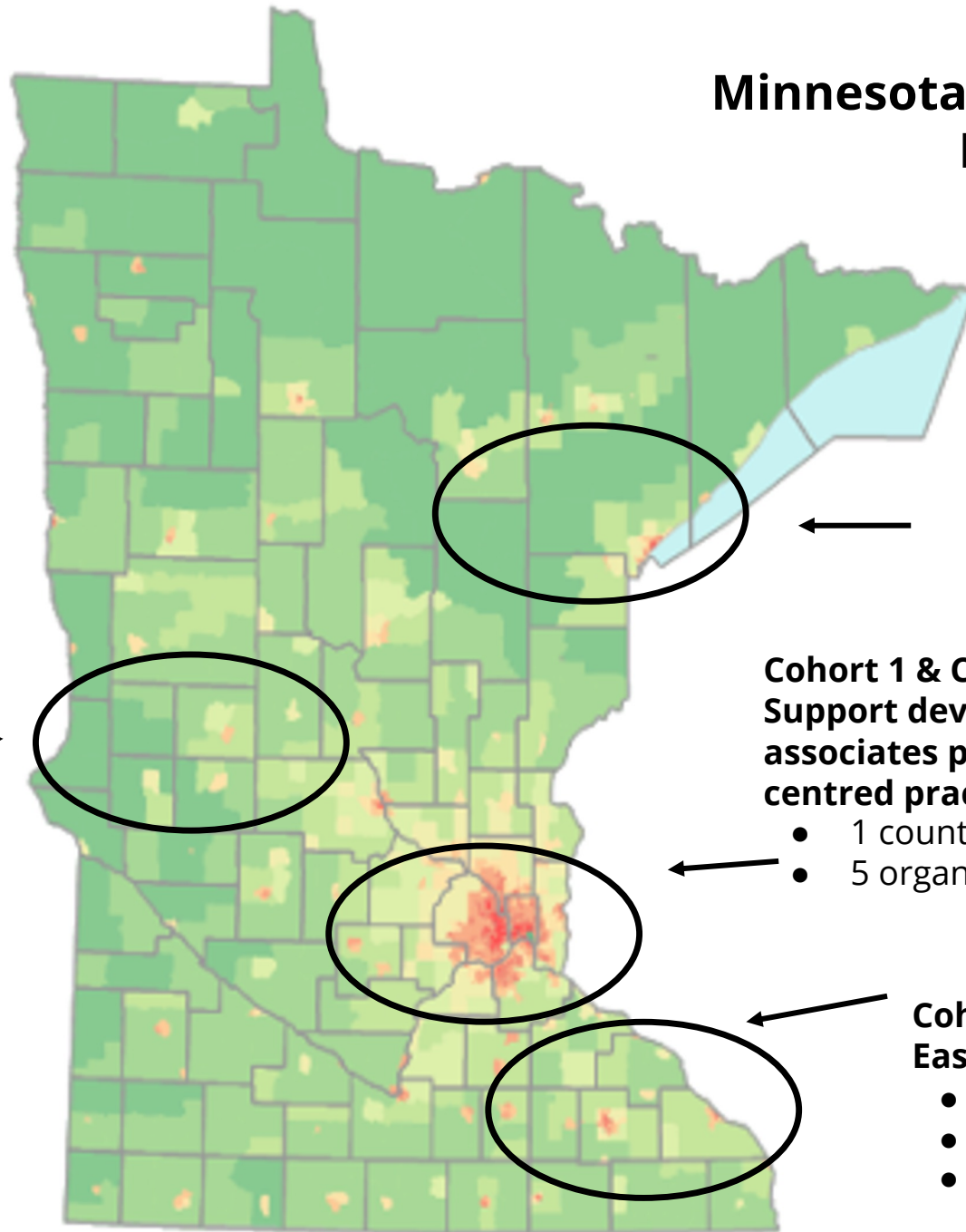
- Team training
- Person-centered thinking trainers/ coach training
- Picture of a life planners/ trainers
- PBS facilitators

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



Next Webinar Session: June 8th (9:00am – 11:am)

Supporting Cultural Awareness and Responsiveness in Your System

Homework Assignment

- Continue planning Direct Support Professional Positive Support Training Action Plan
 - Review the other links on the action plan page
 - Circle the links you want to use and for what types of activities
 - Contact Tanya to create a date for tailoring training systems for your organization
- For June 8th: Identify areas of growth for your organization in relation to cultural awareness and responsiveness in your system
 - Come with questions!

Questions and Answers



Thank you for your time!

Contact Information

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UNIVERSITY OF MINNESOTA

Driven to DiscoverSM