



Kansas Institute for  
Positive Behavior Support

## Self Assessment and Action Planning

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### Positive Behavior Support Definition

- Positive behavior support is the integration of
    - valued outcomes
    - biomedical and behavioral science
    - validated procedures
    - systems change
- In order to enhance quality of life and prevent problem behavior

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### Positive Behavior Support

- Understand the function maintaining problem behavior
- Conduct a functional assessment
- Change the environment to prevent problem behavior
- Teach new skills that replace problem behavior with new social and communication skills

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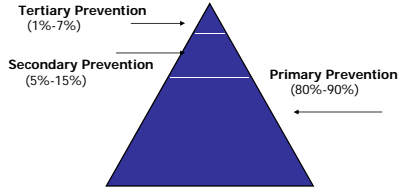
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## Provide Training in PBS to Support all Individuals

All children/ adults within an Organization



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## Applying the Triangle to Organizations

- District and school level
- Family support systems
- Adult residential supports
- Vocational settings
- Institutional settings

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## First Step in Self Assessment

- If your organization supports a number of different types of consumers, your team may start with one area
  - Family support in the community
  - Vocational settings for adults
  - Residential support systems
- Think about what areas need the most support
  - Young adults moving into adulthood
  - Family requests for PBS services in the home

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Consider What Elements are  
Already in Place

**Primary Prevention**

- Systematically teaching staff to concentrate on key social and communication skills
- Providing examples of situations and settings that staff members should prompt skills
- Verbal and other reinforcers whenever positive skills are observed
- Measures obtained on engagement, use of communication, etc.

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Consider What Elements are  
Already in Place

**Secondary Prevention**

- Identifying children/adults early who are engaging in minor problem behavior and intervening early
- Providing additional social and communication interventions to targeted groups of individuals
- Strategies for monitoring possible events that set the stage for problem behaviors

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Consider What Elements are  
Already in Place

**Tertiary Prevention**

- KIPBS Facilitators provide intensive PBS planning
- Team monitors all plans and uses evaluation data for ongoing staff development
- Individual plans are scored for fidelity and level of impact
  - Plans contain information for evaluation
  - Changes in problem behavior
  - Changes in social skills
  - Changes in quality of life

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## Activity

Spend a few minutes and report:

1. What areas would your team focus on in your organization
2. What elements are already in place

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## Family Support Systems

Some Thoughts on How to Adapt Organization-wide Change Concepts:

- Teach staff to assist families in identifying 3-5 positive social skills and expectations for all of their children at home
- Create strategies for reinforcing positive social skills
- Teach how to respond consistently to problem behavior
- Consider how to collect data from families that evaluates major incidents
  - Data similar to incident reports in residential settings
  - Allows for simple check the box behaviors (not for high frequency problem behaviors)

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## Self Assessment Tools

1. PBS Kansas Organization-wide Planning Checklist
2. Agency-wide Benchmarks
3. KIPBS Self Assessment
4. Technology Readiness
5. Incident Reports/Child Data

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**Activity Discuss Staff Meeting Processes**

**Discuss the answers to these questions with your team:**

- Are meetings effective?
- Can teams problem-solve well?
- Are individual PBS plans developed with the direct involvement of all staff?
- Is there a sense of staff ownership in meetings?
- Are there opportunities for staff to receive feedback on PBS implementation?
- Are teams using data to make decisions?
- What types of data are collected?

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**What Staff Development Systems Are Available Now?**

- Are materials available to introduce PBS to others?  
**(Awareness Level )**
  - Families
  - team members
  - policy makers...directors
- What strategies are available for all staff ?  
**(Primary Prevention)**
  - Inservice
  - Preservice
- How many professionals have expertise in PBS?
  - Do you need to mentor other staff
  - Does every team have access to PBS plan facilitation?
- Are there training materials that behavior support professionals can use to teach teams about PBS?

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**Identify Children or Adults with Intensive PBS Plans**

- Identify individual PBS plans that require more intensive training
- Assess how staff receive training and support
- Make a list of interventions that are more complicated and need hands-on training
- Identify what data are being collected to evaluate the success of the PBS plans

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Assess Current Staff & Trainer Skills

**Assess Staff Skills & Training Methods:**

- Evaluate skill level of staff members in PBS
- Assess group for potential lead trainers
- Are hands-on training and mentoring strategies in place?
  - Trainer of trainers
  - Coaching and mentoring
  - Group problem solving

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Staff Development Assessment Tool

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**Activity: Staff Development Assessment**

- List the types of training your agency has on the staff development assessment form
- What are your organization's strengths?
- What areas could your organization improve?

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## Responding to Problem Behavior

- Does your organization have a clear plan for referring individuals to a behavior support team or specialist?
- What types of policies and procedures are in place that address teaching PBS concepts proactively?
- How are incidents recorded? Can you graph
  - Average number of Incidents per day per month?
  - By problem behavior
  - By location
  - By time
  - By child/adult

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## Review Example of Office Discipline Referral

Moving from the story to data-based decision making

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## Teaching Consistency

- What incidents require documentation
- Incident report form that guides data analysis
- Clear understanding of behavioral definitions
  - Staff are involved in defining behaviors
  - Examples and nonexamples of aggression, self injury, property destruction

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## Example from School-wide Data-based Decision Making

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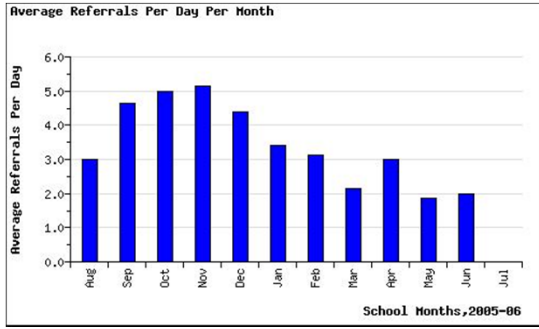
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### Average Referrals Per Day Per Month (Majors Only) 2005-2006



Total Office Discipline Referrals 629

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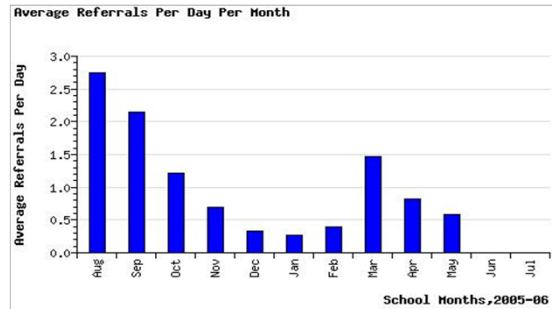
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### Average Referrals Per Day Per Month (Minors Only) 2005-2006




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### PBS Planning Team

- Meet on a regular basis
- Document progress using meeting minutes and action planning tools
- Monitor training system
- Build in strategies for reinforcing staff and providing positive feedback
- Find community organizations who will provide resources
- Create a timeline for implementing staff development strategies
- Communicate with all staff/faculty

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### When Can We Find Time for Staff Involvement?

- Faculty meetings
- Inservice training days
- Workshops
- Surveys
- Small work groups

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### Gather Information for Team Decisions

- Identify important social and communication skills to be taught
  - As a team in organizations supporting groups
  - With individual families during workshops or during individual visits
- Decide how to create or improve on reinforcement systems for specific types of social skills identified
- Meet to define problem behaviors and continue to improve consistency of responses to problem behaviors

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## Teaching Matrix Activity

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	<i>Use inside voice</i>	<i>Eat your own food</i>	<i>Stay in your seat</i>	<i>Stay to right</i>	<i>Arrive on time to speaker</i>
Respect Environment & Property	<i>Recycle paper</i>	<i>Return trays</i>	<i>Keep feet on floor</i>	<i>Put trash in cans</i>	<i>Take litter with you</i>
Respect Yourself	<i>Do your best</i>	<i>Wash your hands</i>	<i>Be at stop on time</i>	<i>Use your words</i>	<i>Listen to speaker</i>
Respect Learning	<i>Have materials ready</i>	<i>Eat balanced diet</i>	<i>Go directly from bus to class</i>	<i>Go directly to class</i>	<i>Discuss topic in class w/ others</i>

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## Teaching Guidelines

- Show, tell, describe
- Practice frequently
- Monitor/supervise use
- Acknowledge/recognize

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## Complete 22-29 on the PBS Kansas Checklist

Review the Agency-wide Benchmarks sections (Positive Social Behaviors and Reinforcement/Recognition Programs)

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## Inservice and Preservice Assessment

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## Staff Development

- One shot workshops are ineffective
- Longitudinal staff development efforts result in the greatest change
- Develop multiple strategies for training
- Use online resources to supplement training
- Promote ongoing learning
- Take advantage of staff development strengths

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## Thomas Gilbert's 1978 Behavior Engineering Model

<b>System Variables</b>	1. Valued Outcomes	2. Tools	3. Incentives
<b>Person Variables</b>	4. Skills	5. Ability	6. Motivation

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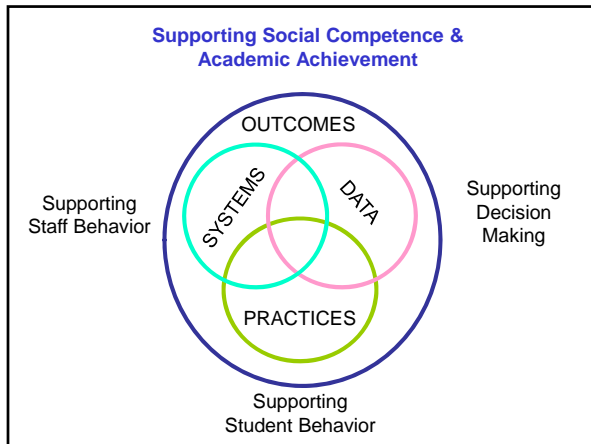
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**Adult Learning and PBS**

- Staff directly involved in creating PBS plans will understand information better and be more motivated to learn
- Applied Examples within training will assist in understanding content
- Ongoing opportunities to understand materials

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**Strategies to Include in Inservice and Preservice Training**

- KIPBS Facilitators can mentor new staff
  - pair up in PBS plan facilitation
  - Review online modules before each meeting
  - Purpose: build larger group of people knowledgeable about PBS
  - Assess whether staff are a good fit for KIPBS
- New staff portfolios
  - Process is guided by staff who checks in with a mentor
  - Portfolios involve seeking out information and discussing it with mentor
  - Visit kipbs online library and describe 3 things learned

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**Including Online Instruction in Staff Development Planning**

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**Using Online Instruction**

- Online instruction can be learner guided
- Staff members can access materials at any time convenient to them
- Materials can printed if internet access is unavailable
- Free time for trainers to provide more onsite technical assistance

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**KIPBS Resources**

- KIPBS Online Modules
- Materials introducing PBS and person-centered planning
- Toolbox & other resources
- Links to PBS, person-centered planning, and medical resources
- Newsletter about current issues in PBS, person-centered planning & related issues

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**Assess Technology  
Strengths & Resources**

- How many people can access the internet?
  - Managers can access
  - Staff members can access individually
  - Main office resources
- Do materials need to be printed out and disseminated?
- Which individuals in the agency have strong computer skills?
  - Can they show others how to access materials?
  - Can they teach a targeted number of staff to use the internet?

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Technology Assessment Tool

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**Activity: Complete 30-33 on the  
PBS Kansas Checklist**

- Review Agency-wide Benchmarks
    - (Inservice and preservice planning)
- If your organization is interested in KIPBS module materials for inservice and preservice.....
- Read through the readiness checklist. Write down information you know and who could help you answer the questions
  - Share with person sitting next to you the strengths and needs of your organization

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### Create an Action Plan

- Use self assessment to create long term plan
- Include the types of training that your organization needs to work on (awareness, universal, etc.)
- Create a timeline that will work
- Meet regularly to review data and monitor progress
- Create a system to keep track of training efforts
- Create incentives for staff
  - Staff development points that can be used when considering promotion/raise
  - Recognition and leadership roles

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### Creating a Long-term Plan

Review the organization-wide annual planning example

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### Create Mechanisms for Monitoring Training Efforts

- Use data in meetings on a regular basis
- Keep a training schedule
- Streamline data collection (maximize the data already collected)

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### Possible Outcome Measures

- Individual PBS data
- Incident Reports
- Staff implementation strategies
- Staff turnover rates
- Staff sick days
- Injury documentation
- Individual, staff, family interviews
- Staff stress questionnaires

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### Activity: What Information Could You Use to Evaluate your Action Plan?

Review Agency-wide Benchmarks  
(Evaluation)

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### Final Steps

- Next Meeting: End of the KIPBS Facilitator training year
  - Bring budget personnel
  - EDS will come present information and answer questions
- Question: Are you interested in meeting before March?
- Please complete the evaluation form...we will use it to improve this process

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## National Resources: Networking



THE EXPANDING WORLD OF PBS:  
Science, Values, and Vision

SAVE THE DATE  
WHEN: MARCH 27 - 29, 2008  
WHERE: CHICAGO, IL

APBS  
ASSOCIATION FOR THE PROFESSIONAL PSYCHOLOGISTS

For more information please go to  
[conference.apbs.org](http://conference.apbs.org)

The graphic features a background of a city map with a blue skyscraper on the left and a red vertical sign with the word 'CHICAGO' on the right. The text is arranged in a clean, professional layout with a light blue and white color scheme.

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