

Module 1

Themes and Issues in Positive Behavior Support

Trainer Outline

The following trainer guide includes estimated times for each section of the module, an overview of the information to be presented, possible activities for illustrating the concepts, and materials that should be utilized. The key concepts summarize the most essential points to be addressed within each section.

Time Required	Training Activities	Key Concepts	Materials*
45 minutes	<p><u>Orientation</u> Distribute materials; have the participants sign in; introduce the trainers, thank contributors, and provide a brief overview of training model and process (use the warm up activity, if desired).</p> <p><i>Activity: Have the teams of participants develop a profile on their focus person, present this profile, and introduce each member of the team to the large group.</i></p>	<ul style="list-style-type: none"> • The purpose of the training is to build team-based competencies in positive behavior support. • Establishing rapport with and among the participants is an essential first step in the training process. • Handout materials needed to complete extension activities. 	<p>Warm-up Activity (optional)</p> <p>OH 1.1: “Module 1”</p> <p>PWB: Profile of student’s strengths and needs</p> <p>Pictures of focus individuals</p>
15 minutes	<p><u>I. Introduction to the training program</u></p> <p>Provide an overview of the RTC and the team-training model. Describe Florida’s Team Training Project.</p> <p>Explain training process and how teams are expected to operate while progressing through the training. Briefly review the training materials.</p>	<ul style="list-style-type: none"> • Florida’s Team Training curriculum and model is based on work conducted by the RTC on positive, community-based approaches to support problem behavior. • The team training model is designed to • Promote collaboration and to result in individualized support plans for the focus people. • Participants will interact as a team to design a behavior support plan for their focus individual. 	<p>OH 1.2: “Research and Training Center on Positive Behavior Support”</p> <p>OH 1.3: “Members of the Research and Training Center on Positive Behavior Support”</p> <p>OH 1.4: “Features of the Team Training Model”</p>

* OH=over head from Power Point presentation PWB=activity from Participant Workbook

15 minutes	<u>II. Preview of Module 1 Content</u> Review agenda and timelines for session.	<u>Goal:</u> To develop an understanding of the historical foundations and basic principles and practices of positive behavior support (PBS).	Purpose Statement and Objectives for module Agenda
30 minutes	<u>III. Critical Themes: Positive Behavior Support</u> <i>Activity: Have teams develop a personal quilt (e.g., with construction paper) that includes elements that contribute to their productivity and well being.</i> Use the quilts to illustrate PBS. Provide a brief overview of the essential themes and elements of positive behavior support.	<ul style="list-style-type: none"> • Quilt analogy: A quilt is similar to PBS with regard to the need for advanced planning, multiple interwoven elements, skills required for completion, and results in a unique, durable, appealing outcome. • PBS reflects a combination of person-centered, and family-centered values and a practical, positive, and research-based technology for intervention. 	OH 1.5: “Positive Behavior Support” OH 1.6-1.8: “Characteristics of PBS” OH 1.9-1.10: “Principles of PBS” OH 1.11-1.12: “Expanding Visions of Outcomes” OH 1.13: “Critical Themes in PBS” Quilt Activity (materials: paper squares, glue sticks, poster board, pens, scissors)
15 minutes	<u>IV. Historical Foundations</u> A. Applied Behavior Analysis Provide a definition and discuss critical features of applied behavior analysis. To illustrate concepts, present examples and non-examples of applications.	<ul style="list-style-type: none"> • Applied behavior analysis provides the technical and methodological foundation of PBS; its basic principles can be applied in a variety of ways. 	OH 1.14: “Applied Behavior Analysis” OH 1.15: “Current Dimensions of Applied Behavior Analysis”

45 minutes	<p><u>IV. Historical Foundations</u></p> <p>B. Trends in Behavior Support</p> <p><i>Activity: Ask participants when they entered the field and to provide an illustration of behavior intervention used at that time.</i></p> <p>Present an overview of themes associated with different time periods and literature that represent those themes. Discuss the changes in service delivery for people with disabilities, including the civil rights movement, deinstitutionalization, and the trend toward inclusive education as a context for these changes in behavior support.</p>	<p>The field of applied behavior analysis is dynamic and progressive; an evolution in its application and contributions has occurred over the years.</p> <p>Primary Themes:</p> <p>1970's - development of procedures for managing behavior, controlling contexts</p> <p>1980's - functional analysis as a basis for intervention, broader ecological perspectives (e.g., setting events)</p> <p>1990's - lifestyle focus, comprehensive interventions, increased focus on social and physical context in which supports are provided</p>	<p>OH 1.16: “The Changing Face of Behavior Analysis: 1970's”</p> <p>OH 1.17: “1980's”</p> <p>OH 1.18: “1990's”</p>
15 minutes	<p><u>V. Outcomes and Concerns of Behavior Analysis</u></p> <p>Briefly discuss the benefits of behavior analysis in helping people with disabilities.</p>	<ul style="list-style-type: none"> • Applied behavior analysis (ABA) has benefited people with developmental disabilities. • Some have criticized applications of ABA for being overly mechanistic and sometimes, demeaning to people with disabilities. • The field is still in a process of development to better use the principles of ABA to address behavior problems in all types of contexts. 	<p>OH 1.19: “Contributions of Applied Behavior Analysis”</p> <p>OH 1.20: “Current Issues within the Field of Applied Behavior Analysis”</p>

90 minutes	<p><u>VI. Ideology of Positive Behavior Support</u></p> <p>Present the values, characteristics, and benefits of positive behavior support, providing illustrative examples.</p> <p><i>Activity: Present a case study, describing historical, social, physiological, cognitive, and programmatic aspects of a person’s life and application of PBS (i.e., include description of their behavior, FA process, support team and outcomes, through:</i></p> <ul style="list-style-type: none"> - a videotaped vignette/presentation - a personal case presentation by a family member and/or person with disabilities) 	<p><u>VALUES:</u></p> <ul style="list-style-type: none"> • Support plans are designed based on the needs and preferences of the person. • Families, friends, and support providers are an integral elements of PBS. <p><u>CHARACTERISTICS:</u></p> <ul style="list-style-type: none"> • PBS focuses on enhancing lifestyle, not just discrete changes in behavior. • Functional assessment enhances our understanding of variables affecting a person’s behavior and is a foundation for effective intervention. • Support plans include multiple elements such as changing the context and teaching skills (versus contingencies only). • Social validity and contextual fit are important ingredients 	<p>OH 1.21: “Characteristics of Positive Behavior Support”</p> <p>OH 1.22: “Founding Values of Positive Behavior Support”</p> <p>PWB: Characteristics of comprehensive behavior support</p> <p>“Samantha” Videotape</p> <p>Other case examples</p>
30 minutes	<p><u>VII. Factors in Behavior Support</u></p> <p>Discuss various systemic and philosophical factors that can influence implementation and the effectiveness of behavior support efforts</p>	<p>§ A variety of factors can affect the design and outcomes of behavior support plans (e.g., the characteristics of the individual, plan, settings, people, and systems).</p>	<p>OH 1.23: “Factors in the Success of Positive Behavior Support”</p> <p>PWB: Factors in the Success of Positive Behavior support</p>
30 minutes	<p><u>VIII. Case Study Assignments</u></p> <p><i>Extension Activity: Have the participants brainstorm potential factors that could affect intervention and provide reports. Prior to the next session, they should use the Positive Environment Checklist to identify characteristics of settings that could be affecting the focus person’s behavior. To be reviewed at next session.</i></p>	<p><u>Goal:</u> Identify broader contextual issues that could be influencing your focus person’s behavior.</p> <p>§ Assess resources and barriers that could affect intervention</p> <p>§ Gather information about the ecology (Positive Environment Checklist) prior to the next scheduled meeting.</p>	<p>PWB: Factors related to support plan implementation</p> <p>PWB: Positive Environment Checklist</p>

30 minutes	<p>IX. Review and Preview</p> <p>Provide a summary of what was covered during this module and introduce the topic for the next session. Draw participants' attention to the readings for Module 2.</p>	<p>This time: Provide an overview of principles and practices of PBS</p> <p>Next time: address collaborative teaming and longitudinal planning/goal setting.</p>	Readings for Module 2 (select from Module 2 References)
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