

Module 2

Collaborative Teaming and Longitudinal Planning

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*
30 minutes	<p><u>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 1. Ask the teams to provide reports on the Positive Environment Checklist (if completed) and what they learned.</p>	<p>Positive behavior support is comprehensive, assessment-based, and focused on creating durable lifestyle changes for individuals.</p> <p><u>Updates:</u> Participants will be given an opportunity to provide feedback on Module 1. Team updates will include:</p> <ul style="list-style-type: none"> • One resource and one barrier identified • One thing learned from the Positive Environment Checklist (if completed) 	Extension Activity from Module 1- (Positive Environment Checklist in PWB 1)
15 minutes	<p><u>II. Overview of the Purpose and Goals</u></p> <p>Review agenda and timelines for session.</p>	<p><u>Goal:</u> To establish roles and goals of the behavior support teams and a vision for the focus person</p>	<p>OH 2.1: “Module 2”</p> <p>Purpose and objectives</p> <p>Agenda</p>
15 minutes	<p><u>III. Review of Values & Assumptions of Positive Behavior Support</u></p> <p>Review the basic assumptions of positive behavior support. Discuss how these assumptions indicate the need for collaboration and long-term planning.</p>	<p>Positive behavior support (PBS):</p> <ul style="list-style-type: none"> • Focuses on meeting needs of individuals in natural environments • Requires a broad view of intervention and an appreciation for the complexity this endeavor • Involves working in collaboration with support providers 	OH 2.2: “Values and Assumptions: Positive Behavior Support”

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

15 minutes	<p><u>IV. Collaborative Teaming</u></p> <p>A. Advantages of Collaboration</p> <p>Present the definition of collaboration and the rationale and advantages of collaboration in behavior support, providing examples.</p>	<p>Collaboration involves a shared vision and coordinated activity.</p> <p>Benefits of collaboration may include increased access to information/ resources, greater buy-in with intervention, and the design of more effective plans.</p>	<p>OH 2.3: “Collaboration.”</p> <p>OH 2.4: “Collaboration in Community-Based Behavior Support for Individuals with Severe Disabilities: Potential Advantages”</p>
15 minutes	<p>B. Membership in Teams</p> <p>Discuss various individuals who play key roles and influence the participants’ lives (refer to the social map). Describe the functions of a behavior support team. Present issues that influence membership on behavior support teams.</p> <p><i>Activity: Have the teams identify people who should be included on the behavior support team, including those not present who should be involved.</i></p>	<p>Members of behavior support teams work together to gather information, design plans, and implement and evaluate interventions.</p> <p>Behavior support teams should include people who represent all areas of a person’s life and are knowledgeable and empowered to influence change.</p>	<p>OH 2.5: “Behavior Support Team”</p> <p>OH 2.6: “ Membership on Behavior Support Teams”</p> <p>PWB: Social Map</p>
30 minutes	<p>C. Roles of Team Members</p> <p><i>Activity: Have the teams develop a set of ground rules. Everyone must take part in identifying the rules and consensus must be reached. Have them share their rules.</i></p> <p>Introduce the various roles people play on teams, having the participants reflect on their team activity; provide examples.</p>	<p>Teams are heterogeneous in nature, with each member serving unique, but vital functions, (e.g., differing levels of expertise, influence, or familiarity with the focus individual and context).</p> <p>Roles:</p> <ul style="list-style-type: none"> • Contributors - workers, complete tasks • Collaborator - facilitate/focus process • Communicator - encourage input • Challenger - question ideas/solutions 	<p>PWB: Support Team Members Ground Rules</p> <p>OH 2.7: “Characteristics of members who facilitate teamwork”</p>

15 minutes	<p>D. Characteristics and Practices</p> <p>Review the principles of collaboration, having the participants consider how these practices were used in their team activity. Provide case illustrations.</p>	<ul style="list-style-type: none"> • Effective teams communicate openly, work together, respect contributions of others, support each other, and stay focused on the needs of the individual. • Effective teams continually assess their status and resolve conflicts in a positive, productive manner. 	<p>OH 2.8: “Principles of Collaboration”</p> <p>PWB: Requirements of Successful Collaboration</p> <p>PWB: Conflict Resolution Strategies</p>
45 minutes	<p><u>V. Family Support as an Illustration of Collaboration and Planning</u></p> <p><i>Activity: Invite a parent/family member to discuss their experiences with behavior support (e.g., history of intervention, what worked, what didn't, etc.).</i></p> <p>Review the types of supports families may benefit from, as well as the principles of providing effective support to families. Explain factors that affect a family's goals and needs.</p>	<ul style="list-style-type: none"> • Families have the greatest knowledge and understanding (expertise) regarding the focus individuals and are their most durable resource for support. • Families are unique; all families (with and without members with disabilities) have their own configurations, priorities, and cultural values. • Families may benefit from a variety of supports to assist in caring for the member with behavior challenges. 	<p>OH 2.9: “Service Delivery Options for Individualized Family Support”</p> <p>OH 2.10: “Supporting Families”</p> <p>OH 2.11 “Family Systems Model” (optional)</p> <p>PWB: Family Systems Conceptual Framework (optional)</p>
30 minutes	<p><u>VI. Person-Centered Planning</u></p> <p>A. Considerations</p> <p><i>Activity: Present the “Food for Thought” transparency. Ask the participants to consider and respond to the questions.</i></p> <p>Define Person-Centered Planning and review the underlying philosophical assumptions of this process. Define a ‘strengths-based’ perspective.</p>	<ul style="list-style-type: none"> • Person-centered planning is a process for identifying a person's capacities and natural resources, and developing a vision for the person. • All people have strengths (attributes, skills, and interests); building upon these strengths is a focus of support efforts. • The elements of person-centered plans include: profile of the individual, goals of support, resources available, and an action plan for intervention. 	<p>OH 2.12: “Food for Thought” (optional)</p> <p>OH 2.13-2.62: Person-Centered Planning</p> <p>PWB: Personal Futures Planning</p> <p>PWB: Profile Plan</p>

2 hours	<p>B. Process</p> <p>Facilitate a person-centered plan for each of the teams and/or provide example(s).</p> <p><i>Activity: If facilitators are available, the teams may break out during this time and complete a person-centered plan (if not they should be encouraged to do so a later date). Otherwise, a family/team may be invited to present an example of their plan.</i></p>	<p>Person-Centered Planning is an excellent way to establish goals for intervention and a shared vision for the team.</p> <p>Participants will share the person-centered plans with the large group.</p>	<p><u>Person-Centered Planning:</u> flip chart paper (or long paper) stand markers masking tape</p>
15 minutes	<p><u>VIII. Review and Preview of Next Module</u></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 3.</p>	<p>This time: Established themselves as behavior support teams and defined goals.</p> <p>Next time: Teach participants to use functional assessment process as a foundation for intervention.</p>	<p>Readings for Module 3 (select from Module 3 References)</p>