

Module 5

Developing and Evaluating Behavior Support Plans

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>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 4. Ask teams to present their accumulated data and briefly describe any patterns they have identified to this point.</p>	<p>The process of functional assessment culminates in the development of data based hypotheses that drive intervention.</p> <p><u>Updates:</u> Participants will be given an opportunity to provide feedback on Module 4. Team updates will include: Types of records that were reviewed</p> <ul style="list-style-type: none"> • People who were interviewed • Settings in which observations took place & • Data collection tools used 	PWB4: Extension Activity: Data Collection and Hypothesis Development from Module 4
15 minutes	<p><u>II. Overview of Purpose and Goals</u></p> <p>Review agenda and timelines for sessions.</p>	<p><u>Goal:</u> Develop hypotheses and use them as a foundation for beginning to create comprehensive behavior support plans.</p>	<p>OH 5.1: “Module 5”</p> <p>Purpose & Objectives</p> <p>Agenda</p>

* OH - over head from Power Point presentation

PWB - activity from Participant Workbook

<p>60 minutes</p>	<p><u>III. Hypotheses as the Foundation for Behavior Support</u></p> <p>Describe the role of hypothesis statements in designing behavior support plans. Provide examples and non-examples of useful hypothesis statements.</p> <p><i>Activity: Have the teams develop or refine their preliminary hypothesis statements and then share at least one hypothesis with the large group.</i></p>	<ul style="list-style-type: none"> • Hypothesis statements should describe specific relationships between a person’s environment and behavior (contexts and functions). • Effective hypotheses are accurate (i.e., supported by the data) and precise. • Hypotheses should lead naturally to intervention development. 	<p>OH 5.2: “Hypothesis”</p> <p>OH 5.3: “Hypothesis Statements”</p> <p>OH 5.4: “Criteria for Useful Hypotheses”</p> <p>OH 5.5: “Developing Hypotheses”</p> <p>PWB: Examples of Hypothesis Statements</p> <p>PWB: Hypothesis Development</p>
<p>45 minutes</p>	<p><u>IV. Components of Positive Behavior Support</u></p> <p>Review the competing behavior model. Using sample hypotheses, describe the components of PBS and provide potential strategies to address each component.</p> <ul style="list-style-type: none"> • Antecedent & Setting Event Manipulations • Consequences: Functional Reinforcers • Curriculum and Instructional Strategies • Communication: Modes & Methods • Methods to Promote Durable Lifestyle Change <p>Explain that these topics will be addressed in greater detail in modules 6-10 and that the behavior support plans should be viewed as works in progress.</p> <p><i>Activity: Have the teams select one of their hypotheses, map out the competing behavior model, and identify one or more strategies to address the relationship described. Have them share these with the large group.</i></p>	<ul style="list-style-type: none"> • Comprehensive behavior support plans typically include: contextual modifications, skills instruction (replacement and coping skills), and functional consequences (related to the specific hypotheses). • In particular, enhancing communication alternatives to problem behavior is critical. • The focus of intervention should be to develop capacities and promote long-term lifestyle changes. 	<p>OH 5.6 “A Sample Hypothesis”</p> <p>OH 5.7 “Hypothesis” table</p> <p>OH 5.8 “How to link hypothesis statements to behavior interventions”</p> <p>OH 5.9- 5.11 “Competing Behavior Model”</p> <p>OH 5.12 “FBA Basis for Behavior Intervention Planning”</p> <p>OH 5.13 “Behavior Intervention Planning”</p> <p>OH 5.14 “A BIP MUST INCLUDE!”</p> <p>OH 5.15 “Designing Behavior Support Plans”</p> <p>PWB: Sample Behavior Support Plan Strategies</p> <p>PWB: Behavior Support Plan Summary</p>

<p>30 minutes</p>	<p><u>V. Considerations in the Selection and Evaluation of Support Plan Components</u></p> <p>Review questions associated with areas affecting selection of behavior support plan components: procedural integrity, ecological relevance, social validity, and accountability and support. Ask teams to consider issues that would be relevant in response to each of the questions.</p>	<ul style="list-style-type: none"> • Behavior support plans must address the specific contexts and functions of behavior. • Interventions should be designed to fit given the resources available and nature of the settings. • Support providers should be involved in developing interventions and committed to using them. 	<p>OH 5.16 “Designing the Plan”</p> <p>OH 5.17 “Irrelevant!”</p> <p>OH 5.18 “Inefficient!”</p> <p>OH 5.19 “Ineffective!”</p> <p>OH 5.20 “Defining Alternative Behaviors”</p> <p>OH 5.21 “Effective interventions should:”</p> <p>OH 5.22 “Building the Plan”</p> <p>OH 5.23 “Issues in the Selection & Evaluation of Behavior Support Plan Components”</p> <p>PWB: Questions to Drive the Selection of Behavior Support Plan Elements</p>
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<p>45 minutes</p>	<p><u>VI. Monitoring Outcomes of Interventions</u></p> <p>Review the importance of monitoring the outcomes of interventions and potential methods for monitoring: 1) changes in observable behaviors, and 2) lifestyle changes (i.e., quality of life indicators). Provide examples in measurable terms (e.g., graphs of baseline/intervention).</p> <p><i>Activity: Have participants generate a plan for tracking the outcomes of their intervention: 1) changes in behavior and 2) lifestyle changes. Have them refer back to their goals and target behaviors.</i></p>	<p>Tracking progress toward the goals of intervention (through objective measures) provides feedback on the effectiveness of the intervention (i.e., is it working? does it need to be modified?)</p> <p>Monitoring outcomes should be viewed as an ongoing, dynamic process.</p>	<p>OH 5.24 “Antecedent and Setting-Event Modifications”</p> <p>OH 5.25 “Antecedent and Setting-Event Modifications (cont.)”</p> <p>OH 5.26 “Teaching Alternative Skills”</p> <p>OH 5.27 “Consequence Interventions”</p> <p>OH 5.28 “Lifestyle Interventions”</p> <p>OH 5.29 “Designing Support Plans, Antecedent & Setting Event Mod.”</p> <p>OH 5.30 “Designing Support Plans, Teaching Alternative Skills”</p> <p>OH 5.31 “Designing Support Plans, Consequence Interventions”</p> <p>OH 5.32 “Designing Support Plans, Lifestyle Interventions”</p> <p>OH 5.33 “Designing Support Plans, Overall”</p> <p>OH 5.34 “Changes in Behavior”</p> <p>OH 5.35 “Broader Lifestyle Changes”</p> <p>OH 5.36 “How to Collect Information”</p> <p>OH 5.37 “How to Collect Information (cont.)”</p> <p>PWB: Monitoring Plan for Intervention Outcomes</p>
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<p>45 minutes</p>	<p><u>VII. Crisis Management</u></p> <p>A. Role of Emergency Procedures Define emergency and crisis and explain the role of crisis management in behavior support.</p> <p>B. Escalation Cycle & Management Strategies Describe indicators of behavior escalation and provide examples of plans for managing crises.</p> <p><i>Activity: Have the teams of participants discuss and evaluate their current crisis management procedures (using handouts as a guide). If they are not adequate, the teams should revisit them before the next session.</i></p>	<ul style="list-style-type: none"> • Intervention in crisis situations is for the purposes of insuring safety and promoting de-escalation. • It may be possible to identify patterns of escalation and intervene early to avoid or diffuse aggression. • Crisis management plans are reactive in nature, rather than planned programmatic interventions. 	<p>OH 5.38 “Emergency Procedures”</p> <p>OH 5.39 “Crisis Escalation Cycle”</p> <p>PWB: Phases of Escalating Behavior and Matched Responses</p> <p>PWB: Features of Emergency Plans</p>
<p>60 minutes</p>	<p><u>VIII. Case Study Assignments</u></p> <p><i>Extension Activity: Direct participants to begin developing their behavior support plan and identify preliminary strategies to address each hypothesis. Have teams write their hypotheses on a transparency or flip chart paper to share the following day. By the next session, the teams should readdress their crisis plans and begin to implement one or more of the intervention strategies. To be reviewed at next session.</i></p>	<p><u>Goal:</u> Begin developing the behavior support plans, incorporating preliminary strategies for intervention based on the hypotheses.</p> <p>Review behavior support plan format and Action Plan #2 and complete:</p> <ul style="list-style-type: none"> • Sections through hypothesis statements • Preliminary strategies to address one or more of the hypotheses • Plan to implement at least one strategy (Turn in written hypothesis statements). 	<p>PWB: Behavior Support Plan Summary</p> <p>PWB: Action Plan #2 Support Plan Implementation</p> <p>PWB: Extension Activity: Developing and Evaluating Support Plans</p> <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> blank transparencies flip chart paper pens

15 minutes	<p><u>IX. 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 6.</p>	<p>This time: reviewed support plan design based on hypothesis statements.</p> <p>Next time: begin addressing individual elements of behavior support (next 4 sessions).</p>	Readings for Module 6 (select from Module 6 References)
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