

Module 9

Promoting Durable Lifestyle Changes: Generalization and Maintenance

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 8. Ask teams to provide reports on the replacement skills and consequence interventions (communication, other competencies) they identified in the previous module and how those skills will be incorporated into their behavior and support plans.</p>	<p>Promoting communicative alternatives and broader life skills to replace problem behavior allows a person to influence their environment in positive, productive ways.</p> <p><u>Updates:</u> Participants will be given an opportunity to provide feedback on Module 8. Team updates will include:</p> <ul style="list-style-type: none"> • A communicative function their focus person's behavior currently serves • A replacement skill that serves the same function as the problem behavior • A life skill targeted for instruction 	PWB: Extension Activity: Consequences: Reinforcers & Decelerative Procedures from Module 8
15 minutes	<p><u>II. Overview of Purpose and Objectives</u></p> <p>Review agenda and timelines for session.</p>	<p><u>Goal:</u> To develop plans for promoting the durability of the outcomes of intervention, evaluating results, and insuring ongoing support for the team.</p> <p>(Teams will be asked to share a summary of their assessment process and support plan at the end of the day).</p>	<p>Purpose and objectives</p> <p>Agenda</p>
15 minutes	<p><u>III. Rationale and Definitions</u></p> <p>Present a quote describing lifestyle change.</p>	<ul style="list-style-type: none"> • The focus of positive behavior support is to encourage broad, durable lifestyle changes (i.e., generalization and 	<p>OH 9.1: Module 9</p> <p>OH 9.2: A Tale About Lifestyle Change</p>

* OH - over head from Power Point presentation

PWB - activity from Participant Workbook

	<p>Discuss what the participants interpret as the key features of lifestyle change. Define the terms generalization and maintenance.</p> <p><i>Activity: Ask the participants to reflect on broad, durable changes they have made to their own behavior or lifestyle (e.g., quitting smoking) and to share the key elements that led to making the changes.</i></p>	<p>maintenance of behavior change).</p> <ul style="list-style-type: none"> • Generalization involves the transfer of behavior changes across settings, people, and circumstances. • Maintenance involves the continuation of behavior changes over time. 	OH 9.3: Definitions
90 minutes	<p><u>IV. Strategies for Promoting Generalization & Maintenance</u></p> <p>Provide an overview of methods used to promote generalization and maintenance, including training diversely/general case programming, incorporating functional mediators and contingencies, teaching in natural contexts, and self-management strategies. Use illustrative, individual-specific examples.</p> <p><i>Activity: Have the teams of participants complete generalization and maintenance sections of their behavior support plans using information presented during this section. Have them share one unique aspect of their plan with the large group.</i></p>	<ul style="list-style-type: none"> • Generalization may be enhanced by teaching general skills that work across circumstances; using multiple, diverse examples; and varying elements of the teaching environment. • Typical settings and routines provide natural cues and contingencies for behavior; these characteristics can be identified and exploited. • Teaching skills when and where they are needed is functional for the person and helps to establish stimulus control in the target context. • Self-management (i.e., shifting control of intervention from the support providers to the individual) promotes the person's independence and enhances the durability of behavior change. • Methods to promote generalization and maintenance are essential aspects of the behavior support plan. 	<p>OH 9.4: Strategies for Promoting Durable Lifestyle Change 1</p> <p>OH 9.5 Strategies for Promoting Durable Lifestyle Change 2</p> <p>OH 9.6 Promoting Broad, Durable Behavior Change</p> <p>OH 9.7 Strategies for Promoting Durable Lifestyle Change 3</p> <p>OH 9.8 Strategies for Promoting Durable Lifestyle Change 4</p>
45 minutes	<p><u>V. Evaluation of Behavior Support Plans</u></p> <p>Provide an overview of dimensions that define quality of life. Draw examples from personal experiences of the participants.</p>	<p>Outcomes of positive behavior support involve decreases in problem behavior, increases in adaptive skills, and enhancements in quality of life (e.g., participation, integration, independence,</p>	<p>OH 9.9: The Cycle of Behavior Support</p> <p>PWB: Possible Outcomes of Successful Interventions</p>

	Describe outcomes of effective behavior support plans.	social networks).	
45 minutes	<p><u>VI. Issues in Implementation and Ongoing Support</u></p> <p>Discuss the dynamic nature of behavior support (i.e., cycle of assessment, planning, intervention, and evaluation). Discuss the implications for monitoring and ongoing support and mechanisms for maintaining the activities of the team.</p> <p><i>Extension Activity: Have the teams of participants evaluate the outcomes that have occurred for their focus person to date based on quality of life dimensions and develop strategies to track progress of their focus individual, maintain their communication, and readdress the support plan over time.</i></p>	<p>Behavior support is an ongoing process; plans must be adapted over time in response to changing needs and circumstances.</p> <p>Mechanisms must be established for continual reevaluation of interventions and maintenance of teaming and social support networks</p> <p><u>Participants will:</u></p> <ul style="list-style-type: none"> • Identify changes that have occurred to date for their focus person/team • Complete Action Plan #3 (mechanisms to track progress, maintain team communication, and provide continued support). 	<p>OH 9.10: Issues in the Implementation of Ongoing Behavior Support</p> <p>OH 9.11: The Cycle of Behavior Support</p> <p>PWB: Action Plan #3: Ongoing Monitoring and Support</p>
90 minutes	<p><u>VII. Case Presentations</u></p> <p><i>Presentations: Provide an agenda and ground rules (e.g., timelines, questions) for the case presentations. Using the outline in the Participant Notebook, have the teams present an overview of the assessment and intervention process with their focus individuals and any outcomes thus far. Each presentation will be approximately 15 minutes.</i></p> <p><i>If appropriate and desired, invite other members of the community to attend the case presentations.</i></p>	<p><u>Goal:</u> Provide an overview of team development, assessment, and plan implementation for each focus person.</p> <ul style="list-style-type: none"> • Presentations will include: • Description of person, goals, and team membership • Functional assessment methods • Hypotheses: contexts & functions • Support plan components (based on hypotheses) • Evaluation and monitoring methods • Plan for continuation of support 	<p>PWB: Case Presentation</p> <p><u>Materials:</u> blank transparencies, pens, flip chart paper</p>