



**Positive Behavior Support
Planning in Context: Ensuring
high quality implementation
efforts by embedding person-
centered planning into PBS**

Margaret A. Moore
Colorado PBS Network



Goals of Presentation

- Review purpose of PBS
- Discuss what information is critical to behavior change
- Review types of PCP planning
- Determine how to receive critical information and use it in planning
- Discuss issues of PCP implementation with fidelity
- Apply what we've learned



What is PBS?

1. Creating a Vision
2. Building a team
3. Gathering information
4. Functional behavioral assessment
5. Multi-component planning
6. Evaluation
7. Systems change

Values of PBS

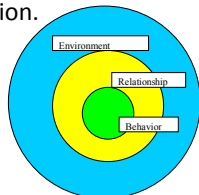
- A focus on increasing a person's quality of life
- A long-term process of vision-setting and person-centered planning
- A focus on understanding the behavior's message
- Consider the focus person's point of view
- Give consideration to underlying neurological and medical conditions
- Contributes to personal growth and empowerment for team members
- Carries over into varied environments
- Enhances the person's social status and self-esteem
- Presumes the person is competent

Expanding that vision

- This is not only behavioral technology
- This is a process that supports the integration of best practices in other fields such as positive psychology, universal design, restorative justice and many others.

Expanding our understanding of context

- Behaviors are often discussed in this context. However, there are many other facets to any given human situation.



Elements that support change

Intimacy Teams and learning Events Transactional analysis



How do we get this information?

- Observation?
- Interview?
- Do these strategies give us enough information? More often than not, we need to dig deeper.

Exercise

- Find a partner
- Watch them for 2 minutes, no other communication, please...
- What do you know about this person's coping strategies, based on what you see?

Exercise

- Keep the same partner
- Each please share a story about a time that you were hurt by a loved one, the feelings that evoked, and what you did about it.
- What did you learn about this person's behavior, coping strategies, and responses, based on what you discussed?

Reflection

- How would the story have changed if others close to you had relayed the story on your behalf?
- What would the other person involved in the situation say?
- How would you verify or change what was said?

Widening Concepts of Relationship

- Body/brain/mind relationships
- Person/person relationships
- Person/group relationships
- Person/group/system relationships
- Cause and effect-relationship between events

Behaviors are contextual

- There are a large number of influences on context that are powerful in terms of how our knowledge of these affect our vision of the person and our planning.
- Cultural – subculture, tribal, spiritual
- Forms of empowerment – relationships to power
- Learning, memory, and experience

Interoception-evaluating ME

- Includes conscious feelings and unconscious monitoring of internal body state.
- Uses a feedback system whereby sensors located in the internal organs communicate with the brain (“Level 3 systems check”).
- The brain interprets and processes the information in the context of the information it has gathered about the environment (especially other people) and organizes a response.
- Motor pathways communicate “response orders” back to the organs to change their state.
- The information is categorized and associated with similar sensory information and stored as “memory” which will allow it to speed up response time in the future-we’ll come back to this when thinking about “memory”.

Resilience

- A positive behavioral adaptation to significant adversity, stress or trauma.
- Resilience process = stressor > cognitive appraisal (can I cope?) > development of a strategy (options are to adopt an external focus to problem solve, an internal focus to manage emotions, social focus to get help from others or a combination of these).
- Many children who are raised in adverse conditions such as poverty, wartime, social inequality develop destructive behaviors, but some children are more resilient to these conditions.
- Children who are raised in a culture where punitive or infrequent physical contact is the norm show higher levels of stress and aggression than children who have comforting attentive care givers and live in a culture where positive physical contact is typical.

Resilience

- Traits of resilient people and communities include; see problems as opportunities for growth, have the ability to make realistic plans and take steps to carry them out, have a positive self-image and confidence in their abilities, good communication skills, mutually supportive relationships with others, good problem solving skills, the ability to manage strong emotions.
- Underlying protective processes that support resilience include nurturing supportive parents, positive relationships with the community and positive school experiences.
- Resilience is a dynamic quality rather than a permanent capacity.

Motivation, Momentum & Behavior

- Intrinsic motivation-driven by a deep sense of satisfaction with the activity itself
 - linked to interests, skills and competence
 - provides a sense of control & empowerment
- Extrinsic motivation-driven by a goal that can only be reached by engaging in the activity
 - level of motivation depends upon extent to which the person internalizes the value of the goal
 - control in the hands of an external authority that governs access to the incentive

Flow experiences Csikszentmihalyi, 1998)

- Flow is "the mental state of operation in which the person is fully immersed in what he or she is doing by feeling of energized focus, full involvement, and success in the process of the activity"
- Optimal experience for learning
 - The doing is the reward as there is constant feedback in the flow experience
 - Not easy, can be quickly disrupted
- It is the intentional restructuring of attention and mental focus and allows for routine daily activities to become opportunities for an optimal experience.

Components of Flow

- Clear goals
- Concentrating and focusing
- A loss of the feeling of self-consciousness
- Distorted sense of time
- Constant feedback from the experience
- Balance of ability level and challenge
- A sense of personal control (Csikszentmihalyi, 1990, 1998, 2002)

Neuroception-evaluating YOU

- Ability to read others facial cues and body movements to determine if a person is “safe”.
- Learned in infancy as a result of consistent attuned care.
- Leads to attachment to the care giver and thereby the ability to form social bonds with other people.
- The process of attachment involves the infant gazing at and tracking her care givers pupils (Schoore 2003, p.67). Through this engagement infants are able to co-regulate their internal state with that of their caregiver.
- Co-regulation is a physiological state whereby infant and caregiver co-regulate both their endocrine (hormone producing glands located in the brain and organs throughout the body) and autonomic nervous systems (Hofer, 1990, p.71).
- Our future regulatory capacities are established by our early social and emotional experiences.

Non-violent communication practices

- All behavior is in the service of our needs.
- The primary purpose of the interaction is connection between the two people for every communication.
- The person with the most awareness is responsible for the relationship.
- Attachment to outcome and strategy are flexible and separate.
- Imposing your will on another person is the act of breaking the connection.
- A “no” to one thing is a “yes” to something else. Our role is to find what the yes is.
- Everyone in the communication is entitled to having their needs met. (Rosenberg, 2003)

Nonverbal communication strategies

- Social brokering – Describing what the messenger is relaying nonverbally
- Teaching visual cues – Establishing a video glossary or an array of possible choices for a nonverbal message (dependent on context)
- RDI approach (promising practice)
- Explicit social norms – Defining the expectations in a given environment or situation (issues of generalizability)
- Intensive interaction

Group relationships

- Ritual
- Culture
- Belonging (Kunc)
- Restorative Justice
- Groups as living systems

The importance of ritual

- Families and tribes develop and maintain routine through ritual.
 - Passages of life are honored with ritual.
 - Security and comfort are established and reinforced through ritual. (Cameron, Tapanya, & Gillen, 2006; Poasa, Mallinckrodt, & Suzuki, 2000)
 - Ritual helps to create belonging, moving through a common experience.

Belonging and the hierarchy of needs

- Kunc, in his work has restructured Maslow's hierarchy of needs.
- His belief is that belonging is as basic as sustenance and shelter.
- With this need unmet, quality of life is drastically effected.

Restorative justice

- Justice is a basic human need (Taylor, 2006).
- A model of repairing harm (often criminal) based on not what rule/law is broken, but how to repair the harm. It works under the premise of collaboration and compromise. Restorative justice addresses the harm to the community as a whole rather than to an individual person.
- This practice has been used with people in prison, schools, other cultures, and with people with a large variety of diagnoses.

(Mara Sapon Shavin, 2001; Tom Cavanaugh, 2007)

What RJ restores

- Restoration of human dignity
- Restoration of property loss
- Restoration of injury to the person or health
- Restoration of damaged human relationships
- Restoration of communities
- Restoration of the environment
- Emotional restoration
- Restoration of freedom
- Restoration of compassion or caring
- Restoration of peace
- Restoration of empowerment or self-determination
- Restoration of a sense of duty as a citizen (Braithwaite, 2005)

Groups as living systems

- There is a body of research that applies what we know about organismal and biological systems to groups (Alfs, 2005)

This approach addresses groups as having these characteristics

- Three stages of group life
 - Inclusion
 - Chaos/conflict
 - Mutual transpersonal connection
- Three levels
 - Intrapersonal
 - Interpersonal
 - Field
- Three functions
 - Accomplish tasks
 - Nourish members
 - Attend to relationships (Meredith, 2002)

System Relationships

- Organizational leadership
- Perception of Inflexibility or Stasis of system
- Distinction of group, community, organization rests in the nature of relationships and the purpose
 - Safety and balance dependent on relationship
 - Relationship product of activity or is activity product of relationship?

Coaching the implementation of PCP

- MAPS (Forest, &Lufhaus, 1990)
- PATH (Pearpoint, O'Brien, & Forest, 1996)
- Personal Futures Planning (Mount & Zwernik, 1988)/Frames of support
- ELP (Smull, 1996)

Vision Development

- Teams generally begin with the creation of a common vision.
- This vision is the touchstone for the team as it moves through the changes to be made.

Goal Setting

- Connecting the vision to the processes and outcomes of the PBS process roots this process in the context of success for the individual.
- There are a number of ways we can use information from a PCP.
 - Fast/slow triggers (setting events and antecedents)
 - Postcedents
 - Multicomponent interventions
 - Evaluation of the plan

Implementing MAPS

- The facilitator guides the group in answering eight essential questions. 1) What is a MAP? 2) What is the person's history or story? 3) What are the person's dreams? 4) What are the person's nightmares? 5) Who is the person? 6) What are the person's strengths, gifts, and talents? 7) What does the person need? 8) What is the plan of action? A series of hand drawn illustrations and words are used to represent the person's dreams, hopes, attributes, and fears in response to each of the eight questions. There is a plan for action in which group members share in the responsibility in making the person's dreams a reality.

Implementing PATH

- PATH uses eight steps in the planning process that proceeds backwards from the person's dream. The eight steps include: 1) acknowledging the dream, 2) defining the goal, 3) recruiting members, 4) documenting activities that need to be accomplished during the next month, 5) committing to the first step of accomplishing the goal, 6) building on strengths, 7) identifying members needed to accomplish the activities, and 8) focusing on feelings at the present time. PATH uses a system of graphics, illustrations, and words to illustrate the plan. The team shares responsibilities for ensuring the goals are met within specified time lines.

Converting this information to FBA and BSP

- We use a variety of strategies to move PCP information to BSP implementation.
- Solution focused thinking
- Risk assessment
- Goal setting
- Wraparound tools
- FBA

Exercise

- Think of a time when you were in crisis.
- What solutions could you see?
- What risks could you see?
- What were your goals?
- How did you feel?

Solution focused thinking

- Addresses strengths and resources of a focus person
- Creates an action plan that addresses the use and application of these processes

Risk Assessment

Quality of
Life=change=uncertainty=risk

Risk Management & Quality of Life

- Risk = learning
- Risk taking is a part of the process of development-think about early childhood development and adolescence-scary but what a learning curve!
- Risk management is a way to create value, make decisions and address uncertainty in peoples lives, and also in organizations & systems (1)

Common Definitions of Risk:

- A situation involving exposure to danger (1)
- The chance, high or low, that somebody could be harmed by a hazard, together with an indication of how serious the harm could be (2)
- It is not a risk if the unpleasant outcome is a certainty-eg. Jumping off a 200ft cliff without a parachute does not carry the risk of injury but the certainty of it.

Risk Management

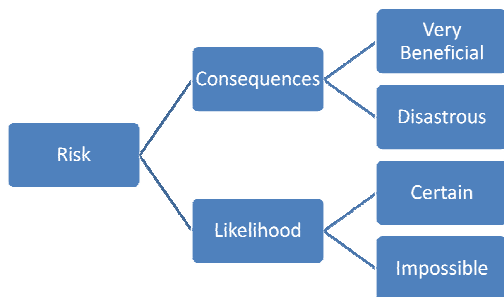
- Is “the identification, assessment, and prioritization of risks followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events” (1)

Risk Strategies

- Avoid or eliminate risk
- Reduce or mitigate the likelihood or severity of a negative outcome
- Transfer risk to someone who is capable of managing it
- Accept the possibility of a negative outcome and plan how to address it if it occurs

Risk Assessment and Decision Making

- Risk has two variables
 - Outcomes*-good or bad
 - have a value or degree
 - importance or desirability
 - Likelihood*-high or low probability
- Risk also has a time dimension-it exists for a specific moment and set of circumstances
- Decisions are therefore moment by moment assessments and highly contextual



Components of Risk Assessment and Planning

- Purpose or goal-the potential benefits/positive consequences/values that justify the risks
- Strengths of the person
- The activity to be undertaken
- Potential hazards to the person, support people, community, property
- The likelihood the hazard will be encountered
- The consequences associated with the hazard
- Measures taken to avoid, reduce, or mitigate each hazard
- Review date-to reflect on actual outcomes and amend the assessment/plan

Planned Risk-taking Assessment

- Name of person
- Persons strengths and goals
- Detailed summary of the planned activity involving risk
- Benefits to the person/others/community (why is it worth the risk?)
- Potential consequences/hazards
- How likely is the consequence/hazard to occur?
- For each consequence/hazard list:
 - measures to be taken to prevent/reduce likelihood
 - if it occurs, measures to be taken at the time
 - measures to be taken later
- What will be done to protect the person, others and the community?
- Signatures of people involved in the plan
- A review date for the plan

Planning is key to supporting people in accessing strategies when they are needed.

- If we have planned, risk assessed, and determined alternate strategies in planning, you are rooted in what are the possible outcomes and whether they are more or less likely to occur.
- This can help map the use of including replacement behaviors and resources as a part of behavior planning.

So, the day-to-day questions are:

- What is your ability to sustain and support behavioral momentum for a person?
- How do the elements of the plan contributing to or detracting from the relationship?
- What supports the individual to sustain and support him/herself as a positive contributor in the process
- How are the levels of human interaction incorporated in the plan? (limited scope/limited sequence)

Guiding people is what is happening

- Foods, meds, physical is incidental.
- This and behavior are most of what we measure... true or false.
- Measure community access – went to library... is this engagement
- Developing a satisfied team –
 - Intrinsic rewards in human service systems
 - Making dinner is not necessarily intrinsically rewarding ...
 - Transforming routines into personally meaningful experiences by setting goals/rules
 - How are you defining success... did they eat/ did they relate and commune the whole time...
