

# The AAMR Positive Behavior Support Training Curriculum for Supervisors and Direct Support Professionals

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# Positive Behavior Support Training Curriculum

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# How is Positive Behavior Support Different from Behavior Modification?

- Let's contrast the two approaches.
- And recall that PBS includes the evidence-based approach of behavior modification, but also includes a more clearly described and current values base, improved focus on prevention and antecedent intervention and focus on lifestyle change.

# Behavior Management

- Typically refers to use of consequences (often negative ones) to problem behavior.
- Expectation that solution for a particular form of problem behavior will be standard across people.
- May work with some cases, but it's not likely to teach new skills or be proactive.

# Problems with Behavior Management

- Often fails to accomplish goal
- Often has a punitive focus
- Typically does not address environmental, reinforcement, motivational and curricular issues.
- Typically does not focus on why the problem occurs.

# But First An Exercise

- Think about 3 habits of *other people* that you find annoying.
- Let's list some of them.
- Now think what it would be like to have to live in a home with a few other people who have those habits.
- How would this affect your behavior?

# What is Positive Behavior Support?

- It is not what some *older professionals* learned 20+ years ago . . . I know, I am one . . .
- It is not something you *do to people*
- It is not a piece of paper
- It *is* an effective way to help people, in our case those with a developmental disability, use more appropriate means to reach a desired outcome.

# Positive Behavior Support

- Focus is more on the person than the behavior
- Includes functional assessment of behavior
- Changing environmental & curricular variables
- Emphasis on antecedent changes/prevention
- Includes teaching new skills & adaptive behavior

# Dignity, Respect & Values

- Positive Behavior Support can only be implemented in an environment that respects the person.
- Meaningful choices should be part of the person's life.
- It's essential to remember that we are paid to provide *support to the persons we serve*.

# Values Assumed with Positive Behavior Support

(Quoted from O'Neil et al., 1997)

- Behavior Support must be conducted with the dignity of the person as a primary concern.

*People do not engage in problem behaviors because they have mental retardation or other developmental disabilities. They engage in patterns of behavior that have worked for them.*

# Values continued:

from O'Neil et. al., 1997

- There is a logic to their behavior and functional assessment is an attempt to understand that logic.

# Values continued:

from O'Neil et. al., 1997

- The objective of functional assessment is not just to define and eliminate undesirable behaviors, but to understand the structure and function of those behaviors in order to teach and promote effective alternatives.

# Values continued:

from O'Neil et. al., 1997

- Goal is to create environments and patterns of support around people that make their problem behaviors *irrelevant, ineffective or inefficient.*

# Why the Values and Components are Important

- They provide the rationale for the intervention's focus
- Unless the process and the plan include the “primary outcomes” it is *not* positive behavior support
- If it isn't positive behavior support *then it does not represent current best practices . . .*

# What Is the Positive Behavior Support Training Curriculum?

- Trainer-Ready Training Curriculum
- Designed to teach direct support professionals and their immediate supervisors skills needed to implement positive behavior support.
- *Not a textbook*
- Includes primary content, examples, discussion points, exercises & role plays, skills checks.

- Competency-based skills training for hands-on application by those working directly with consumers with developmental disabilities and their immediate supervisors.
- Extremely practical focus based upon expertise in positive behavior support, adult learning, staff training, all with empirically-based foundation.

# The Goal

- For Many More People with Developmental Disabilities to Benefit from Positive Behavioral Supports

# The Challenge(s)

- How to have many more staff in human service settings be well versed in the values and practices of positive behavior support?
- How to train the supervisors of direct support professionals?
- How to train the direct support professionals?

# Some Considerations

- We need to ensure that trainees master the knowledge and skills addressed in the pbs training.
- We need to address the degree to which training effects observed in the training context carry over to the trainees typical work setting.

- Training programs that trainees don't like or are otherwise unacceptable are not likely to be used and/or are likely to quickly fade from use once training is completed.
- What should a training curriculum contain?

# Curriculum Content

- 26 modules in the supervisors curriculum and 16 in the direct support staff edition, that each targets a specific area of knowledge and performance skills
- Basic principals of applied behavior analysis and pbs
- Information drawn directly from the evidence base in effective practices in human services

# Curriculum Modules

1. Dignity and Positive Behavior Support
2. Defining Behavior
3. Positive Reinforcement and Punishment\*
4. Negative Reinforcement
5. Identification of Antecedents, Behavior, & Consequences
6. Functional Skills
7. Role of the Environment
8. Role of Choice

(green = included in direct support edition)

9. Interactions
10. Prompting
11. Error Correction
12. Chaining and Shaping
13. Program Implementation
14. Problem Solving
15. Functional Assessment
16. Staff Observation
17. Performance Checklists
18. Feedback
19. Modeling

20. Data
21. Recording Data
22. Data Analysis I
23. Data Analysis II
24. Problem Solving II
25. Evaluating a Written Behavior Support Plan
26. Performance Analysis

# How Best to Use

- Participants need to have appropriate experience (DSP need to have experience working with consumers with intellectual disabilities. **NOT to be part of new employee orientation.**)
- Use 2 trainers (role plays)
- Keep group size to not more than 26
- Trainers need to have experience in both implementing the skills and training.

- Train supervisors curriculum 1 day per week for 5 consecutive weeks. Each day = 6 - 7 hours
- Train DSP curriculum in time frames that work best for your agency, but 1 session per week has been the maximum used successfully. (~14 hrs.)

# Format

- Trainers:
  - provide information
  - demonstrate and role play the skill
  - participants role play the skill
  - trainers provide feedback to participants on their performance
- Participants are evaluated via role plays, paper & pencil tests and on-the-job skills checks.

# Usage Guidance in PBST Curriculum

- Section on “How to Use the Curriculum”
  - Guide to use
  - Description of format
  - Use of transparencies
  - Use of Activity Sheets
  - Process for Skills Checks (in class and on-the-job)

# Each Module

- Objectives
- Methods to Use
- Timeline per Section
- Total Training Time
- Materials Needed
- Discussion Questions

- Trainee Resource Guide

- Booklet that has all notes for participants

- Contains the key content information on each module

# On-Site Skills Checks

- Advance preparation for on-the-job skills checks is often needed to insure that they are sufficiently organized. Depending on program, task analysis for teaching skill check may have to be modified.
- **Participant** needs to be well organized and prepared or it will not work out well.

- **Trainer** needs to be logistically well organized.
  - Times, directions, forms
- Typically takes between 20 and 45 minutes per participant.
- We have completed over 700 skills checks with very few problems in South Carolina.

# Feedback From Trainees

## Satisfaction & Usefulness

- 95% of trainees rated the training as *extremely useful* (7 on Likert scale) or *very useful* (6 on Likert Scale). Overall was 6.5.
- No trainee rated the curriculum training as nonuseful.
- 99+ % reported that they would recommend it to their colleagues (and they did).

# Feedback From Trainees

## - Focus Groups

- Small number of focus groups conducted to assess a variety of issues that could affect implementation.
- Group size was 6 - 8
- Conducted approximately 90 - 120 days after the supervisors (participants) finished the PBST course

# Focus Group Results

- Confirmed the very positive view of the training
- Large majority indicated that PBST resulted in beneficial changes in their use of PBS skills on the job
- Three key areas of improvement:
  - More positive interactions
  - Providing more choices
  - Improved supervisory interactions with their staff

# Feedback From Trainees

## - Specific Topic Areas

- Feedback gathered from participants on the last (5th) day of supervisors training
- One aspect of this feedback is what part(s) of curriculum they think will be most helpful to them *back on the job*
- Data on next slide represent feedback from approximately the first 500 supervisors to participate in the PBST Curriculum training

# Results in South Carolina

- For Supervisors of Direct Support Staff
- 788 Trained so far
- Outcomes:
  - Successful Completion = 89% (701)
  - Satisfaction Overall = 99%

# What Participants Say . . .

- “It provided a background for the young mental retardation professional and the new behavior supports person”.
- “This training provided the opportunity to sharpen skills, learn new and more effective techniques”.
- “The information was clear, easy to understand and applicable.”
- “This is some of the most exciting information I’ve heard in a long time.”

# Something To Consider

- Curriculum is ready to implement “off the shelf”, but . . .
- Like any high quality training it takes *serious preparation* by the trainer, and
- Involves a serious commitment by the agency management to the values and practices of pbs

# Training on How Best to Implement

Workshop at AAMR Convention in Philadelphia (6/4/04)

- Overview of the Curriculum
- Experience-based advice on how best to implement the curriculum
  - From perspectives of what trainers need to know and what those organizing/ managing the effort need to know. (3 hour version)

# Publications on PBST in South Carolina

- Information on Statewide Implementation
  - Article in *Journal of Positive Behavior Interventions* (Reid, Rotholz, Parsons, Morris, Braswell, Green, & Schell, 2003).
- Information on how this fits with overall effort to improve system of positive behavioral supports.
  - Article in *Mental Retardation* (Rotholz & Ford, 2003)

# Additional Information

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