Developing an Integrated System to Support People with Complex Needs

*Don Kincaid, FCIC, USF*

*Carol Newlon, CED, WVU*

*Sarah Kunkel, ATC, Marshall University*

*Peggy Hovatter, ATC, Marshall University*
What is Positive Behavior Support?

Positive Behavior Support is a set of processes that combine information from social, behavioral, and biomedical science and applies this information at the individual and/or systems level to reduce behavioral challenges and improve quality of life. Both systems-wide and individualized interventions used in PBS are empirically documented and can be used by a wide range of support providers. (APBS website)
Proactive PBS: Home, School & Community Interventions

Community-wide Behavior Support Systems

Intensive, Individual Interventions
* Children with intense needs
* Assessment-based
* High Intensity

Targeted Group Interventions
* Some children (at risk)
* High efficiency

System-wide Interventions
* All children
* Preventive, proactive
* Broad community focus

Adapted from Sugai, 2002
Positive Behavior Support

Schmitz, 2011
Implementation of PBS in Systems

- School-wide Positive Behavior Support/Multi-tier Systems of Support
- Early Childhood PBS-Programwide PBS
- Children and Family Services
  - Foster Care
  - Family Preservation
- Mental Health: Center-wide Positive Behavior Support
  - School-based Mental Health
  - Family Support
Implementation of PBS in Systems

Organization-wide Planning
• Supporting adults living in the community
• Supported Employment

Nursing Homes/Elder Care

Facility-wide Positive Behavior Support
• Juvenile correctional facilities
• Special education settings
• Psychiatric Residential Treatment Facilities/Hospitals
Similar Themes Across Multi-tiered Implementation

• Universal interventions are used to prevent problems
• Focus on teaching and actively using positive social skills
• Focus on the ratio of positive and negative interactions
• Empower individuals to problem solve together
• Increase consistent responses to problem behavior
• Use data for decision making
Similar Themes Across Secondary Prevention

• Intervene early and be aware of triggers
• Provide additional teaching and reinforcement
• Increase opportunities for choice making and empowerment
• Focus on interventions that help multiple individuals
• Understand why an individual is engaging in minor problem behavior
Themes Across Tertiary Prevention

• Create interdisciplinary teams to ensure home, school, work, and community support
• Build ongoing opportunities for adults to learn and practice new PBS planning skills
• Understand why an individual is engaging in minor problem behavior
• Focus on quality of life outcomes
• Include strategies for sustainability
Multi-tier Implementation Themes

• Evaluation & data-based decision making
  – Fidelity ("did we do what we said we would do")
  – Impact/Outcomes (did the interventions work)
• Avoid the "one-shot workshop" approach to problem solving
• Ongoing learning via coaching, and mentoring
• Communication systems
Positive Outcomes Across the Lifespan

- Supporting Adult Behavior
- Supporting Children
- Supporting Decision Making

Diagram:
- Outcomes
- Systems
- Data
- Practices
Interagency Statewide Planning Model

- Funding
- Visibility
- Political Support
- Policy

LEADERSHIP TEAM (Coordination)

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations
Building a Foundation for Success

- Person-centered values
- Person centered planning
- Empowerment/Support: self-determination, choice, presence and participation
- Collaborative teaming
- Problem-solving
- Multi-tiered support
Develop Common Vision

• Improve quality of life across the lifespan
• Foster interagency collaboration
• Support delivery of evidence-based services
• Share training resources
• Increase professionals’ skills in implementing positive behavior support and person-centered planning
• Leverage limited state funds
Statewide Adapted PATH Format

<table>
<thead>
<tr>
<th>Next Steps</th>
<th>6 Months</th>
<th>12 Months</th>
<th>2 Years</th>
<th>3 Years</th>
<th>Vision</th>
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Taking a Prevention Approach

• Modifying the environment
• Understanding why behavior is occurring – functional behavior assessment
• Understanding the impact of the culture, family, community, school, etc.
Issues for Consideration

• Prevention – Tier 1 and 2?
• Building behavioral, mental health, planning, leadership capacities, etc.
• Adapting evidence-based approaches to the culture – data-based problem-solving
Developing Positive Interventions

- Clarify the behavioral issues
- Identify effective strategies
- Teach appropriate behaviors
- Reinforce appropriate behaviors
- Provide effective consequences – should not be aversive, painful, etc.
- Supports should be multi-component – prevention, teaching, reinforcement
Issues for Consideration

• Matching level of support to individual’s need
• Intensive supports should be adapted to be most effective and efficient
• How do you “screen” for the level of need?
  – Triage
  – Assessments
Expanding Our View of Outcomes

- Reduce problem behavior
- Increase appropriate social behaviors
- Focus on quality of life
- Apply in multiple environments
- Measure fidelity of implementation
- Produce supports that are sustainable
Issues for Consideration

• Always consider appropriate behaviors to teach
• When considering QOL outcomes make certain they reflect areas important to the person
• Fidelity of implementation is critical
• Interagency teams are essential if you want consistency across environments
• Moving person-centered teams into natural supports
Questions?

• Phone: (813) 974-7684
• Fax: (813) 974-6115
• Email: kincaid@usf.edu
• National Website: www.apbs.org