BUILDING POSITIVE HEALTHY COMMUNITIES THROUGH POSITIVE BEHAVIOR SUPPORT

KU School of Social Welfare

Kansas Institute for Positive Behavior Support

University of Kansas

2001

2005

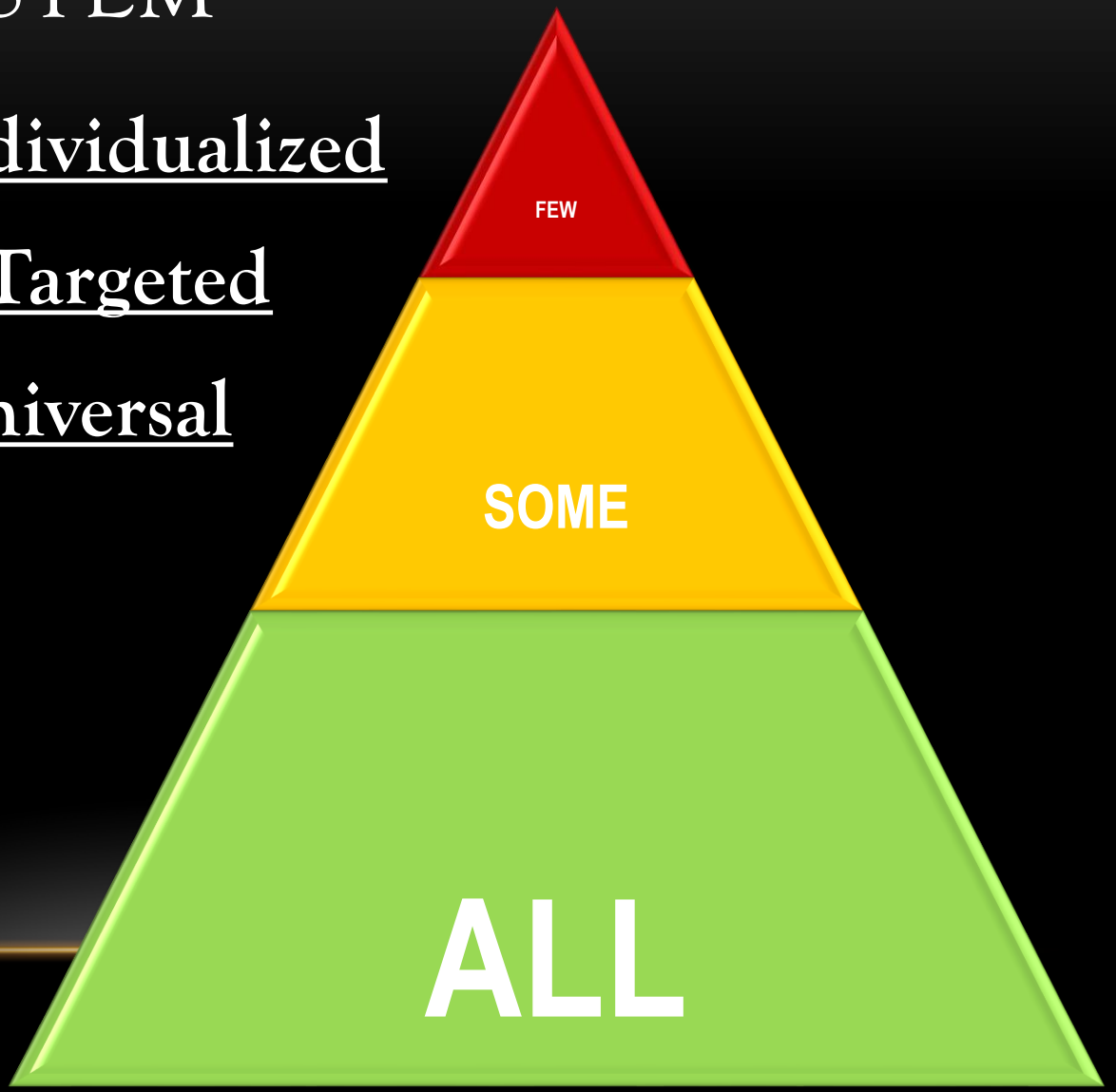
2012

2014

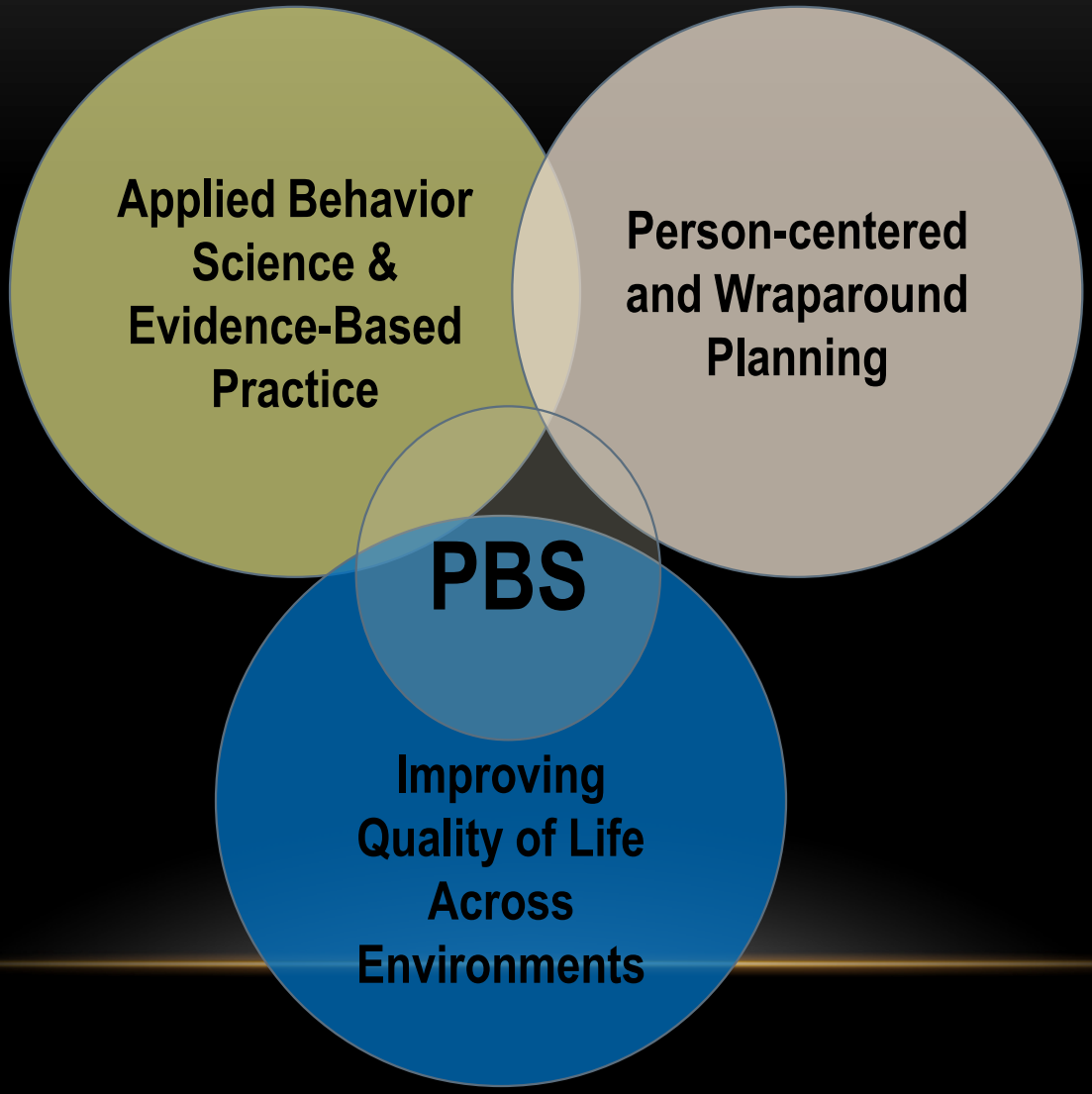
Matt Enyart, MSED

LAYERED POSITIVE BEHAVIOR SUPPORT SYSTEM

- Tertiary or Individualized
- Secondary or Targeted
- Primary or Universal



COMPONENTS OF POSITIVE BEHAVIOR SUPPORT



WHAT'S IN A NAME?

PBS = Positive Behavior Support

KIPBS = Kansas Institute for Positive Behavior Support

APBS = Association of Positive Behavior Support

SWPBS = School-wide Positive Behavior Support

PBIS = Positive Behavior Interventions and Support

EBS = Effective Behavior Supports

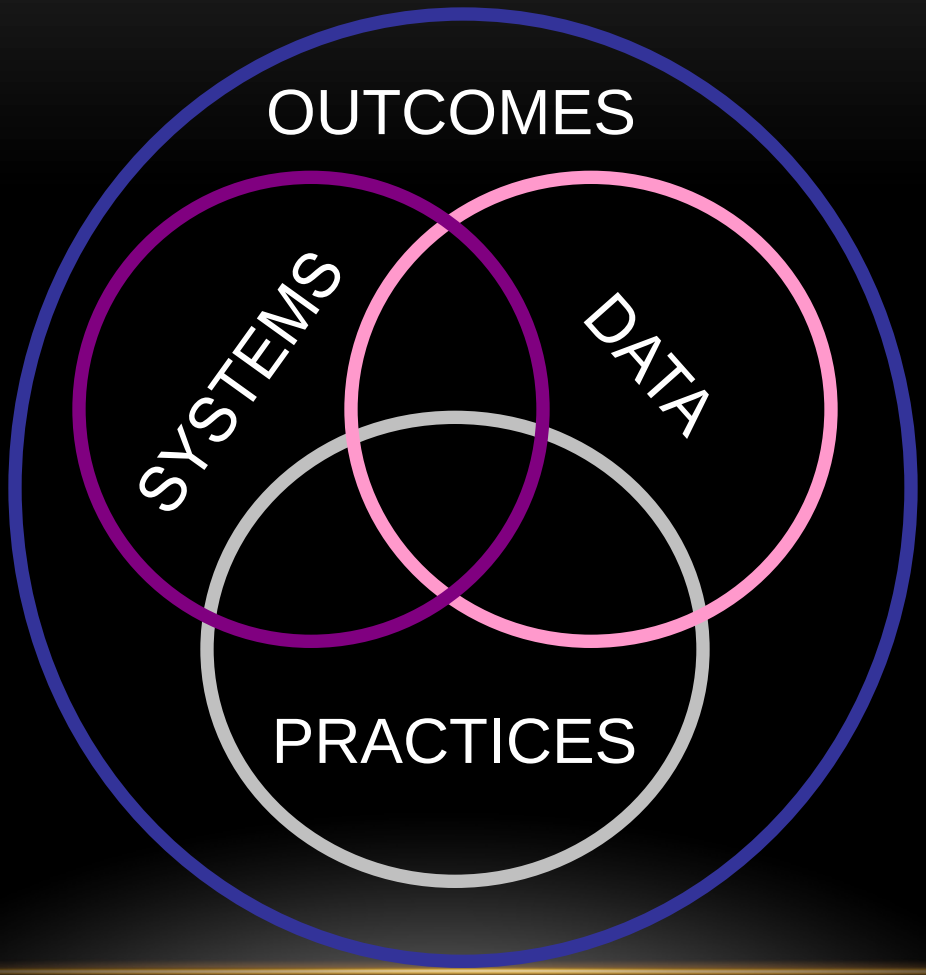
PBES = Positive Behavior and Employment Support

MTSS = Multi-Tier System of Supports

Pyramid Model = Early Childhood Positive Behavior Support

POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION

Supporting Staff Behavior



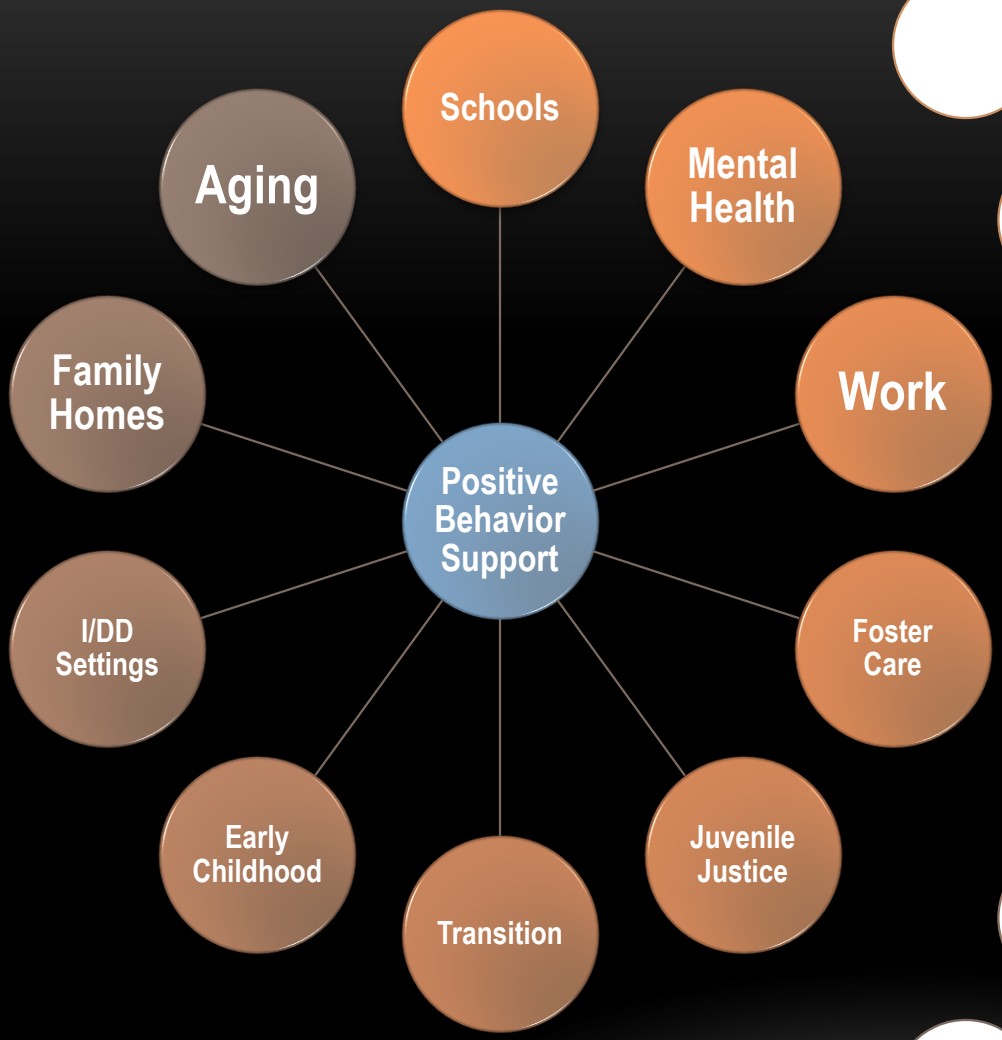
Supporting Decision Making

Supporting Individual Behavior

"While a safe school has a positive, warm, and welcoming school climate, there is more to a safe school than a good school climate. A safe school is also prepared for emergencies, provides opportunities for students in before- and after-school activities, and has effective school – community partnerships."

"…involves the whole community in anticipating and preventing school problems. A safe school requires balancing physical security with a nurturing school climate, as well as developing effective school – community partnerships.

Kansas Safe School Resource Center



- PRTF Accreditation Guidelines
- PBS KS Website, Resources, and Standards
- KIPBS and KMHPBS Statewide Training System
- Juvenile Corrections Accreditation
- Early Childhood Pyramid Model
- KS State Leadership PBS Investment and Community Outreach
- SW-PBS and Technical Assistance Support Networks

KANSAS STAKEHOLDERS & SUPPORT SYSTEMS

Developmental Disability

Technical Assistance

Frail and Elderly

Traumatic Brain Injury

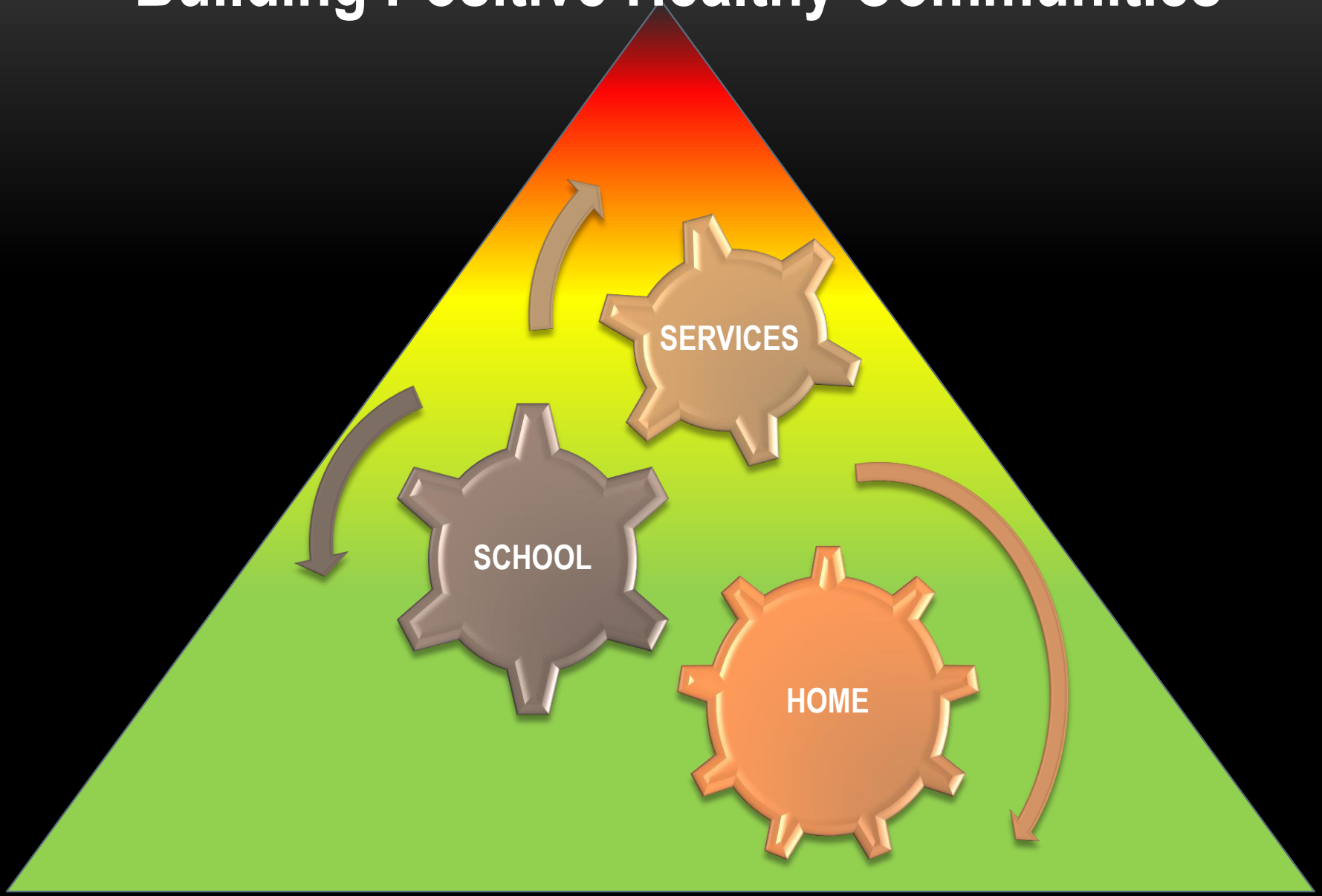
Physical Disability

Seriously Emotionally Disturbed

Autism

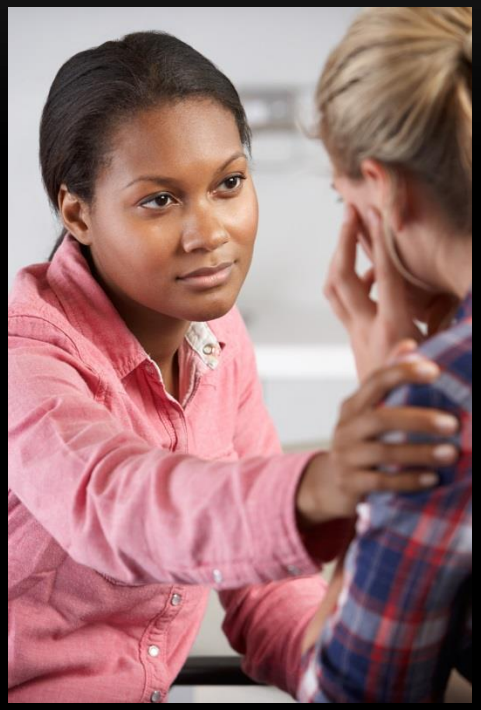
Building Positive Healthy Communities

Building Positive Healthy Communities



POSITIVE BEHAVIOR SUPPORT IMPACT

BUILDING ON EXISTING SYSTEMS AND PRACTICE TO…

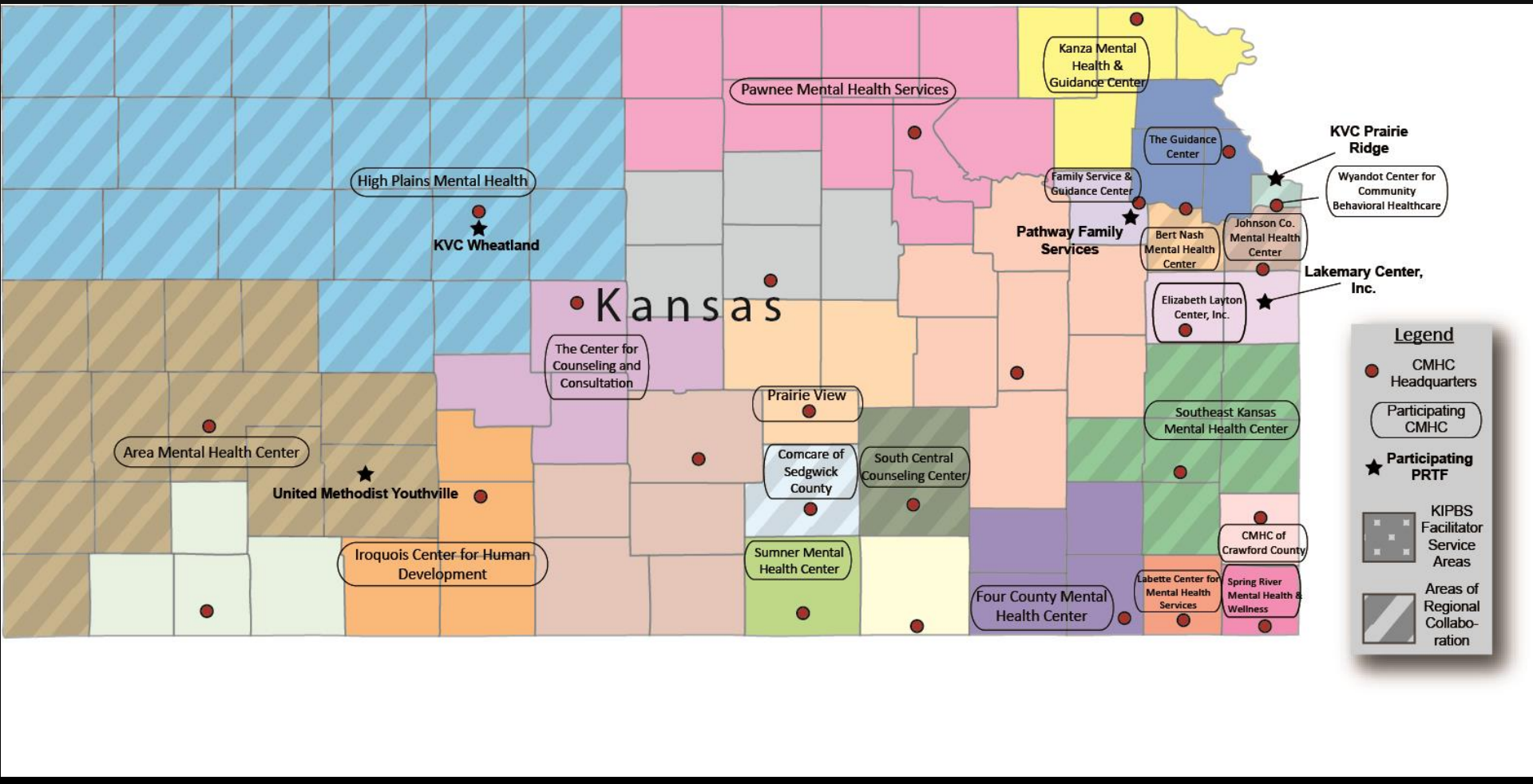


…SUPPORT KIDS

…in Their Communities

Building Positive Healthy Communities

PBS ACTIVITIES IN KS



Awareness Level

Webinars

Workshops

Intermediate Skill Building

Team-based Action Planning

Targeted trainings for Key Staff

Regional Interagency Meetings

PBS Case Demonstrations

Regional SOC Meetings

Intensive PBS Training

WHAT IS PBS?

WHO BENEFITS FROM PBS?

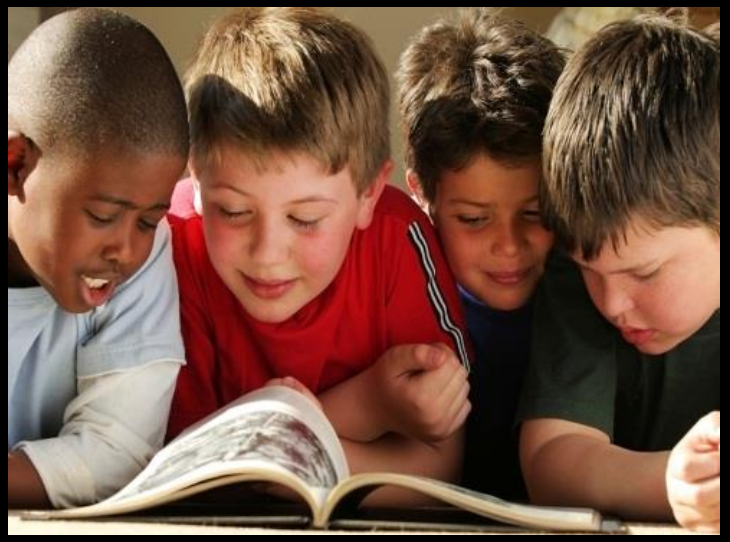
KANSAS PBS FACILITATION 2003-2013

33% PDD Spectrum

33% I/DD

17% No Diagnosis

9 years old



17% MH or Other Diagnosis

Impact of PBS: Families

"Before PBS, I felt like a prisoner in my own home. After PBS, I was able to get a full-time job...and my family took a vacation together for the first time."

---Mother of a 7 Year Old Typically Developing Child with Serious Behavior Problems in Northeast Kansas

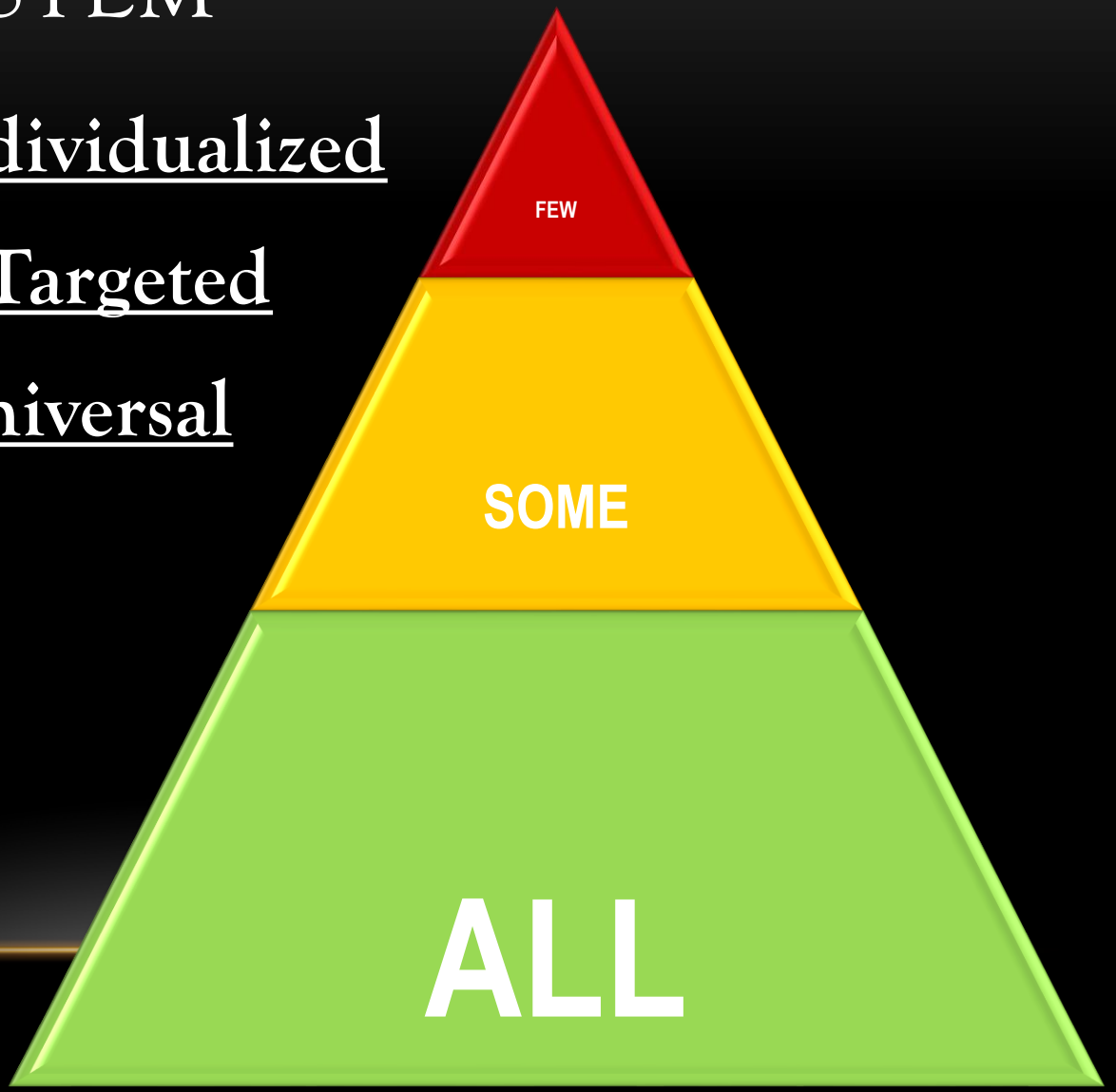
"It (PBS) changed our whole lives as a family forever."

--Mother of a Child with Autism in Rural Kansas

“But we, we neglect the families once the child goes into the PRTF. No wonder we have this revolving door. We don’t fix anything. We send them there for a few days, and like, okay, you’re doing better, go home to the same thing. There’s something wrong with that.” -Parent Support Worker at CMHC

LAYERED POSITIVE BEHAVIOR SUPPORT SYSTEM

- Tertiary or Individualized
- Secondary or Targeted
- Primary or Universal

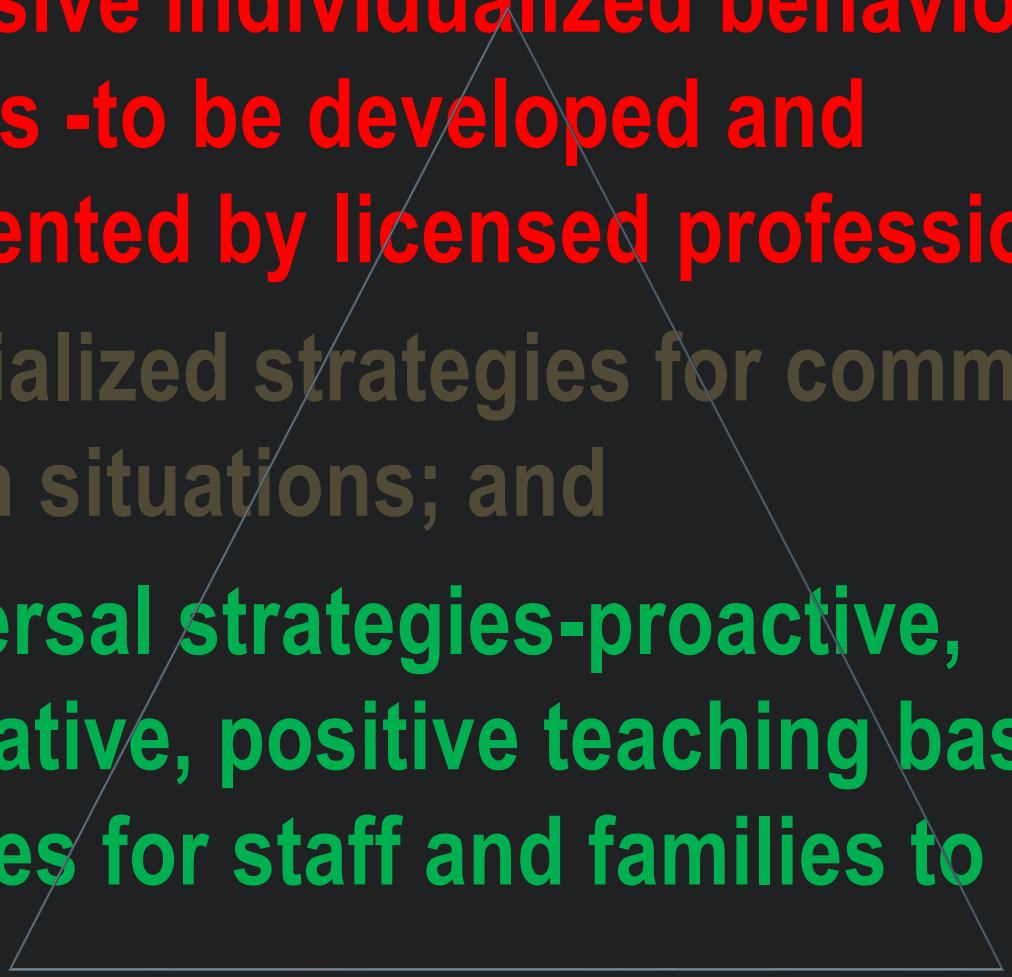


Tiered Supports Practices include:

3) Intensive individualized behavior supports -to be developed and implemented by licensed professionals.

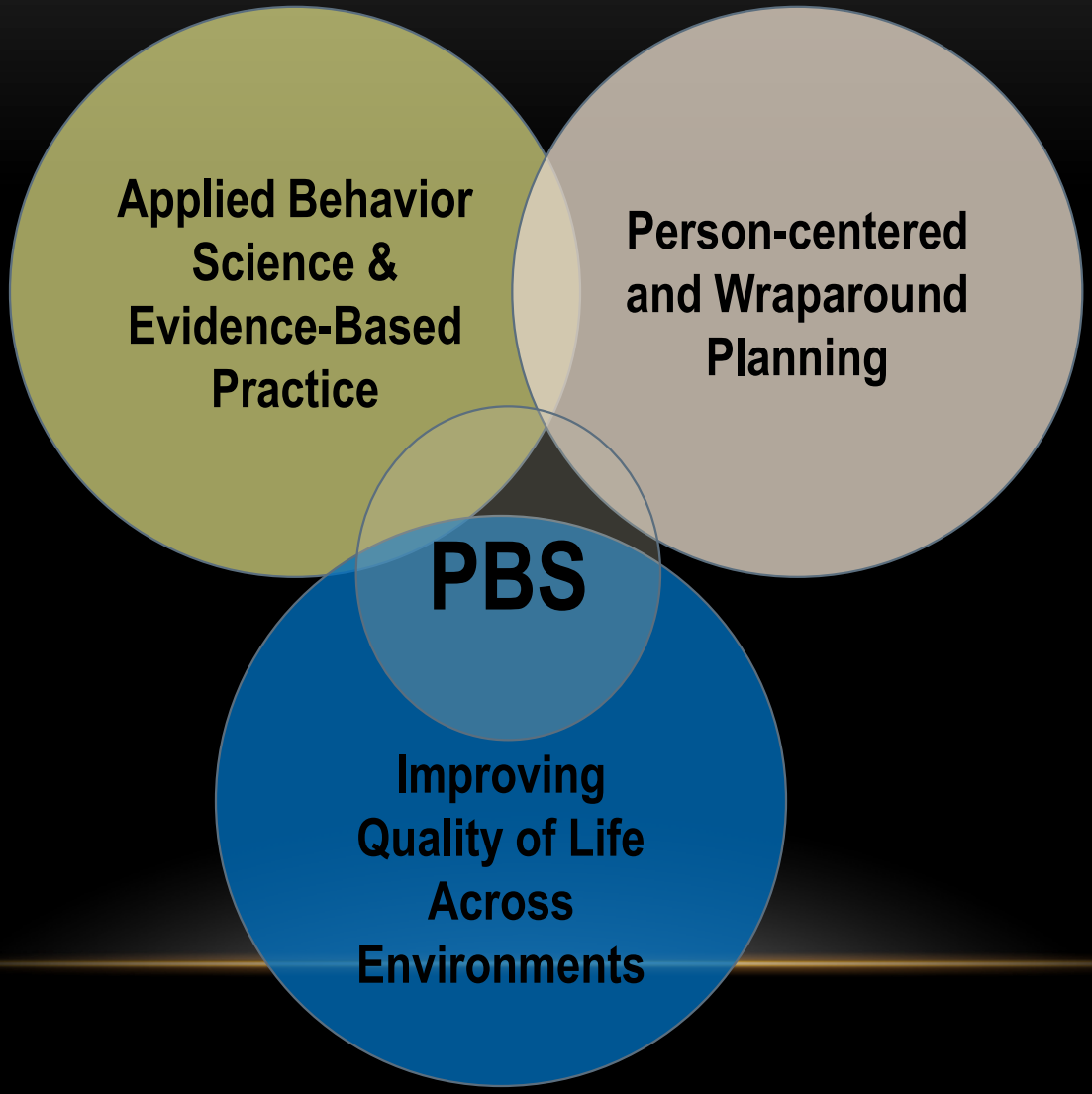
2) Specialized strategies for common problem situations; and

1) Universal strategies-proactive, preventative, positive teaching based strategies for staff and families to use.



FREEMAN, ENYART, SCHMITZ 2012

COMPONENTS OF POSITIVE BEHAVIOR SUPPORT

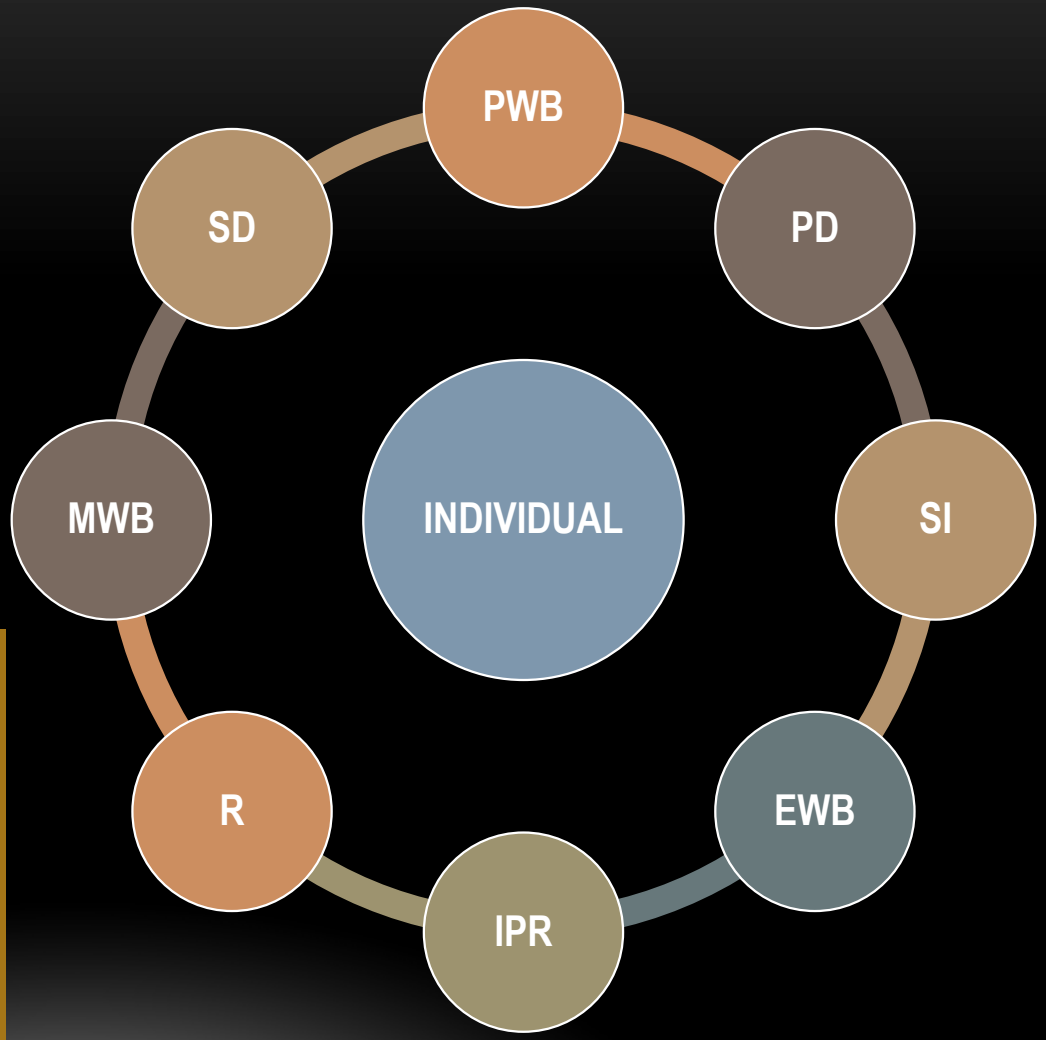


POSITIVE BEHAVIOR SUPPORT

- Three-tiered proactive and preventative approach to discipline
- Enhances Quality of Life
- Decreases Problem behavior
- Builds Positive Relationships
- Encourages Positive Behavior

Robert Schalock (1996) described QOL as a multidimensional construct that is defined when a person's needs are met and when he or she has the same opportunities as other individuals without disabilities to pursue and achieve major life goals in home school, work, and community settings.

GRIGGS, ENYART. QUALITY OVERSIGHT. UNIVERSITY OF KANSAS, 2012.



Quality of Life Domains

PWB: Personal Well-Being
PD: Personal Development
SI: Social Inclusion
EWB: Emotional Well-Being
IPR: Inter-Personal Relationships
R: Rights
MWB: Material Well-Being
SD: Self-Determination

- **“If a child doesn’t know how to read, we teach.”**
- **“If a child doesn’t know how to swim, we teach.”**
- **“If a child doesn’t know how to multiply, we teach.”**
- **“If a child doesn’t know how to drive, we teach.”**
- **“If a child doesn’t know how to behave, we . . . teach? . . . punish?”**

John Herner, Counterpoint (1998, p.2)

PBS REQUIRES OUR TEAMS AND THOSE SUPPORTING INDIVIDUALS TO CHANGE THEIR BEHAVIOR

POSITIVE BEHAVIOR SUPPORT

INTEGRATION OF:

- Valued outcomes
- Validated procedures
- Behavioral and biomedical science
- Systems change

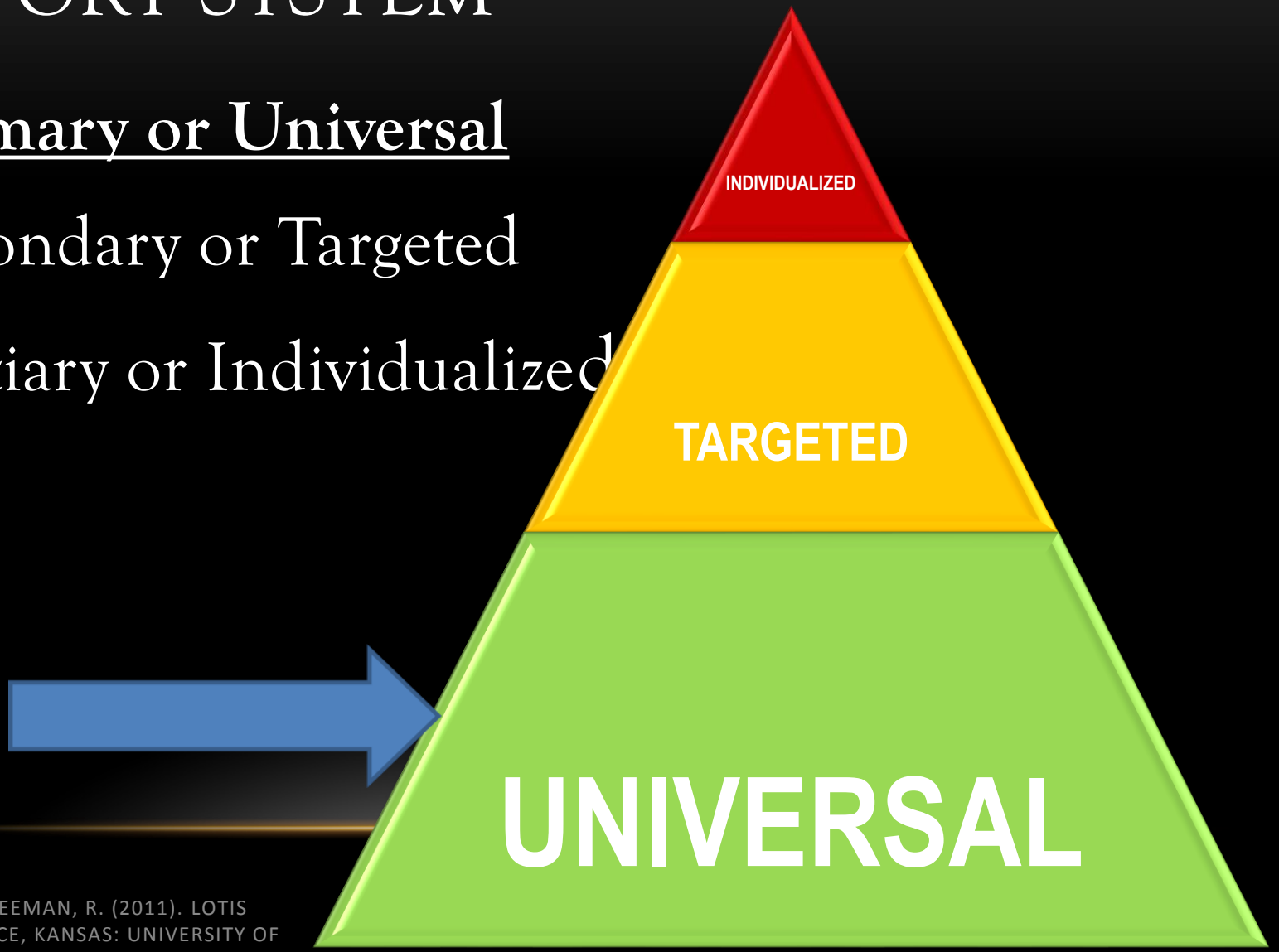
WITH THE GOAL OF:

- Enhancing quality of life
- Preventing problem behavior

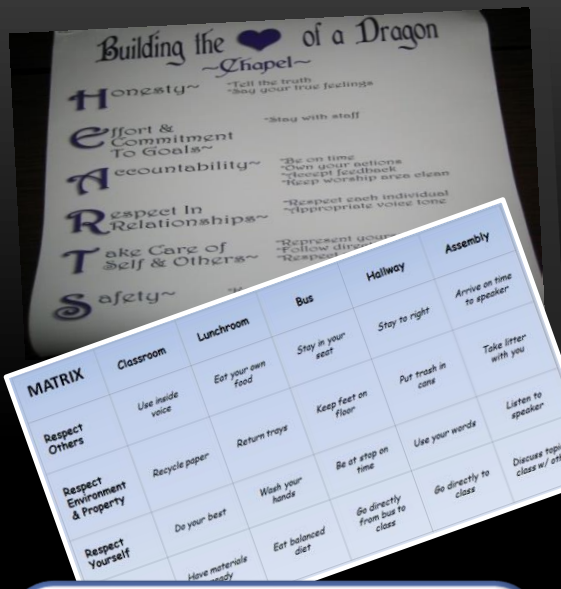
PBS requires our teams and those supporting individuals to change their behavior

LAYERED POSITIVE BEHAVIOR SUPPORT SYSTEM

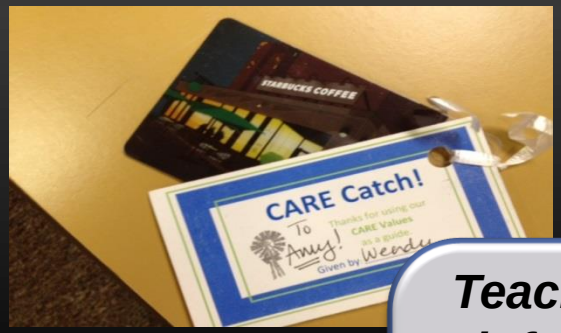
- **Primary or Universal**
- Secondary or Targeted
- Tertiary or Individualized



ENYART, M. & FREEMAN, R. (2011). LOTIS WHEEL. LAWRENCE, KANSAS: UNIVERSITY OF KANSAS.



Universal Expectations MATRIX



Teaching and Reinforcing Staff Behavior at a Community Mental Health Center

UNIVERSAL PBS SUPPORTS

State Driving Expectations

TEACHING EXPECTATIONS (SCHOOL)

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	*Use inside voice*	*Eat your own food*	*Stay in your seat*	*Stay to right*	*Arrive on time to speaker*
Respect Environment & Property	*Recycle paper*	*Return trays*	*Keep feet on floor*	*Put trash in cans*	*Take litter with you*
Respect Yourself	*Do your best*	*Wash your hands*	*Be at stop on time*	*Use your words*	*Listen to speaker*
Respect Learning	*Have materials ready*	*Eat balanced diet*	*Go directly from bus to class*	*Go directly to class*	*Discuss topic in class w/ others*

"While a safe school has a positive, warm, and welcoming school climate, there is more to a safe school than a good school climate. A safe school is also prepared for emergencies, provides opportunities for students in before- and after-school activities, and has effective school – community partnerships."

"…involves the whole community in anticipating and preventing school problems. A safe school requires balancing physical security with a nurturing school climate, as well as developing effective school – community partnerships.

Kansas Safe School Resource Center

Teaching Expectations (School)

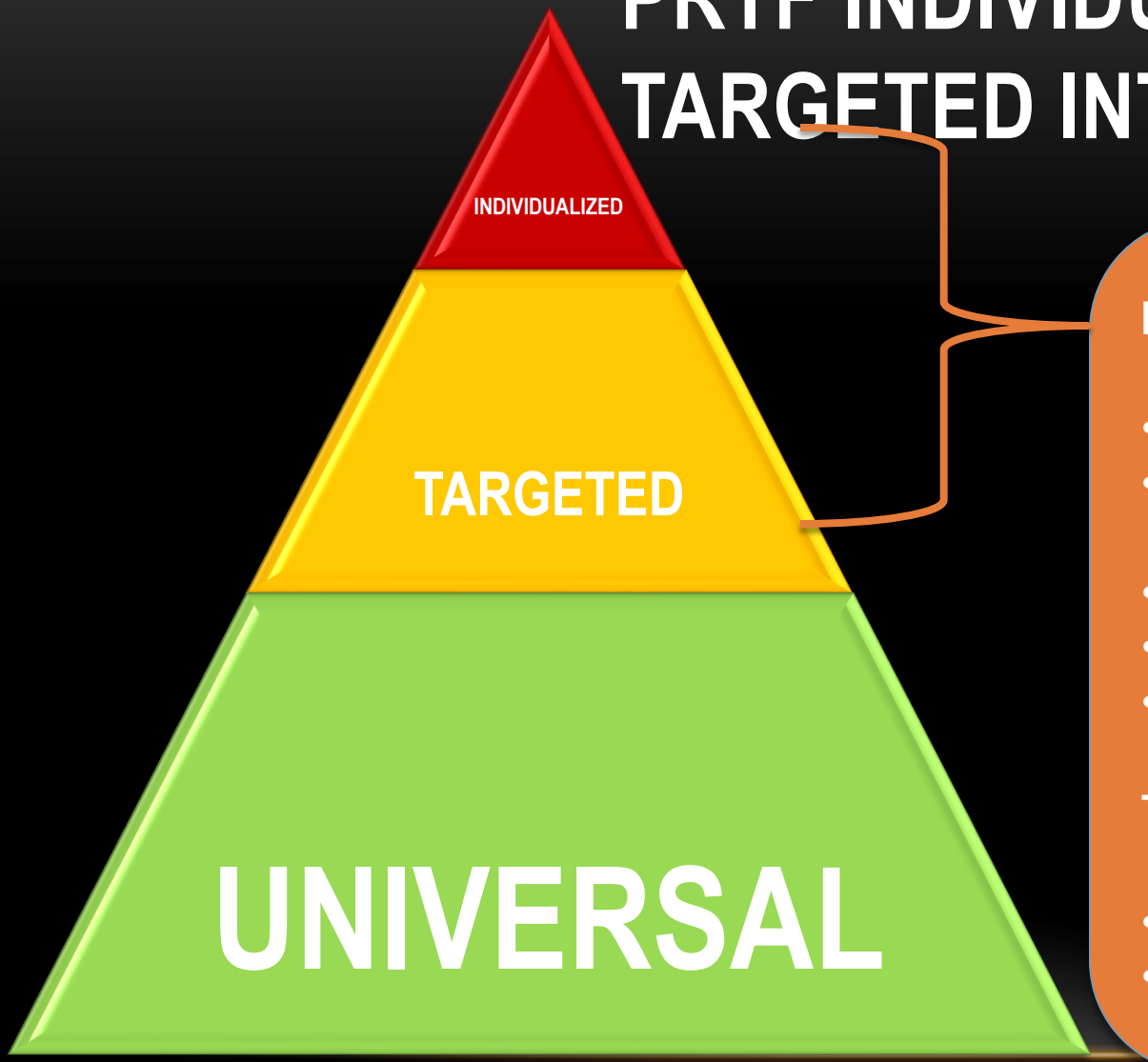
	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	*Use inside voice*	*Eat your own food*	*Stay in your seat*	*Stay to right*	*Arrive on time to speaker*
Respect Environment & Property	*Recycle paper*	*Return trays*	*Keep feet on floor*	*Put trash in cans*	*Take litter with you*
Respect Yourself	*Do your best*	*Wash your hands*	*Be at stop on time*	*Use your words*	*Listen to speaker*
			Go directly from bus to class	*Go directly to class*	*Discuss topic in class w/ others*

CMHC & PRTF

EXAMPLE OF PRTF EXPECTATIONS

	Entering Center	Therapy Session	Group Therapy	Hallway	Bathroom
Respect Others	*Use inside voice*	*Take turns talking*	*Let others speak*	*Stay to right*	*Remember to flush*
Respect Environment & Property	*Throw items in trash can*	*Put chair back at the table*	*Put drinks and snacks in the trash can*	*Put trash in cans*	*Put trash in trash can*
Respect Yourself	*Hands and feet to self*	*Share your feelings*	*Use your words*	*Use your words*	*Washing your hands*
Respect Learning	*Be ready for session*	*Be open to new ideas*	*Participate in discussion*	*Go directly to and from therapy*	*Return to session promptly*

PRTF INDIVIDUALIZED AND TARGETED INTERVENTIONS



Individualized Examples:

- Wraparound
- Functional Behavioral Assessment
- IEP
- Crisis Plan
- Treatment Plan

Targeted Examples:

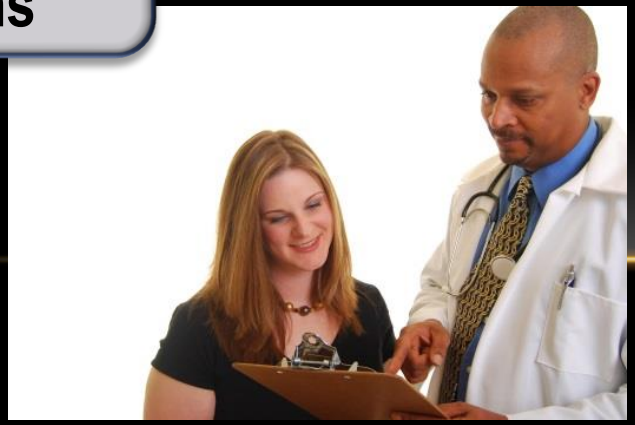
- Psychosocial groups
- Social Skills Interventions

PBS TARGETED SUPPORTS

Group Support or Classes

Additional Supervision

Check In Systems



UNIVERSAL SUPPORTS FOR KIDS USING MORE INTENSIVE INTERVENTIONS

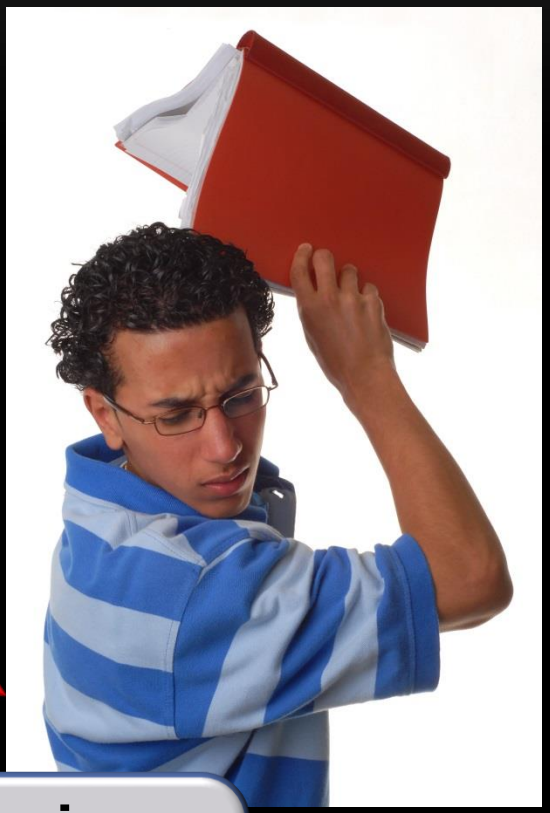
Mental Health Center Expectations

	Entering Center	Therapy Session	Group Therapy	Hallway	Bathroom
Respect Others	*Use inside voice*	*Take turns talking*	*Let others speak*	*Stay to right*	*Remember to flush*
Respect Environment & Property	*Throw items in trash can*	*Put chair back at the table*	*Put drinks and snacks in the trash can*	*Put trash in cans*	*Put trash in trash can*
Respect Yourself	*Hands and feet to self*	*Share your feelings*	*Use your words*	*Use your words*	*Washing your hands*
Respect Learning	*Be ready for session*	*Be open to new ideas*	*Participate in discussion*	*Go directly to and from therapy*	*Return to session promptly*

Individual Supports

INDIVIDUALIZED

Specialized Accommodations

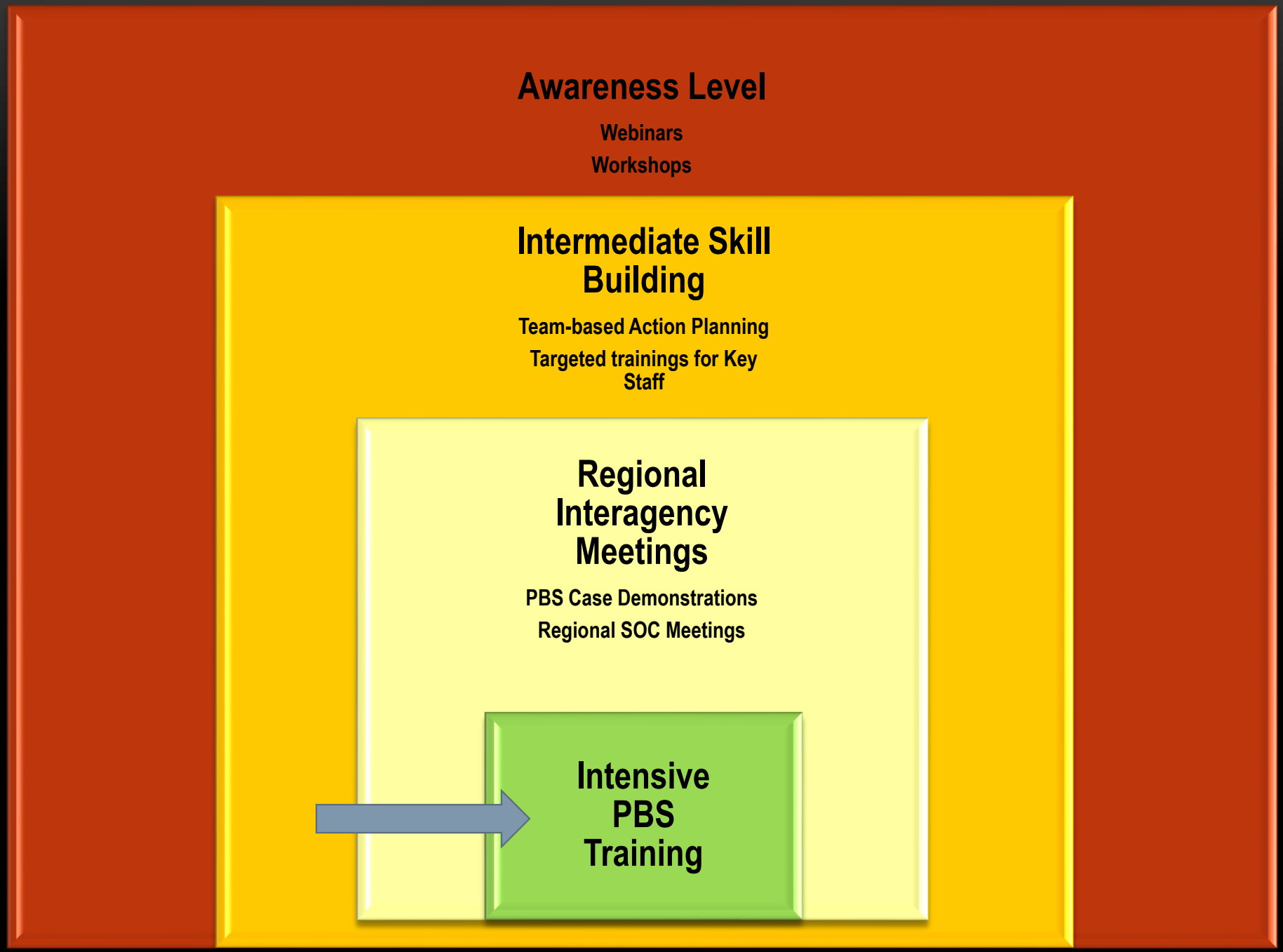


Intensive Behavior Supports

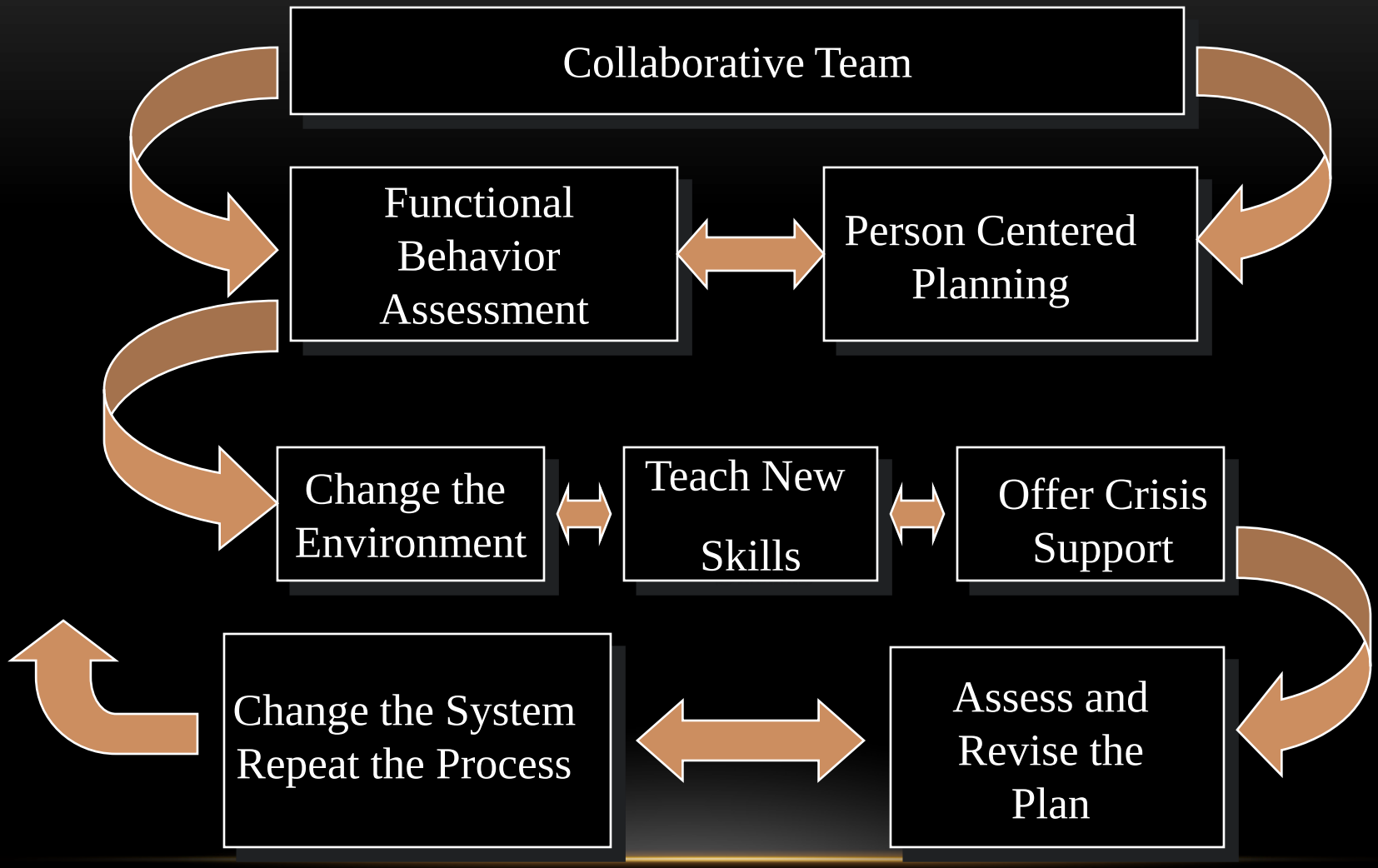
INDIVIDUALIZED SUPPORTS CONTINUED

- Wraparound
- Functional Behavioral Assessment
- IEP
- Crisis Plan

INDIVIDUAL PBS AND IMPACT

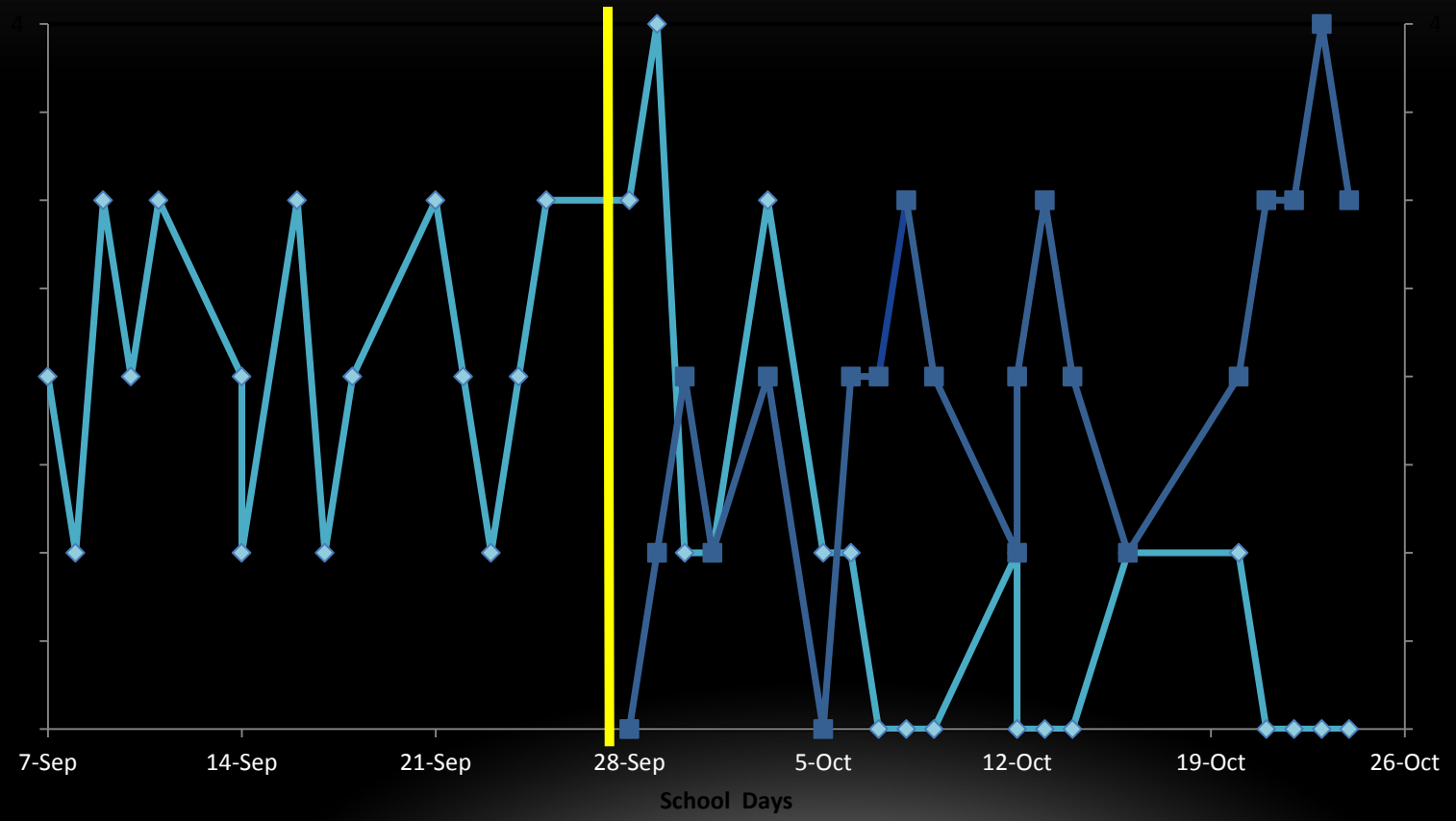

Awareness Level
Webinars
Workshops
Intermediate Skill Building
Team-based Action Planning
Targeted trainings for Key Staff
Regional Interagency Meetings
PBS Case Demonstrations
Regional SOC Meetings
Intensive PBS Training

POSITIVE BEHAVIORAL SUPPORT MODEL



Molly Dellinger-Wray, Virginia Commonwealth University

EXAMPLE OF DIRECT OBSERVATION DATA
N=155 PLANS
(SEVERE AGGRESSION, SELF-INJURY, PICA, PROPERTY DESTRUCTION, ETC.)



Baseline, Intervention, and Follow-up Data Over 3 months; Quality of Life Survey , Satisfaction, and Contextual Fit Data from Team Members; Global Risk Factor Data

KIPBS FACILITATOR DATA-FIRST BILLED CASES: GLOBAL RISK ASSESSMENT SCORES

Global Risk Assessment Scale:
1 = Strongly Disagree to 5 = Strongly Agree (five-point scale)

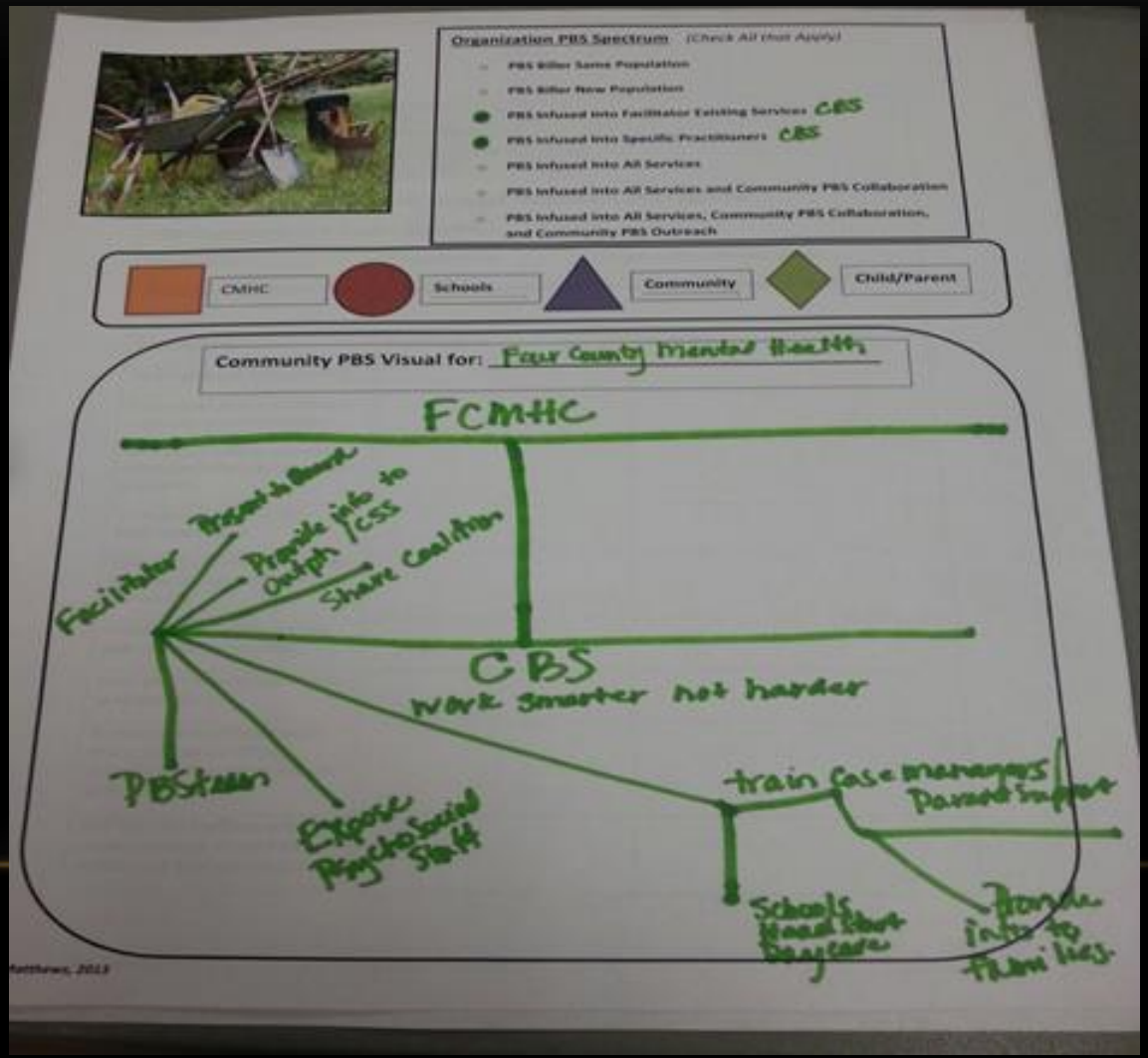
Risk Assessment Difference for 1st PA Cases (N = 12*)	Mean by Item - Pre	Mean by Item - Post	Pre/Post Difference
1. The individual's behavior significantly and consistently interferes with integration and participation in the community	4.92	3.17	1.75
2. The individual's behavior is dangerous to others	3.92	2.08	1.83
3. The individual's behavior provides a health risk to self (i.e. head banging, self-biting, ingestion of objects, etc.)	3.70	2.58	1.12
4. The individual's behavior results in significant damage to property	3.73	2.08	1.64
5. The individual's behavior is likely to become serious in the near future if not addressed	4.92	3.00	1.92
6. The individual's behavior is occurring at such a frequency or intensity that a caregiver's ability to effectively provide support is being compromised	4.50	2.08	2.42
7. The individual's behavior results in the involvement of law enforcement	2.38	1.09	1.28
8. The individual's behavior puts them at risk of institutionalization or loss of a current least restrictive environment	4.67	2.25	2.42
Across all	4.17	2.31	1.86

*** Three cases did not have post assessments and were excluded from the analysis**
*** 12/15 cases (80%) DID have pre/post assessments**

ORGANIZATION-WIDE PBS AND IMPACT

Awareness Level
Webinars
Workshops
Intermediate Skill Building
Team-based Action Planning
Targeted trainings for Key Staff
Regional Interagency Meetings
PBS Case Demonstrations
Regional SOC Meetings
Intensive PBS Training

Team Activities Included Creating a Visual Model Explaining How Positive Behavior Support is used within Mental Health Centers

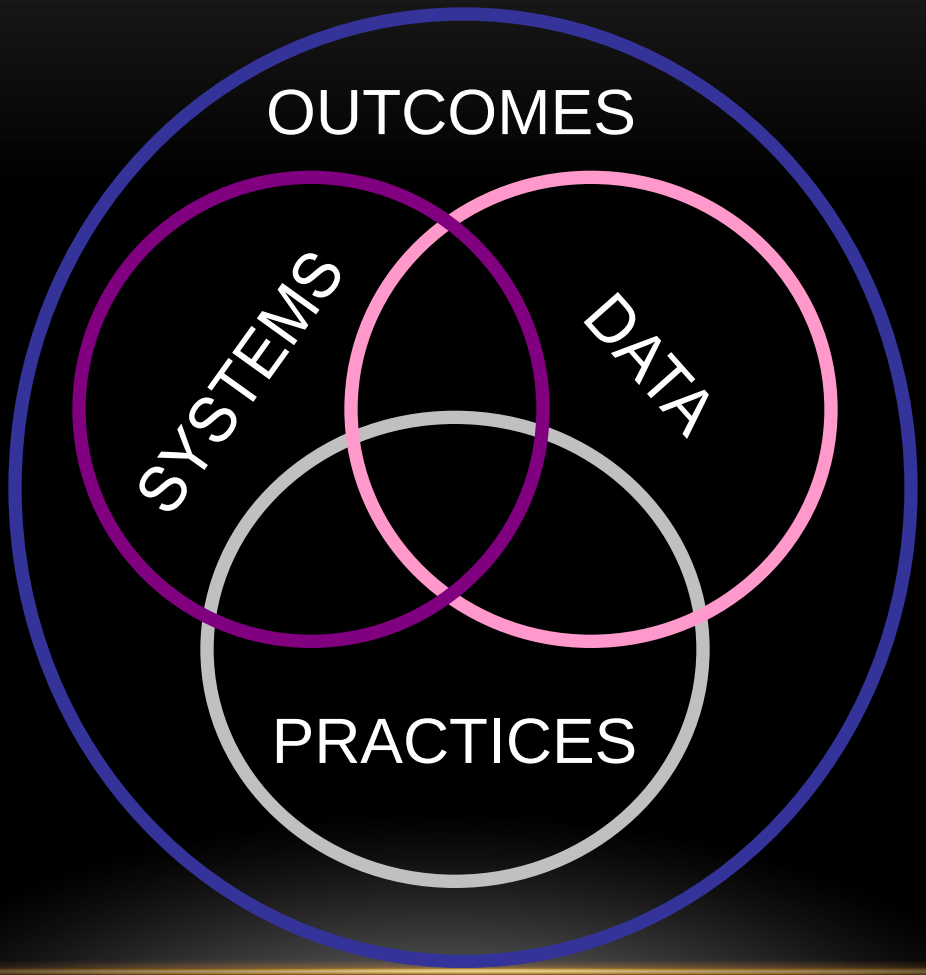


Organization-wide PBS Teams

Adapted From:

POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION

Supporting Staff Behavior



Supporting Decision Making

Supporting Individual Behavior

Integrating Mental Health Prevention Models and School-wide Positive Behavior Support

Mental Health Prevention Model

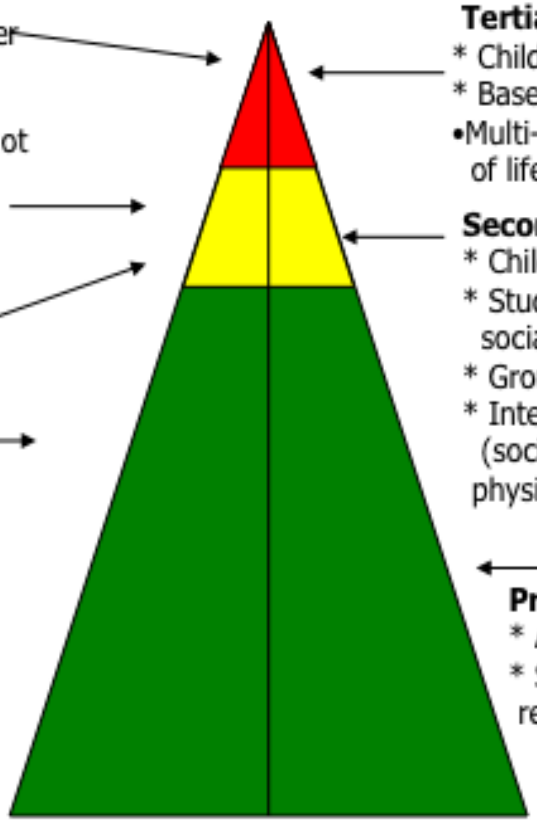
Intensive, Individual Interventions
* Children with intense symptoms of a disorder

Indicated Preventions Strategies
* Children with significant symptoms but do not meet diagnostic criteria of a disorder

Selective Prevention Strategies
* Target groups of youth sharing a risk factor
* Counter risk factors with interventions

Universal Prevention
* All children receive interventions
* Preventive, proactive strategies
* Broad focus

Health Promotion/Positive Development Strategies
* Entire population targeted
* Enhance strengths to reduce risk of later problems and to promote positive development



Weisz et al., 2005, p.632

School-wide PBS

Tertiary Prevention/Tier 3
* Children needing intensive individualized supports
* Based on assessment and team-based planning
•Multi-component interventions to improve quality of life and decrease problem behaviors

Secondary Prevention/Tier 2
* Children at risk for social or academic problems
* Students who do not respond to universal social skills training receive additional supports
* Group interventions and individualized support
* Interventions based on function of behavior (social and/or physiological)

Primary Prevention/Universal/Tier 1
* All students receive training in social skills
* Staff create positive social climate and respond to problem behavior consistently

Adapted from Sugai, 2002

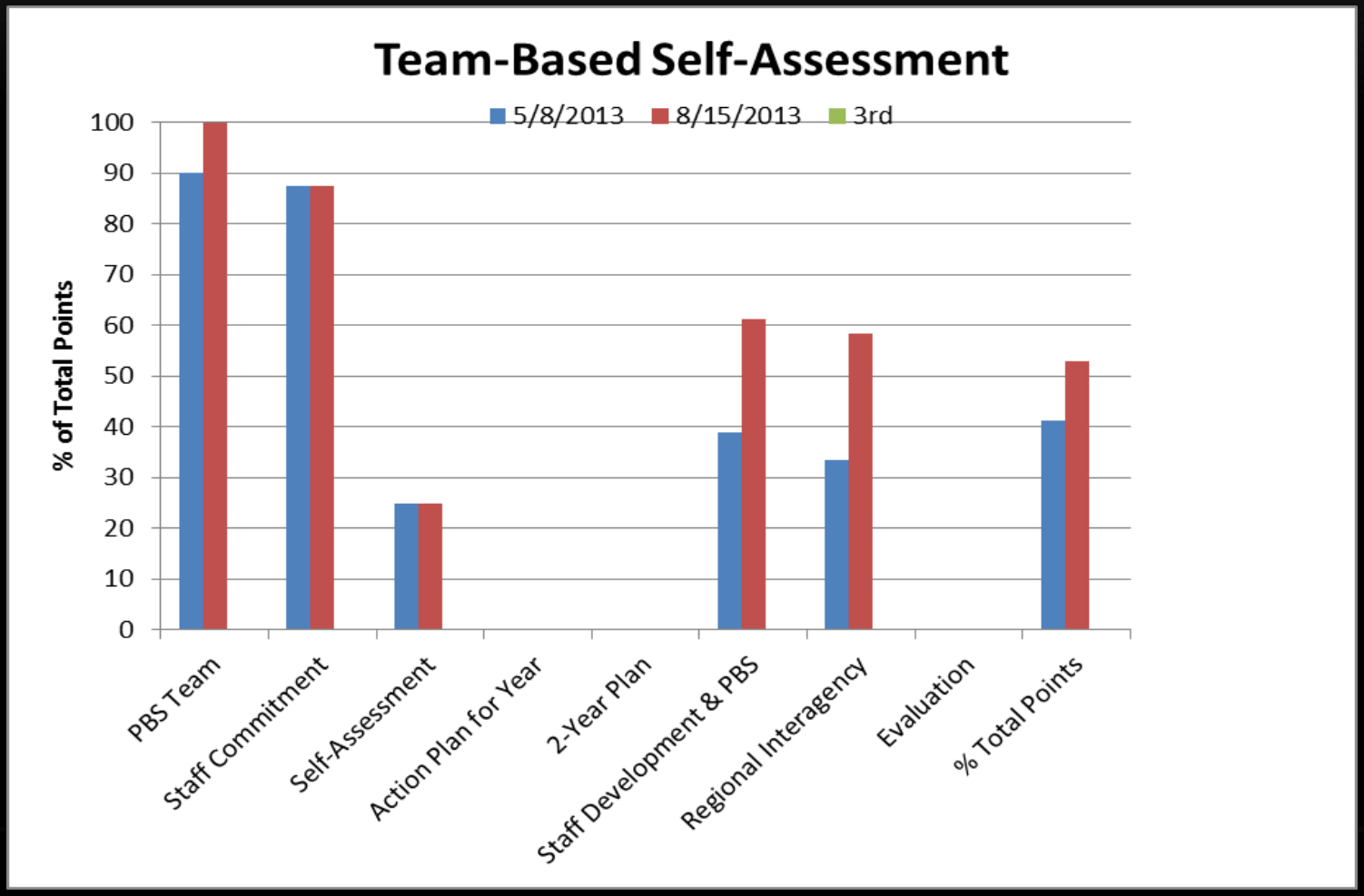
ACTION PLANNING IN CMHCS

Staff Commitment	a. Creating a plan for consensus building during All Staff meetings.	Group	Start 5/13
	b. Create Power Point to break down PBS in small segments for meeting	Group, PBS	Start 5/13
	c. Create a scavenger hunt for basic PBS elements	J. Woodson	8/13
	d. Create acted out scenarios for examples of ABC in All Staff meeting.	J. Woodson, J. Wilson	9/13
	e.		
Self-Assessment & Action Plan	a. Complete action plan	Group	9/13
	b. Evaluate links for COMCRE internet site and add to Share Point Site	Group/PBS	9/13
	c.		
	d.		

SELF-ASSESSMENT AND ACTION PLANNING IN CMHCS AND PRTFS

Complete & submit Quarterly						
Date: 2=Fully Implemented; 1=Partially Implemented; 0= Not Implemented		May 2013 (pilot)	Aug 2013	Nov 2013	Feb 2014	May 2014
PBS Team 1. Team established (representative)	Status:	2	2			
2. Team has regular meeting schedule, effective operating procedures	Status:	2	2			
3. Team has clear purpose and vision for PBS	Status:	1	2			
4. Team has administrative support	Status:	2	2			
5. Administrator's support & active involvement	Status:	2	2			
PBS Team Subtotal		9/10	10/10			
Staff Commitment 6. Staff are directly involved in establishing and reviewing goals	Status:	1	1			
7. Staff are invested and support PBS efforts	Status:	2	2			
8. Feedback is provided to staff throughout the year (5 times or more)	Status:	2	2			
9. Funding and time allocation is established for PBS related training and team problem solving	Status:	2	2			
Staff Commitment Subtotal		7/8	7/8			

SELF-ASSESSMENT AND ACTION PLANNING IN CMHCS AND PRTFS



PRTF CAMPUS EVALUATION TOOL (CET)

The Campus-wide Evaluation Tool (CET) is designed to assess and evaluate the critical features of Campus-wide effective behavior support for a PRTF. The CET results are used to:

- assess features that are in place,
- determine annual goals for Campus-wide effective behavior support,
- evaluate on-going efforts toward Campus-wide behavior support,
- design and revise procedures as needed, and
- compare efforts toward Campus-wide effective behavior support from year to year.

Organization Impact

RAINBOWS bringing potential to life

KIPBS Training in 2010 and Organization-wide PBS in 2012

Year One:
Reduction in Restraints
Drop in Worker Compensation
New PBS Position

Year Two:
Measurable Outcomes

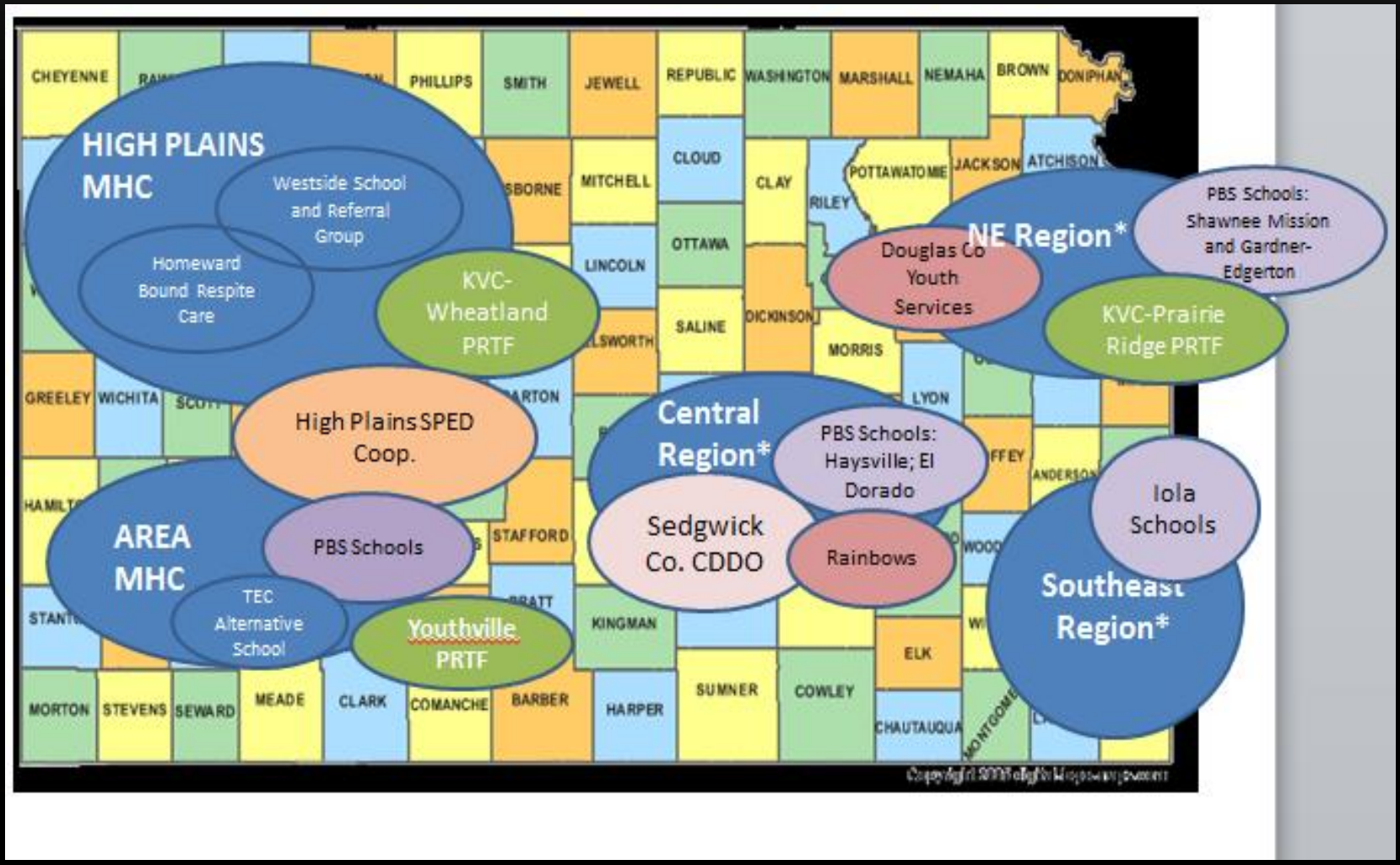
Current Year:
Restraints were significantly reduced during in 2013 summer program.

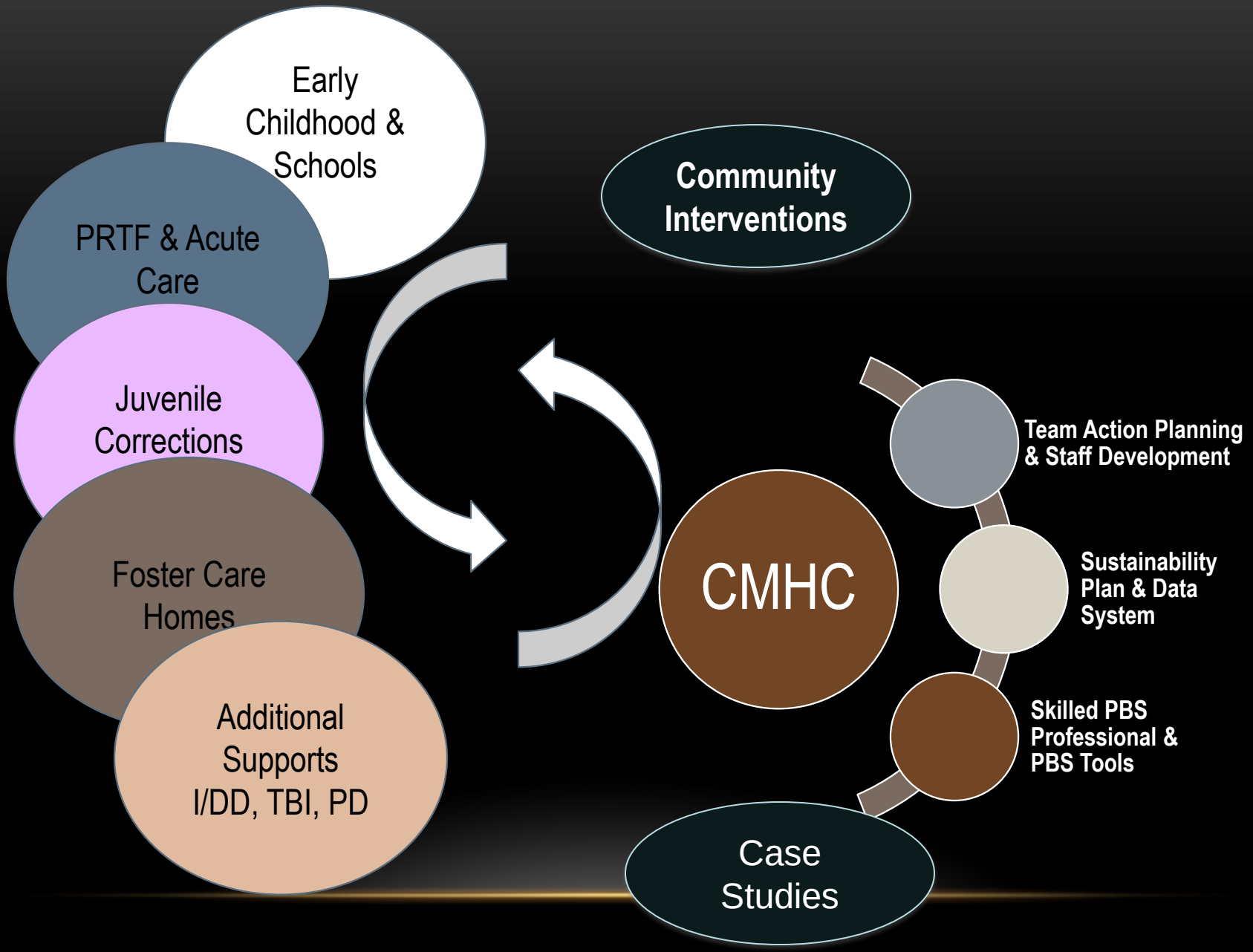
Building Positive Healthy Communities

REGIONAL INTERAGENCY PBS AND IMPACT

Awareness Level
Webinars
Workshops
Intermediate Skill Building
Team-based Action Planning
Targeted trainings for Key Staff
Regional Interagency Meetings
PBS Case Demonstrations
Regional SOC Meetings
Intensive PBS Training

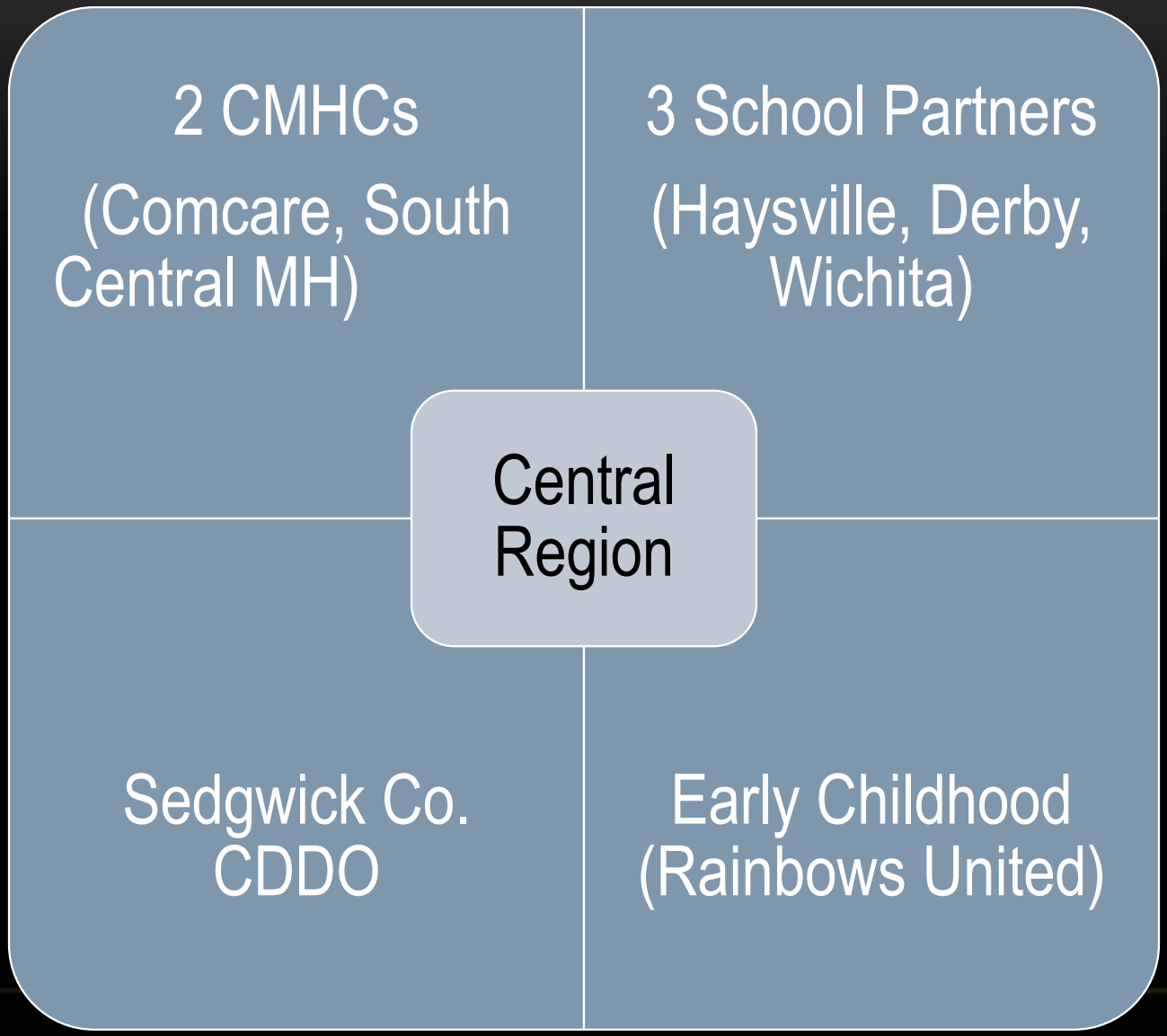
PBS REGIONS


HIGH PLAINS MHC
Westside School and Referral Group
Homeward Bound Respite Care
KVC-Wheatland PRTF
High Plains SPED Coop.
AREA MHC
PBS Schools
TEC Alternative School
Youthville PRTF
Central Region*
PBS Schools: Haysville; El Dorado
Sedgwick Co. CDDO
Rainbows
NE Region*
Douglas Co Youth Services
PBS Schools: Shawnee Mission and Gardner-Edgerton
KVC-Prairie Ridge PRTF
Iola Schools
Southeast Region*
CHEYENNE
PHILLIPS
SMITH
JEWELL
REPUBLIC
WASHINGTON
MARSHALL
NEMAHA
BROWN
CLOUD
CLAY
POTTAWATOMIE
JACKSON
RILEY
OTTAWA
LINCOLN
MITCHELL
SALINE
DICKINSON
MORRIS
LYON
GREELEY
WICHITA
STAFFORD
KINGMAN
ELK
SUMNER
COWLEY
CHAUTAUQUA
MORTON
STEVENS
SEWARD
MEADE
CLARK
COMANCHE
BARBER
HARPER


Early Childhood & Schools
PRTF & Acute Care
Juvenile Corrections
Foster Care Homes
Additional Supports I/DD, TBI, PD
Community Interventions
CMHC
Team Action Planning & Staff Development
Sustainability Plan & Data System
Skilled PBS Professional & PBS Tools
Case Studies

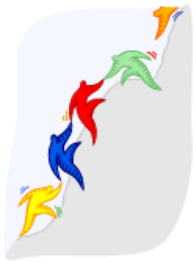
BUDDING REGIONAL COLLABORATION EXAMPLES

Central KS Positive Behavior Support Regional Interagency Collaboration Group PATH					
Next Steps	**6 Months**	**12 Months**	**2 Years**	**3 Years**	**Vision for Future/Goals**
Identify potential stakeholders. Identify which PBS resources will be used/shared.	Resources in the community around PBS are identified. All potential stakeholders are identified.	All identified stakeholders will have access to the PBS Resources on the shared website.	All relevant stakeholder are knowledgeable using the resources on the website.	Awareness system around PBS knowledge is maintained.	All relevant stakeholders are knowledgeable of PBS.
Determining core team to be involved Determining method of interagency meetings.	Identifying systems barriers (see data)	Consistently meeting and developing strategies to overcome barriers	Continue meeting regularly, re-evaluating past barriers and identify new barriers. Identify potential stakeholders.	Continue meeting regularly, re-evaluating past barriers and identify new barriers. Identify potential stakeholders.	All relevant stakeholders are actively collaborating using a shared language.


2 CMHCs
(Comcare, South Central MH)
3 School Partners
(Haysville, Derby, Wichita)
Central Region
Sedgwick Co. CDDO
Early Childhood (Rainbows United)

We believe that by building relationships among agencies we will help our clients find success in our community and improve their quality of life. To do so, we are committed to the use of Positive Behavior Supports.

What are Positive Behavioral Supports (PBS)?
PBS uses a person-centered, team-based, proactive and preventative approach to provide strategies for achieving important social and learning outcomes.



PBS Guiding Principles

- All individuals are valuable and deserve respect.
- Appropriate behavior can be taught.
- Regular positive reinforcement of appropriate behaviors will help them to occur more frequently.
- Communities must be willing to examine their own behavior as individuals are taught to change theirs.
- Cultural differences exist and need to be understood.
- Positive relationships between systems of care and the individuals they support are key to the success of every person.
- Punishment is not an effective way to sustain behavior change.

For free online training and resources, visit these websites:

www.kmhbs.org
www.kipbs.org
www.pbskansas.org
www.apbs.org
www.swpbs.org

CAPS Regional Team Contacts

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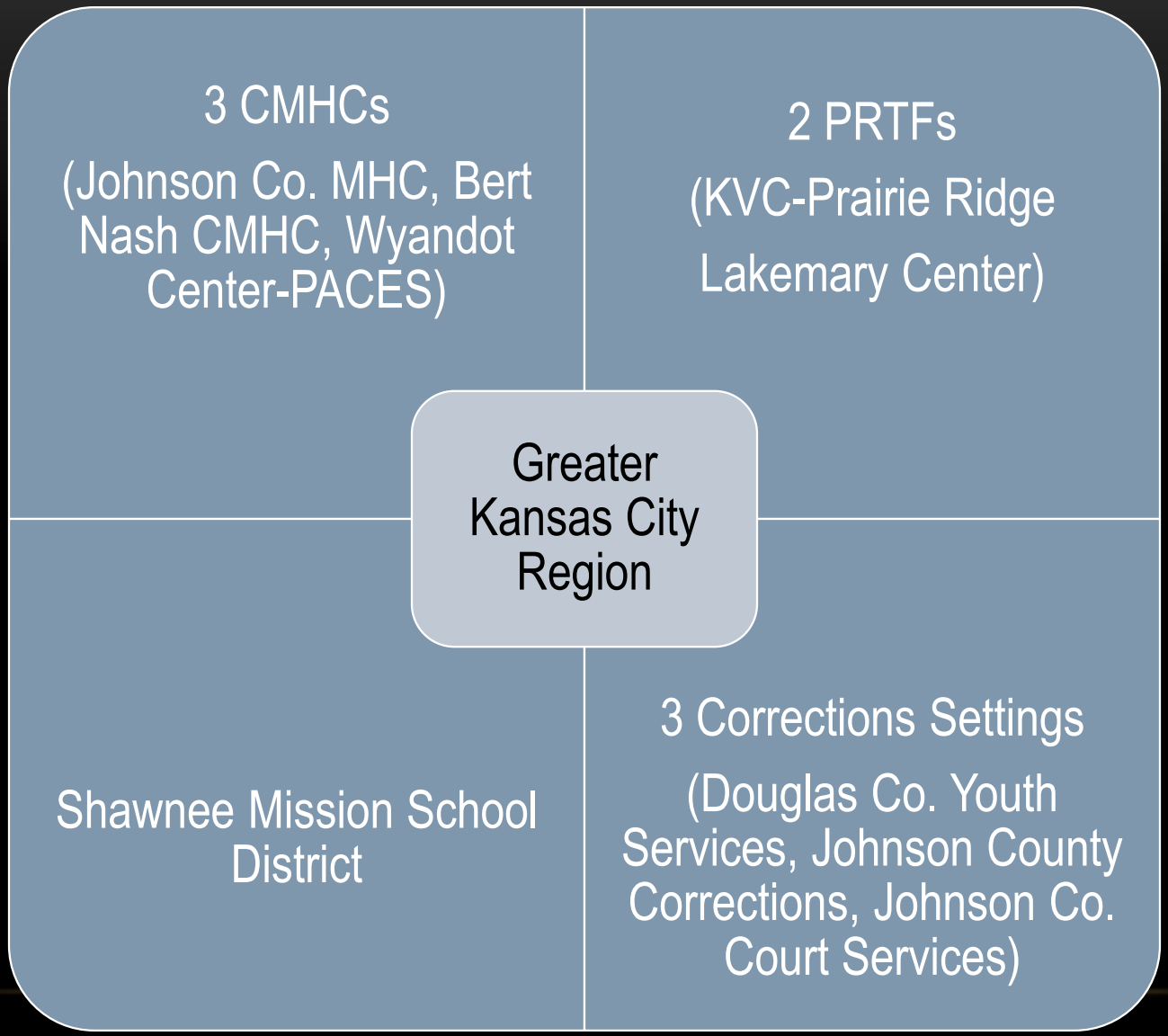
The Kansas Mental Health Positive Behavior Support project is a collaborative effort between the Kansas Institute for Positive Behavior Support and the Kansas Department for Aging and Disability Services.
www.kipbs.org
www.kdads.ks.gov

Kansas Mental Health Positive Behavior Support

Community Alliance for Positive Systems of Care

If an individual doesn't know…
How to read, we teach.
How to swim, we teach.
How to multiply, we teach.
How to drive, we teach.
How to behave, we…teach? OR punish?

- John Herner, Counterpoint


3 CMHCs
(Johnson Co. MHC, Bert Nash CMHC, Wyandot Center-PACES)
2 PRTFs
(KVC-Prairie Ridge
Lakemary Center)
Greater Kansas City Region
Shawnee Mission School District
3 Corrections Settings
(Douglas Co. Youth Services, Johnson County Corrections, Johnson Co. Court Services)

NORTH EAST REGION

SOUTH WEST REGION

SOUTH CENTRAL REGION

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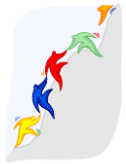

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www.apbs.org
www.swpbs.org

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Kansas Mental Health Positive Behavior Support

Community
Alliance for
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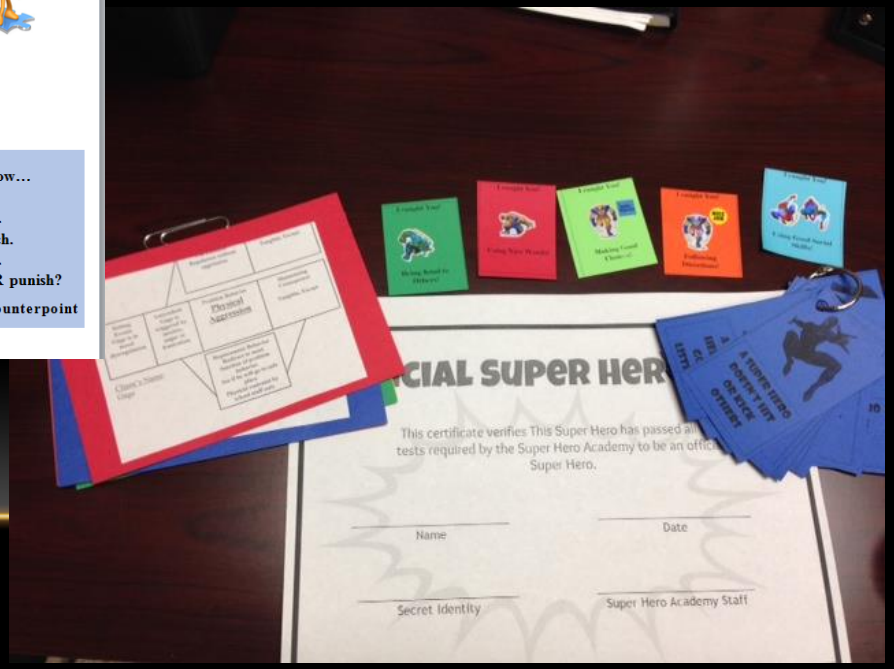


NORTH WEST REGION

SOUTH EAST REGION

Figure 5. Positive social expectations for mental health center staff

Reprinted with permission: Freeman, R., Enyart, M., Matthews, K., Quick, S., & Kimbrough, P. (2014). *Kansas mental health and positive behavior support project report.* University of Kansas. Lawrence, KS.

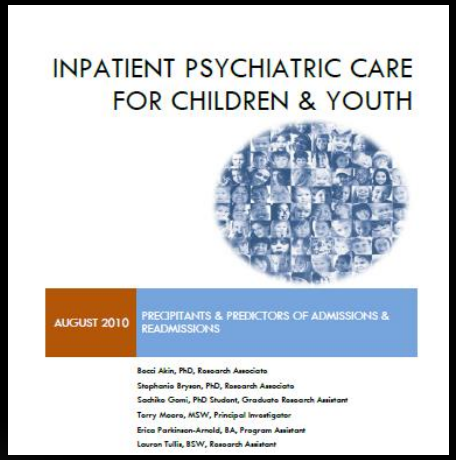
REGIONAL CASE STUDIES TO DEMONSTRATE IMPACT

Youth identified as at-risk for PRTF Placement by CMHC staff

PBS Trained Facilitator leads case with CMHC assistance

Outcomes shared with state

Case Study Selection Tool to assess Risk Status and Fit (Akin, Bryson, Gomi, Moore, Parkinson-Arnold, & Tullis, 2010)



COMMUNITY MAPPING

Community Self -Assessment and Action-Planning Tool

This manual is intended for organizational teams who have been implementing organization-wide positive behavior support over a year. The purpose of this tool is to allow your team to gather self-assessment and action-planning notes in one place. Allocate a significant period of time with 2 or more hours initially to begin the self-assessment process with your team. You may decide to schedule a series of meetings over time or spend a concentrated period of time completing the tasks in this workbook. The organization coordinator should facilitate the meeting by reading sections out loud to the planning team and recording the results.

Why Conduct a Community Self-Assessment?

There are a number or reasons why your organization should consider conducting a community self-assessment. Some of these reasons include:

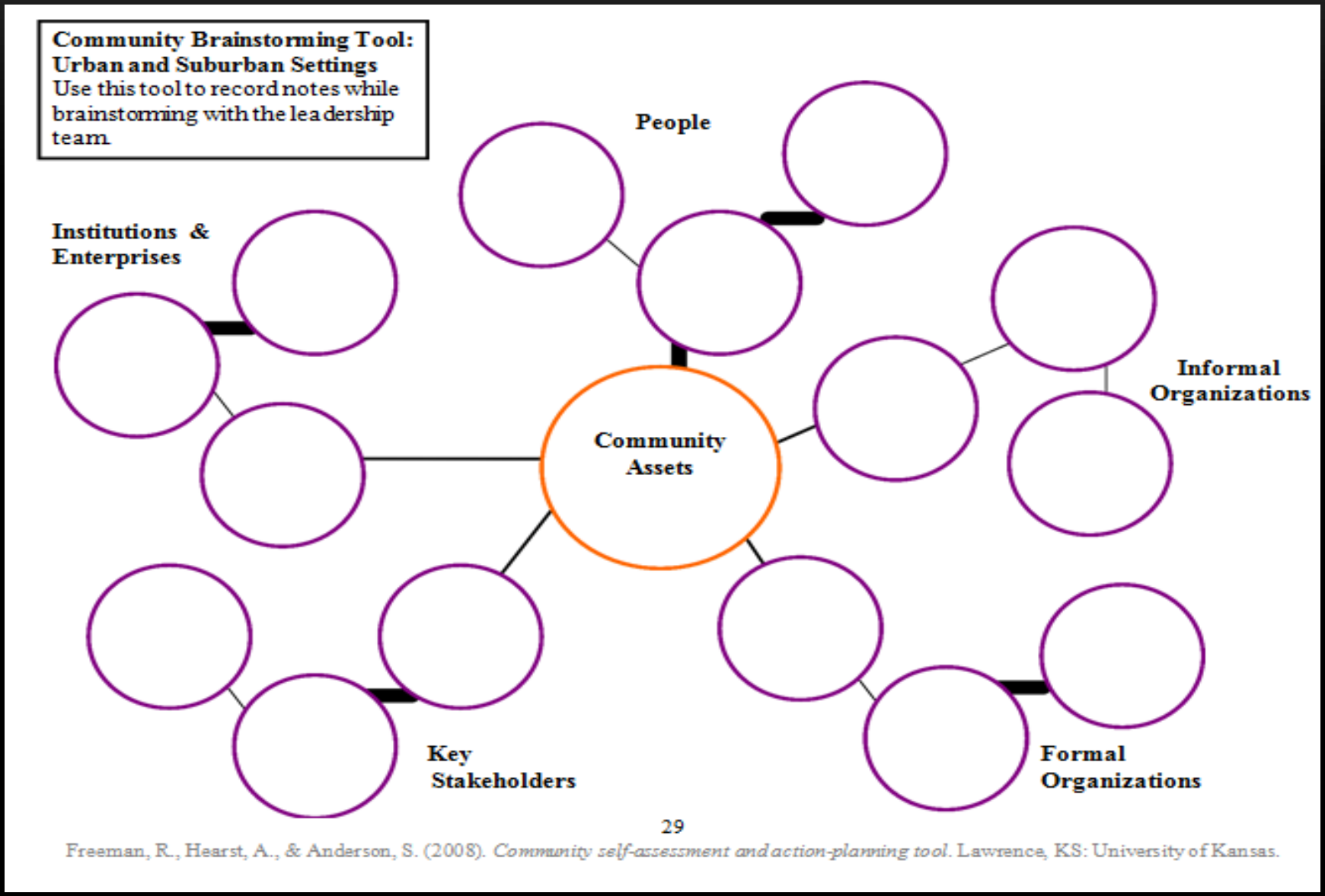
- Many problems in an organization reflect larger community issues; the solutions to many problems in an organization are better addressed by both the organization and the larger community;
- Many teams with strong community participation in organization-wide PBS are able to obtain reinforcers for youth, improve service coordination, and leverage regional and state interagency resources;

- Youth who need individualized supports benefit from closer communication across human service and community agencies;
- Building an organizational community means creating a larger network of collaborators.

"The solution to many societal problems require that we learn how to mobilize groups and organizations to take action." Tony Biglan

Freeman, R., Hearst, A., & Anderson, S. (2008). *Community self-assessment and action-planning tool.* Lawrence, KS: University of Kansas.

COMMUNITY MAPPING



Freeman, R., Hearst, A., & Anderson, S. (2008). *Community self-assessment and action-planning tool*. Lawrence, KS: University of Kansas.

COMMUNITY MAPPING EXAMPLE

Use The Map On The Left To Document

- Where Churches Are Located
- Locations Of Social Groups
- Bus Route Drop Off Areas (Are Students Getting Off Near Social Opportunities After School?)
- Organizations Interested In Volunteering

Community Outreach
How do CMHCs support parents and children in their homes and communities?

2 YEAR ACTION PLAN ALIGNED WITH GOV MH INITIATIVE AND HUBS. SPECIFIC OUTCOMES IDENTIFIED.

Create Paper and Electronic PBS and other Evidence Based Practice Parent and Professional Resource Libraries

Provide Technology to Effectively Provide PBS Resources, Tools, Training, and Supports in Homes and Communities

Develop Strategies to Provide Interactive PBS Supports Using Technology for Families

Use Governor's MH Initiative Hubs and CMHC/Regional Action Plans to Sustain. Create Awareness Via Media.

AWARENESS TRAININGS AND TOOLS

Awareness Level

Webinars

Workshops

Intermediate Skill Building

Team-based Action Planning

Targeted trainings for Key Staff

Regional Interagency Meetings

PBS Case Demonstrations

Regional SOC Meetings

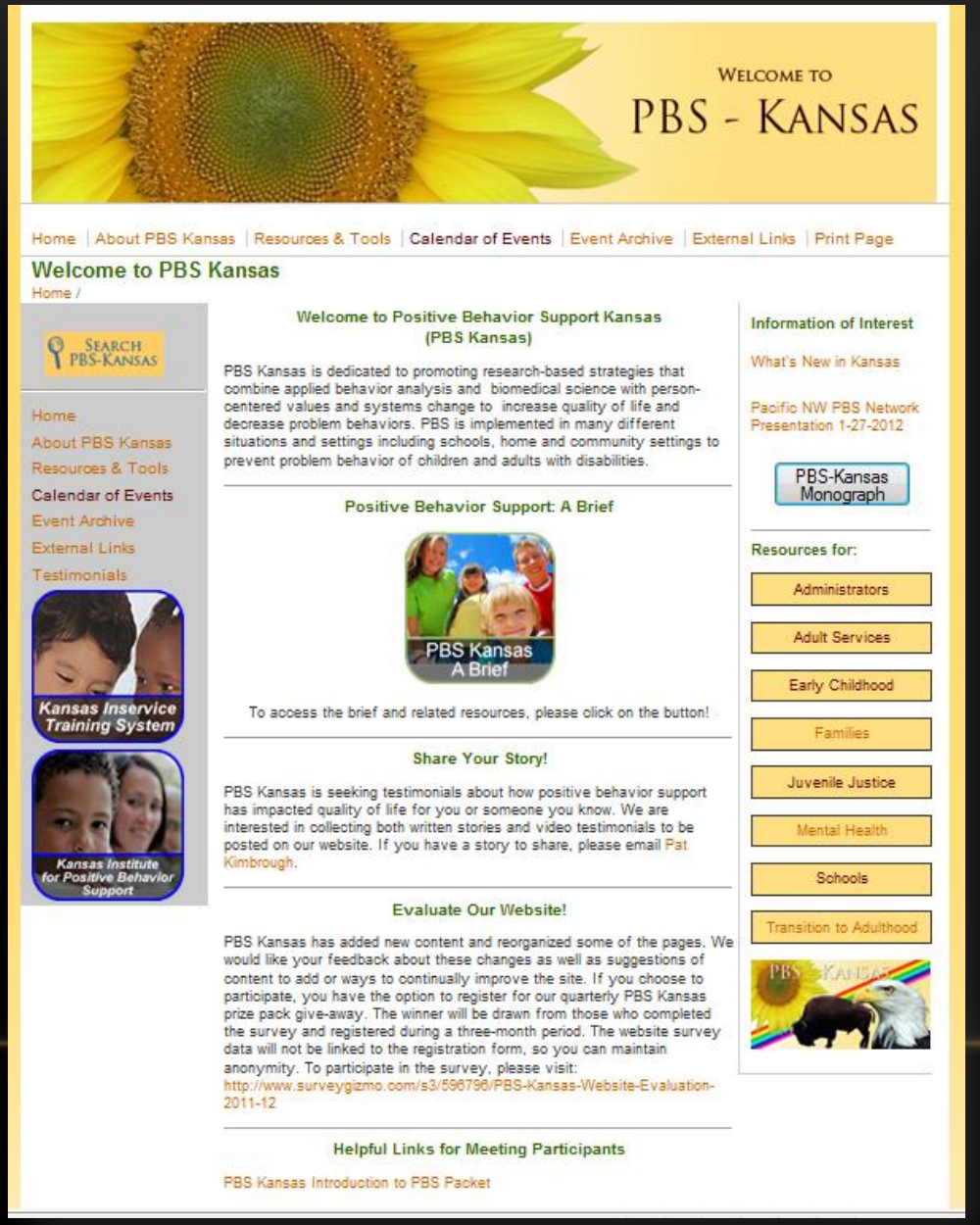
Intensive PBS Training

HOW TO USE THE AWARENESS MODULES

- Inservice Training Systems
- Staff Meetings
- New Staff Orientation
- Community Awareness of PBS
- Collaboration with Schools
- Collaboration with Key Populations
  - Police and Fire Fighters
  - Family Members
  - Etc.

LOOKING TO THE FUTURE

www.pbskansas.org



POSITIVE BEHAVIOR SUPPORT IMPACT

Building Positive Healthy Communities

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KIPBS at the university of kansas