



WEST VIRGINIA INTEGRATED BEHAVIORAL HEALTH CONFERENCE

Developing an Integrated System to Support People with Complex Needs

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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

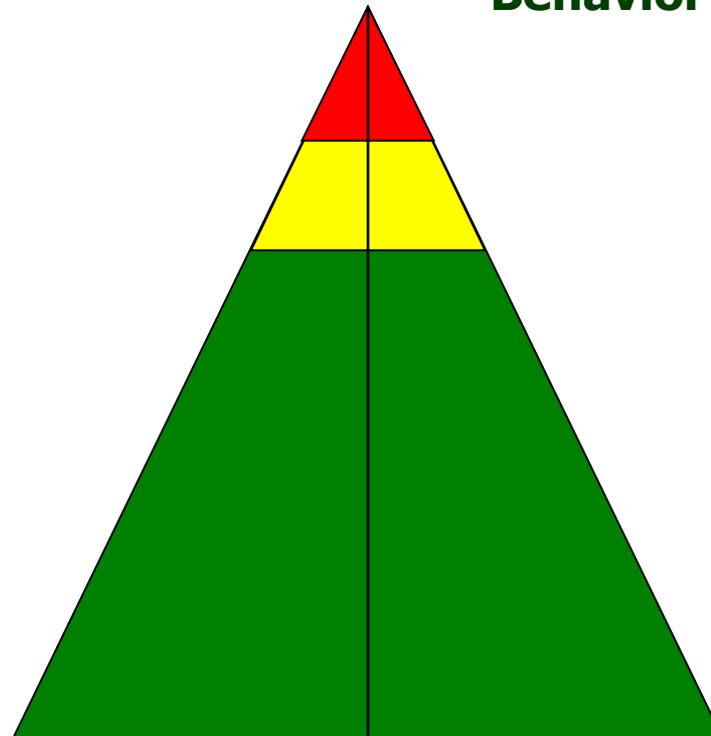
Targeted Group Interventions

- * Some children (at risk)
- * High efficiency

System-wide Interventions

- * All children
- * Preventive, proactive
- * Broad community focus

School-wide Behavior Systems



Adapted from Sugai, 2002





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

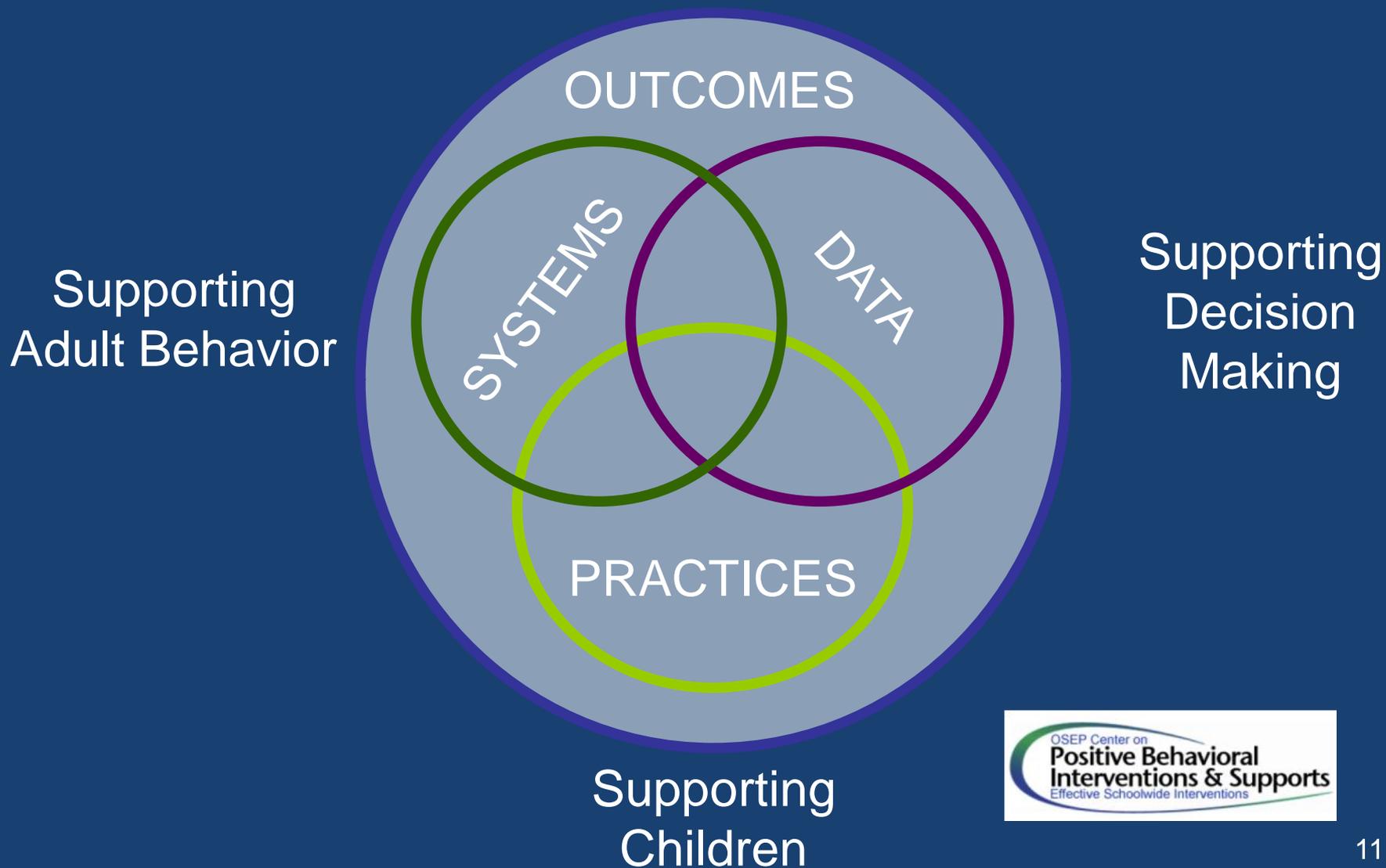


Multi-tier Implementation Themes

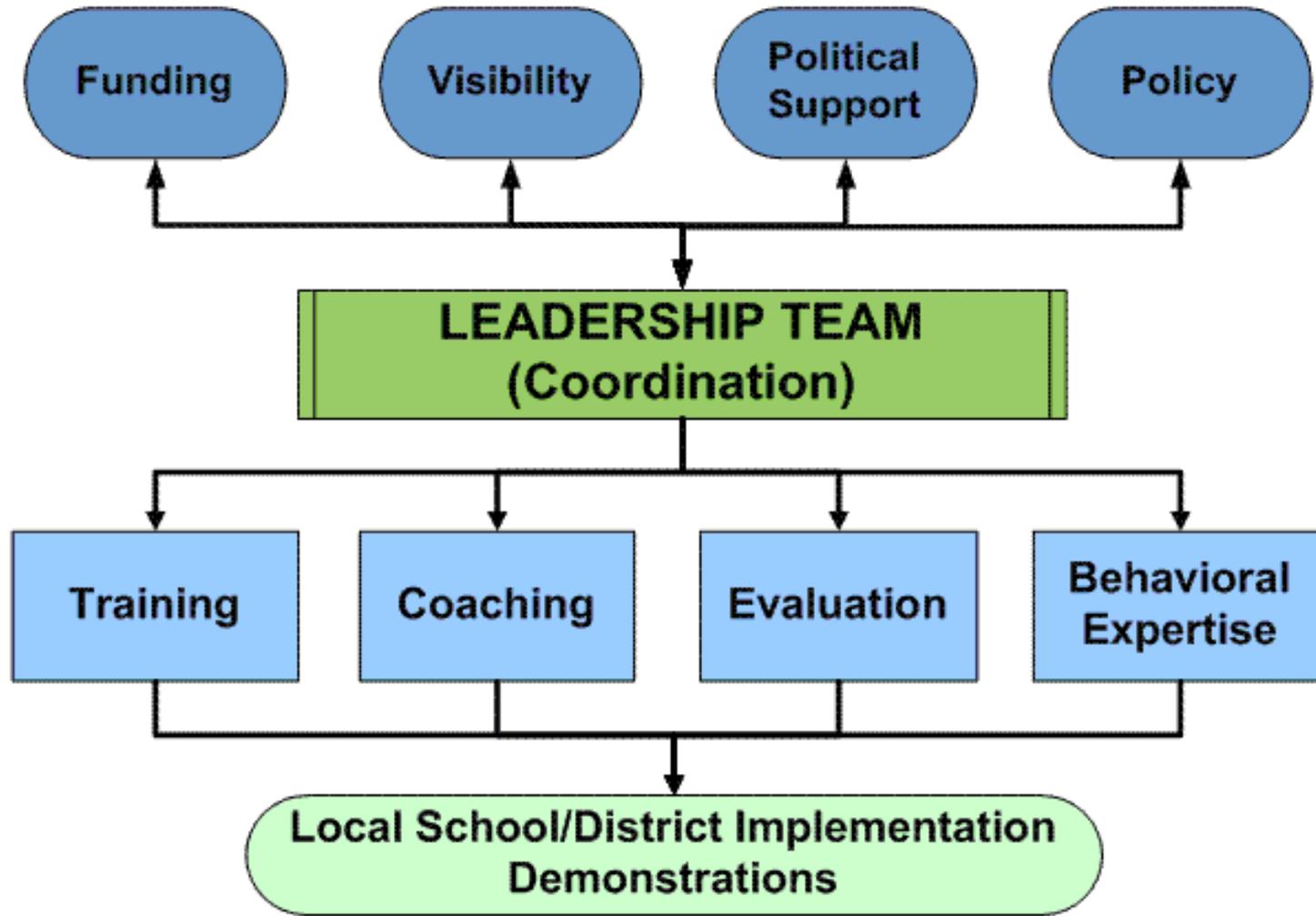
- Evaluation & data-based decision making
 - Fidelity (“did we do what we said we would do”)
 - Impact/Outcomes (did the interventions work)
- Avoid the “one-shot workshop” approach to problem solving
- Ongoing learning via coaching, and mentoring
- Communication systems



Positive Outcomes Across the Lifespan



Interagency Statewide Planning Model



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

Next Steps	6 Months	12 Months	2 Years	3 Years	Vision

1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004

RRTC
WV's PBS
Training
Team
Established

LIFE QUILTERS
Greenbrier
Center
OBHS/
\$ Medley
Project

Mon. Co.
Sch. Ind.
PBS

**ATC increasing
numbers of teams**

ATC
trained in
Wood Co.



ATC
CDC Grant runs
for 8 years



Don Trains
RESA III Ind.
PBS

Don Trains
RESA III Ind.
PBS

Ind. PBS/
Spec Ed
Dirs.

Don Trains RESA
VII &
Hampshire Co.
Ind. PBS

Discipline Task Force

85 TIPS Kits
7wks train.
250 parts.



180 DOE Sch Wide teams
DOE Sch Wide initiated

Marion Co. Sch
Wide initiated

RESA 5/6
Sch Wide

RESA I Low
Sch Wide

RIDE
Grants/Train

N/S Sch
Wide

MSFA PBS &
Wraparound

WVU / MU
/ MUGC
embed PBS

WVU Beh.
Anal. Ind.
PBS

MUGC On-line PBS

WVU PBS Sped. Ed
Courses

WVU Sch.
Wide
PBS

MU for HFA



AS Klinger
CEC Stuga
CEC VanAcker

Person-
Centered
Planning

Required
PBS training
for staff

PRC: PBS as Comm. Prevent. Model

**WV's P B S
Timeline of
Development
1991-2008**

**TriState
Consortium**

PBIS



PBS
Required
Training for
MR/DD
Waiver

**LIFE
QUILTERS**
became Crisis
Services
Project

PBS Program
changes focus
more Consultative

Team
Training
in
S.
Ohio

College
Program
in
Family
Coaching
Special Topics

ATC
Trained
other
states



Brooke Co
McDowell Co.
School wide
PBS

RRTC
Not Funded

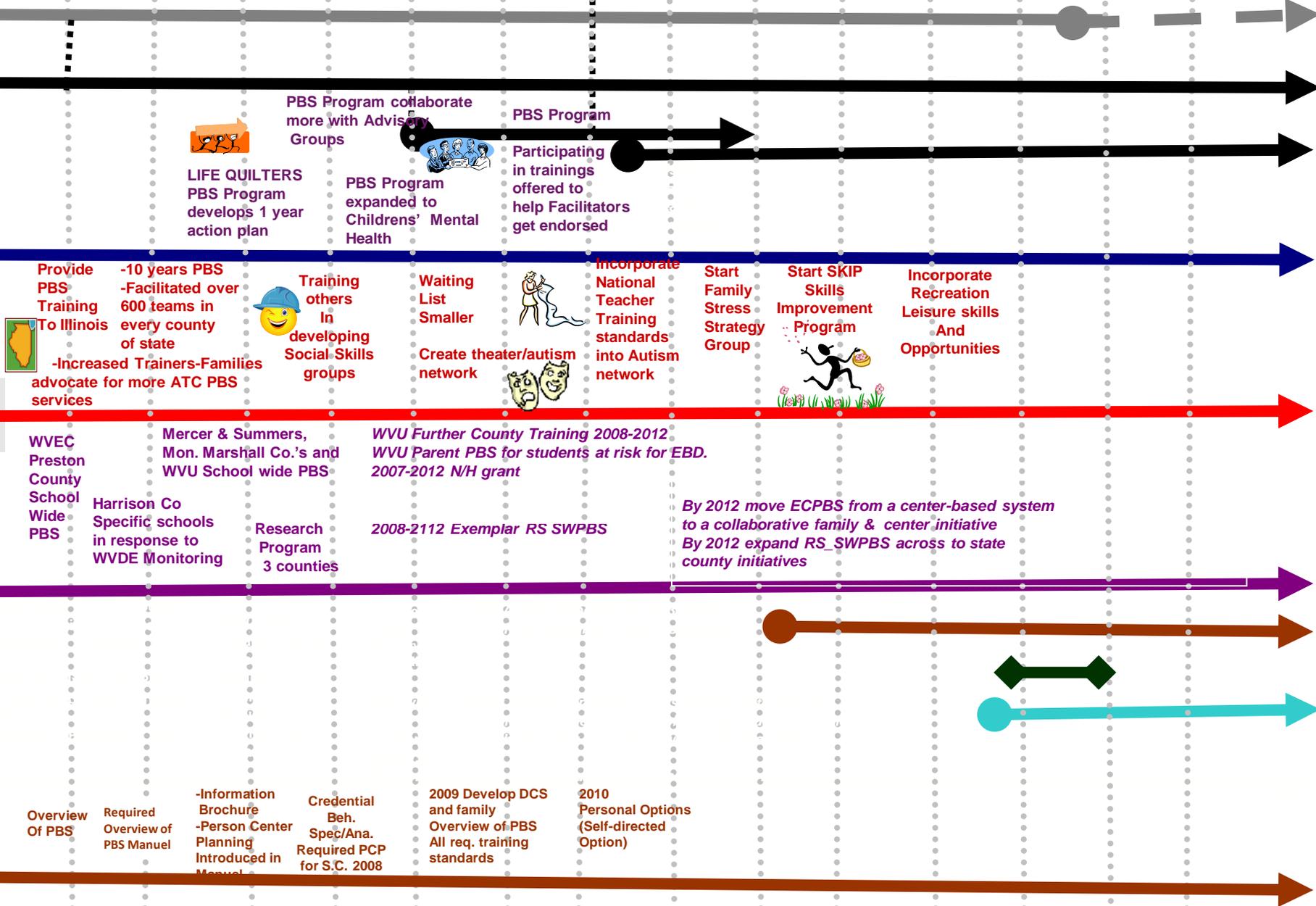
? New RRTCs?

WV's
Leadership

Team
established

"New"
PBIS

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018



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?

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