

Provider Handbook Red Activities

Lunch & Learn Webinar

May 29, 2015
11:30am-12:30pm

*KIPBS
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Today's Learning Objectives

1. Purpose of Provider Handbook
2. Organization and Utilization of Provider Handbook
3. Review of Red Activities
4. Practice 2-3 Red Activities
5. Discussion & Questions



History of KIPBS Handbook

- Initially handbooks were used with parent workshops and in collaboration with other community partners.
- Enhanced as populations and types of professionals broadened
- Technically improved to align with systemic layered trainings
- Re-organized for ease of use
- Additional technical and training narrative created for independent utilization
- Coding system added to responsibly and easily provide expectations for handbook and training manual
- Is now and always will be FREE

Kansas Stakeholders & Support Systems



Who Can Use These Handbook?

- ▶ Examples:
 - ▶ CMHC Professionals
 - ▶ Community Stakeholders
 - ▶ Schools
 - ▶ Juvenile Corrections
 - ▶ PRTFs
 - ▶ I/DD
 - ▶ Law Enforcement
 - ▶ Parents/Foster Care Parents
 - ▶ Red & Yellow: Training Recipients
 - ▶ Green Activities: ANYONE!



Green-Introduction Level Activities

- ▶ Do on your own
- ▶ These activities are simple to implement after reading the informational pages prior to the activity
- ▶ Completion of these activities do not require any formal training
- ▶ All caregivers and professionals can implement; however, professionals may still need to assist caregivers in completion of these activities

Yellow-Intermediate Activities

- ▶ Do with a professional
- ▶ These activities must be completed with a professional such as a case manager, therapist, or support worker
- ▶ They do not need to be completed with a PBS-Trained Professional, though consultation by the professional may be needed

Red-Intensive Activities

- ▶ Do with a PBS-Trained Professional
- ▶ These activities require some formal PBS training prior to implementing


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Activity:
**Antecedent
Behavior
Consequence
Recording Form**
**(Red-Do with a
PBS-Trained
Professional), Pg.**
34:

After reviewing the ABC's of your child's behavior on pages 32 and 33, you are now ready to begin completing the ABC recording form. You can use the ABC recording form to track what you observe occurs immediately before and after your child's behavior. Also, write in what the behavior looks like. After several observations, begin to look for patterns in your child's behavior. These patterns will be used for planning purposes when developing your child's plan.

- First, review with a PBS-Trained Professional and make sure you are familiar with the ABC's of behavior as described on pages 32-33.
- Next, with the support of a PBS-Trained Professional, observe or think about a recent problem behavior. Write this behavior in the middle box. Make sure to describe what the behavior looks like.
- When observing or thinking about the behavior, recall what happened immediately before the behavior. Write this down in the antecedent or trigger box.
- Finally, recall what happened right after the behavior and write your description down in the consequence box.
- Repeat this process for numerous occurrences of problem behavior.



*Continued from
previous activity
(ABCs)*

PBS-Trained Professionals: Since this is a red coded (intensive) activity, PBS-Trained Professionals need to assist caregivers with the following:

- Review information and activity with the caregivers
- Help with terminology
- Explain the ABC's of behavior to the caregivers and make sure they have a general understanding of the ABC's of behavior
- Support caregivers in observing or recalling a recent problem behavior. You may need to point out an ideal behavior sequence to record on the form.
- Once the behavior is identified, help caregivers write the behavior in the behavior box using observable and measurable terms.
- Next help the caregivers to identify the antecedent to the problem behavior and guide them to write it in the correct box.
- Help the caregivers to identify the consequence of the behavior and write that information in the correct box.
- Review the behavior sequence with the caregivers
- You will repeat this process for numerous behavior and support the caregivers in identifying patterns of behavior such as certain times of day the behavior occurs, if the behavior occurs with certain people, if the triggers or consequences are always the same, etc.
- Answer any questions the caregivers may have.
- Use this information for the next activity in the workbook.

Discussion and Review of Red Activities in the Handbook





Red Activity Scenario 1

- ▶ Working with a family who has a 15 year old with and ADHD diagnosis.
- ▶ Child engages in aggression, noncompliance, and elopement
- ▶ Mom and dad say he engages in these behaviors when anxious or when he is mad at them
- ▶ Parents have had a difficult time understanding what occurs before and after the behaviors instead of using subjective terms such as being anxious or mad
- ▶ What would you do to help the family with this concept and how would you implement it?



Possible Next Steps

- ▶ Use the workbook to support the family in understanding function of behavior
- ▶ During your next visit bring the workbook and specifically share the ABC's of behavior or copy the pages referring to the ABC's and ABC data sheet
- ▶ Have the family review the ABC's of behavior
- ▶ Show the family how to document behavior using the ABC form and practice hypothetical examples with them or complete the form with them if you witness an actual behavior during the visit
- ▶ Bring the form to complete during each of your visits and review observations with them



Red Scenario Activity 2

- ▶ You are a PBS Facilitator working with a case manager at your mutual client's school.
- ▶ The youth's school is in the progress of developing a behavior plan and want a quick easy to understand way of creating interventions with the entire team.
- ▶ The school will be having a team meeting to brainstorm and develop interventions for the youth next week. They asked you to be present at the meeting.
- ▶ The school already has data which you have reviewed
- ▶ You have some interventions in place at the youth's home that have been successful. You plan to share this information at the meeting.
- ▶ In the past the school has had a difficult time agreeing upon interventions and understanding why the behaviors are occurring.
- ▶ How might you support the school/providers?



Possible Next Steps

- ▶ You make copies of the red activities: Take a closer look at behavior and Let's brainstorm some strategies
- ▶ Once at the meeting you review the data and discuss patterns of behavior with the team.
- ▶ You help the team complete the activity: Take a closer look, to guide the development of appropriate interventions
- ▶ Next you share the activity: Let's brainstorm some strategies in order to begin the development of a behavior plan. You discuss that this form can be used as a quick easy to understand one page snap shot of the current interventions and tasks.
- ▶ Furthermore, you might allow the school to check out the workbook from your center language(making sure they understand the activities first and the requirements for the color coded activities)as an additional resource and to share a common PBS language



Questions or Comments?

Additional questions on
handbook activities please
contact Sara Quick at
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Thank you for participating!