

Part I. Guide for Initial Training of the Behavior Plan

Training outline for use with an administrator, single caregiver, or small group:

1. Introduce yourself and thank everyone for their time.
2. Briefly describe:
 - A. The goal of positive behavior support-
 - a) change the environment and how we respond to the individual
 - b) increase quality of life
 - c) provide support to meet needs and reduce problem behavior
 - B. The behavior assessment process used in the creation of this Behavior Plan-
 - a) interviews with staff, caregivers, professionals, family, etc.
 - b) observations
 - c) interactions with the individual
 - d) reviews of records
 - C. How information from the behavior assessment identifies:
 - a) what is important to and for the individual and how these may conflict.
 - b) what unmet needs the individual has and the cause of problem behavior.
 - c) what support strategies will resolve the conflicts and unmet needs
3. Describe the structure of the plan to be presented:
 1. Person-centered information and general information to develop daily activity routines and interactions with the individual.
 2. Description of difficult behavior(s) the individual has.
 3. What unmet needs cause the difficult behavior (why “behavior” happens).
 4. Proactive support needed (how do we prevent the behavior from occurring).
 5. Reactive support needed (what to do when the behavior does occur).
4. Share information from the plan itself (give each person a copy to follow along as you talk)
 - A. 1st : Explain the Person Centered Information page
 - B. 2nd : Explain the behavior plan strategies and follow these steps-
 - a) Describe Behavior(s) of Concern and why they occur.
 - b) Describe specific strategies.
 - c) Describe the connection between the unmet need(s) causing the behavior (why the behavior occurs) and how the strategy will meet the need.
 - C. Listen to feedback and answer questions.
5. (After training) Make any changes or additions that staff may have suggested if you feel they will enhance the plan while maintaining its intent, send final to program administrator.



Part II. Guide to practical, hands-on training

Training outline for use with single caregiver:

1. Caregivers will have completed Initial Training on the Behavior Plan.
2. Changing Caregiver practices:
 - a) Practical, hands-on training follows a sequence-
 - Demonstrate the skill or component of the Behavior Plan.
 - Practice¹ the skill or component with the Caregiver.
 - Watch the Caregiver demonstrate the skill or component by themselves.
3. Changing daily routines and/or the schedule practices:
 - a) Review the Behavior Plan for needed change in daily routines or schedules.
 - b) Post changes in common² or key³ areas that Caregivers will see on a regular basis to establish consistency.
 - c) Discuss with the Caregiver the importance of consistency for the newly established routine or schedule. Emphasize the Individual's perspective or "the world through the individual's eyes" to increase Caregiver's understanding of the change.
4. Changing the environment:
 - a) Review the Behavior Plan for needed change in the individual's living area or other areas they frequent.
 - b) Make changes in these areas along with the Caregiver.

¹ Practice may take place with interactions with the individual, simulated practice such as role play or play-acting.

² Common areas may be a "break" area, sign in area, or other place where Caregivers commonly receive regular information about daily work.

³ Key areas may be in the Individuals living area, i.e. a folder or notecard on an end table, a small sign on the wall in the area the routine is such as the bathroom or kitchen, a small notebook or note pad in a part of the room a Caregiver may go routinely.

