“Do this, Not that! Strategies to Support Individuals and Team Members”

Presented by Justin Creech, BCBA, LBA, LMHP
Virginia Central Region REACH
Learning Objectives

• List 9 effective ways to support individuals and team members
• List 9 strategies to avoid when supporting individuals and team members
• List “Green Level Strategies” used at Virginia Central Region REACH
• Identify maintenance strategies used to support consistent implementation of the “Green Level Strategies”
• Use at least one of the effective strategies within the next week for someone you support
#1

Do gain rapport first…
DON’T expect people will listen or do what you say without developing a relationship

• Get to know the person
  • Interests
  • Goals
  • Dreams
  • Values
  • Strengths

• Treat others with dignity and respect in all forms of communication
#2
Do look to the environment for why people do that they do
Don’t assume people do what they do due to internal causes or character flaws

• Are these helpful terms? “They are just ______”
  • Lazy
  • Stubborn
  • Mean
  • Inappropriate
  • Manipulative

• Behavior operates upon its environment to generate consequences (Skinner, 1953)
Do provide a meaningful day
Don’t provide too much downtime or activities that People don’t care about

- Providing interactive activities increases the likelihood that individuals will enjoy themselves on a daily basis. If the environment does not provide interactive activities, then individuals may experience little enjoyment and frequent boredom (Reid & Parsons, 2002)

- Providing meaningless activities can increase the likelihood that challenging behavior will develop (Reid & Parsons, 2002)

- Non-adaptive behavior is most common during leisure periods on residential settings and frequent occurrence of non-adaptive behavior is an indicator of a nontherapeutic environment (Reid & Parsons, 2002)
### Key for Interest/Participation Rating:

0 = No interest or participation  
1 = Brief interest/participation (0-5 minutes)  
2 = Moderate interest/participation (5-10 minutes)  
3 = Much interest/participation (10 or more minutes)  

<table>
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<th>Date</th>
<th>Item/Activity</th>
<th>Interest/Participation Rating (Circle one)</th>
<th>Staff Initials</th>
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#4
Do inform people of what to do…
Don’t solely rely on telling people what not to do

• “They know better”…..Do they?

• “Don’t do….” ≠ Teaching

• What about teaching:
  • Conversation skills
  • Public vs. private areas
  • Personal space
  • Coping skills
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<th>Look likes</th>
<th>Feels like</th>
<th>I can try to/Staff can</th>
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(Buron & Curtis, 2003)
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<tr>
<th>Date/Time</th>
<th>Number on Scale</th>
<th>Coping Skill Needed</th>
<th>If YES, name coping skill used:</th>
<th>Did use of the coping skill lower the number on the scale?</th>
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93% % Coping Skills Used Effectively
7% Not effective
#5
Do use a 4:1 ratio…
DON’T use a 1:1 ratio or worse!

- 4 positive comments to every demand, corrective feedback, or negative comment
- Research
  - The Gottman Institute, 2019
  - Madsen & Madsen, 1974
  - Hart & Risley, 1995
  - Daniels & Bailey, 2014
- Practical applications
#6
Do give effective feedback…

Don’t expect the individual to “know” what they are supposed to do and how they are doing

• “Feedback is often the least expensive and easiest method people can use to start improving performance” (Daniels & Bailey, 2014)

• Characteristics of Effective Feedback (Daniels & Bailey, 2014)
  • Immediate
  • Individualized
  • Easily understood
  • Performance is in the person’s control
DO provide concise, easy to follow recommendations…
Don’t write a complex novel and expect people to follow it

• Cheat sheets
• Behavior profile
### Behaviors for Increase
- Functional Communication (sign language)
- Cooperation with requests
- Staying in designated areas
- Duration of engagement in activities
- Maintaining personal boundaries

### Behaviors for Decrease
- Property destruction (tearing clothes, hitting doors)
- Physical aggression (pushing, hitting, biting, choking)
- Self-injurious behavior (hitting self in face)
- Exit-seeking behavior
- Food stealing

### TRIGGERS
- New places
- Denied requests
- Spending long lengths of time in community
- Seeing cars (He often wants to get in the cars to go riding)
- Visits from sister

### PROACTIVE STRATEGIES
- Implement *Green Level strategies*
- 1:1 in the community, LOS when in public areas
- Keep finger nails trimmed
- Support him with walking on unsteady ground or stairs
- Provide one direction at a time using short concrete prompts
- When in public areas—direct to activity at least every 30 minutes (ex. Puzzle, dominoes, crafts, cooking/helping in kitchen with support) if not engaged. It is likely his attention to the activity will last 1-3 minutes
- Support with shower, shaving, and eating 3 meals daily (Guardian stated that this helps)
- Reinforce functional communication (He knows the following signs—stop, eat, drink, sit, thank you, shoes, sleep, drive, bye) by providing access to his request, when possible. When you can’t provide access, then acknowledge the communication (“Thank you for telling me you want to go for a ride. We can’t go right now”) If he grabs forearm, stop and make the sign for “stop”. You may have to repeat before he lets go. At other times, attempt to avoid his attempts to grab your arm.
- Provide closer supervision when he is around peers or when new people enter the CTH to avoid them being grabbed
- Provide walks at scheduled times 3x a day when weather and staffing permits
- Provide van rides at scheduled times in the community 2x a day when staffing permits

### WHAT TO DO WHEN CHALLENGING BEHAVIORS HAPPEN
- Maintain a calm, neutral tone while using Safety-Care De-escalation and physical management procedures when appropriate.
- Block self-injurious behavior while prompting incompatible behavior such as holding stuffed animals, clapping, hi-5s, etc.
#8
Do provide competency based training…
Don’t train people by lecturing only and expect they will do it

- Traditional staff training is usually didactic and not very effective (Parsons, Rollyson, & Reid, 2012)
- Ever heard someone say, “I told them what to do and they still won’t do it”

- Behavioral Skills Training (BST)
  - Instructions
  - Model
  - Rehearsal
  - Feedback
Use Behavioral Skills Training (BST) to teach skill below through role-playing scenarios.

1-Instruction  2-Model  3-Rehearsal  4-Feedback  5-Generalize

Situation—Maggie was expecting the house manager (Janie) to work today. However, Janie was sick and a different staff worked in her place.

**Expressing Your Feelings** (Goldstein & McGinnis, 1997)

1. Tune into what is going on in your body. (before reacting)
2. Decide what happened to make you feel that way.
3. Decide what you are feeling (Anger, fear, happiness, excitement, nervous/anxiety, sadness)
4. Think about different ways to express yourself and pick on (ex. talk to staff, use a code word with staff, take a break)
5. Express your feeling
#9
Do collect data…
Don’t rely on anecdotal reports solely for information

• Anecdotal reports tend to be subjective and inaccurate

• Collect objective data and provide to team members
  • Sleep
  • Bowel movements
  • Challenging behaviors
  • Skills (Coping, social, ADL’s, etc.)
“Green Level Strategies”

- Vision & Purpose
  - To provide basic universal behavior strategies (aka Green Level Strategies) consistently as a part of daily therapeutic home programming

- Possible expansion to community providers

- 1st phase
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<th>Strategies</th>
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<tr>
<td>1. Daily written and visual schedule is available and followed</td>
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<td>2. Individuals are informed of any changes in daily schedule and reasons for the change</td>
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<td>3. Use a minimum of <strong>4:1 ratio</strong> (Positive comments to negative comments, corrective feedback, demands)</td>
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<td>4. Reinforce desirable behaviors (ex. Appropriate communication)</td>
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<td>5. Withhold reinforcement for undesirable behaviors (ex. Yelling)</td>
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<td>6. Interact with individuals a minimum of every 15 minutes when they are in public places</td>
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<td>7. Use Safety Care HELP, PROMPT WAIT</td>
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<td>8. ABC data forms filled out correctly</td>
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Training

• Supervisors and Direct Care Staff
  • Initial classroom style
  • Coaching + feedback in natural environment
Green Level Strategy Implementation Check

• See Handout
REFERENCES


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