

Positive Behavior Support Training Curriculum INFORMATION

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Positive Behavior Support Training Curriculum

INFORMATION

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Positive Behavior Support Training Curriculum

Frequently Asked Questions About the *Positive Behavior Support Training Curriculum*

Q. What is the *Positive Behavior Support Training Curriculum*?

A. The *Positive Behavior Support Training Curriculum* (PBST) is designed for training supervisors of direct support staff as well as direct support professionals in the values and practices of positive behavior support. The *PBST Curriculum* is available in two editions: **Supervisory edition**, and a **Direct Support edition**. Each edition has 3 components:

- 1) **Trainer's Curriculum** containing 26 modules to be used by trainers when training human service supervisors.
- 2) **Trainee Resource Guide** to be provided as a resource for trainees who receive training in the *PBST Curriculum*. The Trainee Resource Guide consists of handouts on the curriculum with room to take notes during the training.
- 3) **Overheads** for trainer use with each module.

About the Authors

Dennis Reid is director of the Carolina Behavior Analysis and Support Center. He has more than 25 years in developmental disabilities as a manager and clinician. He has delivered more than 200 consultations and presentations on staff training.

Marsha Parsons offers a wide range of behavioral support services for individuals with developmental disabilities. She has given more than 75 presentations in staff training, management and motivation, evaluation, and provision of services.

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The content and length of these individual components vary depending on what edition you purchase. The Supervisory edition is longer than the Direct Support edition.

The *Positive Behavior Support Training Curriculum* was developed by a group of professionals with extensive practical experience and advanced professional training in the area of direct support. The two authors bring considerable evidence-based knowledge and the editors have practical and research-based experience in the areas of adult learning, staff training, autism, and positive behavior support.

Q. Has the *PBST Curriculum* been tested and used before?

A. Yes! To date, more than 700 supervisors of direct support staff have been trained in the *PBST Curriculum* to demonstrate competency in key positive behavior support skills. More than 1,000 direct support personnel have been trained by “second-generation trainers” in the Direct Support edition of the curriculum. In four years of statewide training of supervisors in one state, **nearly 90% of the supervisors demonstrated mastery level performance for each skill taught in the curriculum, and 99% also said they would recommend the training to other direct support personnel.**

Q. What skills does the Supervisory edition of the *Positive Behavior Support Training Curriculum* contain?

A. The Supervisory edition of the *Positive Behavior Support Training Curriculum* trains supervisors of direct support staff in two areas: (a) principals of positive behavior support and (b) supervisory skills. Supervisors in the direct support field are required to be both behavior experts and effective Supervisors. Lack of supervisory training is a major problem and is at the heart of turnover problems in the direct support field. With the Supervisory edition of the *Positive Behavior Support Training Curriculum*, frontline supervisors learn **11 critical skills needed to manage direct support staff** effectively in addition to **16 essential skills in positive behavior support**. The Supervisory edition of the *PBST Curriculum* is geared to:

- Teach supervisors essential skills in proactive positive behavior support
- Respond to direct support staff queries and provide feedback
- Represent a stable and expert source of knowledge to direct support staff
- Handle tough situations by demonstrating and explaining skills required
- Observe staff implementing key skills and critique them effectively
- Facilitate teamwork between staff members through feedback
- Communicate effectively with staff
- Enjoy better interactions with professional staff
- Provide higher quality services and supports to consumers with disabilities

Q. What skills does the Direct Support edition of the *PBST Curriculum* contain?

A. The Direct Support edition of the *Positive Behavior Support Training Curriculum* gives direct support professionals **16 must-have skills known to work in improving behavior of people with developmental disabilities**. Based on recommended practices in the field of positive behavior support and applied behavior analysis, this edition is geared to teach direct support professionals the ABCs of human behavior and to better understand the needs of people with developmental disabilities. The Direct Support edition of the *PBST Curriculum* is geared to teach direct support staff how to:

- Understand and apply the skills needed to implement positive behavior support
- Reinforce appropriate behavior and prevent challenging behavior through proven techniques
- Identify what essential, practical skills to teach people with developmental disabilities, and how to teach them
- Train consumers to become more independent and reduce staff dependence
- Reduce occurrence of challenging behavior through proactive and proven methods
- Acquire problem-solving skills
- Learn what prompts good and difficult behaviors

- Manage difficult behavior effectively when it occurs
- Create positive and inclusive environments and enhance quality of life of consumers with developmental disabilities
- Implement principles of person-centered planning and community supports

Q. What format does the training follow?

A. The *Positive Behavior Support Training Curriculum* is based on the principles of **adult learning** and **performance-based staff training**. The Trainer's Curriculum (Supervisory edition) consists of **26 modules** (16 in the Direct Support Edition) addressing key sets of skills in positive behavior support, and is to be used by trainers when training human service supervisors. **Each module addresses a key set of skills in positive behavior support and consists of five basic parts:**

- 1) **Module Summary Sheet**
- 2) **Presentation Outline**
- 3) Copies of **overhead transparencies** to use during training
- 4) **Activity Sheets** for trainee use during training and
- 5) **Skills Checks** to use to ensure trainees demonstrate skill mastery of the training content.

The training and Skills Checks are provided through:

- 1) **Classroom training**
The classroom training component of the *Positive Behavior Support Curriculum* involves four, 7-hour classroom days. Modules 1-19 in the Supervisory edition are taught over five days: three days of classroom instruction, followed by one day of on-the-job training, followed by one day of the classroom instruction.
- 2) **On-the-job training:**
Four skills representing six modules in the curriculum require practical on-the-job evaluation by an experienced instructor. To conduct the on-the-job skills check, an instructor goes to a staff person's work site such as a group home, supported living arrangement, or supported work placement. These include providing choice to an individual with a developmental disability, interacting with a group of people in social settings, teaching a

skill to an individual with developmental delays, and evaluating a direct support supervisor's skill in observing and providing feedback to a staff person on job performance. When an instructor arrives at a trainee's work site, the trainee has previously demonstrated mastery of each skill to be assessed during a preceding, classroom-based role play. At the work site, a trainee demonstrates each target skill and the instructor provides feedback. **Around 20-45 minutes are usually necessary to conduct all on-the-job skills checks** with one trainee. Typically, an 8-hour day is required for each instructor to complete these skills checks, unless the trainees work sites are spread across a large geographic area.

In general, the training format provides **heavy emphasis on trainer demonstration** and **trainee practice of target skills** and focuses on practical outcomes. Throughout, the trainer is required to tell the trainee why the skill is important, provide a written checklist that describes how to perform the skill, demonstrate the skill, observe trainees perform the skill, and provide feedback on their performance until the trainees demonstrate mastery of the skill.

Also read the Introduction section in this package for more on how to use the *PBST Curriculum*.

Q. How are trainees of the *PBST Curriculum* evaluated?

A. The *PBST Curriculum* is based on the principles of **performance-based staff training** and trainees are evaluated through a series of **skills checks** designed to assess a variety of knowledge and skills related to positive behavior support. Trainees must pass a skills check at the end of each module to be certified as having completed the training. The mastery criteria for completing each skills check are included with the instructions for the trainers. There are **four types of skills checks** in the Curriculum:

- 1) Quiz Questions
- 2) In-Class Activities
- 3) In-Class Role Play Demonstrations and
- 4) On-The-Job Demonstrations.

At least one of these types of skills checks is used for each module, depending on the type of information presented in the module. Across the modules, 17 require trainees to pass paper and pencil exercises, nine require performance mastery during

in-class role plays, and six require on-the-job demonstrations of performance mastery. Some modules include several different types of skills checks. Skills checks are intended to be conducted within one day for each trainee at the trainee's regular job site.

Q. How long does it take to complete the training curriculum?

A. The Supervisory edition of *PBST Curriculum* involves five days: four 7-hour days of classroom training, and one day of on-the-job training.

Q. Who conducts the training for the *PBST Curriculum*?

A. To conduct training on the Supervisory edition of the *PBST Curriculum*, someone with expertise in behavioral psychology is recommended. It is recommended that each trainee group is limited to a maximum of 25 supervisors, with two instructors per group. Two instructors are necessary to carry out various demonstrations of target skills according to the set scripts and to allow for sufficient observation and individualized feedback for the role-play skills checks to ensure each trainee demonstrates the pre-established mastery performance.

Q. Who should buy the *PBST Curriculum*?

A. The following groups would be interested in buying the *PBST Curriculum*:

- Human service agencies
- State mental retardation/developmental disabilities agencies
- Residential care facilities
- Community service providers
- Assisted living facilities
- Group homes
- Training associations/schools
- Consultants
- Community service boards

Q. What is the need for a curriculum in positive behavior support?

A. Direct support, like any other profession, requires a set of skills and a knowledge base. In the developmental disability field, positive behavior

support skills are a must for direct support professionals. Whether it is to teach routine tasks, leisure activities, social skills, or prevent and/or respond to aggressive behavior or self-injury, direct support workers need the expertise in behavioral strategies to help the people they support lead more independent lives. With the *PBST Curriculum*, supervisors and direct support staff get the tools they need in positive behavior support to do their jobs effectively, and with confidence. Developed by a group of professionals with decades of high-quality practical experience and advanced professional training, the *PBST Curriculum* is the first and only validated training curriculum to systematically train your staff in **positive** behavior support strategies.

Q. Why does the positive behavior support approach work?

A. "Positive approaches yield positive results," is the rationale behind positive behavior interventions. Rather than tackle challenging behavior by using reactive, temporary solutions, you can deal with behavior proactively and in a skill building model so that problem behavior does not occur in the first place. You can examine the cause of problem behavior, eliminate the factors that cause it, and prevent it from happening again. Investment in this person-centered approach yields long-term results—both for the caregiver and the person with the disability.

Q. How do I know which *PBST Curriculum* to buy?

A. First, choose the edition(s) you want to purchase—**Direct Support edition**, or **Supervisory edition**. Each edition comes with 1) one **Trainer's Curriculum** for the instructor, 2) one copy of the **Trainee Resource Guide** for trainees, and 3) one set of **overheads**. Each trainee, whether a supervisor or a direct support professional, should be given one copy of the Trainee Resource Guide. Be sure to purchase enough guides to give each trainee during the training.

See the next page for ordering information.

About the Editors

David Rotholz is project director and associate professor at the University of South Carolina Center for Disability Resources. He has more than 25 years of experience in developmental disabilities in the areas of behavior support, staff training, systems change, management, and clinical intervention and has conducted more than 80 presentations in these areas.

Bruce Braswell is the director of training and QA for the autism division of South Carolina Department of Disabilities and Special Needs (SCDDSN). He has more than 25 years experience in developmental disabilities working with educational, home, and residential settings.

LouAnn Morris is director of staff development for SCDDSN and she has more than 20 years experience in the training and development field in both developmental disabilities and mental health in private and public sectors.

Acknowledgement

This curriculum was developed, validated, and implemented on a state-wide basis by the South Carolina Department of Disabilities and Special Needs. The development and implementation was conducted by SC DDSN, its contractors, and The University of South Carolina Center for Disability Resources (UCEDD). The authorship and editors of the curriculum reflect the contributions of those who translated SC DDSN's intentions into a training curriculum.

Pricing

Supervisory Edition

TRAINER'S MATERIALS

Includes 1) Trainer's Curriculum, 2) trainer's copy of the Trainee Resource Guide, and 3) overheads.

Price: \$335 (before September 1, 2003);
\$395 (after September 1, 2003).

TRAINEES' MATERIALS

Trainee Resource Guide for Supervisors

Price: \$7.95/guide (before September 1, 2003);
\$6.95/guide (after September 1, 2003).

Direct Support Edition

TRAINER'S MATERIALS

Includes 1) Trainer's Curriculum, 2) trainer's copy of Resource Guide, and 3) overheads.

Price: \$250 (before September 1, 2003);
\$295 (after September 1, 2003).

TRAINEES' MATERIALS

Trainee Resource Guide for Direct Support Staff

Price: \$7.95/guide (before September 1, 2003)
\$6.95/guide (after September 1, 2003).

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Email questions on content and implementation to books@aamr.org. Your queries will be forwarded to the senior author and editor for comments.

Publisher

American Association on Mental Retardation

444 North Capitol Street, NW, Suite 444
Washington, DC, 20001-1512
202.387.1968

The following is the Introduction section from the Supervisory Edition.

Introduction

The *Positive Behavior Support Training Curriculum* is a curriculum for training supervisors of direct support personnel in the values and practices of **Positive Behavior Support**. The curriculum is designed for supervisors working in any setting providing supports and services for people with developmental and related disabilities.

The *Positive Behavior Support Training Curriculum* represents a joint venture of the South Carolina Department of Disabilities and Special Needs and the University of South Carolina's Center for Disability Resources (a University Affiliated Program).

How To Use The PBS Training Curriculum

The *Positive Behavior Support Training Curriculum* consists of two primary parts. The first part is the **Trainers' Curriculum**, to be used by trainers when training human service supervisors. The second part is the **Trainees' Resource Guide**. The Guide is to be provided as a resource for trainees who receive the training in Positive Behavior Support.

Trainers' Curriculum

The *Curriculum* consists of 26 training modules. Each module addresses a key set of skills in **Positive Behavior Support**. Each module consists of five basic parts: 1) Module Summary Sheet, 2) Presentation Outline, 3) Overhead Transparencies to use during training, 4) Activity Sheets for trainee use during training, and 5) Skills Checks to use to ensure trainees demonstrate skill mastery of the training content.

The *Trainer's Curriculum* is designed to be carried out by two trainers with a given group of trainees. The size of the trainee group can vary depending on the needs of the trainers and trainees. However, it is generally best to limit each trainee group to no more than 25 participants. For smaller groups, one trainer can successfully implement the *Curriculum*. In the latter case, the trainer should involve various trainers in the demonstrations that are usually conducted in a role play process with trainers.

The amount of time typically needed to train each module of the Curriculum is specified within respective modules. In total, the training generally encompasses four days of classroom training. Following the classroom training, approximately 45 minutes is required with each trainee in the trainee's routine work setting in order for the trainer to assess in-the-job application of designated trainee work skills, and for the trainee to demonstrate mastery of the skills.

Module Summary Sheet

Each Module Summary Sheet identifies the skills to be taught with the module, the objectives to be mastered by trainees, the general procedures and processes to be used in the training, the types of Skills Checks to be used to assess trainee mastery, the estimated amount of training time to be encompassed, and the necessary materials for training.

Presentation Outline for Trainers

The specific procedures, processes, and content of each skill module are explained in step-by-step fashion in the Presentation Outline. The Outline describes what the trainers should present and describe, the demonstrations to be provided, and the activities to be completed by trainees. The Outline is organized to facilitate the training process by providing highlighted pointers to trainers next to the detailed instructions in the Outline proper. These pointers are provided in bold in the left margin next to the corresponding text information.

Additionally, more detailed instructions to trainers (e.g., how to conduct activities) are separated from the text to be presented to trainees by a separate font and horizontal lines as illustrated below:

*Instructions to trainers are presented
in the following format:*

**When you see this font between two lines,
The information is for the trainer's use only.**

For effective use of the curriculum, it is essential that trainers become extremely familiar with all parts of the Outline. It is also essential that trainers practice the demonstrations and learning activities within each module prior to conducting training sessions, and have available all necessary materials as indicated on the Module Summary Sheets.

Throughout the modules, a heavy emphasis is placed upon trainer demonstration of target skills and trainee practice of target skills. As trainees practice various skills with the activities described in the Outline, trainers must continuously move among the trainees to observe their practice activities, answer trainee questions, and provide supportive and constructive feedback. No training activity should be considered completed until trainers have observed each trainee complete the designated practice activity proficiently. Guidelines for evaluating trainee proficiency are provided in the Outline as well as in the Skills Check section of the curriculum.

Overhead Transparencies

Overhead transparencies are provided for trainer use with each module. The transparencies are arranged in the order in which they are used during each training session. An overhead transparency projector is required for each module.

Activity Sheets for Trainee Use

Most modules involve activity sheets for trainee practice of various target skills. The activity sheets are arranged in the order in which they are used in each training session.

Skills Checks

People who participate in the training must pass each module Skills Check to be certified as having completed the training. The Skills Checks are designed to assess a variety of knowledge and skills related to Positive Behavior Support. There are four types of Skills Checks: Quiz Questions, In-Class Activities, In-Class Role Play Demonstrations, and On-the-Job Demonstrations. At least one of these types of Skills Checks is used for each module, depending on the type of information presented in the module. Some modules include several different types of Skills Checks.

The Skills Checks are described at the end of each module, along with trainer instructions for administering the Checks. The mastery criteria for completing each Skills Check are included with the instructions for the trainers. Skills Check Forms are also included at the end of each module for conducting the Skills Checks. A separate packet of trainer instructions and forms for the On-The-Job Demonstration Skills Checks is provided following the **Presentation Outlines** for the 26 training modules (see section on **Instructions for On-the-Job Skills Checks**.) The latter Skills Checks are intended to be conducted within one day for each trainee at the trainee's regular job site. A summary of the types of Skills Checks and corresponding mastery criteria for all training modules is provided at the end of this section.

To facilitate using the Skills Checks to assess trainee mastery of the *Positive Behavior Supports Training Curriculum* content, it is helpful if trainers divide up the trainees in each class. Each trainer should be responsible for administering each Skills Check for each trainee in his/her group. A **Mastery Skills Checklist** is provided in each trainee's **Resource Guide**. The Checklist can be removed from the Resource Guide such that there is one Checklist for each trainee. The responsible trainer can maintain a record for each trainee's performance on each Skills Check by completing the appropriate section on the **Mastery Checklist** for each Skills Check.

Introducing the Training Process

The **Presentation Outline** for each module provides specific information for introducing each module. Most of the training modules focus heavily on teaching performance skills related to Positive Behavior Support to the trainees. As such, many modules involve trainee practice activities. The practice activities include a variety of role-play demonstrations of various skills by the trainees. Because many trainees are likely to feel awkward when initially required to demonstrate various skills, it is important that trainers address this issue early in training. That is, trainers should let trainees know that they will be practicing performing many skills, and that feeling awkward or uncomfortable at first is to be expected and is certainly acceptable. Trainees should likewise be informed that the initial awkwardness that they might experience, although common, typically goes away rather quickly after a few activities.

To facilitate the trainees feeling comfortable with the role-play demonstration, trainers should make special attempts to praise efforts and attempts by the trainees. The training process is also designed to minimize initial difficulty with trainee role-play demonstrations by, for example, having the trainers themselves first demonstrate the skill of concern.

It is also important to explain the purpose of the demonstrations and role-play activities. It should be noted that in order for the trainees to truly learn the skills of Positive Behavior Support, they must have opportunities to practice and receive feedback on use of the skills in as life like a situation as possible. Hence, a number of role-play activities will be conducted in which trainers and trainees role play either a support staff person or a consumer with a disability. It *must* be explained that by role playing the part of a consumer with a disability, the intent is by no means to be condescending toward people with disabilities. Rather, the intent is to make the practice situation as similar to the work situation of the trainees as possible. To make the situation as life-like as possible, trainees must practice the skills in situations they are likely to experience with their consumers. That is the *only* reason people will be role playing the part of a consumer.

The following is a Module #1 from the Supervisory Edition as a sample.

Module 1: Dignity and Behavior Support

To be covered on day 1 of training

Objectives	Upon completion of this module, trainees should be able to: (1) Identify at least two goals of Positive Behavior Support (2) Identify at least two values of Positive Behavior Support (3) Describe the Antecedent, Behavior, Consequence (ABC) model	
Method	Presentation on goals of Positive Behavior Support	5 minutes
	Presentation and trainee discussion on values of Positive Behavior Support	15 minutes
	Presentation on ABC model	10 minutes
Skills Check	Mastery completion of module quiz (administered after Module 5)	
Training Time	Total training time: 30 minutes	
Materials	Overhead projector Hard copies of Overhead #s 1-1, 1-2, 1-3	

Presentation Outline

Introduction to Positive Behavior Support

In this and the classes to follow, we will be talking about positive behavior support. When people think about positive behavior support, they often think about working with behavior problems. Helping people overcome problem behavior *is* a major goal of positive behavior support. However, positive behavior support has other important goals as well.

Show Overhead #1-1 Show Overhead #1-1 (Goals of Positive Behavior Support).

Describe goals

One goal is to help people with disabilities enjoy their lives. Another goal is to support people in living as independently as possible, and in ways they want to live. Still another goal is to support people with disabilities in having a normal life, and to live, work, and play with people who do not have disabilities.

Whenever one of the first three goals of positive behavior support is not reached because of problem behavior, then another goal of positive behavior support is to help overcome the problem. That is, we provide support to help consumers overcome problem behavior so the consumers can:

- enjoy their lives
- live as independently as possible
- have a normal life

There are many tools in positive behavior support that help people with disabilities reach the just noted goals. We will describe and practice these tools in our training sessions. However, positive behavior support is also based on important values. These values must be at the center of everything we do with positive behavior support.

The Values of Positive Behavior Support

Show Overhead #1-2 Show Overhead #1-2 (Values of Positive Behavior Support). Show only the first value on the overhead.

Discuss respect for all citizens

The first value of positive behavior support is *respect for the rights of all citizens*. This value is not just for positive behavior support, but for all of the South Carolina Department of Disabilities and Special Needs (DDSN). All staff who work in any way with DDSN must respect the human rights of all consumers of DDSN's supports and services.

Most of you know what we are talking about -- rights that protect consumers from procedures that cause harm or hurt, rights that protect consumers from restraint without due process, and rights to privacy, just to name a few.

We will not go over each of the basic human rights here, because those are covered in other training that you have had. Our point here is that we must know these rights and support them. If you are not sure about the human rights that your agency supports, you should review them as soon as you can.

Show second value on Overhead #1-2.

Discuss importance of each person

Another value of positive behavior support is the *importance of the individual*. Positive behavior support must be person-centered. As many of you know, person-centered planning puts the individual consumer in control of which supports and services s/he receives as much as possible.

Positive behavior support is person-centered

The values of person-centered planning and positive behavior support are the same. For example, an important part of both positive behavior support and person-centered planning is knowing that each person is an individual who has hopes and dreams. We must know what those hopes and dreams are, and support the hopes and dreams for each consumer.

Like person-centered planning, positive behavior support cannot work unless we know each consumer very well. Before we can help a consumer overcome a problem behavior, we must get to know that individual. We must also take the time to find ways to interact with consumers in ways that they like. We will talk about ways to interact with consumers in later classes.

Because positive behavior support values each person as an individual, we must know about the values that are important for each consumer and each consumer's family. Many consumers come from different cultures, and we must take the time to learn what is important in their cultures and the cultures of their families.

Show third value on Overhead #1-2.

Discuss treating people with dignity

A third value of positive behavior support is *treating people with dignity*. Treating people with dignity means we treat people as people first, and we treat people in ways that they want to be treated.

Getting to know consumers as people first means we do not think of them as *retarded* or *handicapped* -- we think of them as people who happen to have a type of disability. When we get to know consumers as people who have a disability instead of knowing them as *the disabled*, for example, then we are more likely to treat consumers with dignity just as we all want to be treated.

Discussion Question

Ask the trainees to think about how they would feel if they were thought about only as short, or fat, or skinny, poor, rich, white, black, etc. Ask several trainees to discuss how they would feel. Note that each of us wants to be thought of as a person, and not thought of because of what we have or do not have -- people with disabilities want and deserve the same respect.

There are many ways we can promote dignity among consumers with disabilities. For example, we can talk to adults as adults and not as if we were talking to a child. We can also interact with consumers during times that are normal to interact with anybody, such as during breaks. We will talk more about how to promote dignity in later classes.

Show fourth value on Overhead #1-2.

**Discuss protection
from abuse and
neglect**

A final value of positive behavior support is that we must make sure *consumers are not abused or neglected*.

Ask trainees if any of them want their loved ones to be abused or neglected. Prompt discussion around the point that everybody, whether or not they have disabilities, does not want to be hurt or have their needs neglected.

The human rights that we noted earlier talk about abuse and neglect, and describe what we must guard against. Making sure consumers are not abused and neglected is very important in positive behavior support.

Sometimes consumers, like all of us, will need help in correcting things they do that can cause problems for them or other people. Correcting problem behavior is a part of positive behavior support and we will talk about ways to correct such behavior. However, we never correct behavior in a way that abuses or neglects a consumer.

*BSPs must be
followed as written*

Much of what we talk about with correcting behavior will be in the Behavior Support Plans (BSPs) of consumers. To make sure we provide correction in ways that respect people and do not abuse or neglect, we must always follow the way correction is

written in the BSP. We will practice using BSPs in the right way in later classes.

As indicated earlier, positive behavior support has a number of tools. The different tools are used to support consumers in doing things that help them to enjoy their lives, and to live as independently and normally as possible.

The ABC Model of Positive Behavior Support

Introduce ABC Model

Although the tools of positive behavior support are many, there is a basic way in which all the tools are used. This way is called the *ABC Model* of positive behavior support.

Show Overhead #1-3

Show Overhead #1-3 (ABC Model of Positive Behavior Support).

Describe “B” part of ABC

At the center of the ABC model is *behavior* (the **B** part of the model). As just indicated, we support behavior that leads to the desired goals for consumers in our agencies.

We use many of our tools to make it likely that consumers will do things (i.e., their behavior) that will help them enjoy their lives and live independently and normally. We also use the tools to make it less likely that consumers will have problem behavior.

We can use many tools of positive behavior support *before* consumers engage in certain behavior to make it likely that their behavior will benefit and not harm them or other people. Using tools before certain behavior occurs involves the *Antecedent* or *A* part of the ABC Model.

Discuss “C” part of ABC

We also use tools *after* certain behaviors occur to make it more likely that future behavior will support consumers’ goals, and less likely that problem behavior will occur. These tools involve the *consequences* for behavior. The consequences that occur as a result of a certain behavior make up the *C* part of the ABC Model.

In short, using the ABC Model in positive behavior support centers on:

- *Antecedents* -- events that take place before behavior occurs; for our purposes, we look for antecedents that make it more likely desirable behavior will occur and problem behavior will not occur
- *Behavior* -- what a consumer does
- *Consequences* -- events that take place after behavior occurs that make it more likely desirable behavior will occur in the future and problem behavior will not occur

We will describe in detail each of the parts of the ABC Model in the next sessions. We will then discuss in more detail how each of the parts can work together to support the goals and values we have discussed in this session.

Overhead #1-1: Goals of Positive Behavior Support

Goals of Positive Behavior Support

to support people with disabilities to:

- 1. Enjoy life**
- 2. Be as independent as possible**
- 3. Live a normal life**
- 4. Overcome problem behavior**

Values of Positive Behavior Support

- 1. Respect for all citizens' rights**
- 2. Person-centered supports and services**
- 3. Treating all people with dignity**
- 4. Freedom from abuse and neglect**

Overhead #1-3: ABC Model of Positive Behavior Support

ABC Model of Positive Behavior Support

Antecedent

Behavior

Consequence

--	--	--

Skills Check

Module 1: Dignity and Behavior Support

Trainer Instructions

The skills check for Module 1 consists of trainee answers to five multiple choice quiz questions. These questions are part of the quiz (Skills Check Form #5-1) that is to be given to the trainees immediately following completion of Module 5 (Identification of Antecedents, Behavior, Consequences). Trainee answers to questions 1–5 of the latter quiz target the skills covered in Module 1.

Mastery Criterion

Trainees must correctly answer 80% of the quiz questions 1 - 5 to master Module 1 (i.e., at least 4 out of 5 answers must be correct).

Training Human Service Supervisors in Aspects of PBS:

Evaluation of a Statewide, Performance-Based Program

Article by

Dennis H. Reid, et al., *Journal of Positive Behavior Interventions*, Vol.
5, No. 1, Winter 2003, pp 35-46
by PRO-ED, Inc.

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American Association on Mental Retardation
444 North Capitol Street, NW, Suite 846
Washington, DC 20001-1512
202.387.1968

Training Human Service Supervisors in Aspects of PBS:

Evaluation of a Statewide, Performance-Based Program



Dennis H. Reid

Louisiana State University

David A. Rotholz

University of South Carolina

Marsha B. Parsons

*Carolina Behavior Analysis and
Support Center*

LouAnn Morris

Bruce A. Braswell

*South Carolina Department of
Disabilities and Special Needs*

Carolyn W. Green

Robert M. Schell

Western Carolina Center

Abstract: If many people with disabilities are to experience the benefits of positive behavior support (PBS), personnel in human service settings must be well versed in the values and practices of this approach. We describe a curriculum and methodology used to train supervisors in aspects of PBS on a statewide basis. The curriculum incorporated values of person-centered planning, ecologically valid practices, and principles of adult learning in conjunction with competency- and performance-based training. Selected components of the curriculum were initially evaluated experimentally with 12 supervisors. Observations during role-play activities and on-the-job applications indicated that the supervisors acquired the skills addressed in the training. Subsequently, the entire curriculum, which targeted 26 sets of skills related to PBS and involved 4 days of classroom training and 1 day of on-the-job training, was implemented with 386 supervisors across the state of South Carolina. Eighty-five percent of the supervisors successfully completed the training by demonstrating pre-established mastery-level performance for each set of skills. Acceptability measures suggested that all the trainees found the training useful, and 99.6% reported that they would recommend the training to other personnel. Results of the project are discussed in terms of the importance of training supervisors as one component of a systems-change process to enhance the practice of PBS on a large-scale basis.

An area of growing interest in developmental disabilities is training human service personnel in the values and practices of positive behavior support (PBS). The benefits of PBS for assisting people with disabilities in overcoming challenging behavior and for enhancing life quality overall have been well documented (Sugai et al., 2000; Turnbull, Wilcox, Stowe, Raper, & Hedges, 2000). It has also become recognized, however, that for PBS to assist many people with disabilities, a wide array of personnel require training in this approach (Allen & Tynan, 2000; Rudolph, Lakin, Oslund, & Larson, 1998). Such training is needed for personnel who develop behavior support plans (Baker, 1998; Dunlap et al., 2000) as well as for staff members who are expected to carry out those plans (Hastings & Brown, 2000).

One group of human service personnel particularly warranting attention in terms of PBS training is supervisors of direct-support staff. Supervisors can have a major impact on the quality of work performance among staff

members who interact with individuals with disabilities on a day-to-day basis (Sturmey, 1998). If supervisors are to promote the practice of PBS among their staff, which is usually necessary for effective application (Baker, 1998), then they must be well versed in this support paradigm. Supervisory knowledge and skills in PBS are also important because supervisors themselves spend considerable time performing direct-support duties in many community settings. In addition, supervisors who have sufficient training may represent a more stable source of knowledge and skills in PBS relative to direct-service staff because of the high turnover among the latter in community settings (Larson & Lakin, 2000).

Despite the acknowledged importance of frontline supervisors to the quality of supports and services provided for individuals with disabilities, little investigatory or evaluative attention has been conducted concerning programs specifically designed for training supervisors in PBS. Train-

ing in this area warrants special attention in regard to several recommended practices within the general field of organizational behavior management (Sturmey, 1998):

1. Efforts should be directed to ensure that trainees master the knowledge and skills addressed in the training so that it is effective (Reid & Parsons, 1995a).
2. The degree to which training effects observed within the training context carry over to the trainees' routine workplace must be addressed (Smith, Parker, Taubman, & Lovaas, 1992).
3. Trainee acceptance of the training process and content deserves attention. Training programs that trainees do not like or otherwise find unacceptable often encounter a variety of obstacles that lead to deterioration or discontinuation of the training (Parsons, 1998).

The purpose of this article is to describe a large-scale, statewide program for training supervisors in selected knowledge and skills associated with PBS. In accordance with recommended practice issues as just summarized, specific attention was directed to the efficacy of the training in terms of evaluating trainee mastery of the knowledge and skills addressed by the training, trainee performance in applying targeted skills in their workplace, and trainee acceptance of the training.

Context for Implementing Statewide Training in PBS

The statewide training was a joint venture between the South Carolina Department of Disabilities and Special Needs (SCDDSN) and the Center for Disability Resources, South Carolina's University Center for Excellence in Developmental Disabilities Education, Research, and Service. The training was one component of a statewide systems change undertaken to address the prevention and treatment of challenging behaviors within the adult developmental disabilities service sector (Rotholz, Lacy, & Ford, 2001). The rationale for initiating the training was twofold. First, a needs assessment conducted across the adult service system in South Carolina, including a series of focus groups involving stakeholders ranging from direct-support staff to regional office personnel, indicated that helping people overcome challenging behaviors was consistently the highest rated need for training, consultation, and assistance (Rotholz & Thompson, 1997). Second, a task force sponsored collaboratively by SCDDSN and the Center for Disability Resources determined that to meet the identified needs related to challenging behaviors, a training curriculum in PBS should be developed and implemented throughout the state. The task force recommended that the curriculum be scientifically sound from a

behavior analytic perspective, consistent with the values and practices of person-centered planning, practical in language and style, and based on active learning.

The training that resulted from the needs assessment and task force recommendations represented one of five components of the state's activities to enhance PBS. Other components included (a) developing criteria and formal training opportunities for professionals who designed behavior support plans, including a revision of qualifications for provision of this service under the Medicaid Home and Community-Based Services "waiver" program to require specific skills in PBS (e.g., conducting functional assessments); (b) provision of technical assistance and case-specific training; (c) development of a process for assessing support quality; and (d) information sharing regarding the entire process with executive personnel involved in the state's service system. Due to the focus in this article on the supervisory training component of the process, the other components will not be discussed (see Note).

The Training Curriculum

The training curriculum, the Carolina Curriculum on Positive Behavior Support, was developed under the auspices of SCDDSN and subsequently adopted for publication and dissemination by the American Association on Mental Retardation (Reid, Parsons, Rotholz, Braswell, & Morris, in press). The purpose of the curriculum was to present a means of training supervisors in selected knowledge and skill components associated with PBS in conjunction with the state's existing focus on person-centered supports and services. The curriculum also included staff training and supervisory skills that trainees could use to enhance aspects of PBS practices among their staff. More advanced clinical skills associated with PBS were not intended to be trained with the curriculum, although an understanding of the importance of such skills was addressed. For example, the curriculum was not designed to train supervisors in how to conduct a functional analysis, but it was intended to teach an understanding that challenging behaviors serve a function along, the importance of identifying that function, and the critical role that a functional assessment plays in the support planning process.

The curriculum also was not designed to train individuals in how to write formal behavior support plans per se but rather to train which preventive and behavior change components trainees should expect to be included in such plans. Developing formal behavior support plans through a team- and person-centered approach was addressed through other aspects of the systems change process referred to earlier. Specifically, as part of the changes made in the waiver process that funded behavior support services, including development of behavior support plans (most clinicians responsible for developing behavior support plans for community agencies were paid on a con-

tractual basis through the waiver program), requirements were instituted to ensure that personnel who were approved for payment for developing support plans were skilled in PBS practices. In addition, a series of three university courses in behavior analysis and PBS were developed and offered for clinicians. SCDDSN paid for the courses so they could be offered on a no-cost basis to the clinicians.

CURRICULUM CONTENT

The supervisory edition of the curriculum consists of 26 training modules (see Table 1), with each module targeting a specific knowledge base and/or performance skill. The knowledge areas and performance skills constituting the modules are generally considered to be part of more comprehensive descriptions of recommended practices associated with PBS (see Carr et al., 1999; Dunlap et al., 2000; Horner et al., 1990), including basic principles and procedures of applied behavior analysis. A number of performance skills targeted in the modules were also drawn directly from applied behavioral research that demonstrated the efficacy of these particular skills for changing and/or maintaining behavior among human service per-

sonnel or individuals with developmental disabilities. References to the latter sources are provided in Table 1.

As indicated previously, training in PBS was intended to occur in conjunction with SCDDSN's existing focus on person-centered supports and services. The latter values and practices were reviewed in a number of the curriculum modules. To illustrate, Module 1 covers the way in which the goals of PBS align with person-centered planning. The focus on community-inclusive lifestyles as central to PBS is also emphasized. The importance of person-centered planning and lifestyle changes is also addressed in Module 8, which focuses on choice, and the significance of arranging or reengineering environments to accommodate individual preferences and prevent challenging behaviors from occurring is the target of Module 7. Team-based problem solving with a person-centered focus is emphasized in Modules 14 and 24 (see Table 1 for examples of other modules that directly relate and/or refer to person-centered supports).

TRAINING FORMAT

The training format was designed in accordance with principles of adult learning and recommended practices within

Table 1. Summary of Training Modules and Selected Background References

Module	Content	Background references
1	Dignity and Behavior Support ^a	Horner et al. (1990)
2	Defining Behavior	
3	Positive Reinforcement and Punishment ^b	
4	Negative Reinforcement	Reid & Rotholz (in press)
5	Identification of Antecedents, Behavior, & Consequences	
6	Functional Skills ^a	Dunlap, Foster-Johnson, Clarke, Kern, & Childs (1995)
7	Role of Environment ^a	Carr et al. (1999)
8	Role of Choice ^a	Kern et al. (1998)
9	Interactions	Parsons & Reid (1993)
10	Prompting	Parsons, Reid, & Green (1996)
11	Error Correction	Parsons et al. (1996)
12	Chaining and Shaping	Alberto & Troutman (1999)
13	Program Implementation ^a	Everson & Reid (1999)
14	Problem Solving ^a	
15	Functional Assessment	Scotti & Kennedy (2000)
16	Staff Observation	Reid & Parsons (1995b)
17	Performance Checklists	Risley & Favell (1979)
18	Feedback	Parsons & Reid (1995)
19	Modeling	Reid & Parsons (1995a)
20	Data	
21	Recording Data	Alberto & Troutman (1999)
22	Data Analysis I	Alberto & Troutman (1999)
23	Data Analysis II	Luiselli & Cameron (1998)
24	Problem Solving II ^a	
25	Evaluating a Written Behavior Support Plan	
26	Performance Analysis	

Note. Supervisory edition of the Carolina Curriculum on Positive Behavior Support. Modules without specific references pertain to well-established principles or procedures in applied behavior analysis (Modules 2, 3, 5, and 20) or procedures originally designed explicitly within the curriculum itself (Modules 14, 24, 25, and 26).

^aThese modules included specific references to the values and/or practices of person-centered planning. ^bPunishment was addressed not as a procedure to use but as a principle of behavior to be aware of in terms of its occurrence in everyday life and concerns associated with its use as a behavior change procedure.

performance-based staff training (Everson & Reid, 1999). Regarding adult learning principles, the format involves active participation among the supervisory trainees. Trainees take part in numerous activities, including role playing and providing written responses to activity scenarios concerning, for example, designing environments to accommodate individual preferences, incorporating choices into daily routines, and teaching and otherwise promoting skills that allow consumers to fulfill their desires without engaging in challenging behavior. Regarding performance-

based staff training, skill training follows a general format: (a) verbally describing a performance skill and a rationale for the importance of the skill in PBS, (b) presenting a written checklist that describes how to perform the skill, (c) demonstrating the skill, (d) observing trainees as they practice performing the skill, (e) providing feedback to trainees on their performance of the skill, and (f) repeating the latter two steps until the trainees demonstrate skill mastery.

In accordance with principles of competency-based training, the curriculum modules include activities through which each trainee must demonstrate performance at a preset mastery level. The activities are represented in skills checks that involve paper-and-pencil activities, role-play demonstrations, and/or on-the-job demonstrations. Paper-and-pencil activities include two multiple-choice quizzes and numerous responses to scenario descriptions (e.g., identifying the apparent functions or motivation of an individual's challenging behavior, evaluating environments from the perspective of a consumer's preferred and non-preferred activities, making corresponding changes in environments to support individual preferences). Role-play and on-the-job demonstrations of competency involve having the trainees perform activities such as providing a choice to an individual in a manner commensurate with the person's communicative skills and teaching a functional or replacement skill to an individual using a task analysis, least-to-most assistive prompting, error correction, and contingent praise. Across all modules, 17 require trainees to pass paper-and-pencil exercises, 9 require performance mastery during in-class role-plays, and 6 require on-the-job demonstrations of performance mastery (6 modules require mastery of more than one type of skills check). The role-play and on-the-job skills checks, although used to evaluate trainees' mastery of performance skills, also constitute part of the training in that the checks are followed by instructor feedback and repeated, if necessary, until mastery is demonstrated. The training and skills checks are provided through two major components: classroom training and on-the-job training.

Classroom Training

Implementation of each curriculum module during the classroom training follows the same format. A module summary sheet for each module presents an overview of each module's organization (see example in Figure 1), describing the objectives for the module, a summary of the method for teaching the module, amount of expected time to present each part of the module, how mastery will be demonstrated by trainees in terms of the specific skills that must be mastered, and materials needed to present the modules.

The classroom-training component of the curriculum involves four 7-hour classroom days. Modules 1 through 19 are taught during the first 3 days, followed by 1 day of

MODULE 8: THE ROLE OF CHOICE													
<i>To be covered on Day 2 of training.</i>													
Objectives	Upon completion of this module, trainees should be able to: <ol style="list-style-type: none"> 1. Identify the importance of choice for enjoying life 2. Demonstrate how to provide a choice to individuals who do not talk 3. Identify when to give choices 4. Identify positive outcomes of giving choices 												
Method	<table border="0"> <tr> <td>In-class activity</td> <td>5 minutes</td> </tr> <tr> <td>Presentation and trainee discussion of reasons for few choice opportunities</td> <td>5 minutes</td> </tr> <tr> <td>Presentation and trainee discussion of types of choice-making skills</td> <td>5 minutes</td> </tr> <tr> <td>Demonstration and practice providing choices</td> <td>15 minutes</td> </tr> <tr> <td>Demonstration and practice identifying when to give choices during the daily routine</td> <td>15 minutes</td> </tr> <tr> <td>Presentation and trainee discussion of the benefits of choice making</td> <td>10 minutes</td> </tr> </table>	In-class activity	5 minutes	Presentation and trainee discussion of reasons for few choice opportunities	5 minutes	Presentation and trainee discussion of types of choice-making skills	5 minutes	Demonstration and practice providing choices	15 minutes	Demonstration and practice identifying when to give choices during the daily routine	15 minutes	Presentation and trainee discussion of the benefits of choice making	10 minutes
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Presentation and trainee discussion of the benefits of choice making	10 minutes												
Skills Check	<table border="0"> <tr> <td>Mastery demonstration of choice provision during role-play activity</td> <td>20 minutes</td> </tr> <tr> <td>Mastery on-the-job demonstration of choice provision (<i>to be conducted on Day 4 of the training</i>)</td> <td></td> </tr> </table>	Mastery demonstration of choice provision during role-play activity	20 minutes	Mastery on-the-job demonstration of choice provision (<i>to be conducted on Day 4 of the training</i>)									
Mastery demonstration of choice provision during role-play activity	20 minutes												
Mastery on-the-job demonstration of choice provision (<i>to be conducted on Day 4 of the training</i>)													
Training Time	Total training time for module: 1 hour and 15 minutes												
Materials	Overhead projector Overhead projector pens Activity Sheets 8-1, 8-2, Hard copies of Overheads 8-1, 8-2, 8-3 Two leisure materials to demonstrate choices Food item to demonstrate 1-item choice Skills Check Forms 8-1, 8-2, 8-3												

Figure 1. Sample module summary sheet summarizing the training for one curriculum module.

on-the-job training. After the on-the-job training, Day 4 of the classroom training is conducted. The total process thus encompasses 5 training days. Each trainee group is limited to a maximum of 25 supervisors, with two instructors per group. Two instructors are necessary to carry out various demonstrations of target skills according to set scripts and to allow for sufficient observation and individualized feedback for the role-play skills checks to ensure that each trainee demonstrates the preestablished mastery performance. Credentials of the persons selected as potential curriculum instructors were reviewed by SCDDSN and the Center for Disability Resources, with each instructor who was selected having at least 20 years experience in developmental disabilities and training in person-centered planning, PBS, and behavior analysis.

On-the-job Training

Four sets of skills, representing six curriculum modules, are targeted for on-the-job skills checks: providing a choice to an individual with a developmental disability, interacting with a group of people in leisure or social contexts, teaching a skill to an individual, and observing and providing feedback to a staff person regarding some aspect of the latter's work performance. To conduct the on-the-job skills checks, an instructor goes to a staff person's work site, such as a group home, supported living arrangement, or supported work placement.

The on-the-job skills checks are conducted in the same manner as during the classroom-based role plays. By the time an instructor arrives at a trainee's work site, the trainee has already demonstrated mastery of each skill to be assessed during a preceding classroom-based role-play. At the work site, the trainee demonstrates each target skill and the instructor provides feedback. This process involves people with disabilities with whom the trainee typically works for three skills, and a staff member whom the trainee supervises for one skill. The process is continued until the trainee demonstrates each respective skill at mastery level. Between 20 and 45 minutes usually are necessary to conduct all on-the-job skills checks with one trainee. Typically, an 8-hour day is required for each instructor to complete these skills checks, unless the trainees' work sites are spread across a large geographic area. In the latter case, more than two instructors are needed or the skills checks must be scheduled across multiple days.

Initial Experimental Evaluation of Selected Modules

During the development and initial implementation phase of the curriculum, an experimental evaluation was conducted with two curriculum modules. The purpose was to evaluate experimentally the degree to which supervisory trainees would improve their performance in the skill areas addressed by these modules. The intent was to conduct a

more rigorous evaluation of the effects of the training process employed in the curriculum than was feasible when evaluating effects of the statewide training.

The first skill selected for experimental evaluation was conducting an evaluative observation of staff performance in a manner that is generally well accepted by human service staff (cf. Reid & Parsons, 1995b). The rationale for conducting such observations as described in the curriculum was that a component of PBS is providing an enjoyable environment for individuals with disabilities, and it is illogical to assume that direct-service staff can help provide an enjoyable environment if they are discontented with their work environment. Hence, we focused on supervisors' working with staff—such as when observing staff activities associated with PBS—in effective and pleasant or acceptable manners. The second skill was using performance-based training procedures to train a PBS-related work skill to a staff person (Sturme, 1998). These two skills were selected for the following reasons:

1. Each skill represented the focus of a curriculum module (Modules 16 and 19, respectively).
2. Each skill targeted specific performances of trainees that could be observed for proficiency on the job.
3. During the subsequent statewide training with the curriculum, evaluation of trainees' mastery of these particular modules was limited to observations of trainees' performance during classroom-based role plays. (Due to practicality and time constraints, not every module targeting a performance skill included on-the-job skills checks at the trainees' work sites.)

The intent was to evaluate whether (a) the training process to be used during the statewide training resulted in proficient performance of trainees during classroom role-play simulations and (b) trainees would demonstrate proficient implementation of the skills during actual on-the-job performance following classroom training. If the experimental evaluation demonstrated successful training in this manner, the results would offer support for the efficacy of the training process to be used on a statewide basis in addition to the existing body of staff training research upon which the curriculum was based.

Method

SETTING AND PARTICIPANTS

The setting was a residential agency for persons with developmental disabilities in North Carolina. Participants were two groups of supervisors who worked in the individual residences. Each participant had supervisory authority over direct-support staff. Groups A and B each

consisted of six supervisors (five women, one man per group). These individuals were selected for the evaluation because they were in supervisory positions and were scheduled by the agency to participate in supervisory training. The agency administration agreed to include training in selected supervisory skills related to PBS within the curriculum as part of the overall training.

BEHAVIOR DEFINITIONS, OBSERVATION PROCEDURES, AND INTEROBSERVER AGREEMENT

The behavior definitions that constituted the targeted observation and staff-training skills were drawn directly from definitions in the curriculum modules. For conducting an evaluative observation of an area of staff work performance, the trainees were required to perform at least three of the following four steps:

1. greet the staff person in a pleasant manner when entering the person's work area,
2. explain why the observation was being conducted,
3. provide feedback immediately after the observation, and
4. thank staff for participating in the process.

The behavior definitions for performance-based staff training involved (a) verbally describing the skill being taught to the staff member, (b) giving a written description of the skill to the staff member, (c) modeling the skill, (d) observing the staff person practice the skill and providing feedback, and (e) repeating the preceding two steps until the staff person performed the skill proficiently.

Evaluative observations of the trainees' observational and staff-training performances were conducted by the instructors using checklists included in the curriculum modules that coincided with the just-noted behavior definitions. Interobserver agreement checks were conducted on 46% of all observations, including during pretraining and posttraining observations for both trainee groups and both sets of skills. Interobserver agreement was determined on an observation-by-observation basis regarding whether observers agreed that the respective trainee met the designated mastery criterion for the target skill. Interobserver agreement averaged 95%.

EXPERIMENTAL CONDITIONS

There were three experimental conditions. The first condition involved pretraining probe observations of the trainees' performance of the two target skills during role-play demonstrations in the classroom. For the observation skill, an instructor played the role of a staff person who performed a work duty according to a designated script as detailed in the curriculum. The script involved the trainee observing a staff member (played by an instructor) who

was helping an individual with highly significant disabilities (played by another trainee) to eat. The role-playing "staff member" was providing bites of food too quickly and was not attending to the individual's actions of trying to avoid certain foods by turning his or her head away. The trainee was requested to observe the "staff member's" performance as if observing the activity during the routine job. Following the trainee's observation of the role-playing "staff person," the trainee was thanked by the instructor, but no feedback was provided.

The pretraining observation probes of trainee implementation of the staff-training skill were conducted in the same manner as just described, except that the instructor who played a staff member followed a different script, again drawn from the curriculum module. Specifically, a scenario was verbally described and presented in writing to the trainee. The scenario involved training a staff member how to carry out a behavior support plan that specified promoting an individual's response to a staff request when the individual began to inappropriately touch another person (which represented an antecedent behavior to aggressive actions by the individual). The support plan specified that the staff person should ask the individual to do ("do" requests) something with the staff member and refrain from telling the individual not to do something ("don't" requests). The plan further specified that the individual often responded to don't requests with aggressive behavior. The scenario described the situation in which the trainee walked through the individual's home and noticed the "staff member" using repeated don't requests while the individual was touching someone. The supervisory trainee was asked to show how she or he would use performance-based training to train the "staff member" in correctly carrying out the behavior support plan. Subsequently, one instructor role-played the staff member, an instructor's assistant role-played the individual, and the other instructor observed as the trainee carried out the staff-training procedure.

The second experimental condition was training. Two instructors conducted the training with one group of trainees at a time for each of the two target skills, as described in the respective curriculum module. To briefly summarize, training for the observation skill involved the following format. First, the rationale for conducting observations of staff work performance was described. Second, the specific guidelines for conducting an observation were reviewed. Next, two different observation processes were demonstrated. In the initial process, the instructor demonstrated an observation with another instructor who role-played a staff member in which the four target observation skills were not performed (i.e., the instructor entered the simulated staff work area, immediately observed the "staff person," and then left the area). In the second demonstration, the instructor followed the same process, adding a demonstration of the four target skills involved in con-

ducting an acceptable observation. The four target skills were then verbally described for the trainees. The trainees subsequently practiced observing staff work performance using the script described previously with the pretraining probes. Training for the staff-training skill entailed the same format (i.e., description of rationale and component steps, demonstration, and trainee practice); however, the role-playing script involved the scenario noted earlier with the pretraining probes of trainee staff-training skills.

Due to variations in the supervisory trainees' work schedules and corresponding availability to participate in a given training session, the number of trainees participating in the training for the two skills varied. For both groups, all six trainees participated in the observation training, and three of the six participated in the training on how to train staff.

The third experimental condition involved posttraining observation probes of the trainees' performance of the target skills. These observations occurred in the same manner as with the pretraining probe observations except that following each trainee's demonstration of the respective observation or staff-training skill, an instructor provided feedback to the trainee.

EXPERIMENTAL DESIGN

A repeated-measures, within- and between-groups design (Myers, 1966) was used to evaluate the effects of the training on the trainees' performance during the classroom role-play demonstrations. A pretraining probe was initially conducted for each target skill for each trainee group. Group A then received training on the observation skill while Group B received training on the staff-training skill. Observation probes were subsequently conducted for each skill with each group. Group A then received training on the staff-training skill while Group B received training on the observation skill. Finally, a posttraining probe was conducted with Group A for training and Group B for observation.

ON-THE-JOB OBSERVATION PROBES

To evaluate whether trainees who demonstrated mastery of the two target supervisory skills during the classroom-based role-play exercises would also demonstrate mastery of the skills during actual work with their staff members, on-the-job probe observations were conducted with a sample of trainees. The probes occurred within 1 month following training while the supervisors worked with their staff members during the latter's regular job routine. For on-the-job probes of the trainees' observation skills, an instructor asked a trainee to show how he or she would observe a staff person perform during a leisure activity of the trainee's choosing. For probes of the trainee's staff-training skills, a trainee was asked to watch a staff person perform

a leisure or skill-teaching activity and then demonstrate how she or he would train the staff person to conduct that activity in a trainee-determined correct manner. For Group A, on-the-job probes of trainees' implementation of the observation skills occurred with three trainees and implementation of the staff-training skills with two trainees. For Group B, on-the-job probes occurred with one trainee for the former skills and one trainee for the latter skills.

Results and Discussion

As indicated in Figure 2, few trainees met the designated mastery criterion on any pretraining probe. For the pretraining probes for the observation skill (two top panels on Figure 2), 17% of Group A and 33% of Group B met mastery criterion. In contrast, on the posttraining probes, 100% of trainees met criterion (each trainee required only one posttraining probe to meet criterion). For the staff-training skill, none of the trainees in Groups A and B met criterion on the pretraining probes, compared to 100% on the posttraining probes (again, each trainee required only one posttraining probe to meet criterion). Regarding the on-the-job observation probes following training (not shown on Figure 2), 100% of trainees met criterion for both the observation and staff-training skills during their first probe.

Results of the experimental evaluation with the two curriculum modules offer support for the effectiveness of the training process used within the curriculum. All the supervisors who participated in the training demonstrated competence during the scripted role-plays, and all the supervisors for whom on-the-job probes were conducted demonstrated competence in the target skills during their work activities. The training format for each module was identical to that subsequently used during the statewide implementation of the curriculum, and the instructors during the experimental evaluation also served as instructors for the statewide training.

Statewide Implementation and Evaluation of the Curriculum

BACKGROUND AND SETTINGS

Services for adults with developmental disabilities under the auspices of SCDDSN are organized on a regional basis. Within each region, services are provided locally through the operation of county Boards of Disabilities and Special Needs. There are 37 county boards across the state (some smaller counties combine to form one board). There are also four state-operated regional facilities, which have been undergoing an intensive restructuring and reduction process as part of the statewide initiative on providing more inclusive community living arrangements for people with developmental disabilities. To illustrate, during the decade

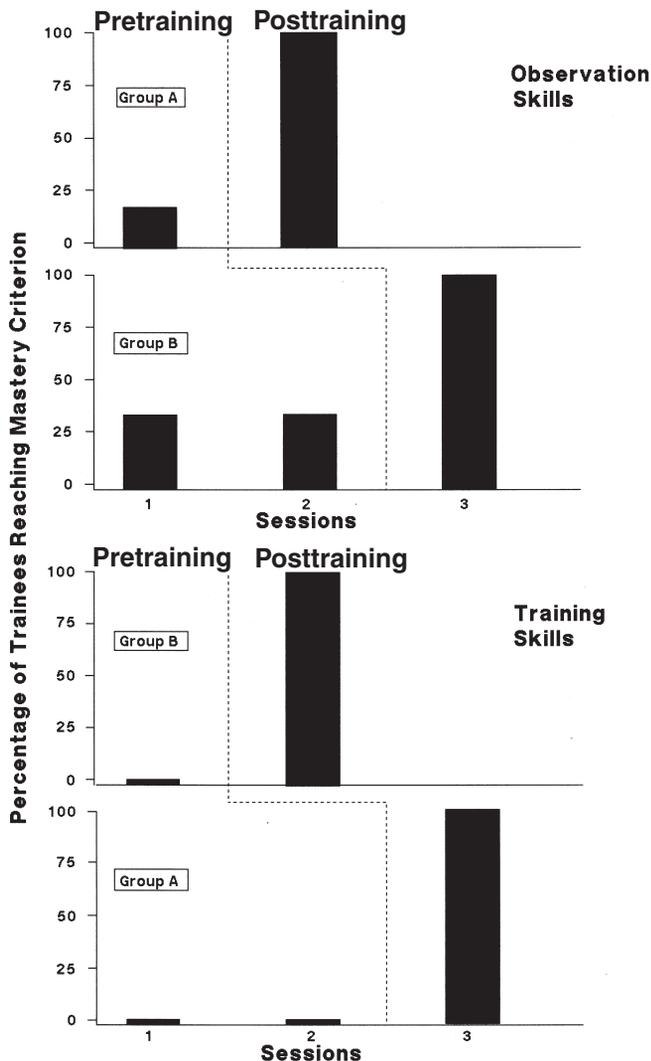


Figure 2. Percentage of trainees in each group reaching mastery criterion during both experimental conditions for each role-play session for the staff observation and training skills. This occurred during the initial experimental evaluation of implementation of the curriculum modules.

of the 1990s, the population of the state-operated institutions decreased by 48%, compared to a national average decrease of 41% (Lakin, Smith, Prouty, & Polister, 2001). During the last half of the decade, there was a reduction of 39%, which was almost double the national average reduction of 20% during the same time period (Prouty, Lakin, & Anderson, 2000). Information concerning the availability of supervisor training in PBS was disseminated to each county board and each regional facility. Participation in the training was voluntary.

The targeted participants for statewide training were personnel who functioned as supervisors of direct-support staff. Training was initiated with supervisors for two primary reasons (in addition to the general need for supervi-

sory training discussed earlier). First, the intent was to train the supervisors and then subsequently train selected supervisors who successfully completed the training as trainers of direct-service staff in PBS (see General Discussion). Second, it was reasoned that even supervisors who were not formally trained as trainers could still help train some areas of PBS to direct-support personnel on an informal, on-the-job basis. (As indicated in the experimental evaluation [see also Table 1], several modules directly addressed how to conduct performance-based training and related performance-change procedures with staff within the regular job routine.)

IMPLEMENTATION PROCESS

Each county board and regional facility was offered the opportunity to enroll 50% of its supervisors in the training during the initial phase. As various county boards and regional facilities expressed interest in having their supervisors participate in the training, a training schedule was established on a per region basis. Thirty-five of the 37 county boards and all four regional facilities chose to have supervisors participate in the training. Supervisors from two private community providers who served SCDDSN consumers also participated. To date, 18 groups of supervisors have been trained across a 22-month period, for a total of 386 supervisors. The vast majority of the supervisors (more than 80%) worked in community sites operated by the county boards. The most common work environment of the supervisors who were providing residential supports and services was group homes. Other residential settings included individual supported living arrangements, small-group supported living sites (e.g., two-person apartments), and larger residential units (representing only approximately 10% of the employment sites of the supervisors). The primary nonresidential work environments of the supervisors were community-based vocational sites. This included supervisors who were involved with supported work crews and enclaves, individual supported work placements, and sheltered workshops. A smaller number of supervisors worked with adult education programs in the community and with home-based education support services. For each group of supervisors, training was conducted using the format described previously of 3 days of classroom training, 1 day of on-the-job training, and 1 final day of classroom training. Typically, there was 1 training day per week for each of 5 consecutive weeks for each group of participants.

TRAINING RESULTS

Of the 386 supervisors who began the training, 328 (85%) successfully completed the training by performing all classroom and on-the-job skills checks at mastery crite-

tion. The 328 supervisors who successfully completed the training included 23 supervisors who did not complete skills checks for a respective class (due to either missing the class or not meeting criterion on skills checks during the first class participation). They subsequently attended the same class a second time with another group. All of the latter supervisors successfully completed the skills checks during their second class participation. All 328 supervisors who completed the training successfully completed the on-the-job skills checks within one instructor visit to their work site (although several observation and feedback sessions were often required during the visit for a trainee to demonstrate mastery on a given skill).

In addition to the skills checks used to evaluate trainee mastery of curriculum content, several evaluation forms were completed by each trainee on an anonymous basis. Most relevant for this article in terms of evaluating trainees' views of the training were two questions. The first question, answered by the trainees immediately following the last class session, solicited their opinions on the usefulness of the entire training on a 7-point Likert scale. As indicated in Figure 3, 95% of trainees reported the training to be extremely or very useful, and no trainee rated the training as nonuseful. The second question asked the trainees if they would recommend the training to their col-

leagues. Of this group, 99.6% reported they would recommend the training.

Three focus groups were conducted to assess a variety of issues that could affect trainee implementation of skills contained in the curriculum. These groups, each containing 6 to 8 supervisors who had completed the training, were held at least 90 days after completion of the training. The focus groups were conducted by a facilitator with prior training and experience in implementing focus groups according to the methods outlined by Krueger (1994). Two of the three groups were composed of supervisors from local county boards, the third group consisted of supervisors from one of the regional facilities.

In each focus group, the positive view of the training process previously summarized was reaffirmed. A large majority of the participants also indicated that the training resulted in beneficial changes in their use of PBS skills in their jobs. Three areas of change that were reported most frequently by focus group participants across the three groups were more positive interactions with people with disabilities for whom they provided supports and services, provision of more choices to these consumers as part of the daily routine, and improvement in their supervisory interactions with the direct-support staff whom they supervised.

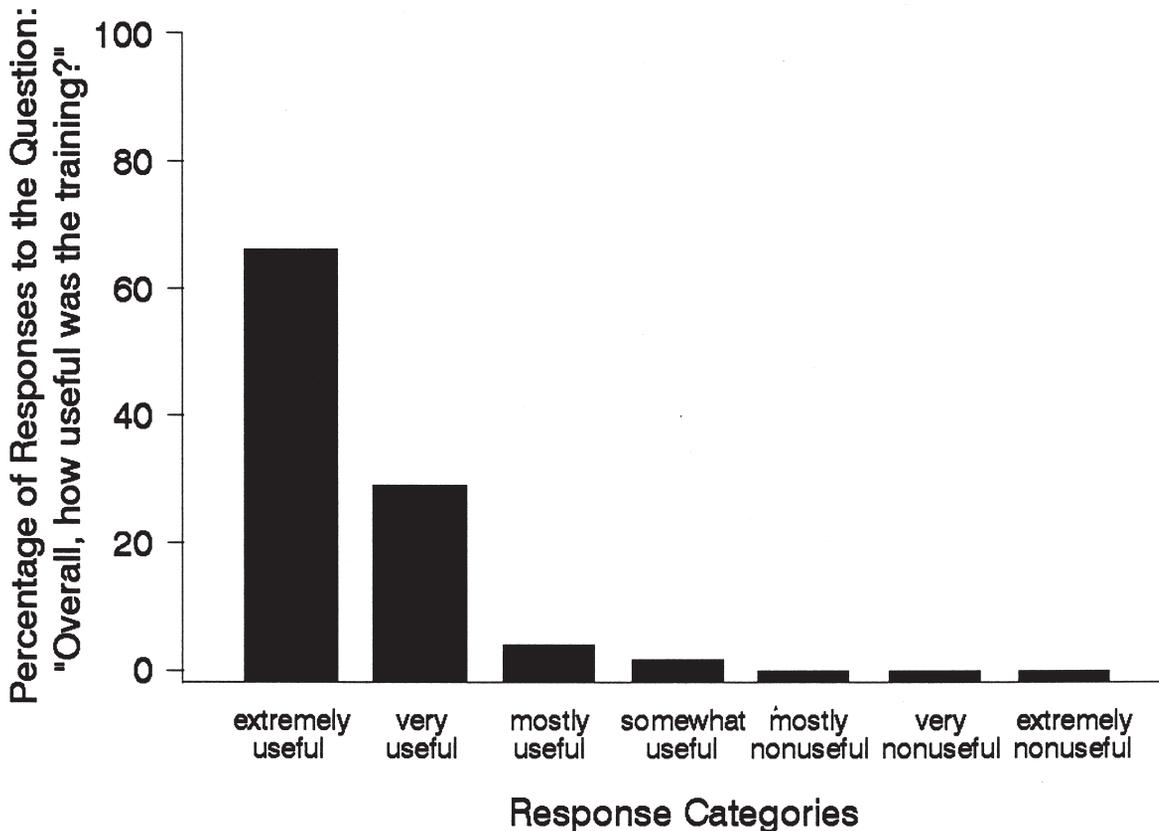


Figure 3. Percentage of trainees' responses to the question regarding the usefulness of the training for each response category on the acceptability questionnaire.

General Discussion

Results of the program evaluation appear to support the efficacy of the Carolina Curriculum on Positive Behavior Support as a means of training human service supervisors in selected knowledge and skills associated with PBS on a large-scale basis. More than 320 supervisors demonstrated preestablished levels of mastery on a variety of paper-and-pencil activities, role-play demonstrations, and most importantly, on-the-job applications during the course of the training. The initial experimental evaluation of two of the curriculum modules also tends to support the effectiveness of the overall training methodology.

As discussed previously, personnel training programs should meet the criteria of effectiveness, generalization of skills acquired during training to routine work sites, and trainee satisfaction with the training process and content. Regarding effectiveness of the current training, the skills checks helped ensure that the trainees actually mastered the training content. The on-the-job training and evaluation helped ensure that the trainees generalized selected skills demonstrated in the classroom to their actual job sites. Finally, results from the acceptability questionnaires suggested that the training was well received by the vast majority of the trainees.

When considering trainee acceptance of the training process, it should be noted that questionnaire measures are somewhat limited in terms of acceptability (Parsons, 1998); however, some additional support for trainee acceptance of the training came from two other sources. First, after designated staff from the county boards completed the training and returned to their usual work situation, a number of boards requested that additional supervisors be allowed to participate in later training groups. It seems unlikely that the boards would have requested this and subsequently sent additional supervisors if their initial group of trainee participants had expressed displeasure with the training upon return to their agencies. Second, independent of the instructors who conducted the training, results of the focus groups involving supervisors who had participated in the training indicated a desire for additional training of other supervisors in their own agencies as well as in other agencies.

As also indicated previously, supervisory training was only one component of the systems change process to enhance the practice of PBS in the adult developmental disabilities service sector in South Carolina (Rotholz et al., 2001). One logical concern of such a systems change process is the degree to which supervisory trainees maintain and continue using the knowledge and skills acquired as a function of training. Although a thorough discussion of follow-up concerns and strategies is beyond the scope of this article, there was one component of the supervisory training that may have enhanced skill maintenance. Specif-

ically, the curriculum was designed with a direct-support staff edition (representing a 16-module, reduced version of the supervisory edition). Upon completion of the training, participating agencies selected certain supervisors to be trained as trainers using the latter curriculum. To date, 48 graduates of the supervisory training (representing 20 county boards and three regional facilities) have participated in a 2-day train-the-trainers program. Forty-one (85%) of these individuals successfully completed the competency-based trainer program. A number of the trained trainers subsequently solicited the assistance of other graduates of the supervisory training to help train direct-support personnel in their respective agencies. These "second-generation trainers" have trained more than 300 direct-support staff at their local county boards. Although the trainer program was designed to further disseminate the values and practices of PBS through training of direct-support personnel, such training can have the effect of maintaining the skills of the trainers as they in turn teach others (Van Den Pol, Reid, & Fugua, 1983).

Although the train-the-trainers process can help maintain to some degree the effects of the training described in this article, it is most likely that additional components will be needed to ensure that the training has a strong impact on the supports and services offered across the state. It should also be noted that the areas targeted by the training represent only a subset of the knowledge and skills necessary to practice PBS in its entirety. Other aspects of PBS, such as goal identification and collaborative teaming, were not specifically trained. Future research is warranted to operationalize and evaluate training in these and other aspects of PBS. Additional research is likewise needed to determine the ultimate impact of supervisory training on the quality of life of people with disabilities. Formal evaluative measures regarding the impact of the supervisory training on outcomes for individuals with disabilities were not included in the current investigation, such that the ultimate impact on their quality of life is not clear at this point. Currently, SCDDSN and the Center for Disability Resources are working on a number of such training and systems change components, although it is premature to determine the effectiveness of these undertakings. Nonetheless, before supervisors and staff can be expected to apply PBS to the lives of people with disabilities, they must acquire basic knowledge and skills. Evaluative results of the program described here appear to offer encouragement in terms of one means of providing such training for selected aspects of PBS.

ABOUT THE AUTHORS

Dennis H. Reid, PhD, is director of the Carolina Behavior Analysis and Support Center (CBASC) and project director of the Leadership and Management Training Program of the

Human Development Center of Louisiana State University Health Sciences Center. His current interests include staff training and supervision, positive behavior support, and people who have the most significant disabilities. **David A. Rotholz**, PhD, is a clinical associate professor and project director of the Center for Disability Resources, Department of Pediatrics, University of South Carolina School of Medicine. His current work focuses on positive behavior support, person-centered planning, and large-scale systems change issues. **Marsha B. Parsons**, MA, is director of the Dogwood Resource Center of Western Carolina Center (WCC). Her current interests include adult education and vocational supports for people with severe disabilities, and staff training and supervision. **LouAnn Morris**, MEd, is director of staff development for the South Carolina Department of Disabilities and Special Needs (SCDDSN). Her current work focuses on staff training and organizational performance enhancement. **Bruce A. Braswell**, MEd, is director of training and quality assurance for the Autism Division of SCDDSN. His work focuses on individuals with autism and behavioral consultation and training. **Carolyn W. Green**, EdD, is director of the Rosewood Resource Center of WCC. Her current interests focus on enhancing life quality among people who have the most significant disabilities. **Robert M. Schell**, PhD, is director of psychology at WCC. His current work focuses on preventing and reducing challenging behavior, and performance management. Address: Dennis H. Reid, CBASC, PO Box 425, Morganton, NC 28680.

AUTHORS' NOTE

Appreciation is expressed to Donna Wright for her assistance in preparing aspects of the article and to Perry Lattimore for assistance in implementing the Carolina Curriculum.

NOTE

Information about the other components is available from the authors.

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Action Editor: Tim Knoster