

Positive Behavior and Visual Supports Delivered through In-home Coaching

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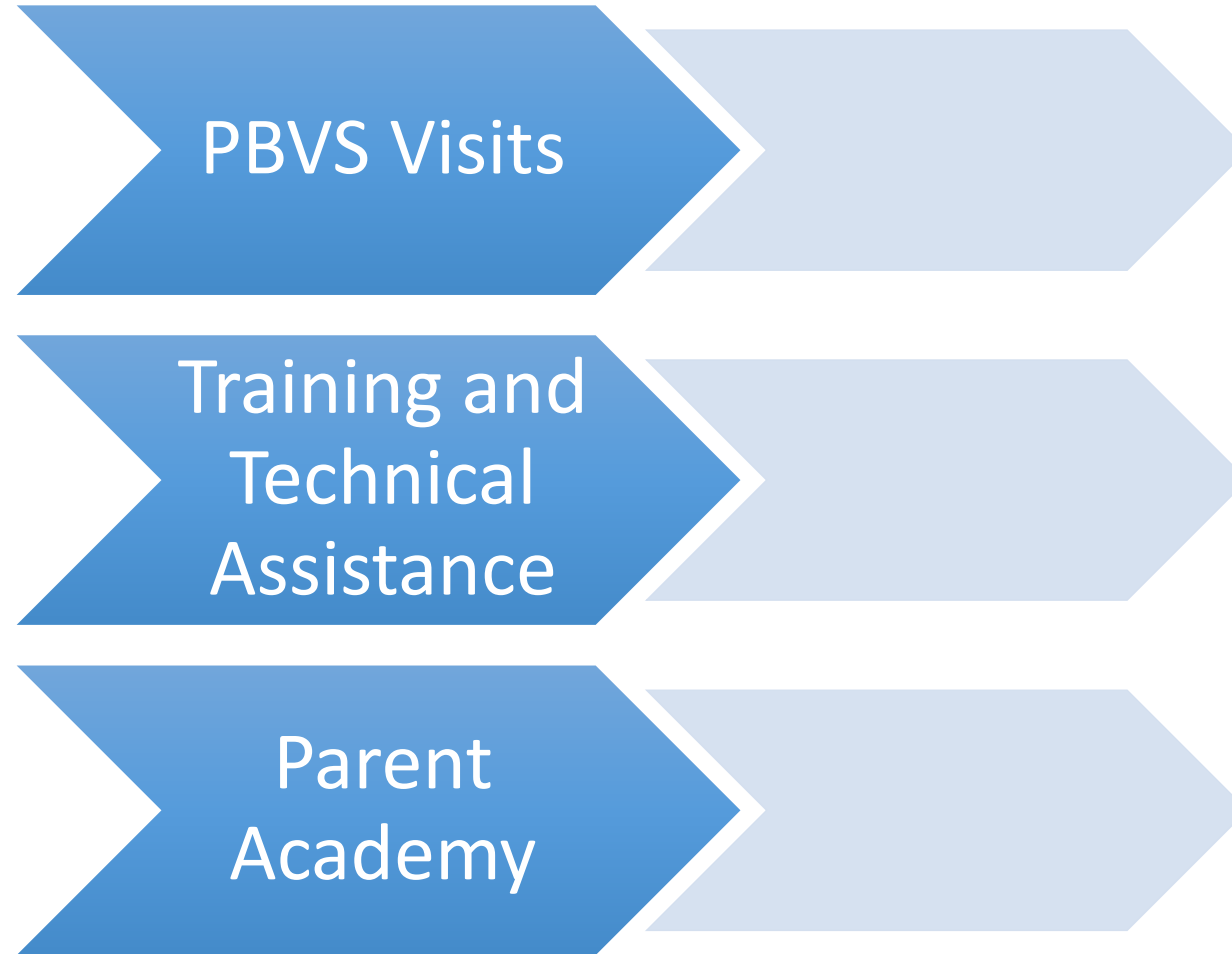
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Positive Behavior and Visual Supports Project

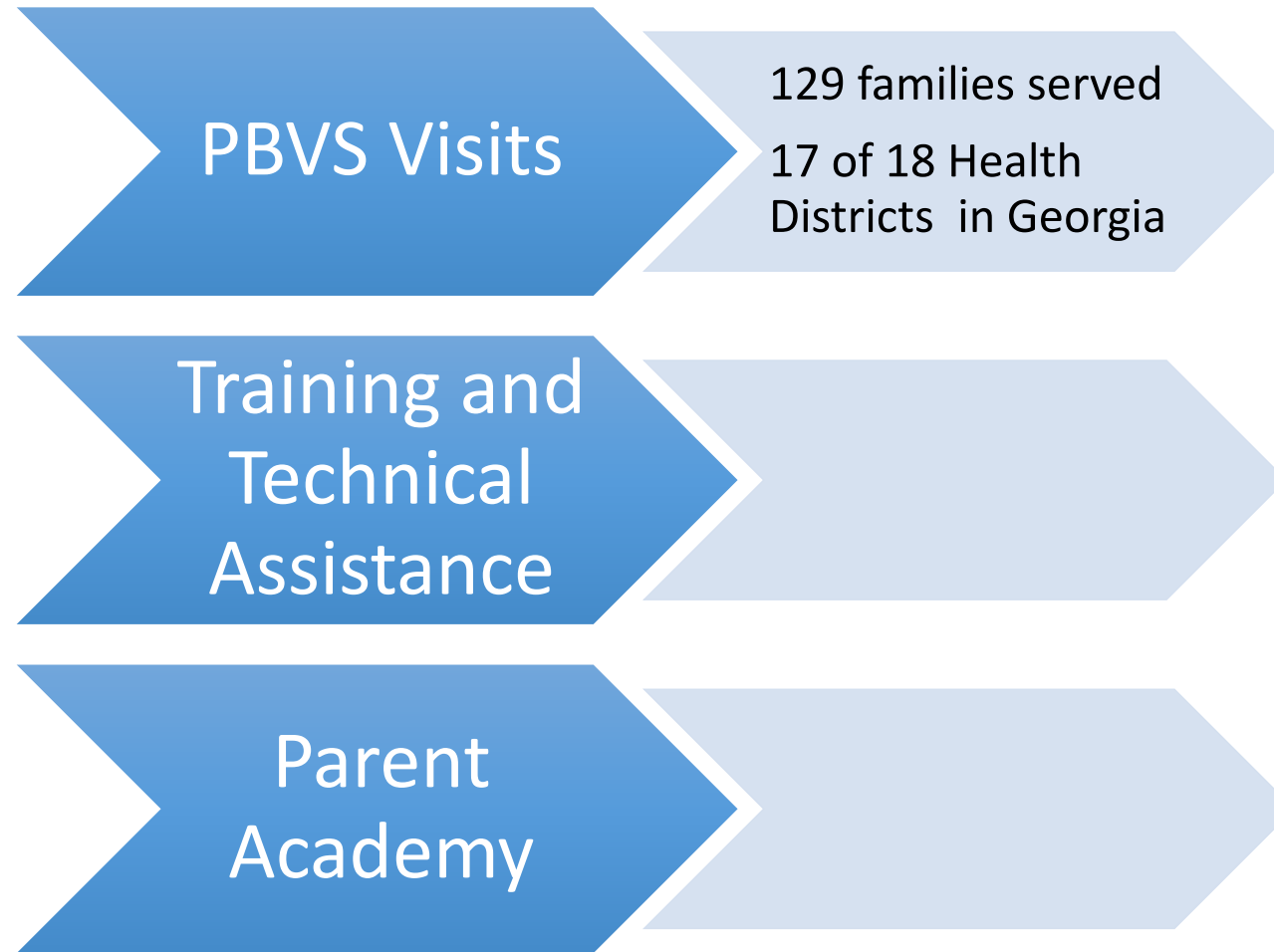


Positive Behavior and Visual Supports Project

- Pilot project: February – December 2015
- Sponsored by the Maternal and Child Health program of the Georgia Department of Public Health
- Focus on children with an autism classification or clearly related developmental delays receiving Part C services
- Designed as five in-home sessions to supplement and complement services being provided under the Individualized Family Support Plan (IFSP)



Positive Behavior and Visual Supports Project



Positive Behavior and Visual Supports Project

- Our goal – Assist families in developing the communication, interaction, engagement, and self-control skills of their children with autism and related disorders
- Project features
 - Structured, but individualized
 - In-home, one-on-one work with parent
 - Look at behavior as communication
 - Help families to use *Visual Supports* strategies
 - Increase engagement and interaction

Every session focused on –

- Family strengths
- Expectations
- What's working?
- Behavior and communication
- Small steps -- identifying “doable” goals and activities
- Commitment, optimism, and self-efficacy
- Referencing typical development using the *Milestone Moments* booklet
- Opportunities to integrate *Visual Supports* into household routines



Positive Behavior and Visual Supports Project

- Structured, but individualized
- Session-by-session organization
 - **Session 1 – Getting to know you!**
 - **Session 2 – Getting started**
 - **Session 3 – Keeping things moving**
 - **Session 4 – Preparing for solo**
 - **Session 5 – Saying good-bye is hard to do!**
- Evidence-based practices to promote joint attention, engagement, and use of communication

Positive Behavior and Visual Supports Project

In-home, one-on-one coaching with parent

- Parent-identified short-term goals
- Jointly plan schedule and activities
- Follow family routines
- Use *Visual Supports* strategies
- “I do, we do, you do” model
- Review of *Milestone Moments* booklet
- Link to community resources

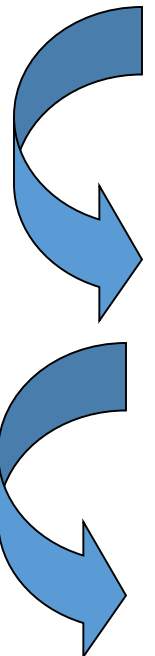
Routines at Home

- Think about enhancing routines for:
 - Wake-up
 - Breakfast
 - Leaving the house in the morning
 - Coming home
 - Small chores
 - Time with mom or dad
 - Dinner
 - After dinner
 - Bed time
- Work on one routine at a time
- Ensure success

Positive Behavior and Visual Supports Project

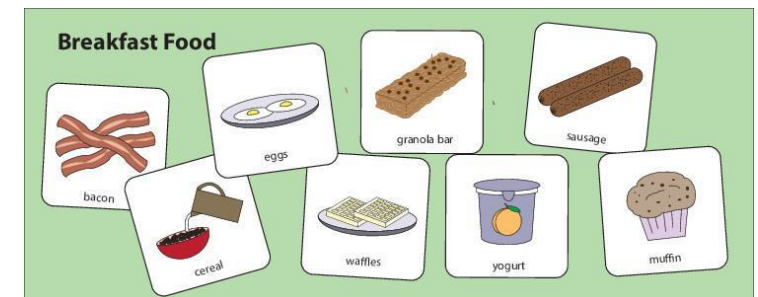
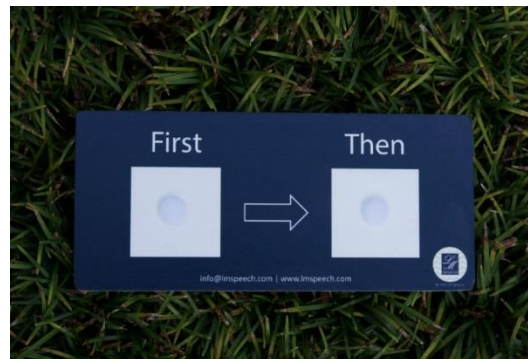
- Look at behavior as communication
 - Delays and difficulties in communication are an identifying characteristic of autism
 - Behavior excesses and deficits are almost always encountered
 - Behaviors often come to serve as a means of --
 - Gaining attention
 - Having someone provide for basic needs
 - Getting out of uncomfortable situations

Individualized Positive Behavior Supports

- 
- Understand** — by observation and assessment; we call this a Functional Behavior Assessment
 - Prevent** — by identifying ways to minimize behavior as the first component of a Behavior Intervention Plan
 - Replace** — by teaching new skills or alternative behaviors as the second component of the BIP

Visual Supports

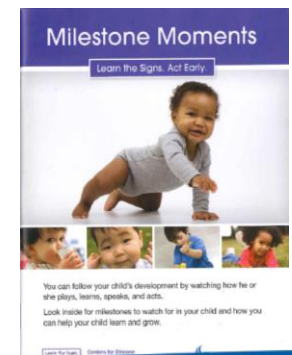
- Families received a *Visual Supports* kit from LM Speech
- Kits included specific products that can help a child understand what is being asked as well provide visual means of communicating what he or she wants
- Examples include a First / Then Board, Choice Board, Step-by-Step Board, and Request Cards
- Standard and customized picture cards



Pre-Post Measures

Parent Report

- Challenging Behavior Autism Self-efficacy Scale (Hastings & Brown, 2002)
- Depression Anxiety Stress Scales (DASS 21; Lovibond & Lovibond, 1995)
- Eyberg Child Behavior Inventory (ECBI; 1999)
- Parent Satisfaction Survey (CLD, 2015)



Parent Feedback

Self-efficacy

- Greater reported self-efficacy at the conclusion of the intervention
- Sample items:
 - *How confident are you in dealing with the challenging behaviors of the child/children you care for?*
 - *How easy do you personally find it to deal with the challenging behaviors of the child/children you care for?*

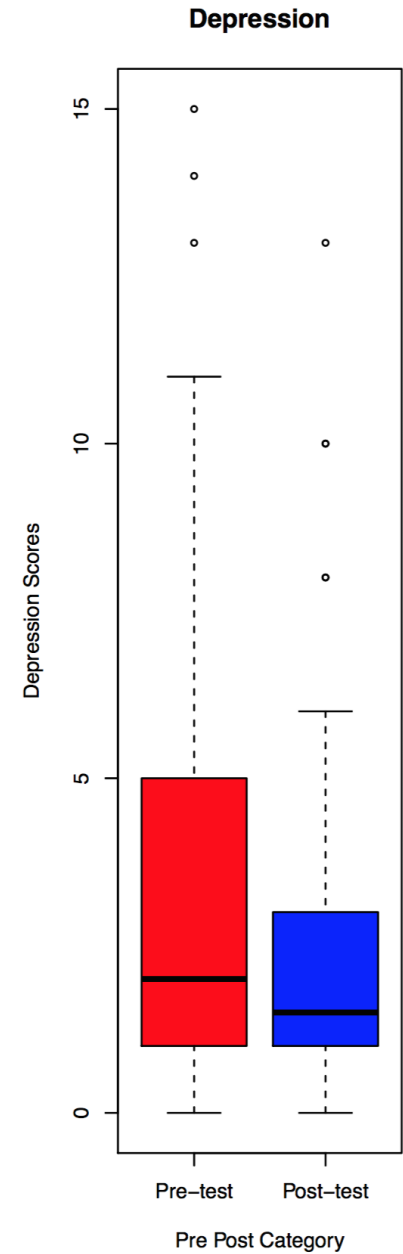
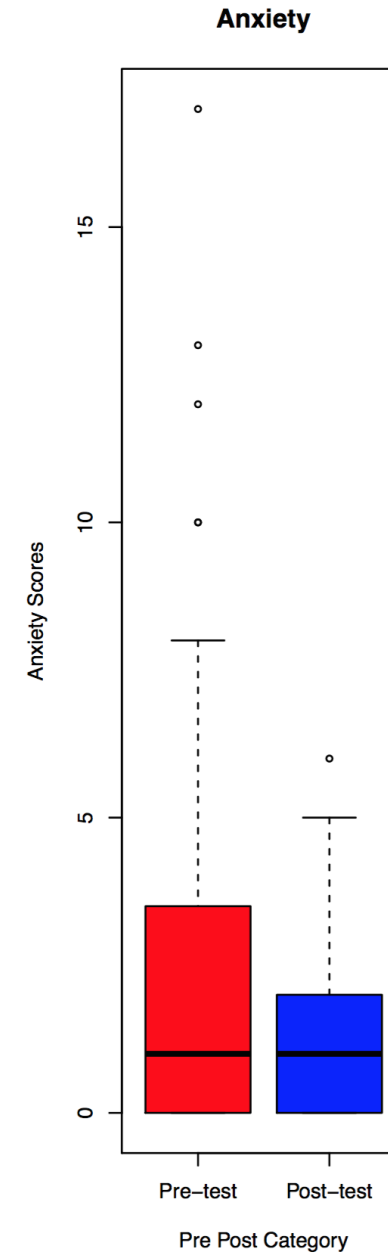
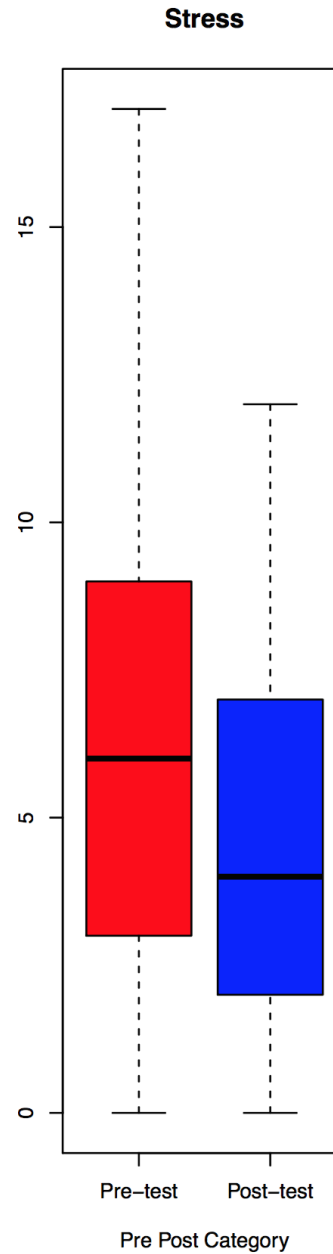
Child Behavior (ECBI)

- Lower intensity of target behavior
- Sample items:
 - *Gets angry when doesn't get own way*
 - *Acts defiant when told to do something*
 - *Has temper tantrums*

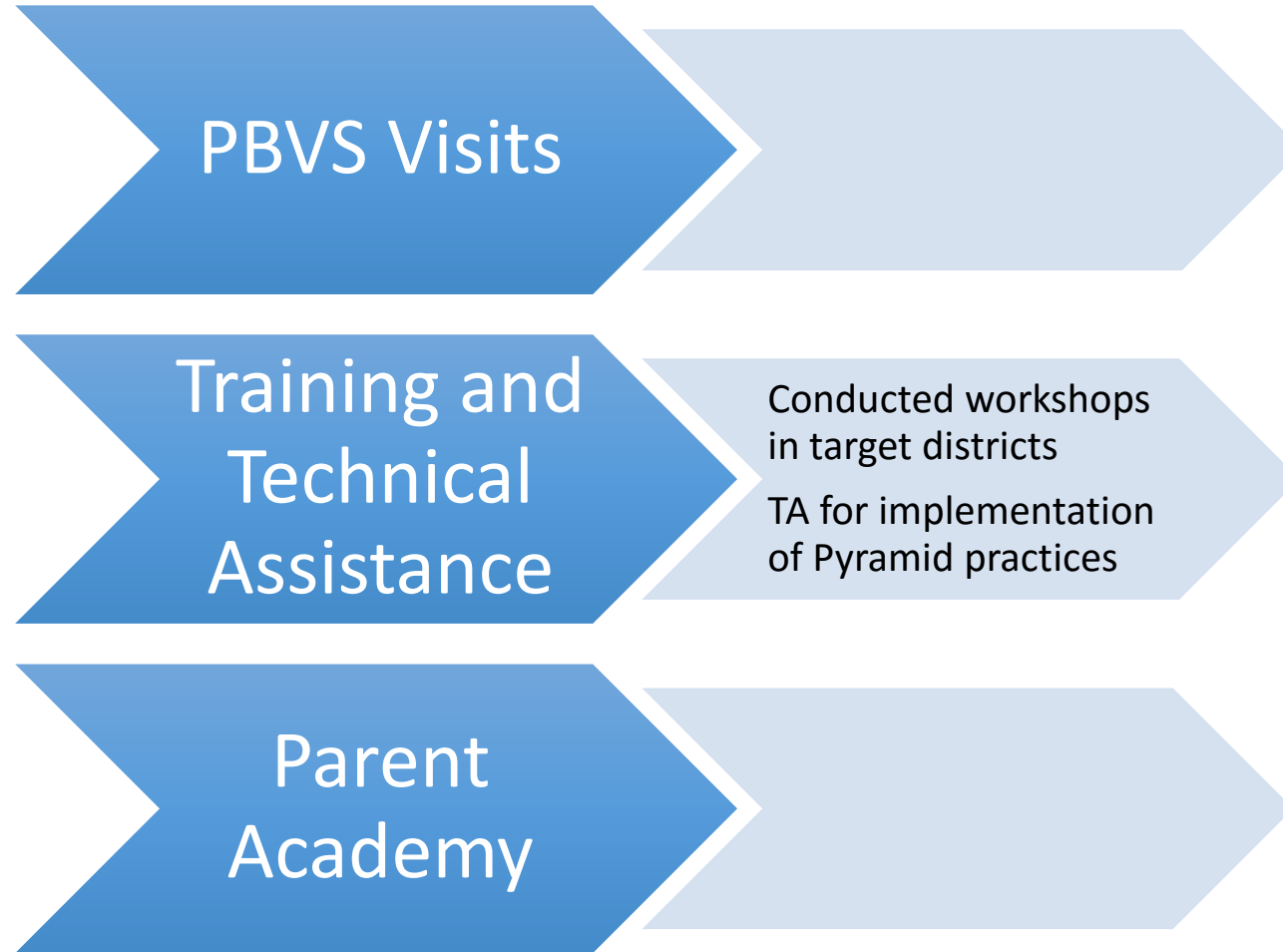
Parent Feedback

- Lower levels of stress and anxiety reported after the intervention*.

* $p < .05$



Positive Behavior and Visual Supports Project – Follow-up Activities



Technical Assistance

- Tele-coaching with five Health Districts
 - Phone
 - In-person
 - VICS system/webinars
- Gwinnett, Dalton, Columbus, Savannah, Dublin
- Technical Assistance for rollout of Pyramid Model



Brief Behavior Intervention Plan (Example)

Behavior Intervention Plan

19) When _____ and _____, my challenging behaviors are
(Prevention Strategy # 1) (Prevention Strategy # 2)
much less likely to occur or to escalate.

21) What I really need to learn is _____
(Replacement Behaviors/Alternative Skills)

22) A good way to teach me this would be _____.
(Teaching Strategy)

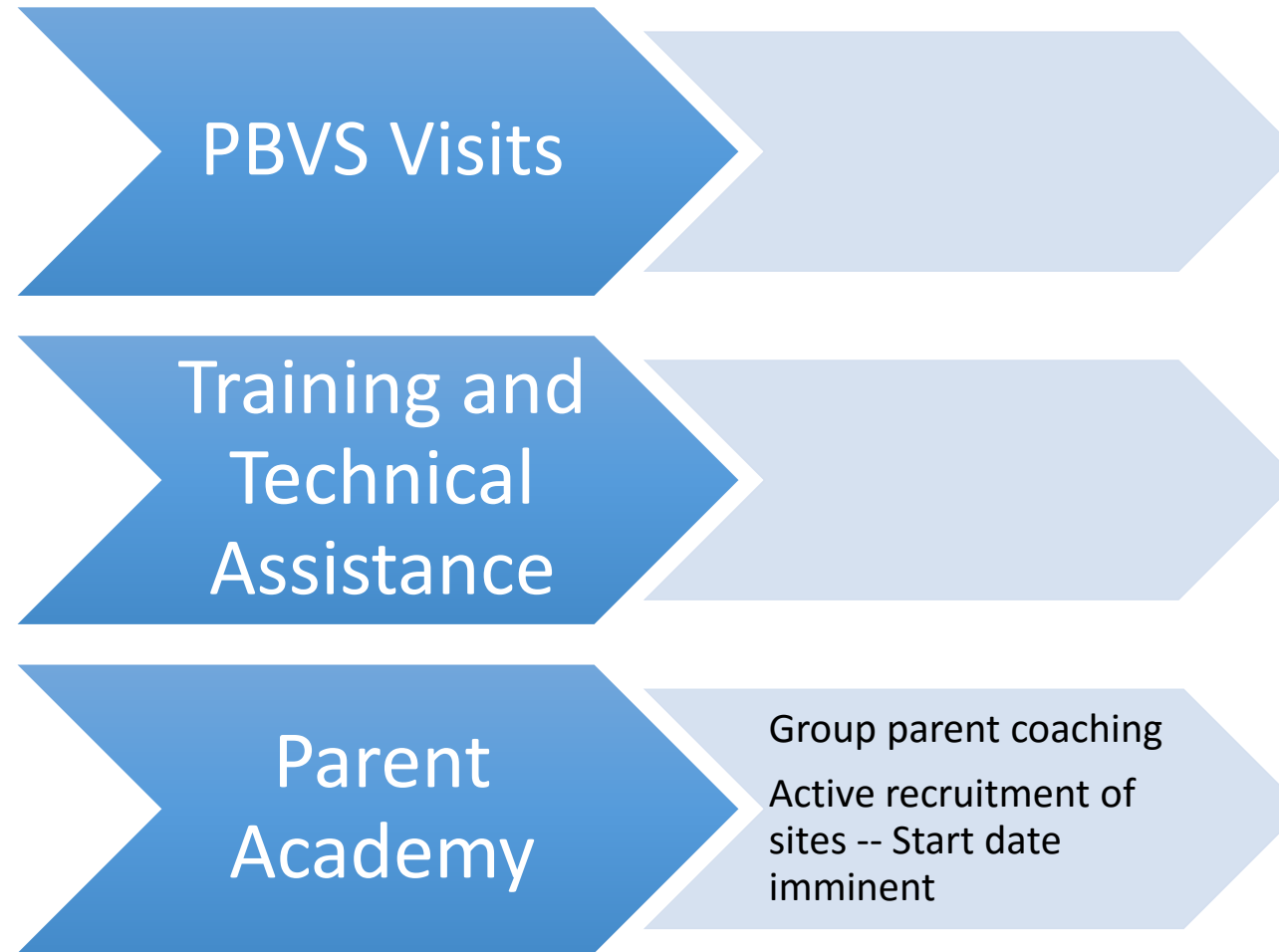
23) A good time to teach me this would be _____.
(When will this occur? / How can a teachable moment be set up?)

24) _____ would be good people to teach me.
(Names and Relationships)


25) _____ would help me to do this at other times and places.
(Generalization Strategies)

26) If I do have a behavior challenging, the best thing to do is _____.
(Management Strategy)

Positive Behavior and Visual Supports Project



Positive Behavior Support (PBS) Parent Academy

- Offers an intensive individualized training program that addresses persistent challenging behavior of children 3 - 5 years-old.
 - Builds upon the PBVS curriculum used with the Babies Can't Wait (Part C) project.
 - Focuses on teaching positive replacement skills and using Pyramid Model practices to address a child's social emotional competence.
 - Parents will attend five, two-hour group sessions at a community location.
 - Face-to-face sessions will include didactic content, exercises, discussion, and peer-to-peer support.
 - The PBS Parent Academy will offer a train-the trainer component for teachers and early interventionists.
 - Project will begin in early July with a goal of offering 7- 10 parent trainings by project end.
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Questions?

