Positive Behavior Support

DSP Name:
Mentor’s Name:
Date(s) of Portfolio Review: Total Mentoring Time:

On-the-Job Competencies

Instructions: For each lesson select three (3) topics to discuss. With your mentor, discuss and check off the (3) topics as you complete them. Include comments with regard to your discussion and ideas to your shared observation as to how you used what you’ve learned on the job.

Date Lesson Completed: Total Time:

<table>
<thead>
<tr>
<th>Lesson 1: Understanding Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Discuss ways you describe challenging behaviors in observable and measurable terms.</td>
</tr>
<tr>
<td>□ Discuss the importance of knowing which people you support engage in challenging behavior.</td>
</tr>
<tr>
<td>□ Discuss challenging behaviors you have observed and identify the antecedents and consequences.</td>
</tr>
<tr>
<td>□ Describe the content of any laws, rules, or policies and procedures that pertain to the use of aversive procedures in the management of challenging behaviors in support settings.</td>
</tr>
<tr>
<td>□ Identify if anyone he or she provides supports to has a plan that approves the use of aversive procedures, and describe when and how they should be used, including methods to prevent the use of these procedures.</td>
</tr>
<tr>
<td>□ Describe how you use preventative and proactive methods and avoid aversive methods.</td>
</tr>
<tr>
<td>□ Describe why the management of consequences alone is not usually the preferred approach to supporting people who engage in challenging behaviors.</td>
</tr>
<tr>
<td>□ Discuss definitions of terms used to discuss behavior including: antecedent, consequence, positive and negative punishment, punisher, positive and negative reinforcement, reinforcer, and aversive.</td>
</tr>
</tbody>
</table>

Comments:
Lesson 2: Functions and Causes of Behavior

- Have a discussion about a person with challenging behavior you support. Identify the likely functions of the behavior.
- Discuss why it is important to understand the function of a challenging behavior.
- Describe several situations in which it would be unethical to apply behavioral techniques without knowing the function and the context of the behavior.
- Describe how individual circumstances (e.g., culture, age, disability) may affect understanding regarding the functions and causes of challenging behaviors.
- Have a discussion about your experience with functional assessments.
- Describe a time that you identified a person that needed a functional assessment to be completed. Discuss how you advocated for those assessments to be done.
- Describe how you participate in functional assessments when requested.
- Describe the components of a hypothesis statement.
- Discuss the important steps in developing a hypothesis statement.
- Discuss definitions of terms used with regard to the functions and causes of behavior including: setting events, problem behaviors.

Comments:
Lesson 3: Understanding Positive Approaches

- Describe how you remain enthusiastic, positive, and willing to try new strategies when supporting people with challenging behaviors.

- Describe the primary differences between compliance based approaches to challenging behaviors and Positive Behavior Support.

- Talk about methods that are effective in reducing your own stress and how you seek assistance when needed.

- Discuss the importance of maintaining a calm attitude and remaining in partnership with people being supported at all times.

- Discuss ways you seek support and provide support as needed to others, to help manage stress related to challenging behaviors.

- Describe how you report any behavior that is demeaning or potentially harmful to people being supported, on the part of coworkers and others, even if it is a response to crisis behaviors.

Comments:
Lesson 4: Preventing Challenging Behavior

- Define, describe, and gives examples of the two primary prevention strategies (antecedent manipulation and teaching strategies).

- Describe how you create and maintain environments that are comfortable and enriching to the people you support.

- Describe environmental factors that can lead to, or minimize, the chances of challenging behaviors occurring for the people you support.

- Describe unexpected reactions to typical environments that the people you support may have and what you can do to support them.

- Describe both the replacement behaviors that are being taught, but also goal behaviors for the people you support.

- Describe the importance of identifying functionally equivalent behaviors that are the focus of teaching strategies for the people you support.

- Have a discussion about the goal behaviors for the people you support.

- Discuss the definitions of terms used when talking about the prevention of behavior including: replacement behaviors, and functional equivalence.

Comments:
Lesson 5: Responding to Behavior

- Describe how your responses to both preferred and challenging behaviors are related to the function of challenging behaviors, for the people they support.

- Define and describes punishment and reinforcement.

- Discuss the importance of reinforcing desired behaviors in interactions with people he or she supports.

- Describe how you avoid the reinforcement of challenging behaviors in interactions with people you supports.

- Discuss the importance of using a calm, respectful, and age-appropriate tone, words, and interactions, with the people you support.

- Discuss how you avoid physical interventions and share when you have used them in accordance with a specific and approved plan or crisis management procedure.

- Discuss the steps you have taken to prevent crisis behaviors when faced with interactions that have potential to escalate.

- Discuss why it is better to use naturally occurring reinforcement strategies instead of, or in combination with artificial reinforcement.

Comments:
Date Lesson Completed:             Total Time:

### Lesson 6: Behavior Support Plans

- Discuss why it is important to be able to identify the individuals you support with behavior support plans.
- Describe how you have implemented a behavior support plan as written.
- Have a discussion about at time you needed to ask questions and seek clarification regarding a behavior support plan.
- Discuss how you document appropriate and necessary information regarding challenging behaviors and behavior support plans.
- Describe how you participate in developing behavior support plans.
- Describe why it is important for you to provide feedback as needed regarding behavior support plans.

Comments:

Date Lesson Completed:

### Lesson 7: Rules, Regulations, Policies, and Rights

- No Tasks
Positive Behavior Support

Portfolio Assignments/Work Samples

Instructions: Complete at least one (1) of the listed assignment options. Share your ideas with and discuss project outcomes with your mentor. If applying for NADSP certification, complete the Summary Statement to describe your learning. Attach completed assignments to your portfolio.

☐ **Option 1:** Understanding the Behavior with Techniques and Positive Approaches  
*NADSP Competency: Crisis Prevention & Intervention*

Develop a list of historical approaches and or techniques that have been designed to support the individual. This list should include developed techniques, ABC checklist, support plans, an established list of precursors to avoid, a leisure skills assessment; that would enable you to better work with the person with challenging behaviors.

Write an essay describing how you have used the various tools you learned about. Write about a situation where you used the agency-approved social skills replacement process as a tool. Describe how, through using this tool, you were able to support an individual to discuss their feelings of frustration in an appropriate manner and possibly preventing a situation where they could have reacted inappropriately or when you were able to utilize the techniques to positively redirect the individual.

☐ **Option 2:** Preventing Challenging Behavior and Responding to Behavior  
*NADSP Competency: Facilitation of Services*

Write a reflective essay that describes how you have used what you’ve learned to respond to both positive and challenging behavior. Specify how you used a calm approach. Include in your written essay how culture may influence the behaviors the people you support exhibit. Give examples of situations where co-workers may not have used objective statements when discussing a person’s challenging behavior. Describe how you felt about this discussion, how you felt about this, and how you educated your co-worker on using objective statements (through modeling, discussion, etc…).

Complete a component of a functional assessment for a person for whom you are providing supports. Include a completed psychotropic medication monitoring form. Describe the process of conducting the functional assessment, the plan to reduce challenging behavior that was developed as a result of the assessment, the supports you provided to reduce challenging behavior, and the outcome of the supports.
Positive Behavior Support

**Option 3: Educating Others on Supporting People with Challenging Behaviors**

*NADSP Competency: Education, Training, & Self-Development*

Prepare and deliver a presentation educates your co-workers on the laws and regulations that govern issues of challenging behavior in your state and agency. In your presentation, demonstrate or describe how to support a person present a claim that their civil rights were violated in a physical restraint situation. Share personal stories in your presentation by discussing a situation where you were overwhelmed by a challenging behavioral situation that was beyond your own personal limitations, what you did to address this issue, what you learned from your experience, and where you went to learn more supporting people in these situations. Include with your portfolio your presentation materials and/or videotape your presentation (e.g. presentation outline, PowerPoint, video, pictures, handouts, resources, and/or references).

**Option 4: DSP Choice (Create your own activity and title)**

*NADSP Competency: (Choose one of the 15 NADSP Competency Areas to focus on)*

Develop a work sample that demonstrates your hands-on work in community human services. Include in your portfolio any materials you have used or developed, any relevant video or pictures you may have taken to show your accomplishments, a brief written summary of the activity, and a personal reflection. The work sample you create must accomplish the following:

- Focus on what you've learned in the *Positive Behavior Support* Module found in the College of Direct Support;
- Be completed on-the-job to improve the life/lives of people you support and/or increase your professionalism;
- Demonstrate mastery of one (1) of the competency areas outlined by NADSP (See Appendix A); and
- Demonstrate Best Practice.
Positive Behavior Support

Summary Statement (Only required if applying for NADSP certification)

Name:

Title of Work Sample:

Describe the challenge, issue or goal addressed by this sample:

Describe your plan for addressing the challenge, issue, or goal:

Identify the steps you actually took to complete this work sample:

Describe the outcome or result of your actions (the steps you took):

Describe how the skill standards for this competency area are shown in the work sample:

Briefly describe what you learned from completing the work sample:
Positive Behavior Support

Please sign in the spaces below.

This Direct Support Professional has successfully completed the coursework and displayed competency on the job as it relates to Positive Behavior Support.

______________________________ ________________________________ ______________________________
Direct Support Professional    Mentor            Supervisor/Agency Approval

Updated 4.7.09