**[Comprehensive Behavior Supports for VR Clients](https://ktdrr.org/training/webcasts/webcast29-30/29/index.html)**

Christine Hoffner Barthold, PhD, BCBA-D, LBA

Richard Kriner, MS, CRC, LPC, PBSF, CWIP

Jessica Stehle, MA, CRC

Text version of PowerPoint™ presentation for a webcast sponsored by the American Institutes for Research (AIR) and SEDL, an Affiliate of AIR.

**Slide template**: Bar at top with SEDL logo on the left (letters SEDL) An Affiliate of the American Institutes for Research. On the right, Center on Knowledge Translation for Disability and Rehabilitation Research.

Slide 1 (Title):

Comprehensive Behavior Supports for VR Clients.

A webcast of the Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR).

Sponsored by the American Institutes for Research (AIR) and SEDL, an Affiliate of AIR.

SEDL Logo: SEDL, Advancing Research, Improving Education

Funded by NIDILRR, Administration for Community Living, Department of Health and Human Services, Grant No. 90DP0027.

800-266-1832. [www.ktdrr.org](http://www.ktdrr.org)

Copyright ©2015 by SEDL. All rights reserved.

No part of this presentation may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing (AIR, 4700 Mueller Blvd., Austin, TX 78723), or by submitting an online copyright request form at [www.sedl.org/about/copyright\_request.html](http://www.sedl.org/about/copyright_request.html). Users may need to secure additional permissions from copyright holders whose work was included after obtaining permission as noted to reproduce or adapt for this presentation.

Slide 2: Agenda

* Overview of Activity
* Presenters
* Discussion
* Wrap up

Slide 3: Overview

* What is behavior support and why do we need it for VR clients?
* How is behavior support provided for the VR clients and by who?
* What are some of the VR practices in providing behavior support?
* What are the key issues that VR practitioners should consider in providing behavior support to the clients?

Slide 4: Presenters

* Christine Hoffner Barthold, PhD, BCBA-D, LBA is an Assistant Professor of Special Education at the Graduate School of Education, George Mason University
* Richard Kriner, MS, CRC, LPC, PBSF, CWIP is the Autism Research Coordinator at VA Dept for Aging and Rehabilitative Services
* Jessica Stehle, MA, CRC, is Virginia’s Department for Aging and Rehabilitative Services (DARS) ID/DD Employment Resource Consultant.

Slide 5: What is “behavior?”

* Anything we do is considered behavior!
	+ Work skills
	+ Hygiene
	+ Getting to work on time
	+ Social skills
	+ Independence
* Problem Behavior - behavior that can result in decreased opportunities for employment and good quality of life

Slide 6: What is behavior support?

Horner (2000): Make problem behavior “ineffective, inefficient, and irrelevant”

Consists of:

* Comprehensive assessments of the environment
* Preventative Supports (aka Antecedent Modifications)
* Teaching appropriate behavior in vivo
* Reinforcement for appropriate behavior
* Consistent responding to inappropriate behavior
* Continuous progress monitoring and plan revision

Slide 7: Why refer for behavior support?

* Multiple terminations
* Difficulty securing employment
* Issues that result in more restrictive placements
* Preventing problems
* Behavior supports are NOT just for clients with ASD!

Slide 8: Who are qualified providers?

* PBS Facilitators
* Board Certified Behavior Analysts

Slide 9: Team approach

* Behavior supports with adults require a systems approach
* Who provides the support?
* Who pays for it?

Slide 10: Successes with Behavior

Slide 11: Challenges and Next Steps

* Efficacy data are still in their infancy
* Culture of behavior supports is still emerging
* Funding and acceptable reimbursement rates

Slide 12: Virginia Department for Aging and Rehabilitation Services’ (DARS) Comprehensive Behavior Support Services

Slide 13: Virginia DARS’ Comprehensive Support Model Effective service model for individuals with ASD includes

* + Behavioral consultation
	+ Structure to seemingly unstructured activities
	+ Behaviorally defining idioms, social skills, and work expectations
	+ Visual supports
	+ Self monitoring checklists and reinforcement programs
	+ Role-playing and practice for required social skills
	+ Ongoing intensive instruction and monitoring of individual’s success

Adapted from McDonough, 2012

Slide 14: Virginia DARS’ Comprehensive Behavior Support Services

* Therapeutic Behavior Services
	+ Definition:
		- Behavioral treatment or intervention provided in community settings for individuals who need comprehensive, specialized supports to address challenging behaviors
	+ Goal:
		- Improve individual’s quality of life and ability to function successfully in the workplace and community settings

Slide 15: Therapeutic Behavior Services (TBS)

* Providers
	+ Services are provided by agency-approved vendors of Applied Behavior Analysis (ABA) or Positive Behavior Support (PBS)**,** both of which are clinically proven approaches to reducing or eliminating behaviors which interfere with employment and independent living

Slide 16: Therapeutic Behavior Services

Typical services include

* + Preliminary consultation for appropriateness
	+ Functional Behavior Assessment
	+ Written Behavior Support or Intervention Plan
	+ Development and facilitation of a Behavior Support Team
	+ Training for the individual and support team members

Slide 17: The Support Team

* Assists with developing and implementing the Behavior Support Plan
* Is crucial to ensuring consistent and sustainable support across environments
* The Behavior Support Specialist is responsible for facilitating the support team

Slide 18: What do TBS providers do?

* Use a formal and scientific approach to bring about positive changes in an individual and enhancing their quality of life.
* Focus on positive behavioral changes, avoid placing blame on an individual’s disability or other limitations
* Prioritize issues of greatest concern and evaluate why they occur through a functional behavior assessment

Slide 19: What do TBS providers do continued...

* Develop a plan of action based on the client’s needs and evidence gathered, and with input from a larger team of individuals
* Train individuals on how to implement the plan
* Assist the client and the team to identify and acknowledge overall progress
* Make adjustments to the plan if/as needed
* Promote steps to fade services as soon as possible

Slide 20: Considerations for choosing a TBS provider

* Provider specialty

 -Providers may specialize in certain disability populations, age groups, settings, and geographic locations

* Provider availability

 -Consider the intensity of the needed supports, specific times and days services are required, and the location services are to be provided in.

* Provider experience with a team-based approach

Slide 21 Virginia Provider Credentials and Training

Behavior Analysts & Assistant Behavior Analysts

* Bachelor’s (assistant level), Master’s, or PhD in Human Services Field
* Nationally certified by the Behavior Analysis Certification Board (BACB) – including Board Certification Examination
* Licensed by the VA Board of Medicine

Positive Behavior Support Facilitators

* Bachelor’s degree (minimum) in Human Services Field
* Endorsement board interview
* Recognized endorsement by Commonwealth of VA

Slide 22: Virginia DARS and TBS

* VA DARS TBS follows a PBS approach
	+ Emphasis is on:
		- Person-centered practices
		- Comprehensive lifestyle changes that reduce the need for problem behaviors
		- Overall quality of life

Slide 23: Team members and roles

* Individual
* TBS provider
* VR Counselor
* Family
* Job Coach
* Other Stakeholders (therapist, case manager, friends, co-workers, etc...)

Slide 24: Role of the VR Counselor

* Coordinate, sponsor, and monitor TBS services
* Define purpose, goals, and timeline for DARS sponsored TBS
* Coordinate implementation of TBS with other DARS sponsored services

Slide 25: VR Counselor Perspective

* Observed benefits of TBS
	+ Decreases behaviors that impeded a successful transition to work
	+ Promotes a successful employment outcome
	+ Increases self monitoring
	+ Increases use of effective coping skills
	+ Enhances social skills
	+ Increases independence
	+ Improves familial relationships
	+ Improves quality of life
	+ Promotes better understanding of individual
	+ Reduces job coaching support needs

Slide 26: VR Counselor Perspective

Success stories

* + Amy overcoming work avoidant behavior
	+ Greg learning not to take co-workers’ food

Image: People jumping on a hill in the distance against a sunny sky background.

Slide 27: VR Counselor Perspective

* + Challenges and Lessons Learned
	+ Time intensive
	+ Need for support across environments
	+ Limitations to TBS
	+ Cannot resolve family systems challenges
	+ Need for more qualified providers
	+ Specifically those with experience working with adults
	+ Hesitancy among VR professionals to explore TBS for an individual
	+ Do not wait until a crisis to initiate TBS

Slide 28: Resources

* Ahlers, M., Annis, J., Ashley, J., Cusick, G., Derwart, B, Fried, J.,…Thomas, S. (2003, August). A new paradigm for vocational evaluation: Empowering the VR consumer through vocational information.30th Institute on Rehabilitation Issues.
* Freeman, R., Perrin, N., Irvin, L., Vincent, C., Newcomer, L.,…Bond, K.F. (2010, January). Positive behavior support across the lifespan: Expanding the concept of statewide planning for large scale organizational systems change*.* (PBS Kansas Monograph No. 1). Lawrence, KS: University of Kansas, Schiefelbusch Institute for Life Span Studies.
* Reichle, J. & Moore, T. (2014). Positive behavior support*.* (LEND Brief). Minneapolis, MN. University of Minnesota, MN Lend Program.
* Virginia Department of Behavioral Health & Developmental Services, Crisis Services, <http://www.dbhds.virginia.gov/individuals-and-families/developmental-disabilities/crisis-services>

Slide 29: Wrapping Up

Thank you for participating! We invite you to:

* Provide your input on today’s webcast
* Share your thoughts on future webcasts topics
* Participate in the Community of Practice to continue the dialogue
* PLEASE CONTACT US: ktdrr@air.org

*Please fill out the brief evaluation form:*

http://www.surveygizmo.com/s3/2346720/EvaluationComprehensiveBehavior

Slide 30: Disclaimer

The contents of this presentation were developed under grant number 90DP0027 from the National Institute on Disability, Independent Living, and Rehabilitation Research ([NIDILRR](http://www2.ed.gov/about/offices/list/osers/nidrr/index.html)). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.