

**Ice Breaker---** (need wind up timer, flip chart) approximate length, 30-35 min.

**Introduction:**

**Helen=**I have a deck of cards here. Each time that you abide by the workshop norms that we have set or each time you participate in the workshop by answering a question, you will get a card.

**What are the norms?**

*If you have remembered to turn off your phone and I notice it, you will get a card.*

*When you hold your hand up before speaking you will get a card*

*You refrain from side bar conversations, you will get a card*

*If you have a discussion item and you wait until I have stopped talking and then ask or put in parking lot, you will get a card*

*If you answer questions and participate - you will get a card*

**\*have team member help with this**

**(Use a deck of cards and when someone answers a question, etc. give them a card. At the end whoever has the best poker hand wins. Ace, King, Queen, Jack, 10,)...have fun prize!**

**Now, on top of that, let's up the ante. Every time YOU catch someone else doing something good, I would like for you to make a note of the specific behavior you liked. Then at a certain time I will give you a chance to give that person a card because everyone is responsible for recognizing and rewarding desirable behaviors**

**So have we got that? Say Yes if you understand. (call on someone to repeat the expectation and don't forget to reward with a card) Give out card when they get it right...or even attempt to get it right.**

**(have another team member actually be the one to pass out cards)**

**\*randomly stop and give a chance for people to recognize the positive reinforcement they have seen.**

**Ok, so let's get started.**

**What is the definition of consequence?**

**Anything that occurs after a behavior**

**So the consequence of you participating, answering questions and following the norms for this session of the workshop is what? You Receive a card**

**That is called positive reinforcement. When a consequence is positive, it increases the probably or likelihood that a particular behavior will occur again in the future**

**In our world of developmental disabilities, this is an especially effective strategy to increasing desirable behavior and decreasing undesirable behavior. It is a way to replace the undesirable behavior with a new desirable, healthy behavior**

**Insert Dr. Terri Rogers**

**Darcy=(Have another team member) Hold up the Matrix and review. Hand out a Matrix to each participant and talk about the matrix) DARC Y**

**We know that Natural consequences are the direct effect of doing something. They are not arranged or socially mediated.**

**Arranged consequences on the other hand, do require some mediation by a person**

**Natural delayed consequences are consequences that happen naturally after a period of time like Dr. Rogers said: The natural delayed consequence of eating too much chocolate cake might be weight gain.**

**Arranged delayed consequences: If you speed and receive a ticket, the delayed consequence is that you have to go pay for the ticket.**

**Helen-One of the hallmarks of schoolwide positive behavior support (the model DD tiered supports is adapted from) is the development and implementation of a menu of consequences called reinforcers... or positive reinforcements. These reinforcers are tangible. These can be in the form of a ticket or coupon, punch card, Bulldog bucks, etc. (show examples) It is important to remember that not all individuals are encouraged or motivated by the same things or in the same ways so the reinforcers you choose will vary depending upon the group you are working with.**

**How do we discover what the RIGHT reward for your group or individual is? The RIGHT reward is something that YOU KNOW the person values or enjoys or something that is meaningful to that individual. The same reward probably won't work for everyone, we're all different. How do we know what would be a reinforcing to someone? (get volunteer answers) What is reinforcing to me or you, might not be to someone else.**

- ✓ Well you can talk to the person...
- ✓ you can talk to people who are knowledgeable about the individual, like the staff who work with the person.....
- ✓ you could present an array of items that are likely to serve as reinforcement to the individual and tell them point to the items they like.
- ✓ You can use assessment inventory tools
- ✓ Read their ISP plans
- ✓ You can involve them in the planning of the reinforcement menu
- ✓ You can use the STAY CLOSE tool...and get to know them, their interests, their personal preferences.

I have a couple of examples of some reinforcement assessment/inventory tools you can use (hand out) talk briefly about them.

Give out handouts. (right on and no way) and (Preference and activity assessment)

Ok. To review, What do we know? We know that positive reinforcement will cause an increase in desired behavior. We know that there are different types of consequences. We know that the reinforcement used must be meaningful to that person we are working with (give out cards for right answers)

There are some other things which have an influence on the effectiveness of reinforcement. In fact there may be a variety of variables.

- ✓ **Immediacy of reinforcement- (how soon)** How soon does the reinforcement take place? When there is a delay between a response and a consequence, the consequence may be less effective. the longer the delay between the behavior and consequence, the less effective the consequence is
- ✓ **Magnitude of the reinforcement-(how much)** The amount or intensity or reinforcement is an important determinant of the effectiveness of the reinforcement. A reward of a large amount is more likely to have an impact on behavior than a small amount. (talk about one star, two star, etc.) add examples

What are Some types of reinforcement? HAVE GROUP BRAINSTORM, put on flip chart, place under one of the four categories

- **Social interaction ( a high five, playing a game together)**
- **Things (tangible reinforcers)**
- **Activities (baking cookies)**
- **extra privileges (30 extra minutes of free time)**

Now let's talk about developing a system of reinforcement as an agency. Without a system in place it is likely to be a hit and miss thing.

**In agency-wide tiered supports we need to come up with a process , a plan, a procedure of what we are going to do...on a consistent and measurable basis to encourage expected behavior both of our individuals and with our staff. This is called a system. We need to develop a system that will be used consistently throughout our agency.... when we do this our outcome is more likely to be successful**

**One of the reasons...probably a big reason you decided to become involved in Agency Tiered supports is the outcome of Improving the home climate or environment.**

**In order to get really good at this, you must understand the power of ATTENTION.**

**Hold up oversized magnet. “What you focus on is what you get”. Attention has a powerful influence on the behavior of people and that is people individually, or groups of people. Positive Attention...focusing on the behaviors that you wish to see... is the key to creating a positive environment in your homes.**

**Ask question: Who do you think sets the tone or the mood in your homes/agencies? It is the staff members that set the tone or the mood of your agency through relationship not only with the individuals but also with the individual’s entire team ( the service coordinator, the guardian, etc) . When staff members frequently recognize the things our individuals are doing right, the mood or feeling in the home is positive. This is why we encourage you to do positive/negative observations and this is why we encourage you to collect the data from the positive/negative observations.**

**There are two types of attention and both have a positive impact on the climate within the home.**

**Non-contingent attention is attention provided regardless of performance and includes such things as greetings, smiles, using good manners, and stay close conversation. It is showing an interest in what the individual is doing in their lives. We know that many instances of undesirable behavior are based on a desire for attention....If we provide enough non-contingent positive attention**

then the behavior problems will decrease, relationship will increase and the climate of the home will improve. Question: name some examples of non-contingent attention- smiles, stay close conversation, greetings, etc.

Question: what is the benefit of using them? They actually build positive relationship between individuals and staff and they set the stage for individuals to display desired behavioral expectations. (positive/negative observations)

The non-contingent attention we've been talking about ALONE is not sufficient to change and sustain behavior indefinitely . Contingent attention is a vital part of this equation...

Contingent attention is based upon the individual performance of an identified expectation or behavior. Contingent attention is attention given after the desired behavior takes place. The individual must perform the expected behavior before a staff responds with attention.

When using this contingent attention, it is important to give specific positive feedback so that individuals will be able to discern "desirable" behavior from undesirable behavior....Rule of thumb. For reinforcement to be effective It needs to be positive and specific.

... Non contingent and contingent attention coupled with specific positive feedback equals changed behavior. Together, both types of attention create a positive climate and build rapport and relationships and help individuals learn social behavioral expectations.

With specific positive feedback you are recognizing the attainment or the demonstration of a particular behavior. General praise or commonly used phrases such as "good job" though important for a pleasant environment are inadequate for building and sustaining desired behavior. people need clear, specific feedback on their

As you as an agency expand and create exciting ways to encourage your individuals, you may also want to consider a menu of reinforcers to encourage the staff who is working with the individuals. We've already determined staff are actually the ones that set the tone or the mood in the home. Doesn't it make sense then that we would develop a system that would reinforce staff members for using positive reinforcement? That means that the leadership in the organization has to be on board. They have to not only promote the concept of positive reinforcement but they also have to practice it. Research shows that Management teams who use an "engaging" manner—who create a "reinforcing" relationship with their staff is the deal maker or the deal breaker for success. And research shows that Staff who are engaged in their work are 43 percent more productive. Positive reinforcement is the key to this engagement. ( bring in sense of purpose and contribution) Supervisors can start by providing brief comments about things the staff has done that make a difference- that add value. Start collecting good stories about successes to share--stories about how the positive reinforcement is leading to good things.

Here's an example. Expectation. Each staff on each shift will spend at least five minutes of quality time with the individuals in the home. And they will do this two times per shift. How are we going to monitor this? How are we going to acknowledge or reward this?

1. self-monitoring....is one way. This data collection does not need to occur for the duration of an entire day. Rather, pick a 5-10 min period and collect over a few days each week.. You can move pennies or paperclips from one pocket to another when positive behavior is recognized, tear an index card to collect the number of positive responses to corrections, or make tally marks on a piece of tape on your arm or put a post it note on a clip board.

- 2. Observation – Do simple observations and tally staff responses to positive behavior and undesirable behavior? Periodically observe and record occurrences of specific positive feedback for a short (5-10 min) duration. These observations can be done by pairing staff to do peer observations, or the Agency Tiered Support leadership team members can observe in various settings.**

**How are we going to reinforce this? What kind of positive reinforcement are we going to use? Again, you will need to go back and decide what is motivating to your staff...What is meaningful to them.**

**The Matrix Future Care has adopted CARE (care, appreciate, respect, encourage) as their Matrix, agency wide and so they teach all of their lead house staff, program managers and support staff how to teach and reinforce these values. Each house has a bird poster and a bag of feathers. Each time staff notices that an individual is demonstrating one of their agency values then they write it on a feather (I caught you....) and let the individual tape it to the bird. Each time an individual sees a staff member demonstrating one of the values then they do the same. When the bird is full of feathers then the entire house earns a reward. All of the staff has blue CARE T-shirts that they wear to special events and on special days (have one to show)**

**Future care also has a Big Blue Bird mascot (show picture). The big bird goes around to the various houses for spontaneous visits to see how staff and individuals are demonstrating the values. Show the company T shirt**

**\*\*\*Now big bird attends parties and big events. (show picture)**

**Future care has all kinds of ways that staff can earn points for demonstrating the values and they earn things like: gas cards, gift cards,etc.**

**\*Tell about the Reinforcement system that Washington County Mo is working on (5 min.)**

**Insert the Power point on Reinforcement samples here.**

...have as handouts about reinforcements and examples of tickets and other reinforcement tools laying around. Hand out positive reinforcement ideas for staff

Focused free write. Take three minutes and write everything you remember about reinforcement. Now take one minute and share what you have written with your shoulder partner and how you think you could use it in your agency

Review activity: as they are writing....have the music about "Accentuate the positive" playing. Use it as a timer

The bottom line is that people need recognition and encouragement and they respond positively when they receive recognition and encouragement.

Homework: develop a reinforcement system for your agency. You can start small with employee of the month

Hand out the frequency and type of staff/individual interaction sheet

Frequency and Type of staff/individual Interactions

Staff: \_\_\_\_\_ Observer: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Activity: \_\_\_\_\_

\_\_\_\_\_

**Attention to Positive, Desirable Individual Behavior**

**Attention to Negative, Undesirable Individual Behavior**

Ratio of Interactions: \_\_\_\_\_ attention to positives: \_\_\_\_\_ attention to negative

Notes:

*Adapted from Sprick, R., Knight, J. Reinke, W., & McKale, T. (2006)*

*Figure 4*

DISCUSSION



Within your "A" Team discuss ways you might monitor staff to ensure they are using high rates of encouragement with individuals?

**Next Steps**

Your tasks for developing a comprehensive system to encourage expected behavior for your agency are listed below. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated. Some activities require planning and a written product; all involve some professional development and engagement of all staff. You are encouraged to complete these tasks prior to your next Agency Tiered Support training session. Please bring completed action plans and products with you to share and discuss.



1. Conduct professional development to teach all staff the importance of attention and how to use effective specific positive feedback through examples and practice.
  - Power of attention, both non-contingent and contingent
  - Referred staff behaviors for relationship-building
  - How to use Effective Specific Positive Feedback
  - Monitoring use of feedback



2. Develop an agency-wide tangible reinforcement system.
  - Include a system to use with staff as well as with individuals that is tangible and easily used.
  - Encourage full staff input or develop a work group process; obtain consensus
  - Describe system in writing; included in staff and agency handbook and PRN staff information



3. Create a menu or continuum of reinforcement for your staff and individuals throughout your agency.
  - This includes a full continuum of immediate, short-term and long-term reinforcers to meet the needs of all individuals including social, activity or privileges, and tangible items.
  - Full staff input; obtain consensus
  - In writing; included staff handbook

