Positive Behavior and Visual Supports Delivered through In-home Coaching

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Positive Behavior and Visual Supports Project

PBVS Visits

Training and Technical Assistance

Parent Academy
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

PBVS Visits
129 families served
17 of 18 Health Districts in Georgia

Training and Technical Assistance

Parent Academy
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

PBVS Visits

Training and Technical Assistance
Conducted workshops in target districts
TA for implementation of Pyramid practices

Parent Academy
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
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

PBVS Visits

Training and Technical Assistance

Parent Academy

Group parent coaching
Active recruitment of sites -- Start date imminent
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.
Questions?