APBS 20th International Conference on Positive Behavior Support

Person Centered Planning: Tier 1, 2, and 3 Interventions

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Introduction to CBI Consultants

- 32nd year providing Positive Behaviour Support in British Columbia, Canada

- Supported more than 10,000 individuals, families, agency and school staff worldwide

- Team of 50+ passionate people currently supporting 500 individuals across the lifespan
Intro to CBI Consultants

From Woodlands to Now

1988

Woodlands Closed

Readiness Continuum

Person Centred Planning

1990

Lifestyle Development Process

Present

PBS Capacity Training
Self-Determination
Customized Employment

Institution
3-5 Person Group Home
Supervised Home or Apartment
Independent Living

Long Term Care Facility (nursing home, etc.)
Private Care Provider/Foster Care
Semi-Supervised Apartment or Home
The Lifestyle Development Process

1. **VISION PLANNING**
   Develop Personal Profile

2. **ASSEMBLING INCLUSIVE ROUTINES AND REVISING SCHEDULES (Day/Week Plan)**
   - Community
   - Educational
   - Home
   - Employment
   - Recreation/Leisure

3. **ASSessing BARRIers TO PARTICIPATION**
   - Knowledge
   - Opportunity
   - Attitudinal
   Team Facilitation (Game Theory)

4. **DEVELOPMENT OF INTERVENTION STRATEGIES**
   - Behaviour
   - Instructional
   - Communication
   - Social

5. **EVALUATING QUALITY OF LIFE**

(Malette, P., Mirenda, P., Kandborg, T., Jones, P., Bunz, T., Rogow, S., 1992)
Positive Behavior Support: Critical Articles on Improving Practice for Individuals With Severe Disabilities
A look back at the last 60 years of support for people with disabilities in North America
Segregation and Institutions Predominant

1960’s

- Burton Blatt and Fred Kaplan expose the neglect and abuse in public institutions for the “retarded.”
Neglect and Abused Exposed
Societal Attitudes

Christmas in Purgatory and the Civil Rights Movement were instrumental in creating the pressure point to close public institutions.

However, societal attitudes and myths persisted that people with intellectual disabilities could not learn and were “uneducable.”

Another visionary, and educational pioneer, Marc Gold, proved this wrong.
The public policy question throughout North America in the early 1970’s was “How do we integrate people from institutions to schools and community?”

The best thinking of the time was to follow a medical model of support and deficit profiles.

Matriculate from “specialized” segregated programs to inclusive classes and community life.

The Least Restrictive Environment was set in motion throughout North America.
Least Restrictive Environment (LRE): The Readiness Model

1. General Education Classes
   - No supports
2. Inclusion
   - Special Ed teacher supports within the general ed classroom
3. Resource Room
   - Students are pulled out of their regular classes to meet with resource teacher
4. Self-Contained
   - Students are taught by special education teachers with other special education students only
5. Separate Schools
   - Students attend schools specifically for students with disabilities
6. Residential
   - Students permanently reside at their school for special needs

Goal!
Wolf Wolfensberger at Syracuse University introduced the practice of normalization to the United States in the 1970s.

Dr. Bengt Nirje developed the normalization principle in the 1960s. The principle reflects the regular rhythm of the day and the regular routine of life.
1980’s

- By the late 1980’s, the research was clear that the matriculation assumption proved false.
- People did not graduate to inclusive classrooms and inclusive paid work or college after high school.
- They remained trapped in segregated classes and segregated adult service programs. Thus, the term “The Readiness Trap” for the LRE
Group Exercise and Reflection

- Examination of LRE and Matriculation Assumption
- Contrast and Compare with Current State
Community of Practice Emerges

Paradigm Shift

From deficit profiles, primacy of professional decision making, aversives, and segregation
To strength based profiles, inclusion, person centered planning, and positive behavior support

Person Centered Planning

Supported Employment

Emergence of positive behavior support
Roots of Person Centered Planning

24 Hour Planning
- 1979-Karen Green-McGowan and Mary Kovaks-Canadian National Institute on Mental Retardation

Program Design Sessions
- 1980-Jack Yates Massachusetts

Personal Futures Planning
- 1980-Beth Mount Georgia

Wisconsin State Planning
- 1980’s- Marci Brost and Terri Johnson Wisconsin county service boards
Person Centered Planning

Plan
A person centered plan can help those involved with the focus person see the total person, recognize his or her desires and interests, and discover completely new ways of thinking about the future of the person."
— Beth Mount & Kay Zwernik, 1988

Problem Solving
Ongoing strength based problem solving to assist person to plan for their future

Team
Comprised of family, friends and those that no the person best and care about the person.

Action
Team members take individual actions and responsibility to ensure life goals and strategies are implemented.
# Purpose of Person Centered Planning

<table>
<thead>
<tr>
<th>People First</th>
<th>Assist</th>
<th>Strength Based</th>
<th>Opportunity</th>
<th>Lifestyle Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on person and personhood and not disability and labels</td>
<td>To assist the focus person in gaining control over their own life.</td>
<td>Search for gifts, capacities vs. deficits. To recognize individual desires, interests, and dreams.</td>
<td>Increase opportunities for participation and inclusion in the community.</td>
<td>Through team effort, develop a plan to turn dreams into reality</td>
</tr>
</tbody>
</table>
Example: Person Centered Plan-MAPS and Path
PATH template

1. Dream

2. Goal

3. Now

4. Enroll

5. Build Strength

6. 1 month

7. 6 months

8. First Steps
PATH Example
Person Centered Planning Group Exercise

- Alexander Example
- Using PCP and Personal Profile for High School Transition.
Revolution: Supported Employment

- Place and Train vs. Train and Place

- Place in inclusive work settings and train for success versus train in segregated settings and hope for inclusive employment
Similarly, PBS and Technology of Non-Aversive Support

- PCP, Supported Employment, and Positive Behavior Support emerging and creating a new paradigm of support
- PBS-Inclusion, quality of life, positive educative practices employment
Alternatives to Punishment
Oregon Community Support -

- Neighborhood Living Project (Bellamy, Newton, LeBaron & Horner 1990)

- Conceptual Breakthrough
  - Model program based on PCP and quality of life tracking
  - High quality life could be achieved mostly by life arrangements

- This was the inspiration for CBI’s Lifestyle Development Process
Group Exercise and Reflection

- Reflect on Lifestyle Arrangement and PCP emerging in the late 80’s and early 90’s
- Reflect on application today
The Lifestyle Development Process

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Current State: PCP as Core Tier 1, 2, and 3 Interventions-Case Examples

PCP Early Childcare
Teaching Pyramid examples

PCP Schools
Three Tiered PBIS

PCP Family Settings
Prevent-Teach-Reinforce and Three-Tiered person and family centered support

Community Agencies
Three-Tiered PBIS and PCP.
The Teaching Pyramid Young Children

Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org
Group Exercise and Reflection

- PCP and Teaching Pyramid Young Children
Three Tiered Support in Families

**Universal Prevention**
Lifestyle planning, predictable schedule of routines, 4-1 ratio of positive statements to corrections

**Secondary Prevention**
Social skills instruction, self-regulation

**Tertiary Prevention**
FBA and Prevent-Teach-Reinforce
Group Exercise and Reflection

- PCP as universal prevention, Tier 2, and Tier 3 core practices in person and family centered PBS and Prevent-Teach-Reinforce
Case Examples - PCP and Three Tiered PBIS

Academic Instruction
- Tertiary Interventions (Individual Students)
  - Assessment-based
  - High Intensity
  - 1-5%
- Secondary Interventions (Some Students)
  - High Efficiency
  - High Response
  - 5-10%
- Universal Interventions (All Students)
  - Preventive
  - Proactive
  - 80-90%

Behavioural Instruction
- Tertiary Interventions (Individual Students)
  - Assessment-based
  - Intense, durable Procedures
  - 1-5%
- Secondary Interventions (Some Students)
  - High Efficiency
  - High Response
  - 5-10%
- Universal Interventions (All Students)
  - All Settings
  - Preventive
  - Proactive
  - 80-90%
Group Exercise and Reflection

- PCP as universal prevention, Tier 2, and Tier 3 core practices in School Wide PBIS
Agency-Wide Training

Tier 3: Individualized Intervention P-T-R
- Full FBA
- Multi-Element Positive Behaviour Support Plan

Tier 2: Targeted Group
- Basic FBA including:
  - Scheduling
  - Choice-making

Tier 1: ALL AGENCY INDIVIDUALS
- LDP
- Person Centered Planning

PBS Modules 1-2
PBS Modules 1-4
PBS Modules 1-5
Group Exercise and Reflection

- PCP as universal prevention, Tier 2, and Tier 3 core practices in agency wide PBIS
Dr. Paul Wehman Commonwealth University mentored the CBI employment team in the development and implementation of inclusive Person-Centered employment practices.
With the job seeker, we learn about their strengths, skills, talents and abilities. We support them to develop and recognize their Ideal Conditions of Employment.

CBI supports the job seeker to match their Ideal Conditions of Employment with suitable jobs in the community. We meet with potential employers, discuss potential job duties and support the job seeker in the interview process.

We provide highly skilled job coaches to support the employer and employee to ensure success on the job. Our support continues as long as needed.

With the employer’s assistance, we will develop a transition plan to effectively fade support. CBI will still be involved as needed.

We will continue to monitor the employee’s progress through surveys, calls, emails and site visits for as long as necessary to ensure any changes or problems are addressed.

If a change in job duties, management, or any challenges occur, CBI is there to support the employee and employer.
Putting the Person Centred Puzzle Together

The goal of strength based, person centered planning is to identify the key or ideal conditions for successful employment.

You are funneling the key information down to come up with I.C.E.
Group Exercise and Reflection

- Person Centered Planning and Customized Employment as a PBS intervention
Component Elements of Self-Determined Behaviour and Person Centered Planning

1. Choice making skills
2. Decision making and problem solving
3. Goal setting skills
4. Independence, risk taking, safety skills
5. Self-instruction skills
6. Self-advocacy and leadership skills
7. Self-observation and evaluation
8. Internal locus of control
9. Self knowledge and self awareness

Choice making skills

Decision making and problem solving

Goal setting skills

Independence, risk taking, safety skills

Self-instruction skills

Self-advocacy and leadership skills

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Internal locus of control

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Group Exercise and Reflection

- The evolution of Person-Centered Planning, PBS, Inclusive Employment and Self-Determination Instruction
- Current applications and take aways for early childhood settings, families, schools and agencies.