

Training Community-Based Team Facilitators: A Focus on Understanding Team Member Perspectives

Linda Bambara, Cathy Kunsch, Anastasia Kokina,
Clare Papay
Lehigh University



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Purpose

Share training model for developing team facilitator skills for leading individualized PBS teams in community settings.

- Unique feature: focus on social “process,” guiding team leaders to understand and address team members’ beliefs and concerns about addressing challenging behaviors
- Model is underdevelopment –share preliminary findings and examples of team member and team leader perspectives

Individualized PBS

- Presents personnel with the most formidable challenges:
 - Individuals who require it, by definition, are most challenging
 - Process may require a complex set of skills
 - Approach differs from traditional community practice
 - Community personnel largely untrained
- Consequences for staff are emotional experiences, exhaustion
 - High degree of burnout
 - Leading to staff turn-over

Teaming in PBS - “Product”

Step 1

- Initiate the team

Step 2

- Define and prioritize problem behavior

Step 3

- Gather broad and specific information

Step 4

- Summarize the data

Step 5

- Develop hypotheses

Step 6

- Develop behavior support plan

Teaming in PBS – Social “Process”

- Team members are the ones who make change happen
 - Establish collaboration and like-mindedness
 - Shift thinking and beliefs about behavior interventions
 - Facilitate development of new skills
 - Support team members through times of difficulties

Goals of a Team Facilitator

- Focus on Product:
 - Integrity of PBS steps
 - Person-centered outcomes
- Focus on the (social) Process:
 - Build team member skills
 - Shift mind-set
 - Establish camaraderie



Easier said, then done.

What's so important about social process?

- “More than techniques”
 - More to do with team behavior change than intervention techniques for the individual (Bambara, Gomez, Koger, Lohrmann, & Xin, 2001)
- Barriers and enablers to individualized PBS
 - Chief Barrier: Team member and staff beliefs
 - Most problematic and frequently occurring
 - Enabler: On-going opportunity for teaming, problem solving

(Bambara, Nonnemacher, & Kern, 2009; Bambara, Goh, & Kern, in review)

What's so important about social process?

- Implications from school-based sustainability research
 - Teachers' beliefs, feelings of self-efficacy, attitudes, and perceptions affect the extent to which teachers try new strategies and persist using them when confronted with challenges (Klingner, Ahwee, Pilonieta, Menendez, 2003).
 - Sustained innovative practice affected by (a) teacher beliefs, (b) contextual fit, and (c) on-going supports/professional development (Vaughn, Klingner, & Hughes, 2000)
- Durand: Optimistic Parenting
 - Helping parents to become aware of negative beliefs

Challenging Beliefs

(Bambara, Lohrmann, Goh, & Kern, in preparation)

Beliefs about attribution and efficacy

- Problem behavior is beyond my control
 - Poor home life; trauma history
 - Inherent to the child (bad) or disability
- Nothing Works! I've tried and failed.

Beliefs about personal capacity and willingness to change

- It's not my responsibility
- I'm not sure I can do it (lack confidence)
- I don't have the time
 - This is too overwhelming

Beliefs about behavior intervention

- Individual is better served elsewhere (exclusion)
- Bad behavior should be punished
- No special treatment!
- Effective interventions are quick acting (Quick fix)

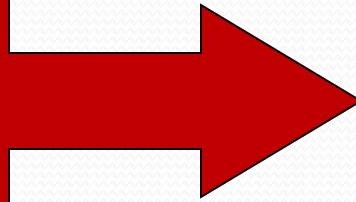
Emotional Upheaval

- Anger
- Frustration/discouraged
- Fear/Anxiety

- Taking it personally (It's about me)
 - Individual is purposefully doing it to me
 - Why me?
 - I'm doing something wrong; afraid to be judged by others

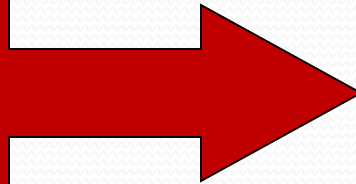
Problem Points?

**Referral/
Initial Teaming**



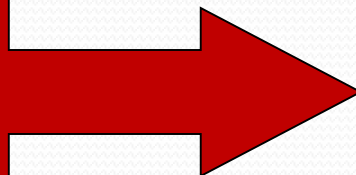
Out of my control
Nothing Works
I can't do this
Frustration/Anger

**Planning/
Implementation**



Prevention difficulty
I can't do this
Don't have time
Process frustration

**Monitoring/
Adjustment**



Quick Fix Frustration
Nothing Works

PBS Team Leader Training: Overview of the model



Rationale for the Training

- For PBS teaming to be effective, team facilitators should be ready to support team members by working with their challenging beliefs, concerns, and feelings

How is this Training Different?

- Typical trainings focus on PRODUCT (i.e. content), but not the PROCESS
- We designed our training to focus on the PROCESS:
 - Understanding team member perspectives
 - Supporting team members

Goals of the Training

1. Demonstrate knowledge of best and current practices in PBS and FBA
2. Develop skills to lead collaborative teams through the PBS process
3. Prepare to support team members by working through their challenging beliefs, thoughts, and feelings
4. Lead a team through a functional behavior assessment (FBA) with an individual with challenging behavior
5. Lead a team through the design, implementation, and evaluation of a behavior support plan (BSP)

Participants

- Team Leaders N=12 (Fall, 2010)
- Prior training in FBA, BSP, PBS
- Commitment to learning and carrying out the process
- Organizational buy-in and commitment

Structure of the Training

- 5 Sessions over 4 months
- Sessions occur every 3 weeks
- In between sessions, Facilitators and their Team completed assignments related to their case
- Consultation provided in class and in between sessions

Training Model: Product

- Case study: identify a case, build a team, and lead team through all stages of PBS:
 - Conduct a Functional Behavioral Assessment
 - Develop a PBS Plan
 - Implement and Monitor a PBS Plan
- Teaming
 - Woven throughout all sessions

Training Model: Process

- Journaling the “process” of PBS teaming
 - Used the provided format
- Focus on challenging beliefs, thoughts, and feelings of team members
- Brainstorming solutions in class

An example “Process” format

PBS Team Leader Training: Assignment 4 (Process)
PHASE 3: IMPLEMENTING, EVALUATING, REVISING

Brainstorm Antecedent / Setting Events with the Team		
Critical questions about PBS planning	Team members’ beliefs and thoughts	Summarize responses
<ul style="list-style-type: none"> • What can we change or eliminate to prevent problem behaviors? • What can we add to encourage positive behaviors (“good day” test)? • Is it “doable” in this setting or situation? 	<p><u>Ask team members:</u></p> <ul style="list-style-type: none"> • What are your concerns about implementing the antecedent /setting event interventions? <p><u>Probe for examples of challenging thoughts such as:</u></p> <ul style="list-style-type: none"> • This is not going to work • We have tried this and it did not work • Everyone is doing well under the same circumstances - why can’t he/she? <p><u>Probe for emotions related to thoughts:</u></p> <ul style="list-style-type: none"> • Frustrated, anxious, angry, exhausted 	

Action Plan

PBS Teaming “Process”: Findings from the Training



PBS Teaming

Step 1

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Initiate the Team

Team members' statements

- “Am I going to say something that’s wrong?”
- “Is it really going to work?”
- “Are we really going to go through with this?”
- “I don’t know where to begin”
- “I hope staffing won’t interfere with the process”
- “Will I have something to offer?”
- “Will crisis situations interfere with our ability to move forward with the PBS process?”

Underlying beliefs and emotions

- Efficacy
- Personal capacity
- Afraid to be judged
- Reserved
- Insecure
- Skeptical

Team facilitators' comments

Personal capacity/efficacy

- “Some of the key team members were uncertain about what the FBA/PBS process entailed and what was to be expected of them”.
- “Consumers are easy to work with, it’s the staff! It’s almost like doing an FBA on staff. You can get them involved, give them something special to do, or minimize their negative impact .”
- “Parents... felt they have tried everything and nothing has worked. They are hesitant to think that this might help”.



Define and Prioritize Problem Behavior

Team members' statements

- “Working with him is so frustrating!”
- “Why can't he just listen?”
- “He's doing it on purpose”
- “He does it, looks at me and smiles!”
- “He knows better”
- “...Why is it happening when I come to help him?”

Underlying beliefs and emotions

- Attribution
- Efficacy
- Taking it personally
- Afraid
- Frustrated
- Annoyed
- Embarrassed

Team facilitators' comments

Attribution:

- “Staff stated that the home environment is not working.”

Taking it personally:

- “Some staff stated they take his behaviors personally, because they overhear other staff saying that he never acts out while they are on shift.”

Team facilitators' comments

Efficacy:

- “Some of staff present an ambivalent tone when discussing her behavior. Not that they do not care but as if to say “it is what it is”; she has behaviors and we know this.”
- “They want to help K, but they do not know what they can do to stop the behavior, so they feel helpless.”



Gather Information

Summarize the Data and
Develop Hypothesis

Team members' statements

- “If I documented every time she ripped her shirt, I’d be documenting all day!”
- “I hate data. The data collection process is probably going to be difficult because my interactions with the client are inconsistent...the client is not good at keeping consistent appointments. He often forgets or cancels.”

Underlying beliefs and emotions

- Willingness to change
- Personal capacity
- Beliefs about behavior intervention
- Hesitant – this is not going to work
- Frustrated
- Annoyed
- Defensive

Team facilitators' comments

Willingness to change

- “In addition to their regular job duties/responsibilities, the staff felt they would not have extra time to complete data collection.”
- “There is a lot of behavior going on that is not being documented because it’s not significant or obvious to the staff. I think I’m missing a lot of things that could be helpful.”

Team members take it personally

- “This is new to staff. If I show them times of day they will automatically starting to think, “oh my gosh, was I working then?”

Team facilitators' comments

Transformations – buying into the process

- “We had some spikes so I asked what people thought. The graph validated what team members were thinking. A lot of people were like... “wow.”
- “Showing them the graphs was really helpful. It validated the time they put in to collect the data. Also it reflected what they were thinking and showed they were on the right track, so it increased their enthusiasm.”



Intervention Planning

Team members' statements

- “I don't have the energy to even think about this right now; we've been through this several times and I am nervous about being able to follow this”
- “I am not getting consistency from mom in following through the plan. How do I motivate her to follow through?”

Underlying beliefs and emotions

- Beliefs about behavior intervention
- Efficacy
- Personal capacity
- Impatient
- Exhausted
- Frustrated
- Anxious

Team facilitators' comments

Individualized interventions viewed as “unfair”

- “Teacher likes the class to follow a set schedule and was having a hard time feeling comfortable with allowing Jack to decide when he was going to complete something. “
- “When a suggestion was made to give M. his snack and lunch first or having him assist with passing out the snacks, it was felt that this suggestion was “not fair” to other clients as most of them look forward to meal and snack time and they would also like to assist staff with helping with this task”.

Team facilitators' comments

Preventing

- “I asked staff to tell me what a good day would look like, and you would have sworn that I asked them something impossible.”
- “We had some difficulty. We figured out that a lot of problems come from him not enjoying what we're doing with him after school. But the problem is, no one knows what he likes to do.”

Responding

- “The teacher stated she would have a hard time not reprimanding for any of the negative behaviors. They were feeling like this was him getting away with misbehaving. There was a lot of anxiety.”
- “It was hard to get people to agree to *not* responding. People said, “How am I supposed to ignore when he is....”

Strategies to address challenges

Experience Success!

Meet Regularly

- Use consistent problem solving structure
- Make PBS process explicit
- Use visuals

Reframe Thinking

- Use data to show progress/patterns
- Focus on outcomes
- Pick through incidents

Address Team Needs

- Modify to fit
- Encourage camaraderie
- Reassure
- Model and Coach

Participants' Lessons Learned

- “Every team member is a crucial part of the PBS process”
- *“It is important to have “buy in” from all team members and if they are not on board then the team leader needs figure out how to achieve this.”*
- “It takes time and problem solving as a team to make progress”
- *“PBS is an ongoing process that needs continued problem-solving and brainstorming to make it work.”*
- “I have greater appreciation for the work that our direct care staff provide”

Take Away Messages

- Implementing PBS practices is infinitely more complex than knowledge of effective assessment and intervention strategies
- Teaming is not just about what to do for the individual, it's about team members too
- Facilitators should anticipate that impeding beliefs and attitudes will occur and can occur at anytime in the PBS process
- Strategies for change consist of guiding team members to think differently while providing on-going support needed for team members to experience success

Thank you

Contact information:

Linda Bambara lmb1@lehigh.edu

Cathy Kunsch ckunsch@lehigh.edu