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| **REDACTED BSC, LPCC**  **BSC SERVICES REDACTED**  **CITY, NEW MEXICO**  **505-123-4567; 505-891-0111**  **BSC@SERVER.NET** | | | | |
| **POSITIVE BEHAVIOR SUPPORT PLAN**  **1/1/2013** | | | | |
| **INDIVIDUAL’S NAME:** | **Mr. Redacted** | **JACKSON CLASS MEMBER:** | **NO** | |
| **DOB:** | **1/1/19XX** | **LAST 4 OF SSN:** | **1234** | |
| **INDIVIDUAL’S ADDRESS:** | **Redacted** | **INDIVIDUAL’S PHONE CONTACT:** | **505-987-6543** |
| **GUARDIAN:** | **Redacted** | **GUARDIAN CONTACT:** | **505-345-1111** |
| **RESIDENTIAL AGENCY:** | **LIVE INC** | **CCS AGENCY:** | **DAY PRO INC** | |
| **CASE MANAGER:** | **Ms. CM** | **CASE MANAGER AGENCY:** | **CM LLC** | |
| **OTHER PROVIDERS:** | **SLP, OT, PT** | **REGION OF RESIDENCE:** | **METRO** | |
| **ANNUAL ISP DATE:** | **1/1/13-12/31/13** | **DATE OF REPORT:** | **1/1/2013** | |
| 1. **PURPOSE AND GOALS OF THIS PLAN**    1. To address new safety concerns – jumping out of cars, walking away from support.    2. Continue to increase and support social skills.    3. Support as high of a degree of independence as possible.    4. Help Mr. Redacted find ways to reduce his stress, agitation, and anxiety.    5. Ensure that Mr. Redacted’s support staff are trained in a timely and complete manner. 2. **GENERAL SUPPORT RECOMMENDATIONS**    1. It is essential that all staff or others who support Mr. Redacted be trained on the PBSP prior to working alone with Mr. Redacted.    2. Any substitute staff must review the plan with an approved regular staff or approved residential supervisor or the BSC prior to working alone with Mr. Redacted.    3. It is essential that all people who support Mr. Redacted be familiar with the signs that he is becoming upset, agitated or confused:       1. Whining;       2. Forgetting things he usually remembers such as daily routine or location of familiar items;       3. Disorganized or confused thinking;       4. Fixation on specific thoughts;       5. Becoming accusatory or suspicious about housemates or others;       6. Disheveled appearance;       7. Uncertainty about plan for the day or what is coming up next;       8. Significant worry about an upcoming event. 3. **EFFECTIVENESS INDICATOR: COMMUNITY INTEGRATION/QUALITY OF LIFE**   Mr. Redacted is having trouble with keeping his thoughts clear and remembering the way things go. He greatly enjoys going out and about, talking with people, and getting around town. But he may feel more stressed out in certain situations or with certain people. The following suggestions may help Mr. Redacted to remain as independent and interactive in his community as is possible:   1. **If Mr. Redacted is in a calm mood (none of the symptoms listed in section B above) then he may go nearly anywhere he wants in the community – especially if he is with a trained support person.** 2. **He prefers calmer, less chaotic, less crowded areas of town.** 3. **He prefers interacting with people who converse in Spanish.** 4. **Spending Saturdays with his family is very important – Keep to this schedule.** 5. **Too many people, too much noise or ‘busy-ness’ may lead to Mr. Redacted feeling upset or uncomfortable – THINK AHEAD, PLAN.**    1. Where are you going?    2. Will there be a lot of people there? Feels crowded?    3. Is the noise level going to be loud?    4. Is this the best time to go to this place for Mr. Redacted?       1. For example – going to Walmart may be a bad experience on Friday at 5pm. But going on Tuesday at Noon may be just fine. 6. **Help Mr. Redacted plan his days and understand his schedule**    1. As Mr. Redacted’ s thinking becomes less clear – we need to help him stay as clear as possible.    2. Let him know what is coming up –       1. TALK WITH HIM, REDUCE HIS GUESSING OR WORRYING.    3. Keep to his schedule as much as possible.    4. Keep the schedule as predictable and regular as possible.    5. Let him know of any changes as soon as possible – be clear and calm. 7. **Introduce new places or routines gradually**    1. Go for short periods of time – a few minutes at first.    2. Gradually increase the time spent.    3. Don’t force it – if he is very resistant, or just does not want to – that’s OK – tell the BSC about these experiences.       1. Being independent (‘alone time’) is incredibly important to Mr. Redacted. 8. **If he is in a calm mood then he may take this time to himself to walk in his neighborhood, walk to the library or otherwise spend some time without paid support.** 9. **The IDT agrees that as of the current time Mr. Redacted may have up to 2.5 hours of time without support staff during the course of a day.** 10. **If Mr. Redacted is showing any signs of being upset, agitated, or confused (whining, repeating, accusing):**     1. His alone time may be delayed or put off until he is calm again     2. Be calm but firm – speak in Spanish if possible     3. Use statements like – “As soon as you can get calm, we can talk about this”     4. Remind Mr. Redacted of the several stress reducing actions he may take        1. Breathing, counting, taking time by himself in his room     5. Refer to section on aggression if the situation worsens 11. **EFFECTIVNESS INDICATOR: SKILL DEVELOPMENT**   Mr. Redacted would benefit from learning new ways to handle feeling upset, angry, confused, or just ‘out of sorts’. Yelling, throwing, and threatening are all ways that Mr. Redacted is trying to ‘fix’ a problem that he sees. He is doing the best he can but might benefit from learning different ways to deal with these emotions.   * 1. **FIRST – consider if there is anything you can do about WHY Mr. Redacted is upset.**      1. Just because he is upset does not mean he is wrong.      2. If you can take care of the reason he is upset then perhaps he will be able to calm himself more rapidly.      3. If it is a ‘large’ or ‘program level’ reason for his anger and you think a basic change to routine or support might help – let the BSC know.   2. **PRACTICE – while Mr. Redacted is calm and in a good state of mind**      1. Don’t wait until he is upset to try and teach – no one can learn while they are upset.      2. At least once a day:         1. Pick a time that he is calm (cool tone, easy going, humorous);         2. Tell him it is time to practice ‘getting cool’ OR frame it as you needing help learning to be calm and ask him to help you:         3. Practice taking deep breaths (in through nose, out through mouth)            1. Coach him to do it – but even if he does not – just do it in front of him;            2. Repeat the statement “I’m calm” in between breaths.         4. Counting backwards;         5. Taking a walk with staff support – or on his own if clearly calm;         6. Make a call to a relative or IDT member;         7. Watch a movie;         8. Take some time alone in his room.   3. **Be very clear with Mr. Redacted that these are ways to help himself feel better when he is upset. Doing this as a ritual EVERY DAY may make it easier to redirect him when he is actually feeling upset.**  1. **EFFECTIVNESS INDICATOR: CHALLENGING BEHAVIOR**   Mr. Redacted can get very upset – sometimes for no reason that you can figure out. Other times – seemingly simple or basic changes in the day may lead to large outbursts. Our job is to help minimize the amount this happens and to reduce how severe these events may become. Mr. Redacted may also try to ‘start fires’ by creating conflict or controversy – our job is to minimize this pattern.   * 1. **BECOMING UPSET/ AGGRESSIVE/COMBATIVE – PREVENTION**      1. Follow the strategies for making successful community outings described above.      2. Follow the strategies for teaching stress reduction skills above – even if it seems like it is not working – KEEP DOING IT.      3. Keep a clear, and predictable schedule of events, meetings, appointments etc posted in the house (work with the SLP on the best way to organize this for Mr. Redacted).      4. Mr. Redacted should have as much input into this schedule as is possible.      5. Let Mr. Redacted know of any changes or adjustments in this schedule as rapidly as possible – be clear, be calm, expect him to get a little upset.      6. Know the situations that may lead to Mr. Redacted feeling upset including:         1. Confusing social interactions, unexpected changes in routine, interactions with his mother, any situation that feels confrontational, staff or provider changes, new activities or having to go to activities that he does not like.      7. Do some practice breathing, exercise, or other calming activity BEFORE the stressful event if you know it is coming up.   2. **BECOMING UPSET/AGGRESSIVE/COMBATIVE – INTERVENTION**   Note: The following interventions are to be used once Mr. Redacted exhibits aggressive, threatening or dangerous behavior.   * While using these interventions it is very important that staff use a very firm and serious voice. * During these times Mr. Redacted is very confused, his cognitive functions is greatly diminished and he is panicked, and once again it should be noted that although it can feel counter intuitive, he benefits greatly from staff’s clear, firm, authoritarian response early on. * Staff’s authority, firmness and clear redirections can help him feel supported and re-grounded.   **When staff employ these interventions they should be alert and should make sure they are standing or sitting far enough away from Mr. Redacted to avoid being struck or kicked suddenly and to be able to avoid thrown objects.**   * + 1. Staff will give Mr. Redacted ample space if he becomes highly agitated and exhibits aggressive or threatening behavior, he has at times thrown objects such as glasses and cups and kicked cabinets and chairs.     2. Staff will cue him to take a self-time-out by removing himself from the area.     3. Staff can also suggest he go into his room, work on his cross-word puzzles, call people of his choice on his cell phone, take a walk with or without staff or listen to music. Remind him of the stress reducing activities you have been practicing.     4. If Mr. Redacted does not leave the area staff will remove others from the area leaving Mr. Redacted to himself to de-escalate.     5. When he is highly agitated speak to him to using a calm, quiet tone of voice:        1. Say his name,        2. Reassure him that he is safe and that you are there to assist him if he wishes.        3. Be agreeable and non-confrontational.        4. Do not insist that Mr. Redacted do any activity he is strongly unwilling to do.     6. If Mr. Redacted becomes very agitated or angry do not stand between him and his exit from a room or situation.     7. Do not attempt to tell Mr. Redacted that he cannot leave an area or building if he wishes to do so. Giving him space and time to de-escalate and calm himself is of the utmost importance. If staff feels the need to keep him in sight only do so from a distance or by checking in with him at intervals until he is ready to talk with the staff.   1. **IF IN A VEHICLE**      1. Staff should quickly as possible find a safe spot to pull over a vehicle if Mr. Redacted becomes physically aggressive or threatening while being transported.      2. Staff will ensure they are at a safe distance from Mr. Redacted(possibly they will have to get out of the vehicle and address him through an open window or door of the vehicle).      3. In a clear, firm and heightened voice they will him to “stop” the specific behavior “right now”.      4. If he leaves the vehicle and walks away staff will follow at a safe distance if they don’t have any other clients with them.      5. If they have other clients with them they will call other staff and/or supervisors and they will not leave the area until others have arrived to assist in looking for Mr. Redacted (it should be noted that Mr. Redacted overall has adequate community safety skills).      6. Remind Mr. Redacted that it is all right to get upset but he must treat others well and with respect no matter what is bothering him.   2. **WITH HOUSEMATES**      1. If Mr. Redacted begins targeting a housemate or complaining about a housemate staff should immediately tell him to stop and that this behavior is unacceptable.   3. **IN ALL CASES**      1. Document the incident in as much detail as you can. Inform the BSC as soon as possible.  1. **EFFECTIVNESS INDICATOR: INTERDISCIPLINARY TEAM**    1. **GENERAL TRAINING**       1. All staff, substitute staff, and other paid support persons must be trained on the PSP prior to working alone with Mr. Redacted.       2. One House Manager (Mr. Smith) is a designated trainer for the initial training on the PSP – this is to be used if a new staff member must begin on short notice. Full training by the BSC must occur as soon as possible following this training if the assigned trainer is utilized.    2. **SPECIFIC TRAINING**       1. All IDT members would benefit from specific training on:          1. Cognitive Decline and the possible relationship to behavioral communication          2. Crisis Management strategies specific to Mr. Redacted’ s support needs       2. The BSC will provide these trainings to groups of IDT members as requested    3. **TEAM PROCESS NEEDS**       1. Mr. Redacted does best when there is little turnover – please inform the team as early as possible of any changes in staff or job duties       2. The management of ‘alone time’ is a place of some conflict on the team – please bring concerns and/or suggestions to the entire team as soon as you can. No cross-talk or changing the program without full team consensus       3. A direct support staff member most familiar with Mr. Redacted should come to all IDT meetings. 2. **PBSP MONITORING**    1. Effectiveness will be evaluated through observations of staff and verbal communication with staff along with Mr. Redacted’ s input and his overall behavior.    2. Staff at Mr. Redacted’s home will keep daily written narratives that will include reporting on areas reflecting the PBSP goals.    3. Mr. Redacted’s IDT meets annually at his ISP meeting and at a 6-month review to assess his needs and update his program.    4. Communication will be maintained between team members during visits and phone consultations.    5. Exchanges of ideas and supports, reports of successes and failures can occur during those times, additionally I am available at any time by phone for consultation.    6. Staff training at the group-home will be provided whenever new staff is added or as needed and can be requested by any member of the IDT.    7. **TERMINATION AND ALTERNATION CRITERIA:**       1. This plan is meant to be continually altered in collaboration with the IDT.       2. Brainstorming new supports and interventions and evaluating he supports and interventions effectiveness with staff and service providers will be on going.       3. Decreased or increased BSC services can continue to be evaluated and adjusted by the IDT as necessary. BSC services may terminate by agreement of the IDT if no factors remain that require it. | | | | |
| *Behavior Support Consultant*  **BSC SIGNATURE**  *WITH TITLE AND CREDENTIALS* | | **4/06/2016**  **DATE** | | |