NEW JERSEY **HUMAN SERVICES**

Division of Developmental Disabilities

Positive Behavior Supports (PBS) Training Required Elements

Provider Agencies can choose to develop their own agency-led PBS training for staff instead of having them attend the required Boggs Center PBS training, per Appendix E of the Community Care Program (CCP) and Supports Program (SP) policy manuals. We recommend the person developing the agency-led PBS training and those who will conduct the training first attend the Boggs Center PBS training. Below is a checklist of the key elements that must be included in an agency-led training, as well as the general sequence or flow to follow.

Agencies can submit their draft PowerPoint training for review to ddd.behavioralservices@dhs.nj.gov. The agency-led training needs to be instructor-led and interactive throughout (i.e., role-play, case studies, and/or question and answers), with staff participating in the training. In addition, we recommend agencies create and submit for review their Level 1 training before they begin work on their Level 2 training. Please reach out to ddd.behavioralservices@dhs.nj.gov with any questions or for assistance.

LEVEL 1: Introduction to Positive Behavior Supports

List of Objectives	
Agency Specific population and Services provided	
Overview of Positive Behavior Supports (PBS)	
Vulnerabilities and risk factors for Individuals with ID. Include the intersection of Mental Health and behaviors.	
Defining (problem) Behavior - Observable and Measurable	
Function of Behavior (what needs are met: Sensory, attention, escape, tangible)	
Factors influencing Behaviors (Sensory, Communication/skill level, physical and mental health, choice/autonomy)	
Person Centered approach to PBS	
Quality of Life and Wellness - (personal preferences, choice, autonomy, and respect)	
Prevention Strategies	
Role of environments (Supportive/Inclusive) and antecedents	
Setting and Communicating reasonable expectations	
Consequences of behavior (natural consequences vs punishment- Note that punishment is not acceptable)	
Role of reinforcement	
Positive Interactions and Engagement (staff consistency, developing relationships and using relationships to reinforce behaviors)	
Overview of Functional assessment	
Data collection and consistency (include sample data tracking forms)	
Behavior Support Plan (BSP) overview (include purpose, using FBA to create BSP)	
Empowering Direct Support Professionals and caregivers- ensuring that everyone on the team works together (DSP, family members, clinical staff)	

LEVEL 2: Applied Behavior Supports (For clinical responsibilities)

List of Objectives	
Team-based approach to assessment and planning (The role of DSPs and family. Ongoing feedback and modification)	
Functional Behavior Assessment (FBA) Include the Operational definition of behavior, Selecting specific behaviors for assessment. Data Collection: choosing tools, accurate documentation and using data. Summarizing common setting events, antecedents, and consequences Develop and test hypothesis	
Development of Behavior Support Plan - Include information on: Using the FBA to develop interventions, Prevention strategies (based on FBA), Teaching replacement behaviors.	
Characteristics of Person-Centered Positive Behavior: Factors that impact behavior in FBA (mental health, trauma, medical issues, grief, loss, symptoms, etc.). The connection to quality of life outcomes.	
ABC charts (discussion of antecedents, behavior, consequences)	
Data Collection and consistency (different ways to gather and display data)	
Data Collection - frequency, duration & environment	
Shaping, maintenance and generalization	
Proactive and reactive strategies	
**Remember that the training should include interactive discussion, examples, and/or case illustrations.	