

Practicum 51: Positive Behavior Supports

Name (please print): _____

Date: _____

This practicum measures how you apply the knowledge and skills you learned from module 51: Positive Behavior Supports to the supports you provide.

Instructions:

- Complete Part I: Documentation Skills (including work samples)
- Complete Part II: Positive Behavior Supports
- **Use as much room as you need to explain each answer fully. You may attach or use additional pages if needed.** The amount of space in this document is not an indication of the length of your answer. However, the quality of the content is more important than the length. **Please type your answers if possible.**

Expectation: Your work sample should demonstrate your knowledge and skills in this competency area. The support you describe in your explanation must be best practice approaches based on what you learned in your training and be consistent with the NADSP code of ethics.

Your work will be evaluated on the following scale:

1. Practice-BASIC mastery of knowledge and skills
2. Proficient-INTERMEDIATE mastery
3. Advanced-FULL mastery

For North Dakota DD certification, this practicum must be evaluated at “Practice” level or better. If the evaluation of your work sample indicates that more information is needed, the practicum will be returned to you with comments on how you can improve your work sample before you resubmit it.

Note: If you plan to submit this practicum for NADSP credentialing, a “Proficient” level of mastery is required on at least three of four work samples. You will also be required to complete a Reflective Statement for NADSP submissions. NADSP credentialing is optional.

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Part I: Documentation Skills

1. Describe the confidentiality and ethical requirements in the documentation that you complete for the people you support.

2. Describe how you learn and remain current with documentation systems for learning and support objectives, behavioral support data tracking systems, or health records for the people you support.

3. How do you manage your responsibilities for data collection so that they are accurate and submitted in a timely fashion?

4. Who do you talk to if you have any questions or suggestions regarding data collection for the people you support?

5. **Provide work wamples of the following documentation you have completed on the job:**
 - Attach two **completed** data collection instrument for measuring data from a behavioral, learning, or support objective for a person you support.*

**Black out or white out any identifying information including the person's name.*

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Part II: Positive Behavior Supports

Use SPECIFIC examples of how you use positive behavior supports. You do not need to use the same person for each question.

1. Think about the people that you support on a daily basis. Give a specific example of how you have taught and encouraged pro-social and/or coping skills with one person you support.
2. Describe how you have assisted the team to develop a positive behavior support plan or use positive approaches with a specific person that you support on a daily basis.
3. What steps should staff at your agency take if they don't understand a positive behavioral support plan or have problems implementing it?
4. Describe a plan to teach a functional replacement behavior for a challenging behavior in a person you support. Make sure to first identify the challenging behavior and also the replacement behavior that is being taught/reinforced.
5. Describe a specific example of a challenging behavior a person you support used to "communicate" something the person desired or wanted to avoid. How did the team support the person to communicate their need in a more appropriate way?

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6. Give a specific example of how you have used shared decision making with a person you support.

7. Give at least one specific example of a way that you assist the people you support to exercise power and control.

8. Look at a living or work environment of a person you support. What makes that space a positive or negative experience for the person?

9. How can you incorporate assistive technology to help someone you support participate in an activity they may like to try (either at work, activities of daily living, or leisure activities, etc.)? Check out this website for ideas: <http://www.abledata.com/>
 - a. What activity?

 - b. What assistance does the person need to participate in the activity?

 - c. What “high” or “low” assistive technology (AT) or modifications would decrease the person’s dependence on others during this activity?

 - d. What steps could you take to acquire this AT solution or accommodation?

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10. Think about the choices a person you support makes in a day.
- What types of choices does he/she make for him/herself, are there any choices that are made for him/her?
 - How could you increase opportunities for choice for this person?
11. Describe specifically what you do to enhance the quality of your relationship with one of the people you support.
12. Give a specific example of a time when you:
(Choose at least two)
- Avoided a power struggle:
 - Used a disengaging tactic:
 - Used an interrupting tactic:
 - Redirected someone to an alternative behavior:
 - Used a de-escalation tactic:
13. Describe specific company policies at the agency you work:
- What techniques are considered restrictive?
 - What approvals are required before restrictive techniques can be used?

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c. What techniques are not allowed at your agency?

14. Look at a positive behavioral support plan for a person you support and answer the following questions (If it doesn't apply to the person you support, write N/A).

a. What suggestions are made for staff to prevent antecedents for the person's challenging behavior?

b. What desired and replacement behaviors will be taught and/or reinforced?

c. How are staff supposed to respond if challenging behavior occurs?

d. Explain the data collection process.