

# SUPPORTING/TEACHING INDIVIDUALS AND TEAM MEMBERS IN THE COMMUNITY

“DO THIS, NOT THAT! TEN WAYS TO SUPPORT INDIVIDUALS  
AND TEAM MEMBERS”

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REACH REGION IV



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Slide 3



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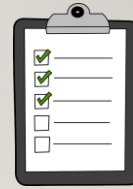
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## LEARNING OBJECTIVES

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- List 10 effective ways to support individuals and team members
- List 10 strategies to avoid when supporting individuals and team members
- Use at least one of the effective strategies within the next week for someone you support



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#1

**DO GAIN RAPPORT FIRST...**

DON'T EXPECT PEOPLE WILL LISTEN OR DO WHAT YOU SAY WITHOUT DEVELOPING A RELATIONSHIP

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- Get to know the person
  - Interests
  - Goals
  - Dreams
  - Values
  - Strengths
- Treat others with dignity and respect in all forms of communication



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#2

**DO LOOK TO THE ENVIRONMENT FOR WHY PEOPLE DO THAT THEY DO**

**DON'T ASSUME PEOPLE DO WHAT THEY DO DUE TO INTERNAL CAUSES OR CHARACTER FLAWS**

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- Are these helpful terms? "They are just \_\_\_\_\_"
  - Lazy
  - Stubborn
  - Mean
  - Inappropriate
  - Manipulative
  
- Behavior operates upon its environment to generate consequences (Skinner, 1953)



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#3

**DO PROVIDE A MEANINGFUL DAY**

DON'T PROVIDE TOO MUCH DOWNTIME OR ACTIVITIES THAT PEOPLE DON'T CARE ABOUT

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- Providing interactive activities increases the likelihood that individuals will enjoy themselves on a daily basis. If the environment does not provide interactive activities, then individuals may experience little enjoyment and frequent boredom (Reid & Parsons, 2002)
- Providing meaningless activities can increase the likelihood that challenging behavior will develop (Reid & Parsons, 2002)
- Non-adaptive behavior is most common during leisure periods on residential settings and frequent occurrence of non-adaptive behavior is an indicator of a nontherapeutic environment (Reid & Parsons, 2002)



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Slide 8

**Key for Interest/Participation Rating:**  
0 = No interest or participation  
1 = Brief interest/participation (0-5 minutes)  
2 = Moderate interest/participation (5-10 minutes)  
3 = Much interest/participation (10 or more minutes)

Date	Item/Activity	Interest/Participation Rating (Circle one) 0 1 2 3	Staff Initials
		0 1 2 3	
		0 1 2 3	
		0 1 2 3	
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#4  
DO INFORM PEOPLE OF WHAT TO DO...  
DON'T SOLELY RELY ON TELLING PEOPLE WHAT NOT TO DO

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- "They know better".....Do they?
- "Don't do...." ≠ Teaching
- What about teaching:
  - Conversation skills
  - Public vs. private areas
  - Personal space
  - Coping skills



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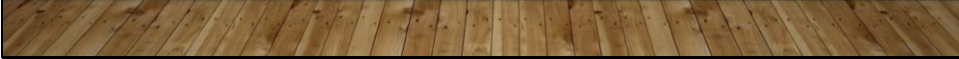
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Date/Time	Number on Scale	Coping Skill Needed CIRCLE	If YES, name coping skill used:	Did use of the coping skill lower the number on the scale? CIRCLE
		Yes No		Yes No NA
		Yes No		Yes No NA
		Yes No		Yes No NA
		Yes No		Yes No NA
		Yes No		Yes No NA



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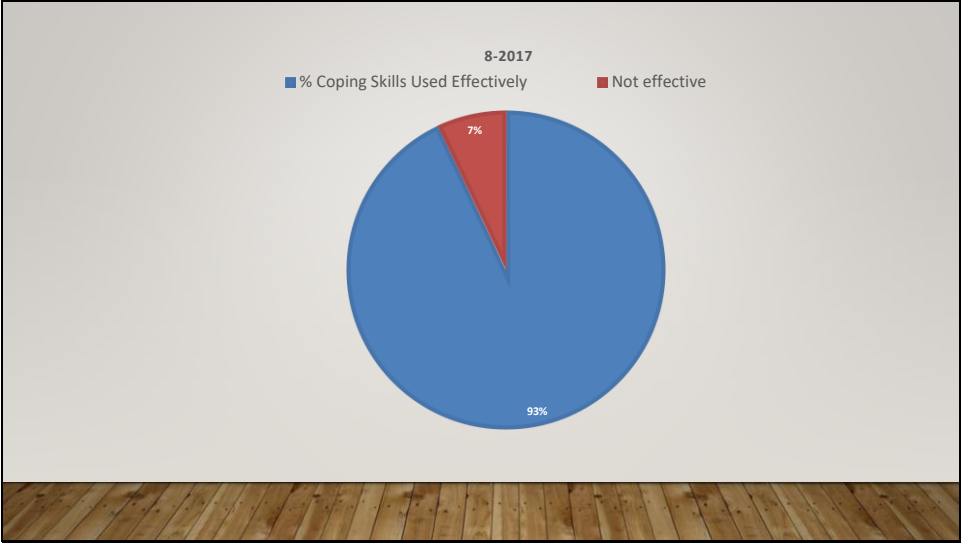
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#5

**DO BREAK DOWN SKILLS IN SMALL CHUNKS...**

DON'T PROVIDE LARGE AMOUNTS OF MATERIAL AND EXPECT PEOPLE TO CONSUME IT AND THEN USE IT

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- Individuals live a more enjoyable and independent life, when they learn more useful and functional skills (Reid & Parsons, 2004)
- Task Analysis
- Chaining
  - Forward
  - Backward

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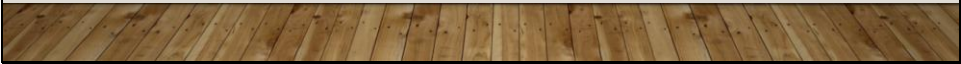
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Handwashing Steps

1. Turn on water
2. Put hands in water
3. Rub hands together with soap
4. Put hands under water
5. Rinse for 20 seconds
6. Turn off water
7. Dry hands



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#6  
DO USE A 4:1 RATIO...  
DON'T USE A 1:1 RATIO OR WORSE!

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- 4 positive comments to every demand, corrective feedback, or negative comment
  - Gottman research
  - Madsen and Madsen research
  - Hart and Risley research
  - Aubrey Daniels Performance Management
- Practical applications



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#7

**DO GIVE EFFECTIVE FEEDBACK...**

DON'T EXPECT THE INDIVIDUAL TO "KNOW" WHAT THEY ARE SUPPOSED TO DO AND HOW THEY ARE DOING

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- "Feedback is often the least expensive and easiest method people can use to start improving performance" (Daniels & Bailey, 2014)
- Characteristics of Effective Feedback (Daniels & Bailey, 2014)
  - Immediate
  - Individualized
  - Easily understood
  - Performance is in the person's control



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**IMPLEMENTATION CHECKLIST EXAMPLE**  
GIVING EFFECTIVE FEEDBACK

Step	Strategy	Observed?	
1	Visual schedule posted	Yes	No
2	4:1 ratio used	Yes	No
3	Attention delivered minimum every 5 minutes	Yes	No
4	Activities followed as scheduled	Yes	No
5	Transition verbal warning delivered 5 minutes prior to activity	Yes	No

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**#8**  
**DO PROVIDE COMPETENCY BASED TRAINING...**  
DON'T TRAIN PEOPLE BY LECTURING ONLY AND EXPECT THEY WILL DO IT

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- Traditional staff training is usually didactic and not very effective (Parsons, Rollyson, & Reid, 2012)
- Ever heard someone say, "I told them what to do and they still won't do it"
- Behavioral Skills Training (BST)
  - Instructions
  - Model
  - Rehearsal
  - Feedback



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Use Behavioral Skills Training (BST) to teach skill below through role-playing scenarios.  
1-Instruction 2-Model 3-Rehearsal 4-Feedback 5-Generalize to natural environment

Situation—Maggie was expecting the house manager (Janie) to work today. However, Janie was sick and a different staff worked in her place.

**Expressing Your Feelings** (Goldstein & McGinnis, 1997)

1. Tune into what is going on in your body. (before reacting)
2. Decide what happened to make you feel that way.
3. Decide what you are feeling (Anger, fear, happiness, excitement, nervous/anxiety, sadness)
4. Think about different ways to express yourself and pick on (ex. talk to staff, use a code word with staff, take a break)
5. Express your feeling

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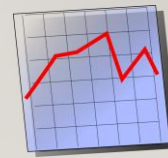
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#9

**DO COLLECT DATA...**

**DON'T RELY ON ANECDOTAL REPORTS SOLELY FOR INFORMATION**

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- Anecdotal reports tend to be subjective and inaccurate
  - Collect objective data and provide to team members
    - Sleep
    - Bowel movements
    - Challenging behaviors
    - Skills (Coping, social, ADL's, etc.)



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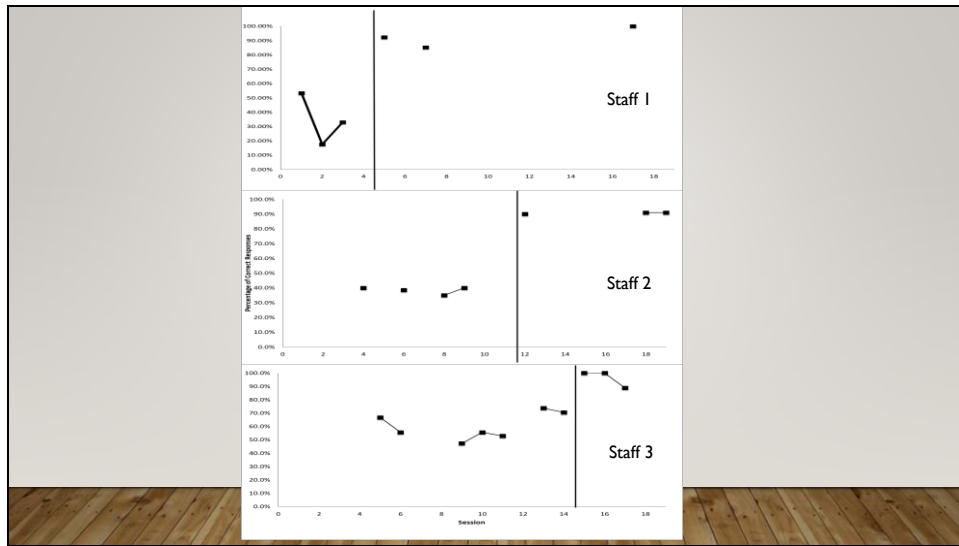
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#10

**DO TAKE CARE OF YOURSELF**

DON'T MANAGE STRESS THROUGH UNHEALTHY COPING SKILLS

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- Mindfulness
  - Exercise
  - Diet and Nutrition
  - Laugh
  - Music
  - Spend time with friends and family
  - Sleep



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TO SUMMARIZE...

DO THIS...	NOT THAT
Gain rapport FIRST	Expect people will listen or do what you say without developing a relationship
Look to the environment for why people do that they do	Assume people do what they do due to internal causes or character flaws
Provide a meaningful day	Provide too much downtime or activities that People don't care about
Inform people of what to do	Solely rely on telling people what not to do
Break down skills into small chunks	Provide large amounts of material and expect people to consume it and then use it
Use a 4:1 ratio	Use a 1:1 ratio or worse!
Give effective feedback	Expect the individual to "know" what they are supposed to do and how they are doing
Provide Competency-Based training	Train people by lecturing only and expect they will do it
Collect data	Rely on anecdotal reports solely for information
Take care of yourself	Handle stress through unhealthy coping skills

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