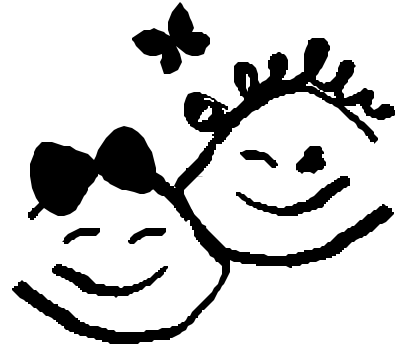


Positive Approaches

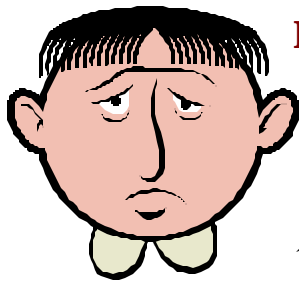
1. Integration of:
Values
Philosophies
Technologies
2. Helping People Explore:
All aspects of life
Focusing on the whole individual
3. Listening to Each Person:
To hear their needs
To hear their desires
4. Assuming all Behavior has Meaning:
And that behavior communicates needs and desires
5. Focus not on Fixing Someone:
But on building
Capabilities
And creating opportunities
6. Measuring Success by:
The satisfaction of the person being supported
7. Providing Alternatives to:
Aversive and coercive methods of control



How Positive Approaches is Proactive

- ✍ Helping individuals to help themselves, ie, lending an arm to encourage and reinforce an individual to walk
- ✍ Adapting environment for the individuals' needs/wants
- ✍ Giving informed choices
- ✍ Identifying what the individuals need/want
- ✍ Encouraging outside support (ie, family) and making it a two way street, ie, encouraging individuals to initiate interactions

- ✍ Interacting with individuals; listening to them; letting them know they are valid
- ✍ Allowing individuality
- ✍ Giving individuals independence and freedom to make choices
- ✍ Objectivity
- ✍ Seeing behaviors as a form of communication
- ✍ Evaluating
- ✍ Assisting, encouraging and allowing individuals to do all they can, ie, cooking, making juice, making their bed, etc.
- ✍ Doing things with the individuals
- ✍ Being realistic, ie, everyone has bad days
- ✍ Individuals having control in their home; staff are there to provide services



How Positive Approaches is Not Reactive

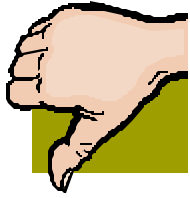
- ✍ Expecting individuals to help themselves, ie, staff's opinion is that the individual can walk and to offer any assistance in "babysitting" them
- ✍ Expecting individuals to adapt to the situation
- ✍ Giving choices
- ✍ Staff's needs or wants dictating the interactions
- ✍ Relying on staff to do everything or staff sabotaging family support, ie, taking no initiatives
- ✍ Interaction among staff, ie, phone calls, socializing
- ✍ Expecting individuals to conform to staff's expectations
- ✍ Staff having control
- ✍ Staff taking behaviors personally
- ✍ Trying to extinguish behaviors without trying to first understand its cause
- ✍ Judging
- ✍ Underestimating the individual's capabilities
- ✍ Doing things for individuals
- ✍ Discouraging "negative" behaviors
- ✍ Staff telling individuals they can't do such-and-such in their home

Positive Thinking

- ✍ Staff willingness to try new things/ideas
- ✍ Doing
- ✍ Finding creative ways to circumvent SNAFU's



- ✍ Continuing/following through with services
- ✍ Natural consequences
- ✍ Keeping the individual first and a priority



Negativity (talking and thinking)

- ✍ “This is the way we’ve always done it.”
- ✍ Lip services – “Yes – we’ll do that.”
- ✍ “We don’t have the time.”
- ✍ “But it won’t work.”
- ✍ “I’ve seen it before and I can tell you it won’t work.”
- ✍ Sabotaging by staff
- ✍ Trying things once
- ✍ Staff induced consequences
- ✍ Scheduling for staff convenience

How much difference do we make to the people around us? Doesn’t how successful they are really matter more to them than anything we could say? Actually our daily interactions affect family members’ and coworkers; happiness far more than the abiding circumstances of their lives.

An argument, rejection, or a put-down can put us in the dumps. A pat on the back, an award, or a new opportunity increases our happiness for a while. But the effect usually lasts for a day or two. Then our mood returns to normal, with ups and downs reflecting the next day’s events.

The size of our paychecks and the importance of our titles matter little a few days after we receive them. It’s our daily dealings with other people that affect well-being the most. We build each other up, and we tear each other down every day. So, ponder what kind of difference you’ve made to someone else today.

Paul Friedman

Two Basic Principals of Positive Approaches for Positive Behavior Supportive

People have “good reasons” for doing the things they do

People do the best they can with what they have or know at any given time

Trying to Determine the “Good Reasons” Questions and Assessment Tools to Ask

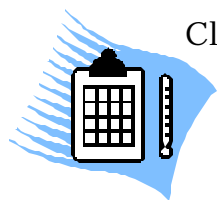
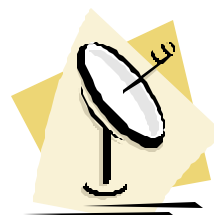


Environment

- ✍ Who loves me?
- ✍ Who needs me?
- ✍ What has life taught me about myself and the world?
- ✍ Why should I change?

Communication

- ✍ Is this behavior an attempt to communicate?
- ✍ Am I being heard?
- ✍ Do people take me seriously?
- ✍ Do I have a “voice” in decisions that effect me?



Clinical Assessment

- ✍ Medical
- ✍ Neurological
- ✍ Mental health
- ✍ Trauma

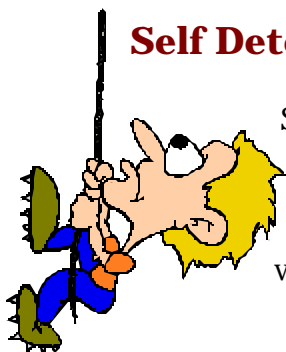
Hanging in There

- ✍ Learning to listen
- ✍ Understanding
- ✍ Supporting the person
- ✍ Supporting the supporters



Five Guidelines that Make a Difference

1. Establish an environment where all interactions are rooted in and consistently demonstrate unconditional (acceptance, respect, positive regard, love)
2. Always communicate in an honest, caring way
3. Learn as much as possible about the person (their story, their struggles, their challenges, their hopes, their fears, their dreams)
4. Use what you learn to ease their struggle
5. Share what you learn with the person so they can better understand themselves



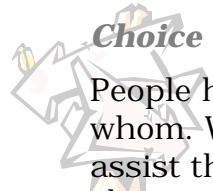
Self Determination

Self-determination is another way of saying freedom. It is a fundamental human right. It means that people have authority over their lives will be lived, where and with whom. It means that people have control of the resources needed for their support, as well as responsibility for their decisions and actions.

Operating Principals

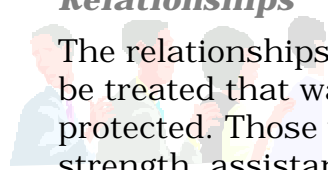
Understanding of and commitment to the following principles are essential to ensure the basic human right. Each action and decision made within the system should be weighed against these principles. Person-centered plans should be weighed against these principles to ensure that the road to self-determination is not being impeded.

Choice




People have the right to choose how they will live their lives, where and with whom. When people need help, it is friends and family closest to them who assist them in broadening their experiences and exercising their right to choose. It is essential that each person have a network or circle of support chosen by them.

Relationships



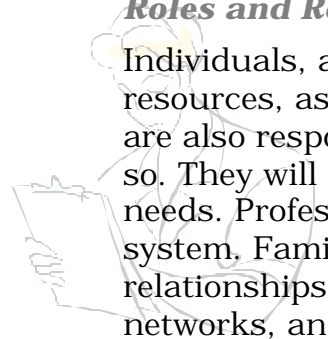
The relationships a person has with others are like precious gems and should be treated that way. A relationship must be treasured, nurtured and protected. Those with whom the individual has real relationships provide the strength, assistance, and security which ensure each person's well-being. The development of new freely-given relationships is crucial.

Contribution and Community



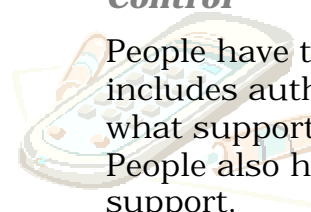
Everyone has the ability to contribute to their community in meaningful way. Giving of ourselves helps us establish a sense of belonging and identity. Community membership includes having an opportunity to be employed, to have your own home, to be truly involved in the routines of the community and to make a difference in the lives of others.

Roles and Responsibilities



Individuals, as they take greater control and authority over their lives and resources, assume greater responsibility for their decisions and actions. They are also responsible to contribute to their supports if resources exist to do so. They will find their power, become self advocates, and communicate their needs. Professionals and staff work for the individual rather than for the system. Families, friends, and staff assist people to create more meaningful relationships, link them with needed supports, remove barriers, develop safety networks, and help make dreams come true.

Control



People have the power to make decisions and truly control their lives. This includes authority over financial resources, as well as authority to determine what supports are needed, how they will be implemented and by whom. People also have control of hiring and supervising those who will provide support.

Dreaming

All people have hopes and dreams which guide the actions they take and are most meaningful to them. A commitment to helping people determines their dreams, respecting those dreams, and helping make dreams come true as crucial.

Dignity and Respect

All people have an inherent right to be treated with dignity and to be respected as a whole person. Disability is secondary to the development of a full and meaningful life. Through life's journey, most of our greatest lessons are learned when we make choices that we later realize were mistakes. All people have the right o the dignity of risk. The network of support makes risk possible by weaving a safety net which provides safety and supports growth.

Fiscal Conservatism

Making things happen does not always require money. It is imperative that alternatives to paid supports be found. When supports must be purchased, people will get what they need, pay only for what they get, make real investments, spend money more efficiently, and make adjustments when they are needed. To find the best quality for the most reasonable price, people are free to purchase in and out of the system.

Whatever it Takes

An attitude that nothing is impossible, as long as it is legal and causes no harm, is required. "No, we can't" as an answer is replaced by "How can we make this happen?" Those who work in the system become barrier removers.

Limits on the Use of Public Funds

- ✍ The choice cannot do harm
- ✍ The choice cannot be illegal
- ✍ The choice must be available to all
- ✍ The choice must not present a devalued image or require the congregation of people who have disabilities