

Description of Best Practices Guide

- ⦿ The purpose of a Best Practices Guide is to provide a quick reference to specific successful strategies used to support the individual.
- ⦿ The Best Practices Guide can be read or reviewed in minutes, giving staff members valuable information about how to interact with the individual.
- ⦿ All members of the individual's support team should have input into the content of the Best Practices Guide. However, it is crucial that the Best Practices Guide be prepared with the participation from direct care staff members.
- ⦿ Best Practices Guides should not be more than one page: This format makes it easier to learn and remember, and requires that team members prioritize information and describe it in a very brief (but memorable) manner.
- ⦿ The content of the Best Practices Guide should be updated regularly, especially when an individual's targets, triggers or patterns of behavior change.
- ⦿ The Best Practices Guide is not a substitute for source documents, such as the Individual Support Plan (ISP) or the Behavior Support Plan (BSP), but can be a bridge to such documents.

<p style="text-align: center;">Target Behaviors</p>	<p style="text-align: center;">A-Okay</p>	<p style="text-align: center;">Simmering</p>	<p style="text-align: center;">In Crisis</p>
<ul style="list-style-type: none"> ⦿ Targets can be both a desired behavior that needs to be taught or undesired that needs to be prevented or managed. ⦿ Targets are specific to the individual, so carefully describe the topography or nature of the target. ⦿ The individual does not need to have a BSP in order to have a Best Practices Guide! 	<ul style="list-style-type: none"> ⦿ A-Okay is a term used to describe when the individual is functioning well. ⦿ The purpose is to describe observable behaviors the individual typically engages in when he or she is A-Okay. ⦿ Describe mood, facial expression, body language, communication style, ability to follow directions, level of participation, and preferred activities. 	<ul style="list-style-type: none"> ⦿ Simmering refers to behaviors that indicate an individual is unstable, and may lead to a crisis event. ⦿ Describe mood, facial expression, body language, communication style, ability to follow directions, level of participation, and preferred activities. ⦿ When describing the above traits, describe how Simmering behaviors appear different from A-Okay behaviors. 	<ul style="list-style-type: none"> ⦿ When an individual is In Crisis, he or she engages in behaviors that may pose a risk of harm to their selves or others. Immediate reactive responses by the support team are required. ⦿ Not every individual will engage in behaviors that result in a crisis. When they do, it is especially important that staff know what their options are. ⦿ In some instances, specific strategies must be followed in the specific order provided. ⦿ Again, describe behaviors that help differentiate the individual from Simmering and A-Okay.
<p style="text-align: center;">Triggers</p>	<p style="text-align: center;">What To Do</p>	<p style="text-align: center;">What To Do</p>	<p style="text-align: center;">What To Do</p>
<ul style="list-style-type: none"> ⦿ Triggers are conditions that, when present, are more likely to result in the undesired target behavior occurring. ⦿ Controlling or managing triggers is the key to preventing target behaviors from occurring. ⦿ Many times, triggers are subtle and are best identified or known by direct care staff. 	<ul style="list-style-type: none"> ⦿ These action items are listed like a menu ... staff can choose what to do depending on the situation. ⦿ Staff can pick and choose which strategy they believe will be most successful. ⦿ The goal of the support team is to help her or him remain A-Okay. 	<ul style="list-style-type: none"> ⦿ When simmering behaviors are observed, this is a clue that support staff should provide different kinds of supports so the individual can return to A-Okay. ⦿ The goal of the support team is to help the individual return to A-Okay and to prevent her/him from going to In Crisis. 	<ul style="list-style-type: none"> ⦿ The goal is to shorten or end the crisis, and return the individual to A-Okay as quickly as possible

Sample Best Practices Guide

This document is for reference and training purposes only.

Target Behaviors	A-Okay	Simmering	In Crisis
<p>1. Physical Aggression: Hits and kicks.</p> <p>2. Self Injury: Slaps own face, bangs head, bites hand.</p>	<ul style="list-style-type: none"> ▶ Participates in activities. ▶ Remains in assigned area. ▶ Follows routine. ▶ Listens to soul music. ▶ Body appears relaxed ▶ Follows 1-step directions. ▶ Smiles, laughs. ▶ Lightly taps head with hand. ▶ Nods to say, "Yes" but is otherwise nonverbal. ▶ Uses gestures & actions to make needs known. ▶ Engages in some mild upper body rocking. ▶ No self injury or aggression. 	<ul style="list-style-type: none"> ▶ Stands too close to people. ▶ Doesn't listen the first time or is difficult to verbally redirect. ▶ Does not smile, face goes slack. ▶ Rocking is more intense. ▶ Makes loud frequent vocalizations or yells. ▶ Slaps head often & with force. ▶ Bites hand. ▶ Bangs head against wall. ▶ Looks at you out of the corner of his eye. ▶ Has difficulty following routine. 	<ul style="list-style-type: none"> ▶ Yells loudly. ▶ Attempts to hit or kick others. ▶ Screams or yells. ▶ Bites hand, may break skin. ▶ Slaps or punches head with high intensity. ▶ Ignores directions, difficult to redirect. ▶ Crisis event is usually brief – no more than 10 minutes.
Triggers	What To Do	What To Do	What To Do
<ul style="list-style-type: none"> ▶ Needs not immediately met. ▶ Negative body language. ▶ Harsh or loud tone of voice. ▶ Too much downtime. ▶ Placing unwanted demands on individual. ▶ Loud noises. ▶ Illness or injury. ▶ Unwanted social contact. ▶ Unplanned changes in routine. ▶ Ignoring individual's requests for attention. 	<ul style="list-style-type: none"> ▶ Use calm, quiet voice. ▶ Follow schedule-keep busy. ▶ Avoid prolonged periods of downtime. ▶ Talk with, not at, individual. ▶ Provide plenty of sincere praise. ▶ Use humor. ▶ Talk about upcoming events. ▶ Offer choice of activities. ▶ Provide brief breaks. ▶ Avoid downtime. ▶ Ignore self-stimulation. ▶ Look for teaching moments. 	<ul style="list-style-type: none"> ▶ Engage individual in a favorite activity with a preferred staff. ▶ Be aware of your surroundings - don't turn your back. ▶ Use humor to distract and engage. ▶ Walk away. ▶ Inform other staff members about individual's simmering. ▶ Redirect to quiet area. ▶ Give additional space. ▶ Provide comfort blanket. ▶ Use non-verbal prompts. ▶ Use keyword "Chill out." ▶ Reassure individual that all is safe. 	<ul style="list-style-type: none"> ▶ Look for opportunities to re-engage & distract. ▶ Increase your physical distance ▶ Shield self from possible injury. ▶ Remove others from area if needed. ▶ If needed, call for additional staff support. ▶ Enhance the level of supervision. ▶ Distract and look for opportunity to engage. ▶ Be prepared to use least restrictive blocks or releases according to Behavior Principles & Strategies.