A Teacher's Guide to UCDD Policies,
Positive Behavior Intervention Program
(PBIP) and Transitional Age Youth Program
(TAY).

UCDD Instructional Staff Handbook

Policies and Program Principles

PART 1

POLICIES AND PROCEDURES

1.   Vision

- UCDD believes that all students can reach their full potential in major life activities to participate in an integrated community and to realize their well-being.

    Goals

- *To provide evidence-based and high-impact interventions for children and youth with developmental disabilities.*

- *To provide ongoing consultation and training to families.*

- *To conduct research and grant activities related to the vision of the center.*

- *To provide intern opportunities to CSUSB students.*

2. *Arrival Times & Attendance Policies:*

- You are required to follow UCDD attendance policies, as described below:

Sessions:	Arrival Times:
Monday - Thursday evening sessions	5:45 p.m.
Wednesday (TAY) afternoon session	3:45 p.m.
Saturday morning session	8:45 a.m.

Absences:

- For **planned absences** (final/mid-term exams, studying, vacations, scheduled appointments), give us at least two weeks' notice in writing. For planned absences, you must fill out a "vacation request form" (available in the Staff Room) or give other written notice. Verbal requests and text messages will not be accepted.
- For **unexpected absences** (illness, emergencies), please call in **no later than 12:00 noon** the day that you are scheduled to work in the evening. If you are calling out on a Saturday morning, please call as early as possible and leave a message on voice mail. This gives us some time to try to find a replacement for you.

If you are late:

- If you are going to be late for a session, we need to be notified. Please call (909) 537-5495 to let us know you will be late and state your expected arrival time. If possible, please call no later than 5:30 p.m. weeknights and 8:30 a.m. Saturday. If no one answers, please leave a message on voice mail. If you are going to arrive after the children arrive (after 6:00 p.m. weeknights or 9:00 a.m. Saturday), we need to know so that we can have another staff member cover until you arrive. It is disruptive to the program when staff arrives after the children have arrived. This should be avoided except in emergencies.

Please note:

- A pattern of failing to give appropriate notice for absences may result in disciplinary action.
- UCDD is mandated to have one-on-one staffing. Our attendance polices are necessary to ensure that we maintain required staffing levels and that we have adequate time to replace you when you are absent, or you are running late.
- Being prompt and reliable is an important aspect of your work at UCDD. This has an impact on the clients, on the session and on the program.

3. *Appropriate Clothing & Speech:*

Clothing:

- Teacher Assistants are encouraged to dress casually, but also respectfully and appropriately for the work environment. At any time, you may need to work on the floor, or help clients in the bathroom, so you need to be comfortable in your clothing. Clothing may be accidently damaged.

- Teacher Assistants are required to wear enclosed shoes for safety concerns. If wearing sandals, they must have a strap to close in the back.
- Avoid wearing items that could accidentally injure the clients or you. Sharp jewelry could scratch clients. Hoop earrings can be torn from your ears.
- You may be observed at any time. We have an observation room with two-way mirrors. Potential parents, interns, university administrators, and other guests may visit our program. Be mindful of what you are wearing and what you are saying.
- You need to be a positive role model for the clients in the program. You are also a role model for the parents when they see you at the beginning and end of session.

Speech:

- Our clients typically have more receptive communication than expressive communication. Do not assume that they cannot understand something you are saying. Be positive and respectful. Do not talk about the clients in front of them.
- Be respectful and professional when communicating with co-workers, clients, and parents.

4. *Cell phone use:*

- Cell phones are not allowed during session. There are clocks around the room and timers for your use.
- In case you are expecting an important call, please communicate that with your Supervisor at the beginning of session.
- If you need to charge your phone in the staff room or observation room, make sure your phone is facing down. Often other employees or parents may be in the area.

5. *Assignments:*

- As a Teacher Assistant at UCDD, you may be assigned to work with a client, be an extra, be a second teacher to a client, be a substitute teacher or help with an assessment.
- When assigned to help in the restroom: two staff members must be in the bathroom with a client. This is for your protection and the protection of the clients. There are no exceptions to this rule. Be positive and respectful of the client during diapering or toileting.
- If there is an injury or incident with a client, inform your Supervisor immediately, even if the injury is mild. The Supervisor will communicate with the parent and will write a report of the injury.

6. *Timesheets:*

- Timesheets are due on the 15th and last day of every month. Paydays are listed on the attached UEC Payroll Calendar.
- UCDD uses a payroll software called Paylocity. You will need to create an account with Paylocity and enter your time through their website or app. Please use the attached instructions to enter your time successfully.
  Please note that newly hired employees will need to complete an excel time sheet to be saved as a PDF and signed.
- It is your responsibility to enter your time with accuracy. Your time in and out of work is also documented by the Supervisor.
- Time must be entered in 15 minutes increments only. Please use this table for rounding minutes:

Minutes Rounding Rule	
From:	To:
0-7	0
8-22	15
23-37	30
38-52	45
53-60	60

7. *Incident Reports and Worker's Compensation*

- As stated in the UEC handbook: "All employees and volunteers are covered by the UEC Workers' Compensation Insurance. The cost of the insurance is borne by UEC with no cost to the employee. The purpose of Workers' Compensation is to assist employees who have suffered a job-related injury or illness. If you are injured on the job or incur a work-related illness, please contact your supervisor and UEC Human Resources immediately, within 24 hours, in addition to seeking medical treatment with follow-up care as required. It is important to timely report all workplace injuries and illnesses, even those only requiring first aid."

8. *Policy Against Harassment*

- As stated in the UEC handbook: "UEC is committed to providing a work and educational environment that is free of sexual harassment, as well as other unlawful harassment based on such factors as race, color, creed, religion, ancestry, sex, gender, gender identity, gender expression, genetic information, pregnancy, sexual orientation, age, medical condition, military service, veteran's status, marital status, national origin, physical or mental disability, or any other status protected by federal, state or local laws. In keeping with this commitment, UEC maintains a strict policy that prohibits unlawful harassment of employees, applicants, unpaid interns, volunteers, and others by managers, supervisors, or co-workers, and unlawful harassment of students by employees of UEC, as well as by teachers, coaches, counselors and peer advisors."

9. *Confidentiality / HIPAA: Health Insurance Portability and Accountability Act*

- Privacy Rule: mandated by law, effective April 14, 2003, and expanded in 2004. Additional information about HIPAA is included in your training packet.
- Identifiable information includes diagnostic information, treatment plan, and common identifiers (e.g., name, address, birth date, etc.).
- Express permission (i.e., signed authorization) is needed to share information. Information can be shared for purposes of treatment.
- Disciplinary policies are required to be in place in response to violations of privacy protections. UCDD staff are required to sign confidentiality statements and to follow all aspects of the Privacy Rule. Violations include disclosing identifiable information and taking and sharing photographs.

- The Office for Civil Rights Investigates complaints. Violations are enforced by the Department of Health and Human Services. The maximum monetary penalty for HIPAA violations is $1.5 million per year per violation. States Attorney Generals can also pursue civil action.

10. *Mandated Reporting*

- Everyone working at UCDD is a mandated reporter. This means that we are required by law to report suspected child, dependent or elder abuse.
- It is our job to report suspected abuse to CPS (Child Protective Services) or APS (Adult Protective Services), it is not our job to investigate or make a judgement about what may have occurred. Do not ask your client for additional details. Follow the guidance of your Supervising Teacher.

PART 2
PBIP & TAY
PROGRAM PRINCIPLES

What UCDD Instructional Staff should know about PBIP and ABA?

Overview of Positive Behavior Intervention Program (PBIP)

UCDD Positive Behavior Intervention Program (PBIP) is designed to complement existing school and/or community-based programs by providing supplemental and weekly support services. These services include direct instruction to children to increase socialization, communication and appropriate behaviors, parent training, and instruction in strategies for addressing behavioral issues and goals at home. Families typically attend the program for one or two sessions per week. Each session typically is 2.5 hours in length. Once accepted, most families remain in the program approximately two- and one-half years. Intensity and time in the program are based on individual needs, attendance and participation and progress in the program.

Principles of PBIP

Parental participation. PBIP believes that parent participation in their child's intervention program is critical to generalization of the intervention effectiveness. Parent training and counseling is an integral part of implementing the goals/activities of the child direct intervention and home goals/activities. It is important to take parents' input in the development of their child's intervention goals. Also, informing the parents of the progress of the direct intervention is important for parental participation.

Evidence-Based Methods based on Applied Behavior Analysis (ABA). PBIP incorporates evidence-based and high-impact intervention methods based on the principles of Applied Behavior Analysis (ABA) for children and youth with developmental disabilities. PBIP accepts proper implementation of evidence-based and high-impact intervention methods which enable children with developmental disabilities to learn positive social and communicative behaviors. PBIP accepts no child is born with bad behaviors and learned behaviors can be unlearned. PBIP includes teaching, reinforcing, and monitoring social and communicative behaviors.

Measurable, Observable, Specific Behavior. PBIP targets measurable, observable, and specific behavior in its behavioral goals and objectives. Behavioral goals and objectives are to include three parts- target behavior, condition, and unit.

Functional Analysis of Problem Behavior. When PBIP aims to decrease or eliminate a specific problem behavior, it requires functional behavior analysis (FBA). FBA suggests function(s) of problem behavior in terms of Antecedent-Behavior-Consequence (A-B-C). When PBIP aims to decrease or eliminate a specific problem behavior, it must include a functionally equivalent, replacement behavior (FERB).

Applied Behavior Analysis (ABA)

Applied behavior analysis is a systematic process of studying and supporting observable behavior through management and manipulation of the environment. The environment includes people, antecedent/consequence events, things, settings, and activities that affect human behaviors. It is one way to understand and predict human behavior.

"Applied" means the methods drew from ABA principles are practical, functional, and applicable to humans rather than pure research or philosophical. Many interventions for children with disabilities are based on the principles of ABA.

- It hypothesizes human behavior is learned so behavior can be unlearned.
- Behavior that is followed by pleasant consequences tends to be repeated and thus learned.
- Behavior that is followed by unpleasant consequences tends not to be repeated and thus not learned.
- Avoiding, protesting, and escaping behaviors occur when a person experiences or anticipates unpleasant consequences.
- It defines tasks in terms of observable behavior in some way so changes of the behavior can be monitored and the extent to which a program is effective can be determined.
- It involves altering an individual's environment. The term environment refers to the people, objects, and events (stimuli) that affect behavior.

What is Behavior?

In general, what a person does and says is behavior. Behavior is the activity of a living organism. Human behavior is everything people do, including how they move and what they say.

What is observable Behavior?

We need to describe what a child does or does not; observe carefully and describe it clearly as an action. Using action words that describe observable behaviors rather than mental states or interpretations.

Suggest two examples of measurable, observable, and specific behavior of yourself.

1.
2.

Being able to define a behavior that is observable is important because it helps teachers to:

- Collect accurate data and information on target behavior.
- Set clear target behaviors or behavioral expectations so that a team work together.
- Monitor whether intervention implemented is effective or not.

Using Positive Terms

Using positive terms refers to defining behaviors in terms of what the child is doing or will do. Define behavior in terms of what the child will be doing or what you want the child to do.

Avoid using "NO" or "NOT" in your behavioral definitions. If the target behavior is cursing, the replacement behavior should not "NO cursing" because you cannot teach or measure NO behavior. Instead, think about what you want the child to do. In this case, "Using appropriate language during stressful situations" could be a replacement behavior.

Defining a target behavior must be in clear, observable, measurable terms is important. A well-written problem definition should include three elements:

- Target behavior. A specific description of the target behavior.
- Conditions. The condition(s) under which the target is likely to occur.
- Units of behavior. Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provides a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

Target Behavior and Replacement Behavior

A target behavior is the behavior the teacher wants to change. In addition to identifying a problem behavior, it will be beneficial to identify a replacement or desired behavior. The replacement or desired behavior is the behavior the teacher wants the child to engage in by replacing the target behavior.

A-B-C Analysis

Human behavior is contextual, so its interventions involve arranging the environment to prevent the development and occurrence of problem behavior. PBIP arranges the environment so that good behaviors are supported but problem behaviors are discouraged. PBIP discourages punitive measures unless there is life threatening, and safety related dangerous behavior and without a professional's supervision. Children often live in an environment that is not informative and even maintained by punitive and aversive measures. In this environment, children become passive and learn "helplessness." If the cause of a problem behavior is not rooted in a child, a punitive measure for the child's behavior is unethical.

Antecedents

Antecedents are those environmental events that occur prior to behavior. Antecedents affect the probability of occurrence of behavior as well as the rate, duration, and intensity of behavior. Antecedents can be visual, vocal, gestural, pictorial, or written.

- Examples of antecedent stimuli that can trigger challenging behavior - difficult task, transition time, when not working in group, with specific people, when alone, a request, rules, warning, gestures, prompts, choices, picture cues, safety signals, boring activity, no opportunities to respond, etc.
- Proactive measures can be taken as we know when, where, and under what conditions the behavior often occurs. If we find that the behavior occurs only under certain conditions, then we might be able to resolve the problem. Giving choices.

Setting events

Setting events influences how the child responds to antecedents and consequences. Setting events are situational or contextual factors. Setting events may change the positive or negative properties of antecedents and consequences. Setting events alone do not trigger

behavior, but when they are combined with antecedents, they may make mildly negative events more aversive. See some examples of settings.

- Physical setting
- Social setting
- Instructional strategies, activities
- Scheduling factors
- Degree of independence – communication, choices
- Degree of participation

Consequences

Consequences are the environmental events that follow behavior. Examples- praise, peer laughter, loss of tokens or points, high five, feedback, hug, pat on back, happy face, free time, reduced homework, grades, awards, time-out, points, tokens, reprimand, detention, etc.

- The consequences only affect future behavior.
- Consequences select response classes, not individual responses (e.g., the movement of shaking hands is slightly different each time. However, the consequence is the same: touching another person's hand).
- Immediate consequences have the greatest effect.
- Reinforcement (positive or negative) strengthens or maintains behavior.
- Punishing or aversive consequence weakens behavior and decreases the probability that behavior will continue to occur in the future.
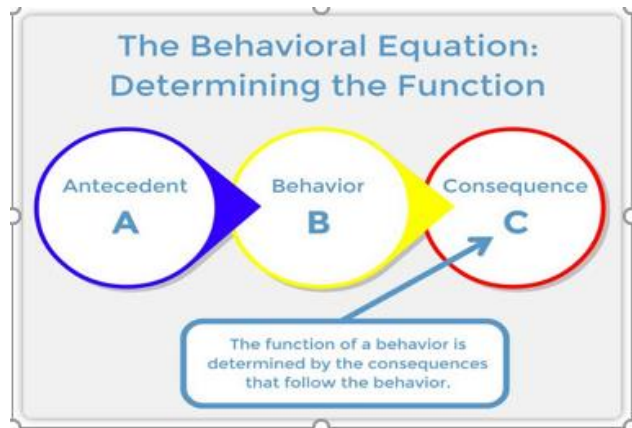
Forms and Functions of Behavior

There are reasons why children do what they do. Why they do tell us a function of behavior. What they do is a form of behavior. Our behaviors have specific functions. To change behavior, it is important to understand the function of behavior.

Every behavior has a specific function. There are only two main functions - 1) positive reinforcement function and 2) negative reinforcement function. Functions of behavior are value neutral. This means that you can't say if a function of behavior is bad or good. Instead, the manifestation (form) of behavior can be bad or good. You can't say the behavior is bad, so the function of the behavior is negative reinforcement.

See this example. A child wants attention from the teacher during the teacher's instruction. The child can get the teacher's attention by raising his/her hand. Or the child can get the teacher's attention by shouting out. Yet, you can't judge whether the child's desire for getting attention is bad or good.

To determine a function of behavior, we need to look at consequences that follow the behavior.

The Behavioral Equation: Determining the Function

Antecedent A → Behavior B → Consequence C

The function of a behavior is determined by the consequences that follow the behavior.

Assumptions of FBA

An important assumption of FBA is that the child's problem behavior occurs at the center or home because it produces <u>a desirable outcome</u> at the center.

- The key to identifying the function is to look at the relationship between behavior and the setting events, antecedents, and consequences (scientific method).
- If we know the antecedent triggers and consequences that are related to the challenging behavior and the function of the behavior, then we can design positive interventions that allow the child to achieve the same function by using appropriate behavior, rather than challenging behavior.

Functionally Equivalent Replacement Behavior (FERB)

A functionally equivalent, replacement behavior (FERB) is a socially acceptable behavior that allows the child to get the same outcome so it meets the same function as the problem behavior does. This behavior serves the same purpose as the problem behavior, but it is more socially acceptable and tolerable in the environment in which the problem behavior is occurring.

FERB is NOT an absence of the problem behavior. For example, a teacher may suggest "not fighting on the playground" as a FERB for fighting behaviors. FERB also may not a good behavior (without considering the function) that we ultimately want to see (e.g., playing nicely with others on the playground). But FERB is a transitional behavior (mostly communicative skills) to be learned before aiming for an ultimate good behavior. For example, allowing Jack to avoid reading in class if he uses a "break" sign would be a FERB for his throwing a book at peers that has an avoidance function. Note the "break" sign has the same function (avoidance function) as the throwing book behavior but it is a more socially acceptable behavior. It is recommended to choose a proper communicative response as FERB (see the figure below).

When it is a negative reinforcement function, a FERB allows the teacher to maintain "instructional control." By allowing the child to get or reject something in a way the teacher and peers can tolerate, the child remains under the teacher's control. For example, if Joan protests difficult work by using profanity, a FERB may be for her to protest by giving the aide the "STOP" sign.

The Transitional Aged Youth (TAY) Program is designed to serve young adults with developmental disabilities to prepare for life after High School. The main goals of the program are to increase appropriate communication, socialization and prevocational skills and appropriate behaviors. These goals aim to help the client become successful in their future endeavors in life after High School. Such goals may include: applying for a job in a competitive environment, attending a day program, applying and attending college, participating in supportive employment etc. The client's own goals and his/her family's input are taken into consideration to design the client's transition portfolio. These goals are targeted through a Career, Personal and Life Management curriculum. The TAY program meets twice a week with the main emphasis being to teach the skills in center, in a controlled setting, and then practice the learned skills on campus, in a more natural setting. Practicing the skills in a natural environment is important in allowing for them to be generalized across people and across settings.

Principles of the TAY program:

- Teacher guided instruction:
  All clients are assigned to work one-on-one with a teacher assistant under the supervision of a Supervisor. Each client is assigned to two different teachers (one teacher per session attended). The teachers in collaboration with the Supervisor work as a team to establish the client's goals and appropriate methods supported by ABA. Methods include:

  o Direct instruction: teachers explain, teach and demonstrate skills. Direct Instruction includes: modeling, lesson plans, video samplings, correcting behaviors and offering replacement, prompting, role play, guided practice.
  o Positive reinforcement / ignoring inappropriate behaviors: teachers reward appropriate behaviors through praise. Teachers also ignore inappropriate behaviors to help extinguish them with as little attention as possible given to them.
  o Generalization of skills: teachers present clients to a variety of settings (one-on-one, groups, campus practice) in order to apply the learned skills across settings and increase independency.
  o Graduate levels of support: one of the main principles of the TAY program is to increase the client's independent use of skills. This will help them become more productive individuals in their lives. Teachers first teach the skills and when appropriate they graduate levels of support to allow the client to use the skills independently.
  o Review: the last session of the month is dedicated to reviewing taught skills and information. In this session, clients demonstrate what they learned and teachers determine a. how much more support they need to establish the skill, b. if the goal needs to be modified, and c. if the goal has entered the maintenance phase, meaning the client learned and demonstrated the skill independently.

- Parent training:

Parent participation in the program is mandatory. At the same time that clients attend their sessions with their teachers, the parents attend parent training groups facilitated by a Counselor. The parent groups are designed to provide training on home strategies that supplement the work we do in the center, resources and information. Individual parent trainings are also offered. During individual parent trainings, parents meet one-on-one with a Counselor to observe their child during in-center instruction, go over the periodic progress report and provide information about the child's behaviors at home. The parents also receive direct training while working with their child in center.

Schedule of TAY sessions:

Session:	Activities:
Wednesdays: 4 pm – 6 pm	In-center and on campus activities o First part of the session: clients are prepared for what they will do in today's session, places to visit on campus. They review skills and information they learned in last Thursday's session o Second part of the session: Clients visit specific places on campus where they will demonstrate their learned skills such as asking a friendly stranger directions, identifying signs, using a map etc. o Third part of the session: return to the center where they participate in group activities and roundtable discussions
Thursdays: 6 pm – 8:30 pm	In-center activities: o First part of the session: the clients review what they learned in previous week o Second part of the session: the teacher introduces a new lesson plan, informs the client of the skill that they will be learning. Teacher uses direct instruction to teach the skill o Third part of the session: Group activities. Last Thursday of the month: o Teachers use this time to review lesson plans and skills taught during the month. o Special Group Activities are often planned to showcase learned skills

Examples of TAY Goals

Socialization:	Communication
Stays in groups Walks with others	**Expressive Communication** Apologizes when appropriate

Maintains personal boundaries	Receives compliments well
Helps others when asked	Initiates conversations
Appropriately imitates others	Maintains on topic communication
Attempts to comfort others	Talks about current activities
Gives correction nicely	Talks about immediate past/present
Initiated Interaction	Asks others about their day
Introduces self to others	Asks questions
Appropriately gets other's attention	Can explain "why" something happened
Good Sportsmanship	Says "thank you"
Turn taking	Says "you're welcome"
Shares materials	Ends conversations appropriately
Asks permission to use others' possessions	Uses appropriate voice level / tone
Accepts losing games	Remains quiet when others talk
Wins gracefully	Waits for pauses in conversations
Expresses enthusiasm over others' accomplishments	Interprets gestures / body language
	Greets others
Works cooperatively on shared project	Uses gesture to communicate
Participates in others' Interests	Explains own emotions
Accepts changes in games	Receptive Communication
	Answers simple questions
	Follows simple directions
	Follows multiple step directions
	Displays active listening skills
	Ability to ask for clarification
	Responds to visual cues
Behavior	**Prevocational Skills**
Appropriately expresses dislike	Workplace interests & expectations
Ability to ask for help	Ability to fill out job application
Ability to ask for a break	Preparing for job interviews
Ability to self-calm	Safety awareness
Acceptance of correction	Ability to set goals
Appropriately expresses anger / frustration	Ability to make & follow schedule
Stops behavior based on other's response	Uses calendar or "to do" list
Tolerates new tasks willingly	Self-care skills / activities of daily living
Accepts changes in routine	Use of money
Ability to delay reinforcement / wait	Use of iPad
Accepts "no" for an answer	
Follows rules	

Acknowledgement form

I, _____, hereby acknowledge that I have received a handout with UCDD's Policies and Procedures during my initial training at UCDD on _____. Specifically, the items included in the handout were:

1. Arrival Times and Attendance
2. Appropriate Clothing and Speech
3. Cell Phone Use
4. Assignments
5. Timesheets
6. Incident Reports and Worker's Compensation
7. Policy against harassment
8. Confidentiality / HIPAA
9. Mandated Reporting
10. PBIP & TAY Program Principles

_____   _____

(Signature)   (Date)