

## PCMA BehaviorTools™ Curriculum

The PCMA BehaviorTools™ Curriculum was originally developed and subsequently adapted by a dedicated team of noted Board Certified Behavior Analysts and is based on the landmark work of Dr. Glenn Latham, a prominent Psychologist, Behavior Analyst, Author and Presenter. The course material is consistent with current best practices in applied behavioral science. The strategies (“Tools”) included in this curriculum have been taught throughout the state of Florida for a number of years and have resulted in important outcomes for hundreds of individuals and human services organizations. The PCMA is proud to offer this curriculum, as well as a program to certify those who are trained to proficiency in the model. All classes are highly informative, entertaining and interactive. While the material is consistent with state-of-the-art behavioral research and principles, it is presented in an extraordinarily “user friendly” way. Participants relate easily to the real life examples that are used and the easily understood ways that principles and strategies are explained. The strategies are highly effective and often work quickly. Many participants return to the second class session excited to share stories of how the “BehaviorTool” taught in the previous session worked with their consumer, student or family member.

BehaviorTools™ courses are the perfect companion to PCM training!!

The following are some of the learning objectives from the BehaviorTools™ Basic Practitioner Course:

- Identify coercion and punishment commonly used to change behavior
- Identify the effects of coercive and punishment on people
- Demonstrate the steps of the Strengthen Relationships BehaviorTool
- Describe the benefits of using Strengthen Relationships BehaviorTool
- Describe the value of, and demonstrate empathy statements
- Define behavior, consequences, reinforcement and its effects
- Demonstrate the steps of Use Reinforcement Tool
- Define “Junk Behavior” and Discuss Why it Happens
- Demonstrate the steps of the Pivot Tool

The following are some of the learning objectives from the BehaviorTools™ Practitioner Course:

- Identify more factors that influence behavior
- Define behavior function and describe how it can be used to plan replacement behaviors
- Demonstrate the steps of the Redirect Behavior Tool
- Discuss how to effectively set expectations with someone
- Demonstrate the steps of the Set Expectations Tool
- Discuss how to effectively make and implement a behavior contract
- Demonstrate the steps of the Make a Contract Tool
- Discuss how to review and evaluate a behavior contract
- Discuss factors that influence behavior
- Analyze Behavior and identify replacement behaviors
- Demonstrate all Tools in a variety of situations

## Selected “Tools Training” Model Journal References

### **The Florida Child Welfare Behavior Analysis Services Program**

*Research on Social Work Practice* 2008; 18; 367 originally published online May 20, 2008;  
Michael R. Stoutimore, Catherine E. Williams, Bryon Neff and Margie Foster

*Abuse, neglect, or both often result in removing children from their homes and placing them in foster care. As a result of these experiences, many children learn unhealthy behaviors. These “behavioral challenges” often lead to a cycle of multiple placement disruptions and progressively more restrictive placements. The philosophy, science, and technologies of behavior analysis are well suited to address this cycle. The Florida Department of Children and Families Behavior Analysis Services Program (BASP) is a behavior analysis initiative, combining research with service provision, developing and implementing data-based practices. Since 2001, the BASP has operated through statewide contracts with behavior analysis programs at the University of Florida and the University of South Florida. The BASP employs board certified behavior analysts and offers promise for the continued development of best practices. This article provides a description on the foundations, development, and current status of the BASP.*

### **Using Staff Training to Decrease the Use of Restrictive Procedures at Two Facilities for Foster Care Children**

*Research on Social Work Practice* 2008; 18; 401 originally published online Mar 6, 2008;  
Kimberly A. Crosland, Maricel Cigales, Glen Dunlap, Bryon Neff, Hewitt B. Clark, Tamela Giddings and Alfredo Blanco

*Objective: Use of some restrictive procedures, including physical restraint, has been controversial. For children within the foster care system, who have already suffered various degrees of abuse and neglect, restrictive procedures could add to their emotional and behavioral problems. The current study was conducted to determine whether a behavioral staff training program would help reduce the use of restrictive procedures at two group facilities housing children in the foster care system. Method: Pre- and posttraining measures (incident reports) were obtained within a nonconcurrent multiple-baseline design to document the use of restrictive procedures. Results: The data revealed decreases in reports of several restrictive procedures (e.g., take downs, physical holds, and physical and pharmacological restraints) at both facilities. Conclusions: The results suggest that training direct care staff personnel, including social workers, in positive behavioral strategies might reduce staff use of restrictive procedures and result in fewer injuries to both children and staff.*

### **The Effects of Staff Training on the Types of Interactions Observed at Two Group Homes for Foster Care Children**

*Research on Social Work Practice* 2008; 18; 410 originally published online Feb 26, 2008;  
Kimberly A. Crosland, Glen Dunlap, Wayne Sager, Bryon Neff, Catherine Wilcox, Alfredo Blanco and Tamela Giddings

*Objectives: An extensive literature base exists for behavioral parent training; however, few studies have focused on training direct care staff at group home and residential facilities for children. This study was conducted to determine whether a behavioral staff training program consisting of classroom training and in-home feedback would improve staff interactions with children at two group foster care homes. Method: Staff at both homes were trained, and direct observation measures were obtained on positive and negative interactions and lack of interactions. A multiple-baseline design across homes was used to assess staff interaction behavior. Results: Increases in both positive interactions and tool use were observed in the treatment phase, as were decreases in negative interactions for both group homes. Conclusions: The results suggest that training direct care staff, including social workers, to use behavioral strategies change patterns of interaction, resulting in a greater likelihood of improved relationships between staff and children.*

### **Behavioral Parent Training in Child Welfare: Evaluations of Skills Acquisition**

*Research on Social Work Practice* 2008; 18; 377 originally published online Mar 6, 2008;  
Carole M. Van Camp, Timothy R. Vollmer, Han-Leong Goh, Cristina M. Whitehouse, Jorge Reyes, Jan L. Montgomery and John C. Borrero

*Objective: Behavioral parent training has been proven effective through years of research with a variety of groups. However, little research has been conducted to systematically evaluate the extent to which behavioral parent training*

may improve parenting skills of foster and other caregivers of dependent children. The Behavior Analysis Services Program (BASP) has been charged with providing behavioral parent training to foster parents and other caregivers of dependent children throughout the state of Florida through a variety of services focusing primarily on a group-class based training curriculum. This article examines the extent to which behavioral parent training was effective in increasing skills of caregivers who were trained in 2001 and 2002. *Methods:* Study 1 evaluated skills acquisition via a large-scale analysis of pre-course and post-course assessments, as well as observations of in-home parent-child interactions. Study 2 assessed skills acquisition via controlled analyses using repeated measures and multiple baseline designs. *Results:* Results showed increases in parenting skills in both studies as a function of curriculum training. *Discussion:* Implications of the results, limitations, and directions for future research are discussed.

**Evaluating a Positive Parenting Curriculum Package: An Analysis of the Acquisition of Key Skills**  
*Research on Social Work Practice* 2008; 18; 442 originally published online May 19, 2008;  
 Kerri P. Berard and Richard G. Smith

The effectiveness of a parenting curriculum designed for parents who exhibit risk factors for child maltreatment was evaluated. Six skills were taught during a 5-week series of 3-hour classes that met 1 day per week. A written quiz containing questions corresponding to skills taught in each class was administered to participants before the series of classes, following each class session, and after completion of the course. Repeated administration of the quiz permitted an analysis of skill acquisition. A role-play assessment was conducted prior to and following the series of classes. Results demonstrate an improvement in the participants' ability to recognize correct answers in a multiple-choice format and demonstrate the behavioral skills taught in class within a role-play context.

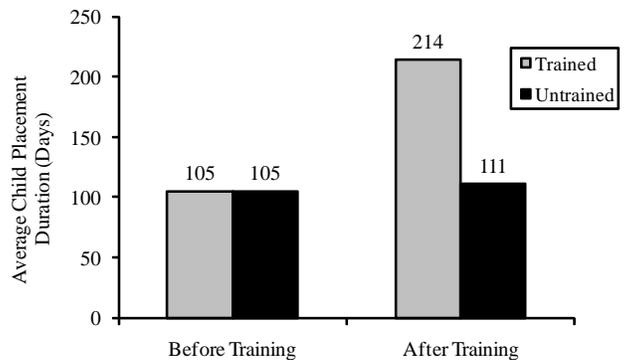
**A Functional Approach to Reducing Runaway Behavior and Stabilizing Placements for Adolescents in Foster Care**

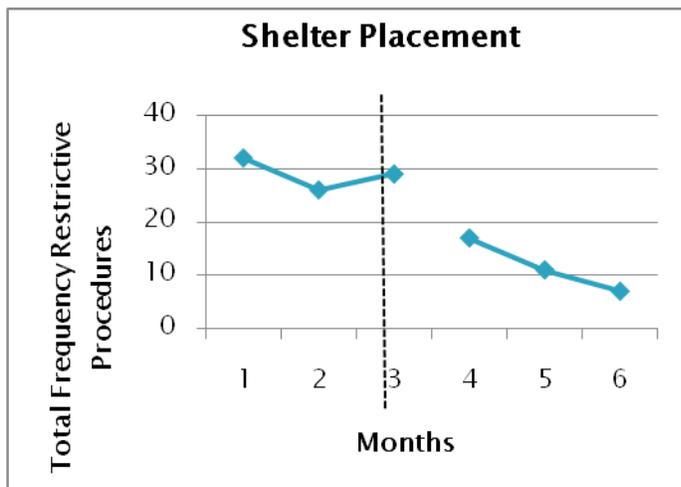
*Research on Social Work Practice* 2008; 18; 429 originally published online Mar 24, 2008;  
 Hewitt B. Clark, Kimberly A. Crosland, David Geller, Michael Cripe, Teresa Kenney, Bryon Neff and Glen Dunlap

Teenagers' running from foster placement is a significant problem in the field of child protection. This article describes a functional, behavior analytic approach to reducing running away through assessing the motivations for running, involving the youth in the assessment process, and implementing interventions to enhance the reinforcing value of placements for adolescents, thereby reducing the probability of running and associated unsafe periods. A case study illustrates this approach and a study compares 13 adolescents who ran away frequently and received interventions with a group of matched adolescents who had similar patterns of running but received only services as usual. The percentage of days on runaway status showed a significant pre-post reduction for those in the functional group, in contrast to no statistical change in the comparison group. Potential benefits this approach may have for foster care and child protection in improving youth safety, permanence, and connections for life are discussed.

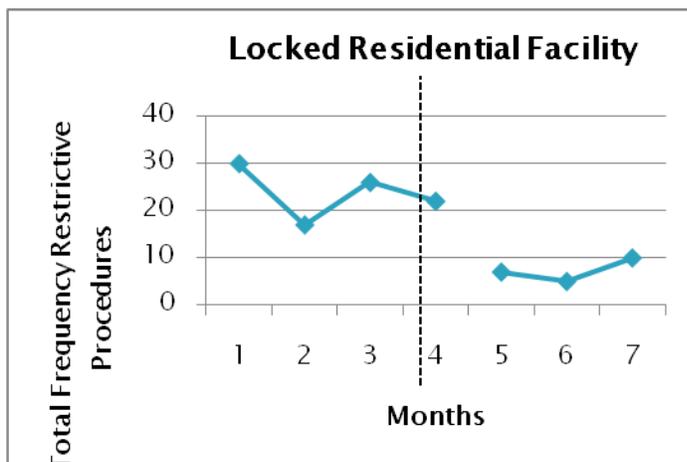
**Selected "Tools Training" Model Outcome Data Graphs**

The pilot program collected data on tools model training outcomes, such as this placement study. The 438 subjects were residential caregivers that had at least 3 placements in their homes. There were 329 in a control group which did not receive training. The other 109 subjects received a 30 hour tools model training. Before the training, the average placement durations of the two groups were the same. After training, the trained group nearly doubled the durations of placements in their homes.





This was the first phase of a multiple baseline design study. This phase took place in a short term residential placement and the intervention was tools model training with the staff. This was just tools training and did not include a coaching component. The restrictive procedures measured included seclusion, timeout, hands on crisis management procedures, emergency medications and mechanical restraint. Following training, the restrictive procedures were reduced by 47%. A more detailed breakdown is reported in the full journal article.



This is the second phase of the multiple baseline study and it took place at a locked residential facility that was operated by the same agency. The intervention included both tools training of all staff and on-the-floor coaching of 7 key staff. The same restrictive procedures were measured and after intervention they decreased by 70%.

More graphically displayed data documenting increased placement stability and reductions in targeted problem behaviors and crisis management procedures is available on request.

The BehaviorTools courses are taught in schools, developmental centers, residential centers, day programs and in a variety of other settings. The BehaviorTools methods work well with adults, teenagers and children of all levels of functional skills and verbal abilities, including those without any spoken communication.

Course packages tailored to specific populations are available.

For more information or to register for classes, please contact PCMA at 954-746-0165 or visit [www.pcma.com](http://www.pcma.com)