



Positive Behaviour Supports Train the Trainer Pre-Assessment

****This pre-assessment is 5 pages, please do not miss the last page of additional information****

Name:

Agency:

Date:

Facilitators: Dr. Deena Martin

Michelle Cole

This Pre-Assessment is for learners planning to attend the Positive Behaviour Supports Train -the-Trainer Workshop. This assessment will help refresh your knowledge and serve as an indicator of your preparedness for the train-the-trainer course. It will also help highlight your current areas of excellence and potential areas of improvement.

Registration Forms must be accompanied by your completed Pre-Assessment.

All registrations and Pre-Assessments must be received at ACDS offices no later than 10 business days prior to the workshop.

Send your completed Pre-assessment and registration to ACDS via email (workforce@acds.ca). Include “PBS Train-the-trainer” in the subject line. Confirmation of your acceptance to the workforce will be confirmed via email one week prior to the course.



Positive Behaviour Supports Train the Trainer Pre-Assessment

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Name:

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Please answer the following questions as clearly and concisely as possible. You may choose to use point form, however, please ensure your meaning is explicit to the reader/assessor. As well, we have provided a marking guide to help you understand how much information we are looking for in each question. For example, a question with up to 2 points is easily answered within a few sentences. However, a question with 5 points may require a paragraph or more.

Positive Behaviour Supports Level 1 (PBS (L1))

1. What is the purpose of behaviour?
2. Identify the four ethical principals associated with supporting people with disabilities.
3. Identify and describe 3 ESSENTIAL ethical considerations when developing a behavioural support plan.
4. Outline the flowchart for responding to unanticipated behaviours of concern. Outline the flowchart for responding to anticipated behaviours of concern (positive practices). Outline the flowchart for responding to anticipated behaviours of concern (restrictive practices).
5. Explain the role of behavioural observations. Describe 2 common approaches.
6. Identify 3 types of behavioural interventions.

7. Define 2 of the 4 following approaches to teaching new behaviours; shaping, forward chaining, backward chaining, total task presentation.
8. Describe the continuum of restrictive interventions.
9. Identify 3 – 5 strategies you will employ to ensure you are in compliance with policy and ethical principles.

Positive Behaviour Supports Level 2 (PBS L2)

1. Define the relationship between Positive Behaviour Supports and Quality of Life.
2. Provide an example of an ethical dilemma specific to supporting an individual with a challenging behaviour. Identify the conflicting values and your process for resolving the issue.
3. Describe the role of the Behaviour Review Committee.
4. Outline the flowchart for responding to unanticipated behaviours of concern. Outline the flowchart for responding to anticipated behaviours of concern (positive practices). Outline the flowchart for responding to anticipated behaviours of concern (restrictive practices).
5. Compare and contrast between logical and natural consequences.
6. Define the process of developing a Functional Behavioural Assessments, include key components.
7. Provide an example from your own work experience for each type of the three behavioural interventions describe in PBS L1 #7.

8. Provide an example from your own work experience of each of the following teaching approaches; shaping, forward chaining, backward chaining, total task presentation.

9. Provide an example when it is appropriate to implement a restrictive procedure.

10. What indicators will you use to monitor the implementation of a Positive and Restrictive Behaviour Support plan? List 5 types of indicators.

Marking Guide

Question #	PBS L1 Possible Score	PBS L1 Actual Score	PBS L1 Total	PBS L1 %	PBS L2 Possible Score	PBS L2 Actual Score	PBS L2 Total	PBS L2 %
1	2				2			
2	6				5			
3	4				4			
4	9				9			
5	4				4			
6	2				5			
7	3				6			
8	2				4			
9	3				5			
10	5				5			
Total	40				46			

80-100% - Pure pass

70-80% - Conditional pass (required to participate in lunch time refresher training)

> 70 - Must participate in PBS Level I and/or II

Additional Information

The answers to the following questions will assist the facilitators in developing and delivering the PBS train the trainer workshop.

1. Briefly summarize your experience specific to supporting people with challenging behaviour.
 - a. Please include any directly related education, training and work history.
2. Briefly describe your experiences with Functional Behaviour Assessments and/or behavioural programming.
3. Briefly summarize your past experiences as a trainer/facilitator.
4. Briefly explain why you would like to become a Positive Behaviour Supports Trainer.
5. What other information would you like to share with us that would assist us in preparing for your learning experience?
 - a. For example, do you require learning accommodations?