Living the Good Life: Adult Community Living in the Family Teaching Model

Diane Bannerman Juracek, Ph.D., BCBA

Autism Across the Life Span, 2011
CLO’s mission is to help adults and children with severe developmental disabilities achieve personally satisfying and fulfilling lifestyles in their own communities.
Number of Persons Served Across the Years

*Does Not Include Midnight Farm Consumers
CLO’s Services

- Residential Options
- Day Classes
- Supported Employment
- Health Care Services: Clinics in Lenexa and Lawrence
- Applied Behavior Analysis Consultation
- Positive Behavior Supports
- Children’s Services
- Training, Evaluation and Certification
- Outreach Services
- Remote Monitoring
- Midnight Farm
Building the “Good Life”
Evolution of the “Teaching Family Model” into the “Family Teaching Model”

1967 Lonnie and Elaine Phillips/ Mont Wolf

1970 1st dissemination attempt – not successful

1975 Boys Town

Consumer feedback important

1977 Concerned Care

Jim Sherman and Jan Sheldon
1st adaptation for DD population

1981 DSNWK

1983 CLO

2001 Tennessee Family Solutions

2004 California Community Opportunities
Residential Service Models at Community Living Opportunities in the 1980s

- 8 housemates
  - Awake shift staff 24 hours a day
  - Funded by Medicaid as a Private Intermediate Care Facilities for Adults with Mental Retardation (ICF/MR)

- 3 housemates
  - Living in an apartment or home
  - Awake shift staff 24 hours a day
  - Funded by Medicaid Home & Community Based Services (HCBS) waivers for persons diagnosed with Developmental disabilities
This just isn’t working!
Core Implementation Components of Effective Residential Models

Residential Service Models at Community Living Opportunities, Inc.

- 3 or 4 housemates
- A family teaching couple provides most of the support, lives next door and manages the home

- Lives with a teacher without disabilities or a teaching family in the same home

Both programs funded through Medicaid’s Home and Community-based Waiver for people with DD
Family Teaching Model Components

*An adaptation of the Teaching Family Model
(Phillips, Phillips, Fixsen, & Wolf, 1974)

- Family Teachers in family style living environments
- Individualized daily schedules
- Teaching new skills
- Systems for encouraging achievement
- Positive relationships
- Opportunities for choice and self determination
- Ongoing teacher training and consultation
- Teacher evaluation and certification
Family Teachers in a Family Style Environment
What better model to accomplish this than the Family Teaching Model?!
Individualized Daily Schedules
<table>
<thead>
<tr>
<th>Time</th>
<th>Ed</th>
<th>Kevin</th>
<th>Tom</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>AM Routine*</td>
<td>AM Routine *(bath routine)</td>
<td>Sally (Family Teacher) goes jogging AM Routine*</td>
</tr>
<tr>
<td>7:30 AM</td>
<td>Meds</td>
<td>Meds</td>
<td>Meds</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Wait for City Bus to recycling center</td>
<td>R &amp; R</td>
<td>R &amp; R</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>Work @ Recycling Center</td>
<td>Lunch (*Lunch routine)</td>
<td>Lunch</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Meds</td>
<td>Walk High School Track*</td>
<td>Walk at High School Track</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Ed's Choice</td>
<td>Library</td>
<td>Library</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Meds</td>
<td>Kevin’s choice</td>
<td>Tom's Choice</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Work @ Recycling Center</td>
<td>Meds/ Dinner Prep Routine*</td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Meds</td>
<td>Meds/ PM Routine*</td>
<td>Meds/ PM Routine*</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Meds</td>
<td>Meds/ PM Routine*</td>
<td></td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Meds</td>
<td>Meds/ PM Routine*</td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Meds</td>
<td>Meds/ PM Routine*</td>
<td></td>
</tr>
<tr>
<td>4:30 PM</td>
<td>Meds</td>
<td>Meds/ PM Routine*</td>
<td></td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Dinner/ Chores</td>
<td>Dinner/ Chores</td>
<td>Dinner/ Chores</td>
</tr>
<tr>
<td>5:30 PM</td>
<td>Meds</td>
<td>Dinner/ Chores</td>
<td></td>
</tr>
<tr>
<td>6:00 PM</td>
<td>Meds</td>
<td>Meds/ PM Routine*</td>
<td></td>
</tr>
<tr>
<td>6:30 PM</td>
<td>Swimming</td>
<td>Swimming</td>
<td>Swimming</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>Sally (family teacher) takes Katie (daughter) to Girl Scouts</td>
<td>Hobby Choice</td>
<td>Check mail and choice of Activity</td>
</tr>
<tr>
<td>7:30 PM</td>
<td>Snack</td>
<td>Snack Routine*</td>
<td>Snack</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>Meds/ PM Routine*</td>
<td>Meds/ PM Routine*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Teaching New Skills

& Quality of Life Planning
Continuous Planned and Opportunity Teaching

- Behavioral support
  - Eliminates or decreases challenging behavior that inhibits continued progress towards living a good quality of life

- Identification and purposeful teaching of skills:
  - that lead to independence and ability to navigate through their day with less or no assistance
  - that help the person served access highly preferred items, activities, experiences...
  - that limit or eliminate any rights issues (privacy, need to have someone assist them in making a phone call)
  - that lead to improved health & safety

* The presence of effective teaching skills to accomplish this!
Reinforcing Desirable Behavior*

1. Initiate Positively
   a. Use Active Listening Skills (e.g., eye contact, responsive facial expression & voice tone, active listening posture, gestures, verbal and non-verbal encouragement, and reflection)
   b. Expression of Affection
      (e.g., smile, greeting, joke, physical contact)

2. Praise and Positive Consequence
   (descriptive, immediate)
Teaching a New Skill*

1. **Initiate positively**
   a. Use active listening skills (eye contact, responsive facial expression and voice tone, body posture, and gestures).
   b. Elicit person’s involvement throughout the interaction
   c. Expression of affection (e.g., smile, greeting, joke, physical contact)

2. **Name appropriate behavior**

3. **Rationale** (e.g., positive consequence of engaging in the appropriate behavior) Ask or give

4. **Demonstrate the steps**

5. **Practice** (Use prompts with fading, if necessary)

6. **Feedback**
   a. Reinforce: descriptive praise, optional positive consequence
   b. corrective feedback if needed

7. **Practice**

8. **Feedback**
   a. descriptive praise, optional positive consequence
   b. corrective feedback if needed

9. **Plan** when to use the behavior

   *Some steps may be deleted or shortened depending on the needs and learning style of the individual.
Systems for Encouraging Achievement
Formal or Informal

- Positive Relationships
- Motivation Systems – monetary, points, tangibles, etc.
- Behavioral Contracting
- Premack Principle – eat dinner to get your dessert
- Staff reinforcement and recognition programs
Positive Relationships
Opportunities for Choice and Self Determination
What does Self-Determination mean?

- Making choices freely
- Having control in areas important to you
- Being part of decisions that affect you
- Knowing how to make a choice
- Feeling free to make a choice
- Having predictable events in your day/week
Family Teaching Model Component # 7 . . .

Ongoing Teacher Training and Consultation
## The Coaching Process

<table>
<thead>
<tr>
<th>Mini-Inservice</th>
<th>Learn about a topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration</strong></td>
<td>Someone shows you how</td>
</tr>
<tr>
<td><strong>Coaching</strong></td>
<td>You practice with shaping</td>
</tr>
<tr>
<td><strong>Observation &amp; Feedback</strong></td>
<td>Systematic, ongoing formal and informal</td>
</tr>
<tr>
<td><strong>Train to Generalization</strong></td>
<td>You practice in a natural setting until you master the skill</td>
</tr>
<tr>
<td><strong>Reinforce to Maintenance</strong></td>
<td>You now use the skill as a matter of course</td>
</tr>
</tbody>
</table>
Family Teaching Model Component #
8 . . .

Teacher Evaluation & Certification
The Community Living Research and Development Project at the University of Kansas

Family Teacher Certification Program

Providing Certification of Family Teachers employed by Community Living Opportunities, Inc. who exhibit exemplary teaching and implement Community Living Opportunities' Family Teaching Model for Adults with Developmental Disabilities.
Community Living Opportunities
Expected Outcomes for Persons Served

Pleasant and Safe Surroundings
Observance of Legal and Personal Rights
Positive Relationships with Others
Living Healthy Lifestyles
Opportunities for Choice and Control
Effective Learning Opportunities
High Level of Participation in Daily Experiences
Community Involvement
Effective Communication
Pleasant Social Environment
Satisfied Consumers
Family Teaching Model Certification

- FTM Pre-service Workshop
- Shadow Training
- Program Specific Orientation
- 12 Coaching Lessons
- 90 Day Evaluation
- More Coaching Lessons based on Outcome QEs
- Family Teaching Model Workshop
- Pre-evaluation meeting for First Private
- 6 mos. after hire: First Private Evaluation
- Quality at a Glance Evals
- Pre-evaluation meeting for Certification Evaluation
- 12 mos. After hire: Certification Evaluation

Certification Celebration and $$
Professional Evaluation Outcomes Met

- Extended FTM: 2008 - 96%, 2009 - 84%, 2010 - 87%
- FTM: 2008 - 73%, 2009 - 51%, 2010 - 62%
- Shift-Staffed Homes: 2008 - 25%, 2009 - 41%, 2010 - 60%
% Turnover Across Residential Models

- **Extended Family Teachers**:
  - 2008: 13%
  - 2009: 7%
  - 2010: 4%

- **Family Teachers**:
  - 2008: 44%
  - 2009: 48%
  - 2010: 38%

- **Shift Staff**:
  - 2008: 66%
  - 2009: 39%
  - 2010: 66%
Tour of a Family Teaching Model Home
Factors Influencing “Living the Good Life”

- Fewer number of individuals living in a home in the community
- A Family Provides support, as opposed to shift-staff
- Implementation of Family Teaching Model Components
  - Family Teachers in family style living environments
  - Individualized daily schedules
  - Teaching new skills
  - Systems for encouraging achievement
  - Positive relationships
  - Opportunities for choice and self determination
  - Ongoing teacher training and consultation
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- Pleasant and Safe Surroundings
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- Opportunities for Choice and Control
- Effective Learning Opportunities
- High Level of Participation in Daily Experiences
- Community Involvement
- Effective Communication
- Pleasant Social Environment
- Satisfied Consumers
Thank you for your time and interest.

Please feel free to contact me for further information:

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THE END