



Prohibited Practices

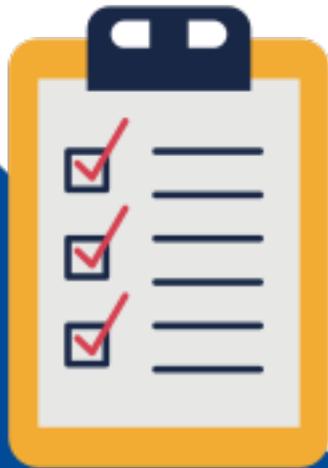
What they are and what to do about them when they have happened

1.18.2024



Housekeeping

- Webinar will be posted on the DMH site under previous Webinars
 - <https://dmh.mo.gov/dev-disabilities/webinar/previous>
- Participants and those who registered will receive the PowerPoint and the recording
- Put all questions/comments in the chat box and we will acknowledge and address them throughout the presentation



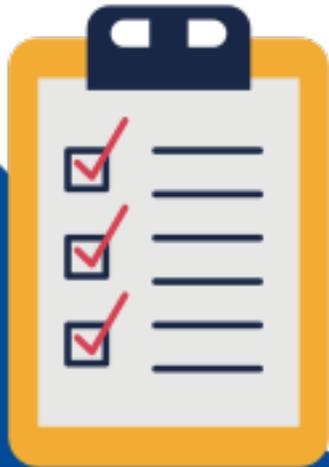
Module Outline

Module 1: Prohibited Practices Refresher

Module 2: Considerations When Seeking Help

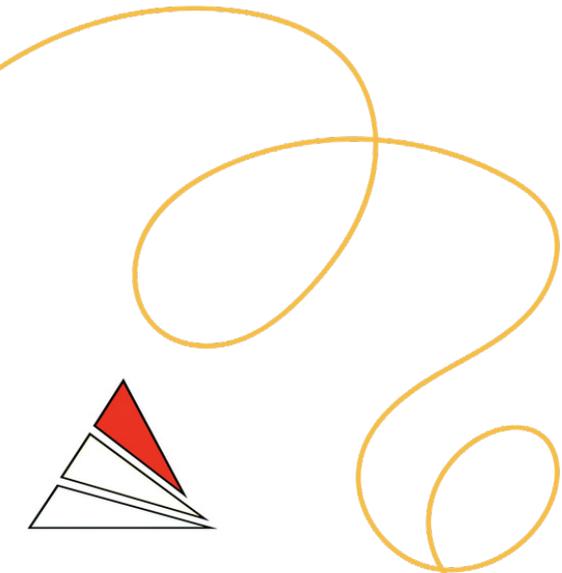
Module 3: Increasing Rudimentary Communication

Module 4: General Approach to Fading Prohibited Practices



MODULE 4

General Approach to Fading Prohibited Practices



General Approach to Fading Prohibited Practices

Module 4

- Why fade and not just stop cold turkey?
- Caveats about the need for effective treatment
- Steps to fade



Fading VS JUST STOPPING



- For the Individual, Staff and the Community
 - Determine the risk of continuing the prohibited practice for the..
 - Determine the risk of immediately ceasing the prohibited practice for the ...
 - We slowly fade out prohibited practices when immediately removing it would create significantly more risk to the ..

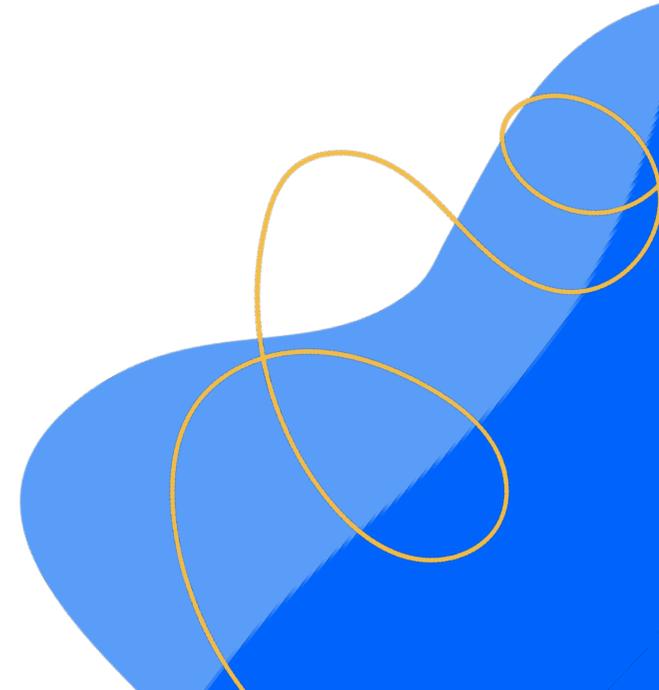
All prohibited practices must be discontinued



General Steps to Fade Prohibited Practices



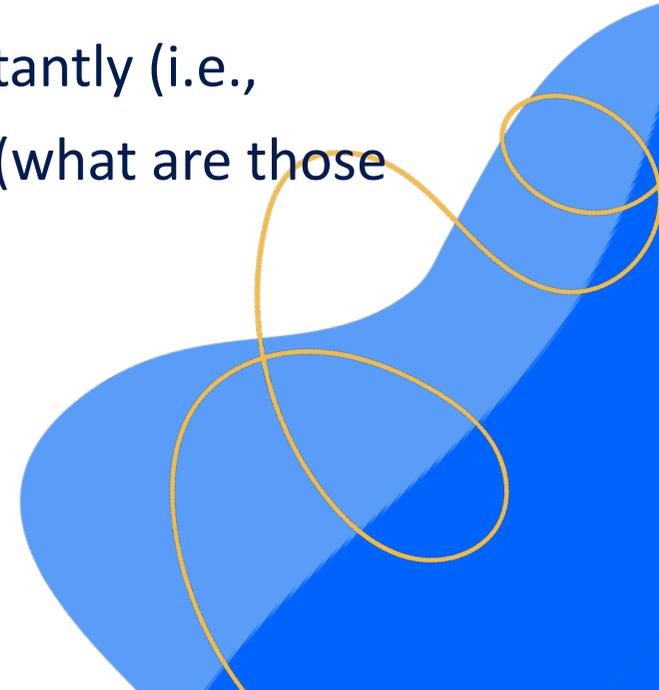
- Define the current situation
- Define the end goal
- Plan small steps that everyone can agree on to go from current situation to goal situation
- Define objective criteria on when steps will happen and follow
- Take data (and review)



General Steps to Fade Prohibited Practices



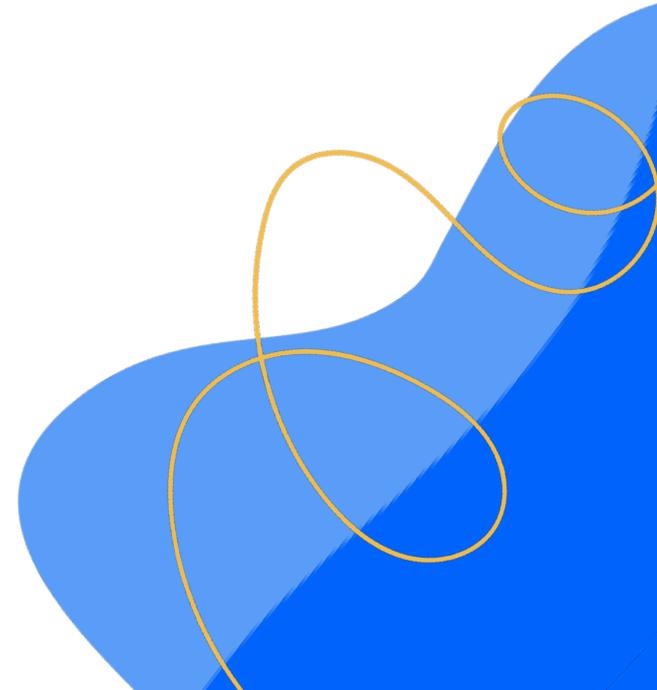
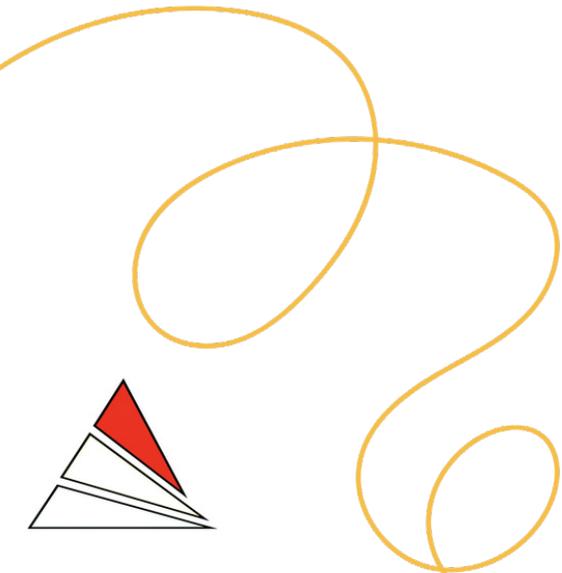
- Define the current situation
 - What is the problem behavior that the prohibited practice being used to address?
 - How often is the problem behavior happening?
 - Are there times of day or specific situations that make problem behaviors more likely?
 - Is the prohibited practice in place constantly (i.e., 24/7) or only under certain conditions (what are those conditions?)



General Steps to Fade Prohibited Practices



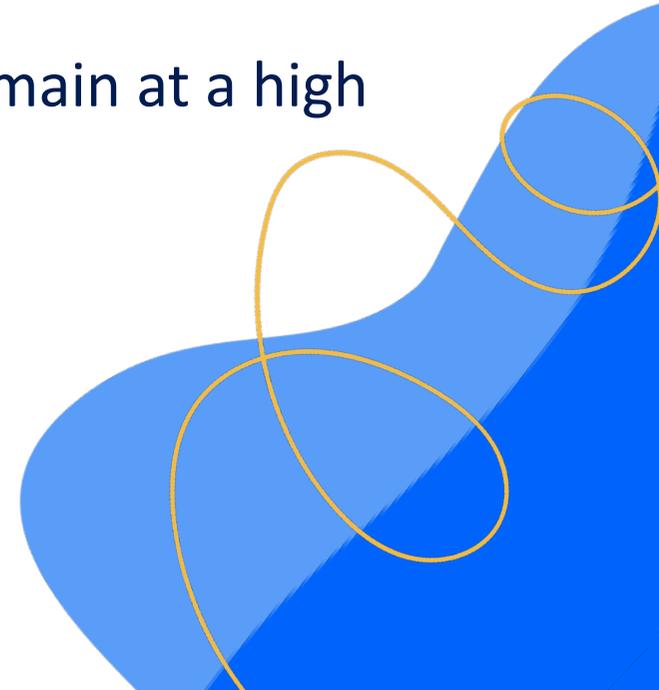
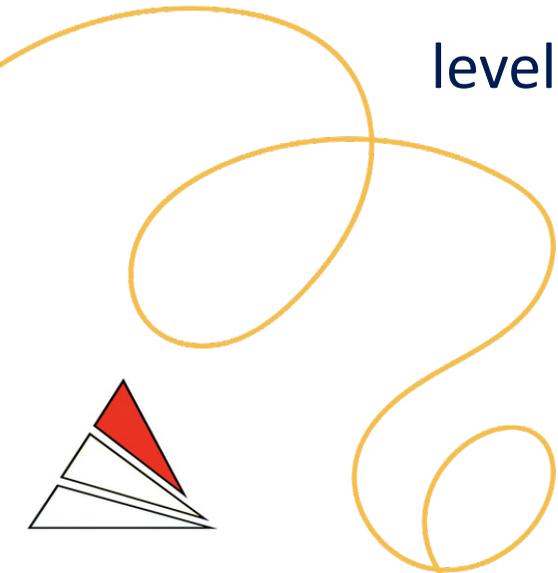
- Define the current situation
 - What are skills the person needs to develop/demonstrate in order to be safe?
 - Does the person already know the skill?
 - If not, who will teach the skill?
 - This may be where clinical services come in



General Steps to Fade Prohibited Practices



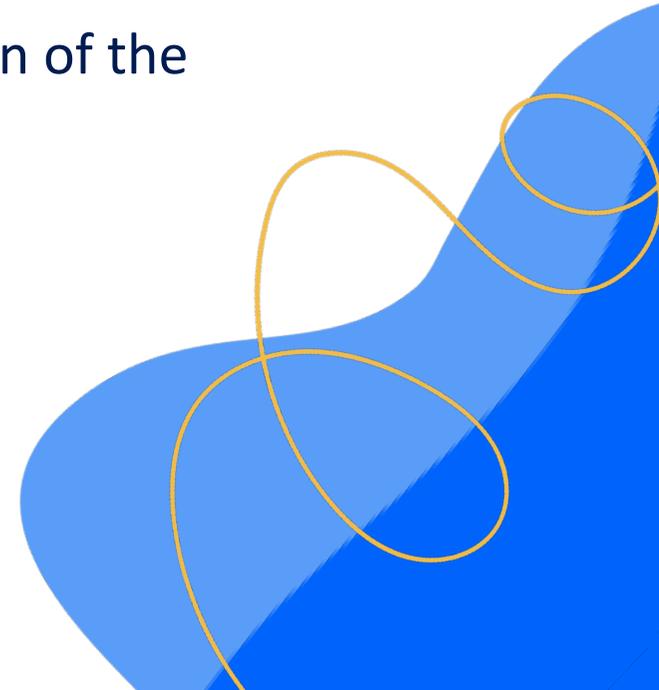
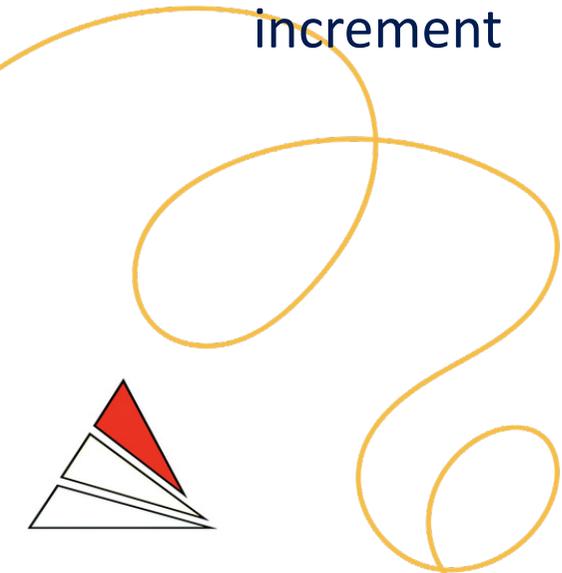
- Define the End Goal
 - Ultimate goal is that the prohibited practices is discontinued
 - What does success look like for the individual?
 - Problem behavior shouldn't worsen and ideally remain at a low level
 - Skill behavior should increase or remain at a high level



General Steps to Fade Prohibited Practices



- Agree to Small Steps
 - What is an increment of change that the planning team can agree on?
 - Should be large enough change to demonstrate meaningful progress toward discontinuing prohibited practice but small enough increment to maintain safety
 - Current Situation data should drive the decision of the increment



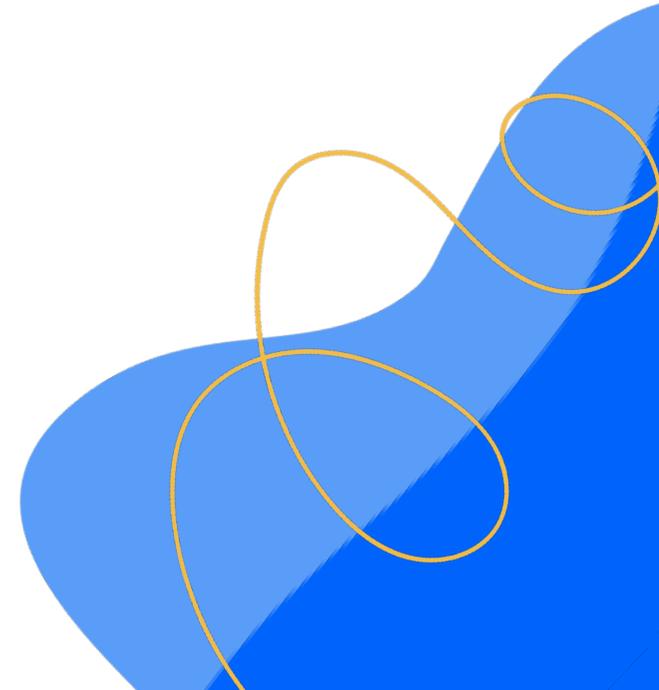
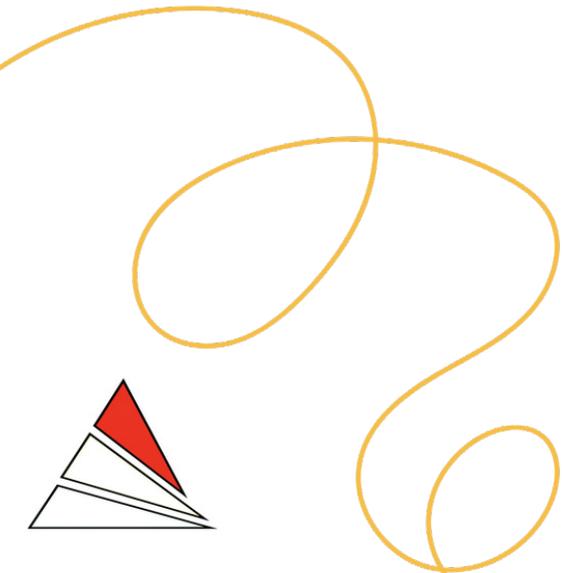
General Steps to Fade Prohibited Practices



- Agree to Small Steps

- Examples

- Reduction of hours prohibited practice is in place by 1 hour
 - Reduction of harness point by 1 point
 - Introduction of prevention step and waiting 2 minutes before turning off power wheelchair



General Steps to Fade Prohibited Practices



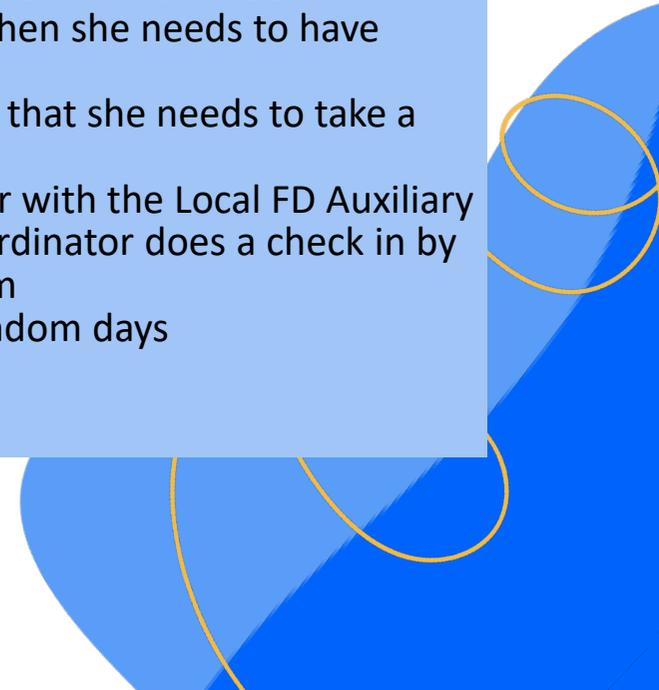
- How do We Get From Current Situation to the Goal

CURRENT SITUATION

- LOCKS ENABLED 24 HOURS PER DAY
- Home/ISL
- Elopement
 - Occurs 5/7 evenings a week
 - Length of Time ranges from 15 minutes to 2 hours
- What Happens
 - Gets to leave the situation
 - Goes to the hospital
 - 3 hours to 3 days
 - Gets attention
 - Emergency service personnel
 - 30 minutes to 2 hours
 - Mom
 - Support Coordinator

GOAL

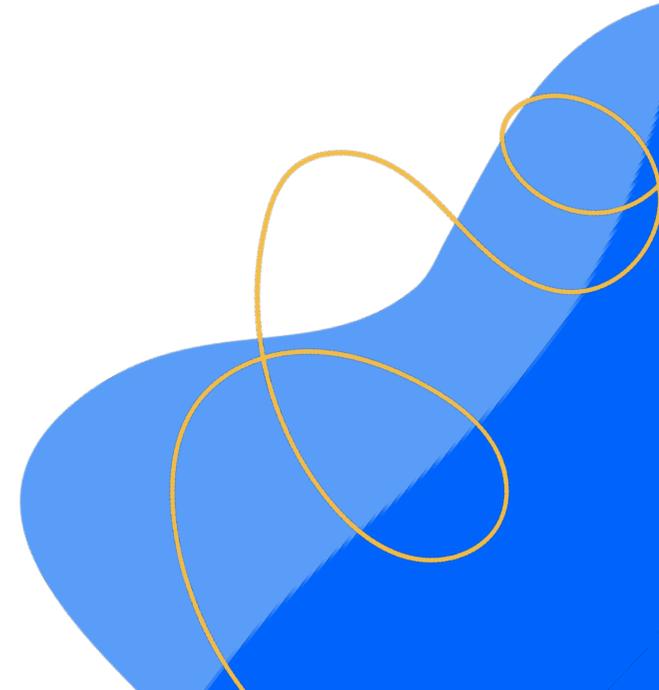
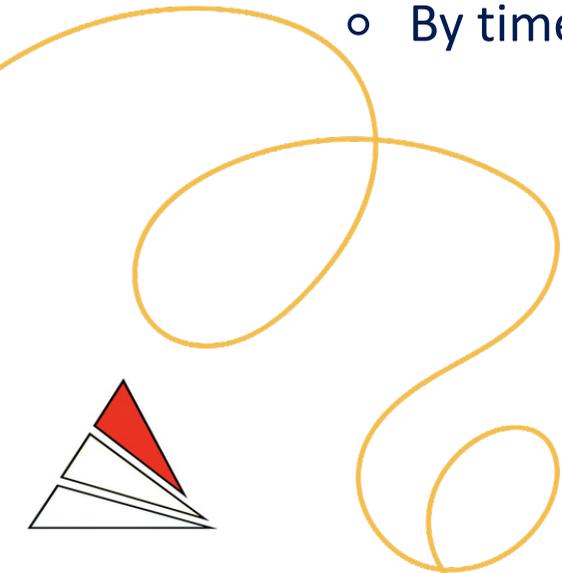
- LOCKS REMOVED/FADED
- Home/ISL
- Elopement
 - Occurs 1 or less evenings a week
 - Length of Time is less than 30 minutes
- What She says when she needs to have space
 - Informs staff that she needs to take a walk
- She is a volunteer with the Local FD Auxiliary
- The Support Coordinator does a check in by phone on random
- Mom calls on random days



General Steps to Fade Prohibited Practices

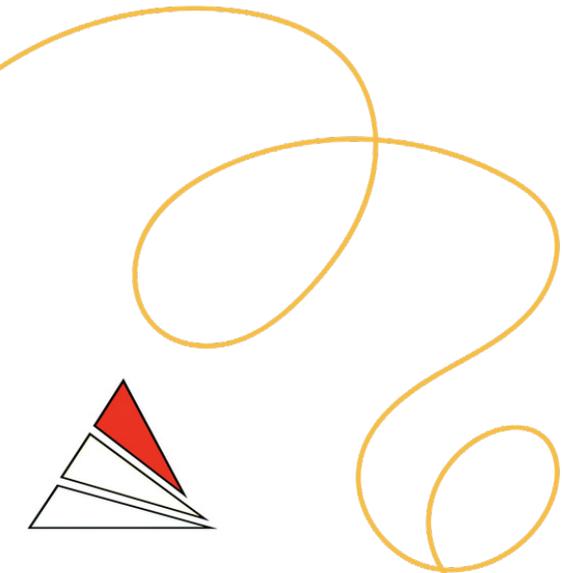


- How do We Get From Current Situation to Goal
- Where do we start the fading?
 - Certain locations? Times? With certain staff/family?
 - Location - (at home, in kitchen, in room, in community)
 - By specific support (SC, lead worker teaching skill during baseline, paraprofessionals)
 - By shifts
 - By time



General Steps to Fade Prohibited Practices

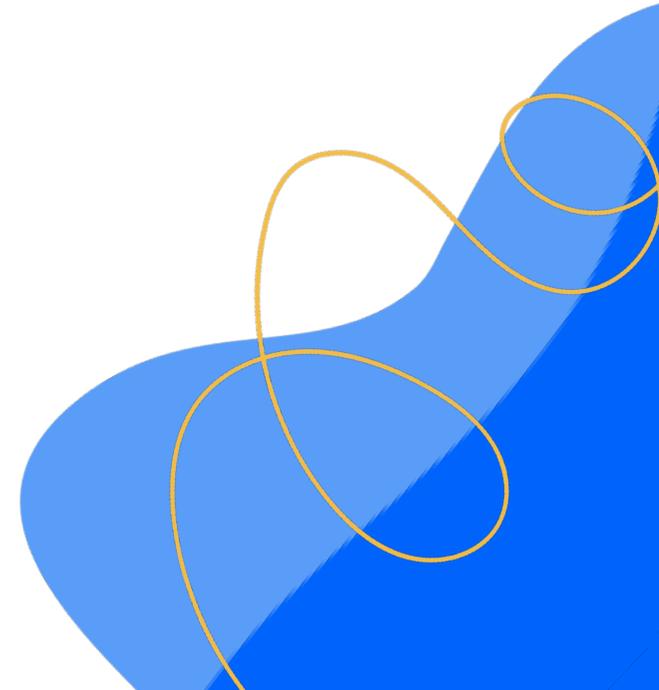
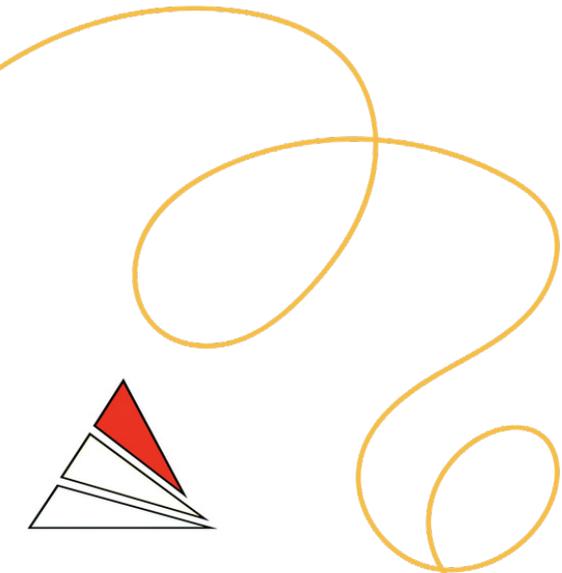
- How do We Get From Current Situation to Goal
 - Where do we start the fading?
 - Key points:
 - What is the smallest possible step?
 - Start with the step that would require the less effort of client and is highly reinforcing
 - Identify the one specific activity/location where the individual has demonstrated consistent, safe success.



General Steps to Fade Prohibited Practices



- How do We Get From Current Situation to Goal
 - Where do we start the fading?
 - Key points:
 - Over what period of time?
 - So slow the person may not notice the change?



General Steps to Fade Prohibited Practices



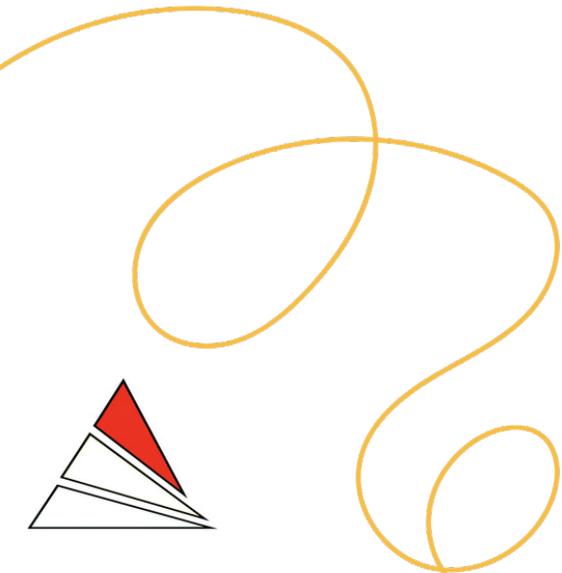
- How do We Get From Current Situation to Goal
 - Mary's Fading Plan:
 - Key Places to Start:
 - Time/Shift: During the day remove the locks-According to data she is eloping in the evenings. (5/7 days)
 - During the day Staff should work on the Goal of Mary informing staff when she'd like to take a walk.



General Steps to Fade Prohibited Practices



- Define Objective Criteria
 - Decide under what conditions you will advance the fade step
 - Should be objective – i.e., you know it when you see it and doesn't require a meeting to discuss whether people feel like the step should be taken
 - Should include a period of stability to maintain safety
 - Should include plan for if things become unstable



General Steps to Fade Prohibited Practices



- Define Objective Criteria
 - Examples:
 - Door Locks will be decrease 1 hour following 3 days in which elopement attempts remained at or below current levels.
 - If elopement attempts increase, the team will return to the previous door lock duration,
 - Meet as a team to problem-solve barriers and make adjustments,
 - Resume fade plan (potentially moving in smaller increments if necessary)

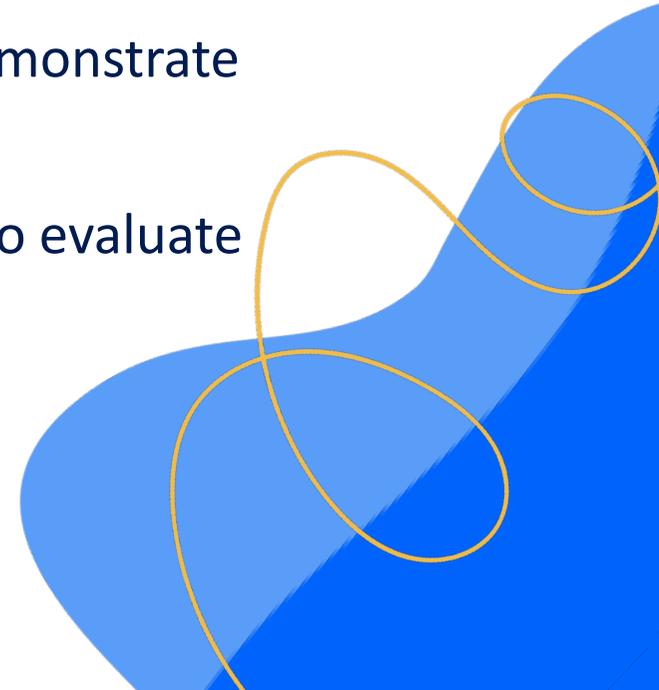


General Steps to Fade Prohibited Practices



- Take Data and Review It

- Data should be collected on (at minimum)
 - Use of prohibited practice
 - Occurrences of problem behavior
 - Occurrences of skill behavior
 - Whether the fade step was executed as designed
- This provides a way to track progress and demonstrate success
- Data should be used during team meetings to evaluate progress and problem solve barriers



General Steps to Fade Prohibited Practices



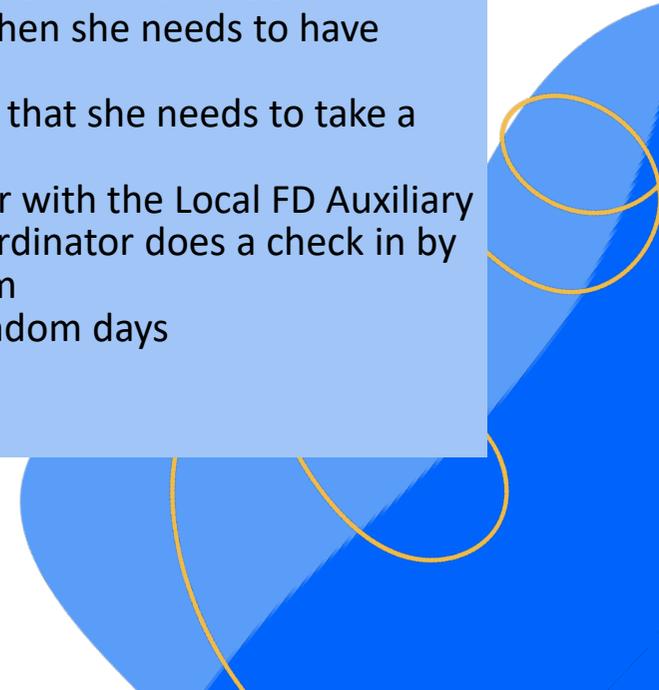
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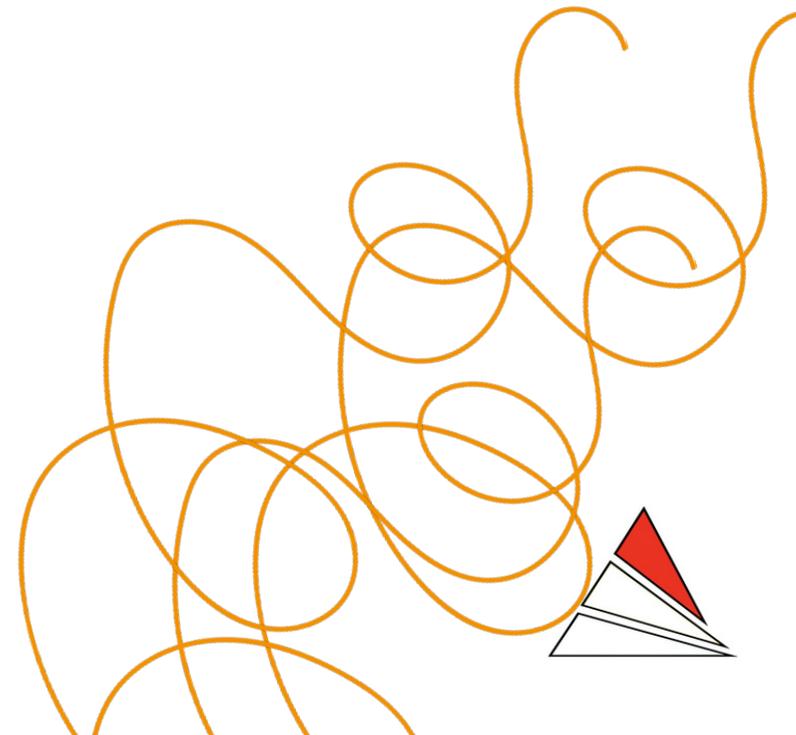
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QUESTIONS & ANSWERS



**Next
Steps**

Workshops, Consultation & Action Planning



Tier III Prohibited Practice Trainings

For the Prohibited Practice Modules

<https://dmh.mo.gov/dev-disabilities/tiered-supports/tier-3>

Action Plan <input type="checkbox"/> BSRC <input type="checkbox"/> Prohibited Practices <input type="checkbox"/> ADT <input type="checkbox"/> ITRH <input type="checkbox"/> Other Specify:					
Organization: AGENCY TEAM:		Individual: ABA/ISC:		DMH ID:	
				Dates recommendations and action planning sent to team:	
				Date of Plan and Revision Dates:	
Notes:					
IMPLEMENTATION				EVALUATION	
What Needs to be Done?	Person Responsible	By When?	Status/Date Completed	What Evidence Indicates this Progress	How and When Will Evidence Be Gathered?
Action Steps for recommendation 1:					

Example of an
Action Plan
Template



Thank you for joining us today!

Contact Us



Email Address

BAT@dmh.mo.gov

Website

<https://dmh.mo.gov/dev-disabilities/tiered-supports/tier-3>

