

Creating Productive and Preferred Learning Environments

RESPONSIVE MANAGEMENT SYSTEMS®

G A I N S

(Getting Along In Society®)

**AN INTERPERSONAL
SKILLS DEVELOPMENT MODEL**

“Where Theory Meets the Road”



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Responsive Management Systems®

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RESPONSIVE MANAGEMENT SYSTEMS®

GAINS

GETTING ALONG IN SOCIETY®

Purpose

To create an atmosphere of continuous support, encouragement, feedback, and opportunity for each individual so he/she can experience relationship success, develop and maintain a positive self-image, enjoy life, and make significant GAINS® in creating increased interpersonal, academic, and employment options for themselves.

THE ONE-AND-A-HALF DAY SEMINAR COVERS:

- IMPROVING OBSERVATIONAL AND DESCRIPTIVE SKILLS
- THE ROLE OF RATIONALES IN RELATIONSHIP AND VALUES DEVELOPMENT
- TEACHING INDIVIDUALS HOW TO GET ALONG USING BOTH INDIVIDUAL AND GROUP INSTRUCTIONAL FORMATS
- EFFECTIVE, CRISIS INTERVENTION — DEFINITION, CONFRONTATION, AND RESOLUTION.
- POST-CRISIS INTENSIVE TEACHING
- PROGRAM ORIENTATION

SEMINAR MATERIALS INCLUDE:

- STAFF INTERACTION SKILLS AND PROCEDURES
- RESPONSIVE PROGRAM PARTICIPANTS: ASSESSMENT AND PROFILE
- RESPONSIVE INDIVIDUALS: INTERPERSONAL PERFORMANCE SKILL CURRICULUM
- PARTICIPANT SATISFACTION: ASSESSMENT AND PROFILE

THE SEMINAR TRAINING PROCESS CONSISTS OF:

- LECTURE/DISCUSSION - 30%
 - SKILLS/PROCEDURE DESCRIPTION
 - SKILLS/PROCEDURE DEMONSTRATION
 - SKILL/PROCEDURE REHEARSAL
 - INDIVIDUAL FEEDBACK
- 70%



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WHY DO IT THIS WAY:

1. A Data and Decision Based Model:

- Encourages the Development of Systematic, Consistent, Individualized, and Measurable Program Strategies;
- Provides On-going Information Regarding the Performance Success of a Program Strategy

2. Individuals Improve Interpersonally, Academically, and in Employment Situations:

- Increase in Attentiveness
- Decrease in Confrontations
- Increase in Cooperation
- Decrease in Below-satisfactory Work Performance
- Decrease in Use of More Restrictive Intervention Strategies
- Increase in Pleasantness
- Decrease in Fights
- Increase in Time On-task

3. Sensitive to Diversity:

- Responsive and Supportive of Gender, Age, Ethnic, Cultural, Ability, Racial, Religious, and Sexual Orientation Differences

4. Facility Maintenance Improvement:

- Increase in Care for Furnishings and Equipment
- Decrease in Littering

5. Replicable Model:

- New Personnel Can Be Trained in Implementation

6. Generalizable Model:

- Community Involvement
- Academic Performance
- Treatment Programs
- Parent Training



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PROGRAM REVIEW

REVIEW QUESTIONNAIRE: To help you assess the potential value of GAINS to your program or services, thirty-three statements are provided to review the effectiveness of strategies currently being used. Please read each of the following statements and use the four-point "Problem" scale below in your review. Write on the line to the left of each statement a rating of:

1 - IF...NOT OF CONCERN

3 - IF...OF MODERATE CONCERN

2 - IF...OF MILD CONCERN

4 - IF...OF SERIOUS CONCERN

Rating

- _____ 1. The strictness of staff is...
- _____ 2. The consistency of all staff is...
- _____ 3. The harshness or restrictiveness of discipline or correction methods use is...
- _____ 4. The frequency "Time Out" methods are used is...
- _____ 5. Vandalism is...
- _____ 6. The frequency isolation or seclusion are used is...
- _____ 7. The frequency of physical discipline (i.e., spanking, physical restraint, etc.) is...
- _____ 8. Racial disproportionality in frequency or severity of discipline is...
- _____ 9. The amount of time consumed by discipline issues is...
- _____ 10. The amount of time individuals are away from normalized activity for discipline is...
- _____ 11. The number of individuals referred out of the unit for discipline is...
- _____ 12. The seriousness of individual problems is...
- _____ 13. The effectiveness of new staff with discipline problems is...
- _____ 14. The effectiveness of experienced staff with discipline problems is...
- _____ 15. Confusion or lack of clarity concerning referrals between program staff is...
- _____ 16. The ability to specifically instruct staff regarding the solution to discipline problems in their work areas is...



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Program Review
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- _____ 17. Confusion or lack of clarity concerning communications between staff-parent-administrator, administrator-bus driver, etc., is...
- _____ 18. Staff stress due to discipline problems is...
- _____ 19. Total improvement of individuals is...
- _____ 20. The time allotted by staff to preventive-discipline strategies is...
- _____ 21. The availability of practical and effective discipline methods is...
- _____ 22. Transportation discipline problems are...
- _____ 23. The frequency of use of restraint (physical, chemical, mechanical) is...
- _____ 24. The academic or vocational achievement of individuals is...
- _____ 25. The social-interpersonal achievement of individuals is...
- _____ 26. The value system development of individuals is...
- _____ 27. The frequency of fights and arguments between individuals is...
- _____ 28. The frequency of individual's visits with the administrator for non-discipline and positive issues is...
- _____ 29. The same individuals being referred constantly for discipline is...
- _____ 30. The frequency of runaways, AWOLs and escapes or attempts is...
- _____ 31. The frequency of aggressive challenging by individuals is...
- _____ 32. The number of "in-program failures" is...
- _____ 33. Preparation for "independent living status" is...

_____ **TOTAL**

33-48 = GAINS might be helpful.

49-60 = GAINS would help with improving prevention strategies.

> 60 or more than two statements rated "4" = the GAINS Interpersonal Skills Development Model would be helpful in effectively resolving some of these problems.



