Positive Behavior Supports
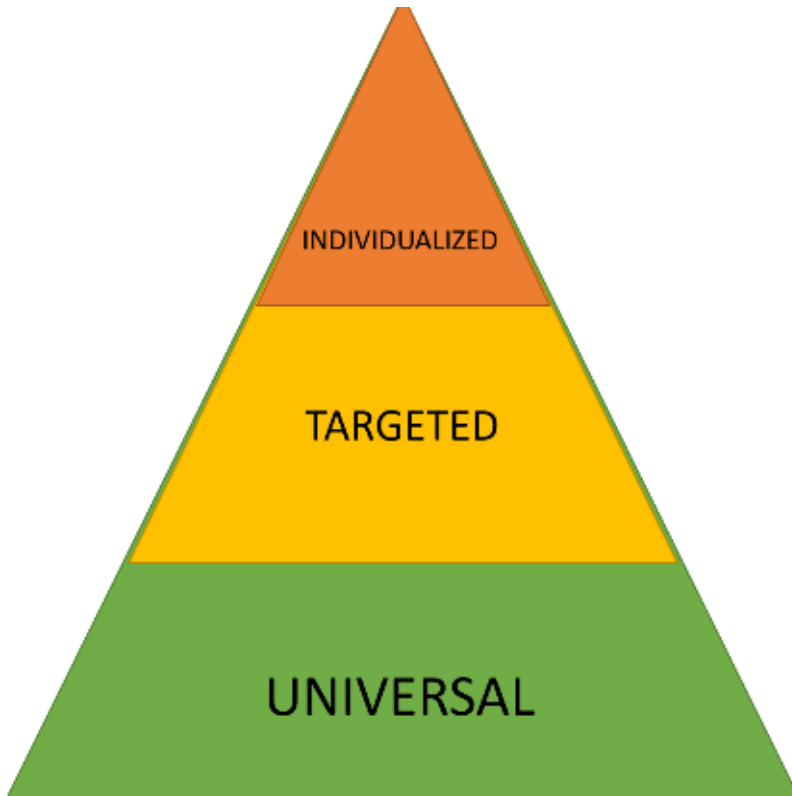
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JOHNSON COUNTY
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Positive Behavior Supports

PBS is a 3-Tiered system that provides positive interventions based on the person's needs and abilities.

Positive Praise: Rewarding Behavior

Praise is *immediate*

- We give it when we see it, right away, and without delay

Praise is *specific*

- We don't just say "Good Job!"- we need to say *exactly what was good* about it.

Praise is *relatable*

- *WHY* is what they did a good thing?

Positive Praise: Rewarding Behavior

Our New Formula for Positive Praise:

"Good Job" + What did they do? + Why is that a good thing?

Achieving Our
G.O.A.L.S.

G ive respect
O pportunities to learn and grow
A dvocate for self and others
L ive responsibly
S afe and healthy environment

Pre-Teaching: Establishing Expectations

Wouldn't you want to know what was going to be expected from you ahead of time? Wouldn't you be more prepared?

Pre-teaching give the person information about activities or interactions ahead of time.

Pre-Teaching: Establishing Expectations

Formula:

State Activity + Review Expectations   + Good and Bad Examples

for Understanding = Transition to Activity

Teachable Moments

Teachable Moments are used to correct behavior and help the person understand their behavior choices and why their choices matter.

Simply put, it's having a conversation with someone about their behavior and helping them learn about other choices they can make the next time they are faced with a similar situation.

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Formula for Teachable Moments

Can I talk to you for a minute?

I noticed………

What happened?

What could you have done instead of _____

     If they have trouble identifying, say "What about_____"

Ask for an Example of that positive behavior

Thank them for having the conversation and being willing to work on their behavior

Considerations for Teachable Moments

- If an individual has a specific protocol written in their Behavior Intervention Plan that states not to engage the individual in a conversation about what happened, then the behavior plan should be followed
- Even without a formalized Behavior Intervention Plan, having these types of conversations might be not be appropriate for some individuals.
  - Long Cool Down Periods
  - Re-escalation
  - Dementia

Use good judgement when determining if the conversation is going to do more harm than good.
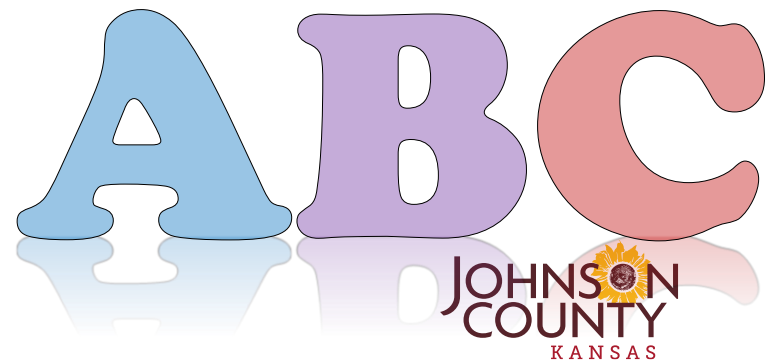
The Sequence of Behavior

The process of behavior is a sequence of events. We will refer to this process as the "ABC Process of Behavior."

The "A" is for "Antecedent"

An antecedent is what triggers or starts a behavior- it's the beginning of the story.
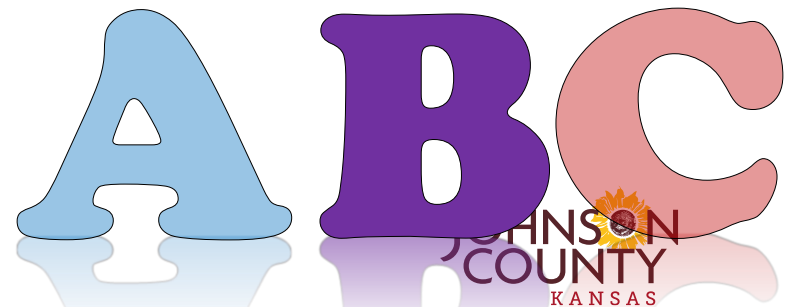
Antecedents are an emotional response to something.

ABC

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The Sequence of Behavior

The process of behavior is a sequence of events. We will refer
to this process as the "ABC Process of Behavior."

"B" is for "Behavior"

The Behavior is what the person uses when presented with the
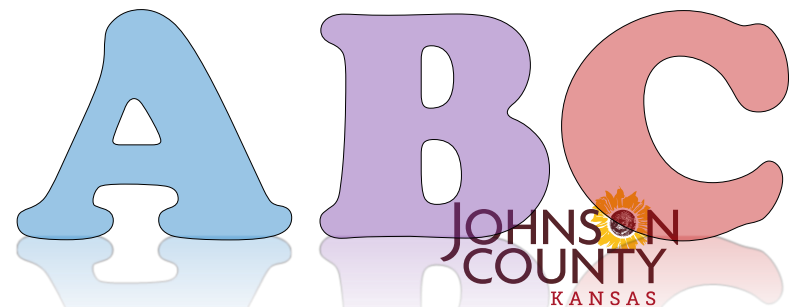Antecedent.

The Sequence of Behavior

The process of behavior is a sequence of events. We will refer
to this process as the "ABC Process of Behavior."

The "C" is for "Consequence"

A consequence provides feedback about the behavior- it lets the
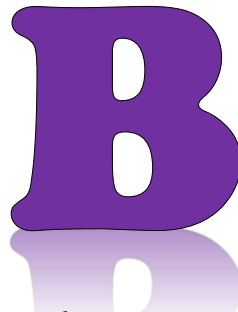person know if what they did worked.

Replacement Behaviors

Now, our ABC sequence has replacement behaviors.

A

Someone at work started to yell. This makes me feel nervous.

B

~~I start biting my nails to help me feel better.~~

Squeezing a stress ball
Twirling my thumbs
Sucking on a mint

C

I feel better and less nervous.

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The 4 Functions of Behavior

- Escape
- Attention
- Tangible
- Sensory

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The 4 Functions of Behavior

Escape

Why?

These behaviors remove an undesired person, interaction, or activity.

When?

These behaviors can occur when a task or situation is too hard,, boring, undesirable, or scary.

What should you do?

Teach the person to request a break, break the activity into smaller parts, allow something that gives choices.

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The 4 Functions of Behavior

Attention

Why?

These behaviors provide access to people, interactions, or reactions from others.

When?

These behaviors can occur when a person wants social interaction from others.

What should you do?

Teach the person to request and receive positive interaction through appropriate behaviors.

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The 4 Functions of Behavior

Tangible

Why?

These behaviors provide access to highly preferred items or activities.

When?

These behaviors can occur when a person wants a specific item or activity.

What should you do?

Teach the person to ask for, wait, and/or exhibit a specific behavior prior to giving access to the item.

The 4 Functions of Behavior

Sensory (Avoidant & Seeking)
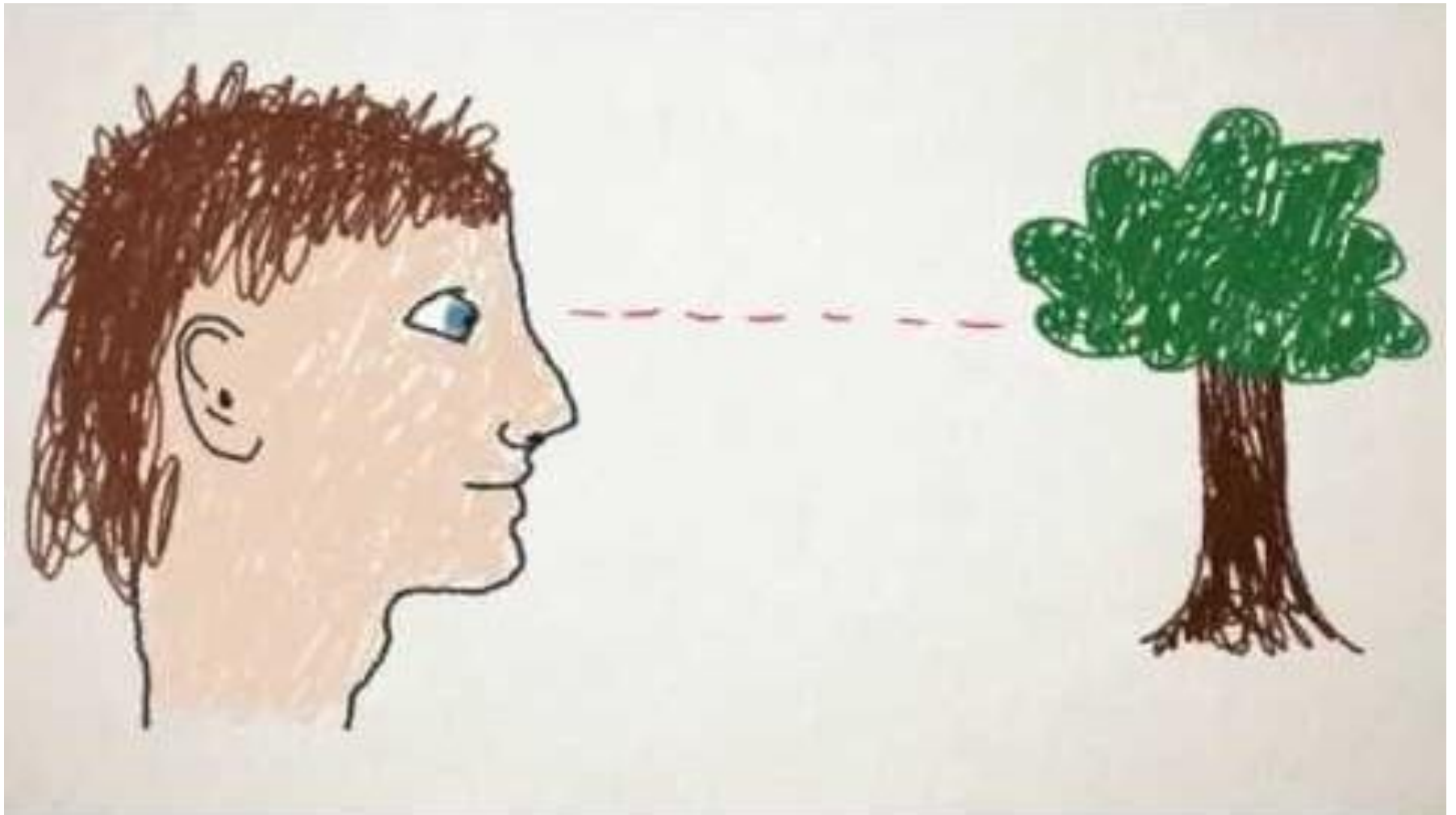
Why?

These behaviors provide access to sensory stimulation.

They "feel good"

When?

These behaviors can occur anytime, anyplace, in the presence or absence of others.

What should you do?

Teach a replacement behavior that fills the same need, consider the sensory input in an environment (lights, noises, textures, smells, tastes)

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Quality of Life

Emotional well being

>Positive feedback from others, stable and predictable environments, sense of safety

Personal Well Being

Optimal health care and nutrition, mobility and general wellness

Interpersonal Relationships

Friendships and opportunities for intimacy and affection, affiliations and interactions with others

Material Wellbeing

Ownership of possessions, meaningful employment, living arrangements/independent living

Personal Development

Opportunities for education and habilitation, participation in inclusive and integrated environments, roles in the community

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Quality of Life

Self-Determination

Opportunities to set personal goals, make decisions and important life choices, financial status

Social Inclusion

Natural support networks allow for participation in inclusive and integrated environments. With whom and how often an individual can live, work, and socialize with others

Rights

Experience of ownership of key items and property, allowed due process, privacy and barrier free environments are the norm

(Adapted from Schalock, R., & Verdugo, M.A. (2002). *Handbook on quality of life for human service practitioners.* In D.L. Braddock (Ed.). Washington, DC: American Association on Mental Retardation).

Building Skills

- PBS is based on the understanding that everyone can learn

- PBS plans will include strategies that address the function of the behavior

- The individual's life should be enhanced by building skills; coping skills, independent living skills, social skills, job skills, etc

- Punishment is not a part of PBS. Consequences may work short term but in the long-term individuals will change behaviors by building skills.

- It is important to teach these skills when someone is calm

The Importance of Collaboration

Collaboration plays a large role in PBS

Who?
The individual themselves
Service Providers
Family
Friends
Medical or Mental Health Professionals

Challenges of Collaboration

Collaborating can be time-consuming

Some team members may be resistant to working together or may be difficult to work with

Some team members may not see the benefit or working together

Some members may feel they don't have time to work together

Consistency Is Key!

- Collaborative work also does something else, it ensures that the positive behavior supports are being applied in every environment the same way.

- One of the biggest enemies to any plan is inconsistency

- Once someone has a plan it is important that everyone follow it as it is written

- Scripted responses can be helpful to increase consistency and learning

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Data Collection

- Data should always be included in an effective PBS plan

- Data tracking should include the implementation of strategies and typically includes frequency, intensity, and duration of targeted behaviors.

- Overtime the data will show the effectiveness of the plan and areas that may have room for improvement

- Continued ABC tracking may be helpful when looking at plan efficacy

- Tracking can also include the Quality of Life areas targeted for improvement

- It is important that teams are trained to collect data in a consistent manner

Example of ABC Data

ABC CHART

Student Name:_____ School: _____ Grade: _____ Observer(s): _____

Instructions: For each instance of behavior, record the context of the behavior (date, time, designated activity, people involved, location, etc.). Also, briefly describe the antecedent, behavior, and consequence. Based on the observation of the behavior, determine a possible function of the behavior (e.g., seek attention, escape/avoid task, leave an area or person, access a preferred item, sensory consequence, avoid interruptions, communication pain/illness, etc.).

	Antecedent: What happened immediately before the behavior?	Behavior: Describe the behavior in observable terms (e.g., kicked a peer)	Consequence: What happened immediately after the behavior?	Possible Function: What is the "payoff"? Why is the behavior happening?
Date: Time: Activity: People: Place:				
Date: Time: Activity: People: Place:				
Date: Time: Activity: People: Place:				
Date: Time: Activity: People: Place:				
Date: Time: Activity: People: Place:				

Example of ABC Data

ABC Recording Sheet

DATE/TIME	PRE-CONDITION OR ANTECEDENT (what happened before the behaviour)	WHAT BEHAVIOUR OCCURRED AND A DESCRIPTION OF WHAT YOU SAW & HEARD	YOUR ACTIONS OR CONSEQUENCES (describe what you did and for how long)
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client? What was he doing/saying before the behaviour? What were you doing/saying before the behaviour?	What did he do ? What did he say?	What did you do? What did you say?
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client? What was he doing/saying before the behaviour? What were you doing/saying before the behaviour?	What did he do? What did he say?	What did you do? What did you say?
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client? What was he doing/saying before the behaviour? What were you doing/saying before the behaviour?	What did he do? What did he say?	What did you do? What did you say?

ALL BEHAVIOR IS COMMUNICATION

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- PBS is based on the understanding that behaviors serve a purpose

- Behaviors are not good or bad, they just are.

- Through assessment the purpose of the individual's behavior is identified

- Interventions and strategies address the function of the behavior

- When safe to do so, ignore the problem behavior and focus on the person

- How much time does it take to train ourselves and staff not to react to maladaptive behaviors?

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Holistic Approach

- It is important to approach an individual by looking at the whole person

- If we fail to identify medical, environmental, or other factors we may misread the situation

- Have there been changes in someone's day-to-day life, new home, new job, loss, etc.

Functional Behavior Assessments

- Who?

  Someone who is trained in completing an FBA will take a comprehensive approach in conducting a formal assessment to identify the purpose of the concerning behavior and contributing causes

- Team approach

  An important part of the FBA process is ensuring that a multi-disciplinary team is utilized to incorporate information from all settings/services in someone's life

- It is extremely important to gather baseline data (e.g.-ABC data)

- Formal and informal interviews

- Reinforcement assessments

- Identifying the purpose of a targeted behavior

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Identifying Strategies/Interventions

- Interventions should be based on the persons strengths whenever possible

- New skills should be taught and practiced when the person is calm so they become natural

- Consistency is key when applying strategies, so everyone knows what to expect including the individual

- Strategies should not be consequential in a PBS plan

- Strategies that alter the antecedent can be a very effective approach

- Strategies should include those that would increase the replacement behavior

- Strategies should also include clear specific directions about what a caregiver should do when targeted behaviors are exhibited

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Reinforcement

- If utilizing reinforcers, they should be meaningful to the individual

- Reinforcers should be attainable in a reasonable time frame

- Fading reinforcement over time should be planned for and known ahead of time to the person

- Reinforcers cannot be restrictive

- Reinforcers cannot be taken away once they have reached the goal

- Do not use non-negotiables as a reinforcer