

Facilitator's Manual
for the
Overview of Positive Behavior Support
VIDEO PRESENTATION
Presented by
WV PBS Network

DISCLAIMER


The Overview of Positive Behavior Support Video Presentation along with accompanying facilitator manual and participants' workbook is intended to provide an introduction to Positive Behavior Support (PBS). Further in-depth training is required to practice and provide Positive Behavior Support.

Facilitators of the Overview of Positive Behavior Support Video Presentation must have demonstrated competencies in the implementation of positive behavior support.

FACILITATOR DIRECTIONS

The purpose of this manual is to guide the facilitation of the Overview of Positive Behavior Support Video Presentation and accompanying workbook.

Navigating the Video

This presentation may be viewed on any DVD player. When the presentation begins, a navigation screen (Title Menu) will appear allowing you to adjust the volume. You may either select “Play Video” or click on a blue or red box to select a specific chapter. Throughout the presentation you will be prompted to pause the video for group activities. Each time participants complete an activity, restart the video. Click on the menu icon  on the screen to return to the Title Menu as needed.

Facilitating the Activities

This manual includes seven Participant Workbook activities, steps to facilitate activities, and suggested responses. A summary of each section of the video and a list of key concepts are provided.

Materials Provided

The DVD of this presentation is located under the disclaimer on the back of the manual’s cover. Also included, in Appendix A, is a CD-Rom with PDF files of this manual and the Participant’s Workbook, as well as, a paper copy of the workbook.

Your careful attention to the instructions in this manual will insure participants receive the information needed to understand the concepts presented and preserve the integrity of the presentation.

SECTION SUMMARIES

I. What is PBS?

This section defines PBS and identifies its characteristics.

Key Concepts

- PBS differs from traditional behavior management.
- PBS is proactive.
- PBS is a collaborative team process.
- PBS is data driven.
- PBS teaches new skills.
- PBS improves quality of life.
- Punishment is not part of PBS.

II. Step One: Gathering Information Person-Centered Planning

Five essential goals of Person-Centered Planning are presented and examples of planning tools are provided.

Key Concepts

- Focus person leads the process.
- Choice is emphasized.
- Empower the individual and team.

III. Step One: Gathering Information (continued) Functional Assessment

The functional assessment process involves collecting information and data about the person, their environment, and functions of their challenging behavior.

Key Concepts

- Behaviors must be defined in observable and measurable terms.
- All behavior has a function.
- All behavior occurs in a context.

IV. Step Two: Develop a Hypothesis.

Participants will be introduced to concepts related to developing a hypothesis statement or “best guess” about the function of challenging behavior. Also included is a template for constructing a hypothesis statement.

V. Step Three: Build a Support Plan

The hypothesis statement links information from the functional assessment to behavioral interventions.

Key Concepts

- A Behavior Support Plan must be developed by a team and include the focus person.
- A Behavior Support Plan is a process, not just a written document.
- A Behavior Support Plan includes ways to teach new skills.
- Behavior Support Plans must include a crisis plan.

VI. Step Four: Evaluate the Effectiveness of the Plan and Modify As Needed.

This section explains how a team determines if the plan is working.

Key Concepts

- New skills need to be used in a variety of environments.
- Measure changes in challenging behavior, adaptive skills, satisfaction, and quality of life.

ADDITIONAL RESOURCES

If you have questions about PBS or want to learn more about PBS, you can utilize the following websites to find additional resources and materials:

- West Virginia PBS Network www.as.wvu.edu/wvpbs
- Association for Positive Behavior Support www.apbs.org
- National Technical Assistance Center on Positive Behavioral Interventions and Supports www.pbis.org
- Center for Effective Collaboration and Practice <http://cecp.air.org/>

Activity 1: Management vs. Support

1. What words do you think of when you hear the term management?
2. What words do you think of when you hear the term support?
3. Write an example from your life when someone tried to manage you.
4. Write an example from your life when someone helped support you.

Facilitation Directions:

Give participants a few minutes to answer Questions 1 and 2. Encourage participants to share their responses with the person sitting next to them if they finish early.

Ask participants to mention some of their responses. Suggest the following words if they are not mentioned.

Manage: to handle, direct, control

Support: to give courage, faith, or confidence; help or comfort; maintain

Give participants a few minutes to answer Questions 3 and 4. Urge participants to think about how it made them feel to be managed versus supported. Instruct participants to feel free to share their responses with the person sitting next to them if they finish early.

Ask participants to share some of their examples.

Activity 2: Fact or Fiction? Circle the best answer.

1. The most effective behavior plans focus on extinguishing challenging behaviors. *Fact or Fiction?*
 - Fiction- extinguishing challenging behavior does not teach the individual a more appropriate behavior.
2. Challenging behaviors can be functional, communicative, purposeful, and meaningful for a person. *Fact or Fiction?*
 - Fact-challenging behavior serves a meaningful purpose for the individual.
3. People usually know what is expected of them. The problem is they often choose not to do it. *Fact or Fiction?*
 - Fiction-an individual does not exhibit challenging behavior just because they want to be noncompliant.
4. Challenging behaviors are caused by a person's disability. *Fact or Fiction?*
 - Fiction-Any person can exhibit a challenging behavior; it is not a disability issue. Challenging behaviors recur because the behavior is reinforced by something in their environment.
5. Behaviors are impacted by factors other than those in the immediate context. *Fact or Fiction?*
 - Fact-You will learn about situational events, also called slow triggers, which impact behavior.
6. Labeling challenging behaviors as "manipulative" or "aggressive" helps us design more effective behavioral interventions. *Fact or Fiction?*
 - Fiction-These abstract terms are confusing because they mean different things to different people.
7. Stakeholder involvement is needed only when challenging behaviors are severe. *Fact or Fiction?*
 - Fiction-Stakeholders include family members and staff. These people need to be included in the positive behavior support process at all levels, not just when in crisis.

Facilitation Directions:

Give a few minutes to complete this activity. Then ask for the appropriate response to each statement as indicated by a bullet. Be sure the description below each statement is incorporated into the discussion either by you or a participant.

Activity 3: Identify Your Circle of Support

On the following page, complete your own Circle of Support

1. Begin with the inner circle and list those closest to you.
2. Next, complete the circle of friendship.
3. Third, complete the circle of participation by listing community activities and organizations in which you are involved.
4. Finally, complete the circle of exchange. List people you pay to provide services in your life.

Facilitation Directions:

Begin by providing the following introductory explanation of a Circle of Support: “The Circle of Support is made of 4 concentric circles. The inner circle represents the individual and those closest to them. As you move outwards, the level of intimacy decreases. In the final circle, circle of exchange, are individuals or agencies paid to provide services and supports. Sometimes a circle of support for someone we work with has few people in the inner circle and many people in the outer circle.”

Have participants complete their own Circle of Support to experience what it is like to see the network on which they can depend. Encourage them to use graphics along with writing names. Ask participants to share their Circle of Support. Then discuss how their circles are similar to and different from individuals they know or with whom they work.

Circle of Exchange

Circle of Participation

Circle of Friendship

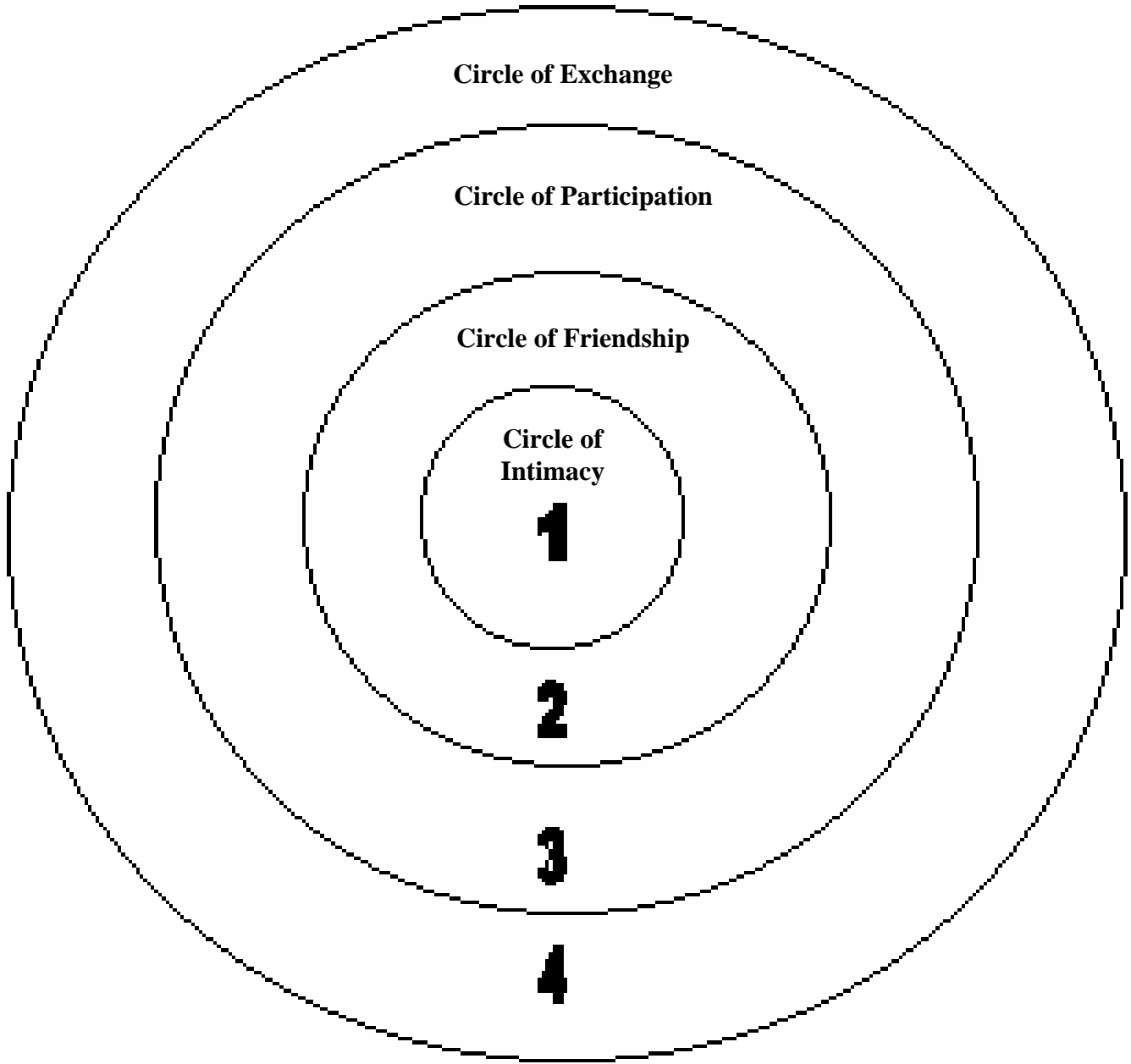
**Circle of
Intimacy**

1

2

3

4



Activity 4: Identifying Targeting Behavior

Circle the words that describe observable behaviors:

1. angry spitting hitting frustrated
2. jumping happy loving clapping
3. aggressive moody tired pinching
4. sleepy sad screaming noncompliant

Facilitation Directions:

Ask participants to follow the directions by circling only observable behaviors. Then ask for volunteers to share the words they circled after each number and explain why they chose not to circle the other words. Correct answers are underlined in the Facilitator’s Manual. Make sure explanations include that the words not circled are abstract terms, not specific definitions of observable behaviors.

Activity 5: Triggers

1. Write down your top 5 triggers.
2. Think of one or more persons you work with or know well. Write down 5 of their triggers.

Facilitation Directions:

Allow the participants a few minutes to complete this activity. Remind participants that triggers are antecedents to challenging behavior and not pet peeves. Ask participants to discuss the similarities and differences between their own triggers and those of consumers.

Activity 6: Develop a Hypothesis

Note: If needed, return to the title menu to repeat the video.

1. Write the antecedent, behavior, and consequence you observed in the video clip:

Antecedent(s): _____

- **Fast Triggers – Direct instruction to turn off TV, go to bed, mother turns TV off**
- **Slow Triggers – Lack of sleep (child yawns)**

Behavior(s): _____

- **Crying and screaming**
- **Pounding fists**
- **Kicking feet**

Consequence(s): _____

- **TV turned back on and mother says, “Five more minutes.”**

2. Write a hypothesis statement from the information above using the hypotheses formula:

When _____ occurs
(antecedent/fast triggers and slow triggers)

Wade will _____
(the behavior)

to access/avoid (circle one) _____.
(consequence/function)

In other words: When blank occurs he/she will blank to access or avoid blank.

- **When Wade is tired and told to turn off the TV by his mother, he screams, cries, and pounds his fists to turn the TV back on and get verbal attention from his mother.**

Facilitation Directions:

Suggested responses are bulleted under each part of the activity.

Encourage participants to apply the template to describe the event in observable and measurable terms.

Activity 7: Develop a Plan

Consider the following hypothesis:

When Jean is asked to complete some tasks that require fine motor skills, she often screams, pinches, and sometimes rips and destroys materials. These behaviors occur most frequently during household chores, but can also occur when Jean is asked to stop watching tv to do something else. Jean is more likely to engage in these behaviors if she is ill, tired, or having her period. Jean usually avoids or delays tasks and may get attention from her direct care staff.

List all of the positive changes that Jean's team could make to support Jean.

Facilitation Directions:

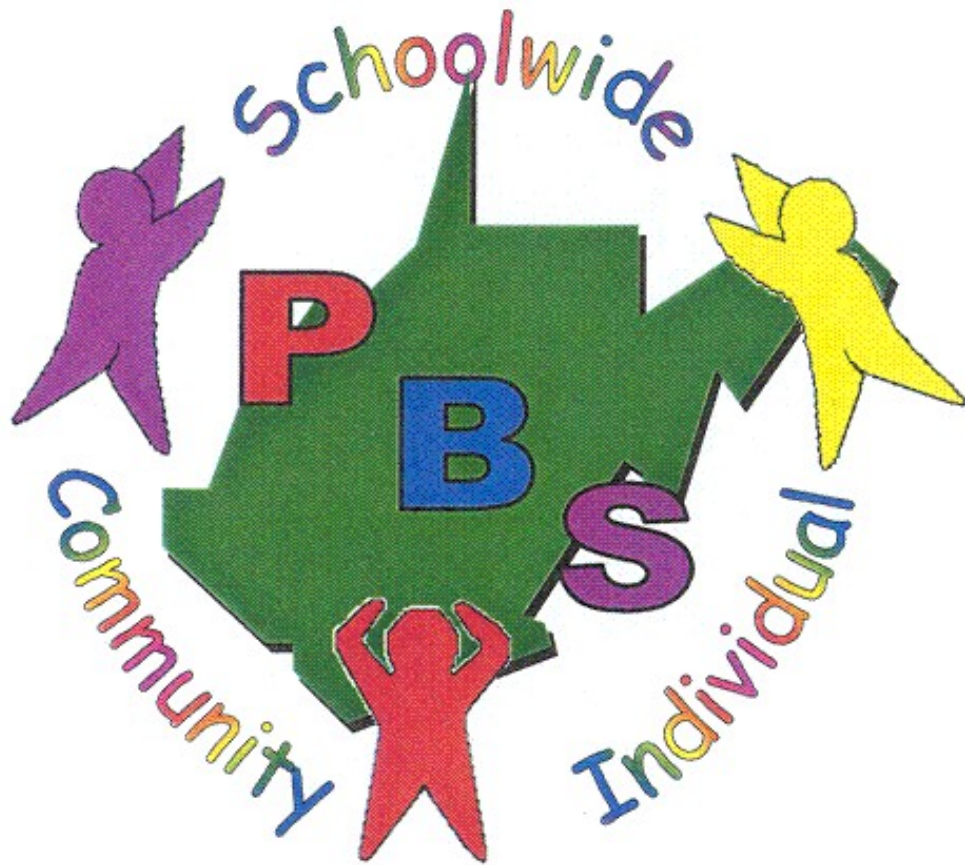
Once participants have listed their ideas in their workbook, ask for volunteers to share one or more suggestions with the group. Below are some possibilities to share at the conclusion of the activity.

- **Alternate easy/learned tasks with hard/unlearned tasks**
- **Shorten hard or unenjoyable tasks**
- **Provide choice**
- **Provide visuals, if appropriate**
- **Provide medications (with physician approval) for illness and/or pain associated with her period**
- **Allow for adequate rest**
- **Increase reinforcement for participation**
- **Increase praise and breaks**
- **Teach Jean to request attention and breaks**
- **Reduce attention and opportunities for escape after a challenging behavior occurs**

APPENDIX A



Participant's Workbook



**Participant's Workbook
for the
Overview of Positive Behavior Support
(PBS) WORKBOOK
Presented by
WV PBS Network**

DISCLAIMER

The Overview of Positive Behavior Support Video Presentation along with accompanying facilitator manual and participants' workbook is intended to provide an introduction to Positive Behavior Support (PBS). Further in-depth training is required to practice and provide Positive Behavior Support.

The WV PBS Network collaborates statewide to promote the philosophy, core values and evidenced-based practices of PBS.



The network is comprised of persons from a variety of backgrounds and interests including:

- **Parents**
- **WV Department of Education**
- **Local Education Agencies**
- **Higher Education**
- **WVU Center for Excellence in Disabilities**
- **WV Autism Training Center at MU**
- **WVDHHR**

Visit us at www.as.wvu.edu/wvpbs/

What is PBS?

Positive behavior support offers a proactive process for addressing behavioral challenges, teaching adaptive skills and improving quality of life.

DEFINING CHARACTERISTICS OF PBS

- Person centered
- Collaborative on-going process
- Data-driven decision making
- Positive, proactive strategies
- Meaningful outcomes

Activity 1: Management vs. Support

1. What words do you think of when you hear the term **management**?
2. What words do you think of when you hear the term **support**?
3. Write an example from your life when someone tried to **manage** you.
4. Write an example from your life when someone helped **support** you.

Behavior Management

Simple
Short term
Just Decrease Behavior
Reactive
Aversive (punish)
Topography (form)
Experts Decide

Positive Behavior Support

Comprehensive
Long term
Teach Useful Skills
Proactive
Positive (reinforce)
Function
Involve Individual

Problems with Punishment

- Ethically questionable
- Difficult to make work
- Does not teach what to do
- Causes negative emotional reactions
- People try to escape
- Does not get at the function of the inappropriate behavior
- Reinforces its own use (works quickly)

If a individual doesn't know how to read, we teach.



If a individual doesn't know how to swim, we teach.



If a individual doesn't know how to multiply, we teach.

If a individual doesn't know how to drive, we teach.



If a individual doesn't know how to behave,
we.....teach?punish?

Why can't we finish the last sentence as automatically as we do the others?

**Tom Herner (NASDE President, Counterpoint 1998, p.2)*

Activity 2: Fact or Fiction? Circle the best answer.

8. The most effective behavior plans focus on extinguishing challenging behaviors.

Fact or Fiction?

9. Challenging behaviors can be functional, communicative, purposeful, and meaningful for a person.

Fact or Fiction?

10. People usually know what is expected of them. The problem is, they often choose not to do it.

Fact or Fiction?

11. Challenging behaviors are caused by a person's disability.

Fact or Fiction?

12. Behaviors are impacted by factors other than those in the immediate context.

Fact or Fiction?

13. Labeling challenging behaviors as “manipulative” or “aggressive” helps us design more effective behavioral interventions.

Fact or Fiction?

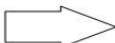
14. Stakeholder involvement is needed only when challenging behaviors are severe. *Fact or Fiction?*

Four Steps to Designing an Effective Behavior Support Plan

Step One  Gather Information

Step Two  Develop a Hypothesis

Step Three  Build a Support Plan

Step Four  Evaluate effectiveness and modify support plan, as needed

What is Person-centered Planning?

Variety of tools or techniques used to assist in determining what a person wants and needs (Kincaid, 1996).



Five Essential Goals of Person-Centered Planning

Expressing preferences and making choices in everyday life

Gaining and maintaining
satisfying relationships



Having opportunities to fulfill
respected roles and live in dignity



Being present and participating in community life

Continuing to develop personal competencies



Characteristics of Person-Centered Planning

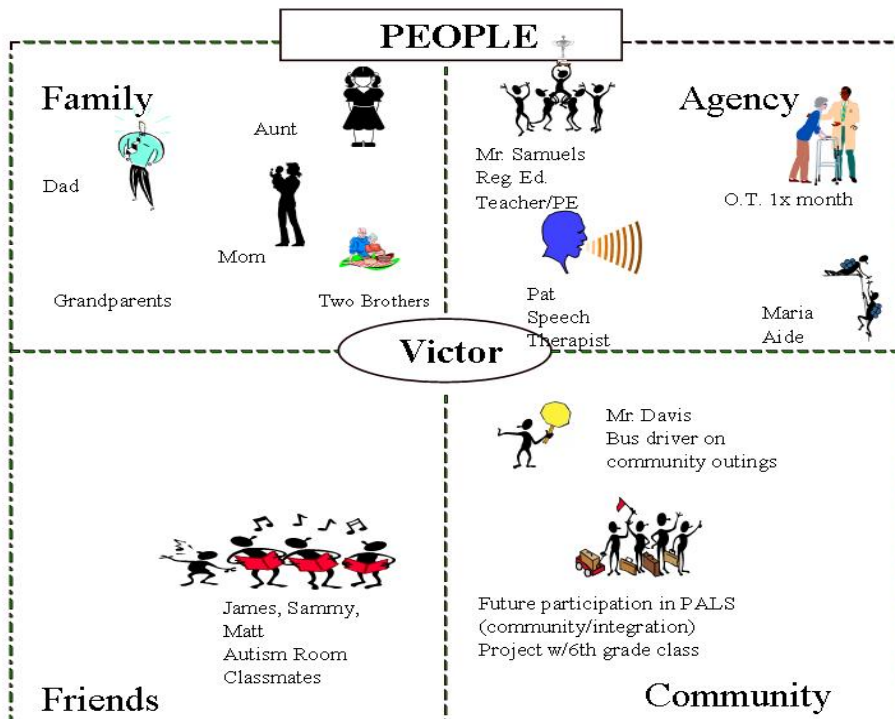
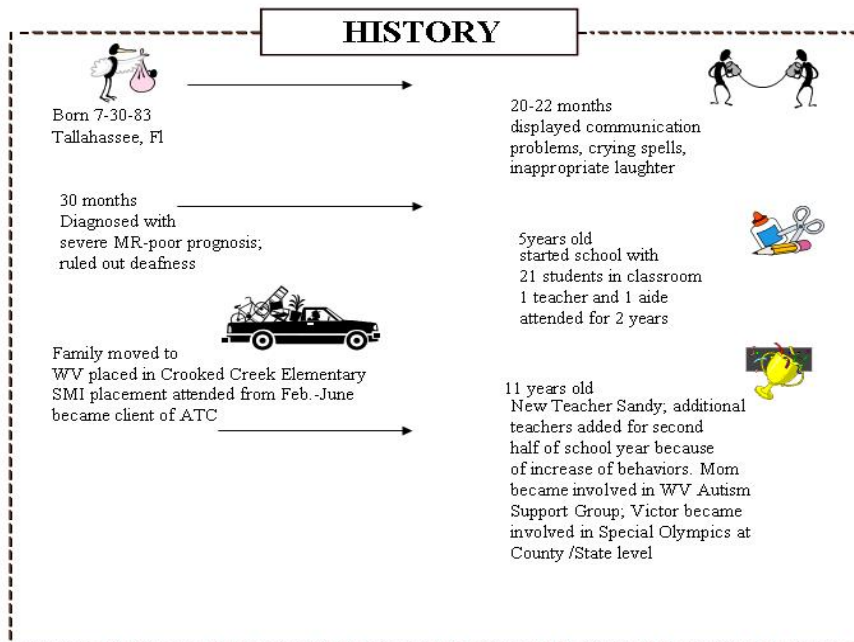
- Includes and focuses on the consumer
- Respects consumers and their dreams and choices
- Emphasizes strengths, abilities, and capacities
- Individualizes supports
- Empowers the consumer and team

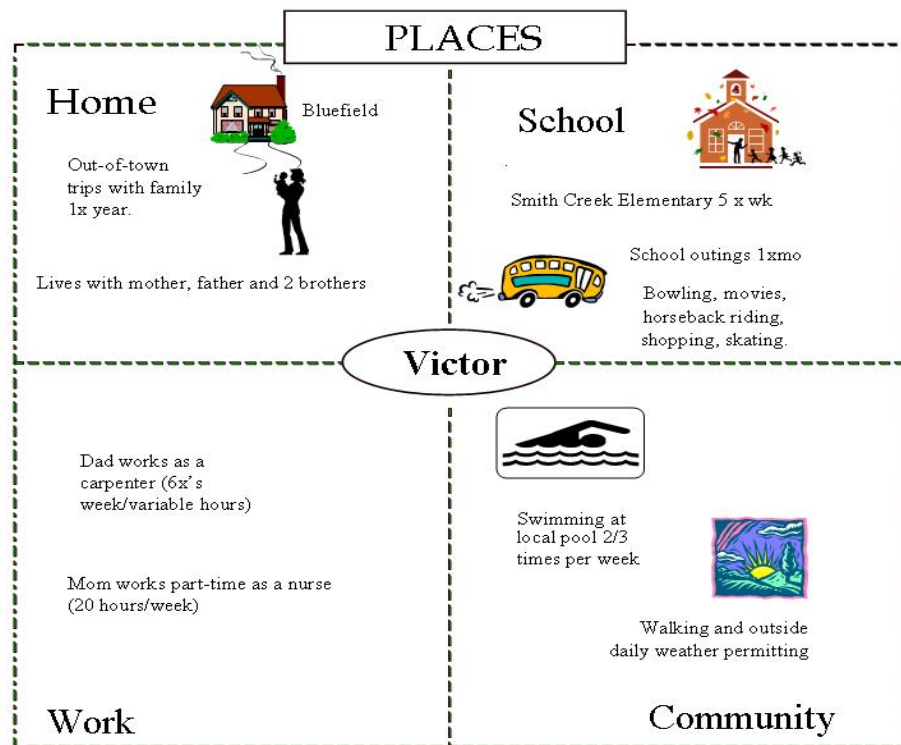
Tools for Person-centered Planning

- Personal Profile Frames
- Circle of Friends
- MAP (Making Action Plans)
- PATH (Planning Alternative Tomorrows with Hope)

Personal Profile Frames: Used to Gather Background Information

- Who's here?
- People
- Places
- History
- Health
- Choices
- Respect
- Strategies
- Hopes/Fears
- Barriers/
Opportunities
- Themes
- Futures Plan:
 - Home
 - Work
 - Community

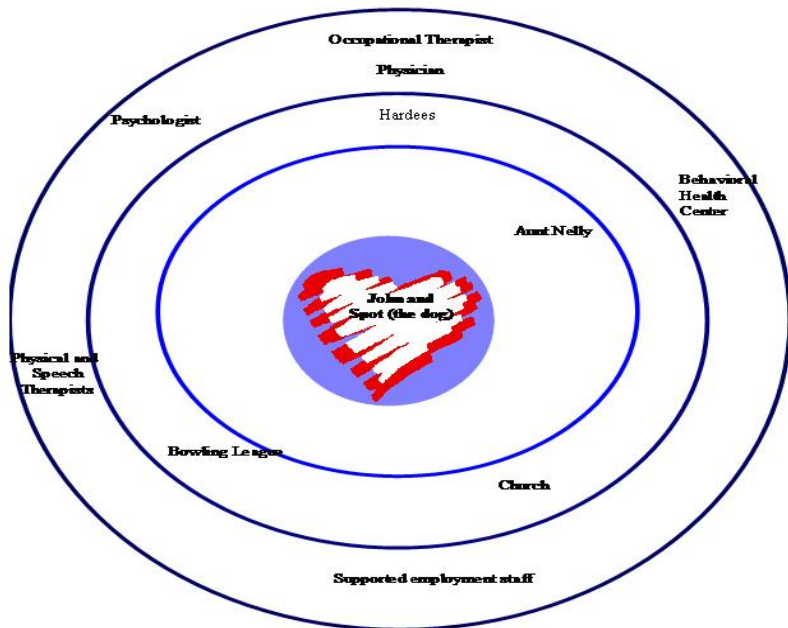
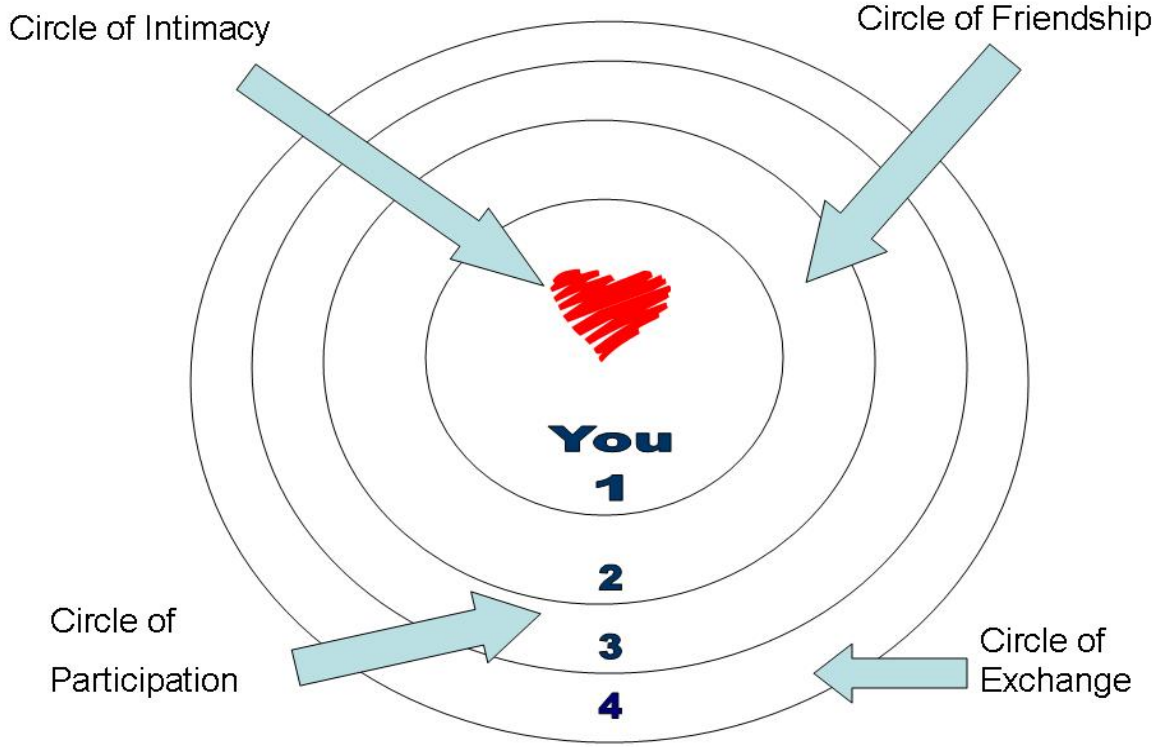




Circle of Support: Helps to identify Natural Supports

- Assists in looking at a person's support network
- Helps determine who might assist in supporting the individual
- Identifies where gaps might exist

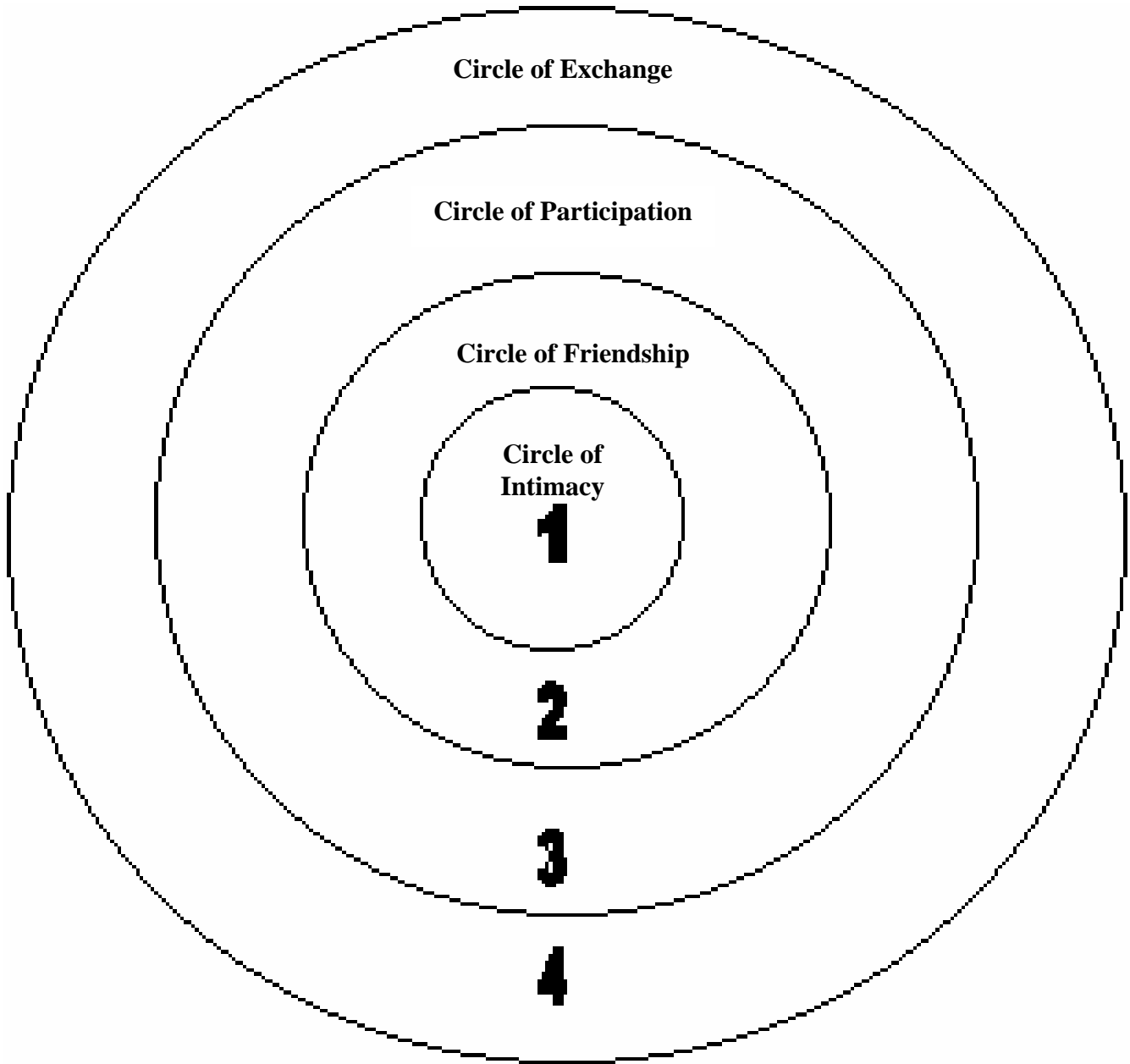
Circle of Support



Activity 3: Identify Your Circle of Support

On the following page, complete your own Circle of Support

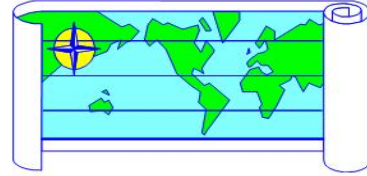
2. Begin with the inner circle and list those closest to you
5. Next, complete the circle of friendship
6. Third, complete the circle of participation by listing community activities and organizations in which you are involved
7. Finally, complete the circle of exchange. List people you pay to provide services in your life.



Making Action Plans (MAP)

- Provides a “road map” for working toward and achieving goals

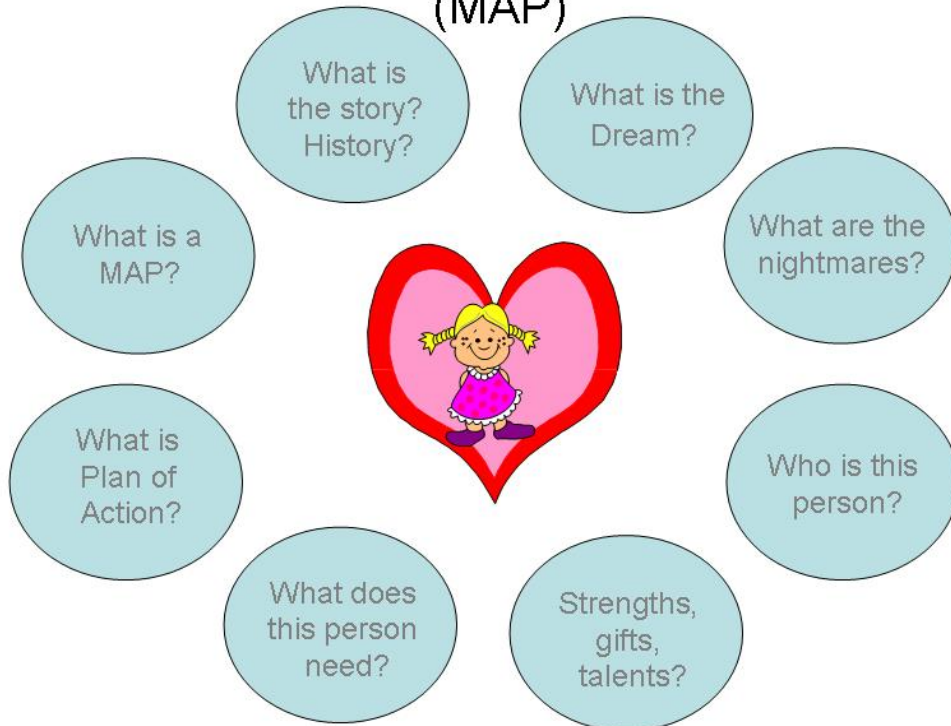
- Where is the person now?
- What is the goal?
- How will you reach the goal?



- Team should have a general idea of what the goals are before beginning



Making Action Plans (MAP)



PATH

Planning Alternative Tomorrows with Hope

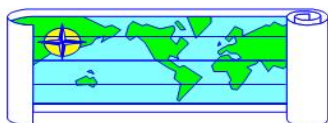


- Tool to address long and short range planning: Provides a timeline for achieving goals
- Utilizes group graphic techniques and involves a team of individuals committed to the focus person
- Takes 2-3 hours to complete

Person-Centered Planning: A Summary

• **PATH**

- Takes about 3 hours
- Should have some idea of goals
- Team is cohesive & knows focus person



• **MAP**

- › Takes about 1-2 hours
- › Well-formed goals
- › Cohesive team knows focus person

• **Personal Profile and Futures Plan**

- Takes more time
- When team does not know focus person well
- Comprehensive



• **Circle of Support**

- › Information about who is important in a person's life




Four Steps to Designing an Effective Behavior Support Plan

Step One  Gather Information

Step Two  Develop a Hypothesis

Step Three  Build a Support Plan

Step Four  Evaluate effectiveness and modify support plan, as needed

What is a Functional Assessment?

- A functional assessment is a process for identifying clear, predictive relationships between events in a person's environment and occurrences of a challenging behavior.
 - *Not* a data collection form
 - *Not* an event



Why Conduct a Functional Assessment?

- provides clear information
- allows strategies to be based on the function(s) of challenging behavior
- leads to more durable outcomes
- reduces the need for reactive interventions and crisis plans
- addresses the needs of an individual
- increases quality of life

Behavioral Definition

- ❖ Definition of behavior needs to be clear, concise, and specific
- ❖ A description of what you will *see* when the behavior occurs.



- ❖ Written so that everyone can agree when the behavior occurs.



Find answers to the *BIG Questions*:

- Under what conditions do the challenging behaviors occur?
- What are the outcomes?
- Under what conditions do the challenging behaviors not occur?

A Functional Assessment Identifies Goals of Intervention

- Defines specific target behaviors to increase and decrease
- Pinpoints circumstances in which intervention will occur
- Identifies desired lifestyle changes, such as:
 - participation in integrated activities
 - enhanced independence and satisfaction
 - expanded social networks

How do I Conduct a Functional Assessment?



- Gather information about the challenging behavior through direct observation, interviews, record reviews and/or rating scales
- Develop a hypothesis after synthesizing information regarding the variables that precipitate and maintain behavior

What is **behavior**?

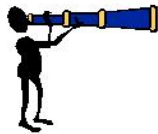
Anything a person says or does

- Must be observable
- Must meet the “dead man’s test”*

**If a dead man can do it, it's NOT behavior*

Behavioral Definition

- ❖ Definition of behavior needs to be clear, concise, and specific
- ❖ A description of what you will *see* when the behavior occurs.



- ❖ Written so that everyone can agree when the behavior occurs.



Specific Target Behaviors

Examples

- high-pitched scream
- kicks chairs over
- hits others/self
- completes tasks

Non-examples

- poor impulse control
- angry, frustrated
- aggressive
- pays attention

Activity 4: Identifying Targeting Behavior

Circle the words that describe observable and measurable behaviors:

5. angry spitting hitting frustrated

6. jumping happy loving clapping

7. aggressive moody tired pinching

8. sleepy sad screaming noncompliant

Antecedents: Slow and Fast Triggers Include

- Medical/Physical Issues
- Deprivation Effects
- Physical Aspects of the Setting
- Social Aspects of the Setting
- Curricular/Instructional Conditions
- Support Variables



What are antecedents?



- **Slow triggers** (setting events) are present over a longer period of time. Examples might include illness, a crowded area, an unfamiliar setting, or an unexpected change in routine.



- **Fast triggers** (antecedents) occur immediately prior to a challenging behavior. Examples might include a loud noise, a difficult task, “No”, or denied access to a favorite item/activity.

Activity 5: Triggers

1. Write down your top 5 triggers

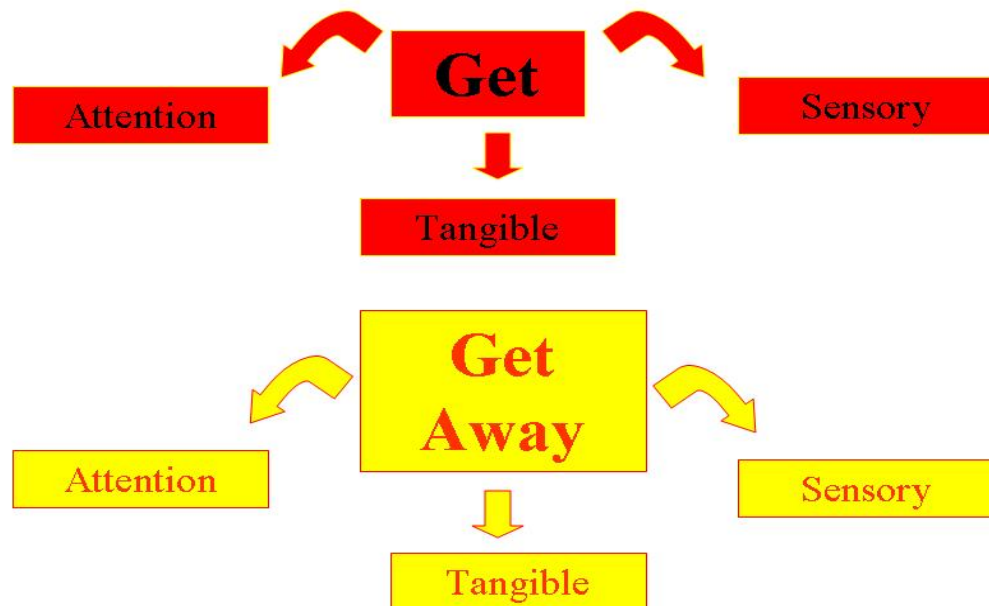
2. Think of someone you work with or know well.
Write down 5 of their triggers

What are consequences?

Consequences are events that follow a behavior.



Consequences or Functions of Behavior



Consequences or Functions of Behavior

- Sensory
- Escape
- Attention
- Tangible




(Remember, **SEAT**)

Four Steps to Designing an Effective Behavior Support Plan

Step One  Gather Information

Step Two  Develop a Hypothesis

Step Three  Build a Support Plan

Step Four  Evaluate effectiveness and modify support plan, as needed

What is a hypothesis?

Your “best guess” about the function of challenging behavior



Hypotheses Formula

- When this occurs (*fast triggers* and *slow triggers*)...
- the individual does (*behavior*)...
- to access or avoid (*consequences/functions*)...

A Sample Hypothesis

When Sean...

- (*fast trigger*) is not engaged with others or when he's engaged in activities for 15 minutes or longer
- (*slow trigger*) and/or he did not get to sleep before 11 p.m. the previous evening or does not feel well,
- (*behavior*) he screams, slaps his face and pulls his hair...
- (*consequences/function*) to gain access to staff attention

Activity 6: Develop a Hypothesis

2. Write the antecedent, behavior, and consequence you observed in the video clip:

Antecedent(s): _____

Behavior(s): _____

Consequence(s): _____

Activity 6 (continued)

2. Write a hypothesis statement from the information above using the hypotheses formula:

When _____ occurs
(antecedent/fast triggers and slow triggers)

he will _____
(the behavior)

to access/avoid (*circle one*) _____ .
(consequence/function)

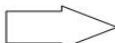
In other words: *When blank occurs he/she will blank to access or avoid blank.*

Four Steps to Designing an Effective Behavior Support Plan

Step One  Gather Information

Step Two  Develop a Hypothesis

Step Three  Build a Support Plan

Step Four  Evaluate effectiveness and modify support plan, as needed

Linking Hypothesis Statements to Behavior Interventions

A hypothesis statement links behavior interventions to:

- short-term prevention of problematic situations
- teaching alternative skills
- responses to challenging behaviors, including crisis management
- long-term prevention
- lifestyle changes



What is a Behavior Support Plan?

- A written document that summarizes strategies that assist in preventing challenging behavior from occurring and helps the consumer learn new skills
- The plan should:
 - develop and maintain skills
 - enhance opportunities for learning and self-fulfillment
 - focus on positive rather than negative techniques

How do we collect this information?

- Direct observation data
- Interviews
 - ✓ Consumer
 - ✓ Parents
 - ✓ Service providers
 - ✓ Others
- Informal anecdotal reports
 - ✓ Communication logs
 - ✓ Progress notes

A Behavior Support Plan is developed by a TEAM



A support plan is not written in stone. It was made to be changed as a person grows and changes.



Activity 7: Develop a Plan

Consider the following hypothesis:

When Jean is asked to complete some tasks that require fine motor skills, she often screams, pinches, and sometimes rips and destroys materials. These behaviors occur most frequently during household chores, but can also occur when Jean is asked to stop watching TV to do something else. Jean is more likely to engage in these behaviors if she is ill, tired, or having her period. Jean usually avoids or delays tasks and may get attention from her direct care staff.

List all of the positive changes that Jean's team could make to support Jean.

Making the Connection



An Effective Behavior Support Plan is directly related to the outcome of the Functional Assessment and the Hypothesis Statement

Four Steps to Designing an Effective Behavior Support Plan

- Step One  Gather Information
- Step Two  Develop a Hypothesis
- Step Three  Build a Support Plan
- Step Four  Evaluate effectiveness and modify support plan, as needed

Is the plan working?

- Are there improvements in challenging behavior?
- Are there increases in skill development?
- Are there improvements in quality of life?
 - ✓ Increased participation in activities
 - ✓ Increased choice/decision making
 - ✓ Inclusion
- Are there improvements in satisfaction?
 - ✓ Consumer and family
 - ✓ Staff and others
- Are there improvements in health or well-being?

How do we collect this information?

- Direct observation data
- Interviews
 - ✓ Consumer
 - ✓ Parents
 - ✓ Service providers
 - ✓ Others
- Informal anecdotal reports
 - ✓ Communication logs
 - ✓ Progress notes

Remember, PBS is all about...

Determining the function of challenging behavior and then:

- Changing environments
- Teaching new skills
- Addressing quality of life issues
- Changing our patterns of interaction

Success is a
journey.....



not a
destination

Sponsored by.....Title XIX MR/DD Waiver Office,
Division of Developmental Disabilities

Developed and produced by.....The West Virginia PBS Network

Funded by.....West Virginia Department of Education

Videotaped by..... West Virginia Department of Education

With thanks to.....

DHHR, Office of Behavioral Health Services
WV Center for Excellence in Disabilities, West Virginia University
WV Autism Training Center, Marshall University
WV Department of Education

Special thanks to....

Vijay Patnaik
Angela Bryson