

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

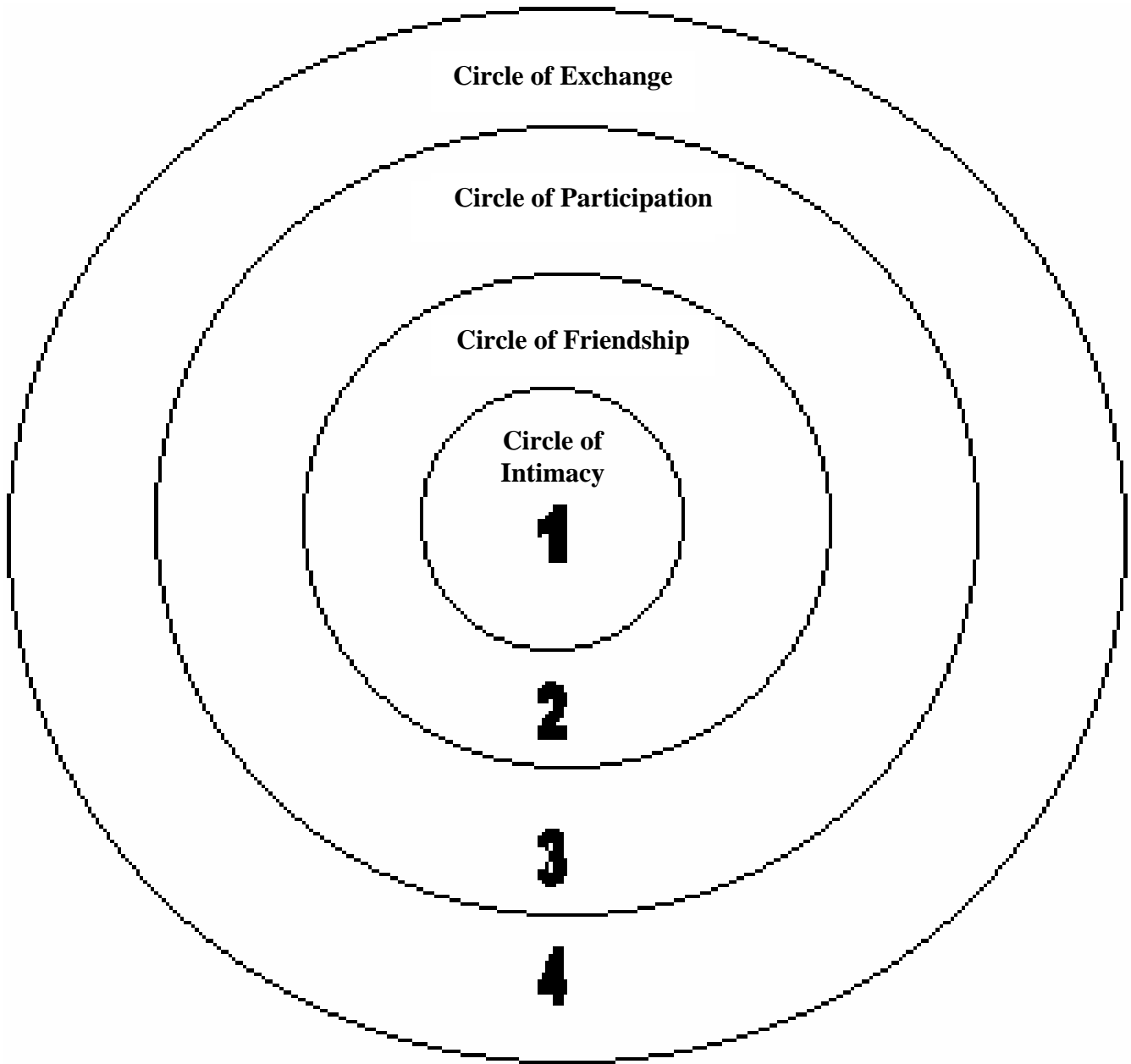
On the following page, complete your own Circle of Support

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.



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**