

**Overview of Positive Behavior Support (PBS)  
Presented by  
WV PBS Network**

# DISCLAIMER

This video along with accompanying facilitator manual and participants' workbook is intended to provide an overview of 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/](http://www.as.wvu.edu/wvpbs/)

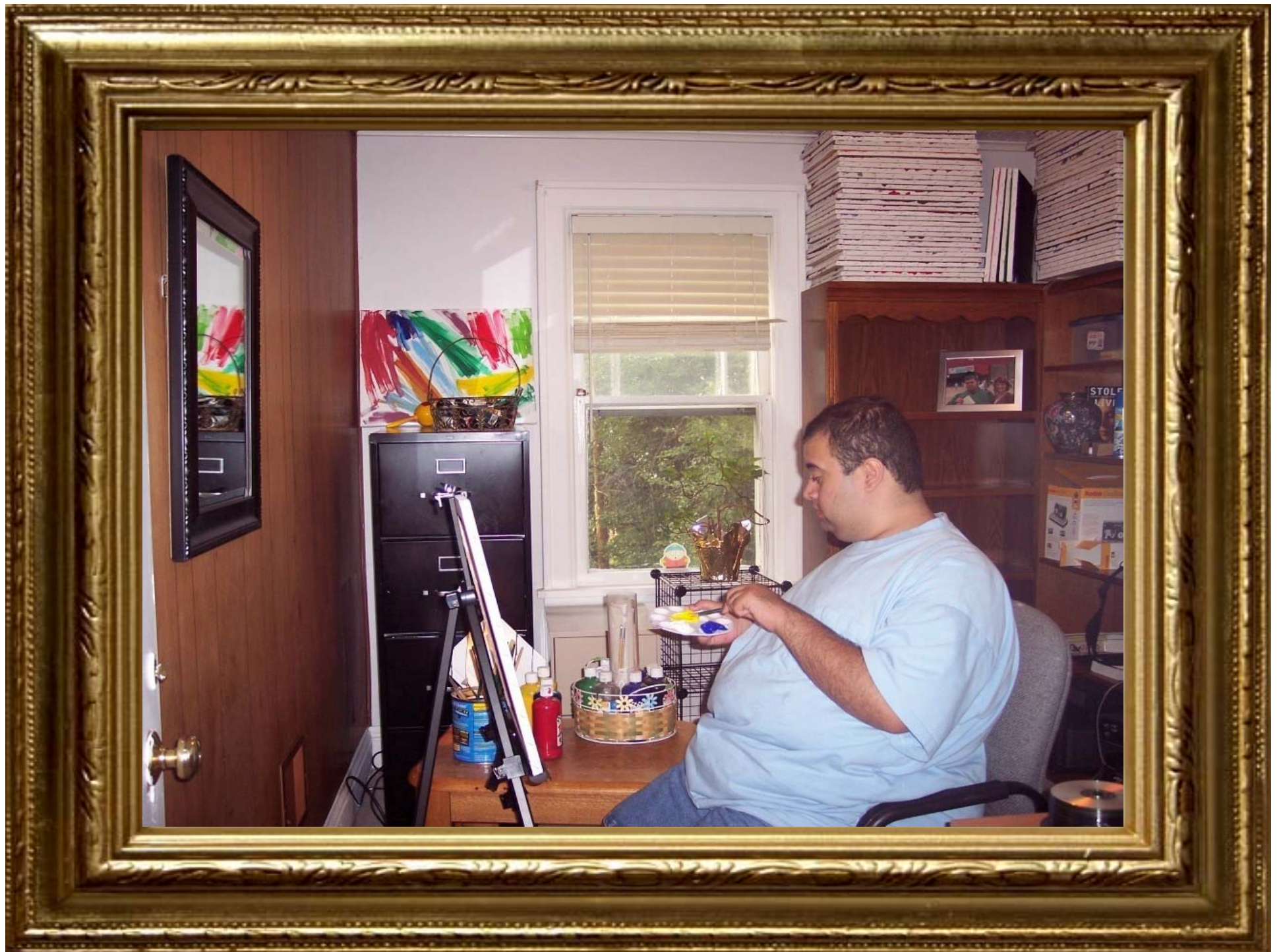














# What is PBS?

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

# PAUSE VIDEO

Facilitator: Lead ACTIVITY 1

Audience: Turn to ACTIVITY 1 in Workbook  
*Management vs. Support*



# 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.*

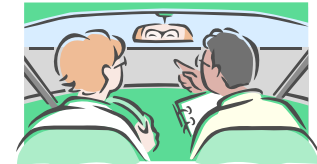


If a individual doesn't know how to swim, *we teach.*



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)**



# PAUSE VIDEO

Facilitator: Lead ACTIVITY 2

Audience: Turn to ACTIVITY 2 in Workbook  
*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

# Step 1 – Gather Information

## **Person Centered Planning**

# 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

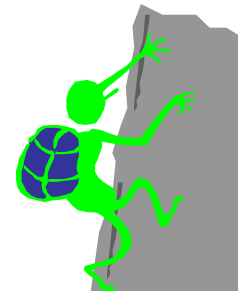


Having opportunities to fulfill  
respected roles and live in dignity



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



# HISTORY

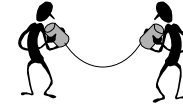


Born 7-30-83  
Tallahassee, Fl

30 months  
Diagnosed with  
severe MR-poor prognosis;  
ruled out deafness



Family moved to  
WV placed in Crooked Creek Elementary  
SMI placement attended from Feb.-June  
became client of ATC



20-22 months  
displayed communication  
problems, crying spells,  
inappropriate laughter



5 years old  
started school with  
21 students in classroom  
1 teacher and 1 aide  
attended for 2 years



11 years old  
New Teacher Sandy; additional  
teachers added for second  
half of school year because  
of increase of behaviors. Mom  
became involved in WV Autism  
Support Group; Victor became  
involved in Special Olympics at  
County /State level

# PEOPLE

## Family

Dad



Aunt



Mom



Grandparents



Two Brothers



Victor

## Agency

Mr. Samuels  
Reg. Ed.  
Teacher/PE



O.T. 1x month



Pat  
Speech  
Therapist

Maria  
Aide



Mr. Davis  
Bus driver on  
community outings



Future participation in PALS  
(community/integration)  
Project w/6th grade class



## Friends

James, Sammy,  
Matt  
Autism Room  
Classmates



## Community

# PLACES

## Home



Bluefield

Out-of-town trips with family  
1x year.



Lives with mother, father and 2 brothers

## School



Smith Creek Elementary 5 x wk

School outings 1xmo



Bowling, movies,  
horseback riding,  
shopping, skating.

## Victor

Dad works as a  
carpenter (6x's  
week/variable hours)

Mom works part-time as a nurse  
(20 hours/week)



Swimming at  
local pool 2/3  
times per week



Walking and outside  
daily weather permitting

## 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

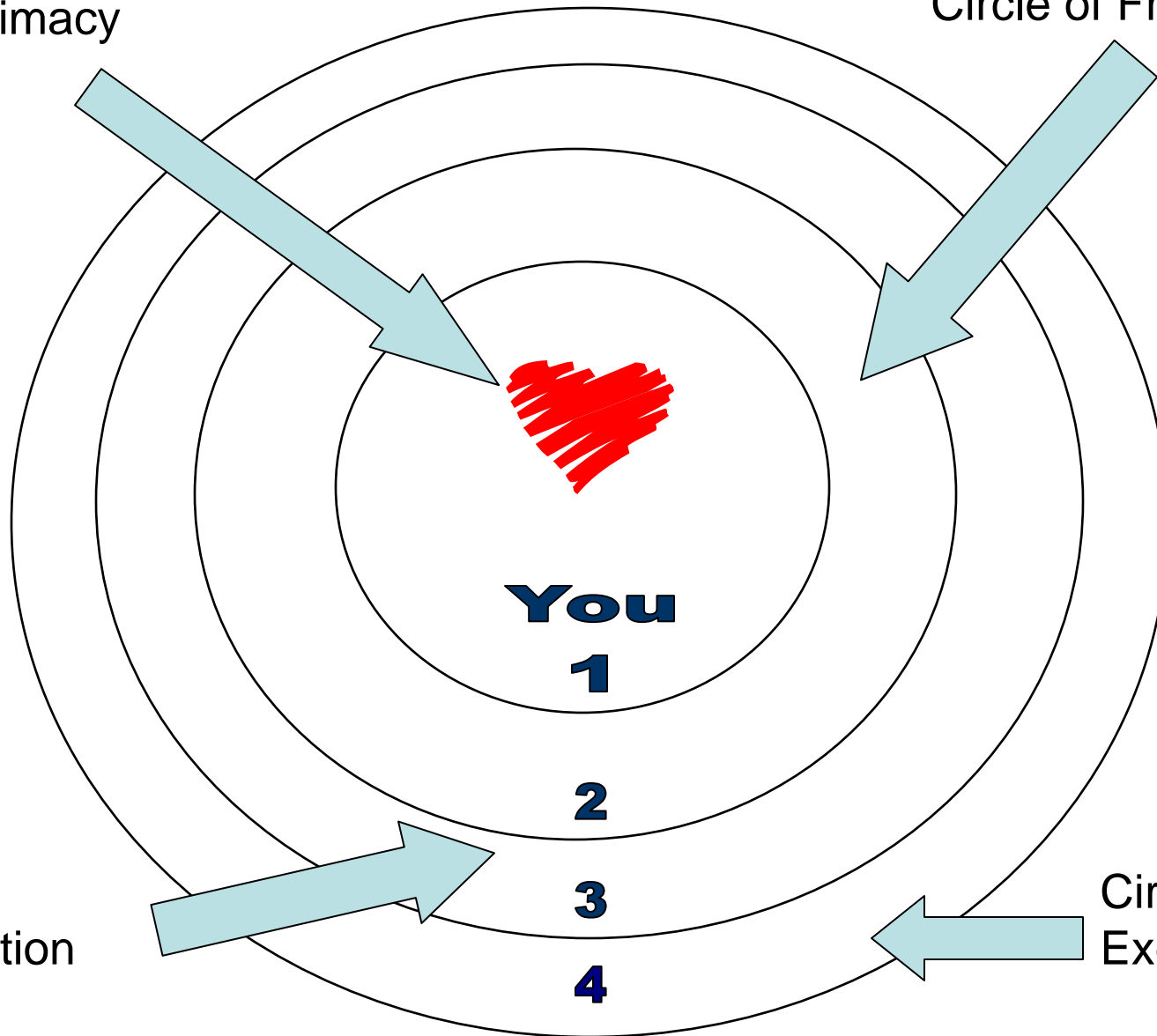
# Circle of Support

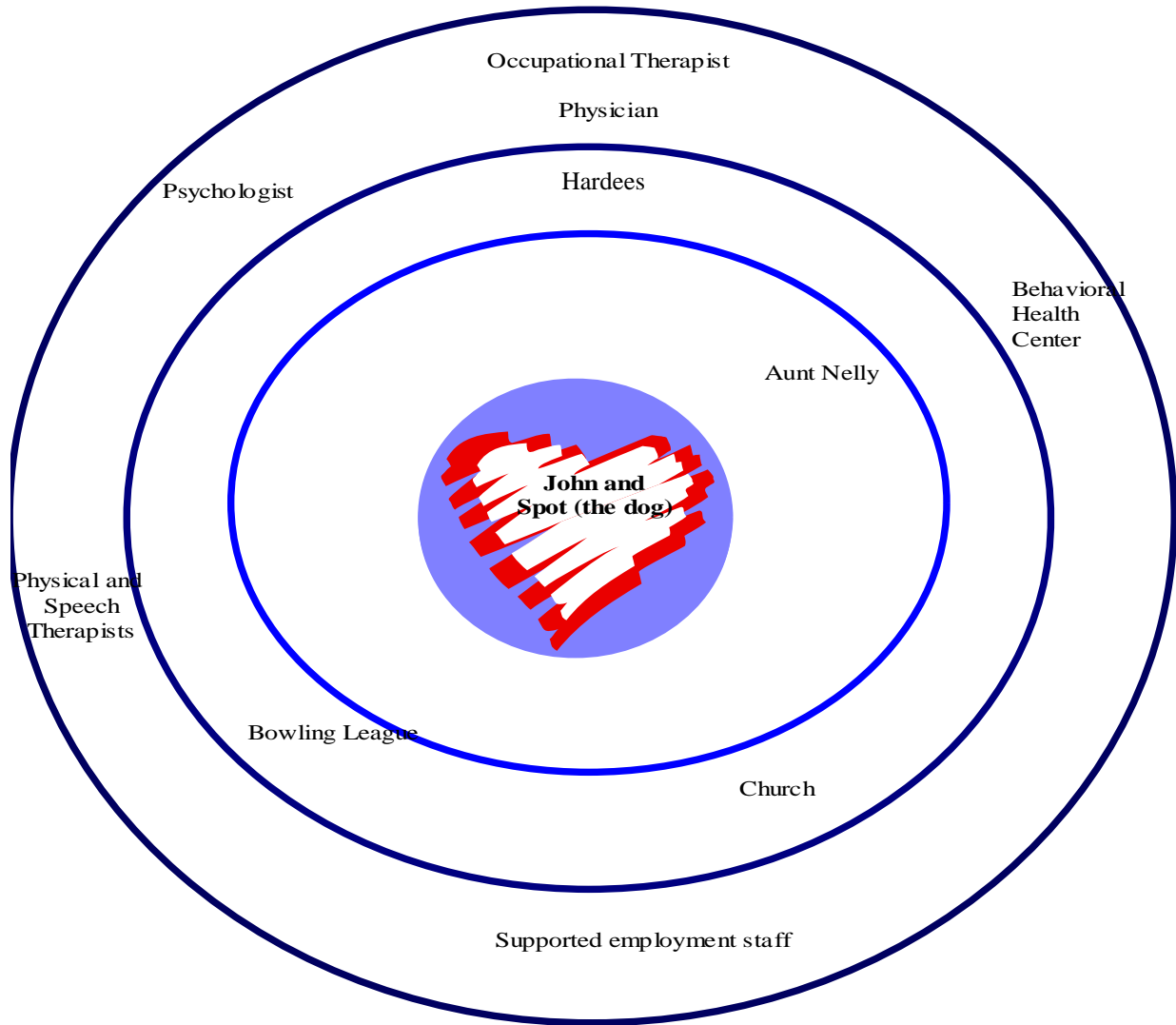
Circle of Intimacy

Circle of Friendship

Circle of  
Participation

Circle of  
Exchange





# PAUSE VIDEO

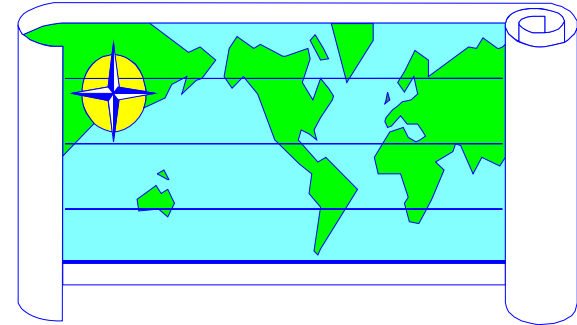
Facilitator: Lead ACTIVITY 3

Audience: Turn to ACTIVITY 3 in Workbook  
*Circle of Support*



# 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



**Better GRADES**

*Progressing at  
grade level*

**More friends**

*Improved social skills*

*Develop  
behavior  
support plans*

*Fully included*



# Making Action Plans (MAP)

What is the story?  
History?

What is the  
Dream?

What are the  
nightmares?

What is a  
MAP?

Who is this  
person?

What is  
Plan of  
Action?

What does  
this person  
need?

Strengths,  
gifts,  
talents?



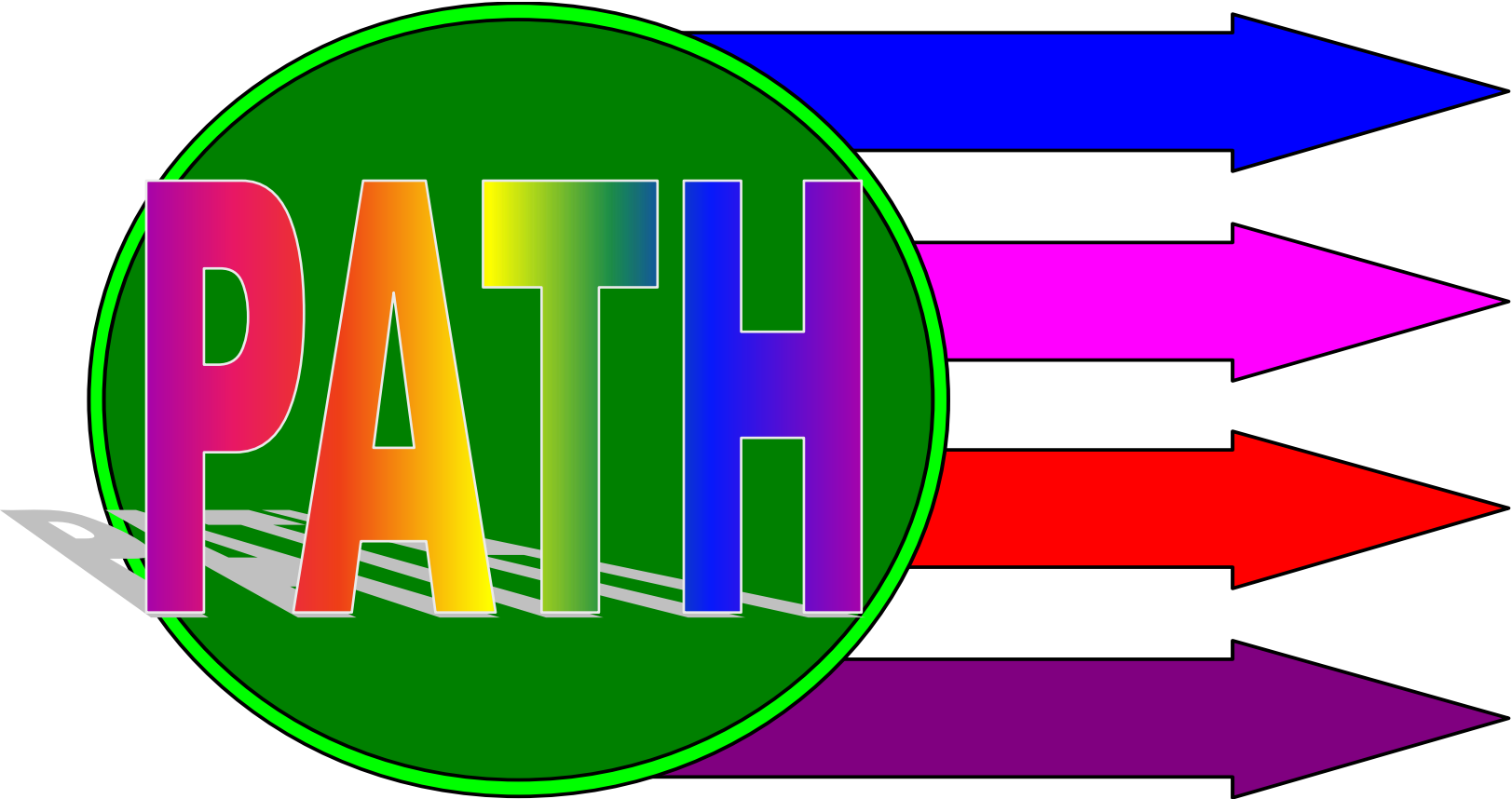
PATH

# 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

Nalay's

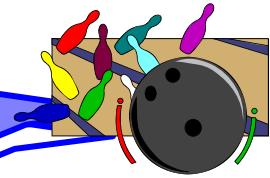


# Nalay's Dream

Video games

Volunteer (meals on wheels or at a school with kids) - help with "The Challenger's League"

Playing Basketball



Bowling League

Communicating effectively

Maybe living with other people (at home or assisted living) - (Greerland)

Being independent



Estate Plan in Place



Working @ Goodwill (putting things together)

WalMart or Kmart (any store in the Mall) (putting things away)



Girlfriend



Going to Movies

Be in a job training program

Visits with Dad

Having a nice neighborhood to walk around

Has a Pet

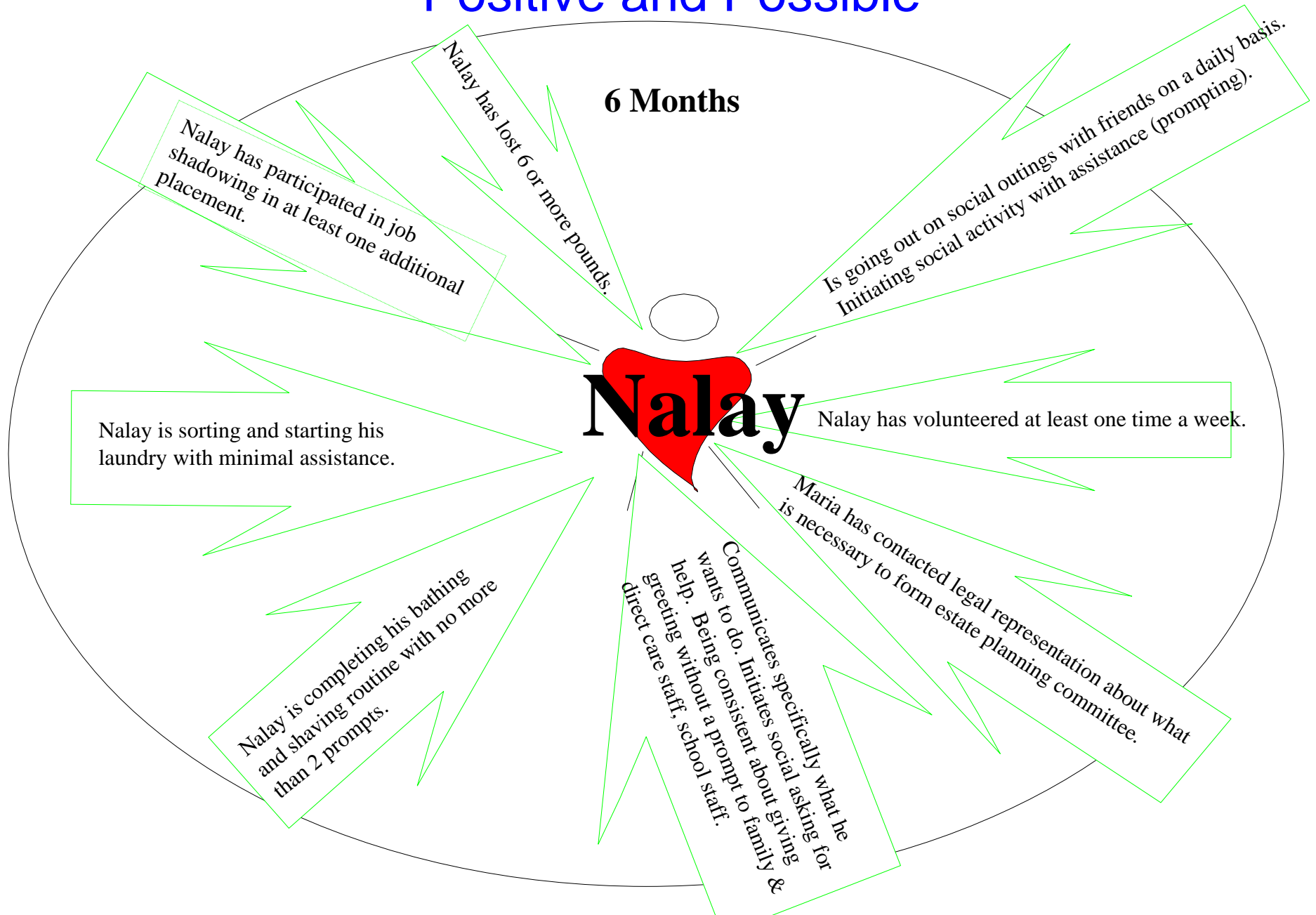


Weight under control



Having friends

# Goals Positive and Possible



# Now

Nalay sorts papers and pieces of clamps.

Nalay is walking about 2 to 4 miles.

Shaving with verbal and physical prompts (some hand-over hands).

Bathing with verbal & gestural prompts.

Given a choice (3 pictures),  
Nalay will choose among 3 activities.

He'll use his augmentative device to tell you what he wants or needs.

Nalay is waving goodbye. He'll wave or shake hands if given a prompt.

Goes into community everyday, but not with friends.

Currently working at Goodwill.

Nalay will sort colored clothes at Developmental Therapy.

# Enroll

Everybody!!!

**D.R.S. - job shadowing**

**Sara - contacting Kim Johnson about diet**  
- helping set up volunteer placement  
- anything Maria requests

**Cindy - diet & exercise**  
- trying communication devices

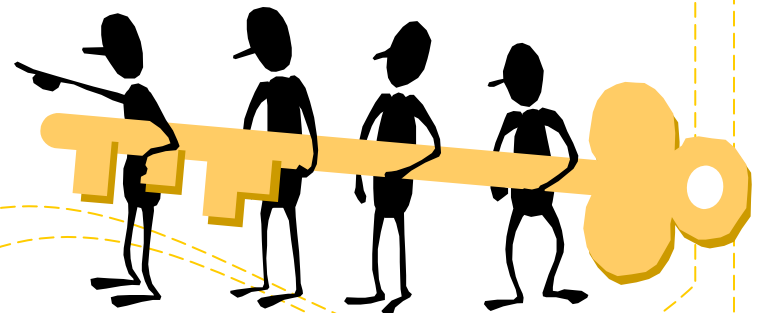
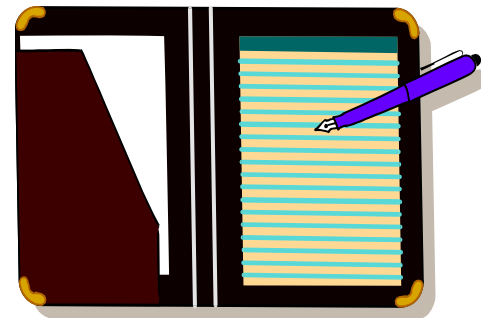
**Sam - whatever he is recruited for**

**Sunji**

**Elizabeth**

**Byron**  
**Max**  
**Jake** } daily routines

**Blair**

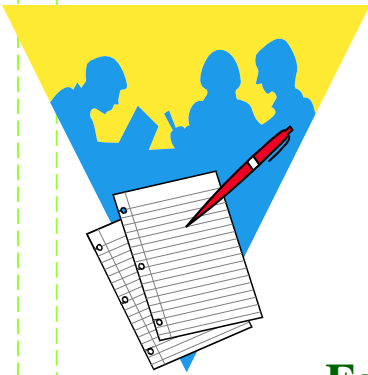


# Stronger



**Open communication - phone, memos, home-school notebook.**

**Network with outside sources to bring ideas to team.**



**Progress notebook**



**Family & staff meetings to discuss issues or concerns that come up.**

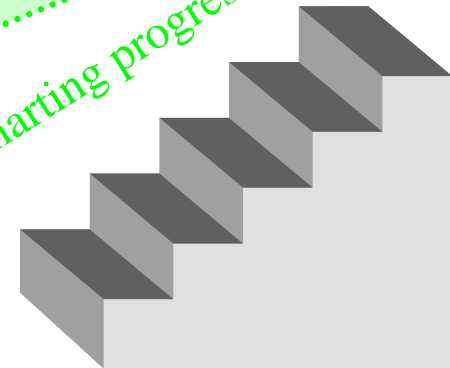
**Plans and ideas developed through team are followed at home and at school.**



# 3 Months

- -Nalay will lose 3 pounds.
- -Nalay will gradually increase activity level(speed, energy output).
- -Nalay will be eating less food.
- -Training on communication system.
- -Nalay will choose a peer and activity.
- -Nalay will be sorting and washing laundry with minimal prompts.
- -Nalay will try at least one volunteer place.
- -Maria will talk to team about estate planning idea.
- -Nalay will initiate hello with gestural prompts.

Charting progress



# 1 Month

**Decide on additional or alternative communication system.**

**Register Nalay with Military.**

**Gauge how fast Nalay is walking.**

**Food will be “out of sight”, he communicates & gets more (limits on serving size and number of helpings.)**

**Nalay will choose restaurant to walk to once a week.**

**Regular outings scheduled with group home guys.**

**Pictures of the kids and activities.**

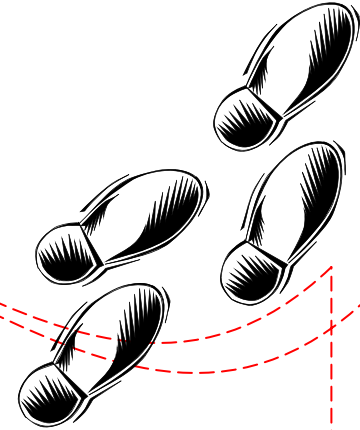
**Try going to small YMCA with peers.**

**Sort laundry - correct basket - put in washer and do with help.**

**Sara will work with Linda about setting up volunteer opportunities.**

**Initiating social greeting (wave) with everyone following prompt - (open hand-back & forth) with most people. Fist with direct care staff.**

# First Steps

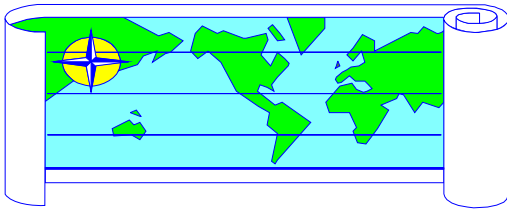


- Maria & Brian will go to P.A.T.H. conference to check out augmentative communication devices.
- Maria will register him with DRS.
- Cindy will send Maria a stop watch.
- Polly will make progress chart.
- Staff will go over data sheets and figure out how/what data is needed.
- Pictures of nearby restaurants.
- Rob will contact Dick Finberg (coordinator of group home).
- Nalay will go to school activity.
- Sam will look into R.E.A.C.H. Program.
- Giving him opportunity to sort clothes - 2 baskets.
- Maria with sisters will decide on 5 options.
- Include social greeting in data collection.

# 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

# Step 1 – Gather Information

## **Functional Assessment**

# *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



## 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

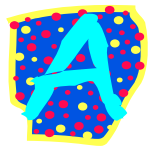
- Defines specific target behaviors to increase and decrease
- Pinpoints circumstances in which intervention will occur
- Identifies desired lifestyle changes, such as:
  - participation in integrated activities
  - enhanced independence and satisfaction
  - expanded social networks

# 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

# The ABC's of a Functional Behavioral Assessment



- Antecedents



- Behaviors



- Consequences

# What is **behavior**?

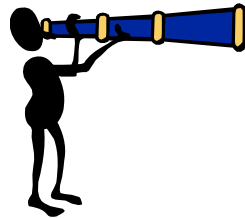
Anything a person says or does

- 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

# PAUSE VIDEO

Facilitator: Lead ACTIVITY 4

Audience: Turn to ACTIVITY 4 in Workbook  
*Identify Target Behavior*





# 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.

# 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



# PAUSE VIDEO

Facilitator: Lead ACTIVITY 5

Audience: Turn to ACTIVITY 5 in Workbook  
*Triggers*

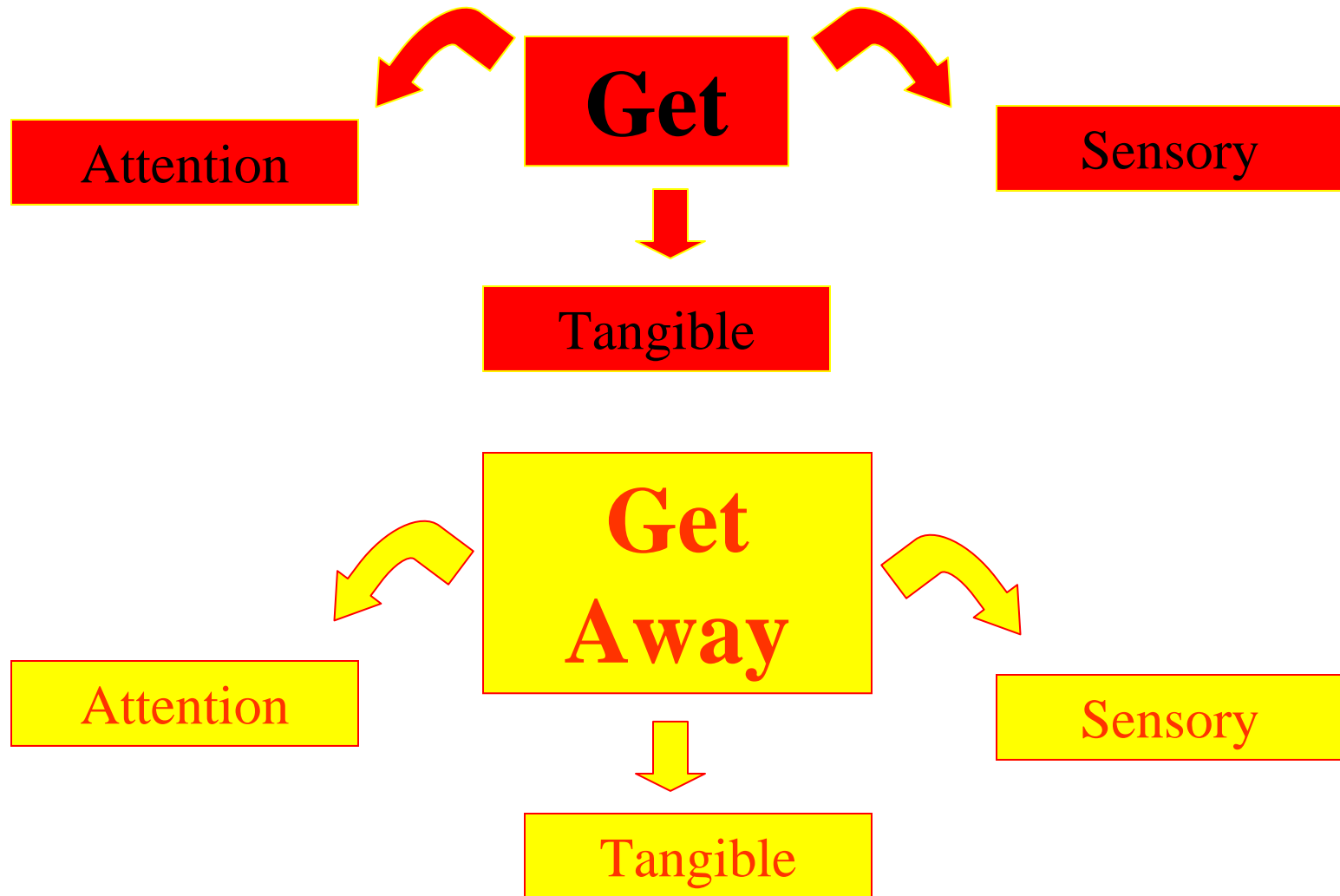


# What are **consequences**?

Consequences are events that follow a behavior.

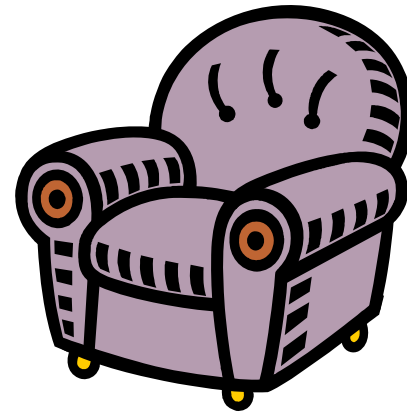


# Consequences or Functions of Behavior



# 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

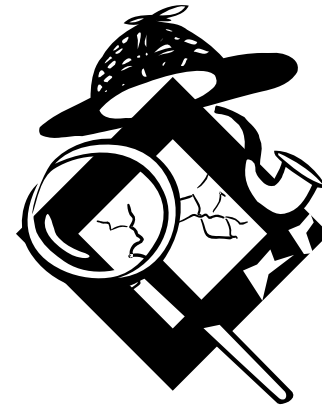
Step Four  Evaluate effectiveness and modify support plan, as needed

# Step 2: Develop a Hypothesis



# 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

# PAUSE VIDEO

Facilitator: Lead ACTIVITY 6

Audience: Turn to ACTIVITY 6 in Workbook  
*Develop a Hypothesis*



# 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?

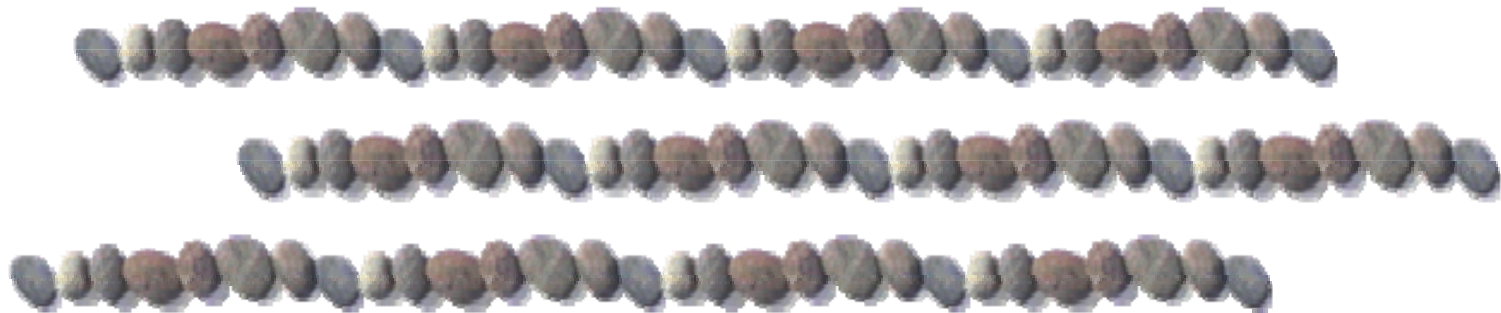
- A written document that summarizes strategies that assist in preventing challenging behavior from occurring and helps the consumer learn new skills
- The plan should:
  - develop and maintain skills
  - enhance opportunities for learning and self-fulfillment
  - focus on positive rather than negative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

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.



# PAUSE VIDEO

Facilitator: Lead ACTIVITY 7

Audience: Turn to ACTIVITY 7 in Workbook  
*Develop a Plan*



# 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?

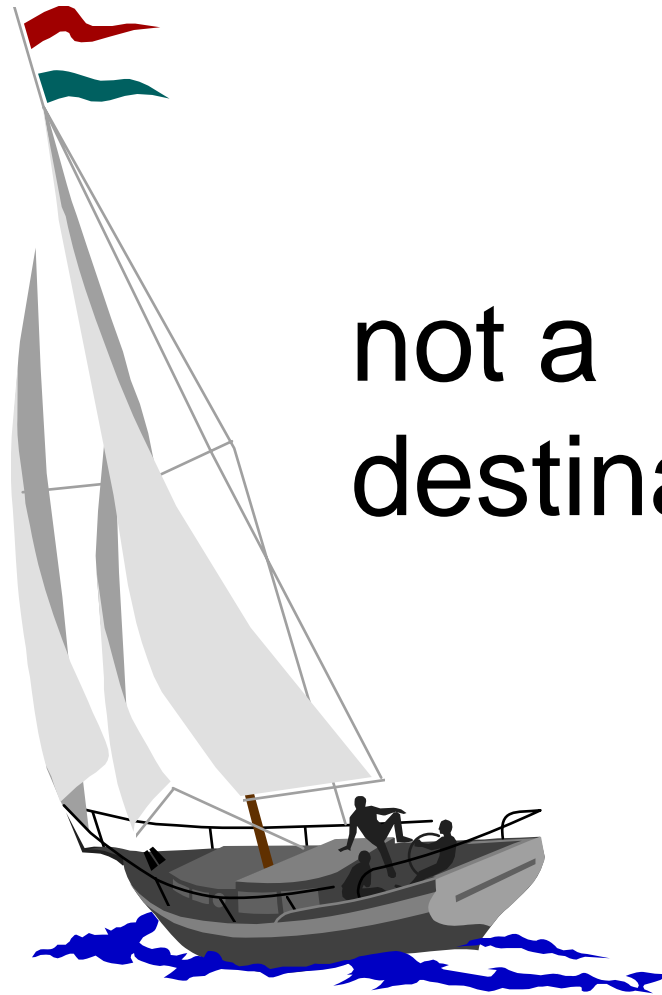
- Direct observation data
- Interviews
  - ✓ Consumer
  - ✓ Parents
  - ✓ Service providers
  - ✓ Others
- Informal anecdotal reports
  - ✓ Communication logs
  - ✓ Progress notes

# 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



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