

**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,
weteach?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.

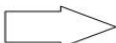
1. The most effective behavior plans focus on extinguishing challenging behaviors.
Fact or Fiction?
2. Challenging behaviors can be functional, communicative, purposeful, and meaningful for a person.
Fact or Fiction?
3. People usually know what is expected of them. The problem is, they often choose not to do it.
Fact or Fiction?
4. Challenging behaviors are caused by a person's disability.
Fact or Fiction?
5. Behaviors are impacted by factors other than those in the immediate context.
Fact or Fiction?
6. Labeling challenging behaviors as "manipulative" or "aggressive" helps us design more effective behavioral interventions.
Fact or Fiction?
7. 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

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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

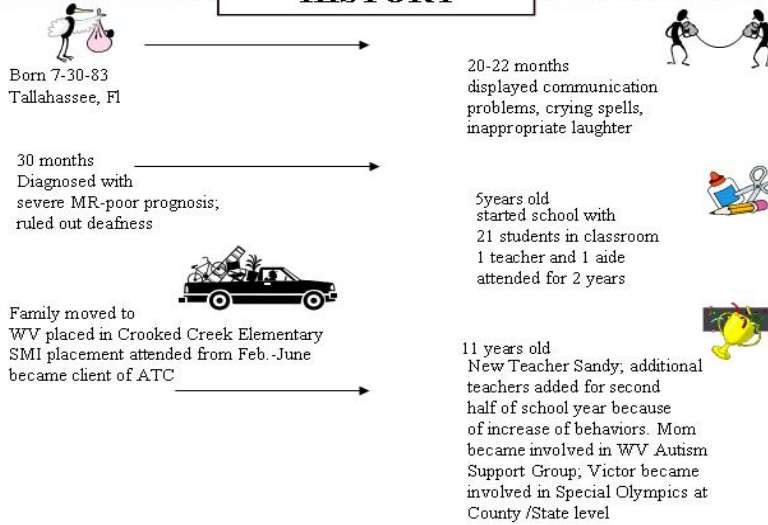
Tools for Person-centered Planning

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

Personal Profile Frames: Used to Gather Background Information

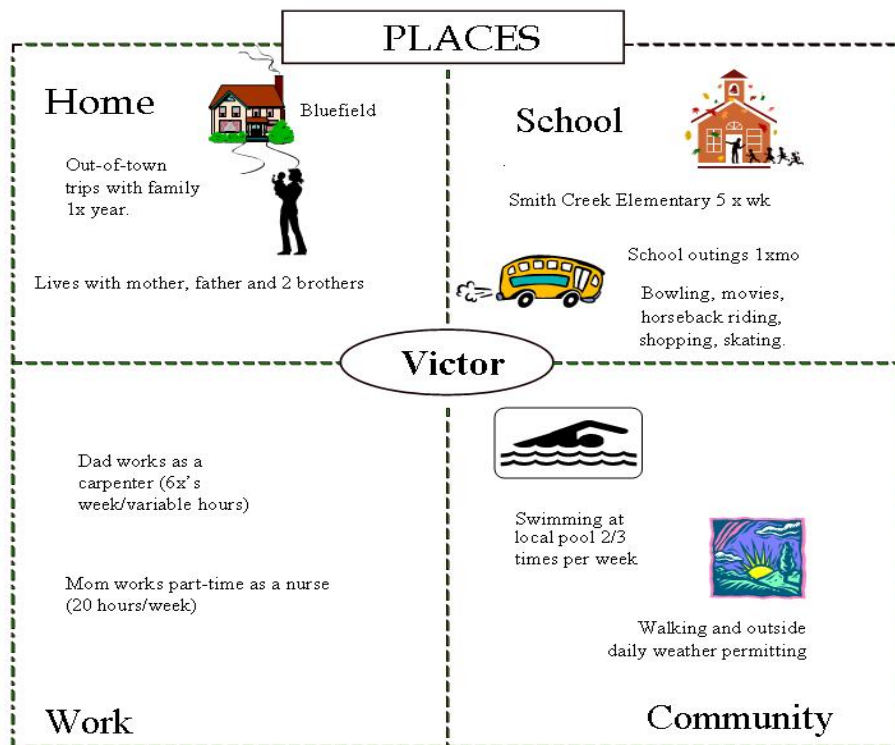
- Who's here?
- People
- Places
- History
- Health
- Choices
- Respect
- Strategies
- Hopes/Fears
- Barriers/
Opportunities
- Themes
- Futures Plan:
 - Home
 - Work
 - Community

HISTORY



PEOPLE

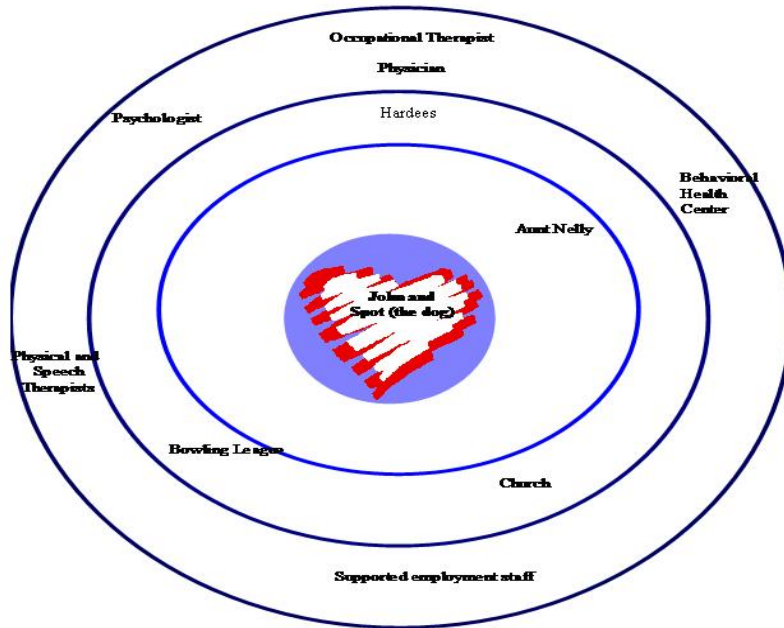
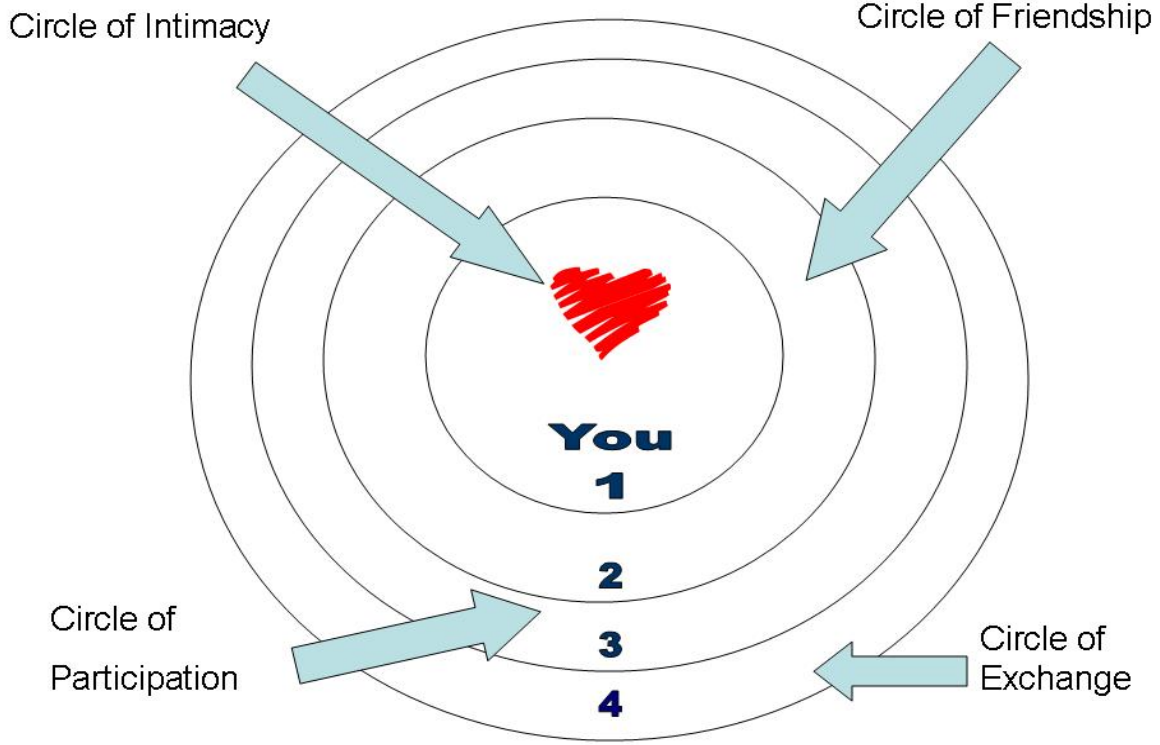




Circle of Support: Helps to identify Natural Supports

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

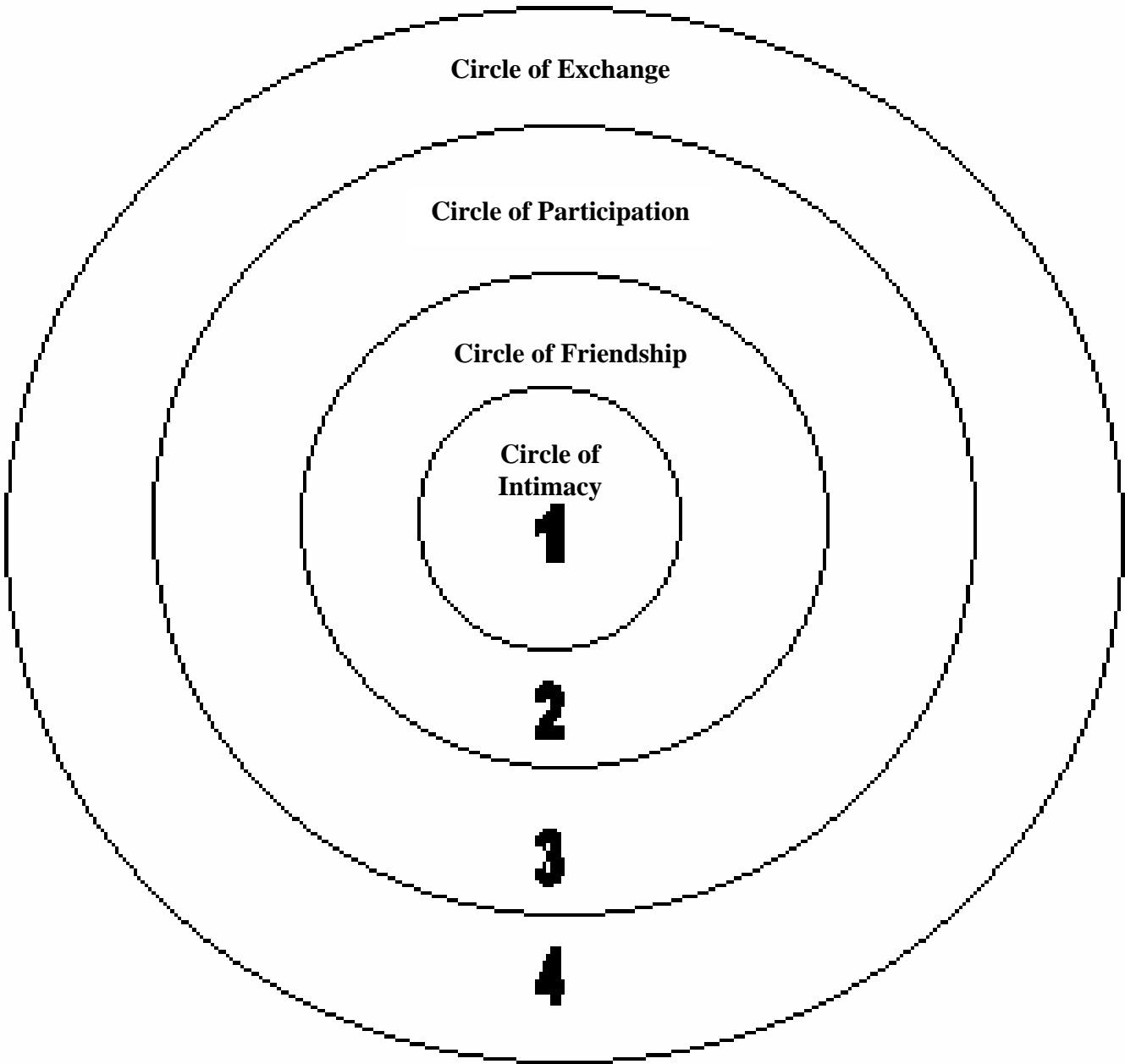
Circle of Support



Activity 3: Identify Your Circle of Support

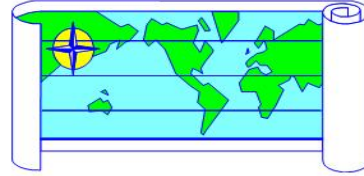
On the following page, complete your own Circle of Support

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.



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

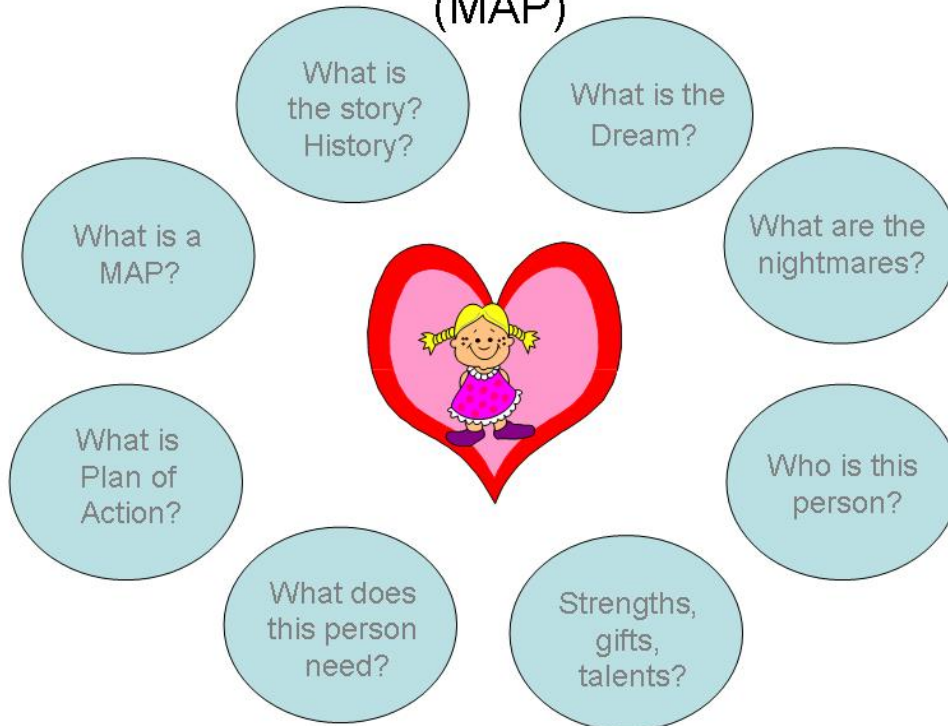
More friends

Improved social skills

Develop behavior support plans

Fully included

Making Action Plans (MAP)



PATH

Planning Alternative Tomorrows with Hope

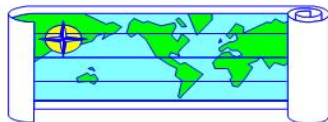


- Tool to address long and short range planning: Provides a timeline for achieving goals
- Utilizes group graphic techniques and involves a team of individuals committed to the focus person
- Takes 2-3 hours to complete

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

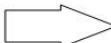


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What is a Functional Assessment?

- 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

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- ❖ 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:

1. angry spitting hitting frustrated

2. jumping happy loving clapping

3. aggressive moody tired pinching

4. 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

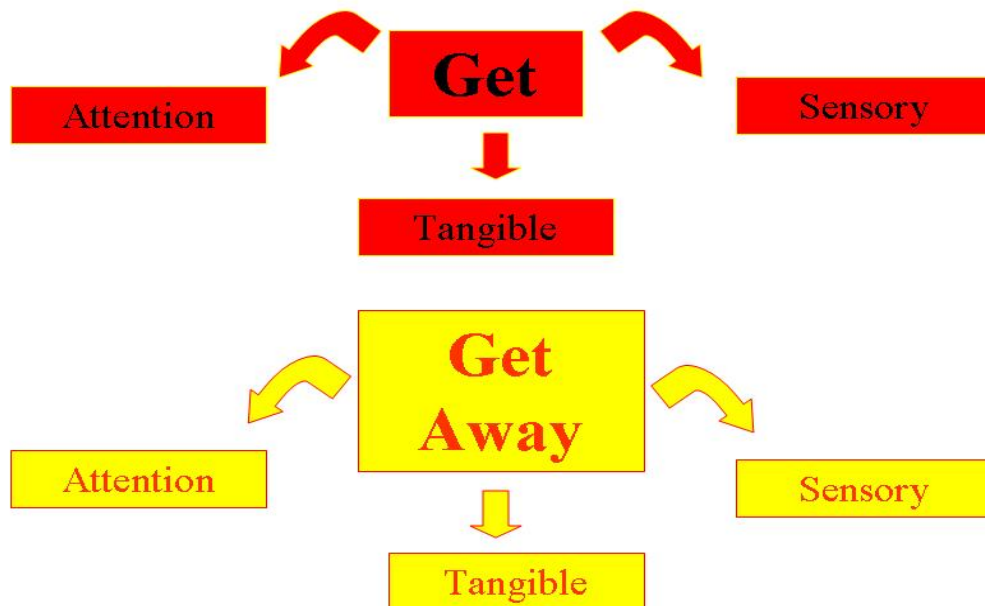
2. Think of someone you work with or know well. Write down 5 of their triggers

What are consequences?

Consequences are events that follow a behavior.



Consequences or Functions of Behavior



Consequences or Functions of Behavior

- **S**ensory
- **E**scape
- **A**ttention
- **T**angible




(Remember, **SEAT**)

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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

1. 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:

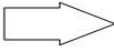
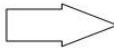


When _____ occurs
(antecedent/fast triggers and slow triggers)

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.*

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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

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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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