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

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

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

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

Family moved to
WV placed in Crooked Creek Elementary
SMI placement attended from Feb.-June
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
Family
- Dad
- Mom
- Grandma
- Aunt
- Two Brothers

Agency
- Mr. Samuels
  - Reg. Ed.
  - Teacher/PE
- O.T. 1x month
- Speech Therapist
- Pat
- Maria Aide

People
- Friends
  - James, Sammy, Matt
  - Autism Room Classmates
- Community
  - Future participation in PALS (community/integration)
  - Project w/6th grade class
- Future participation in PALS (community/integration)
  - Project w/6th grade class

Victor
- Bus driver on community outings
Victor

**Places**

**Home**
- Bluefield
- Out-of-town trips with family 1x year.
- Lives with mother, father and 2 brothers

**School**
- Smith Creek Elementary 5x wk
- School outings 1xmo
- Bowling, movies, horseback riding, shopping, skating.

**Work**
- Dad works as a carpenter (6x's week/variable hours)
- Mom works part-time as a nurse (20 hours/week)

**Community**
- Swimming at local pool 2/3 times per week
- Walking and outside daily weather permitting
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
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

More friends

Better GRADES

Progressing at grade level

Improved social skills

Develop behavior support plans

Fully included
Making Action Plans (MAP)

What is the Dream?
What are the nightmares?
Who is this person?
Strengths, gifts, talents?
What does this person need?
What is the story? History?
What is a MAP?
• 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 Dream

- Video games
- Playing Basketball
- Volunteer (meals on wheels or at a school with kids) - help with “The Challenger’s League”
- Bowling League
- Communicating effectively
- Estate Plan in Place
- Working @ Goodwill (putting things together)
- WalMart or Kmart (any store in the Mall) (putting things away)
-有过一个工作训练项目
- Has a Pet
- Girlfriend
- Be in a job training program
- Going to Movies
- Visits with Dad
- Having friends
- Having a nice neighborhood to walk around
- Weight under control
- Maybe living with other people (at home or assisted living) - (Greerland)
- Being independent
- Volunteer (meals on wheels or at a school with kids) - help with “The Challenger’s League”
Goals
Positive and Possible

6 Months

- Nalay has lost 6 or more pounds.
- Nalay has participated in job shadowing in at least one additional placement.
- Nalay is sorting and starting his laundry with minimal assistance.
- Nalay is completing his bathing and shaving routine with no more than 2 prompts.
- Nalay has volunteered at least one time a week.
- Maria has contacted legal representation about what is necessary to form estate planning committee.
- Communicates specifically what he wants to do, initiates social asking for help, being consistent about greeting without a prompt to family & direct care staff, school staff.
- Nalay has lost 6 or more pounds.
- Is going out on social outings with friends on a daily basis.
- Initiating social activity with assistance (prompting).
- Nalay is sorting and starting his laundry with minimal assistance.
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.
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
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.
- 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.
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.
• 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

Get

Attention
Sensory

Tangible

Get Away

Attention
Sensory

Tangible
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
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