Building Positive Behavior Support Plans

Slide 1

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The purpose of this segment is to describe the types of interventions that are included in a positive behavior support plan and how the information from the functional behavioral assessment is used by teams to select these interventions.

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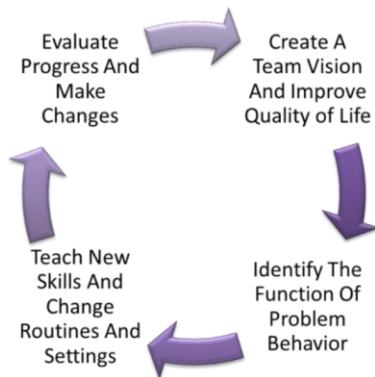
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Once the team has created a vision for improving a child's quality of life and has identified the function maintaining a problem behavior, the team works together to select interventions that focus on teaching new skills and modifying routines to prevent problem behavior.

Kansas Mental Health Positive Behavior Support

Slide 3

Kansas Mental Health Positive Behavior Support

Evidence-based Practices

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In the introduction segment, positive behavior support was described as an approach that considered social, emotional, and physiological factors associated with problem behavior and emphasized the use of interventions that have already been validated by research studies.

Slide 4

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This helps to ensure that interventions are considered "evidence-based practices." But how does a team know what interventions are considered evidence based?

Evidence-based Practice

Medicine
  – Evidence-based Practice Is The Integration Of Best Research Evidence With Clinical Expertise And Patient Values.
    • Institute Of Medicine (2001, p. 147, Adapted From Sackett Et Al. 2000)

Psychology
  – Evidence-based Practice In Psychology Is The Integration Of The Best Available Research With Clinical Expertise In The Context Of Patient Characteristics, Culture, And Preferences.
    • American Psychological Association (2005)

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Evidence-based practice is a term used in many different fields. In the medical field, evidence-based practice is described as "…the integration of best research evidence with clinical expertise and patient values". The American Psychological Association has a similar definition. Evidence-based practice is "…the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences."

Slide 6

For Information About The Association For Positive Behavior Support Please Visit The APBS.ORG Website

www.apbs.org

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The Association for Positive Behavior Support, an international organization that promotes positive behavior support science and implementation, defines evidence-based practice in the following manner.
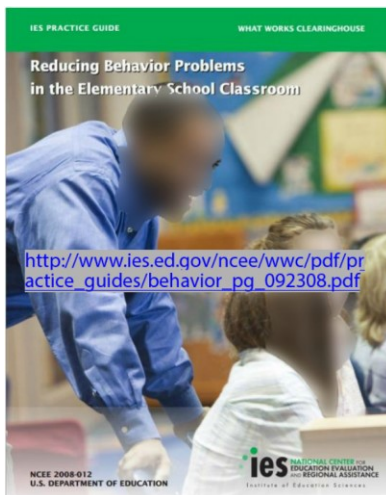
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Slide 7

Evidence-based Practice In Positive Behavior Support

• Positive Behavior Support

-"Evidence-based Practice In Positive Behavioral Support Is Defined As The Integration Of Rigorous Science-based Knowledge With Applied Expertise Driven By Stakeholder Preferences, Values, And Goals Within Natural Communities Of Support".

  • Association For Positive Behavior Support (2013)

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"Evidence-based practice in positive behavior support is defined as the integration of rigorous science-based knowledge with applied expertise driven by stakeholder preferences, values, and goals within natural communities of support."

Slide 8

IES PRACTICE GUIDE   WHAT WORKS CLEARINGHOUSE

Reducing Behavior Problems in the Elementary School Classroom

http://www.ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

NCEE 2008-012
U.S. DEPARTMENT OF EDUCATION

Notes:

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URL: http://www.ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

In education, the Institute for Educational Sciences has written a best practice guide for elementary school educators to prevent problem behavior in classrooms and schools. In this practice guide, teachers are given three recommendations based on evidence-based research findings. The first is to use an evidence-based approach for identifying the specific environmental, social, and emotional events that precede problem behavior and the conditions that maintain it.

Slide 9

Scatter Plot

Time/Activity	Date									
	2/4	2/5	2/6	2/7	2/8	2/11	2/12	2/13	2/14	2/15
6:30 - Getting Ready										
7:00 - Breakfast				▓				▓		
7:30 - Ride to school										
2:30 - Arrival/Snack	▓	▓		▓		▓	▓	▓		
3:00 - Homework										
3:30 - Play/Outside	▓		▓	▓		▓		▓		▓
5:30 - Chores										
6:00 - Dinner		▓					▓			

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This guide indicates that although more evidence is needed, the functional behavioral assessment process appears to be an important tool for selecting effective interventions for children who engage in problem behavior. The scatter plot and ABC recording form you learned about in the functional behavioral assessment segment...

Slide 10

Antecedent-Behavior-Consequence (ABC) Observation Chart

What Happens Before A Behavior	What The Child Says Or Does	What Happens Right After A Behavior
Mom Was Talking To A Friend At The Kitchen Table	Andy Began Making Loud Animal Noises	Mom Stopped Talking To Her Friend And Told Andy To Stop
Andy Was Left Alone At the Grocery Store While His Mother Asked The Grocer Questions	Andy Threw A Can Of Soup Across The Aisle	The Grocer And Andy's Mother Immediately Scolded Him For Throwing Food
Andy's Brother And His Brother's Friend Went Outside To Play A Game Together	Andy Followed The Two Boys And Stole The Ball They Were Playing With And Ran Away	The Boys Chased Andy Around The Yard

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...are examples of tools that the Institute for Educational Sciences recommends using in classroom settings in the same manner described earlier in the functional behavioral assessment segment.

Slide 11

Recommendation 3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate

http://www.ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

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URL: http://www.ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

The second recommendation by the Institute for Educational Sciences is to modify the environment to prevent problem behavior and the third recommendation is to teach children new skills. This report goes on to say that there is a strong evidence base for both of these types of intervention strategies.

Slide 12

http://www.ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

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URL: http://www.ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

Functional behavioral assessment and positive behavior support language has been included within the regulations for the Individuals with Disabilities Education Act to support students in special education. Although the information in this segment refers to evidence-based practices in educational contexts, single subject research has demonstrated that teaching new skills and modifying the environment can be used in a variety of home and community settings to reduce and prevent problem behavior.

Slide 13

Let's stop for a Knowledge Check. Please select the multiple choice item that *is not* one of the three recommendations made by the Institute for Educational Sciences based on research findings:

> **A**. Modify Routines And Settings To Prevent Problem Behavior

> **B.** Use Only Instructional Procedures That Are Supported By Clinical Expertise

> **C**. Identify Environmental, Social, And Emotional Events That Precede Problem Behavior And The Conditions That Maintain It

> **D.** Teach And Reinforce New Skills To Increase Appropriate Behavior

Slide 14

What letter did you select? The answer is *B. Use Only Instructional Procedures That Are Supported By Clinical Expertise*. Most definitions indicate that **both** clinical expertise and research-based knowledge are important elements of evidence-based practice.

Slide 15

Discussion Topic

- What Types Of Evidence-based Practices Are Used In Your Mental-health Center?
- Are There Other Definitions Of Evidence-based Practice That Your Center Uses?
- How Do The Wraparound Planning And Other Evidence-based Practices Compare With The PBS Planning Process With Respect To The Following:
  - Prevention-based Problem Solving
  - Teaching New Skills
  - Responding To Problem Behaviors

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Here is the first Discussion Topic. What types of evidence-based practices are used in your mental-health center? Are there other definitions of evidence-based practice that your center uses? How does wraparound planning and other evidence-based practices compare with positive behavior support with respect to the following areas: prevention-based problem solving, teaching new skills, and responding to problem behaviors?

Slide 16

Positive Behavior Support Involves…

- Changing the environment to prevent problems
  - Change interactions that occur
  - Reorganize order activities are presented
  - Redesign the routine or setting
- Teaching New Social and Communication Skills
  - Teach appropriate ways to meet a child's needs
  - Replace problem behavior with appropriate skills

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In the next part of this segment, we will describe the different types of interventions available in positive behavior support including interventions for modifying the environment and teaching communication and social skills that will replace problem behavior.

Slide 17

Main Elements Of A Hypothesis Statement
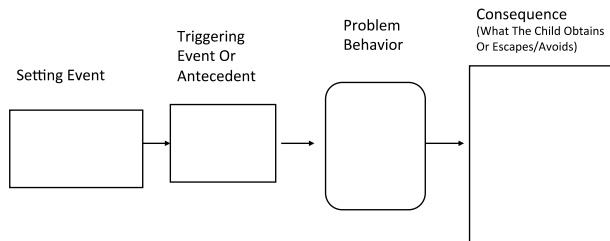
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Elements Of The Functional Behavioral Assessment Are Used To Identify And Confirm The Team's Hypothesis About The Variables That Maintain Problem Behavior

There are many types of interventions that can be used in a positive behavior support plan. The key to selecting interventions that are the best fit for the child and his family is to make sure all of the interventions identified are directly linked to the hypothesis statement.

Slide 18

Kansas Mental Health Positive Behavior Support

Examples Of Interventions

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Interventions can be designed to address setting events, antecedents, teaching new skills, and consequence interventions.

Slide 19

Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions

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Let's briefly describe the interventions in each of these categories starting with setting event interventions.

Slide 20

Examples of Setting Event Interventions

Minimize the Likelihood of the Setting Event
- Medical Treatment For Illness, Pain, Allergies, etc.
- Change Schedule To Avoid Setting Event
- Establish Consistent Sleep Patterns
- Change Physical Environment To Avoid Setting Event

Neutralize the Setting Event
- Rehearse Schedule Before Each Transition
- Engage In A Highly Preferred Routine Prior To Antecedent Event
- Reschedule Canceled Events
- Provide High Levels Of Attention
- Provide Opportunities For Child To Make Choices And Exert Control

Withhold or Eliminate the Antecedents Associated with Problem Behavior
- Avoid Using Verbal Demands When Presenting A Task To The Student Using Nonverbal Cues
- Change Schedule Temporarily By Switching To A More Preferred Activity
- Temporarily Present Easier Tasks
- Make Changes In The Environment Or Task

Add More Prompts for Desirable Behavior
- Provide Frequent Reminders To Use A Communicative Response
- Prompt Student To Use A Relaxation Strategy
- Help Initiate Positive Interactions With Peers

Increase the Value of Reinforcement for Desirable Behavior
- Provide Frequent Attention For Positive Behaviors
- Intersperse Simple Requests To Increase Positive Feedback To The Child
- Provide More Reinforcement By Temporarily Decreasing The Amount Of Work You Expect Completed

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Setting events temporarily change how individuals respond to reinforcers in the environment.

Slide 21

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For instance, the reinforcing value of drinking water will increase after you eat a really large bag of salty potato chips.

Slide 22

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Remember when your mother encouraged you to eat a full meal before going shopping with her at the grocery store? She was using a setting event intervention. You are less likely to beg her for all of your favorite foods when your stomach is full. Setting event interventions are internal or external events or items that will change the likelihood that problem behaviors will occur.

Slide 23

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Positive behavior support interventions include minimizing or eliminating setting events that are associated with problem behavior. Many young children with ear infections will hit their heads repeatedly or bang their heads on the ground or other surfaces. Treating the ear infection and engaging in preventative treatment to address recurrent ear infections is a setting event intervention for some children.

Slide 24

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Allergies, changes in medication, or other physical discomforts have also been identified as setting events for problem behavior. This is why a full medical, mental health, and/or psychiatric evaluation can be so valuable as part of the functional behavioral assessment process.

Slide 25
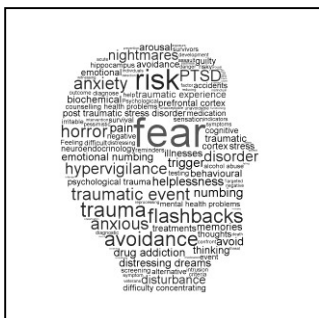
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If a setting event *cannot* be totally eliminated, it may be possible to minimize its effects. A child who has experienced past trauma such as abuse, loss of loved ones, or other emotionally stressful experiences may need mental health-related therapeutic interventions to minimize the effects of these potential setting events.

Slide 26

"A setting Event Intervention That Is Implemented Before An Antecedent Event Is Called A Neutralizing Routine"

Setting Event → Triggering Event Or Antecedent → Problem Behavior → Consequence (What The Child Obtains Or Escapes/Avoids)

Elements Of The Functional Behavioral Assessment Are Used To Identify And Confirm The Team's Hypothesis About The Variables That Maintain Problem Behavior

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Once a setting event occurs, intervention strategies can be implemented just before the antecedent event associated with problem behavior. One type of setting event intervention that is implemented before an antecedent event is called a *neutralizing routine.* Here is a story from a single subject research study describing a setting event intervention.

Slide 27

Research Study (Horner & Day, 1997)

Clay
• 12 Years-old
• Autism And Intellectual And Developmental Disability (IDD)
• Aggression And Self-injury

Pat
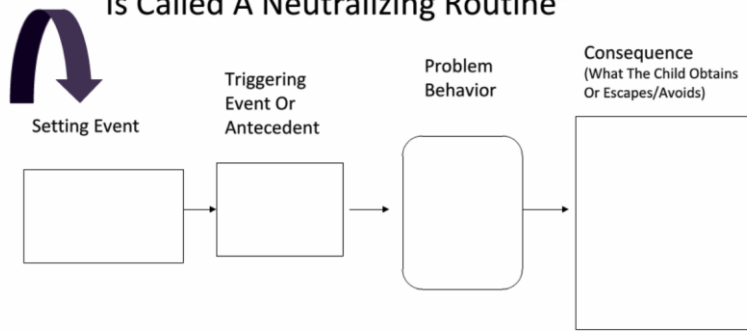• 17 Years-old
• Cerebral Palsy And IDD
• Aggression

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Clay and Pat were two boys with intellectual and developmental disabilities who engaged in problem behavior at home in order to escape from difficult tasks. Examples of problem behavior for Clay and Pat included striking others with a closed fist or open hand, pinching an adult's skin, and pulling hair. Self-injury included banging a head on a table, biting one's hand, and hitting oneself in the head with an open hand.

Slide 28
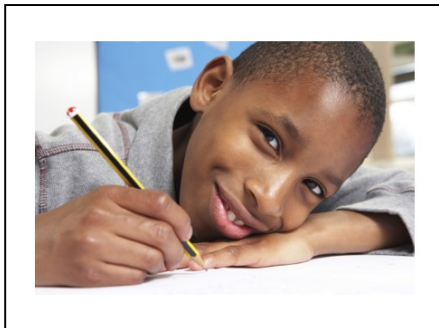
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Setting events for both boys involved delays or sudden cancellations of planned activities. For Clay, a neutralizing routine involved having the opportunity to engage in a highly preferred activity prior to engaging in a more difficult task. The activity involved drawing pictures with phrases.

Slide 29
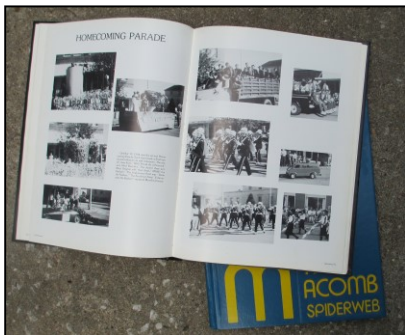
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When Pat experienced a setting event, his staff would sit down with him and reschedule the cancelled event on a calendar, and then spend ten minutes reviewing Pat's yearbook, an activity that Pat really enjoyed. By implementing these highly preferred routines prior to initiating difficult tasks, Clay and Pat's staff were able to decrease the likelihood of problem behavior.

Examples of Setting Event Interventions

Minimize the Likelihood of the Setting Event
- Medical Treatment For Illness, Pain, Allergies, eEc.
- Change Schedule To Avoid Setting Event
- Establish Consistent Sleep Patterns
- Change Physical Environment To Avoid Setting Event

Neutralize the Setting Event
- Rehearse Schedule Before Each Transition
- Engage In A Highly Preferred Routine Prior To Antecedent Event
- Reschedule Canceled Events
- Provide High Levels Of Attention
- Provide Opportunities For Child To Make Choices And Exert Control

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Another setting event intervention involves eliminating or withholding the antecedent events associated with problem behavior. Let's listen to a story about how this type of intervention strategy was implemented.

Slide 31

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Terri, a high school student with intellectual and developmental disabilities, engaged in high levels of problem behavior when her bus picked her up late or when she had slept less than eight hours the night before. When these setting events occurred, Terri was more likely to engage in escape-motivated problem behaviors during her first-hour physical education class.
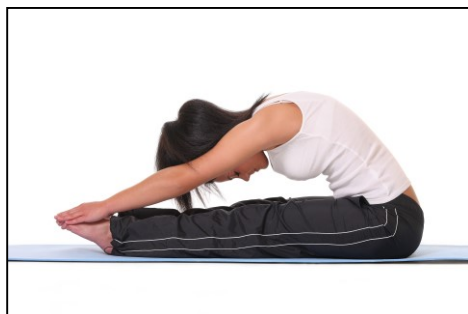
Slide 32

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The antecedent event, a request from her physical education teacher to engage in aerobic exercise, was associated with problem behaviors including crying, screaming, running away, spitting, refusing to participate, and hitting others.

Slide 33

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The intervention involved having Terri's mother call the school on days when a setting event occurred so that the teacher could change Terri's physical education schedule on that particular day. The physical education teacher eliminated the trigger, aerobic exercise, and allowed Terri to begin class with stretching exercises, an activity that she enjoyed.

Examples of Setting Event Interventions

Minimize the Likelihood of the Setting Event
- Medical Treatment For Illness, Pain, Allergies, etc.
- Change Schedule To Avoid Setting Event
- Establish Consistent Sleep Patterns
- Change Physical Environment To Avoid Setting Event

Neutralize the Setting Event
- Rehearse Schedule Before Each Transition
- Engage In A Highly Preferred Routine Prior To Antecedent Event
- Reschedule Canceled Events
- Provide High Levels Of Attention
- Provide Opportunities For Child To Make Choices And Exert Control

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It may be necessary to increase the value of the reinforcers available for desirable behavior on days when a setting event occurs by *temporarily* providing more positive feedback to a child during routines and settings that are associated with problem behavior.

Rapport Building: Creating A New Climate

- Many Communication Interventions Begin With Rapport Building
  - Establish Yourself As A Reinforcer
- Rapport Building Is A Setting Event Intervention
  - Reinforcers Are Available In The Environment
- Once A Positive Relationship Is Established, It Is Easier To Teach New Skills

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An intervention that is often used before teaching a child a new communication or social skill to replace problem behavior is called rapport building. The idea of rapport building is to establish yourself as someone who is highly reinforcing to a child. The child will be more likely to want to interact with you if you have been providing him with high levels of attention and access to preferred items and activities.

Slide 36

Notes:

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Once this positive relationship is established, you can help the child by teaching her new communication skills to obtain attention, items or activities, and escape or avoid non-preferred items or activities.

Slide 37

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In some situations, children experience high levels of social or academic failure setting the stage for problem behavior to occur. Setting event interventions that are intended to create a more positive climate can include increasing reinforcement levels by including access to preferred items and activities, and additional positive social attention.

Slide 38

Discussion Topic

- Describe A Setting Event You Have Experienced Personally In Your Life
- What Interventions Could You Use As A Setting Event For The Setting Event You Identified?
- Can You Think Of A Setting Event That Would Be Hard To Identify During A Functional Behavioral Assessment?

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Let's pause for a Discussion Topic. Describe a setting event you have experienced personally in your life….What interventions could you use to address the setting event? Can you think of a setting event that would be hard to identify during a functional behavioral assessment that might influence your behavior?

Slide 39

Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions

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Now that we have discussed examples of common setting event interventions, let's spend some time talking about different types of antecedent interventions. Antecedent-based strategies address the social, emotional, and physical events and experiences that directly trigger problem behavior.

Slide 40

Setting Events and Antecedents

Setting Events

- Precedes Problem Behavior
- Changes The Value Of Reinforcers
- Increases The Likelihood An Antecedent Will Trigger Problem Behavior

Antecedent

- Precedes Problem Behavior
- Immediately Triggers Problem Behavior

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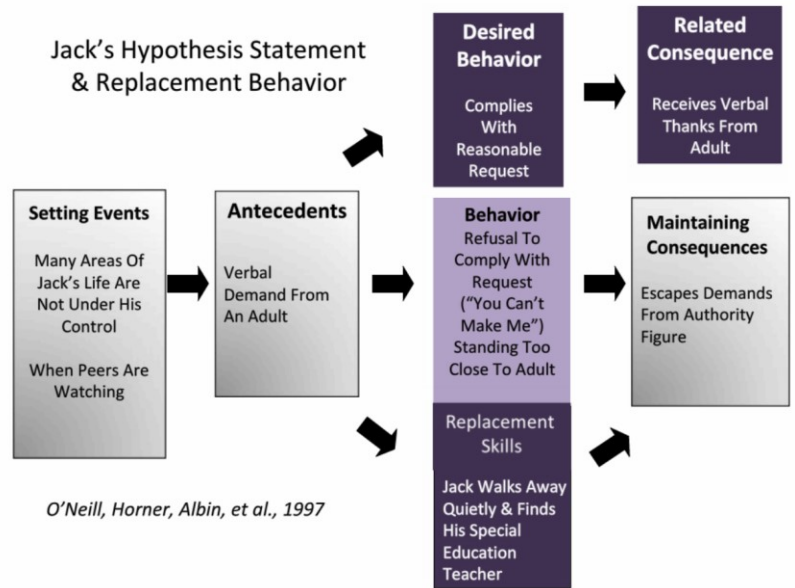_____
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As you can see, setting events and antecedents are quite similar. Both setting events and antecedents precede the occurrence of problem behavior.

Slide 41

Jack's Hypothesis Statement & Replacement Behavior

Setting Events	Antecedents	Desired Behavior	Related Consequence
Many Areas Of Jack's Life Are Not Under His Control	Verbal Demand From An Adult	Complies With Reasonable Request	Receives Verbal Thanks From Adult
When Peers Are Watching		Behavior: Refusal To Comply With Request ("You Can't Make Me") Standing Too Close To Adult	Maintaining Consequences: Escapes Demands From Authority Figure
		Replacement Skills: Jack Walks Away Quietly & Finds His Special Education Teacher	

O'Neill, Horner, Albin, et al., 1997

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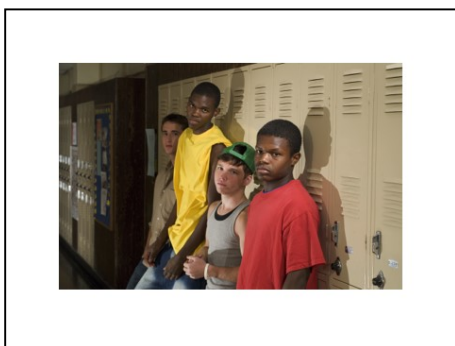
Setting events temporarily change the value of a reinforcer making an antecedent event more likely to trigger a problem behavior. This explains why in some situations a young man like Jack from the functional behavioral assessment segment may respond to a demand without engaging in any problem behavior.

Slide 42

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If Jack's friends are around watching what is happening, this setting event may increase the probability that Jack will refuse to comply when a person in a position of authority gives Jack a verbal demand.

Slide 43

True/False	Question 2 of 5

Please Indicate Whether The Following Statement Is True Or False:
Setting Events and Antecedents Both Precede Problem Behavior.

○ A) True

○ B) False

Back   Submit

Let's stop for a Knowledge Check. Please indicate whether the following statement is true or false: *Setting events and antecedents both precede problem behavior*.

Slide 44

Knowledge Check

Please Indicate Whether The Following Statement Is True Or False:
Setting Events And Antecedents Both Precede Problem Behavior.

The answer is True.

How did you respond? The answer is *true*. Both setting events and antecedents precede a child's problem behavior.

Slide 45

Setting Events and Antecedents

Setting Events
- Precedes Problem Behavior
- Changes The Value Of Reinforcers
- Increases The Likelihood An Antecedent Will Trigger Problem Behavior

Antecedent
- Precedes Problem Behavior
- Immediately Trigger For Problem Behavior

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Physical pain, illness, and emotional events can trigger problem behavior directly or these internal events may be setting events for problem behavior. A functional behavioral assessment is needed to identify setting events and antecedents. However, the interventions are similar.

Slide 46
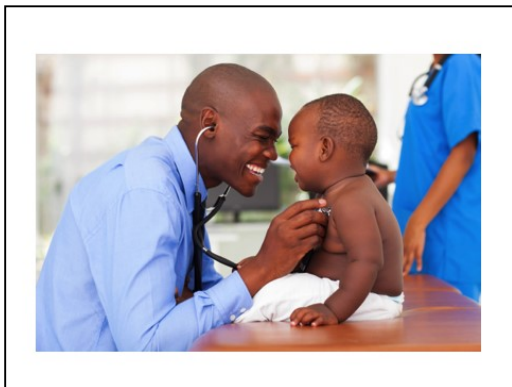
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Eliminating physical illness, reducing medication side effects or treating an ear infection are all examples of antecedent interventions. Another antecedent intervention involves changing the way in which family members interact with a child. Let's listen to a story that shows how one family implemented an antecedent intervention.

Slide 47

Modifying the Environment: John's Story

Notes:

- John Was A Young Man With An Emotional And Behavioral Disorder
- John Engaged In Profanity And Destroyed Household Items When He Was Asked To Take A Shower.
- The Verbal Demand Was The Antecedent
- John Responded To All Verbal Demand Statements By Refusing To Comply And Breaking Items In The House
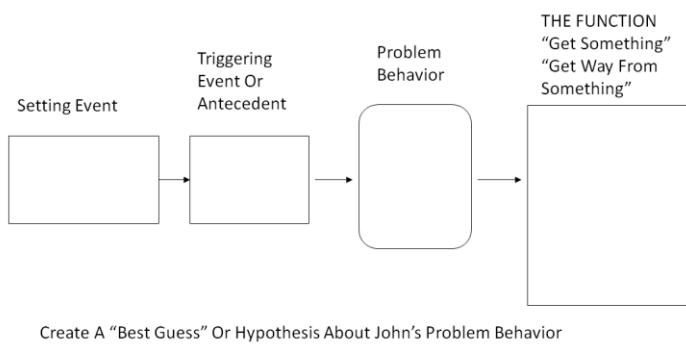
Intervention:
- When Handed A Towel To Provide A Cue That It Was Time To Take A Shower, John Would Calmly Take The Towel From Her And Walk To The Bathroom To Take A Shower

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John was a young man diagnosed with an emotional and behavioral disorder who lost his temper easily with his parents and other adults. John would refuse to comply with verbal requests from his parents, especially when it was time to take a shower. The antecedent for John was verbal demands; problem behaviors included refusing to comply and destroying items in the house that were nearby. The setting event was unstructured routines and settings.

Slide 48

John's Functional Behavioral Assessment

Setting Event → Triggering Event Or Antecedent → Problem Behavior → THE FUNCTION "Get Something" "Get Way From Something"

Create A "Best Guess" Or Hypothesis About John's Problem Behavior

Notes:

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Let's stop for a Discussion Topic. Write down a possible hypothesis statement for John.

Slide 49

John's Functional Behavioral Assessment

Notes:

THE FUNCTION
"Get Something"
"Get Way From
Something"

Setting Event	Triggering Event Or Antecedent	Problem Behavior	
High Levels Of Verbal Demands Unpredictable Schedule	Verbal Demand	Refuse To Comply Destroy Items In House	Escape From Task

Create A "Best Guess" Or Hypothesis About John's Problem Behavior
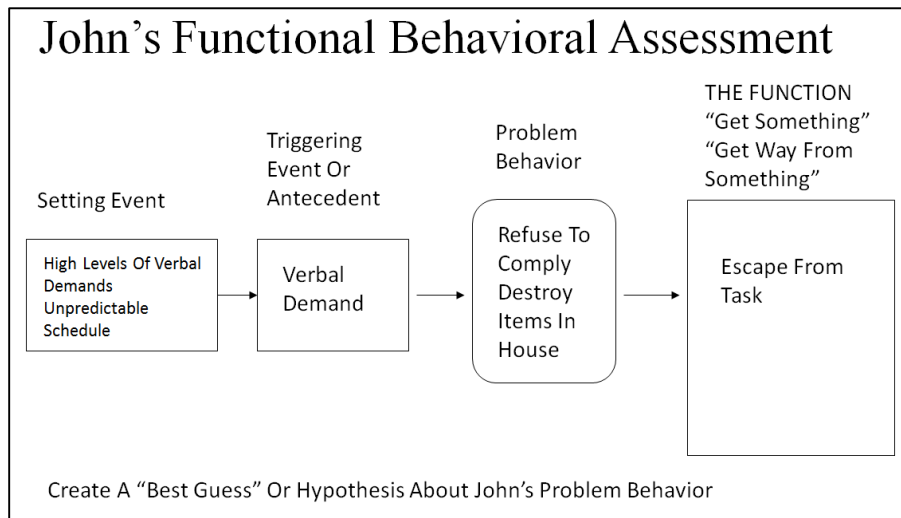
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What did you write down for John's hypothesis statement? In this case, most verbal demands were antecedents that triggered John's problem behavior. John refused to comply with tasks and if a person repeatedly made the same demand, John's behavior would escalate to destroying nearby household objects. This was more likely to occur in settings that were unstructured and less predictable for John.

Slide 50

Notes:

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When the team changed John's environment, they did so by removing verbal demands. John's mother began using nonverbal cues to indicate the next activity or event coming up in John's life. To increase the predictability of John's daily schedule, his mother sat down with John in the

morning and after school to organize the day. John's mother let John choose when he would take his shower.

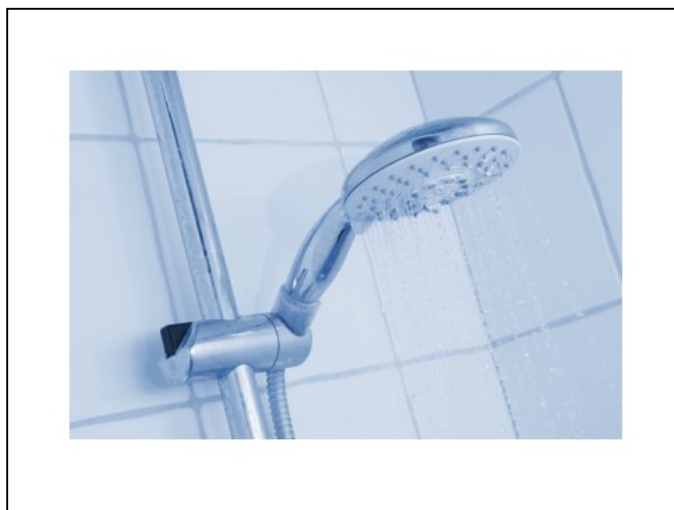Slide 51

Notes:

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Now John's mother hands her son a towel as a cue indicating that it is time for John's shower but she says nothing verbally to him. John takes the towel from her and walks to the bathroom to take a shower.

Slide 52

Notes:

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Eliminating the antecedent, in this case verbal demands, and increasing predictability by creating a daily schedule were the interventions John and his mother needed to prevent problem behavior.

Slide 53

Antecedent Interventions

Remove The Trigger For Problem Behavior
- Treat Medical and Health-related Problems
- Address Emotional and Physiological Issues
- Evaluate Problems Related To Medication Side Effects
- Reorganize The Environment So That The Antecedent Is No Longer Present
- Change The Way In Which A Demand Is Presented

Modify The Environment
- Change The Difficulty Of A Task
- Create Routines With High Predictability
- Use What The Child Likes To Organize A Task
- Offer Choices
- Intersperse High Probability Tasks With Non-preferred Tasks
- Get Involved In The Activities In Ways That Increase Interest
- Present Information Clearly And In A Simple Manner
- Use Visual Cues To Show When A Task Is Complete
- Provide Reminders To Engage In Positive Behavior

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So far, we have discussed antecedent interventions that involve removing the events that trigger problem behavior. The other type of antecedent intervention involves modifying the environment.

Slide 54

Antecedent Interventions

Remove The Trigger For Problem Behavior
- Treat Medical and Health-related Problems
- Address Emotional and Physiological Issues
- Evaluate Problems Related To Medication Side Effects
- Reorganize The Environment So That The Antecedent Is No Longer Present
- Change The Way In Which A Demand Is Presented

Modify The Environment
- Change The Difficulty Of A Task
- Create Routines With High Predictability
- Use What The Child Likes To Organize A Task
- Offer Choices
- Intersperse High Probability Tasks With Non-preferred Tasks
- Get Involved In The Activities In Ways That Increase Interest
- Present Information Clearly And In A Simple Manner
- Use Visual Cues To Show When A Task Is Complete
- Provide Reminders To Engage In Positive Behavior

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Single subject research studies have demonstrated that modifying the way in which tasks are organized can decrease problem behavior for children with emotional and behavioral disorders as well as for children with intellectual and developmental disabilities.

Slide 55

Notes:

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Altering the difficulty of a task to prevent problem behavior is an antecedent intervention. There is a clear relationship between task difficulty and problem behavior maintained by escape. Difficult tasks often include higher numbers of errors made by a child, more corrective feedback, and lower rates of positive reinforcement.

Slide 56

Notes:

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This, in turn, may lead to higher levels of frustration for the child, a reduction in attempted responses, and escape-maintained problem behavior. The goal is to help each child experience success at higher levels. This makes a task naturally more enjoyable and can prevent problem behavior.

Slide 57

Notes:

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Many children respond to unstructured situations and settings by engaging in problem behavior. Establishing a clear set of expectations helps to prevent problem behavior. Imagine being asked to wash an unending pile of dirty dishes…

Slide 58

Notes:

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...or to fold a couch full of clean clothes. It is not clear when the task will end. This makes the situation feel more aversive to the child. In this type of situation, escape-maintained problem behavior is more likely.

Slide 59

Notes:

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Try modifying a task to make it more clear and predictable. For instance, you might ask the child to fold ten towels before going out to play. Providing a clear beginning and ending to the task, creates a more structured predictable chore.

Slide 60
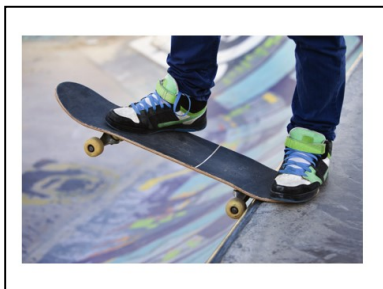
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Changing non-preferred tasks so that they include aspects related to a child's interests is one example of how a task can be modified. For instance, a child may be more interested in a homework assignment on geometry when his father shows him how angles can be measured by tilting his skateboard at various angles.

Slide 61

Notes:

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One of the simplest antecedent interventions is to make a task fun! The way you present a task can make it feel like an awful chore to avoid or a fun game to play. If you react to an activity in a way that signals that it is not very enjoyable, it provides a clear message to the child that this is an aversive task.

Slide 62

Notes:

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Imagine a mother who uses her daughter's interest in alien cartoons to create a house cleaning game. She tells her child that they need to dust and clean under all of the furniture because a tiny alien might be hiding somewhere in the dust…."Quick," she says, "do you want to dust the furniture or sweep the floors? We need to find those aliens before they start causing trouble!" Together, the mother and her child play a game while cleaning the living room together.

Slide 63

Notes:

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Another antecedent intervention is to offer choices. When the task is presented, give the child an option to complete two or three different types of activities. The opportunity to choose, even between two non-preferred activities or chores can decrease the likelihood of problem behavior.

Slide 64

Antecedent Intervention: Behavioral Momentum

Ask The Child To Complete 2-3 Easy, High Probability Tasks Prior to Prompting Him To Complete A Non-preferred Task

- Identify The Non-preferred Task That The Child Often Refuses To Complete
- Create A List Of Brief, "High Probability" Requests
- The Child Completes 100% Of The Time When Asked
- Vary These High Probability Requests So That They Aren't Predictable
- Praise The Child After Each High Probability Request
- Immediately Ask The Next High Probability
- Request
- Use The Momentum Gathered From High Probability
- Tasks And Prompt The Child To Complete The Nonpreferred Task

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Instead of immediately asking a child to engage in a non-preferred task, you may start by making a number of short simple requests that you know the child always completes. This creates an opportunity to provide the child with positive feedback and establishes momentum, making it likely that the child will engage in the less preferred task when the request is made.

Slide 65

Steps for Pre-correction Planning

- Identify The Antecedents Associated With Problem Behavior
- Choose The Positive Social Behaviors That Will Replace Problem Behavior
- Teach Replacement Behavior (If Necessary)
- Provide A Prompt For Appropriate Behavior
- Assess Effectiveness Using Data Collected Over Time
- Ensure High Levels of Reinforcement For Appropriate Behavior
- Fade Prompts Prompts To Acceptable Levels And Decrease Use Over Time

Notes:

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Another simple intervention is to remind a child of what behaviors are expected in an upcoming activity. This is referred to as a pre-correction.

Slide 66

Notes:

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A father may remind his young child to "Remember to ask for help if you need to reach the cereal box". The father uses this reminder as a pre-correction to his daughter who has a past history of screaming and crying when one of her older sisters has placed her favorite cereal on the top shelf in the cupboard just out of her reach.

Slide 67

Let's stop now for a Knowledge Check. Please select the item that provides an example of a setting event intervention:

A. Intersperse High Probability Tasks With Non-preferred Tasks

B. Get Involved In Activities In Ways That Increase Interest

C. Rapport Building – Establish Yourself As A Reinforcer

D. Present Information Clearly And In A Simple Manner

Slide 68

Knowledge Check

Please Select The Item That Provides An Example Of A Setting Event Intervention:
A. Intersperse High Probability Tasks With Non-preferred Tasks
B. Modify Activities By Using The Child's Interests
C. Rapport Building – Establish Yourself As A Reinforcer
D. Present Information Clearly And In A Simple Manner

The answer is C.

What letter did you choose? The Answer is *C. Rapport Building – Establish Yourself As A Reinforcer.*

Slide 69

Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions

Notes:

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One of the key interventions in positive behavior support is to teach a child new communication or social skills that will replace problem behavior with an appropriate alternative response. In some situations, a child will need to learn new social skills in order for problem behavior to be replaced. There are a number of well-known teaching strategies that are used as part of an intervention for teaching new skills.

Slide 70

Assessing A Child's Communication Skills

- Interventions For Reinforcing The Use Of Already Existing Skills
  - Remind Child When To Use Communication Skills
  - Ensure That Reinforcement For Appropriate Behavior Is Effective And Efficient
- Interventions For Teaching A Child New Skills
  - Make A List Of Each Skill Needed To Communicate
  - Create A Plan For Prompting Each Step
  - Fade Prompts And Support Over Time
  - Ensure That Reinforcement For Appropriate Behavior Is Effective And Efficient

Notes:

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Sometimes a child knows how to use appropriate social and communication strategies but is choosing not to engage in these behaviors. The way in which an intervention is implemented will be organized based on the existing strengths and needs of each individual child.

Slide 71

Notes:

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Whether a child is learning new skills or learning to use existing communication skills, it is important to make sure that the new appropriate social or communication skill is more efficient and effective for a child to achieve the outcomes he seeks compared to the outcomes associated with problem behavior.

Slide 72

Notes:

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For instance, a young child may bite her brother in order to force him to give her a favorite toy. This young child has learned over time that biting her brother is the easiest and quickest way in which to obtain a toy or other preferred item.

Slide 73

Teaching New Skills

- Identify A Desirable Behavior That Will Serve The Same Function As The Problem Behavior
- This New Behavior Must Be More Efficient And Effective Compared To The Problem Behavior
  - Reinforcement Occurs Faster For Desirable Behavior
  - The Desirable Behavior Requires Less Effort To Complete
  - Reinforcement For The Desirable Behavior Is More Valuable

Notes:

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A parent who is teaching her child *to ask for the toy* instead of biting other children needs to change the way in which everyone responds during problematic routines and situations.

Slide 74

Notes:

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In the beginning, whenever the child asks for a toy using an appropriate social request, the toy must be immediately available to her. If the child bites her brother, the toy is withdrawn so that over time, the child learns that asking appropriately for a toy is a more effective way to get what she wants or needs.
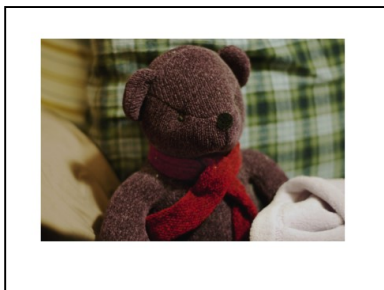
Slide 75

Notes:

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This may mean that the team purchases multiple copies of a toy to make sure that during communication training, the toy can be made immediately available or to avoid taking away a toy from another child in an unfair manner.

Slide 76

Teaching Tolerance For Delay

- Used When Teaching A Child To Use New Appropriate Communication
- Initial Communication Training Involves Reinforcing The Child Every Time The New Skill Is Used
- The Child May Begin Using The New Communication At An Increased Frequency
- Over Time, The Child Is Asked to Wait For Gradually Longer Periods Before Reinforcement
- Tolerance For Delay Helps To Shape A Child's Communication Requests To Normal Levels

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Tolerance for delay is an intervention strategy used once the initial interventions for replacing problem behavior have been implemented. Over time, the team may begin teaching a child to tolerate waiting for a toy so that a more natural social interaction can occur.

Slide 77

Using Self-management Strategies To Increase Independence And Decrease Problem Behavior

Notes:

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Now that we have learned more about teaching communication as a replacement for problem behavior, let's learn about another type of replacement behavior, self-management.

Slide 78

Self-management Interventions
- Used To Replace Problem Behavior With A Positive Skill
- Children Take Charge Of Their Own Life
- Become Active In Monitoring Their Own Behavior
- Set Their Own Goals And Evaluate Progress
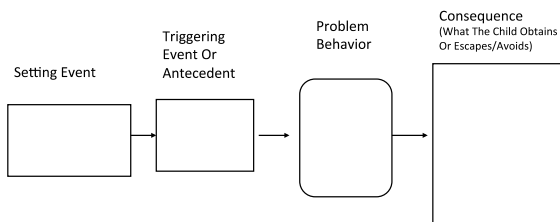- Identify And Reinforce Themselves

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Many single subject studies have evaluated the effectiveness of using self-management to help children learn how to independently accomplish tasks and change their own behavior. This intervention provides children with the ability to take charge of their own life and to play an active role in important decision-making processes.

Slide 79

Self-management Interventions
- Used To Replace Problem Behavior With A Positive Skill
- Children Take Charge Of Their Own Life
- Become Active In Monitoring Their Own Behavior
- Set Their Own Goals And Evaluate Progress
- Identify And Reinforce Themselves

Notes:

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Key elements of self-management include teaching children the skills they need to: set goals, observe their own behavior, and evaluate their progress in order to be more productive, live better lives, or deal with difficult emotional issues.

Slide 80

Self-Management: Teach New Skills To Replace Problem Behavior With A More Efficient And Effective Social Skill

Notes:

Setting Event → Triggering Event Or Antecedent → Problem Behavior → Consequence (What The Child Obtains Or Escapes/Avoids)

Elements Of The Functional Behavioral Assessment Are Used To Identify And Confirm The Team's Hypothesis About The Variables That Maintain Problem Behavior

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Self-management interventions can be used to improve a variety of behaviors including academic performance, productivity, and time on-task. Teams use the functional behavioral assessment to decide whether a self-management intervention should be used to replace a problem behavior.

Slide 81
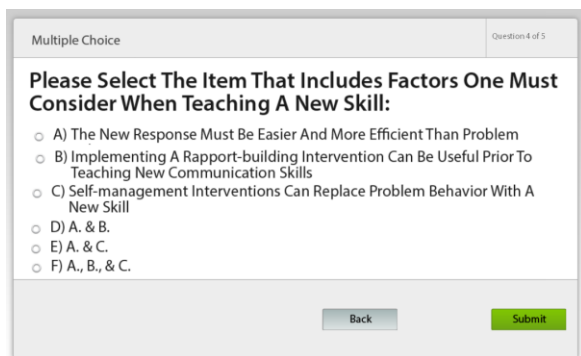
Multiple Choice | Question 4 of 5

Please Select The Item That Includes Factors One Must Consider When Teaching A New Skill:

○ A) The New Response Must Be Easier And More Efficient Than Problem
○ B) Implementing A Rapport-building Intervention Can Be Useful Prior To Teaching New Communication Skills
○ C) Self-management Interventions Can Replace Problem Behavior With A New Skill
○ D) A. & B.
○ E) A. & C.
○ F) A., B., & C.

Back   Submit

Please select the item that includes factors one must consider when teaching a new skill:

A. The New Response Must Be Easier And More Efficient Than Problem Behavior

B. Implementing A Rapport-building Intervention Can Be Useful Prior To Teaching New Communication Skills

C. Self-management Interventions Can Replace Problem Behavior With A New Skill

D. A. & B.

E. A. & C.

F. A., B., & C.

Slide 82

Knowledge Check

Please Select The Item That Includes Factors One Must Consider When Teaching A New Skill:

A. The New Response Must Be Easier And More Efficient Than Problem Behavior
B. Implementing A Rapport-building Intervention Can Be Useful Prior To Teaching New Communication Skills
C. Self-management Interventions Can Replace Problem Behavior With A New Skill
D. A. & B.
E. A. & C.
F. A., B., & C.

The answer is F.

How did you respond? The answer is *F. A., B., & C.* are all factors one must consider when teaching a new skill.

Slide 83

Notes:

Intervention Categories

• Setting Event Interventions

• Antecedent Interventions

• Teaching New Communication And Social Skills

• Consequence Interventions

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An important consequence intervention that is often used while teaching replacement behaviors is to systematically remove or decrease reinforcement for problem behavior. This intervention is often used while teaching new communication skills. The intervention is referred to as "extinction."

Consequence Interventions And Extinction

Extinction:
– Withdrawing Or Terminating Reinforcement That Maintains Problem Behavior
– Includes Strategies Like Ignoring Problem Behavior

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Extinction involves removing the reinforcement maintaining a problem behavior. Many studies have demonstrated the effectiveness of extinction procedures for decreasing a wide variety of problem behaviors.

Extinction Intervention: Problem Behavior Maintained By Attention

- Ignore Problem Behavior When It Occurs
- Send The Message That Problem Behavior Is Not An Effective Strategy To Obtain Attention
- If You Cannot Completely Ignore Problem Behavior…
  – Provide The Least Amount Of Attention
  – Focus On Prompting Appropriate Communication

Notes:

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Extinction can be used in settings where children engage in problem behavior to get attention. In this situation, the adult ignores the problem behavior because it sends the message that problem behavior is not an effective way of getting attention. By ignoring problem behavior an adult is giving as little value as possible to the problem behavior.
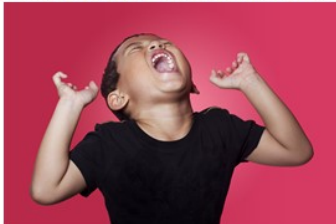
Slide 86

Consequence Interventions And Extinction

Caution:
– Withdrawing Or Terminating Reinforcement Can Result In An "Extinction Burst" (Problem Behavior May Increase Temporarily Before Decreasing)

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It is important to know that when extinction is used as an intervention, problem behavior may temporarily increase before it decreases. This is referred to as an "extinction burst".

Slide 87

Notes:

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Imagine a child who has learned that when she cries and screams at the store check-out counter, her mother will let her have some candy. The child's mother may decide to ignore the child's crying and screaming putting the girl's behavior on extinction.

Slide 88

Notes:

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At first, the child's screaming may increase in intensity as the extinction burst occurs. Over time, however, the child's screaming and crying will decrease and this problem behavior will gradually disappear because the reinforcement for the behavior has been removed.

Slide 89

Ignoring Problem Behavior

- Send The Message That Problem Behavior Is Not An Effective Way To Communicate
- Ignore The Behavior, Not The Child
- Find Opportunities To Reinforce Positive Behavior

Notes:

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With this type of intervention, it is important to remember that you are ignoring the problem behavior, not the child. If you completely ignore the child, you may miss an opportunity to provide positive reinforcement when the child is engaging in the behaviors you want to encourage.

Slide 90

Least Amount of Attention

- Some Problem Behaviors Cannot Be Ignored
  - Danger To Self Or Others
  - Other Individuals Who Are Not Aware of PBS Planning
- Provide The Least Amount Of Attention Possible
- Make Reinforcement For Positive Behavior
  - More Effective
  - More Valuable
  - Faster
  - More Interesting

Notes:

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There are times when the problem behavior you are concerned about cannot be completely ignored. In some cases, you may provide the least amount of attention possible when problem behavior occurs.

Slide 91

Notes:

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If a child is engaging in serious problem behavior and is a danger to himself or others, it may be impossible to ignore problem behaviors. Instead, the goal is to decrease the amount of attention a child receives while increasing the value of the reinforcement that occurs for positive social behavior.

Slide 92

Consequence Intervention

- Use Preferred Activities and Items
- Schedule Preferred Events Immediately Following A Non-preferred Task
- "As Soon As We Finish _____(Make The Bed, Brush Your Teeth, Take A Shower, Etc.), We Can _____!!!(Read A Book Together, Play Video Games, Go Outside, Etc.)"
  - Avoid Threatening or Nagging The Child
  - Use As a Natural Reason To Finish Task Quickly

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Some consequence-based interventions focus on the order in which preferred and non-preferred activities are organized. A simple intervention that can work quite well in decreasing escape-maintained problem behavior is to organize a child's schedule so that a highly preferred task occurs immediately after a non-preferred activity or chore that the child dislikes.

Slide 93

Notes:

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Andy really dislikes brushing his teeth at night. Unfortunately, Andy's teeth need a great deal of attention to avoid tooth decay and more serious dental issues. Andy's father has organized the night-time routine so that as soon as Andy finishes brushing his teeth, he can spent 30 minutes playing video games.

Slide 94

Notes:

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Andy's father doesn't threaten his son by saying if he doesn't brush his teeth, he can't play video games. Instead, he says "the sooner we brush our teeth, the faster we can go play video games together!"

Slide 95

Building A Positive Interaction Pattern	Notes:

Building A Positive Interaction Pattern
- Provide High Levels Of Positive Feedback
- Provide 4 Positive Statements For Every Demand Or Request
- Deliver Reinforcement To The Child Immediately When You Observe Her Engaging In Positive Social Behaviors

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A consequence-based intervention can include creating a climate that has a high ratio of positive statements for every directive given to a child. Providing four to six positive statements for every demand or critical statement to a child can be challenging.

Slide 96

Notes:

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However children seeking attention or needing assistance are less likely to engage in problem behavior if they are already receiving opportunities to interact with others and are able to access preferred activities and items.

Slide 97

Escalating Sequence Of Problem Behaviors

- Make A List of Problem Behaviors That Are Maintained By The Same Function
- Write Down The Problem Behaviors Based On Level Of Intensity And Order

Notes:

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The functional behavioral assessment process involves identifying all of the problem behaviors that occur in a specific setting or routine that are maintained by the same function. In many cases, children engage in minor problem behavior first that then escalates to more serious high intensity behaviors.

Slide 98

Escalating Chain Of Problem Behaviors
1. Frowning
2. Mumbling "This Is So Stupid"
3. Slapping Hand On The Computer
4. Cursing Loudly
5. Pounds On The Keyboard
6. Throws The Computer Out Of The Window

Notes:

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Imagine a child who is working in the school's technology room. This boy becomes increasingly frustrated because he can't figure out how to fix a problem occurring on the computer. The chain of his behaviors starts with frowning, rubbing his forehead, and mumbling under his breath, saying "this is so stupid".

Slide 99
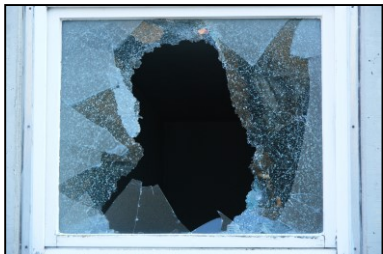
Notes:

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As time goes on, he pounds on the computer keyboard and curses loudly. The chain of more minor problem behaviors escalates in intensity until the young man picks up the computer and throws it out of the second floor window of the school.
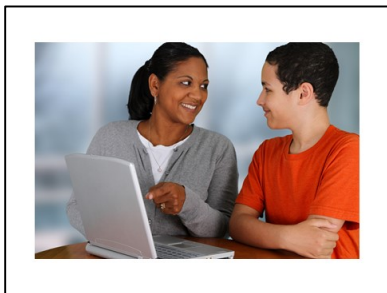
Slide 100

Examples Of Consequence Interventions

- Use Functional Behavioral Assessment Information To Identify Behaviors Maintained By The Same Function
- Intervene Early In The Chain Of Behavior
- Redirect Child Early In The Chain Of Problem Behaviors

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An important part of the functional behavioral assessment is to identify this chain of behaviors. Knowing the escalating pattern of problem behavior allows teams to intervene as early as possible before problem behaviors escalate to crisis levels.

Slide 101

Notes:

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In the young man's story, a teacher may observe him frowning and rubbing his forehead and immediately provide assistance before any other problem behaviors occur.

Slide 102

Here is the last Knowledge Check. Please indicate whether the following statement is true or false: *Ignoring a child's problem behavior during an extinction intervention does not mean that you ignore the child.*

Slide 103

How did you respond? The answer is *true*.

Slide 104

Notes:

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As you can see, there are many ways in which a child and her team can design a positive behavior support plan. In the last section of this segment, we will describe how the team can use the functional behavioral assessment information to brainstorm ideas as a first step in positive behavior support planning.

Slide 105

Notes:

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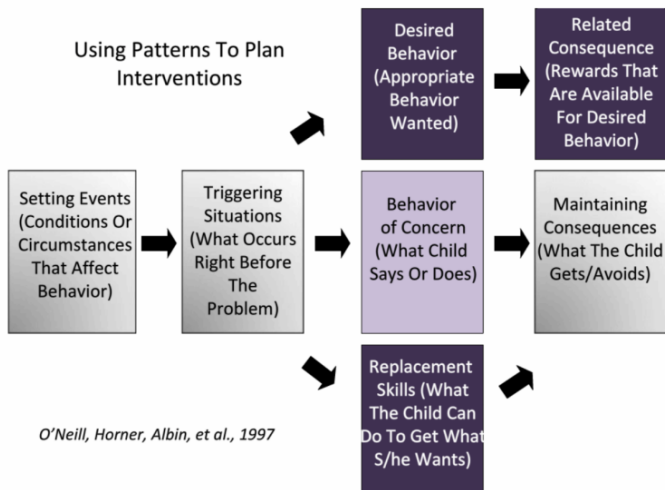
To prepare for a brainstorming session, put flip chart paper on the wall or use a computer and a projector to make the planning process visible for the team.

Slide 106

Using Patterns To Plan Interventions

O'Neill, Horner, Albin, et al., 1997
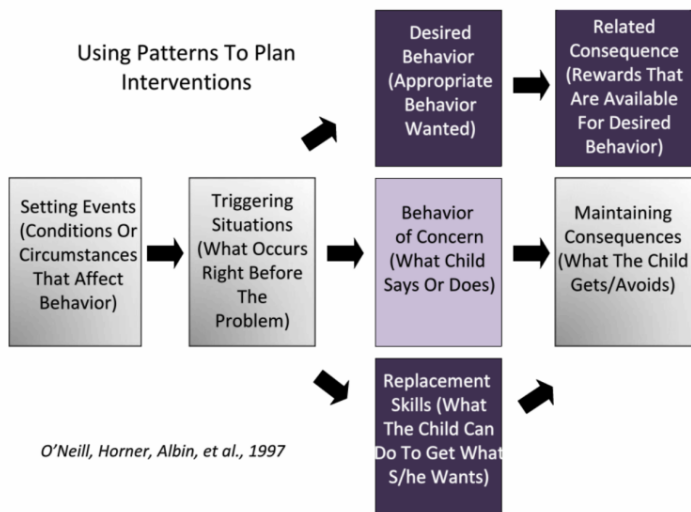
Notes:

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Write down the hypothesis statement for the child's problem behavior. If there are hypothesis statements for more than one routine or function maintaining problem behavior, then the team will need to prepare two different pathways or patterns and brainstorming sessions, one for each routine or setting.

Slide 107

Using Patterns To Plan Interventions

O'Neill, Horner, Albin, et al., 1997
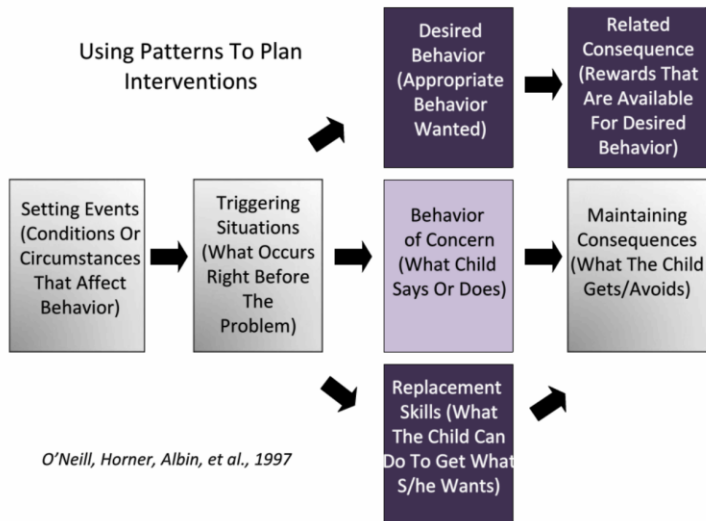
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Document the different pathways that explain the behaviors that can occur. Start with the problem behavior, the setting event, antecedent, and maintaining consequences. Then show what a desired response would be and the consequence that might follow that desired behavior.

As a group, talk about what type of new social skill could be used to replace problem behavior while achieving the same outcomes for the child. This is the replacement behavior and is considered an essential part of the positive behavior support plan.

Slide 109
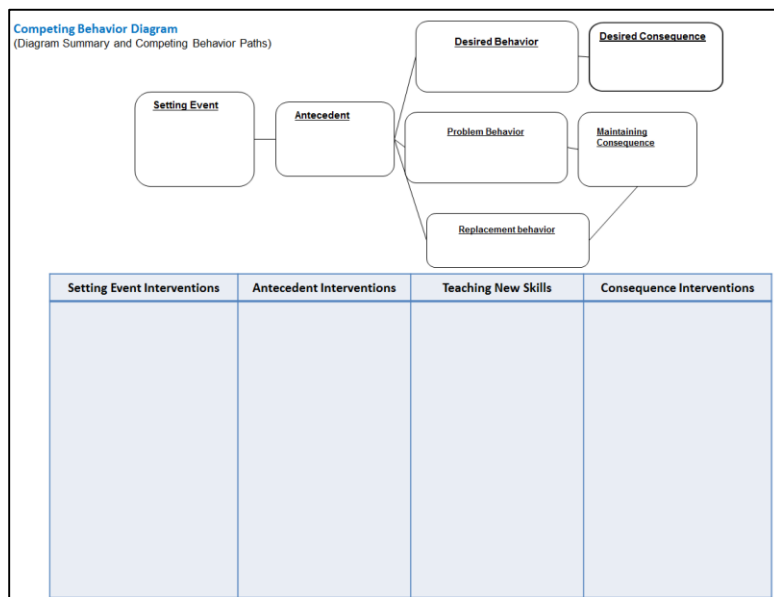
To prepare for the brainstorming session, place four columns underneath the hypothesis statement using the flip chart paper or a projected image on the wall. Let the team know that the brainstorming session will include time dedicated to thinking about interventions in each of these columns.

Slide 110

After The Brainstorming Session
- Go Through Each Column And Select Interventions That Are The Best Fit For The Child And Family
- Consider The Values Of The Family And Those Who Will Implement The Interventions

Brainstorm
/brayn-storm/
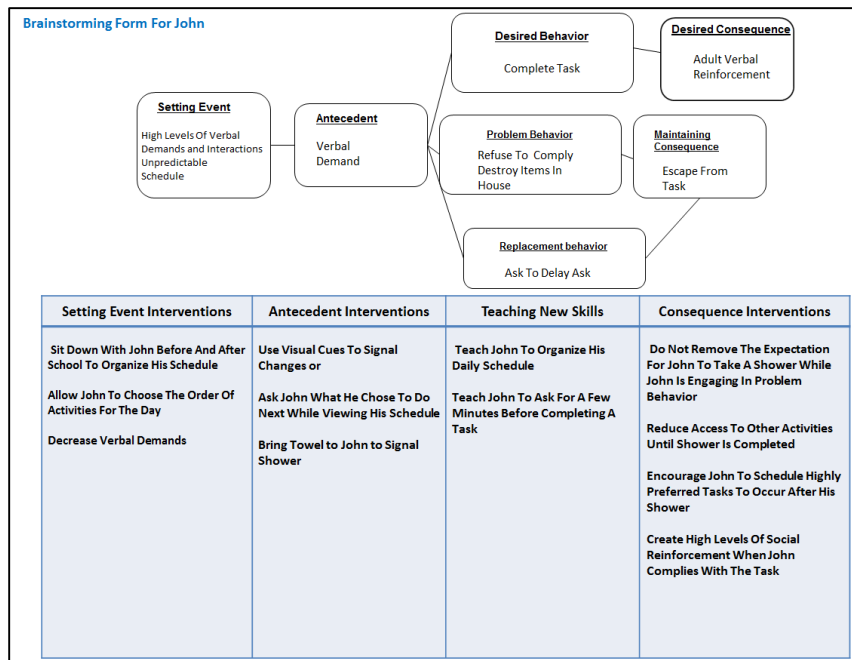def: A group discussion to solve a problem or get ideas with creative comments encouraged.

Notes:

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Assign a timekeeper and set aside 10 minutes or so for each column. Ask one team member to be the note-taker so that all of the ideas are written down. Once the ideas are listed, the team should go back through the list in each column and select one or two interventions that seem to be the best fit for the child and his family.

Slide 111

Notes:

Brainstorming Form For John

	Desired Behavior	Desired Consequence
	Complete Task	Adult Verbal Reinforcement

Setting Event: High Levels Of Verbal Demands and Interactions Unpredictable Schedule

Antecedent: Verbal Demand

Problem Behavior: Refuse To Comply Destroy Items In House

Maintaining Consequence: Escape From Task

Replacement behavior: Ask To Delay Ask

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
Sit Down With John Before And After School To Organize His Schedule	Use Visual Cues To Signal Changes or	Teach John To Organize His Daily Schedule	Do Not Remove The Expectation For John To Take A Shower While John Is Engaging In Problem Behavior
Allow John To Choose The Order Of Activities For The Day	Ask John What He Chose To Do Next While Viewing His Schedule	Teach John To Ask For A Few Minutes Before Completing A Task	Reduce Access To Other Activities Until Shower Is Completed
Decrease Verbal Demands	Bring Towel to John to Signal Shower		Encourage John To Schedule Highly Preferred Tasks To Occur After His Shower
			Create High Levels Of Social Reinforcement When John Complies With The Task

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This figure shows the brainstorming results for John, the boy we described earlier who was involved in an antecedent intervention. John and each person on the team contributed ideas for addressing setting events, antecedents that "trigger" problem behavior, social skills, and consequences. The asterisk next to items in the list indicate which interventions the team finally decided to use in the positive behavior support plan.

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Slide 112

Core KMHPBS Awareness Segments

- Introduction to Positive Behavior Support for Families
- Collaborative Planning in Family-centered Positive Behavior Support
- Functional Behavioral Assessment
- Building Positive Behavior Support Plans
- Implementing Positive Behavior Support Plans

You have now completed the building positive behavior support plan segment. An example of how the brainstorming session was used with a child and his team will be included in the next segment called *Implementing Positive Behavior Support Plans*.