

Positive Behavior Support

Moving from Tier 1 to Tier 2-3

Day 4



Day 4

Classroom Content

- Summarizing FBA data and generating hypothesis statements
- Developing Positive Behavior Support plans
 - Directly connected to FBA
 - Multi-component plans addressing context and antecedent factors, reinforcement for skill development, and positive responses to challenging behavior
- Integrating PBS with other positive supports – note the [Positive Supports Rule](#)

Application of the Content

- Using your completed FBA, create components of the PBS plan
 - Start with context factors – considering the person's quality of life
 - Then add antecedent supports for skill development and removal/reduction of triggers
 - Then add reinforcers for skill development and positive responses to challenges
- Evaluate your PBS plan against the [DHS PSTP quality checklist](#)



Review application of Day 3 content

Application of the Content

- Conduct and FBA with a person you support
- Team on indirect and direct data collection, summary, and hypothesis development
- Use data collection materials linked on mnp.org, or your own existing materials
- Use the [DHS quality checklist for FBA](#) to review the FBA as a team

Breakout Activity

- Share with each other about these applications over the past month
- Identify a spokesperson to share examples with the larger group



Content Pivot

Summarizing Functional Behavior Assessment Data

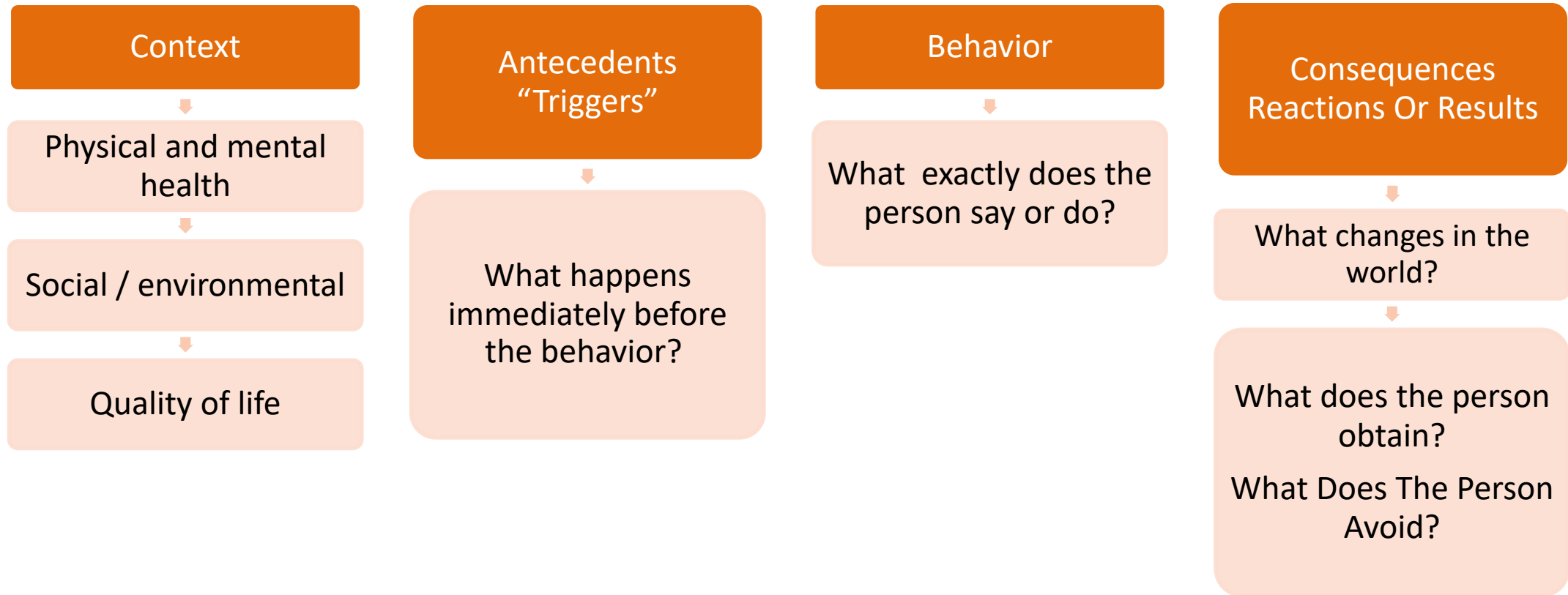


Summarizing FBA Data

- You have data from interviews, questionnaires, and observations
 - What information is in alignment?
 - What does not line up?
- What can you say with confidence based on the data you have right now?
 - And what might you be interested in continuing to collect data about, even as you develop an initial PBS plan?



Summarizing FBA Data: the Hypothesis Statement



Summarizing FBA Data: the Hypothesis Statement

- Describes the relationship between context, antecedent, behavior, and consequence/outcome
- This format makes it explicit for your team and any stakeholders:
 - In the context of...
 - Given the antecedent of...
 - (Person) may do...
 - Which reliably results in...



Summarizing FBA Data: the Hypothesis Statement

- **In the context of** the home with less preferred staff present and housemates around,
- **given the antecedent of** staff engaging with housemates (e.g., providing assistance or socializing),
- **Jen may engage in** verbal disruption,
- **which is reliably results in** Jen gaining staff attention and access to new activities, and by housemates leaving the area.



Breakout Activity 1

- See handout – draft a hypothesis statement together based on data collected by a member of your group, or a case you otherwise discuss as a group

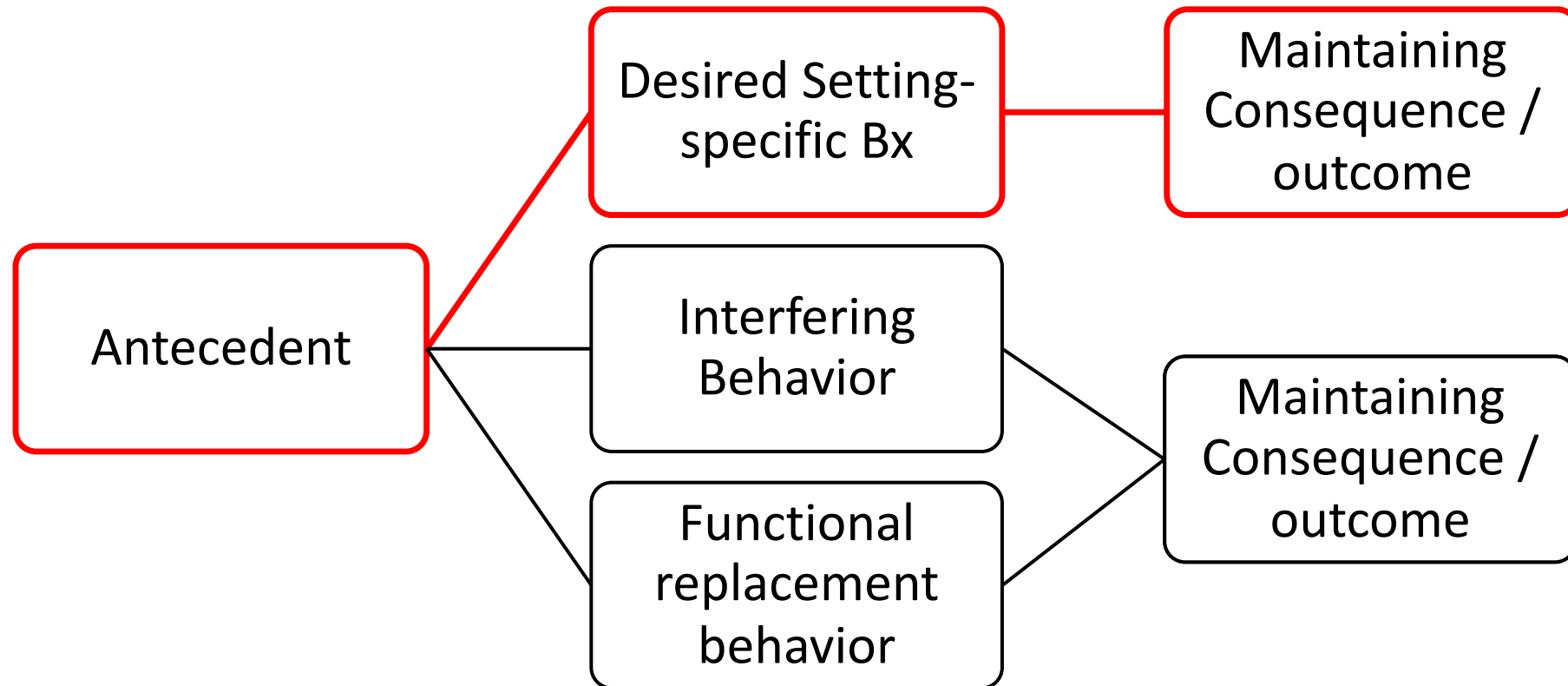


Content Pivot

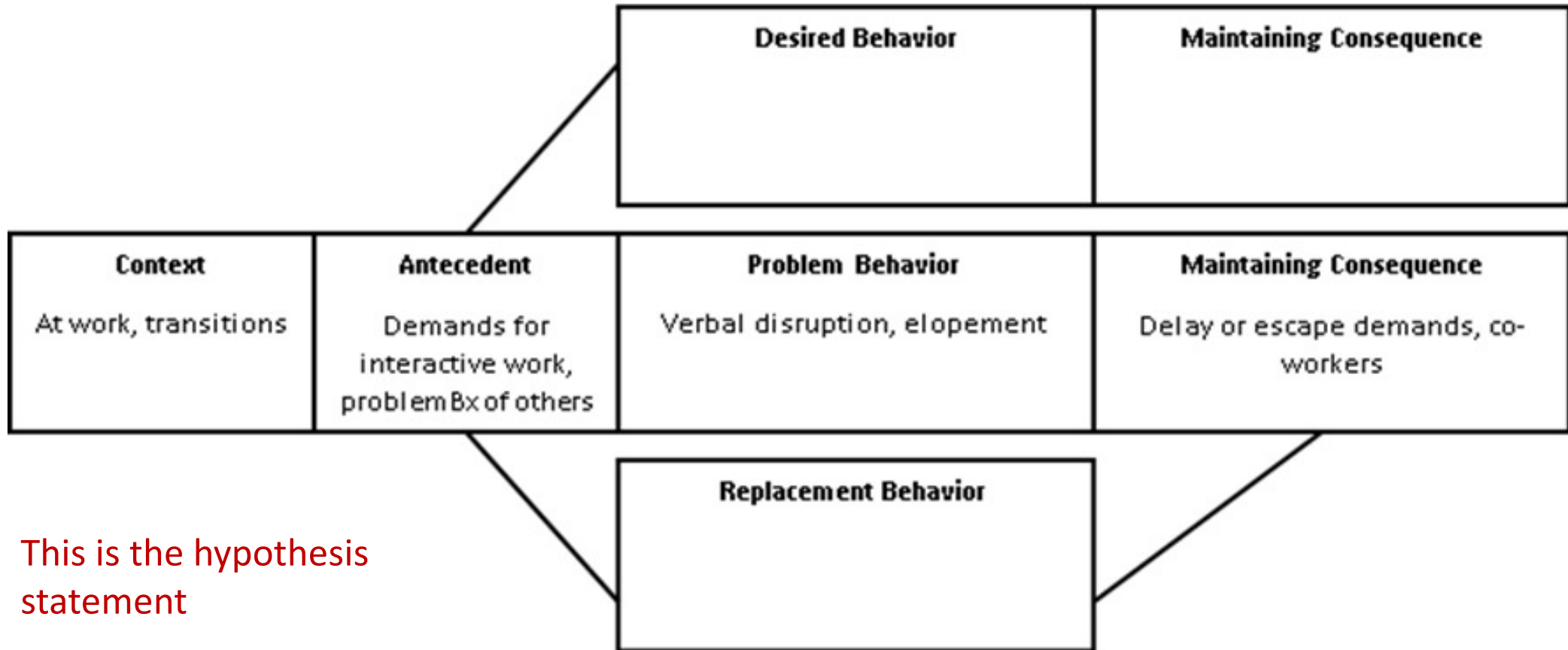
Developing Positive Behavior Support Plans



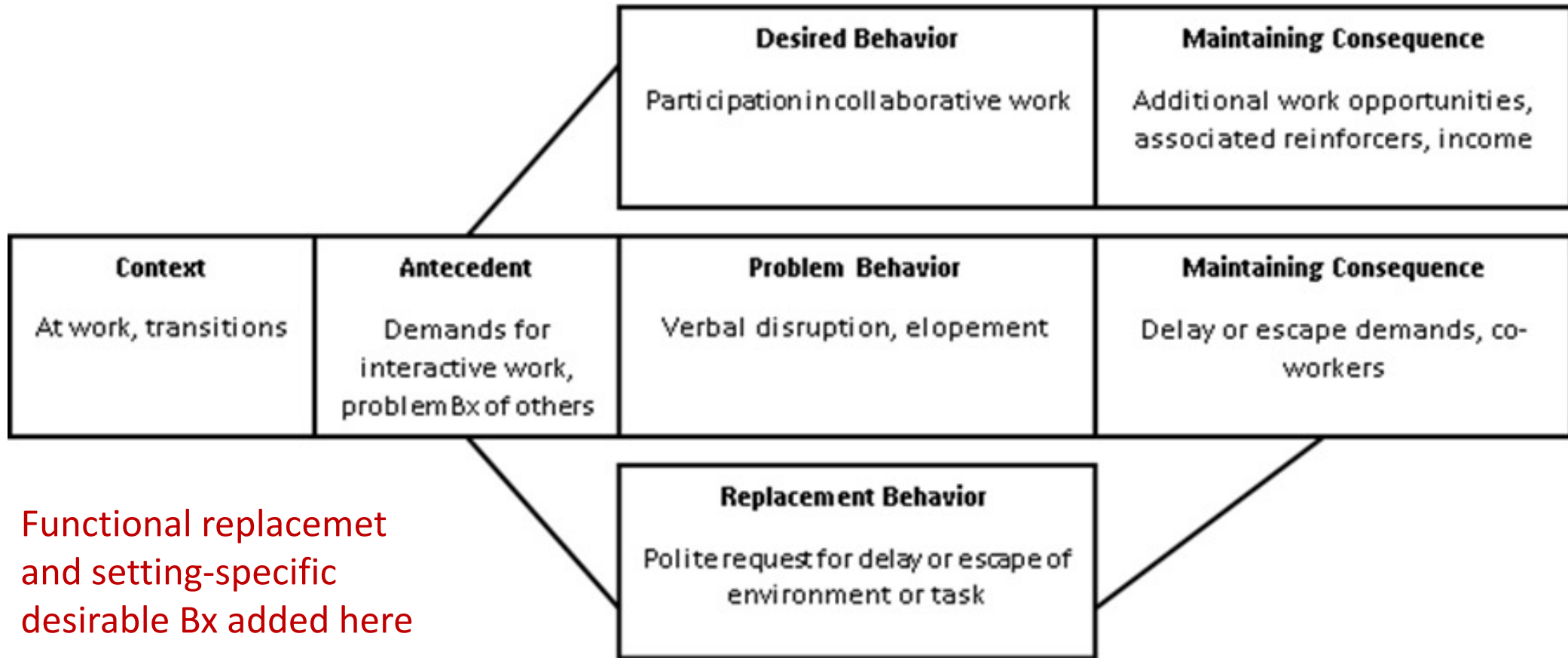
Using Patterns To Plan Interventions



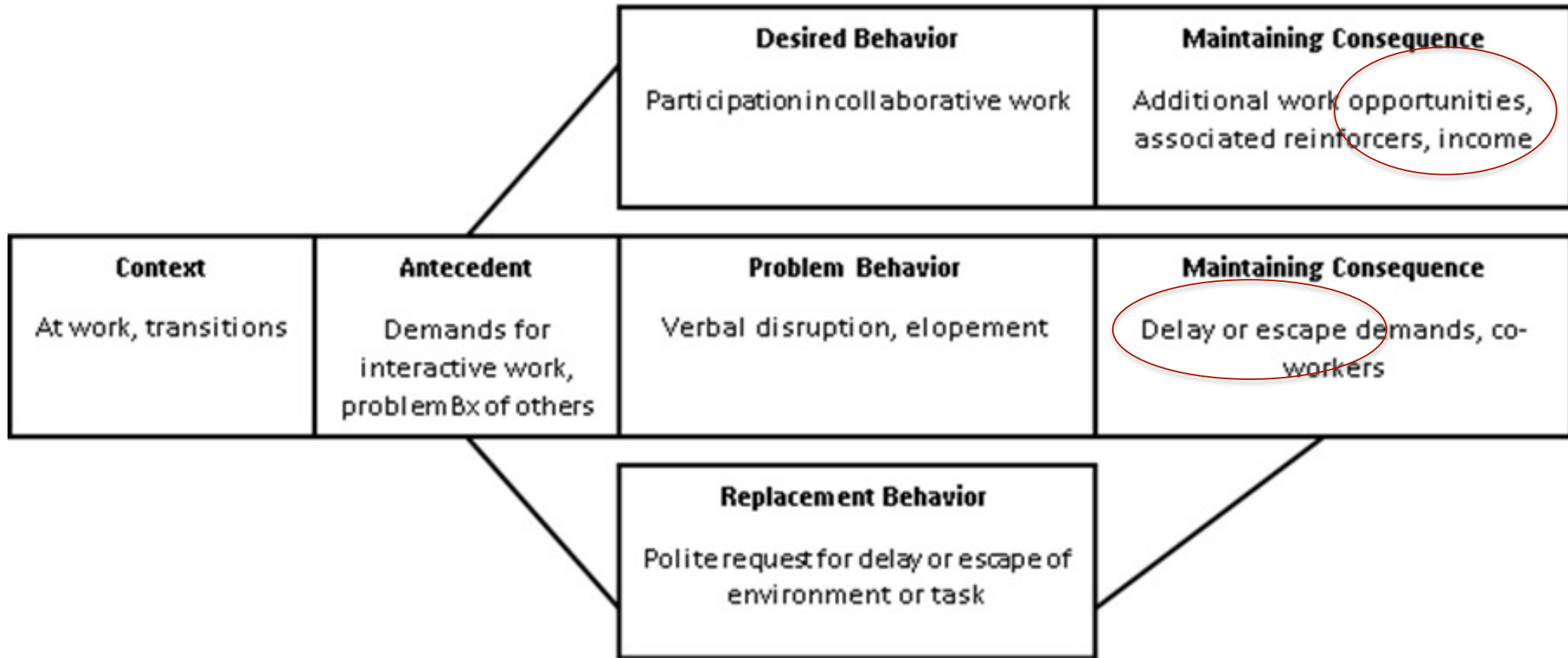
Case example within competing Bx diagram



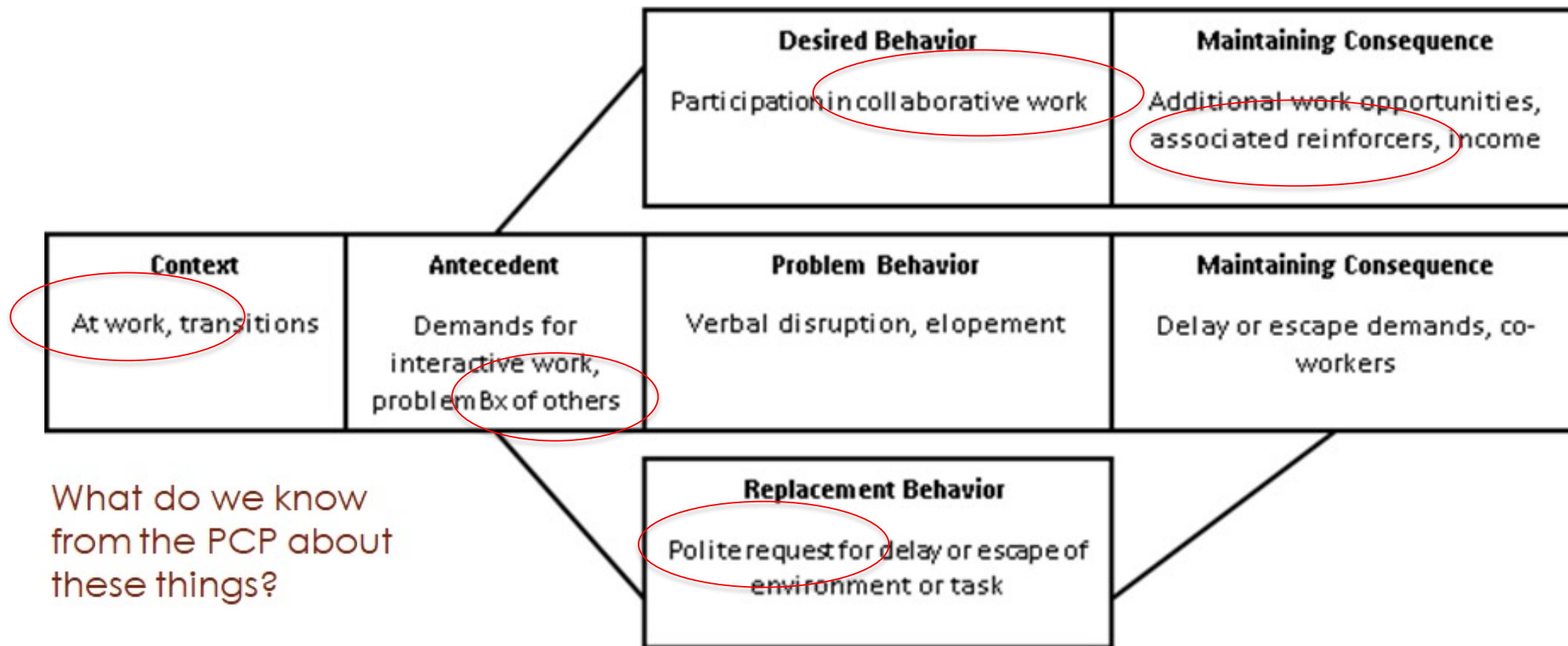
Case example within competing Bx diagram



Case example within competing Bx diagram



Case example within competing Bx diagram



Features Of A Written Positive Behavior Support Plan

- Identifying information, reasons for the plan, person's positive characteristics
- Description of the behaviors that the plan is designed to increase and decrease
- Routines in which the plan is to be implemented
- Summary of the hypothesis statement
- Description of specific strategies in detail
 - Proactive, teaching, reinforcement, positive responses to problems
- Crisis plan (as necessary) – see [PSTP document and instructions](#)
- One page overview of all interventions



CHAT ABOUT IT!

How do you see these as distinct?

What challenges has your team experienced in distinguishing these?

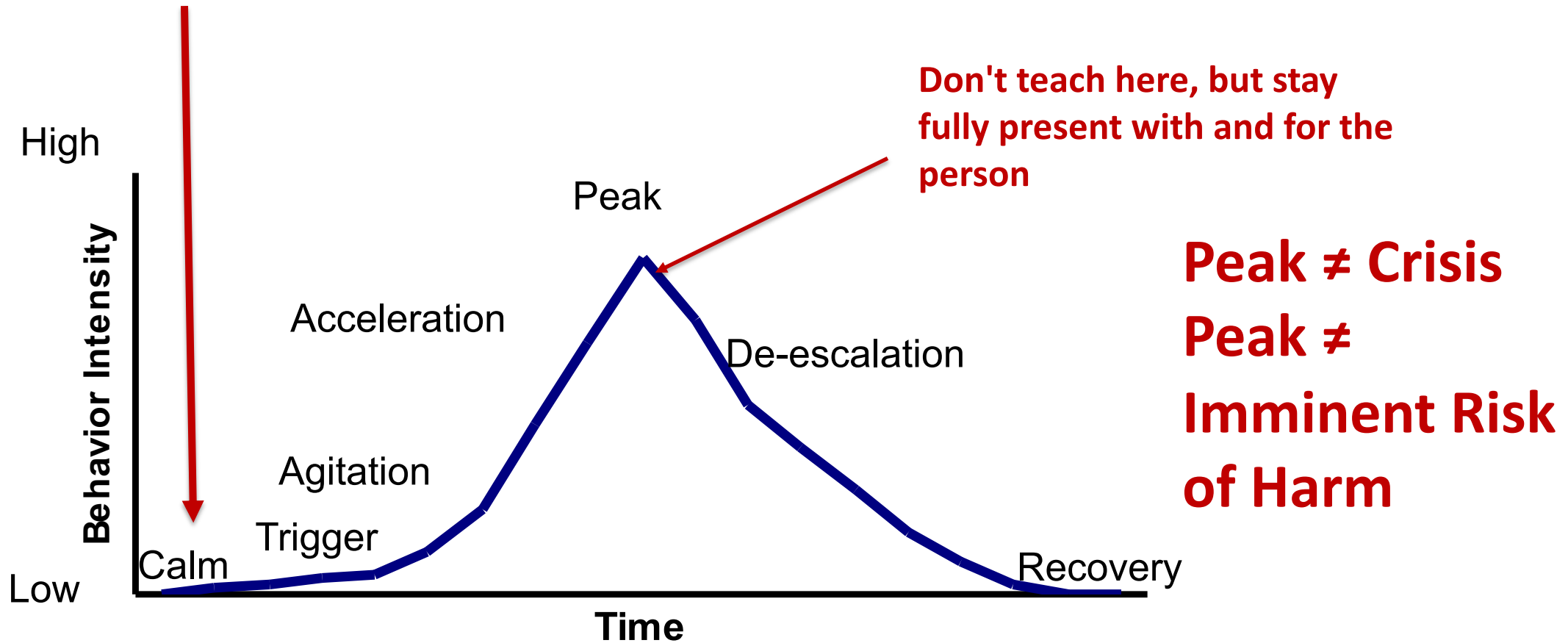
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We will return to this theme later today. How we address (and normalize) the spectrum of human emotions is part and parcel of Minnesota's shift to the regulatory and practice landscape of 245D / PSR.



Practice in low stress settings to become more sensitive to early signals

The Escalation Cycle



Colvin & Sugai, 1989



Effective Positive Behavior Support plans:

- Are variable in size and complexity
- Focus on specific routines and contexts in which problem behaviors occur
- Include multiple intervention strategies
- Improve contexts to prevent problems and promote positive behavior
 - Biology, psychology, environment, quality of life
- Teach and reinforce new social, communication, and adaptive skills
 - And, mindful of person-centered and trauma-informed practices, are careful about teaching a person to tolerate aversive situations
- Respond to problems by promoting target positive behaviors
 - Strong overlap with antecedent strategies



Content Pivot

Proactive Strategies

- Improving Context
- Antecedent Strategies



Proactive Strategies (improving context)



Breakout Activity 2 – see handout

- Changing the context
 - How have you improved (or could you improve) the context for someone you support? Consider all four domains required in the Positive Supports Rule:
 - Biological
 - Psychological
 - Social / environmental
 - Quality of life



Proactive Strategies (antecedent) – see handout

- Give positive attention
- Pre-specify a reinforcer
- Offer choices instead of giving demands
- Collaborate
- Give concrete, affirmative answers to requests
- Gradually fade-in demands and expectations
- Use preferred items and activities as distracters
- Make plans and clarify expectations via:
 - Schedules
 - Lists
 - Calendars



Breakout Activity 3

- See the handout on Proactive Strategies
 - Create examples for 3-5 strategies (the ones that interest you most) that you might use with a person you support
- Return to the large group and share examples – it is great to learn what others do across settings and skills:
 - Home / community / work
 - Cooking / socializing / interacting with customers
 - Asking for help / negotiating schedule changes



Content Pivot

Teaching Strategies



Steps for Teaching New Skills

- WRITE an operational definition of the behavior
- START with the initial cue that occurs naturally
- PROMPT the behavior (see choices in coming slides), using an intentional hierarchy
- REINFORCE immediately with specific praise or other options (see choices in coming slides)
- REPEAT with as many opportunities, in dedicated teaching and naturalistic scenarios, as needed for the person to **learn**, **master**, and **maintain** the skill



Starting the teaching opportunity

- What should cue the person to use the skill under naturalistic conditions?
 - Use this as the starting point
- Some examples
 - Empty plate = put dishes in the dishwasher
 - Person enters room = start a conversation
 - Phone alarm sounds = set out clean clothes and get shower items ready
 - Someone is watching TV = "when can it be my turn?"
 - Hearing someone say "no" or "not right now" = get calendars and ask to determine when it can happen



CHAT ABOUT IT!

- What examples can you provide – what natural cues have you been working to get people to respond to?



Prompts to Teach New Skills

- **Verbal** = e.g., “Say help”
- **Gestural** = e.g., point to toothpaste
- **Model** = e.g., demonstrate how to put the toothpaste on the toothbrush
- **Visual** = e.g., task list with written steps to cross off or Velcro pictures to remove
- **Positional** = e.g., correct answer / item is physically arranged for success for the person
- **Partial Physical Prompt** = lightly touch hand to indicate toothbrush should move to other side of mouth
- **Full Physical Prompt** = place a hand over the person's hand and guide toothbrush to other side of mouth



Prompting the skill

- **What is the purpose of prompting?**
 - So the person can respond to the natural cue by doing the skill
- **We often forget about that first part!**
 - We can support a person to learn & do any skill, but if they don't learn it in response to the natural cue, then they will be "prompt dependent"
- **Considerations for prompting**
 - Age of the person
 - Context in which we are supporting the person
 - Fading prompts, building towards independence and spontaneity
 - Starting with most- or least-intrusive prompts



Learn to prompt
communication here

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



Most-to-least intrusive prompt hierarchy

- Start with the least intrusive prompt that consistently results in a correct use of skill (this could be a full physical prompt)
- Across successful opportunities the prompt is faded
 - (remember to fade quickly)
- Need some criteria for when to move to a less restrictive prompts.

- **Benefits:**
 - More errorless learning (could lessen likelihood of frustration)
 - May be good for harder/more complex/novel skills

- **Drawbacks:**
 - Can be harder to fade
 - Lessen likelihood of spontaneity of new behavior



Least-to-most intrusive prompt hierarchy

- Use the least intrusive prompt first,
- Then progresses through the sequence of prompts until the person performs the skill
- Need criteria for when to advance in the hierarchy
- **Benefits:**
 - Increased likelihood of independence/spontaneity of the response
 - Can be easier to fade
- **Drawbacks:**
 - The person may error before receiving prompt, which may increase frustration
 - May lead to error pattern



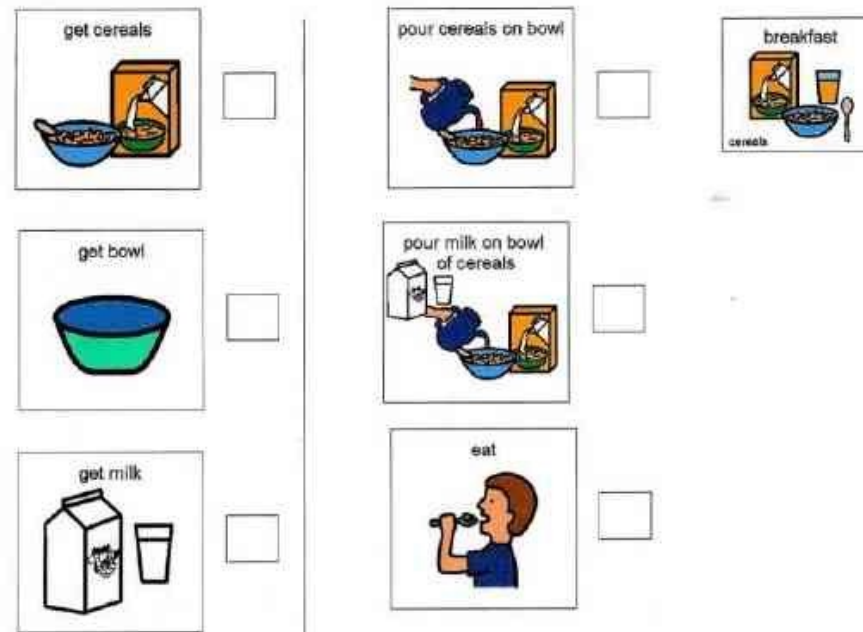
Task Analysis

- Breaking down larger tasks into smaller steps
- YOU break down the task, then assess person's ability to complete each step
- Match instructions and supports to the person's prerequisite skills
 - Identifying pictures, reading, sequencing steps, etc
 - This includes prompts – what prompts will work best for the person?
- Be specific with naming of objects
- Quality control-have someone perform the task
- Use action verbs
 - Locate, Identify, Put, Place, Identify



Example Task Analysis

Visual Task Analysis: Prepare Breakfast (Cereals)



1

• Grab toothbrush

2

• Grab toothpaste

3

• Open toothpaste

4

• Put toothpaste on toothbrush

5

• Brush teeth

6

• Spit

7

• Rinse

8

• Put items away



Breakout Activity 4

- See the handout on Prompting Strategies
 - Create examples for 3-5 strategies (the ones that interest you most) that you might use with a person you support
- Return to the large group and share examples – it is great to learn what others do across settings and skills:
 - Home / community / work
 - Cooking / socializing / interacting with customers
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Content Pivot

Reinforcement Strategies



What is Reinforcement?

- An outcome generated by a behavior that makes that behavior more likely in the future (**makes it stronger**)
 - We find out through FBA what reinforces challenging behavior
 - We use those same reinforcers, and others, to strengthen more socially-desirable behaviors
- It's not bribery! Who knows the difference?

Reinforcing New Skills

- Behavior-specific praise
- Behavior-specific feedback
- Physical praise
- Special item or activity
- Tokens or points
- Break or delay



Reinforcement: what makes it work (or not?)

- **Individuality**
 - Preferences matter, across individuals – ensure individualization
- **Contingency**
 - Reinforcer is only delivered when the behavior happens
- **Immediacy**
 - Reinforcer is delivered right away
- **Schedule**
 - How often the reinforcer is available
- **Magnitude**
 - The amount / potency of the reinforcer should match the difficulty of the expected behavior



CHAT ABOUT IT!

Share an example of when you tried to use reinforcement but it was not very effective because of one (or more) of these important elements of reinforcement was not set up as well as it could have been:

- Individuality
- Contingency
- Immediacy
- Schedule
- Magnitude



What behavioral improvement challenge are you facing?

- A behavior is not happening enough
 - Learn a new skill for a particular setting or routine
- A behavior is happening too much
 - It's OK, just needs to happen less
 - It's not OK, cannot happen at all
 - A functional replacement behavior is needed, that perhaps is physically incompatible
 - Recognizing the absence of challenging behavior is important
- A behavior is happening under the wrong circumstances



"Differential Reinforcement" Approaches when a behavior is happening too much

- Differential Reinforcement of Alternative behavior (DRA)
 - Drawing pictures with colored markers rather than stereotypically flipping the markers
- Differential Reinforcement of Incompatible behavior (DRI)
 - Give Idina a mirror to hold (she loves mirrors) so that she doesn't grab or hit staff transferring her to her wheelchair.
- Differential Reinforcement of Low rates of behavior (DRL)
 - Jill interrupts an average of 9 times per 30 minute session. If she interrupts no more than 2 times every 10 minutes, she gets a token at each interval
- Differential Reinforcement of the Omission of behavior (DRO)
 - Rhonda receives a token for each 5 minute interval she goes without engaging in verbal aggression.



Summary of "differential reinforcement" procedures

	Purpose	Management	Objective
DRL	Reduce behavior to socially-desirable level	Focus on reducing # of occurrences	Tom will be out of his work area no more than 2 times in 40 minutes
DRI DRA	Reinforce a functional alternative or setting-specific behavior	Focus on developing more socially-desirable behavior that better connects person to valued life	Tom will press a button to indicate he wants to take a break instead of yelling and face slapping
DRO	Reduce behavior to zero occurrences	Focus on increasing time of nonoccurrence	Tom will have no occurrence of leaving his work area in a 40-minute period



Breakout Activity 5

- See the handout on Reinforcement Strategies
 - Create examples for 3-5 strategies (the ones that interest you most) that you might use with a person you support
- Return to the large group and share examples – it is great to learn what others do across settings and skills:



Content Pivot

Positive Responses to Challenges



"How do we deal with this challenging behavior?"

- "We need an FBA"
- "We need a behavior support plan"
- "We need a response to this behavior so it stops"
- When called in for a consultation, with these as the presenting concerns or thoughts on what needs to happen, what do you think our team finds 9 times out of 10?



Addressing Responses to Challenging Behavior Comes Last

- Why? Seems like the most important thing...
 - Effective responses are built upon established proactive and reinforcement strategies
 - Apart from ensuring safety when needed (which are tactics, not clinical support strategies), responses to challenging behavior should facilitate – as quickly as possible – a return to positive behavior that can be reinforced
 - This includes what are thought of as "de-escalation strategies"
 - In order to do that, we need reinforcers in place, target positive behaviors established, and proactive strategies to guide how we re-establishing the conditions in which the person is most likely to be successful again



Positive Responses to Challenges

- Prompt the alternative or desirable behavior
- Offer a choice of activities
- Relational response
- Offer to collaborate
- Remind of the reinforcer
- Brief disengagement



What is Extinction?

- When a previously reinforced behavior is no longer reinforced, and the behavior decreases
- An extinction burst: when a behavior first encounters extinction, usually consisting of a sudden and temporary increase in how often the behavior occurs, followed by the eventual decrease and extinction of the targeted behavior.
- How would you implement extinction of behavior that is:
 - Positively reinforced
 - Negatively reinforced
- Is extinction OK to do per the Positive Supports Rule?
 - Let's look at Pg 86 of the [Positive Supports Manual](#)



Breakout Activity 6

- See the handout on Positive Responses to Challenging Behavior
 - Create examples for 3-5 strategies (the ones that interest you most) that you might use with a person you support



Deeper Dive

Interested in more detailed Tier 3 resources from the world of ABA?

- (prompting, shaping, chaining, generalization, extinction, reinforcement schedules, self-management, etc)
- The following websites have useful, free information
 - The May Institute: <https://www.mayinstitute.org/news/acl.html?cat=182>
 - I Love ABA (use the search bar): <https://www.iloveaba.com/>
 - Behavior Babe: <https://www.behaviorbabe.com/>
- If you are interested in module-based learning, you may look into the AFIRM modules. Note the application examples are children with ASD, but the principles are broadly applicable.
 - <https://afirm.fpg.unc.edu/afirm-modules>



Discuss commitments for applying Day 4 content

Application of the Content

- Using your completed FBA, create components of the PBS plan
 - Start with context factors – considering the person's quality of life
 - Then add antecedent supports for skill development and removal/reduction of triggers
 - Then add reinforcers for skill development and positive responses to challenges
- Evaluate your PBS plan against the [DHS PSTP checklist](#)

Breakout Activity

- Discuss with each other how you might apply this content over the next month
- Make at least one specific commitment
- Identify a spokesperson to share examples with the larger group



- What did you LIKE about today ?
- What did you LEARN today?
- What would you CHANGE about today?

LIKE-LEARN-CHANGE





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