



# Positive Behavior Support

**rtc** on community living

**ICI**

INSTITUTE *on*  
COMMUNITY  
INTEGRATION



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# Positive Behavior Support – Tier 1 / Universal Day 3



**Minnesota Department of Human Services**  
**Research and Training Center on Community Living**  
**Institute on Community Integration**

UNIVERSITY OF MINNESOTA  
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# Today's Agenda

- Behavioral principles and functional approach to behavior
- Defining and measuring behavior
- Assessment and direct observation of behavior
- The four-term contingency
  - Context
  - Antecedent
  - Behavior
  - Consequences
- Connecting the functional approach to your Matrix

We will break at least every 60 minutes!

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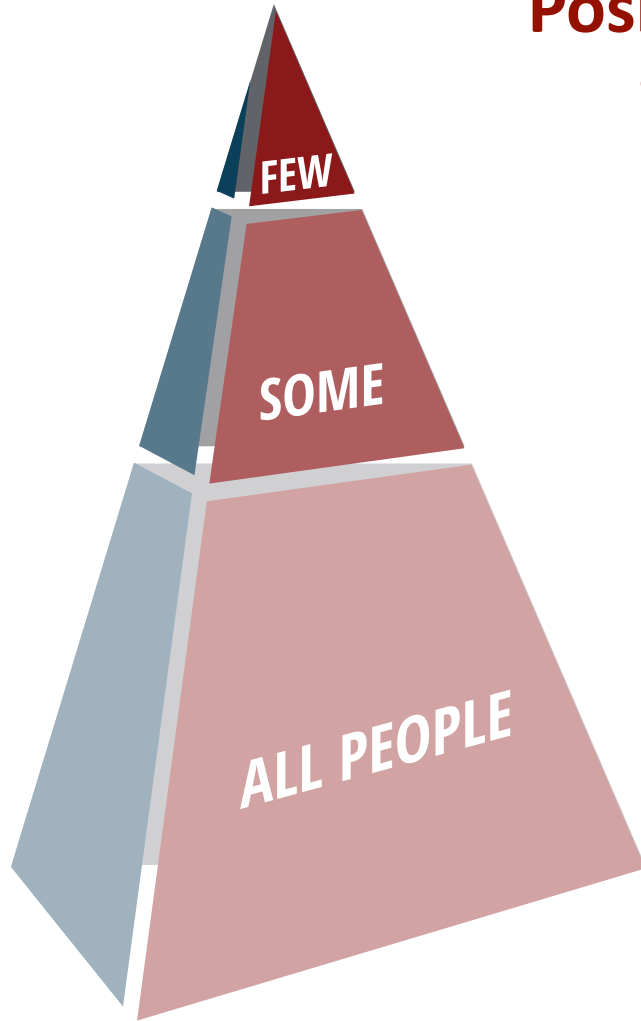


# Behavioral Principles and Functional Approach to Behavior



# Implementing Multi-Tiered Systems of Support

## Positive Behavior Support



### Tertiary Stage

- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Monitored- Data-Based Decision Making
- Teams Monitor Progress of Each Person

### Secondary Stage

- Early Intervention and Data Monitoring
- Additional Supports for Key Social Skills
- Function-Based Decisions
- Simple Interventions
- Mental Health and Wellness Interventions

### Universal Stage

- Teach and Encourage Communication
- Predictable and Proactive Settings
- Encourage and Reinforce Social Skills
- Consensus-Based Team Focus
- Emphasis on Using Data For Decisions

Positive Behavior Support

Opportunities for  
choice making

Promoting physical and social wellness

Development of pre-service and in-service training covering areas  
related to preventing challenging behavior

Sufficient prompts and reinforcement for  
communicating

Creating positive  
environments

Access to high quality medical,  
dental, and mental health  
services

Access to individualized and  
valued social networks





**Community  
participation**

Today's  
choice  
is tomorrow's  
life.

**Dignity**  
people  
standing  
helping  
respect  
showing  
others  
mean  
caring  
opinions  
including  
way  
respect  
showing  
someone  
dignity  
not  
sharing  
not  
standing  
helping  
respect  
showing  
others  
mean  
caring  
opinions  
including  
way  
respect  
showing  
someone  
dignity  
not  
sharing  
not

I want to  
**live**  
not just  
**exist**



# Function-based Thinking

What outcomes do people generate through challenging behavior – what purpose does it serve?

- Escape or Avoid
  - People,
  - Situations,
  - Things
  - Internal Physiological Response
- Obtain Access to
  - People,
  - Situations,
  - Things
  - Internal Physiological Response



# Function-based Thinking

Why is understanding a behavior's outcomes / purpose (objectively) an important thing to do?

- Because then we can replace challenging behavior with positive behavior

# Function-based Thinking

Why think about function rather than form?

- Some behaviors that look different may serve the same function
- The same behavior may serve different functions

Because when people learn new (positive) behavior that serves the same function, there is no reason for the challenging behavior to continue

## Get/Obtain (positive reinforcement)

## Avoid/Escape (negative reinforcement)

Attention

- Making peers laugh
- Intimidating peers or staff
- Slow transitions between classes because he has to stop and chat

- Looking away whenever the teacher asks the class a question
- Not turning in assignments that s/he knows will score poorly on

Tangibles/  
Activities

- Working for a token (can of pop)
- Wants to have free time

- Acting up at the beginning of math to go to the dean's office
- Intimidating staff because s/he doesn't want to go to class.

Sensory

- Acting very irritable because s/he hasn't eaten yet today
- Hand-flapping

- Wants to be kicked out of the room because it's too noisy
- Won't take medicine because of the way it makes him/her feel

# Function-Based Thinking at All Levels

☰

	Universal Team & Staff	Tier 2/3 Team	PBS Facilitator	PBS Facilitator Trainer
<b>Informal Function-Based Thinking</b>	X			
<b>Simple Function-Based Thinking</b>	X	X		
<b>Complex Functional Assessment</b>	X	X	X	
<b>High Level of Expertise</b>	X	X	X	X

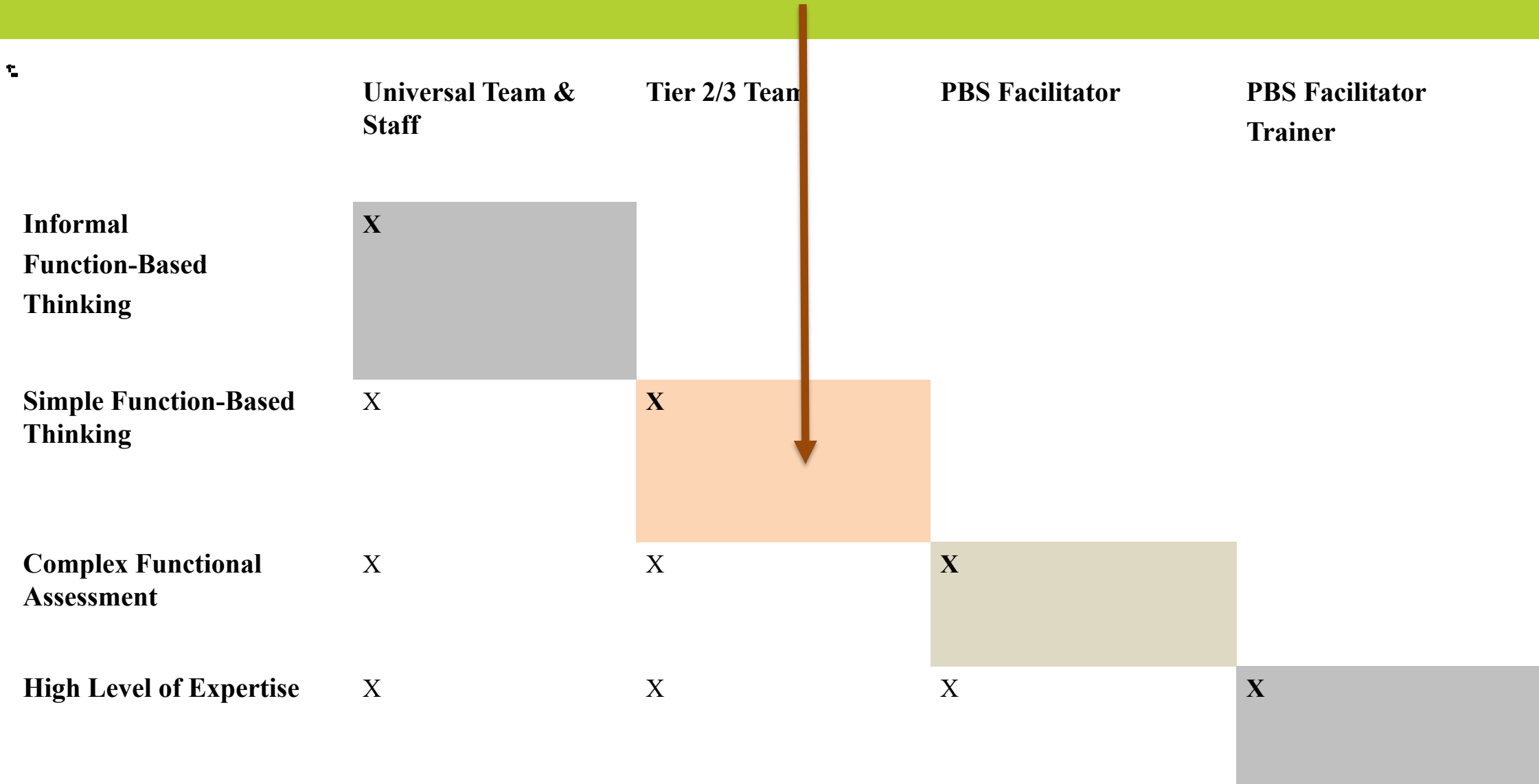


# PBS Facilitators Help Teach Universal PBS

## Function-Based Thinking at All Levels

	Universal Team & Staff	Tier 2/3 Team	PBS Facilitator	PBS Facilitator Trainer
<b>Informal Function-Based Thinking</b>	X			
<b>Simple Function-Based Thinking</b>	X	X		
<b>Complex Functional Assessment</b>	X	X	X	
<b>High Level of Expertise</b>	X	X	X	X

# Function-Based Thinking at All Levels



# Function-Based Thinking at All Levels

**PBS Facilitators Help Facilitate PBS Planning**

	Universal Team & Staff	Tier 2/3 Team	PBS Facilitator	PBS Facilitator Trainer
<b>Informal Function-Based Thinking</b>	X			
<b>Simple Function-Based Thinking</b>	X	X		
<b>Complex Functional Assessment</b>	X	X	X	
<b>High Level of Expertise</b>	X	X	X	X



# POLL

- Do you have a PBS Facilitator at your agency?



# Behavior

- Behavior is what we can see or hear happen
- Behavior communicates something to people around and sometimes is the only way a person knows how to communicate.
- If we know this, we know to continue to ask “why” the behavior is occurring first, versus trying to “correct” or “stop” it.

# Behavior

1. Behavior changes due to changes in the **environment**
  - What others do or say, events that happen, conditions that change
2. Effective **support** procedures are based on consideration of the **relationship** between **environment** and **behavior**

# (an introduction to) Behavioral Principles

- Positive Reinforcement
- Negative Reinforcement
- \*Punishment (Positive and Negative)
  - \*any form of punishment (i.e., aversive or deprivation procedures) are prohibited and may not be used as a substitute for adequate staffing, as punishment, or for staff convenience under MN PSR 9544
- Extinction

# POLL

- I am familiar and comfortable with these terms & what they mean
- I am familiar but uncomfortable with these terms – need more instruction on what they mean
- I am unfamiliar and uncomfortable with these terms

# Reinforcement

Anything that increases the likelihood that a behavior will occur again



# Positive Reinforcement



Positive  
Reinforcement

**ADDING** something to  
increase the likelihood that  
the behavior will occur again

## EXAMPLES

- Praising someone for a job well done
- Offering 15 extra minutes of computer time for completing chores

# CHAT ABOUT IT!

- Share an example of positive reinforcement that you have used or seen
  - What was the reinforcer?
  - What behavior was increased?

# Negative Reinforcement

## Negative Reinforcement

***TAKING AWAY*** something to increase the likelihood that the behavior will occur again

## EXAMPLES

- Taking away a chore for appropriate behavior
- Allowing someone to take a short break from work after giving a break card



# CHAT ABOUT IT!

- Share an example of negative reinforcement that you have used or seen
  - What was the reinforcer?
  - What behavior was increased?

# Punishment

- What Punishment **IS** and what it **DOES** to behavior: when a behavior is followed by a consequence that decreases the behavior's future rate of occurrence
- **NOT** punishment just because someone views the consequence/event as unpleasant – the behavior must decrease
- The use of punishment (e.g., response cost, rights restriction, "time out"), by 245 D licensed service providers, **is prohibited per Minnesota Positive Support Rule 9544 as well as many other settings.**

# Unwanted Effects of Punishment

- Humiliation, pain, discomfort, loss of dignity
  - In the past, we manipulated the intensity of these experiences for each individual
- Person who punish...
  - ...may not also be able to function effectively as a source of reinforcement
  - ...may rely more on quick and easy punishment techniques than more involved teaching and reinforcement approaches
- People habituate to punishment – this requires ever higher doses / intensities of punishment to suppress behavior
- Greater levels of emotional responding and aggression
- Recipients and observers of punishment will model its use

*And, the behavior continues to occur when the punisher is not present*



# CHAT ABOUT IT!

- Share an example of a punishment intervention that you have used or seen (in the past, before 245D & Positive Supports Rule)
  - What was the punisher?
  - What behavior was decreased (or was intended for decrease)?
  - What unwanted effects did you experience or observe?

# Extinction

- **Extinction:** when a previously reinforced behavior is no longer reinforced and the rate of occurrence decreases
  - This process is different for positively vs negatively reinforced behavior
- **Extinction burst:** After first implementing extinction, a sudden and temporary increase in the (frequency / duration / intensity) of the behavior, followed by the eventual decrease and **extinction** of the behavior.

# CHAT ABOUT IT!

- Share an example of an extinction intervention that you have used or seen
  - What was the intervention (EXT of positively or negatively reinforced behavior)?
  - What behavior was extinguished?

## POLL (redux)

- I am familiar and comfortable with these terms & what they mean, and could start to work them into my team's Matrix and other processes
- I am a bit more familiar but still uncomfortable with these terms – need more instruction on what they mean so I can work them into my team's Matrix and other processes
- I am uncomfortable with these terms and concepts, could not tell you how I could incorporate them into my team's Matrix or other processes

# Defining and Measuring Behavior





# Operational Definitions

- An operational definition is an accurate and detailed description of the behavior to be measured.
- We can **see it** and **count** it!

# Operational Definitions

- **Objective**
  - Measureable
  - Observable
- **Clear**
  - Unambiguous
  - A bystander could identify it
- **Complete**
  - Identify the limits of the behavior
  - Differentiate occurrences from non-occurrences

# Importance of Operational Definitions

- Ensure everyone counts the same behaviors
- Helps with consistency of consequences for individual
- Eliminates subjectivity

# Example of Operational Definition

- **Aggression**

- Carter hits, slaps, pushes, bumps, or kicks, another person at any intensity.

- *Example:* Carter kicks his housemate in the rear end as he is standing between him and the television set.

- *Non-example:* Carter slaps a mosquito off his staff's arm.

# Operational Definitions (Activity)



# Operational Definitions

[Operational Definition Video](#)  
- Social Conversations



# Operational Definition Practice

Write an operational definition for Social Conversations, as we observed in the video.

Be sure to include examples and non-examples.

When you're done, please share in the chat

- (or if not comfortable sharing the whole definition, at least the important elements)

# Operational Definition Practice

Important elements of the definition of Social Conversation as shared in the chat:



# ICI Operational Definitions to Assist with Staff Entry of Incident Reports

- See handouts
  - Several examples of operational definitions of behaviors you may commonly measure, settings in which they occur, and 245D restricted and prohibited procedures
- Can be helpful for uniform/standardized reporting and data analysis
- Can be modified for your agency
- Does not override required incident reports for DHS, your agency policies, or other policies, procedures, or regulations

# Measuring Behavior

(connected to the Matrix)



# Ways to Measure Behavior

- **Frequency Recording**
  - number of times a behavior occurs
- **Duration Recording**
  - the length of a time a behavior occurs
- **Latency Recording**
  - the amount of time it takes for a person to begin the targeted behavior
- **Estimating the occurrence of behavior**
  - **Interval Recording**
    - whether a behavior occurs during intervals of specified time period
  - **Momentary Time Sampling**
    - whether a behavior occurs at the end of an interval during a specified time period

# What behaviors have you specified in your Matrixes?



# "The Matrix" – A tool for building positive social interactions.

	Setting 1	Setting 2	Setting 3	Setting 4
Person-centered Values				
Value 1				
Value 2				
Value 3				

**Positive behavioral definitions of the values for each setting**

# The Matrix- A Tool for Building Positive Social Environments

<b>Example Values</b>	<b>Setting 1</b>	<b>Setting 2</b>	<b>Setting 3</b>	<b>Setting 4</b>
<b>Use Person-centered Language</b>				
<b>Show Your Respect for People</b>				
<b>Demonstrate Appreciation of Culture</b>				

**Times of Day**

**Free Time**

**Cleaning Up**

**Lunch Time**

**Fundraising**

**During Outside Activities**

**Respecting Each Other**

Respect another's privacy,  
Understanding differences

Offer to help each other, talk  
to each other kindly if  
something isn't working

Push in/pull out chairs for  
others, Ask if help is needed

Everybody can do something,  
break bigger jobs into  
smaller parts

Respect each other's  
preferences, follow the rules,  
watch out for each other

**Having a Positive Attitude**

Be aware of your  
environment, Be aware of  
how other's are feeling

Respect people's differing  
abilities, Get involved

Talk to people that you may  
not otherwise talk to

Help out where you can,  
participate in Clubhouse  
meetings and offer  
suggestions

Appreciate the moment and  
activity, say thank you to  
those who plan activities

**Working Together**

If there is nothing to do, get  
together and decide to do  
something, Clean up after  
yourself

Offer to help each other with  
the bigger tasks

Clean up after yourself, allow  
people time to finish eating  
before cleaning up/try not to  
rush people

Develop committees to break  
down the bigger jobs

Be friendly, clean up after  
yourself, be neat

**Positive Communication**

Respect boundaries, have  
compassion, use humor  
respectfully

Ask for help if you need it,  
offer help if you see someone  
needs it

Use manners (please and  
thank you), thank the people  
who cook and serve you

Plan more fundraisers, talk  
about how to plan them at  
Clubhouse meetings

Be polite to the public and  
each other

**Volunteering**

Welcoming new members,  
help others to participate  
more

Try out different tasks, try not  
to always do the same things

Pay attention to what  
chore/cleaning needs to be  
done

Volunteer for what you can,  
attend Clubhouse meetings to  
learn of and present  
opportunities

Help other people stay on  
time and with the group

**Support for Each Other**

Offer to help, share  
computer time, only share  
things with others that you  
are comfortable sharing

Take turns doing tasks,  
develop teams for getting  
bigger cleaning projects done

Help out where you can - 2  
people can do a job faster  
than 1

If someone or a committee  
needs help, offer assistance

Be friendly, get involved in  
planning activities

# CHAT ABOUT IT!

- What behaviors have you identified in your matrix, in what settings, in service of what values?
- Put in the chat:
  - Value; Setting; Behavior
    - e.g., "value=positive communication; setting=meals; behavior=polite conversation"



# Frequency Recording

- EACH occurrence
  - The behavior must have a **discrete beginning and ending**
  - The behavior must occur at a relatively **low frequency**
  - The observer must be able to **record every occurrence** of the behavior

# Practice Frequency Recording: Video

- [Frequency Data Collection Practice](#)
  - (0:00-0:45)
  - How many times do you hear the word "like"?

# CHAT ABOUT IT!

- What types of behaviors might make sense for you / your agency to use frequency recording?

# Duration and Latency

Both emphasize measures of **time** rather than frequency of behavior

- **Duration**

- how long the person engages in the behavior

- **Latency**

- how long it takes the person to start the behavior

# Latency Recording

- Measures the time between some stimulus and the initiation of the behavior
  - "Bob, it's 7:00 – you wanted me to remind you when you wanted to get in the shower."
  - 19 min later, Bob gets in the shower
  - Latency = 19 min

# CHAT ABOUT IT!

- What types of behaviors might make sense for you / your agency to use latency recording?

# Duration Recording

- Measures how long an person engages in a behavior
  - This is usually done by recording the start and stop times
    - Bob gets in the shower at 7:19
    - Bob gets out of the shower at 7:29
    - Duration = 10min

# CHAT ABOUT IT!

- What types of behaviors might make sense for you / your agency to use duration recording?



# Estimates of the occurrence of behavior

- **Interval recording**

- Partial interval: did the behavior occur at all?
  - Often used to measure challenging behavior
  - Often over-estimates occurrence of behavior
- Whole interval: did the behavior persist throughout the interval?
  - Often used to measure desirable behavior
  - Often under-estimates occurrence of behavior
- You determine the interval length (30sec, 1min, 15min, etc)
- Often preferred by clinical teams / practitioners

# Estimates of the occurrence of behavior

- **Momentary time sampling**
  - Was the behavior happening at the moment the interval ended?
  - You determine how often you want to measure the behavior (30sec, 1min, 15min, etc)
  - Often preferred by clinical teams / practitioners
  - Often under-estimates occurrence of behavior

# Practice Defining Behavior and Recording Partial Interval Data

- [Partial Interval Data Recording Practice](#)
  - (0:00-3:00)
  - Watch video once through, define tics
  - Watch video again, record partial interval data
  - Did tic occur during the 30s interval?
    - Use repeating timer in the corner of screen

# CHAT ABOUT IT!

- What types of behaviors might make sense for you / your agency to use partial or whole interval recording, or momentary time sampling?

# A Functional Approach

- \*Thinking functionally applies at Tiers 1 and 2
- \*Conducting Functional Behavior Assessment is a Tier 3 support but we will review here for awareness purposes

# DHS Positive Supports Website

Your go-to for documents and resources for learning about and implementing FBA, developing support plans, and other information on positive supports

[CLICK HERE](#)



# Functional Approach

A functional approach to supporting challenging behavior begins with an assumption that behavior occurs in response to environmental circumstances, and leads to outcomes that are meaningful for people.

From there, we teach people new skills to respond to their environments and to generate the outcomes that work for them.

# Why know function?

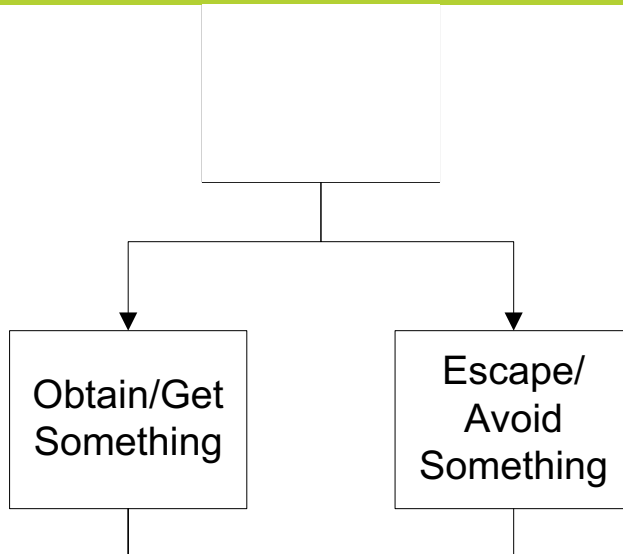
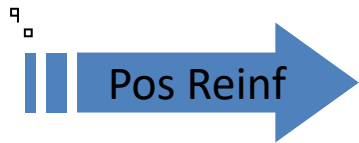
- We can modify setting events so the likelihood of interfering behavior is **REDUCED**
- We can remove triggers, or use prevention strategies that will minimize the impact of the triggers
- Alter consequences to limit their reinforcing effect on the target interfering behavior





# Poll

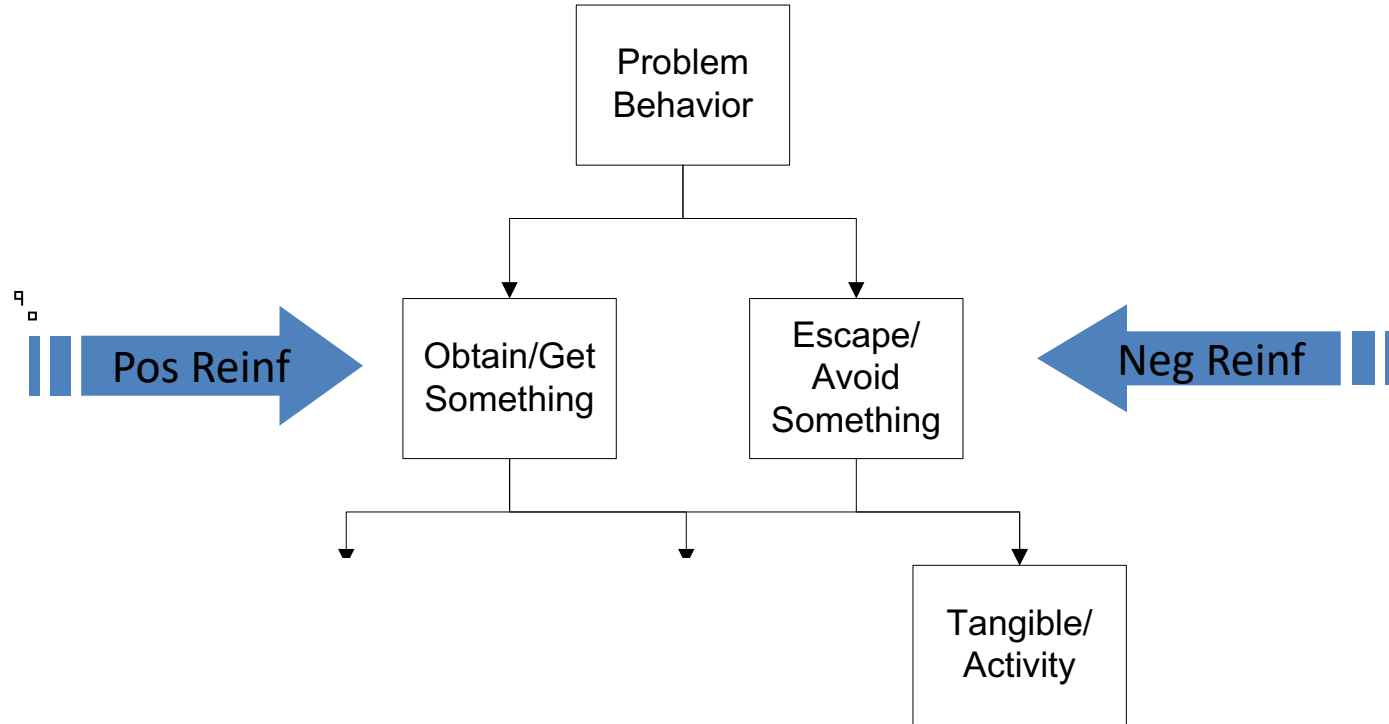
Does your team/agency address challenges based more on the form of the behavior (e.g., intervention for aggression) or the function of the behavior (e.g., intervention for aggression that functions to avoid social interactions)?



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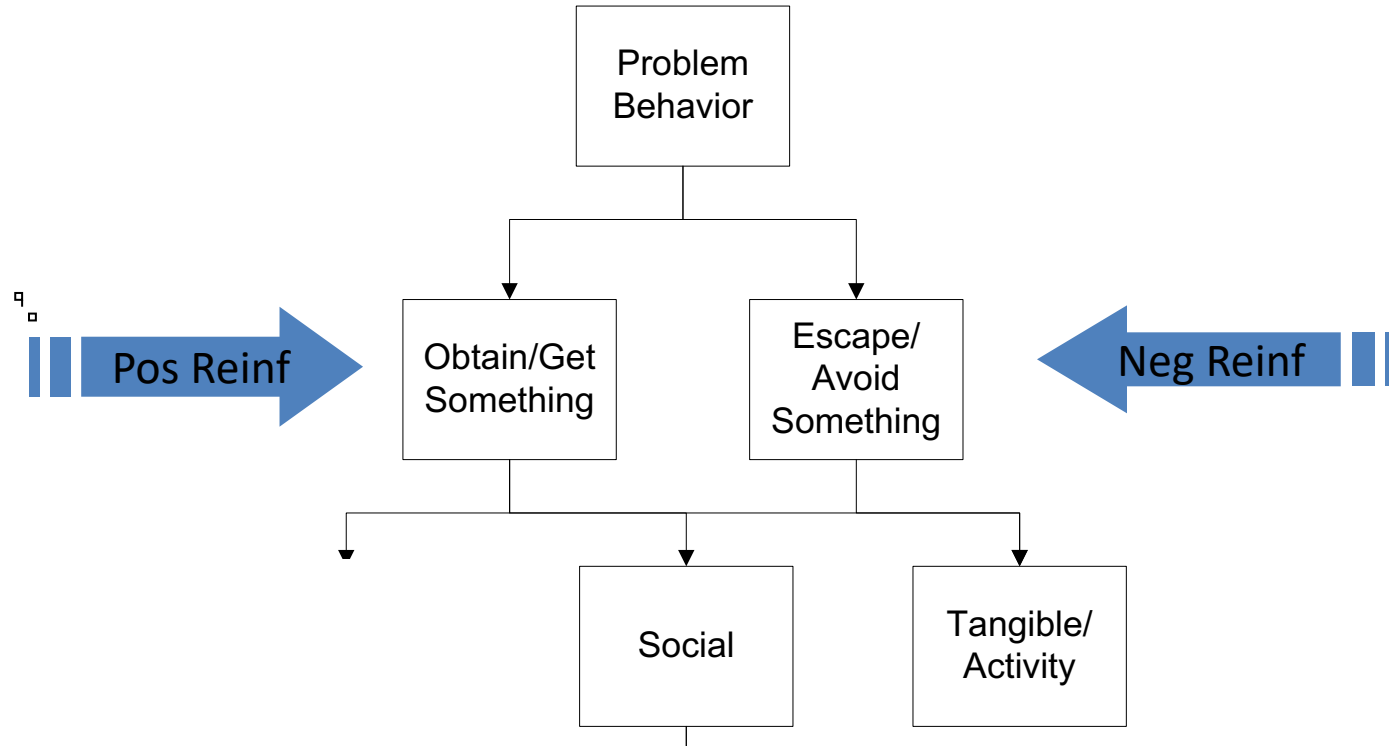


# Only 2 Basic Functions



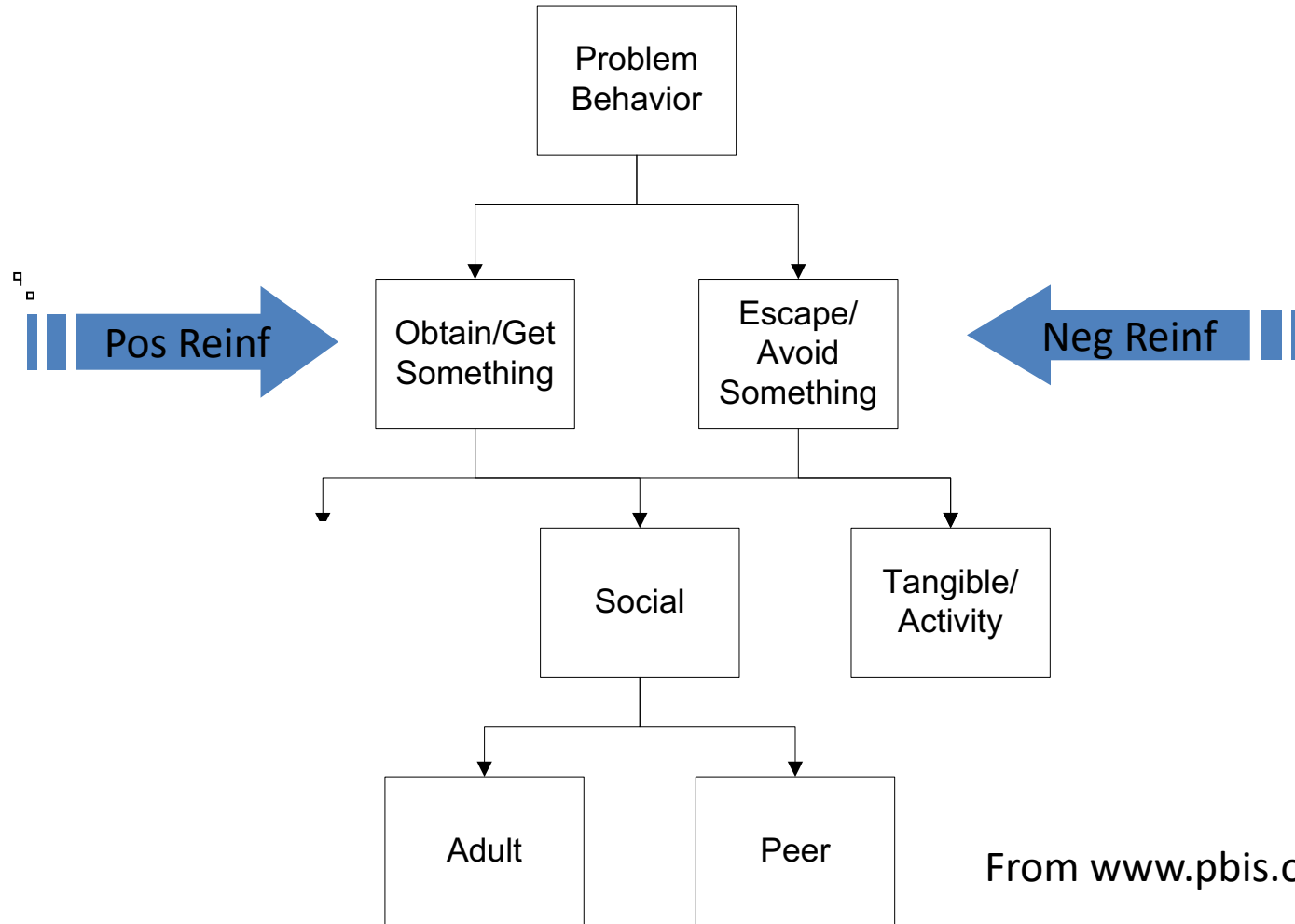
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# Only 2 Basic Functions



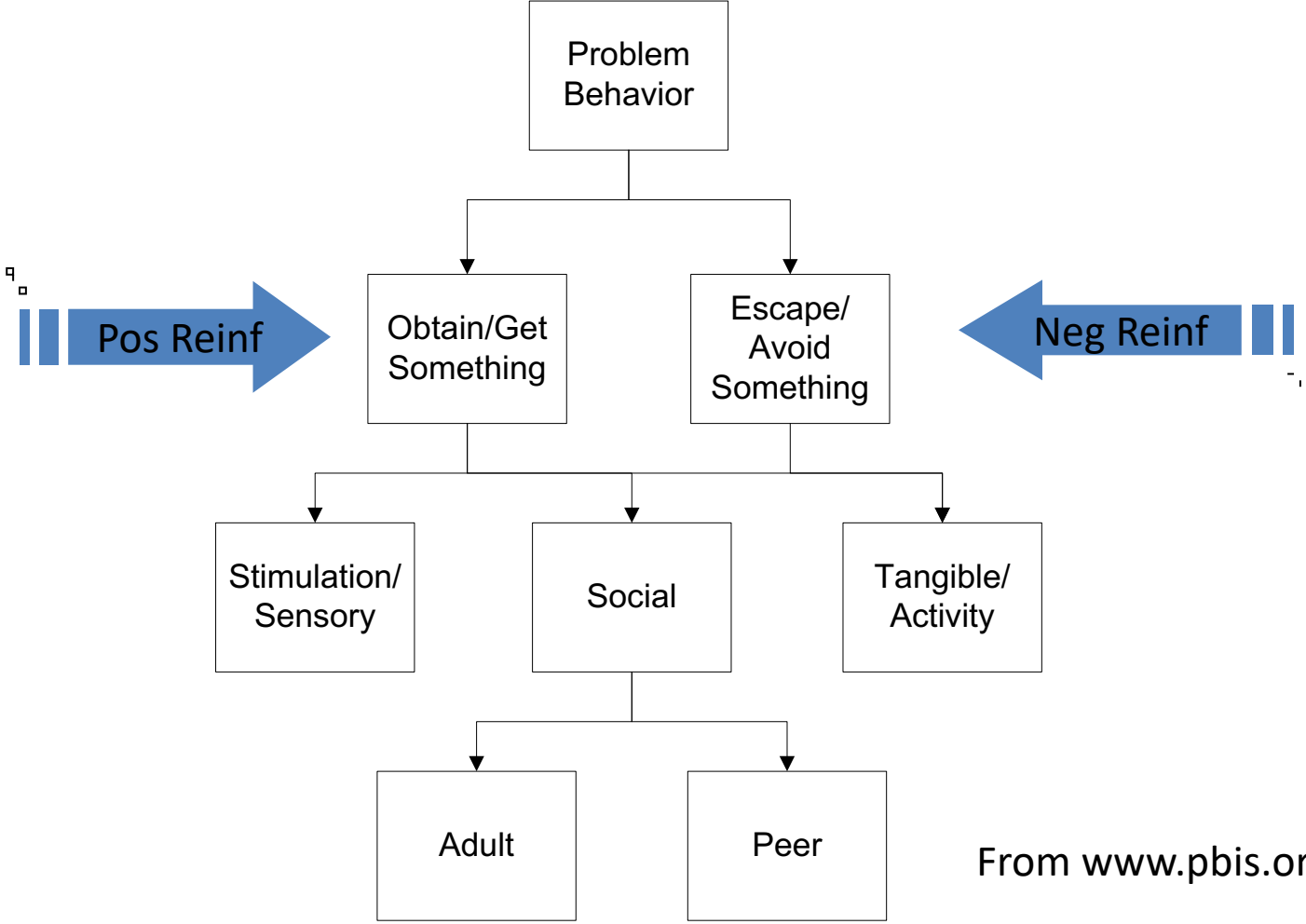
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# Only 2 Basic Functions



From [www.pbis.org](http://www.pbis.org)

# Only 2 Basic Functions



From [www.pbis.org](http://www.pbis.org)

**Socially  
Motivated**

**Non-  
Socially  
Motivated**

## Seeking/Obtain

## Avoiding/Escaping

- Making others laugh
- Intimidating others or staff
- Slow transitions between activities because he has to stop and chat

- Looking away whenever a co-worker asks a question.

### Tangibles/ Activities

- Working for a token (can of pop)
- Wants to have free time

- Engaging in challenging behavior at the beginning of a work activity to go home for the day
- Intimidating staff because someone does not want to go on an outing.

### Sensory

- Acting very irritable because s/he hasn't eaten yet today
- Hand-flapping

- Wants to be kicked out of the room because it's too noisy
- Won't take medicine because of the way it makes him/her feel



# CHAT ABOUT IT!

- What skills have you taught people to replace challenging behavior?
  - List the behavior and the function it served
    - For example, "Taught negotiating the TV schedule with housemate to access the TV shows he wanted"

# Functional Behavior Assessment



# Poll

Have you conducted, or been part of, a Functional Behavior Assessment for a person you support in your agency?

# Three Sources of Assessment Data

## Indirect Assessments

- Interviews
- Rating Scales
- Checklists

## Direct Observation

- ABC Recording
- Data Collection

## Functional Analysis

- Direct manipulation of environmental variables

# Indirect Assessment



# Indirect Assessments: Rating Scales and Checklists

## PROS

- Can be quick to give to multiple raters
- Requires less time and effort for the interventionist than direct observation
- Assists with interpretation of the information obtained through direct observation

## CONS

- Interpretation of the items by the respondent can be subjective
- Provides less precision in identifying potential functions of behavior than direct observation
- Information obtained via indirect assessment should be validated through direct observation

# Examples of Rating Scales, Checklists, and Interviews

- Motivation Assessment Scale (MAS)
- Functional Assessment Screening Tool ([FAST](#))
- [Positive Environment Checklist](#)
- Functional Behavior Assessment Interview ([FBAI](#))

# Direct Observation: CABC Recording





# CABC's of Behavior

- What does **CABC** stand for?
- Context-Antecedent-Behavior-Consequence
- Identifies the **how** the behavior **interacts** with the environment

# CABC Recording: Context

- Biological
  - Acute, chronic, medication-related, sleep, diet...
- Psychological
  - Mental health/wellness, intellectual/cognitive functioning, history of trauma, emotions
- Social/environmental
  - People, settings, environmental conditions, stability, demand characteristics...
- Quality of Life
  - Home, work, community, income, relationships, decision-making

# Temperature of the environment too hot/cold

Surprise visits

Experienced long wait time

Slept more/less than usual

Staff Changes

Medication Changes

Signs of illness

Aggressed upon by another person

Chaotic environment

# CABC Recording: Antecedent

- Events that immediately precede the occurrence of the target behavior
  - Presence of certain adults/peers
  - Being told “**no**”
  - Changes in routine
  - Transitions
  - Presentation of tasks
  - Termination of preferred activities
  - Given feedback about behavior or performance

# CABC Recording: Behavior

- Your operationally defined behavior  
(the one you want to change)
- Document the specific behavior

# CABC Recording: Consequence

- What event **immediately followed** the behavior?
  - Given a redirection
  - Peers laughing
  - Stern look/glare
  - Avoiding task
  - Talking to peers
  - Getting something that was requested
  - Engaging in activity

Date/Time	Context	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on & who was present when the behavior occurred?	What happened right before the behavior that may have triggered the behavior?	What did the behavior look like?	What did other people do or say?
5-1-14 8:00pm	Staff AA and BB present. Peer CC in his bedroom listening to music. Upstairs after dinner and chores completed.	BB said 'Bill please get going with your ADLs' /	Bill swore at BB and threw toothbrush at him.	BB said 'that is not appropriate and you have to at least brush your teeth.'
See above	See above	See previous consequence	Bill swore at BB, went into bedroom, slammed door.	BB said 'you need to make good choices tonight'. Staff AA sat with Bill to complete a processing form.

# Minimizing Disadvantages in Observations

- Conduct observations on several different occasions. This will allow issues such as reactivity to decrease and provide more observation opportunities
- Conduct observations across a variety of settings and situations. Creates opportunity to observe the behavior under a number of different conditions
- Have people in the person's daily environment collect data. Reduces reactivity that can be created by an outside observer.
- Select an appropriate tool and personalize it. A non- standardized tool can be modified to increase the likelihood that it will be used.





# A Word on Functional Analysis

- Functional analysis is a range of experimental procedures that control the presentation of antecedents and consequences
- Conducting FA requires extensive training – agencies refer out for this service when they cannot develop successful support plans based on FBA

# CABC Activity

- **Big Bang video**
  - Watch all the way through
  - Go back to the beginning, assess the first scenario
  - Assess additional scenarios as time allows

# CABC Activity

- First scenario – assessing Penny's clearing of the table
  - What is the context?
  - What was the antecedent?
  - What was the consequence?

# CABC Activity

- Second scenario – assessing Penny's switching seats
  - What is the context?
  - What was the antecedent?
  - What was the consequence?

# CABC Activity

- Third scenario – assessing Penny's taking phone call outside
  - What is the context?
  - What was the antecedent?
  - What was the consequence?

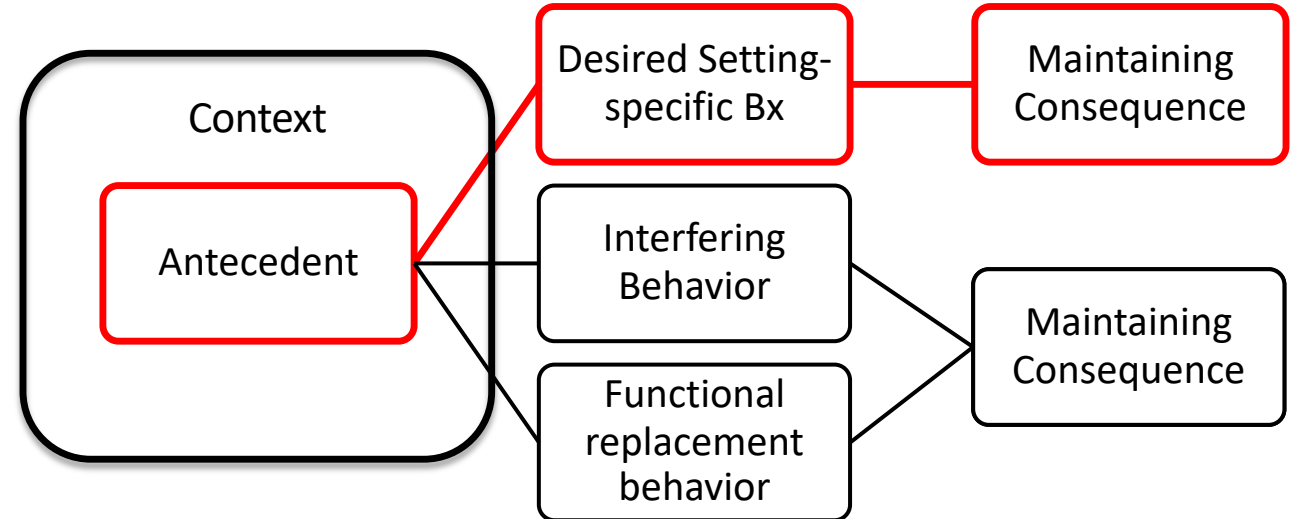
# Developing a Function-Based Support Plan (teeing up for next month)



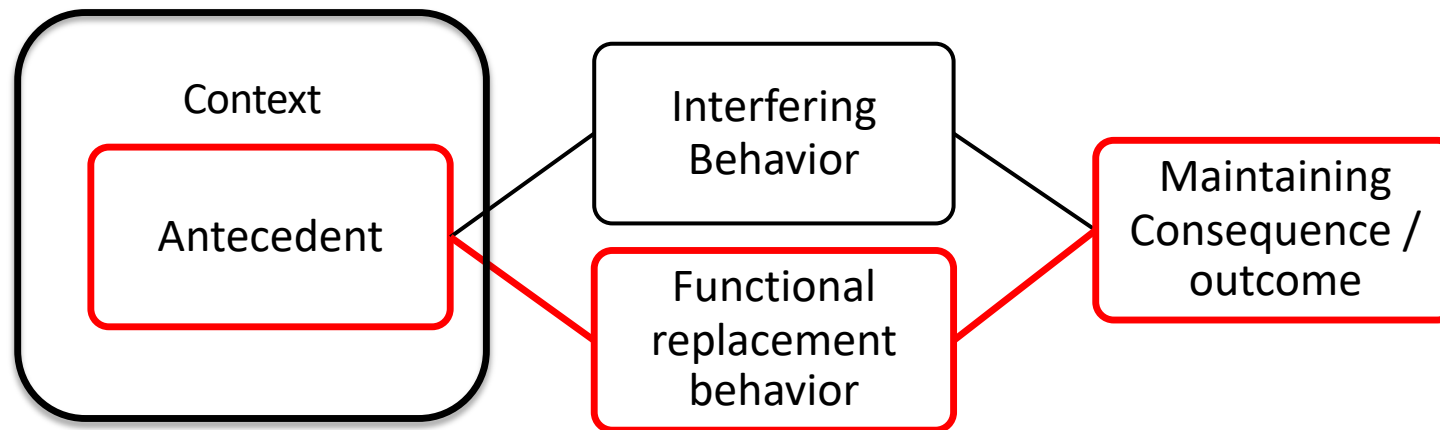
# We've gathered information, now what do we do?

**Goal: Staff think about behavior functionally, which drives a continuum of positive supports:**

- Organization-wide Tier 1 planning
- Improve contexts so they work for people
  - Social / Environmental
  - Biological
  - Psychological
  - Quality of Life
- Tier 2 supports
  - Group
  - Individual
- Intensive & individualized Tier 3 interventions

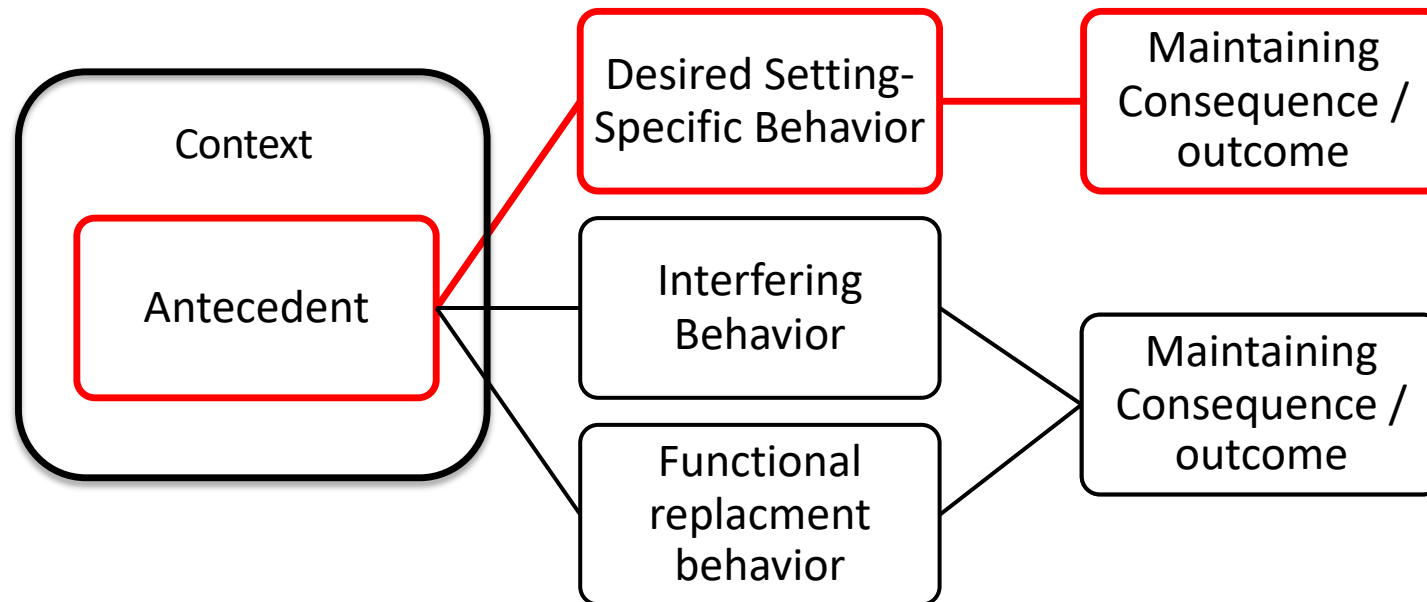


# Competing Behavior Pathway





# Competing Behavior Pathway



# Like-Learn-Change





Preparation of this [presentation/report] was supported, in part, by cooperative agreement JPK%50470 from the Minnesota Department of Human Services. The University of Minnesota undertaking projects under government sponsorship are encouraged to express freely their findings and Conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.