Describing Positive Behavior Support

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Module 2 - Learning Outcomes

• Provide examples of the three tiers of implementation that can be used in homes,

organizations, employment, and community settings

• Define positive supports and explain how they are used to improve quality of life

• List the common functions that maintain challenging behavior

• Describe the functional behavioral assessment process

• Explain how a hypothesis about why a challenging behavior occurs is used to design Interventions

• Outline key features involved in teaching communication including how augmentative and assistive (AAC) technology is used to support people

What is Positive Behavior Support (PBS):

Positive Behavior Support (PBS) is a set of evidence-based strategies used to:

1. increase an individual's quality of life

2. decrease problem behavior by teaching new skills, and

3. making changes in aspects of a person's environment including the actions of potential social partners.

4. Positive behavior support combines valued outcomes and validated Procedures

Major Influences in Pos. Behav. Support Advances

- Behavioral psychology (Applied Behavior Analysis)
- Person-centered planning
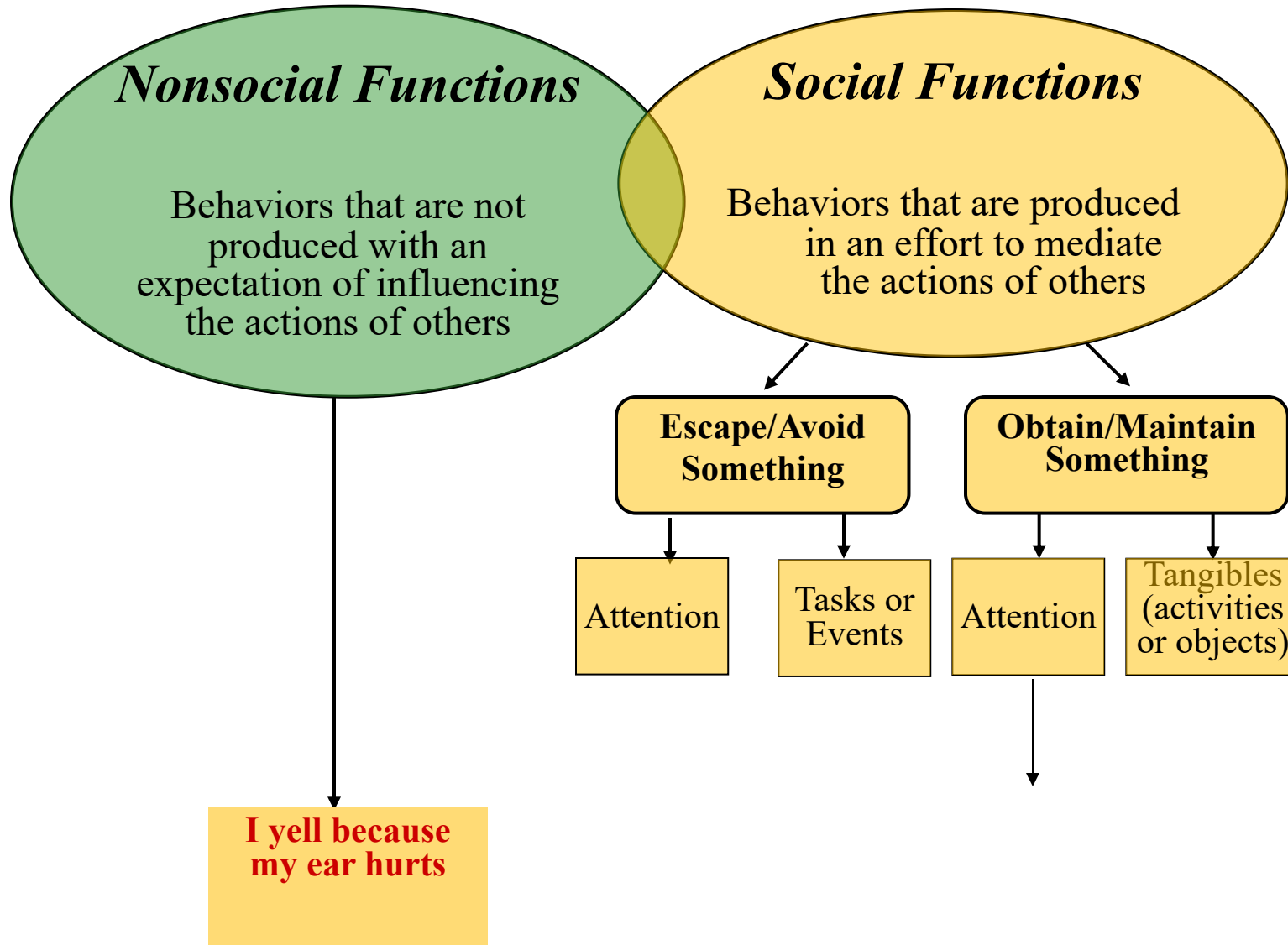- Self determination
- Inclusion

Key Features of PBS

- Ecologically Oriented
- Assessment Based
- Preventative
- Educational
- Inclusion Focused
- Team Based
- Long Term Based
- Respectful

Persons with Problem Behavior

- ➢ Are rejected by peers

- ➢ Receive less positive feedback from interventionists

- ➢ Do worse in school/special ed./job training

Effects of toughened discipline in schools

- ➢ Truancy
- ➢ Increased vandalism
- ➢ Tardiness

Nonsocial Functions

Behaviors that are not produced with an expectation of influencing the actions of others

Social Functions

Behaviors that are produced in an effort to mediate the actions of others

Escape/Avoid Something

Obtain/Maintain Something

Attention

Tasks or Events

Attention

Tangibles (activities or objects)

I yell because my ear hurts

Reinforcer

A consequence provided after a response that increases the probability that the response will be emitted in the future

- **Positive reinforcer**
  - Consequence is the delivery of a desired stimulus
- **Negative reinforcer**
  - Consequence is the removal of an undesired stimulus

# Functional Approach to Positive Behavioral Support

- Conceives of challenging behavior as an adaptive strategy that is the result of:

    - Factors within the client

    - Factors within the environment

    - An interaction between factors within the client and the environment

General Strategies implemented in PBS include

- **Teaching new skills (e.g. communication, social, work, leisure)**

- **Making changes in the environment or components of an activity in which an individual operates**

- **Changing the behavior of others regularly coming in contact with the individual**

- **Changing aspects of the physical environment**

- **Providing systematic consequences for desirable as well as for undesirable behavior**

- **Facilitating improvements in an individual's self-regulatory skills.**

Support Tiers
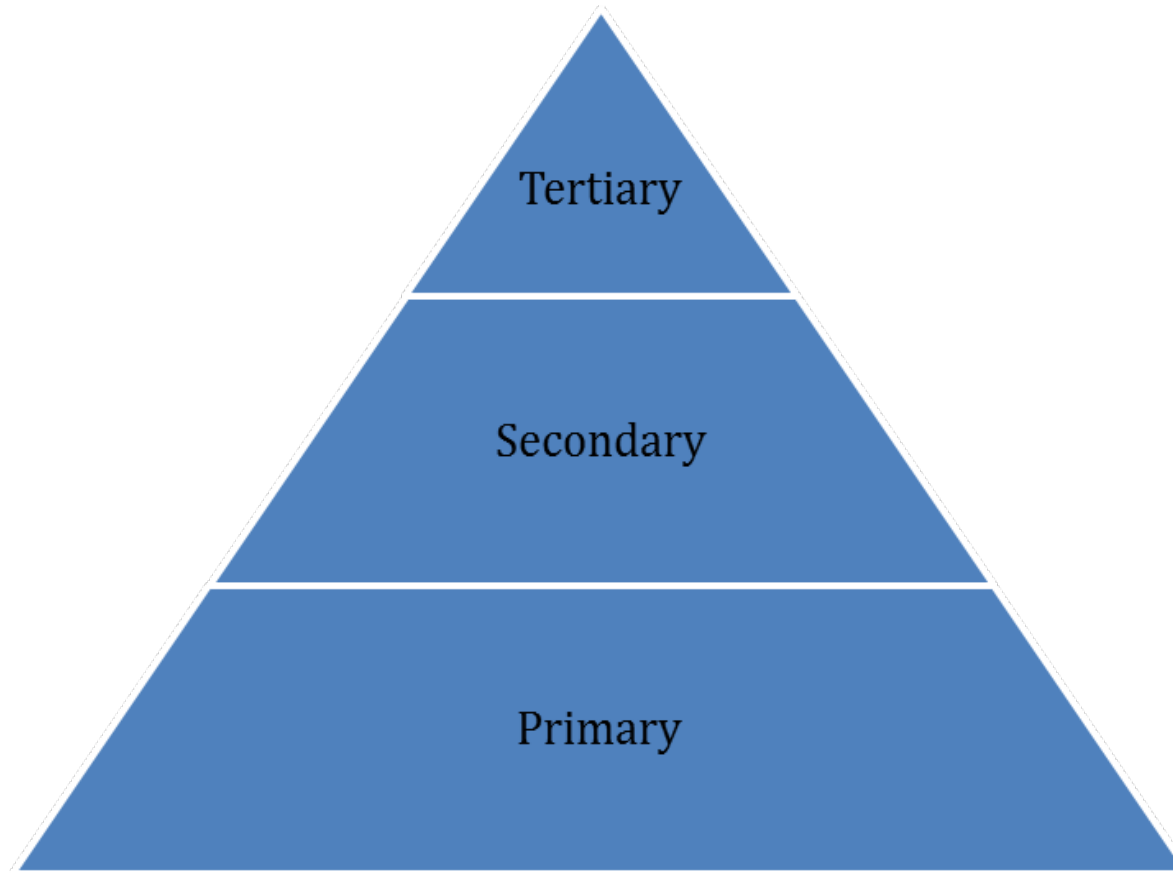
Primary Prevention

➢ Data based strategies are targeted to an entire organizational population.

➢ They are developed collaboratively and monitored at regular intervals for implementation fidelity and outcomes.

- **opportunities for choice making**

- **rich activity patterns for physical and social well-being**

- **prompts and reinforcement for communicating wants/needs**

- **access to individualized and valued social networks**

- **creating positive and proactive environments**

- **access to high quality medical, dental, and mental health services,**

- **development of pre-service and in-service training covering important areas related to preventing problem behavior**

Secondary Prevention Strategies

➢ Secondary prevention strategies are targeted interventions provide increased support in preventing/minimizing problem behavior for between 5-15% of a population.

➢ This "at-risk" population is identified through assessment data.

Examples include:

- **Small group instruction targeting social skills**

- **Teaching self-management skills to individuals who have difficulty transitioning back from a break.**

Tertiary Prevention Strategies

➢ Tertiary prevention strategies are even more intensive strategies that are aimed at those who have not responded adequately to primary or secondary strategies.

Examples include:

- *Teaching an individual to request a break using a communication device instead of swearing after engaging in a difficult task for more than 5 minutes.*

- *Using an antecedent intervention of starting a person's work day 15 minutes later to allow them time to transition from home to the workplace more easily.*

Importance of Administrative Support in Implementing this Model: Operationalizing How the System Can Influence Change

An organization's administration is responsible to creating teams that have shared goals to allocate resources build individual and organizational capacity. Steps that ensure that systems change could occur include:

- Confirming commitment of staff
- Creating a planning team (in an adult setting these should include:)
  - Administrators,
  - Family members,
  - Case managers,
  - Community support staff or educators, paras, sp.lang., OT, etc.
  - Psychologist/applied behavior analyst
  - Residential staff members,
  - Persons with disabilities,

Functional Behavior Assessment

- The process of collecting information in order to develop a hypothesis regarding the variables that maintain and predict problem behavior.

- Functional behavioral assessment strategies include-

  - indirect assessment methods (e.g. interview)

  - direct observation (ABC assessment), and

  - functional analysis (controlled comparisons of several variables (attention-no attention).

Setting Events Can Make This Difficult

- Physiological, social or environmental conditions, past or present, that can influence the likelihood of challenging behavior.

- *Example*:

  - *If John is* not feeling well, *he is more likely to yell and kick when he cannot get his coat unzipped or hang up his backpack. He is also more likely to tantrum when asked to come to circle time.*

Setting Event Occurences

	9/1	9/2	9/3	9/4	9/5	9/8	9/9	9/10
1. Didn't sleep more than 5 hours	+	+	+	+	+	+	+	+
2. Fight on bus		+		+		+		
3. Frequently verbally prompted getting ready for school				+		+		
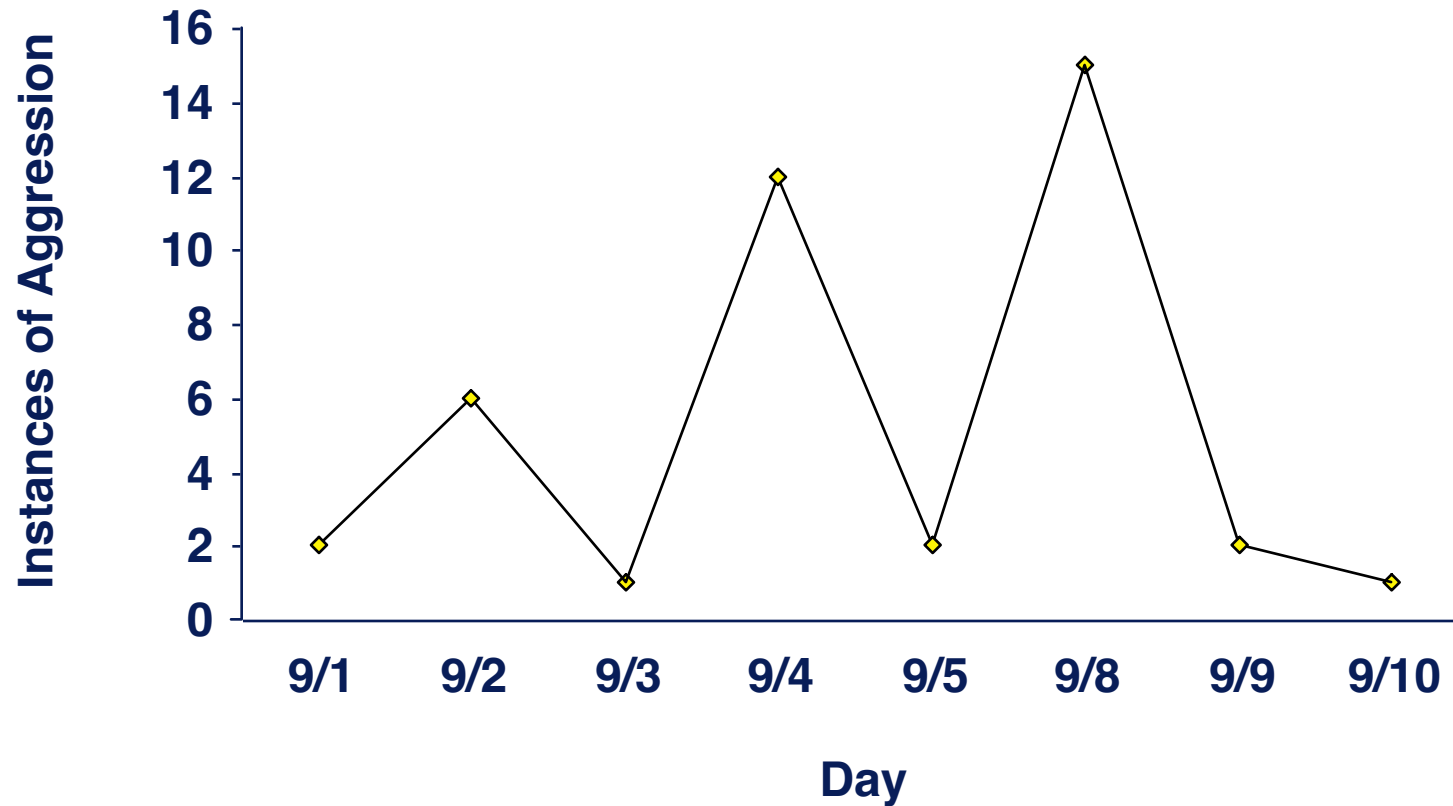
Interventions Being Considered Will Only Be Implemented if Viewed asEfficient from the Interventionist's Perspective

- How difficult is it going to be to implement the intervention?
- How easy is the response to prompt?
- How quickly will the challenging behavior diminish?
- To what extent will the child's new response be maintained?
- To what extent will the response be generalized and not over-generalized?

Functional Behavioral Assessment

- Select behavior

- Define behavior

- Identify resources available for assessment and severity of behavior, select assessment methods

- Identify contexts in which behavior more likely to occur

- Identify antecedents/triggers that reliably precede behavior

- Identify events that reliably follow behavior (consequences)

Types of Functional Assessment Activities

- Indirect Assessment

  (e.g. questionnaire)

- Direct Observation

  (e.g. Scatterplot; ABC Analysis)

- Environmental Manipulation

  (e.g. comparing problem behavior emissions when dense attention is provided vs. very limited attention)

Scatterplot

- Primary Advantage
  - Gives you a picture of when the behavior occurs

- Primary disadvantage
  - Quantitative data only
  - Not helpful in identifying antecedent events or consequences associated with challenging behavior.

Scatterplot

Name: _____

Description of behavior(s) of interest: _____
_____
_____

Directions: At the end of each time interval, fill in the square indicating the appropriate time and date on the chart using the code given below.

_____ ☐   _____ ☐   Aggress ■   _____ ☐

Time

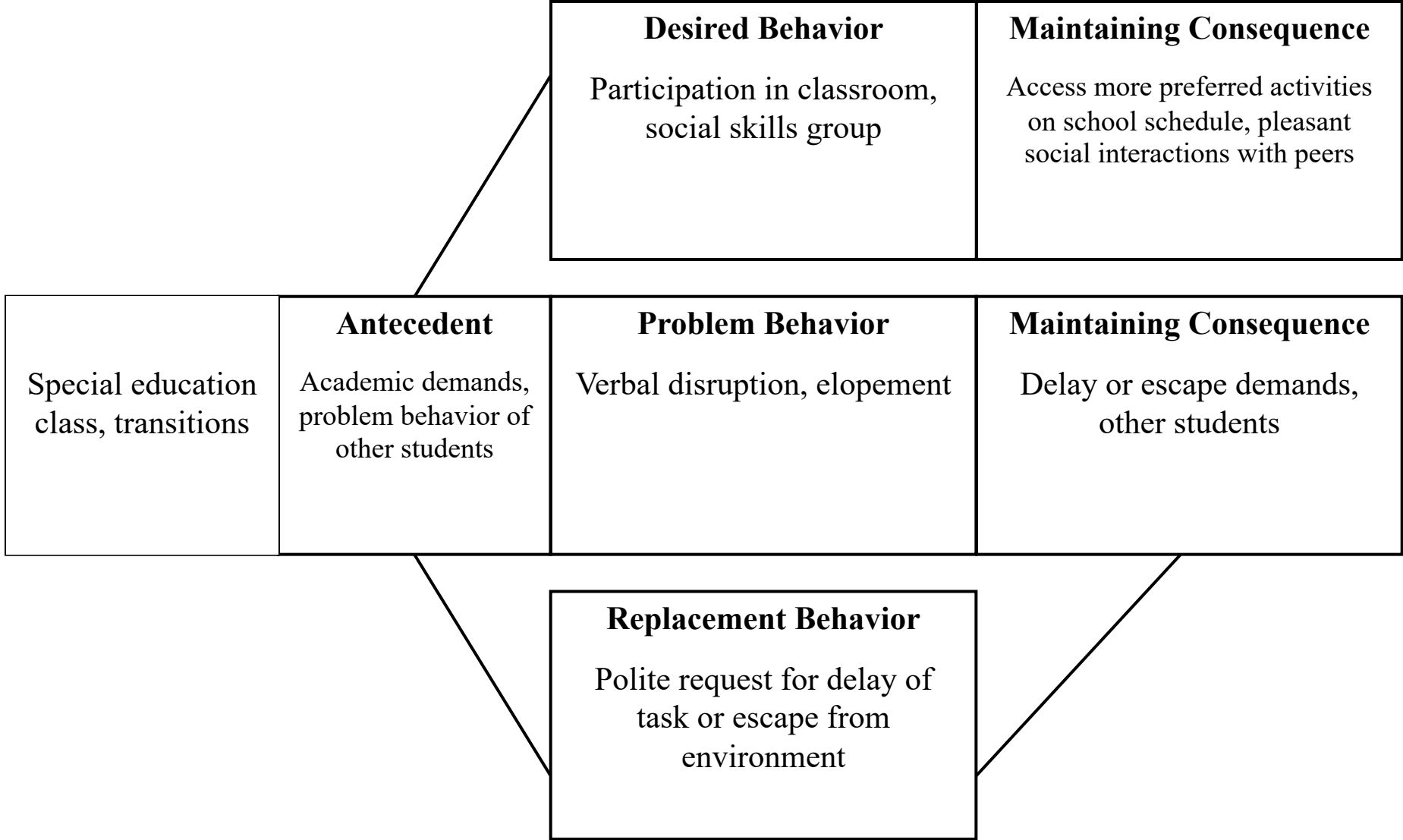| Time	9/2	9/3	9/4	9/5	9/6	9/7									
10:45-11:00	■	■	■	■	■										
11:00-11:15	■		■		■										
11:15-11:30															
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1:15-1:30	■		■		■										
1:30-1:45	■		■		■										
1:45-2:00	■		■		■										
2:00-2:15	■	■	■	■	■										
2:15-2:30	■	■	■	■	■										
2:30-2:45	■	■	■	■	■										
2:45-3:00															
Date	9/2	9/3	9/4	9/5	9/6	9/7									

ABC Analysis Direct Observation

- Occurrence of challenging behavior triggers a diary entry
  - Behavior
  - What occurred immediately before the behavior? (antecedent)
  - What happened immediately following the behavior? (consequence)
- An analysis of the antecedents and consequences associated with the behavior of interest provide insight into the social function that the child's challenging behavior serves.

Day	Time	Antecedent	Behavior	Consequence
11/28	8:00 – 8:30 Reading Center	Teacher reading to peers	Shoved peer	Teacher redirects
		Teacher redirects Ralph	Yelled	Teacher 1-1 reading with Ralph
	8:30 – 9:00 Small group sorting	Teacher leaves activity	Yelled	Peers laugh Teacher returns (works with group)
		Teacher leaves activity	Yelled	Peers laugh Teacher returns (works with group)
		Teacher leaves activity	Yelled	Peers laugh Teacher moves Ralph to her desk

Summary of ABC/Scatterplot

- Scatterplot provides strictly quantitative data

- ABC provides primarily qualitative data

- Using these in combination can be helpful.

	Desired Behavior Participation in classroom, social skills group	**Maintaining Consequence** Access more preferred activities on school schedule, pleasant social interactions with peers

Special education class, transitions	**Antecedent** Academic demands, problem behavior of other students	**Problem Behavior** Verbal disruption, elopement	**Maintaining Consequence** Delay or escape demands, other students

Replacement Behavior

Polite request for delay of task or escape from environment

Some Evidence Based Strategies Derived from ABA

- Tolerance for Delay- *aimed at improving self regulation*
- Choice   *- aimed at allowing a sharing of control*
- Premack principle in arranging a *schedule-addressing escape and avoidance*
- Request Assistance- *addressing escape from difficult tasks*
- Request a Break- *lessening need to escape*
- Engaging in information sharing- *addressing attention recruitment*
- Wearing noise cancelling earphones- *minimizes noise as setting event*

Augmentative Communication

- Graphic Mode (aided communication)
  - Low tech
  - Mid tech-speech output
  - High tech-speech output

- Gestural Mode (natural gestures, signing)

Summary

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