POSITIVE BEHAVIOR SUPPORT (PBS)

Amy Rose, Ph.D., CCC-SLP
Maleshwane Mauco, MSc.ABA
Matt Cuddington, M.A., CCC-SLP

Autism Seminar; Botswana
June 11, 2018
Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.
POSITIVE BEHAVIOR SUPPORT

• Positive Behavior Support is a team-based process for creating individualized support systems for children and adults with the autistic person as the head of the team.

• Positive Behavior Support is based on understanding the purpose of the individual’s problem behavior.
HISTORICAL FORCES LEADING TO PBS

• Human rights concerns, especially with use of aversive interventions
• Inclusion and deinstitutionalization movements
• New research on functions of problem behavior using Applied Behavior Analysis
AS EASY AS ABC

- **Antecedent**: Anything that happens before the behavior

- **Behavior**: Observable behavior (exactly as you see the behavior)

- **Consequence**: Anything that happens immediately after the behavior
THE A STANDS: ANTECEDENT

A description of the state or condition of the environment before the emission of behaviour

- Anything within that happens before the behavior
  - What you or others around your child did before the behavior?
  - What activity was happening?
  - Where you were?
• Antecedents are events that happen before the behavior.

• There are two types of antecedents:
  • Slow triggers
  • Fast triggers
SLOW TRIGGERS

• May happen in or out of the classroom
• Are conditions that increase the likelihood behavior will occur
  • Oversleeping
  • No breakfast
  • Forgotten medication
  • Conflict with . . .
FAST TRIGGERS

• Happen in the immediate environment

• Happen right before the behavior occurs
THE B STANDS: BEHAVIOR?

• Behavior is anything we say, do, think, or feel.
• It is how we react to our environment.
• Behaviors are learned and continue because they have a purpose or function (we get something from behaving in a certain way).
• We engage in behavior because we have learned a desired outcome occurs (We behave that way because in the past we have gotten something we like/want).
• Some children use problem behavior to communicate their needs.
• Problem behavior may interfere with learning.
• PBS helps us understand the PURPOSE/WHY of the inappropriate behavior and teaches children necessary skills to replace/prevent the inappropriate behaviors.
FUNCTIONS OF BEHAVIOR

Why is it important for us to know the function of behavior?
• So we can understand why the behavior is occurring
• To find an appropriate replacement behavior
• To develop the best behavior support plan
FUNCTIONS OF BEHAVIOR

• One behavior can have multiple functions/Many reasons why it happening.

• Example: Johnny can hit at home in order to get out of cleaning his room and other times he can hit in order to get adult attention.
Several behaviors can have the same function.

Example: Johnny can use multiple behaviors such as hitting, screaming, and dropping to the floor in order to get out of cleaning his room.
The goal is to understand the function of the behavior in order to develop an effective behavior support plan.
FUNCTIONS OF BEHAVIOR

GET
- ATTENTION
- TANGIBLE (objects & activities)
- SENSORY

GET AWAY
- ATTENTION
- TANGIBLE (objects & activities)
- SENSORY
WHAT ARE SOME BEHAVIORS WE SEE IN OUR CLASSROOMS AND HOMES?
EXAMPLES OF CHALLENGING BEHAVIORS

https://www.youtube.com/watch?v=yTU8WbTbZMI&t=2s

Discussion questions:
1. What happened before he became upset?
2. What was the behavior?
3. What was the consequence?
4. What was the function of the behavior?
THE C STANDS FOR “CONSEQUENCE”

- Anything that happens immediately following the behavior
- How do we respond?
- What are the consequences for the child?
- Are we consistent?
- Does it reinforce the behavior?
WHAT IS THE CONSEQUENCE OF THE BEHAVIOR? PREFERENCE ASSESSMENTS

• What is the pay-off?

• What does the student get?

• What does the student avoid?
DISTINCTIVE FEATURES OF PBS

• *Taking a teaching/educative approach (Teaching new appropriate behavior)*
• Communication Skills
• Self-management
• Choice-making
POSITIVE BEHAVIOR SUPPORT PROCESS

• Step 1 - Set goals
• Step 2 - Gathering information
• Step 3 - Making best guesses
• Step 4 - Creating a support plan
• Step 5 - Carrying out the plan/making necessary changes
INTRODUCTION TO DATA COLLECTION

• Information we collect in order to determine why the behaviors are occurring
  • Interviews
  • ABC data
INTERVIEWS

• Interviews: going over a series of questions that are designed to clearly define the behavior of concern and to gather information about setting events, antecedents, behaviors, and consequences

• Interviews provide us with:
  • Information from multiple viewpoints
  • Potential variables influencing behavior
  • A broader lifestyle perspective
  • An opportunity to build rapport
ABC DATA COLLECTION

• A method of recording the antecedents and consequences of specific target behaviors.
• Identify events that precipitate the behavior
• Identify variables that maintain the behavior
• Identify behavior X environment patterns
• Setting event checklist
To the Interviewer: The FAST identifies factors that may influence the occurrence of behavior problems. It should be used only for screening purposes as part of a comprehensive functional analysis of the problem. Administer the FAST to several individuals who interact with the client frequently. Then use the results as a guide for conducting direct observations in several different situations to verify likely behavioral functions, clarify ambiguous functions, or identify factors not included in this instrument.

Informant-Client Relationship
Indicate your relationship to the person:

____Parent
How long have you known the person?
____Years  ____Months
Do you interact with the person on a daily basis?__Yes __No
In what situations do you usually interact with the person?
____Meals   ________Academic Training
____Leisure  ________Work/vocational training
____Self-care  ________________ (other)

SCORING SUMMARY
For each statement that was answered “Yes,” circle the corresponding number below.

<table>
<thead>
<tr>
<th>Items Circled “Yes”</th>
<th>Total</th>
<th>Likely Maintaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td>Social reinforcement (Attention/preferred items)</td>
</tr>
<tr>
<td>1 6 7 8 9</td>
<td></td>
<td>Social reinforcement (Escape)</td>
</tr>
<tr>
<td>10 11 12 13 14</td>
<td></td>
<td>Automatic reinforcement (Sensory stimulation)</td>
</tr>
<tr>
<td>10 15 16 17 18</td>
<td></td>
<td>Automatic reinforcement (pain attenuation)</td>
</tr>
</tbody>
</table>

Presented by Maleshwane Maoco MSc ABA.
1. The behavior usually occurs in the presence of other persons.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The behavior usually occurs when the person is being ignored or when preferred activities or items have been taken away.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. When the behavior occurs, you usually try to calm the person down or distract the person with preferred activities (leisure, snacks, etc.).  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The person engages in other annoying behaviors (crying, tantrums, etc.) to get attention.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The behavior usually does not occur while the person is getting lots of attention or when the person has his/her favorite items.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. When the behavior occurs, you usually try to calm the person down or distract the person with preferred activities (leisure, snacks, etc.).  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The person usually complains or resists when asked to perform a task.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The behavior usually occurs when the person has to perform a task. (If 'Yes', identify the task: self-care, academic, vocational, other)  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. When the behavior occurs, you usually give the person a "break" from ongoing task.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The person usually engages in repetitive "self-stimulatory behaviors," such as body rocking, hand or finger waving, object twirling or mouthing, etc.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The behavior occurs at high rates regardless of what is going on around the person.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The behavior occurs in cycles that last for several days. During a "high-cycle," the behavior occurs frequently; during a "low cycle," the behavior occurs rarely.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The person has a history of recurrent illness (ear infections, allergies, dermatitis, etc.)  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. The behavior occurs more often when the person is sick.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. When the person has medical problems and they are treated, the behavior problem usually decreases.  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

© 1996 The on Self-Injury
<table>
<thead>
<tr>
<th>Antecedent</th>
<th>*Behavior</th>
<th>Consequence</th>
<th>How long did the behavior last?</th>
<th>How Hard?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alone</td>
<td>SB</td>
<td>use reinforcer to reinforce appropriate behavior</td>
<td>&lt;1 minute</td>
<td>1 LOW</td>
</tr>
<tr>
<td>Attempting to communicate</td>
<td>Toileting</td>
<td>showed her what to do</td>
<td>1-5 minutes</td>
<td>2</td>
</tr>
<tr>
<td>with peers</td>
<td>Attempting to bite</td>
<td>Changed activity</td>
<td>5-10 minutes</td>
<td>3</td>
</tr>
<tr>
<td>with adults</td>
<td>Refusing to stop a behavior</td>
<td>Student lost privilege</td>
<td>10-30 minutes</td>
<td>4</td>
</tr>
<tr>
<td>Beginning an activity</td>
<td>When you ask him to do something</td>
<td>Physical assist/prompts</td>
<td>1/2-1 hour</td>
<td>5 HIGH</td>
</tr>
<tr>
<td>Just ending an activity</td>
<td>Other (describe)</td>
<td>Used visual &amp; stated desire behavior (commun.book, rule</td>
<td>[1/2-1 hour]</td>
<td>5</td>
</tr>
<tr>
<td>Asked to do something</td>
<td></td>
<td>Given 2 choices</td>
<td>1-2 hours</td>
<td>5</td>
</tr>
<tr>
<td>Asked/told “not to”</td>
<td></td>
<td>Redirected to activity</td>
<td>2-3 hours</td>
<td>5</td>
</tr>
<tr>
<td>Moving from something he likes to something he does not</td>
<td></td>
<td>Calm time with book</td>
<td>3+ hours</td>
<td>5</td>
</tr>
<tr>
<td>Doing work</td>
<td></td>
<td>Choice of Calming Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet</td>
<td></td>
<td>Kagiso’s behavior was ignored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking</td>
<td></td>
<td>Reviewed social story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bothered by others</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bothered by something</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked for something and it was ignored or denied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbal instructions given</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not doing anything</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER (describe)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Antecedents</td>
<td>Behavior</td>
<td>Consequence</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8:30 am</td>
<td>Jack finished breakfast, I asked him to make his bed</td>
<td>Jack screamed and put his head in his hands</td>
<td>I reminded him that it was almost time to go to school</td>
<td></td>
</tr>
<tr>
<td>8:35</td>
<td>Jack is still sitting at the table. I assisted him up and physically guided him toward his room</td>
<td>He screamed and hit my arm</td>
<td>I held his arms at his side until he stopped yelling and squirming</td>
<td></td>
</tr>
<tr>
<td>8:41</td>
<td>Jack is in his room playing with a toy. I took the toy and told him he could have it after he fixed his bed</td>
<td>Jack screamed and hit me with the toy</td>
<td>I struggled with him and took the toy</td>
<td></td>
</tr>
<tr>
<td>8:42</td>
<td>I told Jack he could have the toy on the way to school if he would make his bed</td>
<td>Jack sat on the bed</td>
<td>I told him that he could not have the toy on the ride to school</td>
<td></td>
</tr>
</tbody>
</table>
HYPOTHESIS STATEMENTS: FRAMEWORK

• When this occurs (describe context)...

• The child does (describe the behavior)...

• To access or avoid (describe functions).
• When her mother’s attention is on something else (i.e., helping sibling, talking to others), Amy makes loud noises, bangs things, and jumps on the furniture, this results in her mother interacting with her to quiet her and calm her down.
POSITIVE BEHAVIOR SUPPORT
CREATING A SUPPORT PLAN

• Elements of effective interventions
  • Modify the environment
  • Teach appropriate alternative skills
  • Manage consequences
  • Promote lifestyle change
• **Proactive**: change the environment to make problem behavior unnecessary

• **Educative**: teach skills to make the problem behavior inefficient

• **Functional**: manage consequences to make problem behavior ineffective
FUNCTIONAL COMMUNICATION TRAINING
DEFINING FUNCTIONAL COMMUNICATION TRAINING (FCT)

- FCT is a strategy for use with children who:
  - Require more individualized intervention
  - Are unresponsive to classroom-wide prevention strategies
DEFINING FUNCTIONAL COMMUNICATION TRAINING (FCT)

- FCT involves identifying the function or purpose of the child’s challenging behavior.
- FCT involves teaching an appropriate replacement behavior that will serve the same purpose for the child.
RESOURCES NEEDED TO USE FCT

• Family members
  • Identify most rewarding activities or objects for the child
  • Identify culturally appropriate communicative skills

• Additional people in some cases
  • Identify age appropriate communicative skills (e.g., speech language pathologist, psychologist)
• **Objective:** This is a protocol to teach a student to accept being told “no” as a replacement for problem behavior.

• It is most often taught to students who exhibit problem behavior when they are told they can’t have something that they want.
WHEN TO USE THE
ACCEPTING NO PROTOCOL....

- A Learner wants something that they can not have...
- Example:
  - Food Allergy
  - Item is broken/Needs Batteries
  - Other Ideas from the group???
1. When the learner mands for the activity/item, tell him “no.” As you say no, bring up a reinforcer and offer another activity by saying “but you can have or do this ________ instead.”
   Ex. You can’t have ______ but you can have ______ or ________.”
2. If the Learner does not engage in problem behavior, deliver reinforcer.
3. If the learner does engage in problem behavior, put the reinforcer away and withdraw the offer.
4. Do not attend to problem behavior and leave the area if the learner will not engage in unsafe behaviors or continue with previous demand/task situations.
THE COUNT AND MAND PROTOCOL

- **Objective**: To reduce problem behavior to obtain items and activities by teaching the appropriate mands.

- **Example**: A learner wants something that they *can have* but not for engaging in inappropriate behavior - teach acceptable form of communication.
WHEN TO USE THE COUNT AND MAND PROTOCOL....

- If the learner has poor language skills
  - Manifested by tantrum, crying, hitting, escape
  - Extinguish current behavior & replace with a more appropriate behavior (vocal, sign, gesture, picture)
- The learner is using behaviors to gain access to a desired item.
  - Example: Having a tantrum to get access to the Thomas Train
STEPS TO RUNNING THE COUNT AND MAND PROTOCOL

1. Tell learner to stop “behavior” and begin counting showing fingers counting off to 3.
2. If behavior continues during count, re-start the count
3. If learner runs off, stop counting and “ignore” learner (still keep an eye on learner to ensure safety).
4. If you reach 3 with no problem behavior, prompt learner to request desired item / activity with acceptable form of communication.
5. Deliver item/activity for proper communication
THE INTERRUPTION TRANSITION PROTOCOL

- **Objective**: To replace problem behavior that has been acquired when problem behavior has resulted in the removal of demands to transition to another activity and thereby the student has maintained possession of a toy, activity or item.
WHEN TO USE THE INTERRUPTION TRANSITION PROTOCOL

- When a learner has trouble with transitions.
- Examples:
  - Preferred to preferred
  - Preferred to less preferred
  - Preferred to non-preferred
  - Non-preferred to preferred

Appropriate reinforcement is the key
1. Approach the Learner (3-5 feet) and ask the learner to leave that activity and comply to a new demand and/or transition.

2. Use a “promise reinforcer”. This means that you will place the demand to transition while showing and informing the child of the reinforcer available for transitioning without problem behavior.

3. If learner complies and does not engage in problem behavior, reinforce with “promise reinforcer” or another reinforcer.

4. If learner engages in problem behavior, do not remove demand or allow access to preferred reinforcer. Remove promise reinforcer and keep the demand on the learner. Use physical guidance to obtain compliance as needed.

5. Deliver appropriate reinforcers in the activity transition.
THE WAIT PROTOCOL

• Objective: Teach a learner to wait for a desired item and/or restrict access until appropriate behavior is displayed.
WHEN TO USE THE WAIT PROTOCOL

- This Protocol is not typically used with "early learners." It is used more with an intermediate/advanced learner who has a language repertoire.

- Passage of time increases over time.
  - Ex. Student doesn’t like when teacher talks to another adult. Student runs over pulling on staff’s leg, yelling, etc. Say to student “wait, 1,2) over time slowly increase the amount of time the learner is required to wait.
STEPS TO RUNNING THE WAIT PROTOCOL

1. Tell the Learner “You will have to wait”

2. Begin counting aloud and show passage of time by using your fingers. Ex: “Wait..1..2..3...”

3. If the learner stops engaging in inappropriate behavior for an entire interval, deliver reinforcer.

4. If the learner continues to engage in inappropriate behavior, start your count over. Continue for three counts.

5. If the learner continues to engage in inappropriate behavior at the third count, the object is no longer available to the learner.
• PBS is a process, not a one time fix
• Be consistent
• Keep team communication open and honest
• Continue to collect relevant information on your child to ensure your plan is successful
• Make changes to plan as needed