

# POSITIVE BEHAVIOR SUPPORT (PBS)

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# WHAT IS POSITIVE BEHAVIOR SUPPORT (PBS)?

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

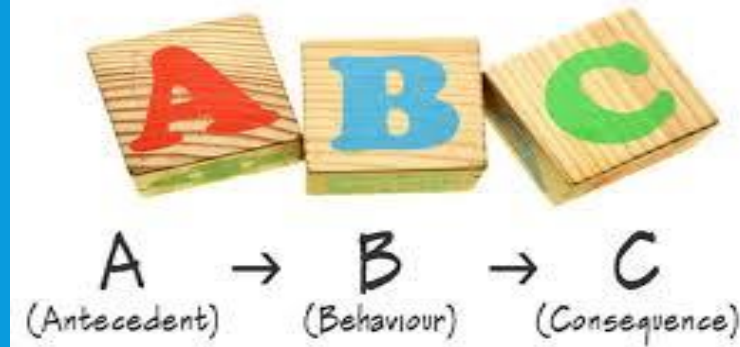
- Positive Behavior Support is a **team-based** process for creating **individualized support** systems for children and adults with the autistic person as the head of the team
- Positive Behavior Support is based on **understanding the purpose** of the individual's problem behavior.

# 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

- **A****ntecedent**: Anything that happens before the behavior
- **B****ehavior**: Observable behavior ( exactly as you see the behavior)
- **C****onsequence**: 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?

# HOW TO DESCRIBE ANTECEDENTS?

- 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).

# CHILDREN AND BEHAVIOR

- 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.

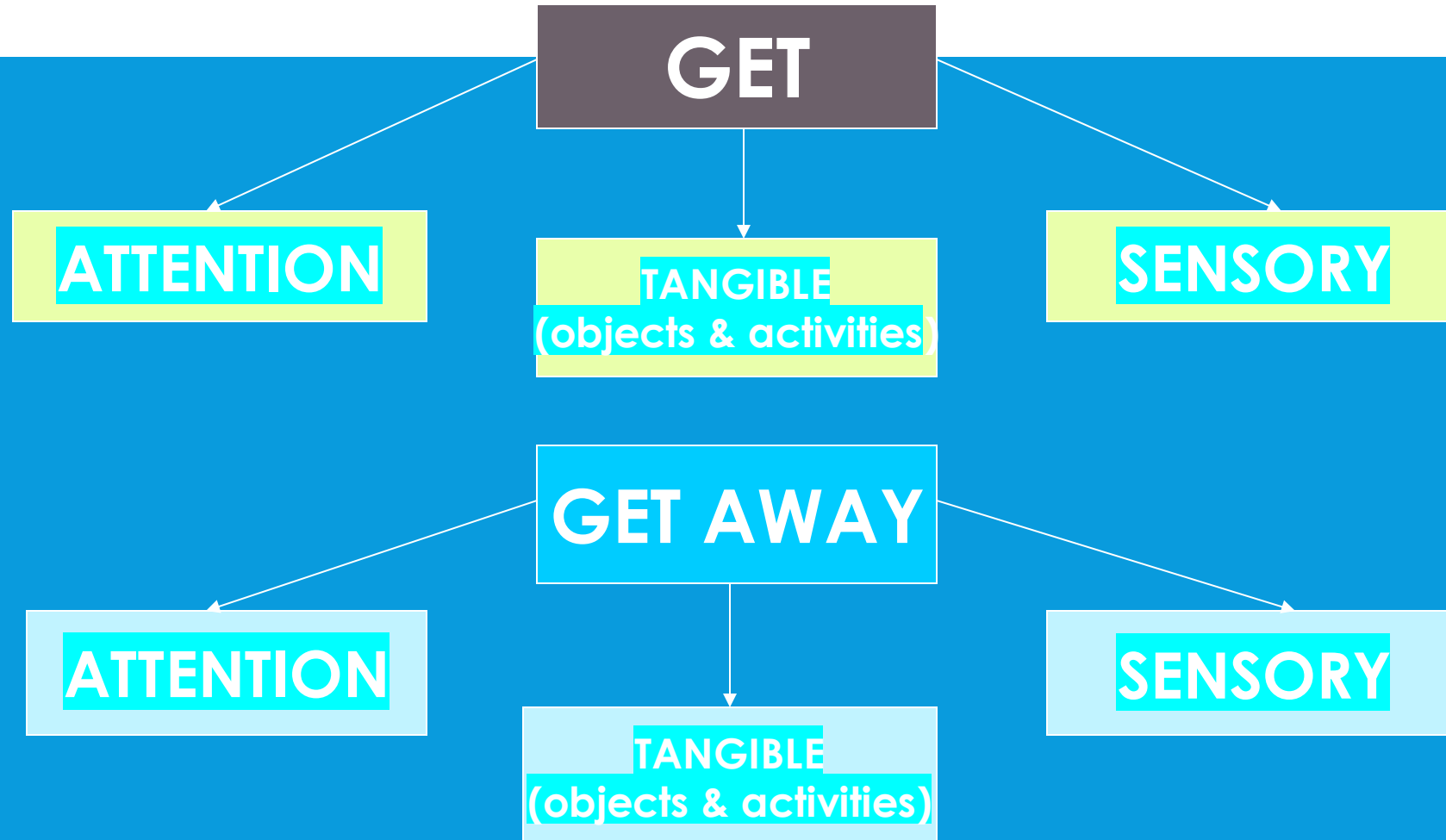
# FUNCTIONS OF BEHAVIOR

- 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.

# FUNCTIONS OF BEHAVIOR

- The goal is to understand the function of the behavior in order to develop an effective behavior support plan.

# FUNCTIONS OF BEHAVIOR





# 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

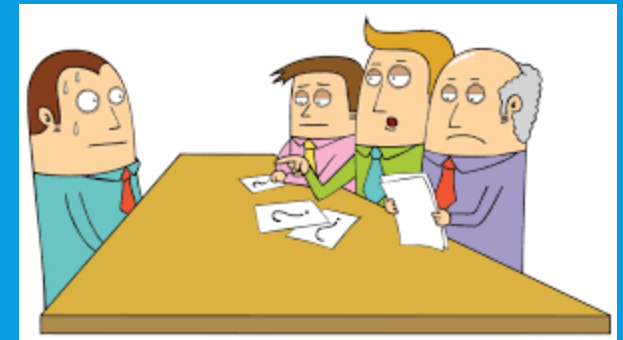
- Step 1- Set goals
- Step 2- Gathering information
- Step 3- Making best guesses
- Step 4- Creating a support plan
- Step 5- Carrying out the plan/making necessary changes

# INTRODUCTION TO DATA COLLECTION

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

# INTERVIEWS

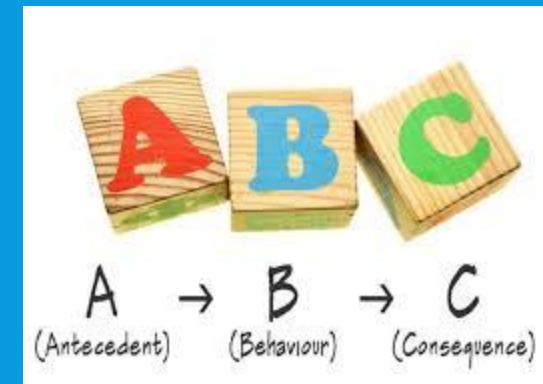
- Interviews: going over a series of questions that are designed to clearly define the behavior of concern and to gather information about setting events, antecedents, behaviors, and consequences
- Interviews provide us with:
  - Information from multiple viewpoints
  - Potential variables influencing 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



# FAST Functional Analysis Screening Tool

Client:\_\_\_\_\_Date:\_\_\_\_\_

Behavior Problem: \_\_\_\_\_

Informant:\_\_\_\_\_Interviewer:\_\_\_\_\_

**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 .

<u>Items Circled "Yes"</u>					<u>Total</u>	<u>Likely Maintaining variable</u>
1	2	3	4	5	_____	Social reinforcement (Attention/preferred items)
1	6	7	8	9	_____	Social reinforcement (Escape)
10	11	12	13	14	_____	Automatic reinforcement (Sensory stimulation)
10	15	16	17	18	_____	Automatic reinforcement (pain attenuation)

1.The behavior usually occurs in the presence of other persons.	YES	NO
2.The behavior usually occurs when the person is being ignored or when preferred activities or items have been taken away.	YES	NO
2.When the behavior occurs, you usually try to calm the person down or distract the person with preferred activities (leisure, snacks, etc.).	YES	NO
2.The person engages in other annoying behaviors (crying, tantrums, etc.) to get attention.	YES	NO
2.The behavior usually does <u>not</u> occur while the person is getting lots of attention or when the person has his/her favorite items.	YES	NO
2.The behavior usually occurs when the person has to perform a task. (if 'Yes', identify the task: __self-care __academic __vocational _____other)	YES	NO
2.When the behavior occurs, you usually give the person a "break" from ongoing task.	YES	NO
2.The person usually complains or resists when asked to perform a task.	YES	NO
2.The behavior usually does <u>not</u> occur when no demands are placed on the person.	YES	NO
2.The behavior usually occurs when the person is alone.	YES	NO
2.When the person engages in the behavior you usually ignore it (you rarely attend to it).	YES	NO
2.The person does <u>not</u> engage in appropriate forms of play, social interaction, or leisure activity.	YES	NO
2.The person engages in repetitive "self-stimulatory behaviors", such as body rocking, hand or finger waving, object twirling or mouthing, etc.	YES	NO
2.The behavior occurs at high rates regardless of what is going on around the person.	YES	NO
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.	YES	NO
2.The person has a history of recurrent illness (ear infections, allergies, dermatitis, etc.)	YES	NO
2.The behavior occurs more often when the person is sick.	YES	NO
2.When the person has medical problems and they are treated, the behavior problem usually decreases.	YES	NO

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Name: \_\_\_\_\_ Staff: \_\_\_\_\_ Home: \_\_\_\_\_

Time	Antecedent What was happening JUST prior to the behavior occurring?	*Behavior *Key: 1. Non-compliance 2. Aggression 3. Inappropriate attention seeking	Consequence What happened after the behavior stopped?	How long did the behavior last?	How Hard?
	<p>Alone</p> <p>_____ Attempting to communicate</p> <p>_____ with peers</p> <p>_____ with adults</p> <p>_____ Beginning an activity</p> <p>_____ Just ending an activity</p> <p>_____ Asked to do something</p> <p>_____ Asked/told “not to”</p> <p>_____ Moving from something he likes to something he does not</p> <p>_____ Doing work</p> <p>_____ Toilet</p> <p>_____ Walking</p> <p>_____ Bothered by others</p> <p>_____ Bothered by something</p> <p>_____ Asked for something and it was ignored or denied</p> <p>_____ verbal instructions given</p> <p>_____ Break time</p> <p>_____ Not doing anything</p> <p>_____ OTHER (describe)</p>	<p>_____ SB</p> <p>_____ Toileting</p> <p>_____ Attempting to bite</p> <p>_____ Refusing to stop a behavior</p> <p>_____ When you ask him to do something</p> <p>_____ Other (describe)</p>	<p>_____ use reinforcer to reinforce appropriate behavior</p> <p>_____ Showed her what to do</p> <p>_____ Changed activity</p> <p>_____ Student lost privilege</p> <p>_____ Physical assist/prompts</p> <p>_____ Used visual &amp; stated desirebehavior(commun.book,rule ignored</p> <p>_____ Given 2 choices</p> <p>_____ Redirected to activity</p> <p>_____ Calm time with book</p> <p>_____ Choice of Calming Activity</p> <p>_____ Kagiso’s behavior was ignored</p> <p>_____ Reviewed social story</p> <p>_____ Other</p>	<p>_____ &lt;1 minute</p> <p>_____ 1-5 minutes</p> <p>_____ 5-10 minutes</p> <p>_____ 10-30 min.</p> <p>_____ 1/2 – 1 hour</p> <p>_____ 1-2 hours</p> <p>_____ 2-3 hours</p> <p>_____ 3+ hours</p>	<p>1 LOW</p> <p>2</p> <p>3</p> <p>4</p> <p>5 HIGH</p>

# ABC DATA: SAMPLE

<b>A= Antecedents</b> <b>Actions that precede the behavior</b>	<b>B= Behavior</b> <b>Describe exactly what happened</b>	<b>C= Consequence</b> <b>Events that followed the behavior</b>
<b>8:30 am</b> Jack finished breakfast, I asked him to make his bed	Jack screamed and put his head in his hands	I reminded him that it was almost time to go to school
<b>8:35</b> Jack is still sitting at the table. I assisted him up and physically guided him toward his room	He screamed and hit my arm	I held his arms at his side until he stopped yelling and squirming
<b>8:41</b> 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	Jack screamed and hit me with the toy	I struggled with him and took the toy
<b>8:42</b> I told Jack he could have the toy on the way to school if he would make his bed	Jack sat on the bed	I told him that he could not have the toy on the ride to school

# HYPOTHESIS STATEMENTS: FRAMEWORK

- When this occurs (describe context)...
- The child does (describe the behavior)...
- To access or avoid (describe functions).

# HYPOTHESIS STATEMENT: SAMPLE

- 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



# DESIGNING INTERVENTIONS

- **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)

# “ACCEPTING NO”

- **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???

# STEPS TO THE RUNNING *ACCEPTING NO* PROTOCOL

1. When the learner demands 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**

# STEPS TO RUNNING THE INTERRUPTION TRANSITION PROTOCOL..

1. Approach the Learner (3-5feet) 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 staffs 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.

# MAKING THE PROCESS WORK!!

- 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