

Positive Behavior Support

Overview

- ❖ Definition, characteristics, and critical features of PBS
- ❖ The PBS Intervention Pyramid
- ❖ Levels of PBS Intervention
- ❖ PBS at the Individual Level

What is *Positive Behavior Support* ?

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.

PBS combines:

1. valued outcomes
2. behavioral and biomedical science
3. validated procedures
4. systems change

Critical Features of PBS

- Improve Quality of Life
- Person-centered values
- Prevention of problem behavior
- Normalization and inclusion
- Life span perspective
- Team based approaches
- Multi-component interventions

Critical Features: Quality of Life

Primary emphasis on enhancing QOL

...across multiple dimensions (social relationships, personal satisfaction, self-determination, recreation and leisure, community integration)

...for all involved (consumer, caregivers, siblings, other stakeholders)

Critical Features: Person-Centered Values

- ❖ Person-centered planning
- ❖ Self-determination
- ❖ Wrap-around approach

Critical Features: Person-Centered Values

Areas of focus in most PCP planning processes...

- Increasing the person's involvement and participation in community
- Creating, developing, and enhancing meaningful relationships
- Expanding the opportunity of the person to express and make choices
- Creating a dignified life and relationships based on mutual respect and need
- Developing skills and areas of expertise for team members and the person that lead to improved quality of life

Critical Features: Prevention

"...the best time to intervene on problem behavior is when the behavior is not occurring."

Carr et al., 2002, pp. 10

Proactive Strategies: Teaching new skills and altering the environment to reduce the likelihood of problem behavior

Vs.

Reactive Strategies: Responding to crisis situations, attempting to alter behavior through consequential management

Critical Features: Normalization & Inclusion

PBS strategies support efforts of...

Normalization: the principle that all people, regardless of ability or circumstance, should live in the same settings as everyone else and have the same opportunities at work, home, and recreation.

and

Inclusion: changing policies and systems to avoid segregated settings in school, work, and living.

Other Critical Features

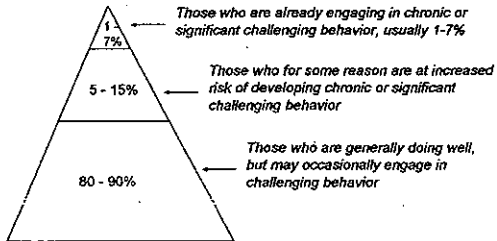
- ❖ Lifespan Perspective
- ❖ Team-based approaches
- ❖ Systems Change and Multi-component interventions

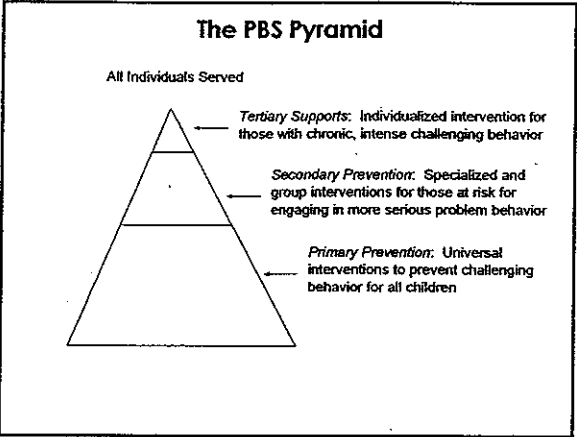
How is PBS different?

- ❖ Different view of problem behavior, with a resulting different view of solutions
- ❖ Insistence on individualized interventions at tertiary level
- ❖ Emphasis on preventative strategies
- ❖ De-emphasis on consequence-based interventions

The PBS Pyramid

All Individuals Served





Levels of PBS Intervention—Primary

These are interventions for everybody in a population (*universal*) geared towards maintaining positive behavior and preventing challenging behavior.

Levels of PBS Intervention—Primary

Examples include...

- **Having clear, positively-framed expectations**
- **Strategies to teach expectations**
- **Positive reinforcement strategies**
- **Clear routines to increase likelihood of success**
- **Relationship development**

Levels of PBS Intervention—Secondary

These are interventions for individuals who are *at risk* of developing chronic or significant challenging behaviors.

Levels of PBS Intervention—Secondary

Secondary interventions address those factors that place a person or group at increased risk. Examples include...

- **Social skills training**
- **Treatment for at-risk factors like sleeping problems, medical or mental health issues, histories of abuse/neglect**
- **Teaching self-management skills**

Levels of PBS Intervention—Tertiary

These are more formal individualized interventions for those who are engaging in chronic and/or significant challenging behavior.

Levels of PBS Intervention–Tertiary

In PBS, tertiary interventions are...

- Individualized
- Primarily preventative
- Non-punitive
- Function-based

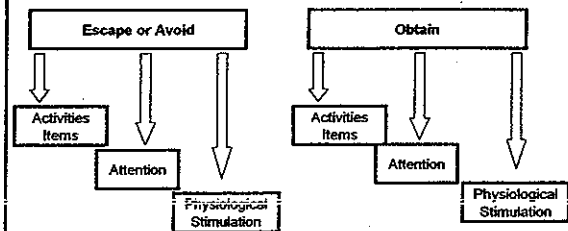
The ABCs of Behavior

The 3-term contingency

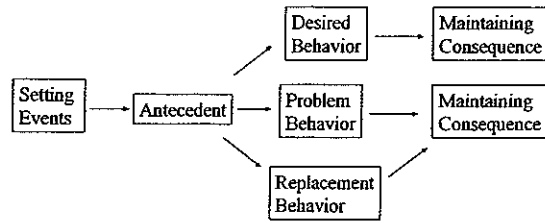
Antecedent ⇒ Behavior ⇒ Consequence

- Antecedent: an event that immediately precedes a behavior
- Behavior: the response (action, movement) of an individual
- Consequence: an event that follows a behavior and makes the behavior more (or less) likely to happen again in the future

Understanding Function



Competing Behavior Model



Case Study

John is a 12 year-old boy with an Intellectual Disability in the Moderate Range who lives in a group home setting. He has a psychiatric diagnosis of ADHD, and (possibly as a result) appears to have difficulty inhibiting impulsive behavior. Occasionally, he will hit peers with his fist. In the past, this behavior has caused injury.

Case Study: Functional Assessment

Indirect assessment (staff interviews)

John is more likely to engage in aggression when:
mealtime, particularly dinner
other group settings
peers are near him
when staff are attending to others

John is less likely to engage in aggression when:
he is engaged in an activity
staff or peers are interacting with him

Case Study: Functional Assessment

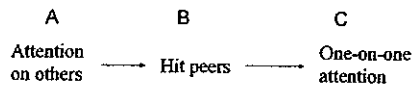
Direct Observation

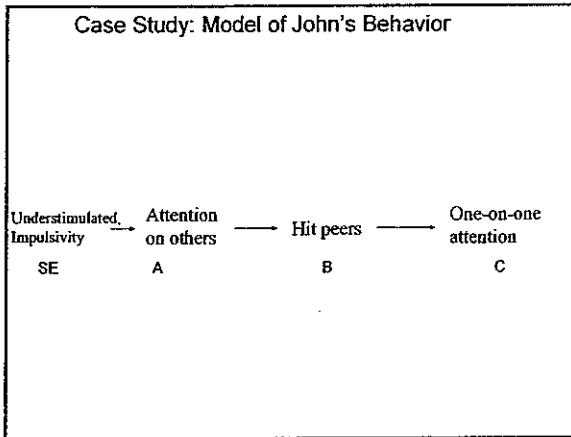
Antecedent	Behavior	Consequence
Staff talking to peers during dinner	John hits peer	Staff intervene and tell him to stop.
While watching TV with peers, staff in other room	John hits peer	Peer tells staff. Staff talk to John about his inappropriate behavior.
In van going on community outing, staff talking on cell phone	John hits peer	Peer screams. Staff ends call, puts van over, and warns John that outing will end if he continues. Peers groan.

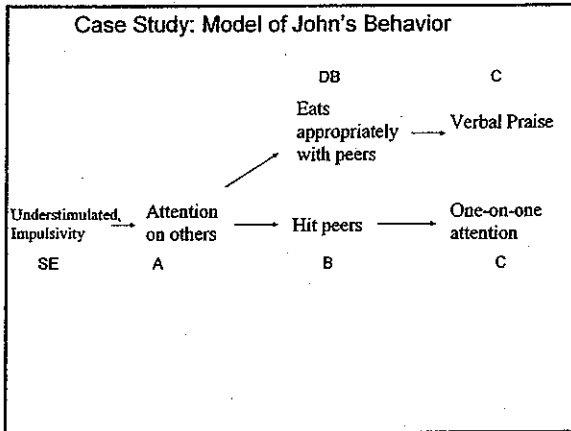
Case Study: Hypothesis

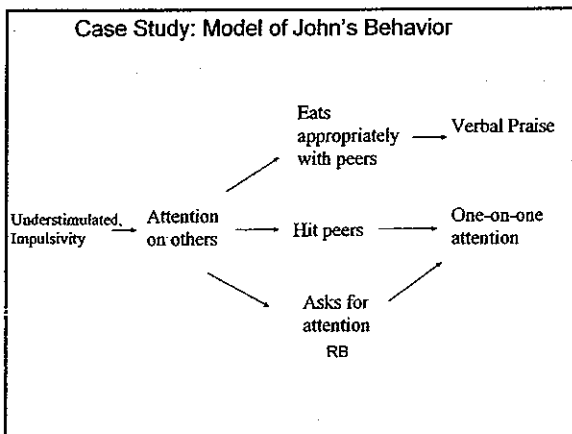
When the attention John desires is being directed elsewhere, he will sometimes hit peers and staff to draw attention to himself. His behavior results in one-on-one attention.

Case Study: Model of John's Behavior









EveryChild, Inc. PBS Project

- **Engaging agencies that provide family-based alternatives**
- **Assisting with agency self-assessment of strengths and needs regarding PBS**
- **Developing implementation plan to build agency capacity for supporting children with challenging behavior.**
- **Assisting agency with implementation of PBS interventions across all levels.**

References: Articles & Readings

- **Contextual Fit for Behavioral Support Plans (Koegel, Koegel, & Dunlap, 1996)**
- **Positive Behavior Support: Evolution of an Applied Science (Carr, et. al., 2002)**
- **Positive Behavior Support with Families (Lucyshyn, Dunlap, & Albin, 2002)**
- **Using Functional Behavioral Assessment to Develop Effective Intervention Plans: Practical Classroom Applications (Scott & Nelson, 1999)**
- **Changing the Way We Think about Assessment and Intervention for Problem Behavior (Crone & Homer 2003)**

Resources

- **Online Academy PBS module**
www.onlineacademy.org
- **Kansas Institute for Positive Behavior Support**
www.kipbs.org
- **Association for Positive Behavior Support**
www.apbs.org
- **OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports**
www.pbis.org
