Positive Behavioral Supports

Traditional Discipline   vs.   Positive Behavior Supports (PBS)

Traditional Discipline Focus	Positive Behavior Supports Focus
Topography of Problem Behavior	Cause of Problem Behavior
Reducing Inappropriate Behavior	Increasing Appropriate Skills
Eliminating Problem Behavior	Replacing Problem Behavior
Punishing Problem Behavior	Reducing Reinforcement of Problem Behavior
Promise of Rewards for NO Problem Behavior	Reinforcing Replacement Behavior
Sees Problem Behavior as a Problem	Sees Destructive Behavior as Communication
Observer or Object of Offensive Acts	Investigator of Environmental Influences
Documenter of Deviant and Destructive Behaviors	Documenter of the Relationship between the Individual and Environment
Job is one of Police Officer of Problem Behavior	Job is one of Provider of Preferred Possibilities

Basic Supports Needed for Success

History and Psychosocial Stressors

1. Medical concerns
   - Has the person had a physical to rule out any medical issue occurring?
   - Review of psychotropic medications and their side effects.
   - Does the person have any eating concerns?
   - Is the person sleeping well?
   - Does the person have any hearing or vision concerns?

2. Diagnosis
   - What is the person's diagnosis?
   - Will this diagnosis affect the way staff should interact with the person?
   - There are different things to consider when working with someone who has Autism vs. Oppositional Defiant Disorder vs. a Brain Injury.

3. Past life events
   - What strategies were used in the past with the person? Were they successful?
   - Has the person been in institutional care?
   - Does the person have a history of drug use?
   - What type of restrictions have historically been put into place for the person?
   - Does the person have a history of abuse? If so, how does that affect them today?

4. Sensory Defensiveness
   - Sensory integration can be defined as the ability of the central nervous system to organize and process input from different sensory channels to make an adaptive response. Hearing, vision and smell are all senses we can name. As we go through the business of daily living we are all bombarded with a variety of sensations. Some catch our attention and some do not. Of those that do catch our attention, there are some that we respond to and others we disregard. The ability to manage all of this input depends on a working sensory integrative system. If we manage well and the response helps us meet a need, then the response is adaptive. People who have developmental disabilities as a result of brain damage tend to have major problems handling the many sensations that other people without processing problems take for granted. They may become Sensory Defensive.
   - Has a sensory inventory been completed for the person? *(sensory inventory)*
   - Has a sensory diet been put into place? E.g., Wilbarger protocol *(sensory brush)*

Basic Supports Needed for Success Continued:

Environmental Considerations

1. Home Environment – What type of environment does the person do well in?
    - Quite vs. a lot of stimulus?
    - A lot of space?
    - What type of roommates and how many?
    - Bright lights vs. dim lights?
    - What types of colors?
    - Etc.

2. Work/School Environment – What is the environment like? Does it meet the person's needs as described above?

3. Staff Interactions – How are staff interacting with the person?
    - What type of staff interactions does the person relate best to? E.g., Firm vs. soft approach, calm vs. loud approach, fun, low key, etc.
    - Does the person respond better to male or female staff?
    - Are staff reflective and honest about strengths and weaknesses in behavioral situations?
    - Do staff seeks to improve and are enthusiastic about trying new strategies?
    - Do staff work in partnership with the person supported?

 - **The question is not what to do when Joe hits, but, what can be done to prevent Joe from wanting to hit in the first place?**

4. Current Rights Restrictions
    - Are there restrictions in place that need to be removed?
    - Are there restrictions that need to be put into place to keep the person safe?
    - Routine and Schedules

5. Routine and Schedules
    - Does the person need a structured routine?
    - Does the person need a specific schedule?
    - If so, what type of schedule? E.g., Written, verbal, pictures, etc.
    - How does the person use the schedule?

Triggers

Triggers are events or situations that routinely precipitate challenges for the person.

They are problems that have yet to be solved for that person

Identify triggers can make problem behaviors highly predictable.

Eliminate triggers whenever possible. When not possible, work with the person to overcome and adapt to those triggers.

<u>Staff Training</u>

Are all staff trained on the person's supports prior to working with that person?

Does the Behavior Need to Change?

Is it a destructive behavior?

1. Is it dangerous to the person?
   - Consider the severity of the danger:
     Is there tissue damage? E.g., bruising, hair pulled out, bleeding, etc.   If so, all staff will need training to keep everyone safe. If not, begin looking at basic supports.

2. Is it dangerous to others?
   - Consider the severity of the danger:
     Is there tissue damage? E.g., bruising, hair pulled out, bleeding, etc. If so, all staff will need training to keep everyone safe. If not, begin looking at basic supports.

3. Is there property destruction? What is the severity?
   - Is it damage to the person's own possessions? If so, can they afford to replace them? If not, can they live without them?
   - Is it damage of others possessions? Is so, can the person afford to replace it?
   - Is it damage to their structural environment? If so, is it severe enough for the person to possibly lose their housing?

Is it a problem behavior?

1. Is it preventing the person from advancing to more independent opportunities?

2. Is the behavior a disruption to the program?

3. Is the behavior jeopardizing the person's placement?

Behavioral Assessment

- In order to address a challenging behavior, we need to define what a behavior is.
    - **Observable** (We will know it when we see it)
    - **Measurable** (We can measure it so will can know if it is effected)
    - **Inter-observer Agreement** (We can agree that it happened when it occurs)

    Example: Jeremy hits his head with his hand.

    Non-example: Jeremy does self-injurious behavior.

A-B-Cs Antecedents/Behavior/Consequences

It is important to know what happens before and after a behavior so we might know how the environment may be related to the behavior.
    - What happens before the behavior occurs (**A** or antecedent)?
    - What is the behavior (**B**)?
    - What happens after the behavior occurs (**C** or consequence)?

A-B-C example
- Antecedent- Dinner is announced by staff.
- Behavior- Jeremy tantrums.
- Consequence- Jeremy is coaxed to come to the table.

Classes of Reinforcement

Behaviors continue to occur for one of two reasons.

- To gain something that is desired.
    - (Positive reinforcement)
        - To gain attention.
        - To gain access to preferred items and activities.
        - Increase stimulation

- To avoid something that is aversive.
    - (Negative reinforcement)
        - To avoid attention.
        - To avoid/escape aversive items and activities (e.g., work).
        - Decrease Stimulation

	Positive Something is Added	Negative Something is Removed
Reinforcement (Behavior Increases)	**Preferred Stimuli Given for Appropriate Bx**	**Aversive Stimuli Removed for Appropriate Bx**
Punishment (Behavior Decreases)	**Aversive Stimuli Given for Inappropriate Bx**	**Preferred Stimuli Removed for Inappropriate Bx**

**Stimuli = Items or Activities (e.g., Toy, Bath, Money, Rap Music, Attention)

Hypothesized Function

Positive VS. Negative
- Time-out is a common consequence.
- What if negative reinforcement (avoidance) is desired and we use time-out?
- What if positive reinforcement (attention) is desired and we provide a lecture about how wrong the behavior is and then we have to go apologize etc.
-

Hypothesized Function
- If we look carefully at the environment in which the behavior occurs, we can understand what the behavior is communicating (Function).

Antecedent	**B**ehavior	**C**onsequence	**Fun**ction (Hypothesis)
Staff helped another consumer.	Knocked plant on carpet.	Had to help clean up mess.	Positive Reinforcement (Attention)

Hypothesize a function based upon you're A-B-C data
Indicate if you suspect a positive or negative function (Use Behavioral Effect Form)
This informs the support you design

If you what the person is communicating with the problem behavior, select an alternative behavior that gets what the person wants.
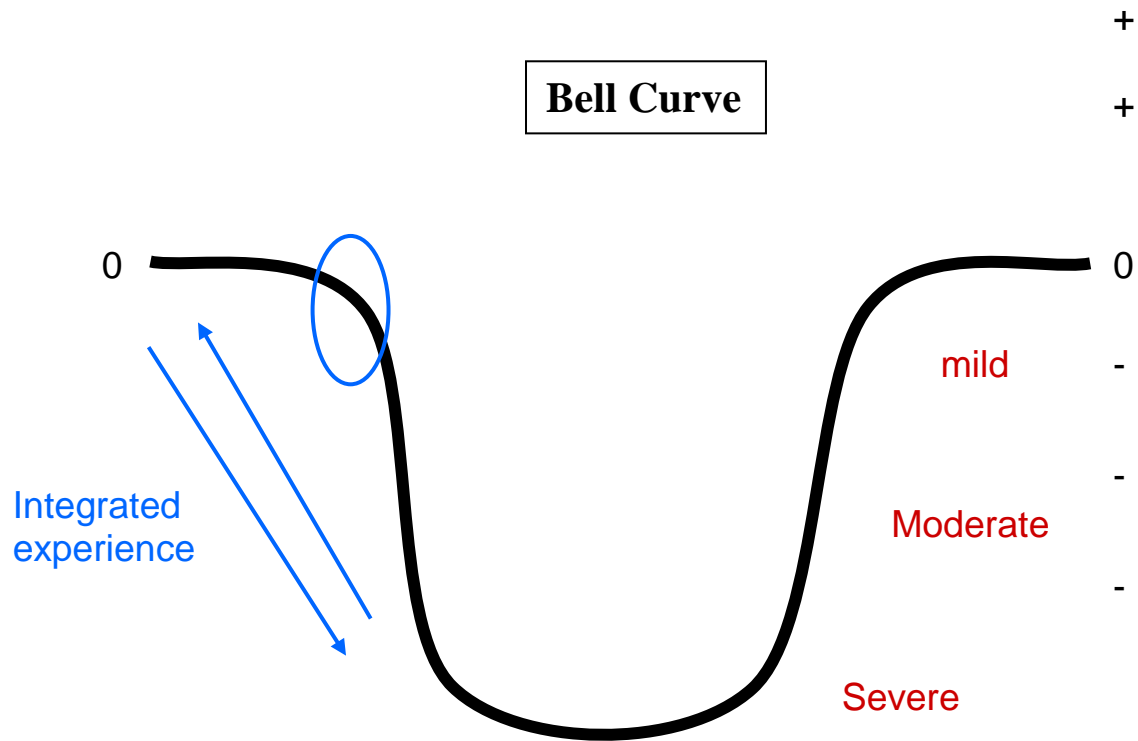
Matching Assessment to Supports

Functional Communication Training (FCT) Carr and Durand (1985)
- Identify the function of problem behavior
- Teach recognizable communicative response to produce a specific outcome
- Reinforcement for problem behavior is placed on extinction
- Communication replaces problem behavior because they serve the same function

Selecting Replacement Behavior
- Topographies to consider.
  - Verbal (Would you please do that for me?) or (pa-paaa)
  - Visual cue (picture card)
  - Sign (ASL)
  - Assistive tech (micro switch)
  - Gesture
- To be effective the communication must:
  - Must match function
  - Must be efficient (easy to do)
  - Must be effective (result in reinforcement)
  - Problem behavior on extinction
- Must be efficient.
- Is it easier to bang head?
  - Do they know how?
  - Can they easily do it?
  - Is it dependable?
  - Is it understandable?
- Must be effective
  - Must result in desired reinforcement.
  - Must be immediate?
  - During teaching many opportunities may be needed.
  - Shaping
- Once target behavior and communicative response have been identified.
- Select teaching setting and instructor.
  - Relevant settings
  - Relevant individuals
- Contrived or naturalistic teaching.
- First Mastery then Generalization!

Managing Crisis Situations

Bell Curve

+

+

0   0

                                      mild   -

**Integrated
experience**

                                                    -

                                      Moderate

                                                    -

                                      Severe

During a crisis is not the time to look at teaching skills. You may inadvertently reinforce a negative behavior, but you are not going to be able to teach positive skills at this time.
- "0" is where we want people to be.
- A (-) is when the person is not going to be able to learn new skills. Staff need to support the person to bring them back up to a "0" to learn new skills.
- Too far (+) can also be dangerous for some people.
- How staff respond will determine if the person moves closer or farther away from the "0"
- Integrated experience – The concept that behaviors and attitudes of staff impact behaviors and attitudes of individuals, and vice versa.
- Crisis Plan development is key to getting all staff working together and consistently. *(crisis plan)*

Managing Crisis Situations Cont.

<u>Staff Responses</u>

- Don't take it personally!!!!!
- Be supportive and collaborative vs. authoritative
- "Acceptance is different than approval"

Knowing what to do in a crisis situation decreases staff fear and
anxiety, injuries, and ultimately decreases
staff turnover

<u>**The Crisis Prevention Institute**</u> – An International organization that certifies instructors to teach non-violent crisis interventions. The program teaches necessary skills to deal with different behavioral levels leading up to a crisis and through a full blown crisis.

- Non-Violent Crisis Intervention
  - Learn to set limits with challenging consumers
  - Learn to address challenging/confrontational questions from a consumer
  - Learn to avoid or reduce power struggles
- Philosophy is on the Care, Welfare, Safety, and Security of everyone involved in a crisis situation.

Teaching and Encouraging Desirable Behavior

Additional skills you may need to teach the person to learn to manage their own behavior:

- Social Skills – example would be using social stories

- Emotional Skills – an example would be to use feeling words and/or pictures

- Decision Making Skills - working on problem solving, helping the person to understand the outcomes of different choices, Dr. Greene's Collaborative Problem Solving approach

- Mental Adaptability – an example could be structured routines and picture schedules.

Preventing Challenging Behaviors by Enhancing Quality of Life

- Eliminating "Silly Rules" when possible. *(Silly Rules))*

- How do we know what a person's Hopes, Dreams, and Wishes are?
  By having a good relationship with the person and knowing that person well.

- How do we help that person realize their Hopes, Dreams, and Wishes?
  Let the person explore all of their hopes, dreams, and wishes. Not up to us to tell them know or stop them from trying something. Let them go as far as they can and figure it out.

Have fun and be creative with the person!