

Using Positive Behavior Supports TBI Summer Institute Staunton, VA



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Disabilities

PBS Project at VCU

- Endorsement for PBS Facilitators
- Training, mentoring and endorsement

Goals for Today

- Brief introduction to using PBS in classrooms
 - What is PBS?
 - What is different about PBS plans compared to typical behavior management plans?
 - What are some basic strategies that I can do on day one of school?

PBS

- an applied science that uses educational methods to **expand an individual's behavior repertoire** and **systems change** method to redesign an individual's living environment to....

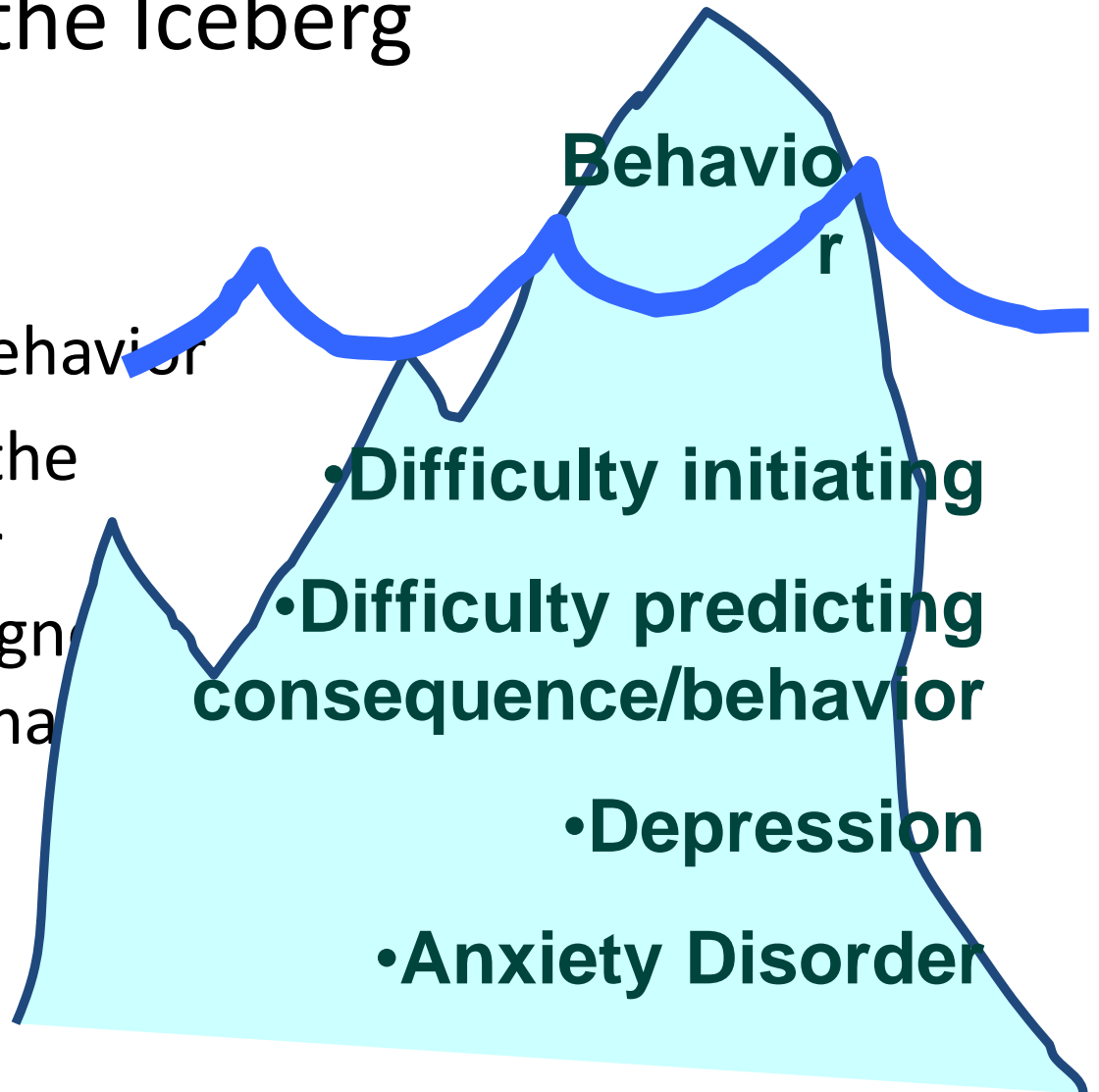


...enhance a person's quality of life.



Challenges Behavior - Tip of the Iceberg

- We see odd or problematic behavior
- We don't see the missing skill or psychiatric diagnosis that leads to that behavior



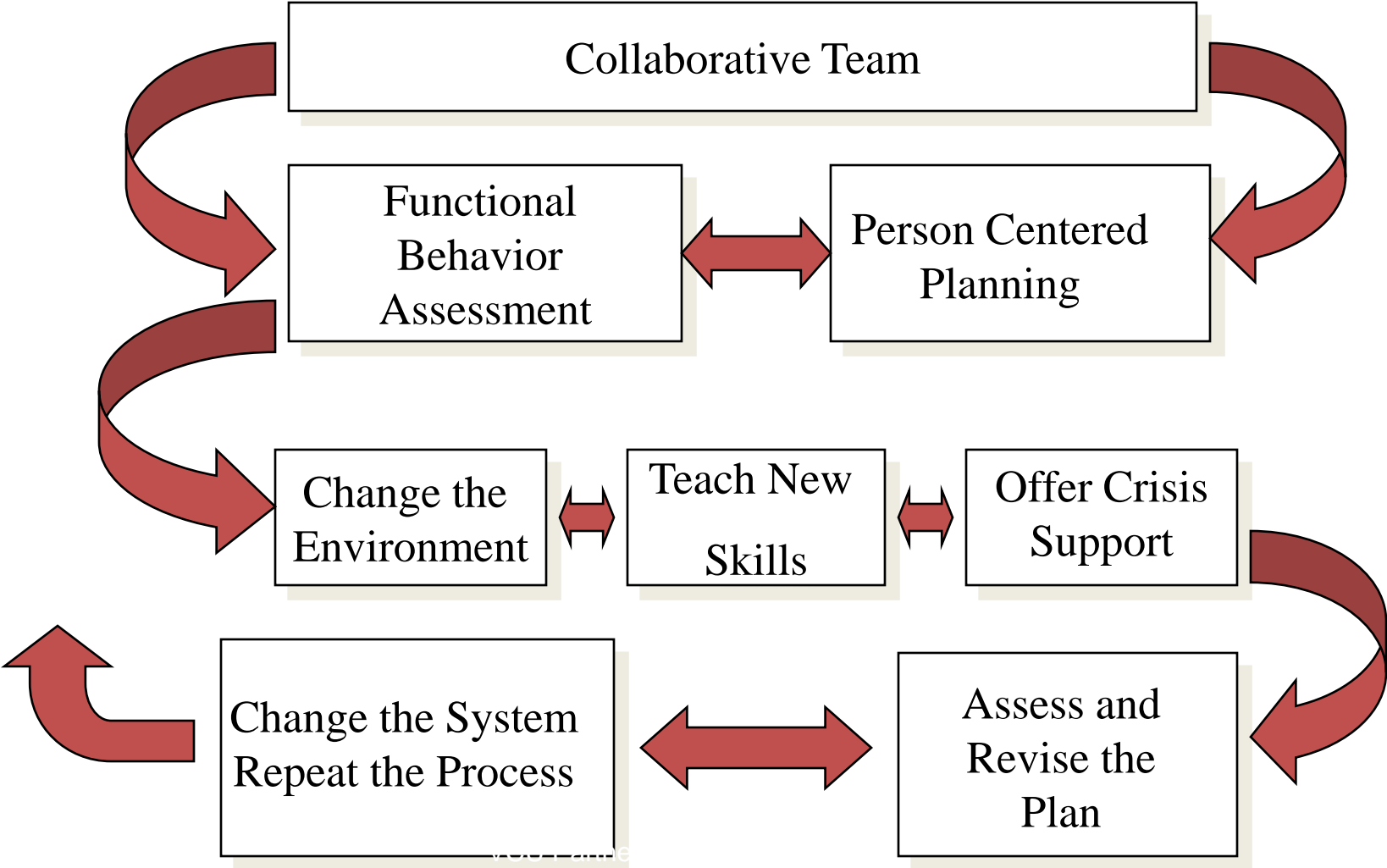
• **Difficulty initiating**

• **Difficulty predicting consequence/behavior**

• **Depression**

• **Anxiety Disorder**

Positive Behavioral Support Model



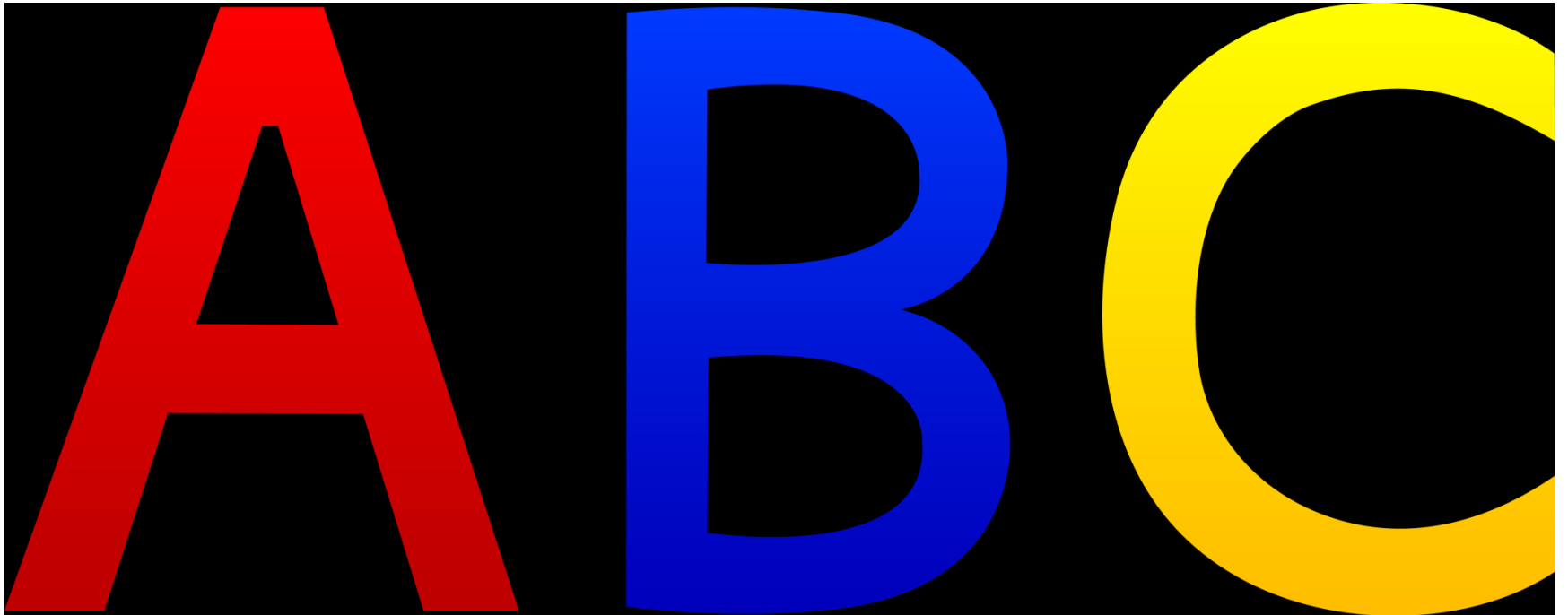
Facilitating a team meeting



How would you feel?



The foundation of analyzing behavior



PBS = ABC + S SETTING EVENTS



Setting Events

- Ozsivadjian, A., Knott, F., & Magiati, I. (2012). Parent and child perspectives on the nature of anxiety in children and young people with autism spectrum disorders: a focus group study. [Autism](#), 16, 107-121. DOI: 10.1177/1362361311431703

Anxiety: Where do I feel it in My body?

Name: _____ Date: _____



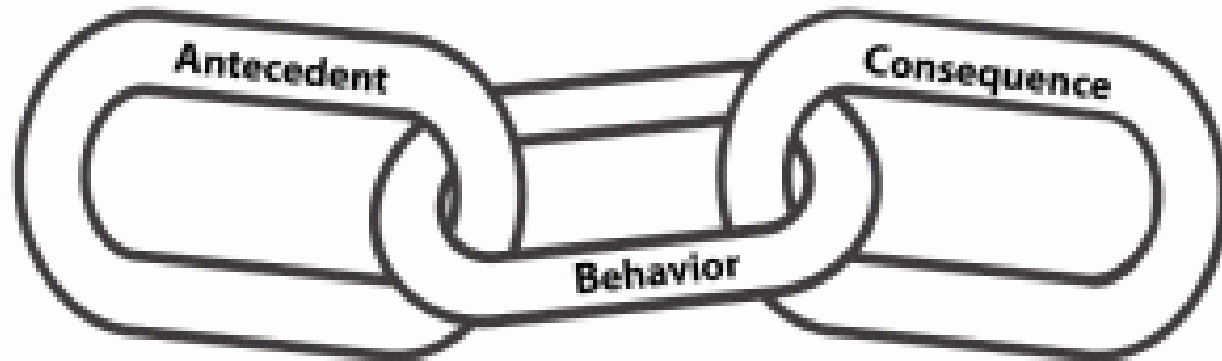
What kind of things make me feel anxious?

school tests parties
food Mum and dad fighting

Setting events vs. antecedents

- Was informed of something disappointing
- Fought, argued or had some other negative interactions
- Sleep pattern was unusual
- Was hurried or rushed more than usual
- Favorite care provider was absent
- Visitors arrived/failed to arrive
- Appeared to be in a bad mood
- Has menstrual period
- Had a cold
- Had a seizure

Antecedents



Complete Learning Trial

Applied Behavioral Analysis



Variables that Influence Behavior (Demchak & Bossert, 1996)



- Unpredictable schedule
- Routine change
- Not enough reinforcement
- Slow
- No choices
- No variation
- Too difficult
- High error rate

Environmental Variables that Influence Behavior (Demchak, & Bossert, 1996)



Health/Medical/Personal Variables that Influence Behavior (Demchak, & Bossert, 1996)

- Illness
- Allergies
- Menstrual tension
- Fatigue
- Hunger or thirst
- Medication
- Mood



Social Variables that Influence Behavior

(Demchak, & Bossert, 1996)



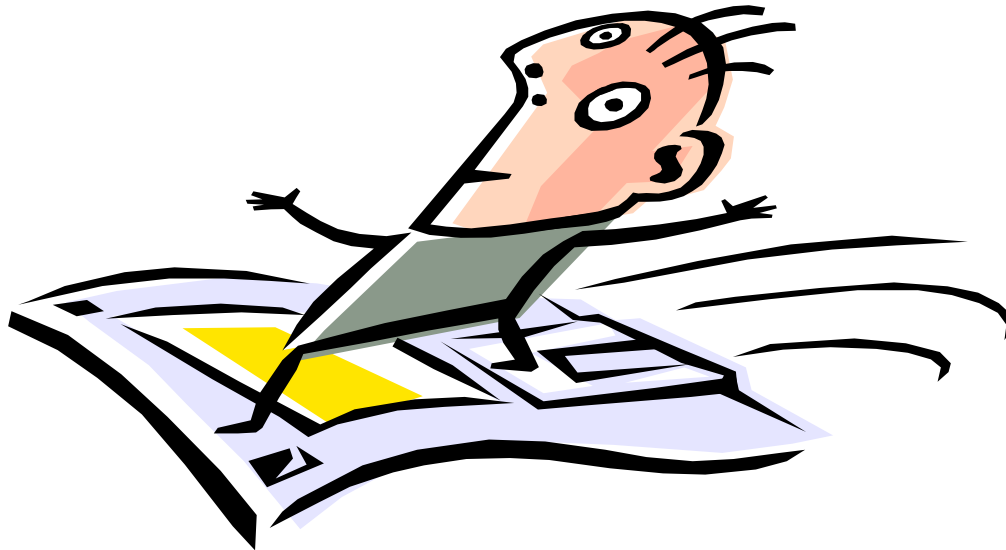
Ecological Modifications

Handout: POSITIVE ENVIRONMENT CHECKLIST



Flow

Do activities occur within the context of natural routines?



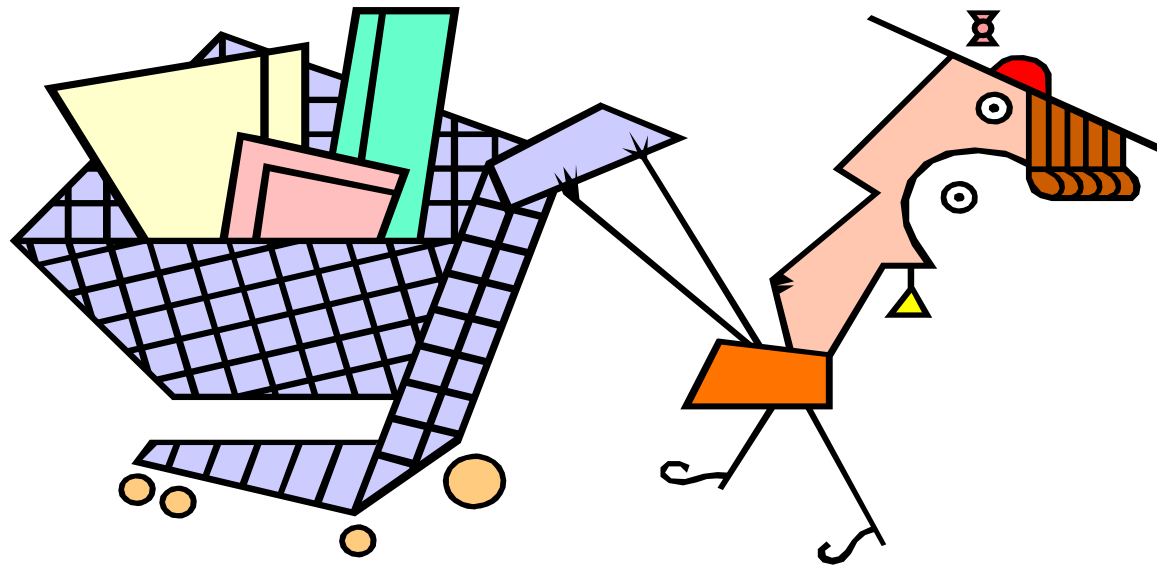
Variety

- What are the nature and length of activities in which the person participates?

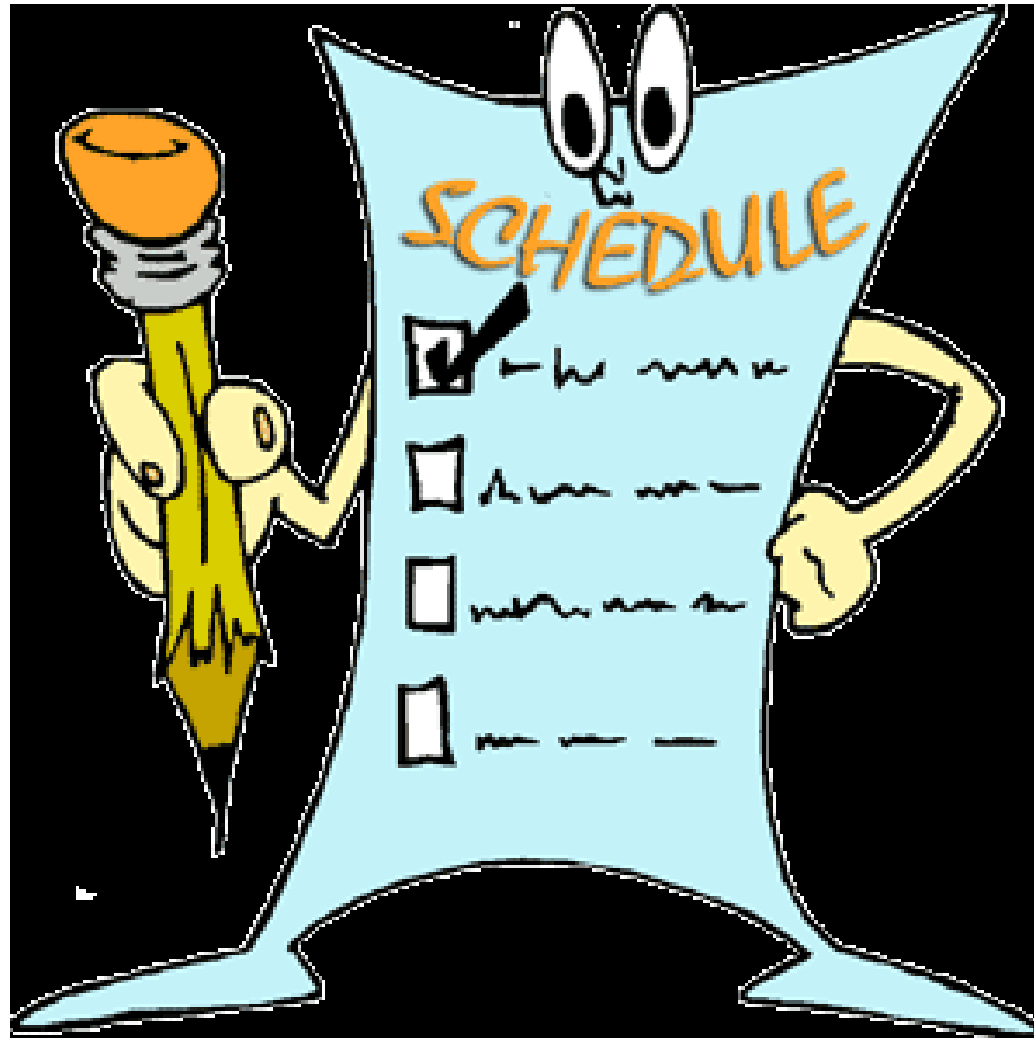


Choice

- How does this person express their preferences?
- **Handout: Learning style Profile**



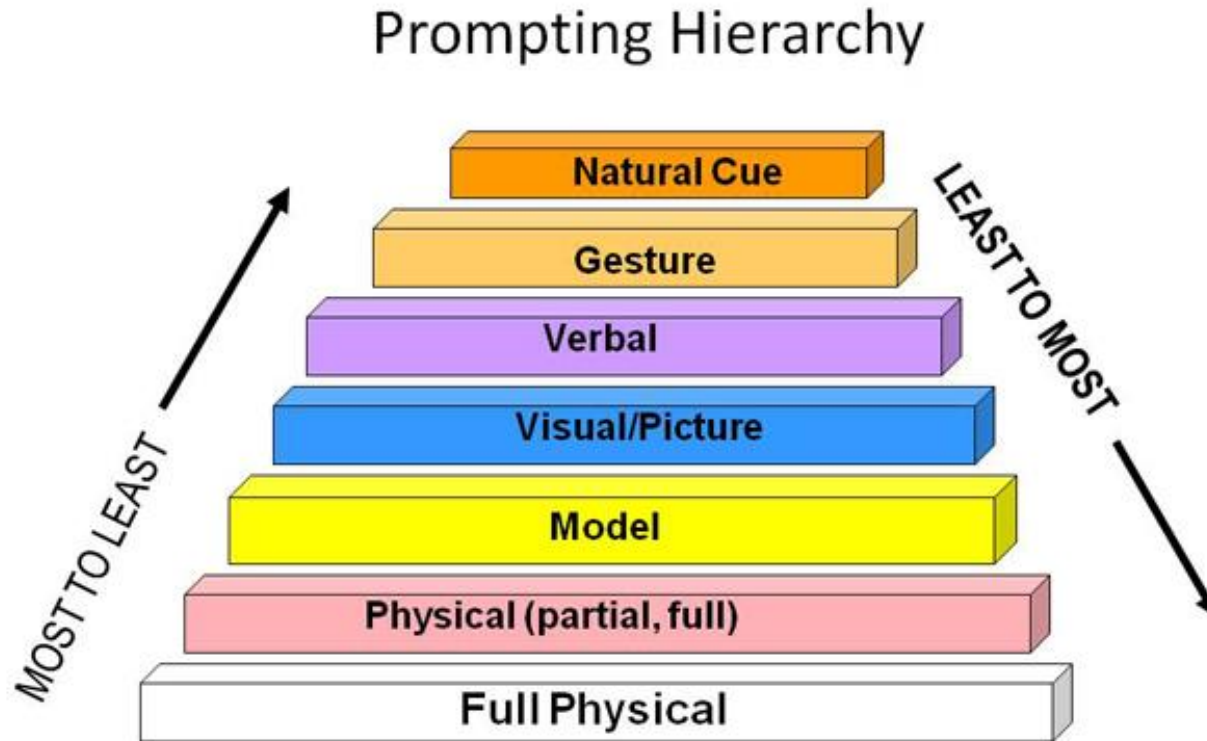
Predictable Routine



Task Sequencing/ Hard vs. Easy Tasks



Effective Cues and Prompts



Socially Functional



Behaviorally Functional



Behaviorally Functional



Peer Referenced



Locally Referenced



Partial Participation



DASH

Functional Behavior Assessment

- Define the behavior
- Ask questions (team- FBA)
- See the behavior (ABC- observe & take data)
- Create Hypothesis
- Is a replacement behavior in the child's repertoire?

Don't "Don't"

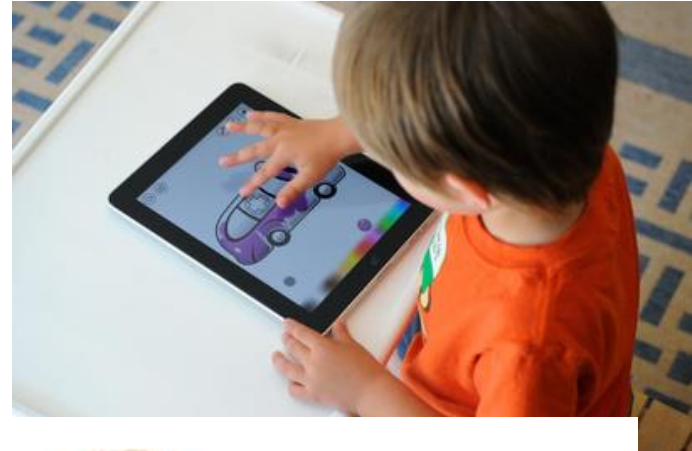
- What is the behavior that you WANT to see?
- Stop hitting =
- Stop talking=
- Don't get out of your seat =
- Don't swear =
- Don't run in the hallways =
- Don't tear up your neighbor's work=

Creating a PBS Plan

1. Have I changed the environment?
2. Have I decreased the reason for this behavior to occur?
3. Have I removed the triggers?



Figuring out the FUNCTION of a behavior



Replacement Behaviors: Is there a replacement behavior that is more efficient and appropriate?



Response effectiveness

During hard tasks, creating disturbance to be sent to the office

- Escape/avoidance
- Attention
- Replacement: Asking for a break, asking for help

Not responding to general classroom instructions

- attention
- Replacement: repeat the instructions to the class when teacher asks

Reinforce

- TEACH the new behavior and REINFORCE IT!
- Eliminate the opportunity for the problem behavior to be reinforced



Using Visual Schedules With Kids

Are your reinforcers REALLY reinforcers? Has the rate of behavior changed?

- 20 tokens ≠ happy meal toy
 - Attention from kids ≠ attention from teachers
 - iPad ≠ a high five
 - 5 stickers ≠ cookie
- *F is for FORGET moderation! Eat all the cookies you want. Cookies are God's way of showing that He loves you. So basically, not eating cookies is like stabbing God in the heart with a million rusty pitchforks. –Hyperbole and a Half*



Universal Supports

- ✓ Provide predictable schedule
- ✓ Plan for the unexpected
- ✓ Intersperse easy and difficult tasks or errorless learning techniques
- ✓ Provide opportunities to move around or take breaks
- ✓ Promote self-determination
- ✓ Provide predictable 1:1 attention everyday
- ✓ Food! Snacks
- ✓ Reduce power struggles
- ✓ Provide choices!!
- ✓ Provide a vocabulary of feelings
- ✓ Give someone responsibility : dignity of risk with no shame attached