

Positive Behavioral Support (PBS)

A proactive process for
addressing behavioral challenges

Tapestry of Life

Child and Family Counseling

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Objectives

- Identify and describe five critical components of creating a Positive Behavioral Support (PBS) plan
- Identify three key factors that determine a positive relationship between a child's behaviors and the environment
- Create a basic PBS plan and present to group

What is PBS

A process for designing individualized behavioral intervention plans based on understanding relationships between a child's behaviors and aspects of the environment

Why PBS

The PBS model encourages the use of ***positive*** behavioral interventions, strategies, and supports when addressing needs of children whose behavior impedes their learning or the learning of others

PBS Process

Together, the team members gather information, analyze patterns, generate the support plan, implement strategies, monitor progress, and modify interventions when necessary to ensure success

What does a PBS plan address

- Modifications to the environment – set up the environment for success
- New skills to replace problem behaviors – must be taught new skills first
- Effective management of consequences – must be consistent and predictable
- Promotion of positive life-style changes – expect progress not perfection

What steps are involved in the process

- Goal identification
- Information gathering
- Hypothesis development
- Support plan design
- Implementation and monitoring

The order of the steps is not as important as the process!

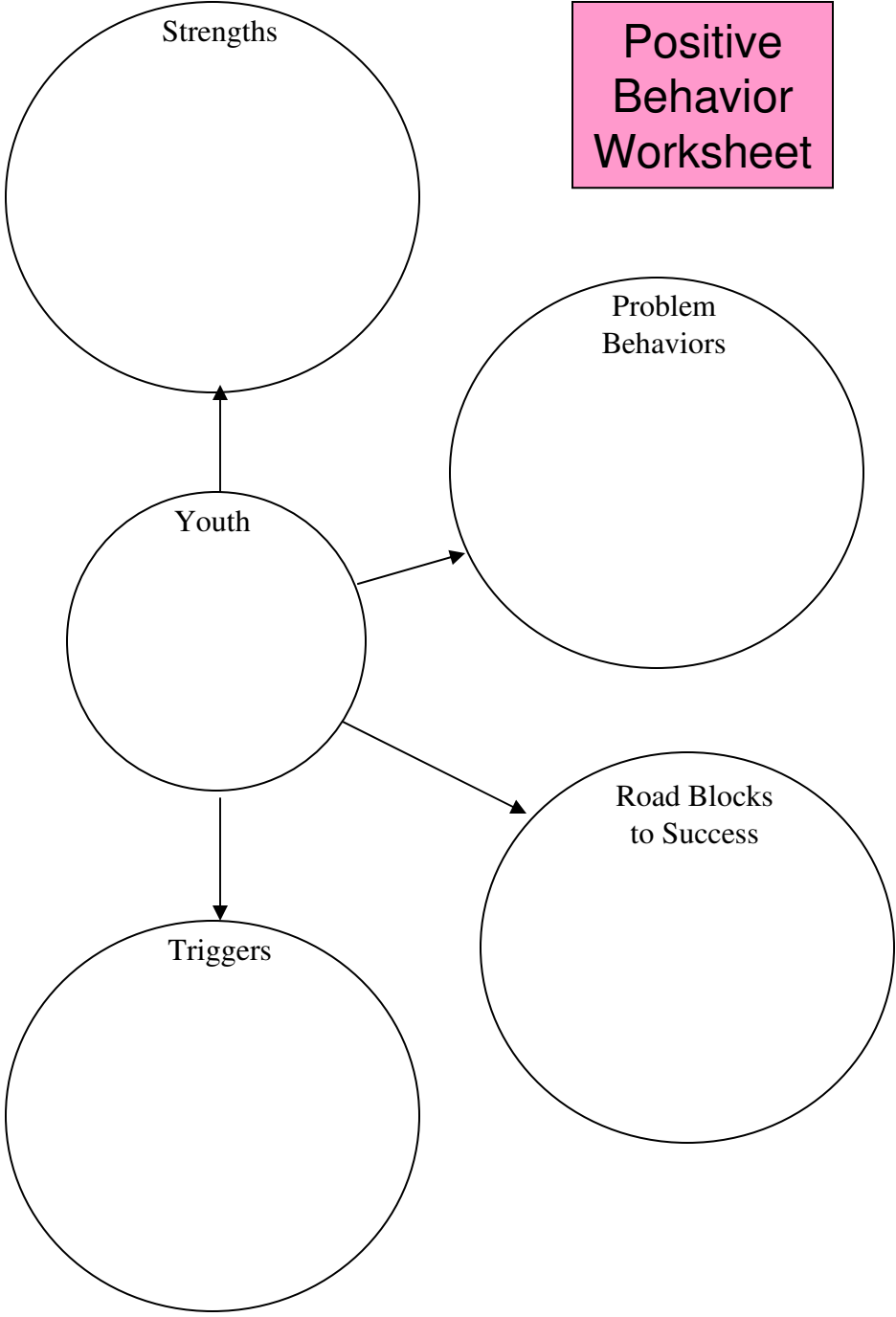
Team members usually do not begin with positive thoughts about the child, however, often, they leave the meeting energized and hopeful!

Facilitators will develop their own style and the team will help mold the flow of the process

Function of Behavior

Positive Behavior Worksheet

Target Behavior		
	Most likely to occur:	Least likely to occur:
Setting		
Time		
Person(s)		
Activity		



Step One: Goal Identification

Goal Identification

- Before goals can be established, the team (collaboratively) identifies a child's profile
 - Strengths!!!!!!
 - Challenges – (I often start here after giving a brief history of the child so the team members can blow off steam)
 - Needs

Goal Identification_{cont'}

- Identify broad goals
 - What would increase or strengthen the child's friendships and social support?
 - How can participation and inclusion in the child's home, school, community be increased?
 - What would increase the child's opportunity to exercise appropriate choice making and control aspects of his/her life?
 - How can the child's self esteem and confidence be strengthened?
 - What barriers might interfere with the child's progress?

Goal Identification_{cont'}

- Defining target behaviors – must be based on observable and measurable terms
 - High pitched screams – not....poor impulse control
 - Kicking over chairs – not....angry, hostile, resentful
 - Completing tasks – not....trouble paying attention
- Goals for behavior change and criteria for determining the success of the intervention are based on estimates of the frequency, duration, and severity of the behaviors that are currently occurring (what specifically does a blow out look like?)

Goal Identification_{cont'}

- Objectives may involve (must individualized based on child's needs and developmental level):
 - Eliminating or reducing problem behaviors to acceptable levels
 - Increasing alternative or desirable behaviors (My personal preference – focusing on what we want to see not on what we “do not” want to see)
 - Teaching child to tell when certain behaviors are appropriate

Goal Identification_{cont'}

- Questions to consider for defining target behaviors
 - What does the behavior look like or sound like
 - How often does the behavior occur
 - How intense is the problem behavior
 - Is the behavior dangerous to self or others
 - Does the problem behavior prohibit or limit the child from participation in integrated activities
 - Is the developmental progress of the child or others being affected

PBS Training Profile

- Follow directions without becoming aggressive
- Completing hygiene thoroughly
- Making and maintaining friends
- Stop hitting other kids

Step Two: Gathering Information

Gathering Information

- Use indirect and direct methods to gather information
 - Description of problem behaviors – prioritize and categorize behaviors identified in step one
 - Identification of the events, times, and situations when problem behaviors occur across the full day
 - Identification of the consequences that maintain the problem behaviors (the function the behaviors appear to serve...e.g., get staff's attention)

PBS Training Profile

- **Description of problematic behaviors:**
 - Spitting at other children at least 5 times per day
 - Screams and yells when asked to take a shower each night
 - Punches other kids and takes their toys when he gets angry which happens at least 10 times per day
 - Throws homework assignments on the ground each day and refuses to complete them

PBS Training Profile

- Identification of the events, times, and situations when problem behaviors occur across the full day
 - Around 11:30 a.m. he often “loses it” with other children
 - At night he fights hygiene, especially bath or shower time
 - After he receives visits from his father he refuses to follow any directions

PBS Training Profile

- Identification of the consequences that maintain the problem behaviors
 - Spitting – adult intervenes and stops the spitting, has child sit close to adult
 - Screams/yells at shower time – adult stays in bathroom with child until child is finished
 - Punches child – adult sits close to child to make sure child is no longer aggressive
 - Throws homework – adult sits with child while he completes homework

Step Three: Developing Hypotheses

Developing Hypotheses

- Analyzing Patterns
 - Patterns in information may suggest the conditions in which behavior is most likely and least likely to occur and/or may indicate the function(s) of the problem behaviors

Developing Hypotheses_{cont'}

- Antecedents (Contexts)
 - In what setting does the behavior occur
 - What times of day does the behavior occur
 - Does the behavior occur in the presence of a certain person
 - In what activities is the behavior most likely to occur
 - In what activities is the behavior least likely to occur

Developing Hypotheses_{cont'}

- Consequences (seeking out underlying functions)
 - What happens to the child after the behavior
 - Do the surroundings in the environment change as a result of the behavior
 - What is gained or lost
 - How do others respond to the behavior

Developing Hypotheses_{cont'}

- Questions to answer
 - Circumstances in which the behavior is most likely to occur
 - Circumstances in which the behavior is least likely to occur
 - Possible function of the behavior

Developing Hypotheses cont'

- Generating hypotheses statements
 - Sample format:
 - When this occurs (describe context)
 - The child does (describe behavior)
 - To access or avoid (describe function)
 - Example:
 - When the adult's attention is withdrawn or focused on another child (context), Mark makes noises (behavior) and this results in the adult scolding Mark and moving closer to him (function)

Developing Hypotheses_{cont'}

- More examples
 - When unanticipated changes in the schedule occur, Mary throws her books and markers; picking them up delays the transition to the next activity
 - What is the context, behavior, and function
 - When Lucy finishes her art project before the other residents she scribbles on the table; this alleviates her boredom
 - What is the context, behavior, and function

PBS Training Profile

- Most of the problematic behaviors resulted in the adult moving closer to the child
 - Safety, trusted adults intervene and make the environment consistent, predictable, and safe
 - Closeness, adults gather closer to child
- **In the NS RTC, we have found “safety” to be a key function for large percentage of problematic behaviors**

Step Four: Designing Support Plans

Designing Support Plans

This model uses summary statement information to identify specific replacement skills and other desired behaviors

Designing Support Plans_{cont'}

- In the situation with Mark, the target function for Mark is to get closer to staff
 - When the adult's attention is withdrawn or focused on another student (context), Mark makes noises (behavior) and this results in the MHS scolding Mark and moving closer to him (function)
- Teams must make sure that the replacement behavior sought is appropriate behavior and achieves the same function as the problem behavior (e.g., allows child to get or avoid the same thing such as peer or adult attention)

Designing Support Plans_{cont'}

- Effective Positive Behavior Support Plans are:
 - Proactive – sets up (modifies) the environment to help the child be as independent and successful as possible
 - Educational – teaches replacement skills and competencies that can be generalized across various areas (e.g., school, home, church, swimming pool, etc.)
 - Functional – effective interventions include managing consequences that reinforce desired behaviors (i.e., replacement skills) rather than problem behaviors

Designing Support Plans_{cont'}

- Questions to answer
 - What modifications to the environment may prevent problem behaviors
 - What skill does the child need to develop to:
 - Achieve the same function as the problem behavior
 - Allow the child to better cope with the circumstances
 - How can consequences be managed so that the specific reinforcers maintaining the child's behaviors are:
 - Maximized for positive behaviors
 - Minimized for problem behaviors
 - What broader changes to the child's lifestyle might indirectly support his or her behavior

Designing Support Plans_{cont'}

- Intervention Planning
 - Hypotheses
 - When the adult's attention is withdrawn or focused on another student, Mark makes noises; this results in the adult scolding Mark and moving closer to him
 - Intervention Strategies
 - Tell Mark when you will be unavailable for extended periods, "I'm helping ____ now."
 - Teach Mark to raise his hand when he needs attention or help. Remind him to do this.
 - Provide attention whenever Mark raises his hand, even if just to say, "I'll be there in a minute".
 - Ignore all noises.

Designing Support Plans_{cont'}

- Intervention Planning
 - Hypotheses
 - When unanticipated changes in the schedule occur, Mary throws her books and markers; picking them up delays the transition to the next activity
 - Intervention Strategies
 - Provide a written or picture schedule and refer to it throughout the day.
 - Prepare Mary for changes, noting them on the schedule. Teach her to ask for clarification regarding changes and reward her for smooth transitions.
 - Have her pick up her material after she finishes the next activity.

Designing Support Plans_{cont'}

- Intervention Planning
 - Hypotheses
 - When Lucy finishes her art project before the other residents she scribbles on the table; this alleviates her boredom
 - Intervention Strategies
 - Give Lucy something to do when her work is finished (e.g., coloring pages, staff helper).
 - Teach her to ask for activities or items and provide them consistently following requests.

Designing Support Plans_{cont'}

- Generalization and Maintenance
 - Should address strategies for promoting self management, monitoring, and evaluating one's own behavior
 - Self monitoring (e.g., child tracks own performance by logging incidents such as speaking out of turn)
 - Self reinforcement (e.g., taking a break following completion of a specific number of tasks)
 - Self correction (e.g., child uses behavioral check lists to evaluate own performance at the end of a period of time)

PBS Training Profile

To be completed after
“Implementing Plan”

Step Five: Implementing the Plan

Implementing the Plan

- Plan must be consistently implemented in order to be effective
- Plan must be “doable”
- Treatment team must be committed to the plan
- Must closely monitor behaviors (do not make the monitoring process too complicated!!)
- Plan must be modified over time to adjust to the child’s needs and growth

This is what we know

- Child
 - 9 y/o male in physical custody of mother; both parents share joint custody
 - Two older siblings often in the care of father
 - Good at sports and math
 - Likes to play video games, tell jokes, and draw stories
 - Has taken Risperdal for 2 years
 - Was in foster care for 6 months approximately 1 year ago
- Problematic behaviors
 - Spitting at other children at least 5 times per day
 - Screams and yells when asked to take a shower each night
 - Punches other kids and takes their toys when he is angry which happens at least 10 times per day
 - Throws homework assignments on the ground each day and refuses to complete them

This is what we know

- Broad Goals

- Follow directions without becoming aggressive
- Completing hygiene thoroughly
- Making and maintaining friends
- Stop hitting other kids

- Other

- Around 11:30 a.m. he often “loses it” with other children
- At night he fights hygiene, especially bath time
- After he receives visits from his father he refuses to follow any directions

- Function

- Safety, trusted adults intervene and make the environment consistent, predictable, and safe

Conclusion

Positive Behavioral Support (PBS) is a collaborative, problem solving approach to resolving serious behavioral challenges and promoting improved quality of life