

Challenged By Behavior?

Key Features of Effective Behavior Support


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Matt Enyart
Kelcey Schmitz
University of Kansas

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Today's Presentation

- Give you an understanding of the **basic concepts** of Positive Behavior Support
- Learn some strategies that will help you understand **why** your child engages in challenging behavior and **how** they are maintained
- Strategies to **prevent** problem behavior
- "Make and Take" **tools** to use at home
- Website **resources** for future use
- Have some **fun** while talking about serious issues!



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**All behaviors,
no matter
how strange
or
maladaptive,
serve a
purpose.**

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A new way of thinking of behavior problems

If a child doesn't know how to read,
we teach


If a child doesn't know how to swim,
we teach

If a child doesn't know how to multiply,
we teach

If a child doesn't know how to drive,
we teach

If a child doesn't know how to behave,
we... Teach?
Punish?

Why can't we finish the last sentence as automatically as we do the others?



01/28/2012 John Herner, Counterpoint (1998, p. 2) 4


What makes PBS different?

1. Focuses on the use of *positive strategies* that are respectful of the child
2. Strategies are *individualized*
3. Strategies focus on helping the child:
 - Gain access to new environments
 - Have *positive social interactions*
 - Develop friendships

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Guiding Philosophy of PBS



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graph TD
    A[Meet child's needs] --> B[Improves Quality of Life]
    B --> C[Problem Behaviors Reduced or Eliminated]
  
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Values of PBS

- A focus on increasing a person's **quality of life**
- A long-term process of vision-setting and **person-centered planning**
- A focus on understanding the behavior's message
- Consider the focus person's point of view
- Give consideration to underlying neurological and medical conditions
- Contributes to personal growth and empowerment for team members
- Carries over into varied environments
- Enhances the person's social status and self-esteem

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Key Points

- Traditional behavior management focuses on punishment
 - Reprimands
 - Loss of privileges
- Research tells us punishment, without other positive strategies is **NOT** effective
- Teaching and rewarding is better than waiting for problem behavior to happen before responding
- Preventative strategies can be much less stressful and require lower levels of emotional energy when compared to the time spent coping with crisis.

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Behavior support is the **redesign of environments**, not the redesign of individuals

Positive Behavior Support plans define changes in the behavior of those who will implement the plan.

- A behavior support plan describes what **we** will do differently.

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R. Horner, 2000 9



“If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.”

-Carl Jung

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PBS is **NOT**:

- Giving out candy and stickers willie nillic
- Patting kids on the back saying “good job”
- Being permissive with kids
- Bribing kids to do what you want
- Being sickeningly sweet



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“Our chief concern is not with problem behavior and certainly **not** with problem people, but rather with **problem contexts.**”

-Edward G. Carr, JPBI Winter 2007

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Acronym Soup!



PBS=Positive Behavior Support	KIPBS=Kansas Institute for Positive Behavior Support	APBS=Association of Positive Behavior Support
SWPBS=School-wide Positive Behavior Support	PBIS=Positive Behavior Interventions and Support	EBS=Effective Behavior Support
PBES=Positive Behavior and Employment Support	Pyramid Model=Early Childhood Positive Behavior Support	PBSS=Positive Behavior Sexuality Support

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WHAT IS BEHAVIOR?



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WHO TAUGHT YOU HOW TO BEHAVE?

- Parents, Friends, School, Co-workers, Supervisor, Society, Government
- Formal and informal training
- What types of behavior support strategies do you use everyday?
- How are desired and undesired behaviors reinforced in your life?
- How critical are your behaviors to your success?

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Consider Your Individualized Life Plan

- What Behavior Supports do you need to:
 - Teach and reinforce behaviors you need
 - Decrease the likelihood of behaviors you don't
- Everyone engages in desired & undesired behavior
- Behavior is critical to achieving goals and dreams

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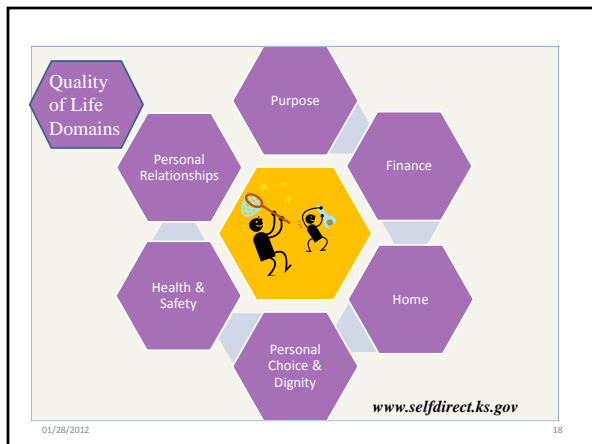
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Behavior & QOL

- There is a direct link between our behavior and our quality of life.
- Without effective behavior supports what happens to quality of life?

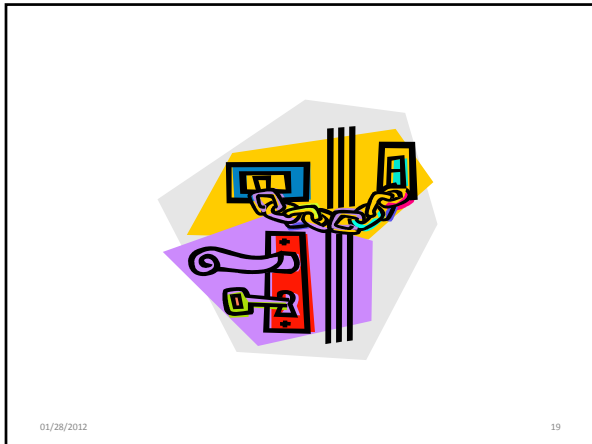
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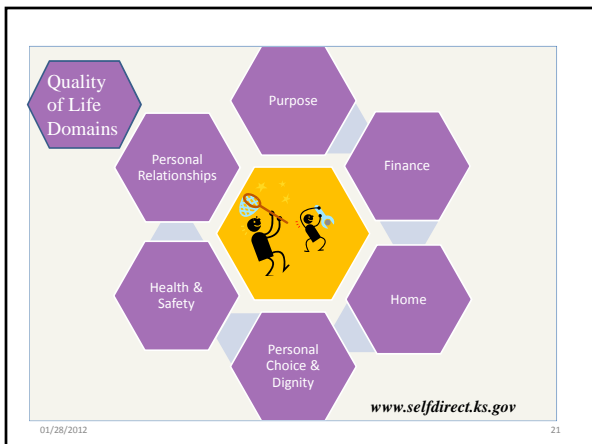


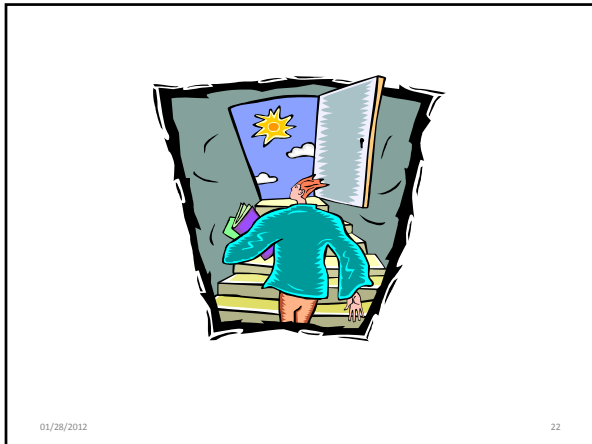
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Meet Thomas



- Five years old
- Funny, curious, interested in others and LOVES Spongebob Squarepants
- CARS (Childhood Autism Rating Scale)-Scored in the Severely Autistic range
- Other concerns
 - Cognitive impairment, sensory processing concerns, mild neuromotor abnormalities, and sleep disorder
 - Non-verbal
- Lives with Mom, Dad and older sibling in rural Kansas
- Transitioning from Early Childhood Center to Kindergarten

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Thomas and Family Before PBS

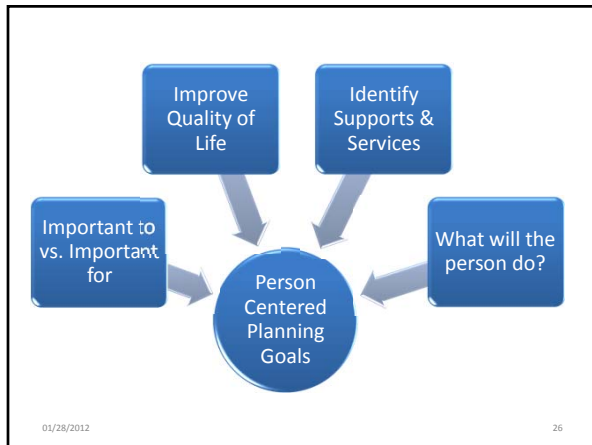
- Mom reports she was depressed because she couldn't help Thomas- was at her "wits end".
 - Thomas would have ONE GOOD day a month
 - After school/early evening was worst time of day
- Parents searched for appropriate services and learned about PBS
- Mom thought "yeah right, how will PBS work?"
- Christmas tree was the "ah ha" moment

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Challenging Behaviors

- **Pica**-putting an inedible object in his mouth (hair, dog food, sand, dirt, wood chips)
- **Elopement**- Running out the door, down the street, off the bus
- **Property destruction**-disrupting an item/object by grabbing, pushing, knocking off or displacing; this would include trying to knock over items that are bolted to the wall or other stabilizer
- **Self Injurious behavior**-hitting or biting self, poking eyes with objects, smacking face, knocking self into objects, head banging
- **Tantrum**-whining or crying in addition to throwing self on floor and physically refusing to be non compliant; escalates to aggression towards others (head-butting, hair pulling, biting, scratching, hitting).

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loving Good memory happy

silly funny kisses loving

ornery curious




playful Wanting to please I love my brother

What people like about me and what I like about myself

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Preferences

- Sponge bob
- Bob the builder
- Music
- Piano/drums
- Bubbles
- Toy box
- Wrestling with dad
- Laying on mats
- Dark
- Sleeping under his bed
- Grits, grilled cheese, ham, hot dogs, pizza
- To crawl all over people
- Loves his room
- Loves reading BIG BOOKS with spiral binding so he can turn easily

Dislikes

- Too many people around
- Certain textures of food
- When he isn't in control
- Loud noises such as the smoke detector, vacuum, mixer
- Utensils
- Some days he just doesn't like to work

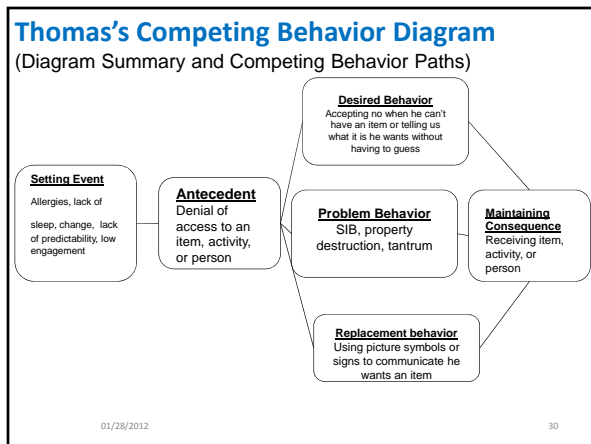


THE DREAM

•With this frame we want to help the person identify their dream for the future.

•List anything that is important for the person to realize the kind of life they desire.

- To communicate my wants and needs to others
- To learn computer skills-I really like technology!
- To be potty trained
- To participate in the community like other kids my age
- To make the community aware of autism
- To sleep at night –when I can't sleep I am tired and grumpy the next day
- To decrease problem behaviors-SIB, Pica, tantrums, climbing, elopement, disrobing
- To live as independently as possible
- To have friends



Interventions

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
<p>Contact pediatrician as soon as he shows signs of allergies or common cold or diarrhea that has lasted for more than 3 days</p> <p>Develop after school routines at home</p> <p>Implement a visual schedule for home and school</p> <p>Environmental interventions</p> <p>T should be kept engaged in a functional positive activities with less than 5 minutes between engagement</p>	<p>Follow a picture schedule and show a picture of the activity that will happen next</p> <p>Have alternative items available, and offer choices of items he can have</p> <p>Have sensory items available</p>	<p>Teach to appropriately ask for items through pictures of signs</p> <p>Teach to eat independently</p> <p>Teach tolerance for delay</p>	<p>Praise and allow access to wanted items for:</p> <ul style="list-style-type: none"> - Appropriately asking for items <p>After he throws an item, do not allow access to that item until he asks for it with appropriate communication</p> <p>Give tickle time or deep pressure for</p> <ul style="list-style-type: none"> -patiently waiting -appropriate communication

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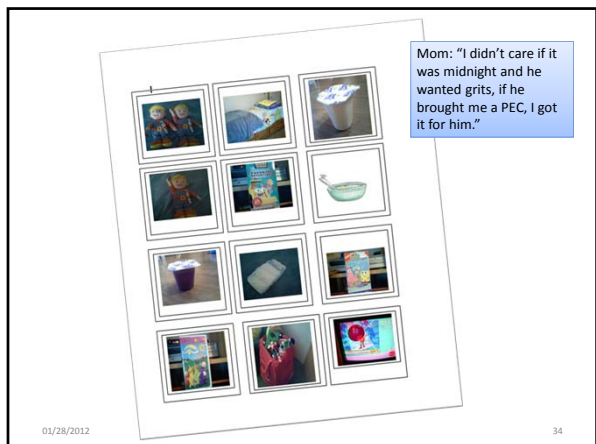
Items Thomas would "work for" during structured work time

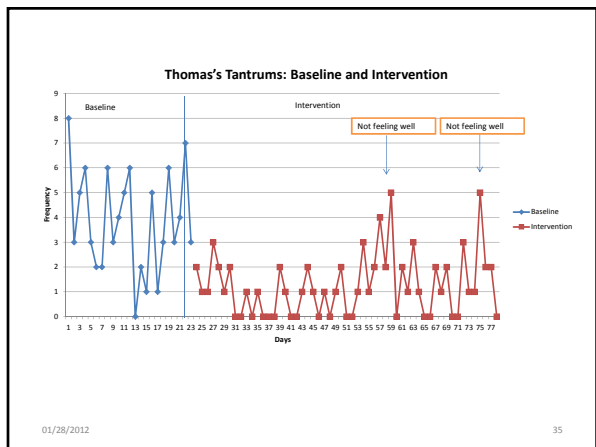
All done

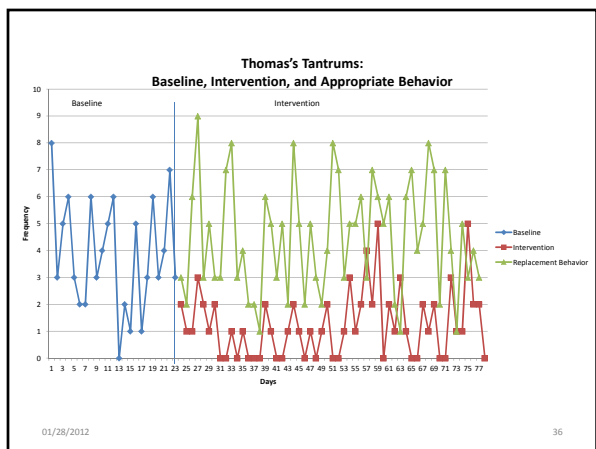
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Thomas learned to exchange pictures for items he wanted throughout the day

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Quality of Life Survey

2 team members completed Mean: 4.5

- 20 QoL Questions with a 1-5 rating scale
- Example Questions
 - 1. The child's relationship with family members are...
 - 2. The child's general happiness is...
 - 5. The child's ability to make decisions about day-to activities is...
 - 20. As a result of PBS, I feel that child's quality of life is...
- Much worse= 0 items
- Somewhat worse= 0 items
- No change= 0 items
- Somewhat better = 19 items
- Much better= 21 items

"It changed our family like night and day!" -Mom

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Thomas and Family After PBS Services

- "PBS helped bridge the gap between home and school so we were working on one consistent program."
- "Things started looking up!"
- "At the end we were having one BAD day and the rest of the month was GOOD."
- "We could sit down and watch a show as a family."
- "The more communication training the better his behaviors and everyday life has been. PBS is working wonders for our whole family."
- **"The quality of life for our family as a whole has improved tremendously."**

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The Carnival

The family was able to go together to a town carnival and he insisted on riding the rides. Parents were skeptical; but he communicated appropriately that he wanted to go on the rides. He went on every ride and had the **time of his life!**



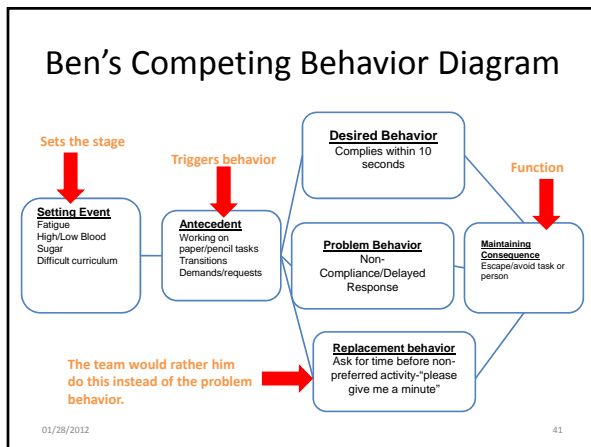
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Ben



- Six year old, Down Syndrome and Type 1 Juvenile Diabetes
- Positive Behaviors: very charismatic, friendly, loves to chat with others, loves to learn, cheerful
- Problem Behaviors: **not following directions or delaying response**, laying on the floor at school or at home, leaving the classroom or area without permission
- Function: **Escape/delay non-preferred activity**

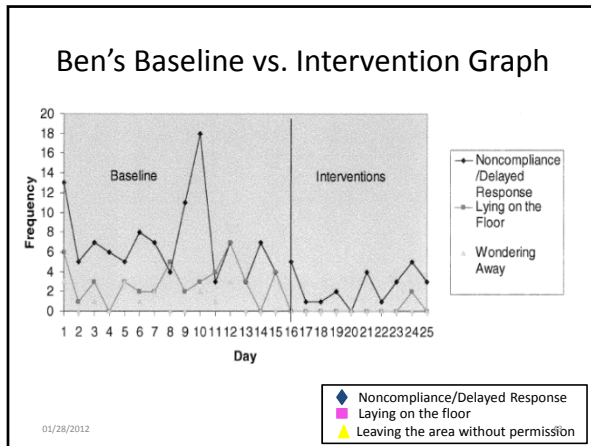
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Interventions

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
Monitor blood sugar throughout the day Make sure he is getting adequate sleep (if not, Mom will let the school know) Provide more breaks throughout the day Have him be either first or last in the line Provide a task while waiting in line	Decrease the number of demands/requests Reduce number of transitions occurring throughout the day Provide choices "Which 5 problems do you want to work on?"	Teach him to say "please give me a minute"	Establish reward system that acknowledges when replacement behavior is exhibited. If he says "No", prompt replacement behavior ("Remember you can ask for a minute") Do not interact verbally or barter when he engages in problem behavior

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Ben's Quality of Life Survey


2 team members completed Mean: 4.75

- 20 QoL Questions with a 1-5 rating scale
- Example Questions
 - 1. The child's relationship with family members are...
 - 2. The child's general happiness is...
 - 5. The child's ability to make decisions about day-to activities is...
 - 20. As a result of PBS, I feel that child's quality of life is...
- Much worse= 0 items
- Somewhat worse= 0 items
- No change= 0 items
- Somewhat better = 10 items
- Much better= 28 items

Team members reported enormous changes in behaviors and social and communication skills

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Meet Doug



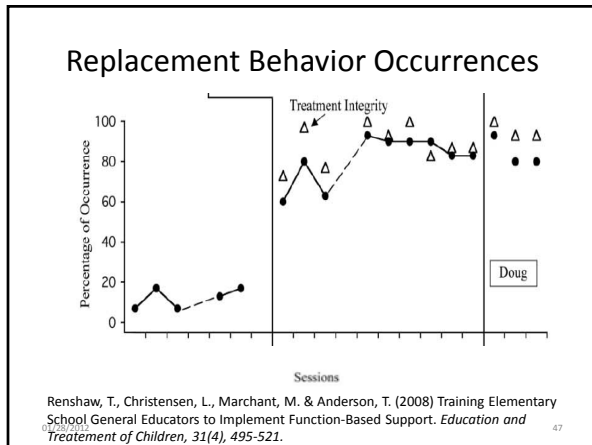
- Doug, a 4 year old with Down syndrome
- Knew some signs but mainly gestured
- Low receptive and expressive communication
- Positive Behaviors:** sitting at his assigned space on the floor, engaging in circle time activity, looking at the teacher, and keeping hands to himself
- Problem Behaviors:** Disruptive behavior at circle time (grunting, yelling, lying on the floor, rocking in his chair, looking at and touching peers sitting behind him, and leaving the assigned area)
- Function of Behavior:** Doug's disruptive behavior was found to provide him with access to adult and peer attention during circle time.
- There were no clear circle time behavioral expectations and negative directives were used ("don't," "stop") consistently. No materials were used to engage the students and Ms. Tammy read the story quickly in a monotone voice. Students rocked, leaned back, and fell out of chairs and Doug usually sat next to peers who engaged in similar disruptive behaviors.
- Intervention: improve environment, reinforce replacement behavior and discontinue the target behavior.

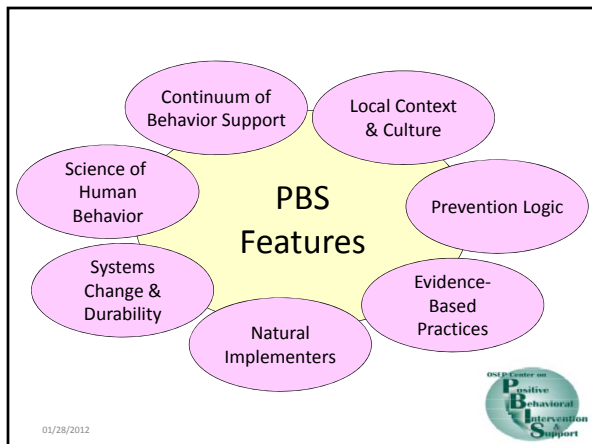
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Table 2. Intervention Elements for Doug: Method 2

Method elements	Resulting intervention elements
Adjust the antecedent conditions so the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur	<ul style="list-style-type: none"> Remind students of "circle time" behavior using posted visual "rules" (e.g., picture of each circle time expectation—hands to self, sitting crisscross . . .) Use place markers to assign seats (on the floor) for the students Move Doug closer to Ms. Tammy Seat Paul and Kim away from Doug Incorporate engaging activities (felt board, songs, finger play etc.) into book reading
Provide appropriate reinforcement for the replacement behavior	<ul style="list-style-type: none"> Praise Doug for on-task behavior at least once every 1 min
Withhold the consequence that previously reinforced the target behavior when it occurs.	<ul style="list-style-type: none"> Briefly redirect Doug to the activity (using circle time expectation visuals) with minimal interaction.

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PBS Process (Steps)

- Person-centered Planning
- Functional Behavior Assessment
- Develop Function Based Interventions
- Team Training on Function Based Interventions
- Teaching New Skills to the Individual
- Evaluation-review Data

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The Two Key Components of a Positive Behavior Support Plan

The diagram consists of two overlapping circles. The left circle is purple and labeled "Person Centered Planning". The right circle is light blue and labeled "Functional Behavior Assessment". The overlapping area in the center is a darker shade of purple.

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Schmitz Family Expectations

- 1) Be RESPECTFUL
- 2) Be RESPONSIBLE
- 3) Be SAFE
- 4) Be PREPARED

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PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help!"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

01/28/2012 Colorado, PBS 2008 52

Home Matrix

What are your 3-5 behavioral expectations at home? How will you teach those expectations across settings/routines?

	Setting/Routine		
Social Skill/Expectation		Behavior	

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Person-centered Planning

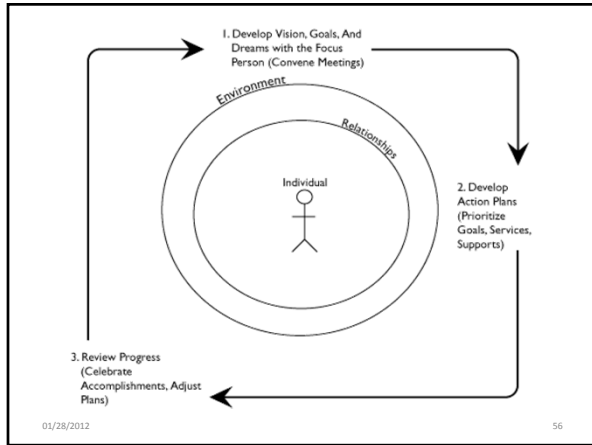
- Creates a vision for the team
- Process for identifying ideal lifestyle and goals needed to achieve
- Focus on the positive
- Gathers important information for the PBS plan
- Decreases the need for more intensive interventions
- Priority and control is given to the individual
- Goals are **NOT** determined upon what is easiest, traditional and most convenient for staff


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Important Features and Desired Outcomes of PCP process

- Personal satisfaction
- Recreation, leisure and religious activities
- Preferred living situation
- Community Integration/Participation
- Employment
- Social Relationships
- Relationship Building
- Decision Making
- Creating positive roles within the Community
- Skill development

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 **About my kiddo**






 Insert child's photo

Strengths	Challenges	Interests (Likes)
Accomplishments- <i>what has the child/team done well?</i>	People/Places- <i>Where do they go? Where would they like to go?</i>	My child's dream- <i>what does he/she want or want more of?</i>

Next Steps: 01/28/2012 57
Schmitz, 2010



Rewards/Reinforcers

Tangible <small>(chocolate, stickers, popcorn, etc.)</small> 	Social <small>(praise, attention)</small> 
Activity <small>(trampoline, play catch, ride bike)</small> 	Other


01/28/2012 Schmitz, 2010 58

Learning to Listen to Behavior







- Stop
- Breathe
- Think
- Observe
 - Triggers
 - Behavior
 - Consequences that Strengthen
- Respond

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Routines

Write down as many routines that occur in your house as you can think of. Getting ready for school, after school, homework, bath/bed time etc. Circle the ones that are the most stressful.

	Morning	
	Afternoon	
	Evening	
	Weekend	

01/28/2012 Schmitz, 2010 60

Behaviors
List the behaviors the child does well (positive) and the ones that are problematic (challenging). Next, prioritize problem behaviors you want to address.

Positive	Challenging
----------	-------------

Challenging behaviors occur in context.
List the challenging behaviors on the left and routines on the right and draw a line from the behavior to each routine it occurs within.

Challenging Behaviors	→	Routines
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The ABC's of PBS

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Conducting a Functional Assessment

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Functional Assessment Outcomes

- Describe the problem behavior
- Identify the events, times, and situations that predict when problem behaviors both occur and do not occur
- Identify the consequences that maintain the problem behavior
- Develop a hypothesis about why the person appears to engage in the problem behavior (i.e., the function of behavior) as well as the conditions under which the problem behavior is more likely/less likely to occur
- **Confirm the hypothesis using by observing**

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Setting Events (set the stage)

Setting events	Antecedents	Problem Behavior	Consequences
----------------	-------------	------------------	--------------

Setting events affect how a person will respond to situations by temporarily increasing or decreasing reinforcers in the environment

- Sets the stage for the behavior
- May explain why sometimes the behavior occurs and other times it doesn't
 - Environmental (noise levels, sitting next to a peer, late to work)
 - Social (fight during lunch, family crisis)
 - Physiological (sickness, allergies, sleep deprivation)
- Others-
 - medications were changed
 - slept fewer/more hours than usual
 - showed some symptoms of illness
 - chaotic/demand environment
 - surprise visits from people
 - experienced a long waiting time
 - temperature of environment was too hot/cold

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Antecedent Events (Triggers)

Setting events	Antecedents	Problem Behavior	Consequences
----------------	-------------	------------------	--------------

- Immediately precedes a problem behavior
- Can be related to time of day, people, specific settings, the physical surrounding, or particular activities
- Common examples include verbal demands, difficult tasks, certain peers or individuals

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Consequences

Setting events	Antecedents	Problem Behavior	Consequence
----------------	-------------	------------------	--------------------


- An event that is presented contingent upon the occurrence of problem behavior
- Common consequences include staff attention, the removal of a difficult task, or the presentation of something the person wants

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Setting Events "slow trigger"	Antecedent- "fast-Trigger"	Challenging behavior	Consequence
*Set the stage for behaviors to occur *Temporarily alter the effects of reinforcers and punishers. Setting events increase the likely hood that the antecedent will trigger a behavior. -(noisy area) Social (other people) or physiological (illness, flu, etc) *Setting events do NOT trigger behavior. *Setting events can occur days, weeks, hours or minutes before or can occur at the same time. *Setting events explain why a person may respond cheerfully to a request to assist in a household chore on one day and with great resistance and anger on another. -Too much noise in cafeteria -Mental illness -Headaches -Death of a family member -Not enough sleep -Too much sleep -Hunger	*Occurs immediately prior to the child engaging in problem behavior. These are the circumstances that lead to the behavior *Antecedents can be people, places, activities, sounds, smells, time of day. *Antecedents can also be demands or requests of the individual to engage in non preferred activities. *Antecedents can also be the absence of a certain person or engagement. *Proximity of other people *Substitute teacher *Verbal demands *Criticisms *Teasing *Attention *Presence or absence of specific people, materials, events *Lack of attention	Challenging behavior may include shouting and screaming, violence, pacing and wandering, biting self and others, throwing objects, repetitive questioning, tearing clothes, angry or tearful outbursts or disturbed sleep patterns.	Consequences are the events that directly follow a behavior. - Positive reinforcement: Positive reinforcement of problem behavior involves the <u>presentation</u> of certain events or items when the behavior occurs that increases the likelihood of the behavior happening Toys, praise, physical attention, and even "negative" attention are examples of events or items that are often identified as reinforcers-the reward is tied to the behavior - Negative reinforcement: (removal of events or items) A behavior can also be reinforced by <u>escaping or avoiding</u> an event, item, or activity. - *Hot water in the shower causes us to turn off or down the water to cool it off. *We follow the speed limit to avoid a ticket *We pay our bills to avoid late fees *taking medicine to get rid of a headache - Punishment: Punishment results in a decrease in behavior. *A common mistake is to assume that a consequence is punishing for a child without considering whether the child's behavior is increasing or decreasing when the consequence is presented. *The use of consequences such as time out, detention, and in-school suspension may actually be increasing the likelihood of problem behavior for child's who engage in problem behavior to escape class or obtain attention from teachers and peers.

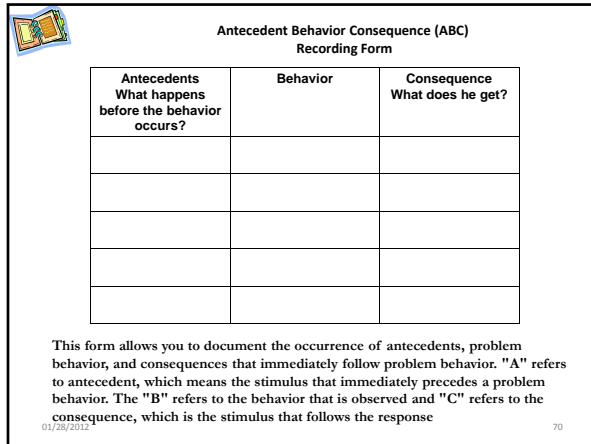
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Activity



- Think of the last time you observed a problem behavior...
- Complete the table with the antecedent, behavior and consequence

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**Antecedent Behavior Consequence (ABC)
Recording Form**

Antecedents What happens before the behavior occurs?	Behavior	Consequence What does he get?

This form allows you to document the occurrence of antecedents, problem behavior, and consequences that immediately follow problem behavior. "A" refers to antecedent, which means the stimulus that immediately precedes a problem behavior. The "B" refers to the behavior that is observed and "C" refers to the consequence, which is the stimulus that follows the response

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Investigate



Where/when do you see the behavior?

Where/when is the behavior least likely?

Who is around when the behavior happens?

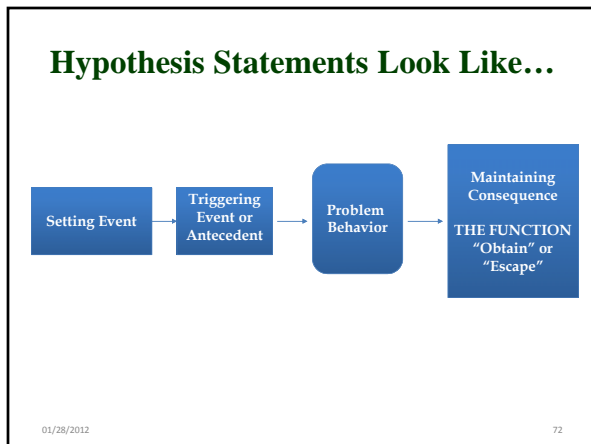
What happens before-what seems to trigger the behavior?

What happens right after the behavior? How do others respond?

Why do you think the child does this behavior?

What would be ok with him/her doing instead?

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Schmitz, 2010



Examples of Setting Event Interventions

- Strategies using information regarding social, environmental, and physiological events that may temporarily alter the value of reinforcers and punishers within the student's environment to decrease the probability problem behavior will occur. Setting event interventions may involve minimizing the likelihood of the setting event, changing expectations on days when setting events occur, or neutralizing the setting event.
- Examples:
 - Communication between family/teachers
 - Bedtime routine
 - Getting medical treatment when symptoms occur

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Examples of Antecedent Interventions

- **Antecedent-based** interventions involve changing the events or variables that exist *before* the behavior occurs. These environmental changes *decrease* the likelihood of a challenging behavior occurring and *increase* the likelihood of a desired behavior occurring.
- Providing reminders for upcoming tasks
- Reducing task demands
- Interspersing demands and social comments
- Choice-making
- Prompt to follow a visual schedule or visual cue as opposed to verbal demands
- Transition warnings ie- "In 5 minutes it will be time for dinner"

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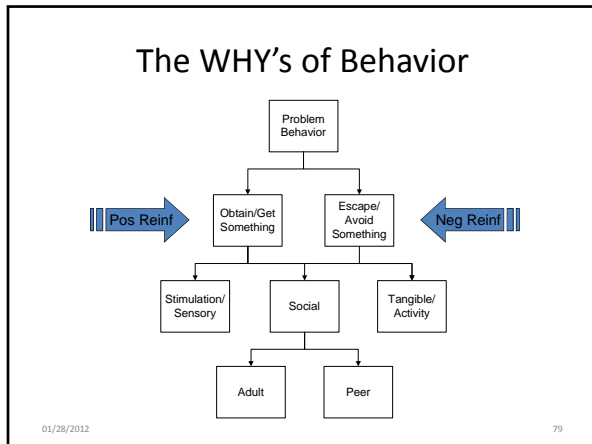
FUNCTION

- Determine the function of behavior FIRST
- Pitfalls of not determining function first
 - Inadvertently reinforcing the behavior
 - Wasting time and becoming even more frustrated☹
- Tools to determine Function
- Payoff? What does the child get from engaging in the behavior?

"Life is ten percent what happens to you and ninety percent how you respond to it." - Lou Holtz

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- ### General categories of problem behavior
- Behavior that produces **attention** or other desired events
 - Behavior that allows the person to **avoid or escape** demands or other undesired events/activities
 - behavior that occurs because of its **sensory consequences** (relieves pain, feels good, etc.)
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Function Table

		Something:		
		Social	Tangible	Sensory
	↪			
Behavior may occur in order to:	Obtain			
	Avoid/Escape			

-KIPBS 2007

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Functional Assessment & PBS Planning

[A Logical Link](#)
(Adapted from O'Neill, et al., 1997)

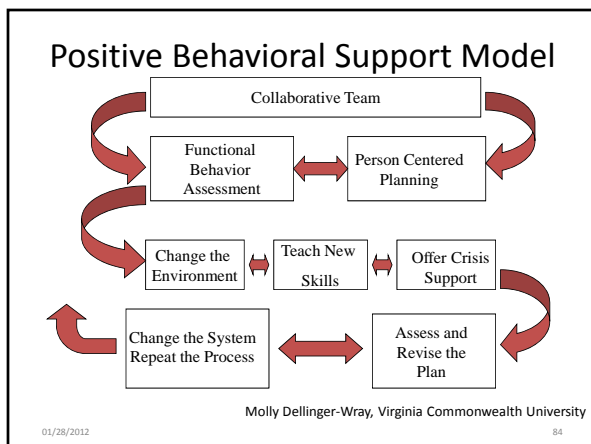
Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
Perceived limits in choices	Request/demand made by staff	Verbal aggression	Escape from undesired activity
Setting Event Interventions	Antecedent Interventions	Teach New Skills	Consequence Interventions
<ul style="list-style-type: none"> • Create opportunities for choices across activities • Provide with schedule of events & menu of tasks that need to be completed. • Cultivate environment that reinforces appropriate communication skills 	<ul style="list-style-type: none"> • Modify task difficulty • Staff will refer to task menu when making a request. • Staff will be less directive and demanding. • Staff will verbally identify options of what to work on next. 	<ul style="list-style-type: none"> • Teach to request an alternative work assignment or to make a request for delay - "I will do it in 5 minutes." • Teach child about how to discuss and relate choices in a calm voice. 	<ul style="list-style-type: none"> • When the child calmly requests alternate activity, he will be allowed to avoid the task and will be offered options. • Reinforce the child for making a request or stating reasons in calm voice. • Avoid coercive interaction patterns.

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Brainstorming-Strategies

Setting Events (How Triggers)	Antecedents (How Triggers)	Problem Behavior (Response)	Consequence (Response)
Setting Event Interventions	Antecedent Interventions Strategies • Visual schedule • Visual problem situations • Visual problem easier • Visual	New Skills/Replacement Behaviors	Consequence Interventions/How Responses • Reward behaviors you want to see • Don't reinforce the problem behaviors

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The Plan

1. What is the behavior you want to change?

2. What would be a better behavior?

3. How can you teach and reinforce the new behavior?

4. How can you prevent the behavior?


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The Plan, continued

5. What reinforcers will we use to reward the appropriate behavior?

6. How will we monitor progress?

7. Who needs to be involved and what will their role be?

8. What are the material/training/support needs ?


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Don't Forget

- Is the Plan...
 - Practical?
 - Sustainable?
 - Function Based?
 - Using Data to determine if working?
 - Dynamic?
 - Improving Quality of Life?

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What is Fidelity?


Definition of Fidelity:
The degree to which the program or practice is implemented 'as intended' by the program developers
....SO THAT it is *more likely* that comparable outcomes will be more consistently achieved (i.e., *sustained*).

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network. (FIMI Publication #231).

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Evaluation/Fidelity

- Are the interventions being implemented the way they were developed?
- Write down all the components of the intervention and check off if they are observed
- If not, there could be a training issue—not a problem with the intervention



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DATA COLLECTION

- The best way to make a decision is to look at how behavior has changed (or not changed) over a period of time.
- Data takes the “guess work” out of the equation it backs up your intuition about the behavior
- PBS plans are supported by making data based decisions
- Baseline vs. Intervention data

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Discipline Policies and Special Education Legislation

- Positive Behavior Support
- Manifestation Determination
- Seclusion and Restraint




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Punishment

- Refers to something that causes a behavior to lessen in intensity.
- A thing is called punishing if, when it is applied, it results in the reduction of behavior that you want to reduce.
- If the behavior does not decrease...it is NOT punishment

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Punishment addresses the symptoms, not the underlying problem!

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Disadvantages of using PUNISHMENT

as a way to manage behaviors

- Punishment negatively reinforces the person giving the punishment. When the person delivers an aversive consequence and the behavior stops, he or she is reinforced by the termination of that behavior. This increases the likelihood that the next time the behavior occurs, the person will use punishment again.
- Punishment may elicit emotional or aggressive behavior in the person being punished. Pain and humiliation typically escalate behavior.
- Punishment might result in the person avoiding the punishing environment or the person who is punishing. For example, a child who is punished by one parent may avoid that parent or not exhibit the behavior while with that parent but does with the other parent.
- Punishment models negative behavior and sets a poor example, especially for children.

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- Punishment may lead to control battles and escalate behavior.
- Punishment creates a negative atmosphere
- Punishment is short term solution that has no effect on increasing appropriate behaviors in the long term. It does not teach an alternative behavior.

Just think, if you were criticized or punished everyday at work or home how you might feel about that environment!

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If we only punish the child after the misbehavior occurs, we will not make a lasting change in the behavior, as it may only be temporarily suppressed.

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Positive Behavior Support and Discipline Provisions

- The Individuals with Disabilities Education Act (IDEA) recommends PBS as an intervention for teams to consider in order to address students with chronic or severe challenging behavior (1401(c)(5)(F)). A student "whose behavior impedes the child's learning or that of others," the IEP team must "consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior" (IDEA 2004).
- Positive Behavior Support is recognized as an evidenced based practice that "prevents exclusion and improves educational results" 1401(c)(5)(F). The United States' Department of Education's Office of Special Education Programs (OSEP) further expanded on this definition by stating PBIS is a "broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students" (OSEP, 2007, p.1).
- The cornerstone of an effective positive behavior support plan is a functional behavior assessment. IDEA provides for FBA. The law also provides behavior support for students whether they are in school or at a school related function.

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IDEA Requires

- The IEP team to consider the use of Positive Behavioral Interventions and Supports for any student whose behavior impedes his or her learning or the learning of others (1414(d)(3)(B)(i)).
- A functional behavioral assessment when a child who does not have a behavior intervention plan is removed from their current placement for more than 10 school days (e.g. suspension) for behavior that turns out to be a manifestation of the child's disability (1415(k)(1)(F)(i)).
- A functional behavioral assessment, when appropriate, to address any behavior that results in a long-term removal (1415(k)(1)(D)).

IDEA (2004)

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How Safe is the Schoolhouse?

Analysis of Seclusion and Restraint in the U.S.
by Jessica Butler (jessica@jnba.net)

- No federal law –state laws govern (Miller and Harkin Bills)
- Typical prohibited types of restraint
 - Restraint that restricts breathing
 - Mechanical restraint
 - Chemical restraint
- Only 12 states require parent notification within the same day.
- Minimal Data Collected

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Seclusion and Restraint cont'd

- 29 States provide protections with the force of law
- Missouri and Kansas are not one of these 29
- 13 States with voluntary guidelines (not legally binding) Kansas and Missouri included
- Kansas urges that seclusion be used for threats of harm or as stated in the BIP/IEP, a wide loophole. Kansas also suggests that seclusion is a legitimate behavior modification techniques unrelated to emergencies as long as it is included in the IEP.
- Missouri's guidelines suggests states consider allowing seclusion for threats of physical harm, destruction of property, or as stated in the IEP.

<http://www.cpacinc.org/wp-content/uploads/2012/01/HowSafeSchoolHouse.pdf>

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Resources



- Missouri PIRC
- MPACT
- Missouri Developmental Disabilities Resource Center
- Parent Advocacy Coalition for Educational Rights (PACER)
- PBIS Missouri
- Families Together
- Kansas Institute for PBS
- Disability Rights Center
- Kansas PIRC
- PBS Kansas

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Website Resources

- www.pbskansas.org
- www.challengingbehavior.org
- <http://csefel.vanderbilt.edu/>
- www.wrightslaw.org
- www.pbis.org
- www.pbismissouri.org
- www.apbs.org
- www.kipbs.org
- www.swpbs.org

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A Final Thought

Professional development is key to proper implementation of PBIS and the improved behavioral outcomes that PBIS can foster; “for an IEP team to truly “consider” the use of PBIS requires knowledge of PBIS, discussion of its use, and the capacity to implement PBIS to improve outcomes and address behavior”

Lewis, Sugai 1999

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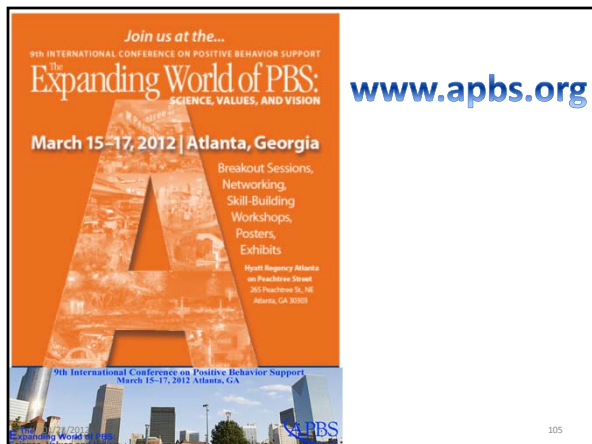
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Questions?



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Contact Information

Matt Enyart & Kelcey Schmitz

University of Kansas
Dole Human Development Center
1000 Sunnyside Ave., Room 1037
Lawrence, KS 66045

menyart@ku.edu
kschmitz@ku.edu



**Kansas Institute for
Positive Behavior Support**

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