Challenged By Behavior?

Key Features of Effective Behavior Support

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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!

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

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

Guiding Philosophy of PBS
Meet child's needs
Implements Quality of Life
Problem Behaviors Reduced or Eliminated
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

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.

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.

R. Horner, 2000
“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

PBS is NOT:

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

“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
WHAT IS BEHAVIOR?

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?
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

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?
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

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
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).

**Person Centered Planning Goals**

- **Improve Quality of Life**
- **Identify Supports & Services**
- **What will the person do?**

**What people like about me and what I like about myself**

- Loving
- Memory
- Happy
- Playful
- Funny
- Kisses
- Ornery
- Curious
- Wanting to release
- Love my brother
- Silly
Thomas’s Competing Behavior Diagram
(Diagram Summary and Competing Behavior Paths)

**Setting Event**
- Allergies, lack of sleep, changes, lack of predictability, low engagement

**Antecedent**
- Denial of access to an item, activity, or person

**Problem Behavior**
- SIB, property destruction, tantrums

**Desired Behavior**
- Accepting no when he can’t have an item or telling us what it is he wants without guessing or gams

**Replacement Behavior**
- Using picture symbols or signs to communicate he wants an item

**Maintaining Consequence**
- Receiving item, activity, or person

**D R E A M**
- 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

<table>
<thead>
<tr>
<th>Setting New Interests</th>
<th>Antecedent Interventions</th>
<th>Teaching New Skills</th>
<th>Consequence Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person to come to classroom with or without support to look for more than likes</td>
<td>Follow a picture schedule and show a picture of the activity that will happen next</td>
<td>Teach to participate with items through pictures of signs</td>
<td>Note and allow access to wanted items for:</td>
</tr>
<tr>
<td>Develop a schedule at home</td>
<td>None other than those available, and offer choices of items home</td>
<td>Teach to self-monitor</td>
<td>Appropriately using for items</td>
</tr>
<tr>
<td>Implement a visual schedule for home and school</td>
<td>None</td>
<td>Teach to check independently</td>
<td>Allow access to items that could be used for self-care and appropriate communication</td>
</tr>
<tr>
<td>Environmental Interventions</td>
<td>None</td>
<td>Teach to tolerate for delay</td>
<td>Do self-done or deep pressure for perceived needing appropriate communication</td>
</tr>
<tr>
<td>I could learn to support a functional picture schedule with less than one-minute between engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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**
Mom: “I didn’t care if it was midnight and he wanted grits, if he brought me a PEC, I got it for him.”
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 day 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

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.”

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!
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

Ben’s Competing Behavior Diagram

Interventions

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent Interventions</th>
<th>Teaching New Skills</th>
<th>Consequence Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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?”</td>
<td>Teach him to say “please give me a minute”</td>
<td>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</td>
</tr>
</tbody>
</table>
Ben’s Baseline vs. Intervention Graph

Ben’s Quality of Life Survey

2 team members completed

- 20 QoL Questions with a 1-5 rating scale
- Example Questions
  - 1. The child’s relationship with family members is...
  - 2. The child’s general happiness is...
  - 5. The child’s ability to make decisions about day-to-day 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 numerous changes in behaviors and social and communication skills.

Meet Doug

- Doug, a 4 year old with Down syndrome
- 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 time or 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.
Table 2. Intervention Elements for Doug: Method 2

<table>
<thead>
<tr>
<th>Method elements</th>
<th>Resulting intervention elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust the antecedent conditions so the conditions set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur.</td>
<td>• Remind students of “circle time” behavior using posted visual “rules” (e.g., picture of each circle time expectation—hands to self, sitting/crisscross…)</td>
</tr>
<tr>
<td>Provide appropriate reinforcement for the replacement behavior.</td>
<td>• Use place markers to assign seats (on the floor) for the students</td>
</tr>
<tr>
<td>Withhold the consequence that previously reinforced the target behavior when it occurs.</td>
<td>• Move Doug closer to Ms. Tunney</td>
</tr>
</tbody>
</table>


PBS Features

- Continuum of Behavior Support
- Local Context & Culture
- Science of Human Behavior
- Systems Change & Durability
- Natural Implementers
- Prevention Logic
- Evidence-Based Practices

Replacement Behavior Occurrences

Percentage of Occurrence

Sessions

Training Integrity

Doug

PBS Features

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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

The Two Key Components of a Positive Behavior Support Plan

1) Be RESPECTFUL
2) Be RESPONSIBLE
3) Be SAFE
4) Be PREPARED
### PBS Home Matrix

<table>
<thead>
<tr>
<th>Setting/Routine</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting up in the morning</td>
<td>Make your bed; flowers in your room; no candy</td>
</tr>
<tr>
<td>Getting to school</td>
<td>Eat breakfast; backpack, lunch, keys; do your chore; choose your clothes; numbers and colors</td>
</tr>
<tr>
<td>Clean-up time</td>
<td>Clean up; take toys to the kids' room; put clothes away; do any other chores</td>
</tr>
<tr>
<td>Time to relax</td>
<td>Play quietly; take your toys outside; read</td>
</tr>
<tr>
<td>Homework time</td>
<td>Do your homework; do your math; get your work done</td>
</tr>
<tr>
<td>Getting ready for bed</td>
<td>Get dressed; let the table; make your bed; set the table; brush your teeth; take a shower; make sure your clothes are in the hamper; get your backpack, lunch, notes, keys; do your chores after school; have your back pack; lunch, notes, keys</td>
</tr>
</tbody>
</table>

### Home Matrix

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

<table>
<thead>
<tr>
<th>Social Skill/Expectation</th>
<th>Setting/Routine</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up on time</td>
<td>Morning Smile!</td>
<td>Thank your parents for helping.</td>
</tr>
<tr>
<td>Be ready to leave on time</td>
<td>Take the ride</td>
<td>Have a nice day.</td>
</tr>
<tr>
<td>Clean up after yourself</td>
<td>Ask for help</td>
<td>Ask for help respectfully.</td>
</tr>
<tr>
<td>Do your homework on time</td>
<td>End the day with nice words and thoughts</td>
<td>Use kind words and expressions.</td>
</tr>
<tr>
<td>Do your best!</td>
<td>Please and thank you</td>
<td>Respect others and their things.</td>
</tr>
<tr>
<td>Use kind words and expressions</td>
<td>Ask for help respectfully</td>
<td>Offer to share.</td>
</tr>
<tr>
<td>Recognize mistakes and apologize</td>
<td>Please and thank you</td>
<td>Use your napkin.</td>
</tr>
</tbody>
</table>

### 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

About my kiddo

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
<th>Interests (Likes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishments - what does the child/tutor excel in?</td>
<td>People/Places - Where do they go? Where would they like to go?</td>
<td>My child's dreams - what does she/he want or want more of?</td>
</tr>
</tbody>
</table>

Insert photo of child
Rewards/Reinforcers

Learning to Listen to Behavior

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

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

<table>
<thead>
<tr>
<th>Positive</th>
<th>Challenging</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Challenging Behaviors</th>
<th>Routines</th>
</tr>
</thead>
</table>

The ABC’s of PBS

- Antecedent: “trigger”
- Behavior
- Consequence response

Conducting a Functional Assessment

- Observe challenging behavior outcomes
- Caretaker Interviews
- Observe routines
- Record Reviews
- Tools and Surveys

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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

Setting Events (set the stage)

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

Antecedent Events (Triggers)

- 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
Consequences

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ An event that is presented contingent upon the occurrence of problem behavior</td>
<td>✓ Common consequences include staff attention, the removal of a difficult task, or the presentation of something the person wants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity

- Think of the last time you observed a problem behavior...
- Complete the table with the antecedent, behavior and consequence
Antecedent Behavior Consequence (ABC) Recording Form

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens before the behavior occurs?</td>
<td>What does he get?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Investigate

- When do you see the behavior?
- Where does the behavior occur?
- Who is around when the behavior happens?
- What happens before the behavior?
- What happens after the behavior?
- How does the behavior end?
- How is it maintained?
- What would be an alternate behavior?

Hypothesis Statements Look Like…

Setting Event → Triggering Event or Antecedent → Problem Behavior → Maintaining Consequence

THE FUNCTION: "Obtain" or "Escape"
Summary
1. My child's problem behavior: looks and sounds like:

2. It seems the reason (or function) they engage in the behavior is: (circle one):
   - Attention
   - Sensory
   - Avoidance

3. Hypothesis Statement:
   - When ____ in order to get ______, the child will ______.

   Let's brainstorm some Strategies

   Let's brainstorm some Strategies

1. Preventive: What can we change (in order to avoid problem behavior) that will cut the frequency of the behavior we want to see?

   a. Minimize or eliminate the likelihood of setting event
   b. Intervene medically to minimize physiological setting events
   c. Change the expectations for an individual on the days that the setting events occur
   d. Neutralize the effects of the setting event

2. Replacement: What skills do we need to teach to take the place of problem behavior?

   a. Increase prompts for appropriate behavior
   b. Increase the value of reinforcement for positive behaviors
   c. Promote positive interactions and communication
   d. Change medication or seeking medical treatment
   e. Make the task less aversive by changing how it is presented or making it easier

   • Maximizing reinforcement
   • Increasing probability of desirable behavior
   • Avoiding reinforcement
   • Providing alternative responses
   • Giving equal, non-negative attention
   • Ensuring environment is satisfying

3. Consequence: How will we change our responses in order to reward the positive behavior and not the problem behavior?

   a. Develop method to shape to desired behavior
   b. Extinction: involves withdrawing or terminating reinforcement that maintains problem behavior
   c. Aggravate or punish the behavior
   d. Remind the individual to try something else

   • Intervene early before problem behaviors increase in intensity
   • Redirect person early in the chain of problem behaviors
   • Minimize reinforcement for problem behavior; increased reinforcement for desirable behavior
   • Avoid engaging in coercive interactions; instead, redirect the individual toward an alternative response
   • Developing crisis management strategies to ensure the safety of the individual and those in their environment

   Let's brainstorm some Strategies

   Let's brainstorm some Strategies

Setting Event Interventions
- Minimize or eliminate the likelihood of setting event
- Intervene medically to minimize physiological setting events
- Change the expectations for an individual on the days that the setting events occur
- Neutralize the effects of the setting event

Antecedent Interventions
- Increase prompts for appropriate behavior
- Increase the value of reinforcement for positive behaviors
- Promote positive interactions and communication
- Change medication or seeking medical treatment
- Make the task less aversive by changing how it is presented or making it easier

New Skills
- Developing method to shape to desired behavior
- Extinction: involves withdrawing or terminating reinforcement that maintains problem behavior
- Aggravate or punish the behavior
- Remind the individual to try something else

Consequence Interventions
- Intervene early before problem behaviors increase in intensity
- Redirect person early in the chain of problem behaviors
- Minimize reinforcement for problem behavior; increased reinforcement for desirable behavior
- Avoid engaging in coercive interactions; instead, redirect the individual toward an alternative response
- Developing crisis management strategies to ensure the safety of the individual and those in their environment
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

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”

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
The WHY's of Behavior

- Problem Behavior
  - Observe
  - Observe
  - Obtain/Get
  - Avoid/Avoid
  - Tangible/Activity
  - Social
  - Sensory
  - Peer
  - Adult

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.)

Function Table

<table>
<thead>
<tr>
<th>Something</th>
<th>Social</th>
<th>Tangible</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid/Escape</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-KPBS 2007
**Functional Assessment & PBS Planning**

**A Logical Link**

(Adapted from O’Neill, et al., 1997)

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent (Trigger)</th>
<th>Problem Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived limits in choices</td>
<td>Request/demand made by staff</td>
<td>Verbal aggression</td>
<td>Escape from undesired activity</td>
</tr>
</tbody>
</table>

**Setting Event Interventions**

- Create opportunities for choices across activities
- Provide schedule of events & menu of tasks that need to be completed
- Cultivate environment that reinforces appropriate communication skills

**Antecedent Interventions**

- 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
- Teach child about how to discuss and relate choices in a calm voice

**Teach New Skills**

- 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 a calm voice

**Consequence Interventions**

- Avoid coercive interaction patterns

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**Brainstorming-Strategies**

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**Positive Behavioral Support Model**

- Collaborative Team
- Functional Behavior Assessment
- Person Centered Planning
- Change the Environment
- Teach New Skills
- Offer Crisis Support
- Assess and Revise the Plan

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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?

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?

Don’t Forget

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


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

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
Discipline Policies and Special Education Legislation

- Positive Behavior Support
- Manifestation Determination
- Seclusion and Restraint

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

Punishment addresses the symptoms, not the underlying problem!
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.

Disadvantages of using PUNISHMENT as a way to manage behaviors

- 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!

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.
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 cornerstone of an effective positive behavior support plan is a functional behavior assessment.

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)

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
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.


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

Website Resources

- www.pbksansas.org
- www.challengingbehavior.org
- http://csefel.vanderbilt.edu/
- www.wrightslaw.org
- www.pbis.org
- www.pbismissouri.org
- www.spbs.org
- www.kipbs.org
- www.swpbs.org
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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