Using Positive Behavior Supports
TBI Summer Institute
Staunton, VA

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PBS Project at VCU

- Endorsement for PBS Facilitators
- Training, mentoring and endorsement
Goals for Today

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

• an applied science that uses educational methods to **expand an individual’s behavior repertoire** and **systems change** method to redesign an individual’s living environment to....
...enhance a person’s quality of life.
Challenges Behavior - Tip of the Iceberg

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

- Difficulty initiating
- Difficulty predicting consequence/behavior
- Depression
- Anxiety Disorder
Positive Behavioral Support Model

Collaborative Team

Functional Behavior Assessment  \(\rightarrow\)  Person Centered Planning

Change the Environment  \(\rightarrow\)  Teach New Skills  \(\rightarrow\)  Offer Crisis Support

Change the System  \(\rightarrow\)  Repeat the Process  \(\rightarrow\)  Assess and Revise the Plan

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Facilitating a team meeting
How would you feel?
The foundation of analyzing behavior
PBS = ABC + S
SETTING EVENTS

Wishing you a festive holiday breakdown!
Setting Events

Setting events vs. antecedents

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

Complete Learning Trial
Applied Behavioral Analysis

Consequences Just Ahead
Variables that Influence Behavior (Demchak & Bossert, 1996)

- Unpredictable schedule
- Routine change
- Not enough reinforcement
- Slow
- No choices
- No variation
- Too difficult
- High error rate
Environmental Variables that Influence Behavior (Demchak, & Bossert, 1996)
Health/Medical/Personal Variables that Influence Behavior (Demchak, & Bossert, 1996)

- Illness
- Allergies
- Menstrual tension
- Fatigue
- Hunger or thirst
- Medication
- Mood
Social Variables that Influence Behavior
(Demchak, & Bossert, 1996)
Ecological Modifications

Handout: POSITIVE ENVIRONMENT CHECKLIST
Flow

Do activities occur within the context of natural routines?
Variety

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

- How does this person express their preferences?
- Handout: Learning style Profile
Predictable Routine
Task Sequencing/ Hard vs. Easy Tasks
Effective Cues and Prompts
Socially Functional

- Raise your hand
- Pet your head
- Close your eyes
- Clap your hands
Behaviorally Functional

UNiQUE GAMEPLAY
WITH WOODEN PUZZLE EFFECTS
Behaviorally Functional
Peer Referenced
Locally Referenced
Partial Participation
DASH
Functional Behavior Assessment

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

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Don’t “Don’t”

• What is the behavior that you WANT to see?
• Stop hitting =
• Stop talking=
• Don’t get out of your seat =
• Don’t swear =
• Don’t run in the hallways =
• Don’t tear up your neighbor’s work=
Creating a PBS Plan

1. Have I changed the environment?
2. Have I decreased the reason for this behavior to occur?
3. Have I removed the triggers?
Figuring out the FUNCTION of a behavior
Replacement Behaviors: Is there a replacement behavior that is more efficient and appropriate?
Response effectiveness

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

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

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

Not responding to general classroom instructions
Reinforce

• TEACH the new behavior and REINFORCE IT!
• Eliminate the opportunity for the problem behavior to be reinforced
Are your reinforcers REALLY reinforcers? Has the rate of behavior changed?

- 20 tokens ≠ happy meal toy
- Attention from kids ≠ attention from teachers
- iPad ≠ a high five
- 5 stickers ≠ cookies

F is for FORGET moderation! Eat all the cookies you want. Cookies are God’s way of showing that He loves you. So basically, not eating cookies is like stabbing God in the heart with a million rusty pitchforks. –Hyperbole and a Half
Universal Supports

✓ Provide predictable schedule
✓ Plan for the unexpected
✓ Intersperse easy and difficult tasks or errorless learning techniques
✓ Provide opportunities to move around or take breaks
✓ Promote self-determination

✓ Provide predictable 1:1 attention everyday
✓ Food! Snacks
✓ Reduce power struggles
✓ Provide choices!!
✓ Provide a vocabulary of feelings
✓ Give someone responsibility: dignity of risk with no shame attached