Positive Behavior Support Strategies: Transition Plans for a Brighter Future

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Challenges for Transition Planning

• Emotional or behavioral health issues
• Interpersonal problems with others
• Difficulties learning or achieving at school
• Behavior differs from norm or age appropriate expectations
• Problem behaviors that are severe or long standing
Coercive Interaction Pattern

• Coercive interactions develop between two people when one person engages in a negative behavior to achieve a social outcome
• The other person responds in an equally negative fashion
• The initiator of this exchange increases the intensity of the negative behavior and the ongoing exchange continues until one of them gives up
• The student often “wins” because the adult is more likely to stop first given the social consequences
Designing Positive Interactions

• Interrupt coercive interaction patterns by identifying the function a problem behavior serves for a student (i.e. he gets the favorite item or escapes from a task)
• Redesign features of the environment that trigger problem behavior
• Teach new social responses that replace problem behavior
• Make the appropriate behaviors you are teaching more efficient than the problem behavior
What is Person-Centered Planning

• Person-Centered Planning is a way for diverse people, who share a common need to align….
  – Their vision, purposes, and goals
  – Their understanding of the focus person’s past, present and future life
  – Their actions for change, mutual support, personal and team development, and learning

Adapted From Kincaid, D. Florida’s Positive Behavior Support Project University of South Florida (2004)
Person-centered Planning (PCP)

- Create meaningful life styles based on student preferences, needs, and choices
- Organize resources to fit student’s needs
- Respect for the student and family
- Be sure the voice of the target person is heard
- A focus on learning what is important to the student for living, working, community participation, love, health, and safety is emphasized
Person-centered Planning/Wraparound

- Person-centered planning (PCP) should be implemented before a PBS plan.
- PCP provides important information used in PBS & transition planning.
- By implementing PCP first, we can decrease the need for more intensive interventions.
- The purpose of both PCP and PBS planning is to increase quality of life.
Person-centered Planning

• Starting with PCP provides the group vision
• Creating a logical link for a young person between academic content and dreams
• Use PCP to determine important issues for transition
Functional Assessment

• Identify why the student engages in problem behavior
• Use the information from the functional assessment to change the environment and teach the student new skills
Common Functions Maintaining Problem Behavior

• Escape
  – Tasks
  – People
  – Situations
  – Internal sensations

• Obtain
  – Attention from teachers, peers, or others
  – Access to preferred items or events
  – Internal sensations
Functional Assessment

• Indirect sources of information
  – Interviews
  – record reviews
  – surveys

• Observe the problem behavior and collect data
  – what occurs right before (antecedent)
  – What occurs following the behavior (consequence)

• Test your hypothesis (functional analysis)
  – Systematically introduce the events you believe are related to the occurrence of problem behavior using an experimental design (i.e. functional analysis)
Identify Routines

- The behavior occurs “all the time” is not enough information
- Select the most problematic situations and settings
- Collect functional assessment information about specific routines
- Observe these routines
Outcomes of a Functional Assessment

1. Provide a clear description of the problem behavior
2. Identify the events, times, and situations that predict when problem behaviors both occur and do not occur
3. Identify the consequences that maintain a problem behavior
4. Develop a hypothesis about the function a problem behavior serves
5. Confirm the hypothesis using direct observation
## Building a Hypothesis

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent (Trigger)</th>
<th>Problem Behavior</th>
<th>Consequence</th>
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Setting Events

- Increases the likelihood that a student will engage in problem behavior
- Can occur a long time before a problem behavior
- Could be happening immediately before, or during the problem behavior
Setting Events Can Be

- Environmental (noise levels, sitting next to a peer, late to school)
- Social (fight during lunch, family crisis)
- Physiological (sickness, allergies, sleep deprivation)
Events That “Trigger” Problem Behavior (Antecedents)

• 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, specific assignments, certain peers, or individuals
Consequences

- Something that occurs immediately after problem behavior
- Common consequences include teacher attention, the removal of a difficult task, or the presentation of something the student wants
# Building a Hypothesis

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<td>• Division and multiplication worksheets</td>
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<td>• Escape from difficult task</td>
</tr>
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</table>
Brainstorming Session

• Start with the hypothesis statement in four boxes
• Engage team in a brainstorming session to identify a number of strategies in each category
• Later, choose from the brainstorming list the interventions that best reflect the team’s values, resources, and preferences
## Logically Linking the Functional Assessment to PBS Planning

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### Setting Event Interventions

- Schedule independent work after a small group activity
- Design instruction with preferred and nonpreferred activities varied

### Antecedent Interventions

- Mix difficult and easy problems the on worksheet
- Work in small groups using a peer tutoring approach

### Teach New Skills

- Teach the student to request assistance
- Teach self management strategies for breaks between worksheet items

### Consequence Interventions

- Have the student check his work with a peer tutor at designated intervals
- Encourage the student to identify a reinforcing consequence for finishing
Link PCP Interventions with Brainstormed Interventions

- During the brainstorming session, review lifestyle interventions that increase quality of life
- Are there new ideas that should be added to the PCP interventions?
- Add any new lifestyle interventions to the PBS plan
- PCP lifestyle interventions complete the PBS plan
Examples of Setting Event Interventions

• Minimize or eliminate the setting event
• Design interventions that are implemented when setting events occur
  --Neutralize the setting event
  --Withhold or eliminate the antecedent
  --Add more prompts for desirable behavior
  --Increase the value of reinforcement for desirable behavior
Building a Positive Interaction Pattern

- Provide “noncontingent reinforcement”
  (deliver the same reinforcers maintaining a person’s problem behavior on a time-based schedule regardless of what she is doing at the time (do not reinforce problem behavior, however)

- Provide 4 positive statements for every demand or request

- Deliver reinforcement to persons immediately when you observe them engaging in positive social behaviors
Examples of Antecedent Interventions

- **Modifying the Curriculum**
  - Identify student preferences and incorporate these variables into the task
  - Alter the task to ensure the task has a functional outcome
  - Change the level of task difficulty
  - Prevent student error by altering characteristics of the task
  - Alter the way in which an academic task is accomplished
Antecedent Interventions

Modifying the Presentation

- Provide opportunities for choice making
- Include activities that the student has already learned
- Intersperse requests to complete a difficult task with easy or preferred tasks
- Include clear visual cues
- Provide frequent breaks on difficult tasks
- Change the pace of the activity
- Enhance predictability of upcoming events
Teaching New Skills

• Identify a desirable behavior that will serve the same function as the problem behavior
• This new behavior must be more efficient when compared to the problem behavior
• Prompt communication before problem behaviors occur
Consequence Interventions

- Are important when teaching new skills (the goal is to make the problem behavior inefficient compared to new behaviors)
- Extinction: involves withdrawing or terminating reinforcement that maintains problem behavior
- Includes strategies like ignoring problem behavior
- Withdrawing or terminating reinforcement can result in an “extinction burst” (problem behavior may increase temporarily before decreasing)
Examples of Consequence Interventions

- Intervene early before problem behaviors increase in intensity (we often ignore early signs that are not as problematic and respond to serious problems)
- Redirect student early in the chain of problem behaviors
- Avoid engaging in coercive interactions
Common Transition Problems

- Moving from very predictable environment to settings that are very unpredictable
- Failing to identify setting events and triggers that are present within the new settings
- Sudden, abrupt transitions without time to meet new people, experience settings, etc.
- Disconnect between services and people
Transition Planning

• Consider transition issues during the PCP & functional behavioral assessment
• Use information from PCP to design an environment that is most effective
  – Avoid situations and settings that trigger problem behavior
  – Increase exposure to positive and proactive people, places, and activities
  – Set the stage for success using features of environments where the student is successful
  – Build in natural opportunities for observation and supervision that can be faded
Exposure to New Schedules Over Time

- Use PCP process to sample new activities and jobs
- Bring in community members who will be present in new environments
- Conduct observations in new work environments
- Work on a daily schedule before the year starts
- Introduce student to new people and places
- Orchestrate a positive social network
Create a Timeline for Transition

• Gradually introduce new lifestyle activities
• Apply for jobs and visit clubs
• Visit new job site before starting
• Begin working for short periods of time
• Prompt self management skills in new setting
• Link reinforcer (money) closely at first
Transition Planning

- Use PCP and PBS plan to identify the key skills needed once transition takes place
- Identify functional activities for the student to learn skills needed for transition
- Create a specific timeline for transition activities
Building a Network of Support

- Identify community, family, work team members early
- Provide training and support to team members who are new to the student
- Look for organizations that support young adults
- Design environments with positive role models
- Decrease time spent in settings that promote antisocial behavior
Community Collaborations: Build Networks of Support

- Use existing community organizations
- Every player has to win
- There are no small parts
- Work with what presents, not with what you want it to be
- Listen, listen again and listen again -- then coach

Examples of Community Organizations

• Girl Scouts, Boy Scouts, YMCA
  – Young adult volunteer with support from strong adult role model
• University clubs and organizations
• Spiritual groups
• Political organizations
• Habitat for Humanity, Red Cross
Effective PBS Plans

• Focus on specific contexts in which problem behaviors occur
• Are variable in size and complexity
• Include multiple intervention strategies
• Are implemented across all relevant settings and times
Features of a Written PBS Plan

• Identifying information, reasons for the plan, student’s positive characteristics
• Description of the problem behavior(s)
• Summary of the hypothesis statement
• General description of interventions and specific strategies in more detail
• Crisis prevention plan (as necessary)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>R. Freeman</td>
<td>4/14/00-4/27</td>
</tr>
<tr>
<td>Direct Observations</td>
<td>T. Dolby</td>
<td>4/15/00</td>
</tr>
<tr>
<td>Summary of Report</td>
<td>R. Freeman</td>
<td>4/16/00-4/17/00</td>
</tr>
<tr>
<td>Brainstorming Session</td>
<td>R. Freeman</td>
<td>5/2/00</td>
</tr>
<tr>
<td>PBS Plan Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop materials</td>
<td>B. Smith</td>
<td>5/11/00</td>
</tr>
<tr>
<td>Schedule mentor sessions</td>
<td>M. Brown</td>
<td>5/11/00</td>
</tr>
<tr>
<td>Secure extra teaching assistant</td>
<td>L. Kinley</td>
<td>5/14/00</td>
</tr>
<tr>
<td>Write scripts and lesson plans</td>
<td>R. Freeman</td>
<td>5/15/00</td>
</tr>
<tr>
<td>Set days for gradual intro to job</td>
<td>B. Smith</td>
<td>6/5/00</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings for review of data</td>
<td>All team members</td>
<td>1/14/01</td>
</tr>
<tr>
<td>Collectors of data</td>
<td>B. Smith</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Summarize data for meetings</td>
<td>R. Freeman</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

(Adapted from Horner, Albin, Sprague, & Todd, 2000)
Evaluating a PBS Plan

A PBS plan should result in...

- Decreases in problem behavior
- Increases in academic and social skills
- Positive lifestyle changes
For More Information on PBS

- School-wide PBS: http://www.pbis.org/
- Kansas Institute for PBS: www.kipbs.org
- Join the International Association for Positive Behavior Support: www.apbs.org
- Learn more online- PBS modules: http://www.uappbs.lsi.ku.edu/
KIPBS Resources

Website Address: www.kipbs.org

• Read more about PBS with the KIPBS Modules
• See a Case Example Report
• Tools are available online in the Toolbox
• Review other online resources
Save the Date!

The Third International Conference on Positive Behavior Support

March 23-25, 2006
Reno, Nevada

The Association for Positive Behavior Support
www.apbs.org