

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

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence

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

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
<ul style="list-style-type: none">• 30 minutes devoted to quiet independent reading	<ul style="list-style-type: none">• Division and multiplication worksheets	<ul style="list-style-type: none">• Placing head on deskRips up the worksheet	<ul style="list-style-type: none">• Escape from difficult task

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

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
30 minutes devoted to quiet independent reading	Division and multiplication worksheets	Placing head on desk Rips up the worksheet	Escape from difficult task
Setting Event Interventions	Antecedent Interventions	Teach New Skills	Consequence Interventions
<ul style="list-style-type: none"> • Schedule independent work after a small group activity • Design instruction with preferred and nonpreferred activities varied 	<ul style="list-style-type: none"> • Mix difficult and easy problems the on worksheet • Work in small groups using a peer tutoring approach 	<ul style="list-style-type: none"> • Teach the student to request assistance • Teach self management strategies for breaks between worksheet items 	<ul style="list-style-type: none"> • 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 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 trigger problem behavior
 - Increase exposure to positive and proactive people, places, and activities
 - Set the stage for success using features of environments where 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

Laham, S., & Krishnan, S. (2005). Michigan CEC Presentation

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)

Implementation Plan Example

Activity	Person Responsible	Date of Completion
<u>Functional Assessment</u>		
Interviews	R. Freeman	4/14/00-4/27
Direct Observations	T. Dolby	4/15/00
	R. Freeman	4/16/00-4/17/00
Summary of Report	R. Freeman	5/2/00
<u>Brainstorming Session</u>		
	All Team members	5/3/00
<u>PBS Plan Development</u>		
Develop materials	B. Smith	5/11/00
Schedule mentor sessions	M. Brown	5/11/00
Secure extra teaching assistant	L. Kinley	5/14/00
Write scripts and lesson plans	R. Freeman	5/15/00
Set days for gradual intro to job	B. Smith	6/5/00
<u>Evaluation Plan</u>		
Meetings for review of data	All team members	1/14/01
Collectors of data	B. Smith	Ongoing
Summarize data for meetings	R. Freeman	Ongoing

(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/>
- Journal of Positive Behavior Interventions: <http://www.education.ucsb.edu/~autism/JPBI.html>

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