



Positive Behavior Support

Strategies for supporting children who
engage in problem behavior

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www.pbskansas.org

Today's Agenda

- Where PBS is being implemented in Kansas
- Introduction to Positive Behavior Support (PBS) planning
- Learn more about PBS Kansas
- Learn more about training opportunities

What is Positive Behavior Support?

- Positive behavior support is the integration of
 - Valued outcomes
 - Behavioral and biomedical science
 - Validated procedures
 - Systems change

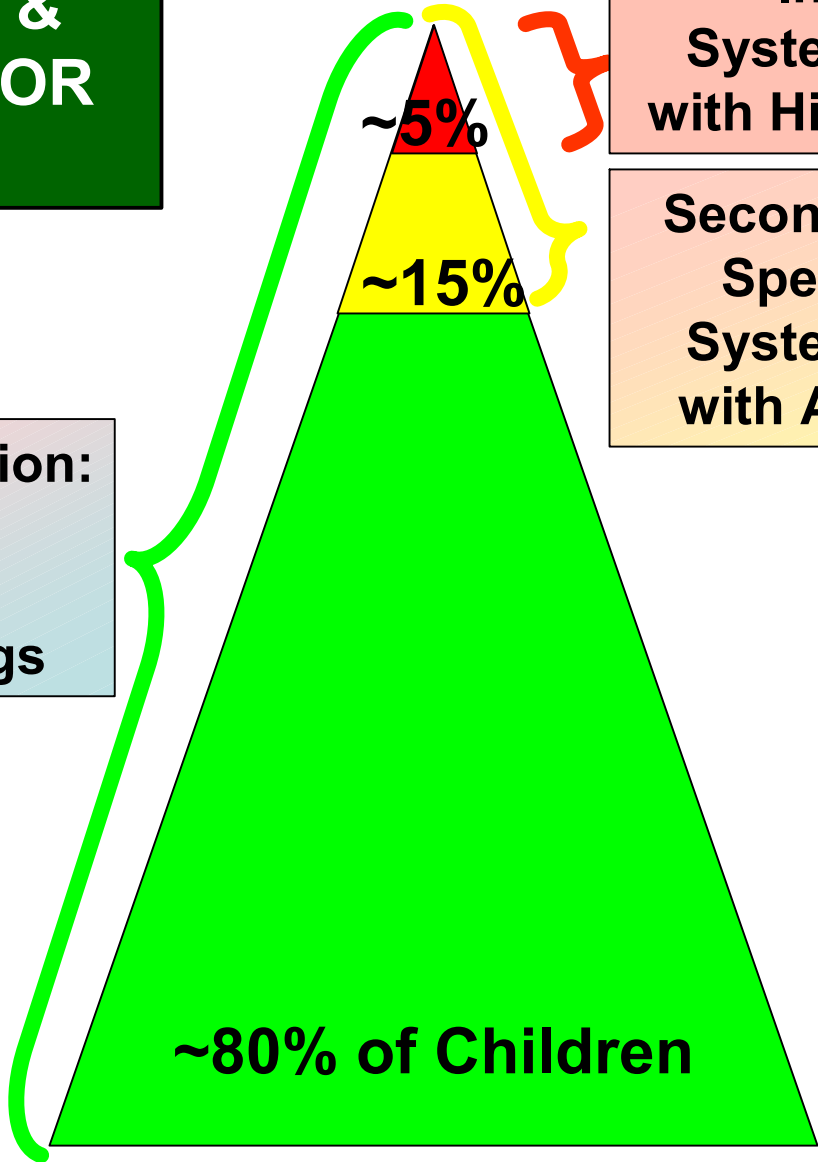
In order to enhance quality of life and prevent problem behavior

Note: PBS plans require our teams and those supporting adults to change their behavior

What is Systems Change?

CONTINUUM OF ORGANIZATION-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

**Primary Prevention:
Systems for
All Children,
Staff, & Settings**

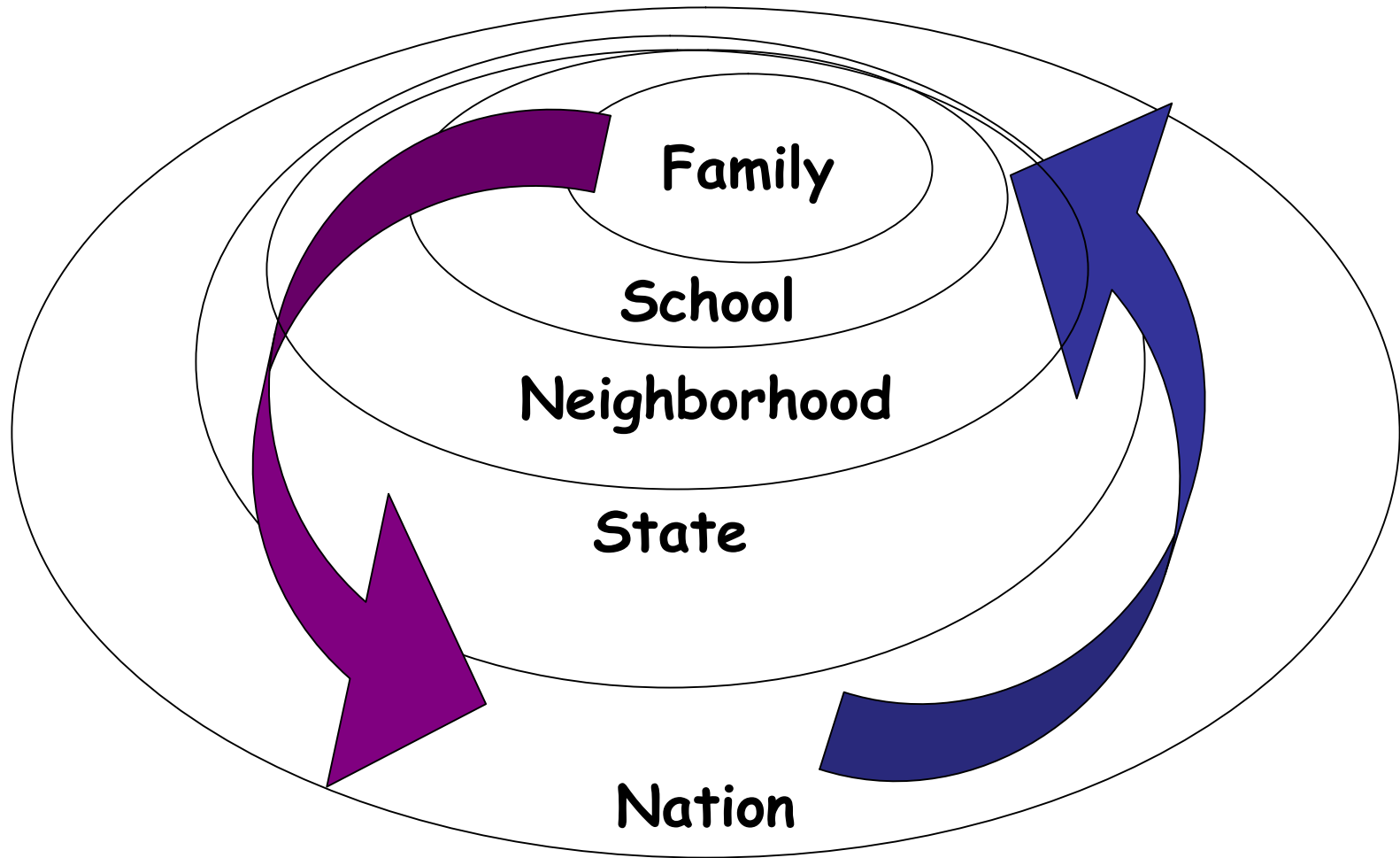


**Tertiary Prevention:
Specialized
Individualized
Systems for Children
with High-Risk Behavior**

**Secondary Prevention:
Specialized Group
Systems for Children
with At-Risk Behavior**



Levels of Community: Changing Contexts at all Levels





PBS Kansas
www.pbskansas.org

PBS Kansas: Vision and Mission

- **PBS Kansas Mission Statement**

The PBS Kansas (PBSKS) initiative promotes the use of proactive evidence-based strategies to meet the social and emotional needs of all Kansans by partnering across systems to enhance behavioral expertise and use new and existing resources in an efficient, effective manner.

- **PBS Kansas Vision Statement**

Healthy relationships built by Positive Behavior Support (PBS) will enhance quality of life across the life span.

PBS Kansas Members

- People who are interested in making PBS available to all children in Kansas
- Participants include:
 - Family members
 - Self-advocates
 - State level administrators representing government policy agencies, communities and schools
 - Mental Health Practitioners
 - Developmental Disability Practitioners
 - Children and Family Service Professionals
 - Educators
 - Advocates
 - Community members

Examples PBS-Kansas Activities

- Action Plan
- Website
- Statewide planning
- Evaluation plan
- Marketing plan
- Introduction to PBS packets
- Presentations in the community

People Who Have Participated in PBS-Kansas Meetings Represent the Following Organizations & Services:

- Atchison School District
- Beach Center on Family and Disability
- Behavioral Connections
- Care By Design
- Community Living Opportunities (CLO)
- Cottonwood
- Creative Community Living
- Family First
- Families Together
- Johnson County Developmental Supports (JCDS)
- Juniper Gardens Children's Project
- Kansas Council on Developmental Disabilities
- Kansas Institute for Positive Behavior Support (KIPBS)
- Kansas Neurological Institute (KNI)
- Kansas School for the Deaf (KSD)
- Kansas State Department of Education (KSDE)

People Who Have Participated in PBS-Kansas Meetings Represent the Following Organizations & Services (Continued.....):

- Kansas Statewide Technical Assistance Resource System (KSTARS)
- KUCDD Kansas University Center on Developmental Disability
- Minds Matter LLC
- Occupational Center Of Central Kansas (OCCK)
- Prairie View Mental Health
- Project Stay
- Social and Rehabilitation Services (SRS) Children and Family Services
- Social and Rehabilitation Services (SRS) Community Supports & Services
- Social and Rehabilitation Services (SRS) Mental Health
- Social and Rehabilitation Services (SRS) Child Welfare/Permanency Services
- Southwest Developmental Services Inc
- The ARC of Douglas County
- The ARC of Sedgwick County
- The Farm

School Districts Implementing SWPBS

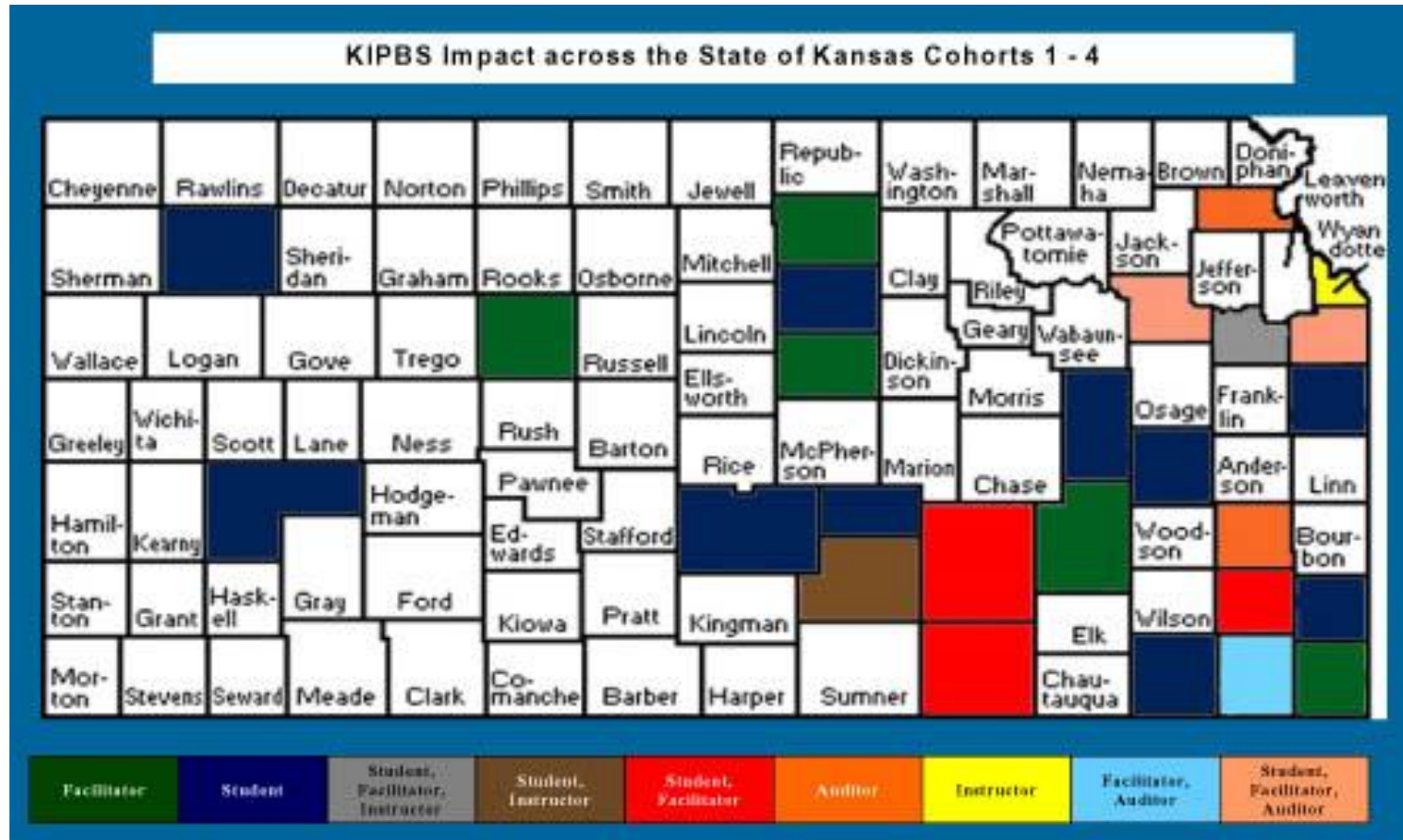
Already Implementing:

- **Atchison School District**
- **Kansas School for the Deaf**
- **Salina Central High School**

Just Starting:

- **Shawnee Mission**
- **Turner School District**
- **Parsons School District**
- **Topeka School District**

Kansas Institute for PBS: Students, Instructors, Auditors, Facilitators



Green=Facilitators
 Blue=Students
 Grey=Students, Facilitators & Instructors
 Brown –Students & Instructors
 Red = Students & Facilitators
 Orange = Auditors
 Yellow = Instructors
 Blue = Facilitators & Auditors
 Salmon = Student, Facilitators, & Auditors



Getting Started: The PBS Process

First Steps in PBS Process

- Regular medical and mental health check-ups to ensure there isn't a health problem or medical issue developing
- Establish the team
 - Family members
 - School professionals
 - Friends and community
- Person-centered Planning

Building Effective Teams

- Teach team building skills before starting PBS process
 - Establish facilitator, time keeper, recorder
 - Agenda and meeting minutes
 - Create group vision
 - Ground rules (no interrupting, being on time)
- Continue to build team skills throughout process
- Pay attention to ratio of positive statements

Person-centered Planning & Wraparound

- Creates a vision for a high quality of life
- Driven by the child and family
- Process for identifying ideal settings for the child
- Focus on the positive strengths and interests
- Gather important information about what sets the stage for success
- Ensures services are coordinated and effective

Focus on Building an Ideal Life Based on Strengths & Preferences,

What is the child's dream and the family's dream for the child

Break down the dream to find the important meanings

- “I want to be an astronaut”
- “I want to be a movie star”

Brainstorms ways to create new opportunities

- Consider the meanings underlying the dream- what context meets the dream the best
- Team action plan to build this dream and make it real

Functional Behavioral Assessment (FBA): What is it?

- Identify why a child engages in problem behavior
- Use this information to replace problem behavior with desirable behavior and redesign the environment to prevent problem behavior
- Link all interventions directly to information gathered in the functional assessment

Why we should do FBA?

- ✓ IDEA mandate
- ✓ Research supports it
- ✓ Helps us choose effective interventions

IDEA 2004



- If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child or, if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and except as provided in 34 CFR 300.530(g), return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
[34 CFR 300.530(f)] [20 U.S.C. 1415(k)(1)(F)]

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C6%2C>

Common Functions that Maintain Problem Behavior

- To escape from tasks, people, situations, or internal sensations
- To obtain attention from teachers, peers, or other individuals
- To obtain access to preferred items or events
- To either escape or obtain internal sensations due to physiological events

Conducting a Functional Behavioral Assessment

- A functional behavioral assessment is not a standardized process
- The size and complexity of a functional behavioral assessment varies

Considerations Regarding Time

- A common concern is the time it takes to complete a functional assessment and PBS plan.
- Devoting time to assess, problem solve, and implement PBS strategies can decrease the amount of time you spend later responding to a person's problem behavior

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

Defining a Problem Behavior

- Avoid using a classification label (for example, ADHD, autism, etc)
- Describe exactly what the behavior looks like
- Avoid using vague descriptions (temper tantrums mean different things to different people)
- Make sure the behavior is described in such a way that there is a clear beginning and ending

Which Example is Better?

Example 1

- Noncompliant
- Disruptive
- Moody

Example 2

- Throws silverware and drops to the floor
- Makes short, guttural animal sounds whenever asked to participate in resident meeting
- Places head on his table and refuses to move (ends when person's head is not touching the table)

Good or Bad Definition?



Tantrum-any verbal protesting, which may or may not include whining or crying, and throwing her body (which may include her head) forward or backward from a sitting/standing position OR protesting while falling from a standing or sitting position.

Self-Injurious Behavior-gagging, which is putting her finger in the back of her mouth, eye poking--pushing her finger in her eye, head banging--hitting her head on the floor, wall, or other hard surface, OR other behavior to herself that is harmful (may be part of a tantrum).

Self-Injurious Behavior-Joey hits himself really hard when he gets frustrated following demands.

Aggression- forceful contact towards a peer/sibling or movement toward forceful contact to a peer/sibling that is interrupted by another person (attempt).

Aggression- forceful contact is defined as the intensity where another child's body moves or by the child reporting pain or discomfort.

Non-compliance-any verbal refusal to cooperate, including the student thinking about physically falling down to avoid an academic task.

Non-compliance-refusal to follow an instruction given by an adult. This may be either a verbal refusal (for example, saying "no", "I can't", or "I don't want to") or physical refusal (for example, walking away when an instruction is given).

Feces on hands-the sight of feces is seen on child's body.

Identify the Routines, Settings and People Associated with the Problem Behavior

Problem Behavior is Most Likely...

- Before work
- Transitions
- Sitting next to his friend John on the way to school

Problem Behavior is Less Likely...

- Lunch room
- Small groups
- Receiving high levels of attention

Gather Information to Change the Setting

Identify the elements that are related to the child's success and build them into problematic settings

Developing a Hypothesis Statement

A Good Hypothesis Statement Includes the Following:

1. Setting Event
2. Antecedent
3. Problem Behavior
4. Consequences

Setting Events

- Increases the likelihood that a child will engage in problem behavior
- Momentarily changes how a child responds to reinforcers and punishers in a person's environment
- Can occur a long time before a problem behavior or it may be an event that is happening before and during a problem behavior

Setting Events Can Be

- Environmental (noise levels, sitting next to a peer, late to boy scouts)
- Social (fight during lunch, family crisis)
- Physiological (sickness, allergies, sleeping problems)

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, specific assignments, certain peers or individuals

Consequences

- The stimulus 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

Building a Hypothesis: Examples

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
<ul style="list-style-type: none"> •Family crisis •Flu, allergies •Moving to a new grade/class •Noisy class room 	<ul style="list-style-type: none"> •Demands •No attention •Specific work assignment •Specific people •Times of day 	<ul style="list-style-type: none"> •Throwing items •Making animal noises •Placing head on table 	<ul style="list-style-type: none"> •Escape from unpleasant task/people •Obtain attention •Obtain items or activities •Physiological influences

Let's try one...

Julie is a 4-year-old with autism who attends Happy Days preschool. This is a community preschool in Kansas. Her teacher, Ms. Susie is worried because she hits her peers when they are near her. Ms. Susie states that Julie is just a brat and does not want to share. This year, the team discovered that Julie has seasonal allergies that sometimes keep her up all night. The teacher is frustrated and wants this all to end. Julie's family is worried that she will get kicked out of school, and off the record Ms. Susie says it is probably going to happen unless this behavior stops. Here is an example: yesterday Julie walked over to the block area and hit John. He dropped a red truck and left the area. Julie sat down and began playing. When Ms. Susie called to tell her mom about the incident mom mentioned she had worked late and Julie had been at the sitter and did not go to bed until after 11 pm.

ABC Chart – Setting Event

Setting
Event

Antecedent

Behavior

Consequence

?	?	?	?
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Small Group Activity

- Look in your folders and find the Small Group Activity Packet
- Work in your pairs to identify for each scenario the four major components of a hypothesis statement

Types of FBS Strategies

- Indirect assessment methods
- Direct observation
- Functional analysis

Indirect Assessment

- Interviewing the person, her parents, and other individuals who know the person well
- Record reviews
- Quality of life measures
- Checklists and rating scales

Direct Observations Often...

- Identifies what happens when a problem behavior occurs
- What happens right before a problem behavior
- How people respond to problem behavior
- What the problem behavior looks like

Collecting Direct Observation Data

- To help you develop an initial hypothesis
- To confirm that your hypothesis is correct
- To create a baseline that can be used later to evaluate the positive behavioral support plan

Direct Observational Methods

- Measurements of the behavior by frequency, intensity, duration, or latency)
- Scatter Plot
- “ABC” Chart (documents observed antecedents, behaviors, and consequences)

Functional Analysis

- A functional analysis involves observing behavior while systematically manipulating environmental events
- A functional assessment includes functional analyses, indirect assessment, and direct observation

Logically Linking the Functional Assessment to PBS Planning

(Adapted from O'Neill, et al., 1997)

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
Allergy problem Poor night's sleep	Asked to read aloud	Throws items	Escape from difficult task
Setting Event Interventions	Antecedent Interventions	Teach New Skills	Consequence Interventions
<ul style="list-style-type: none"> • Early identification of allergy symptoms • System for family to notify teacher when child sleeps poorly • Temporarily change or reduce expectations on S.E. days 	<ul style="list-style-type: none"> • Modify task difficulty • Give child choice of what to work on next 	<ul style="list-style-type: none"> • Teach child to request an alternative work assignment 	<ul style="list-style-type: none"> • Do not allow child to escape from activity unless he has become a danger to self or others • Reward participation

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

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

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

Teaching New Skills

- Teach the person to request a break
- Teach the person a self-management strategy
(how to monitor her own behavior and seek out reinforcement independently in a positive manner)
- Teach the person an equivalent social skill
(relaxation, anger management)

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 person early in the chain of problem behaviors
- Avoid engaging in coercive interactions

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 person often “wins” because the adult is more likely to stop first given the social consequences

Consequence Interventions

- Are aimed at decreasing these coercive interaction patterns
 - Avoid antecedents that trigger problem behavior
 - Introduce positive interaction patterns using positive reinforcement

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 child immediately when you observe her engaging in positive social behaviors**

Case Studies



An Introduction to Building PBS Plans

Building a PBS Plan

- PBS plans are logically linked to the function maintaining problem behavior
- Are designed by the people who will be implementing the plan and should reflect their values, skills, and the resources available

Effective PBS Plans

- Identifies the full set of problem behaviors
- Documents the escalating pattern of problem behavior from lowest to highest intensity
- Lists all behaviors and indicates which behaviors are maintained by the same function
- Are implemented across all relevant settings and times

Effective PBS Plans

- Focus on specific contexts in which problem behaviors occur
- Are variable in size and complexity
- Include multiple intervention strategies

Features of a Written PBS Plan

- Identifying information, reasons for the plan, person'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)

Implementing a PBS Plan

- Provides a timeline for implementing each intervention
- Documents the agreed upon dates for meetings
- Identifies the individuals responsible for implementing each intervention
- Spreads responsibilities among team members

Implementation Plan Example

Activity	Person Responsible	Date of Completion
<u>Functional Assessment</u>		
Interviews	R. Freeman	11/14/00-11/27
Direct Observations	T. Dolby	11/15/00
	R. Freeman	11/16/00-11/17/00
Summary of Report	R. Freeman	12/2/00
<u>Brainstorming Session</u>		
	All Team members	12/3/00
<u>PBS Plan Development</u>		
Develop materials	B. Smith	12/11/00
Schedule mentor sessions	M. Brown	12/11/00
Secure extra staff support	L. Kinley	12/14/01
Write scripts and	R. Freeman	12/15/00
<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

How do I Learn More About PBS?

Kansas Institute for Positive Behavior Support (KIPBS)

- Statewide PBS training program
 - Child Welfare
 - Mental Health
 - Developmental Disabilities
- Federal Medicaid funding for graduates
 - Certification for Medicaid reimbursement
- Kansas State Plan includes PBS
 - Children who are Medicaid eligible

KIPBS Training Opportunity

- Applications: www.kipbs.org
- Participate in a year-long course
 - Online readings and activities
 - Regional classes
 - Onsite mentors
 - Work on PBS plans with assistance
- Graduates are reimbursed by Medicaid for PBS services
 - Children must be “Kan-be-Healthy Eligible
 - 1 year of support for a child and team
- Training begins: March, 2008

New KIPBS Events: Organization-wide Planning Time

Fact:

- Organizations with no previous PBS systems are less likely to begin billing

Possible Solution:

- 3 events are scheduled during the year
- Facilitator and teams attend
- Self assessment and action planning to ensure organizations can take advantage of reimbursement resources effectively



THE
EXPANDING WORLD OF PBS:
Science, Values, and Vision

SAVE THE DATE

WHEN: MARCH 27 - 29, 2008

WHERE: CHICAGO, IL



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

For more information please go to

 conference.apbs.org

Jeopardy!

For More Information

- Kansas State-wide Planning:
www.pbskansas.org
- Kansas Institute for Positive Behavior Support (www.kipbs.org)
- Association for PBS (www.apbs.org)
- Center on Positive Behavioral Interventions and Support (<http://www.pbis.org>)