

Visions Training Series

State of Hawai'i Developmental Disabilities Division

# **Positive Behavior Supports**

## **COURSE WORKBOOK**



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## Course Overview

Providing person-centered support involves understanding both what is important to and important for the person. This may be challenging when the person has different communication abilities and has difficulty expressing their wants and needs.

How effective we are in supporting others depends on: (1) How clearly we understand what the other person is communicating to us; and (2) How well we communicate our wants and needs to others.

Communication is very complex. It is more than just the words we speak and what we hear from others. Our behavior communicates or expresses something, whether it is done intentionally or unintentionally. Everything we say and do is a form of communication. Sometimes, a participant might engage in challenging behaviors to communicate they want or need something or someone. They may also be communicating they are trying to avoid or escape something or someone.

Challenging behaviors often result from having unmet needs. Having effective communication skills enables us to better meet the needs of others. When people feel understood, it enables them to improve their quality of life and increase their community involvement. When people are able to effectively communicate with those around them, they are empowered to live their good life. Being understood also allows us to stay socially connected, be supported with what is important to and important for us, and live healthier and happier lives.

## Course Objectives:

At the end of the course, you will:

### Lesson 1: Behavior as Communication

- Describe verbal and nonverbal communication methods.
- Demonstrate respect and dignity when communicating.
- Understand that the challenging behaviors a participant may display are used to communicate a message.
- Identify possible reasons why the person may engage in challenging behaviors.
- Identify how environmental factors and the person's quality of life may influence their behavior.

### Lesson 2: Supporting Effective Communication

- Describe skills to support effective communication such as overcoming barriers, creating positive environments, and using active listening.

### Lesson 3: Positive Behavior Supports

- Use Positive Behavior Supports to help the person replace challenging behaviors.
- Develop and use appropriate, individualized strategies and supports to help the person replace challenging behaviors with positive replacement behaviors.

### Lesson 4: Positive Behavior Support Plans

- Understand the six elements of a Behavior Support Plan and how to use the information to support the person.
- Identify and understand the A-B-C (Antecedents - Behaviors - Consequences) Data to assess the person's challenging behavior.

## Lesson 1: Behavior as Communication

### Topic 1: What is Communication?

**Communication** is a process where information is exchanged between individuals through a common system of \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

#### Verbal and Nonverbal Communication

Communication generally involves both verbal and nonverbal \_\_\_\_\_.

<i>Verbal Communication</i>	<i>Nonverbal Communication</i>
1.	1.
2.	2.
	3.

#### Types of Nonverbal Communication

**Nonverbal communication** can express our thoughts and emotions much more effectively than the \_\_\_\_\_ we \_\_\_\_\_. We often find more meaning in nonverbal messages.

Understanding nonverbal communication follows the same basic principles of \_\_\_\_\_ - \_\_\_\_\_ planning - communication styles and preferences will depend on what is important \_\_\_\_\_ and important \_\_\_\_\_ the individual.

Communication styles and preferences depend on what is important to and important for the individual. How we communicate is also impacted by a person's \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

The following includes types of nonverbal communication and a description for each:

<i>Type</i>	<i>Description</i>
	Expression of the face and eyes.
	Posture, gestures, head and body movements, and other ways a person carries oneself.
	Pronunciation, tone, volume, vocal rate, pitch, and emphasis. Voice can give the same words different meanings.
	How a person handles time can convey messages to others, whether it is intentional or unintentional.
	Physical contact can be very positive. However, reading visual cues is critical to ensure contact is appropriate.
	Physical orientation to others, concept of personal space.

## Nonverbal Scenarios

Nonverbal messages can emphasize but sometimes contradict verbal messages. The following are scenarios that involve nonverbal messages between a care provider (Jen) and a participant (Kory).

1. Jen always stands while she talks to Kory, who uses a wheelchair. **What message(s) do you think Jen is conveying to Kory? What is an alternative choice Jen could make?**

2. Jen is watching Kory complete his daily chores, and she is walking around with her arms crossed in front of her. **What message(s) do you think Jen is conveying to Kory? What is an alternative choice Jen could make?**





## Topic 2: Personal Space in Communication

**Personal space** is a significant factor in how comfortable we feel in interpersonal communication. How much \_\_\_\_\_ distance or personal space we have between ourselves and others can impact how we feel. It may also communicate \_\_\_\_\_ messages to the person we are interacting with. People have different \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ levels with how much physical space is needed in specific situations.

Do you like a lot of space between you and the person you are interacting with (larger personal bubble), or are you comfortable being very close to the person you are speaking to (smaller personal bubble)? A person's personal bubble also varies in size based on \_\_\_\_\_ and \_\_\_\_\_. There are four distances to reflect the space we put between us and others.

<i>Distance Type</i>	<i>Description</i>
	<b>Less than 1.5 feet.</b> This is as close as skin contact and is only used with persons we feel very emotionally close and comfortable with. When a person invades this space, it can be very threatening.
	<b>1.5 feet - 4 feet.</b> This distance allows for close proximity but is much less intimate. Examples: friends; co-workers.
	<b>4 feet - 12 feet.</b> This distance may be used when you are less familiar with the person you are interacting with or do not feel comfortable being close to the person. Examples: acquaintances; strangers.
	<b>12 feet - 25 feet.</b> This is the amount of space you would give a lecturer, for example. Breaking that distance barrier has negative implications because it can disrupt and take away full attention from the person speaking.

### Topic 3: What is Behavior?

Behavior involves the way in which someone conducts oneself; anything that an organism does involving action and response to stimulation; and the way in which something functions or operates. Behavior is \_\_\_\_\_ you do and \_\_\_\_\_ you do it. Behavior is influenced by social norms, personality, laws, and culture. Basically, all behavior has purpose and meaning.

#### Challenging Behavior



\_\_\_\_\_ : A term often used to describe behaviors outside of cultural norms or considered socially unacceptable.

Behavior may be challenging because it is undesired or potentially dangerous to the person or others around them. Examples include behaviors that are: \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ - \_\_\_\_\_. A challenging behavior makes sense to the individual and has \_\_\_\_\_ and \_\_\_\_\_. The behavior is often a \_\_\_\_\_ form of communication. For example, the behavior may be: (1) A source of \_\_\_\_\_; (2) The only form of communication a person has learned; (3) Related to their \_\_\_\_\_ environment; or (4) Resulting from \_\_\_\_\_ and \_\_\_\_\_.

#### Function of Behavior

The function or reason why a person may engage in a challenging behavior typically falls into four categories:

1. To get \_\_\_\_\_ to something.
2. To obtain the \_\_\_\_\_ of others.
3. To avoid or \_\_\_\_\_ something or someone.
4. To obtain something that may be internally reinforced to receive an automatic reinforcement.



## Activity: Function of the Challenging Behavior

**Let's practice now.** This activity has examples of different challenging behaviors. Identify the likely function of the behavior by writing in A, B, C, D, or E.

**A:** To get access to something.

**B:** To obtain the attention of others.

**C:** To avoid or escape something or someone.

**D:** To obtain something that may be internally reinforcing.

**E:** To indicate pain or discomfort due to a medical problem.

1.  Brad sticks his fingers down his throat and induces vomit several times a day.
2.  Jake likes to be in charge of giving out the mail to the others at his work. If anyone else is asked to do this task, Jake hits that person.
3.  Mila likes to be involved in different activities and work with others. When she is not asked to be involved and is left alone, Mila will often sit down and rock back and forth.
4.  Tim shouts and hits whenever he is asked to do tasks that require fine motor skills.
5.  Fred started to bang the left side of his head on the wall about a month ago. He also hits that side of his head with closed and open fists.
6.  Tina yells and refuses to cooperate every time the group visits a bowling alley or goes to a fireworks show.
7.  Mark shouts and yells if he does not get the attention he wants in the evening.
8.  Janey will stand in front of the TV and hit her head until someone turns it on.
9.  Kanani flaps her hands daily, and it is unclear why she does it.

## Challenging Behavior as Communication

Every behavior communicates something and has a \_\_\_\_\_ or \_\_\_\_\_. Challenging behaviors are usually a person's way of communicating \_\_\_\_\_ needs. Try to understand what the person is expressing to you and \_\_\_\_\_ appropriately.

When a person has challenging behaviors, it often means the person is trying to convey something to you but does not have a better way of expressing it in the moment. Think about what is important to and important for the person and try to understand what they are attempting to communicate to you.

Remember, the focus must be on the \_\_\_\_\_, not on the \_\_\_\_\_. A challenging behavior should not be viewed as a problem for you to deal with. Instead, it should be approached as something the individual needs support with. Each person is different, so a strategy or response that works for one person will not work for everyone.

When you figure out the communicative \_\_\_\_\_ behind challenging behaviors, you can provide positive support to teach the person alternative strategies to get the same result.

\_\_\_\_\_ is a strategy used to support a person to effectively communicate with others in order to get what is important to and important for them. Without a positive replacement behavior, the person will continue to use challenging behaviors.

## Activity: Behavior as Communication

Behavior is a means of communication. Using the situation and behavior, write in the possible message(s) the person is communicating.

**Situation:** Dressing

**Behavior:** Ali is being dressed by her care provider and pulls off all her clothes.

*What are the possible messages that Ali is conveying with her behavior?*

**Situation:** Going to work

**Behavior:** Tua slams the door every morning when he goes to work.

*What is the possible message that Tua is conveying with his behavior?*

**Situation:** Watching TV

**Behavior:** Nainoa yawns loudly and leaves the room when certain shows are on TV.

*What is the possible message that Nainoa is conveying with his behavior?*

**Situation:** Meal time

**Behavior:** Raney keeps the rice on her plate and throws the rest of her food away.

*What is the possible message that Raney is conveying with her behavior?*

## Other Causes of Behavior

### *Behavior as an Indication of Trauma*

Behavior, as a form of communication, may also help us to know when something is wrong. Someone with limited language may use behavior to let you know that they have been hurt or need help. Individuals with intellectual/developmental disabilities (IDD) are at increased risk for experiencing various types of \_\_\_\_\_ including physical and emotional neglect and physical and sexual abuse. They are also at greater risk of bullying and are more vulnerable to exploitation.

Communicating effectively and getting to know what is important to and important for a person helps to establish \_\_\_\_\_, \_\_\_\_\_ relationships. When a person feels \_\_\_\_\_, they are more likely to trust you and share with you when something bad is happening to them.

Participants may also experience trauma as a result of a disruption to their support systems. Examples include changes in family situations, loss of their favorite direct support worker, and having to move to a new foster home. It is important to remember that behavior is always communicating something. A person may have challenging behaviors when they are unhappy with their situation and feel their needs are not being met.

You can help ensure people are supported to live their good life by intervening quickly when someone is being abused, neglected, exploited, or otherwise mistreated. When you understand what a person's behavior is communicating, you can be a more effective member of the person's Circle of Support. If a person seems withdrawn, shows developmental regression (i.e., loss of skill or ability), has increased dysregulated behavior, aggression, or self-injury this may be a behavioral indication the person has experienced trauma. A participant should be surrounded by a safe environment and feel safe.

### *Medical Considerations for Behaviors*

Individuals with IDD, particularly those with more severe disabilities, often have chronic and comorbid conditions that may require surgeries, invasive procedures, and frequent healthcare appointments. As a result, they are more likely to experience a higher number of health related procedures and are at higher risk for experiencing medical \_\_\_\_\_.

When an individual has challenging behaviors such as \_\_\_\_\_, they are often taken for psychiatric care and evaluation instead of going to their primary care physician. This may result in the individual being \_\_\_\_\_ or under-treated for medical conditions. Understanding the cause of the behavior is a vital requirement in accurate diagnosis and treatment of people with IDD. Examples include: biting of the hand, head banging, and head whipping.

Establishment of a behavior plan that seeks to modify a behavior may mask or unintentionally inhibit communication of an underlying medical or dental condition. Consider medical problems as a cause of behavior early in the assessment. Furthermore, the challenging behavior often does not resolve until the medical condition is identified during a comprehensive medical or dental evaluation process, and effectively treated. Seek medical care from providers with experience in evaluating individuals with IDD.



## Lesson 2: Supporting Effective Communication

### Topic 1: Overcoming Communication Barriers

#### Communication Aids

Use of communication aids are a strategy for overcoming communication barriers.

**Augmentative and Alternative Communication** (AAC) devices and **Assistive Technology** (AT) can support and improve a participant's communication.

The use of AAC and AT helps minimize or remove \_\_\_\_\_ to the individual's communication abilities.



\_\_\_\_\_ \_\_\_\_\_: Involves communication using one's own body and does not require an additional device. Examples: gestures, body languages, and signing.



\_\_\_\_\_ \_\_\_\_\_: Involves using a device, tool, or equipment in addition to one's own body. Examples: communication boards, computer-based electronic systems, paper and pencil, communication books, and boards and devices that generate voice or written output.

#### Assistive Technology

Assistive technology may include very simple, "\_\_\_\_\_ tech" objects or complex, "\_\_\_\_\_ tech" devices.

**Low-Tech Device Example:** "Reacher" that a person might use to retrieve a snack from a high shelf in the kitchen.

**High-Tech Device Example:** Motorized wheelchairs and scooters that provide mobility to persons who could otherwise not get around. This can also include computers, iPods, cell phones, tablets, and other electronic devices now readily available.



## Communicating with Persons with Communication Aids

You should consult with the participant to ensure that these supports are individualized to their specific needs. Additionally, consulting with specialists in the field of IDD to assist with choosing a developmentally appropriate device and with reasonable goals will help with successful implementation.

As with other accommodations, these communicative supports may need to be adjusted over time or adapted to fit specific settings and changes.

1.                     : Check the seating and postural supports to ensure that position and space allow for functional movement of hands and arms to operate the selected aid. Remember to be at eye level to receive all other communicative messages.
2.                     : The time needed for a person using a communication aid to complete a message will vary, depending on the person's physical mobility and the complexity of the message.
3.                                : You should position yourself to look directly at the speaker with ease.
4.           : Communication between family, friends, and others should be enjoyable. Depending on a person's skill level, playing games on a computer is an opportunity to practice and use communication aids.
5.            -                      and Back Up: The communication aids will occasionally need repair. You need a backup plan to continue communication during times when the communication aids are not available.
6. Providing                      Access: The aids should be available beyond the home. You may need to have two systems in place: one portable and the other for home.
7. Community                     : As the care provider, it is important to use communication aids to increase personal contacts in a variety of settings based on the participant's interests and goals.

## Activity: Reflection from Example of AAC

*Malia lives with a care provider and goes to a day program three times per week. She also utilizes community learning service (CLS) services to access activities in the community three times per week. Malia uses a manual wheelchair that she can propel with her left foot. She needs some assistance with daily living skills and getting in and out of the wheelchair. Malia also has some difficulty communicating, so she has a communication aid with pictures and large keys fitted to her wheelchair. The communication aid also has synthesized speech and several words chosen by Malia, her family and friends to help her to greet people, answer questions, make choices and communicate to others.*

#1. After learning how to use the communication aid, Malia wants to communicate more often at home. How can Malia's Circle of Support encourage this activity?

#2. Malia is an eager learner and wants to use the communication aid in the community. What additional words and skills would help Malia communicate?

#3. Malia's communication aid is a substitute for her "voice." However, the communication aid often requires repairs that can take months. What type of backup communication aid could be used for Malia?

## Topic 2: Positive Environments

### Person-Centered Supports in the Physical and Social Environment

It is important to establish and maintain a \_\_\_\_\_ environment as part of providing person-centered support. An individual may display challenging behaviors due to their environment. Challenging behaviors may occur to get one's needs met and are a way to communicate to others. A person may exhibit challenging behaviors to express their unhappiness with the \_\_\_\_\_ environment (weather, noise, smells, etc.) or \_\_\_\_\_ environment (who is around them, how they are being treated). A \_\_\_\_\_ environment impacts everyone, including yourself and the participants you support. Ensuring a positive environment is one way of supporting the person's quality of life and helping them to live their good life.

#### Activity: Quality of Life

Use the space below to describe characteristics of quality of life:

## Positive Environment Checklist



\_\_\_\_\_ (PEC): can assess if a participant's challenging behaviors are due to something in their environment.

The PEC is divided into five areas: (1) Physical Setting, (2) Social Setting, (3) Activities, (4) Scheduling, and (5) Communication.

To use the PEC tool, check off one environment you are evaluating (or fill in the blank), and complete the PEC based on that setting to determine whether the specific environment is generally positive for the person.

### *Environment:*

- Home
- Family Home
- Day Program
- School
- Workplace
- Other: \_\_\_\_\_

<i>Section 1: Physical Setting</i>	<i>Yes</i>	<i>No</i>	<i>Unclear</i>
(1) Is the person comfortable with the temperature?			
(2) Is the person comfortable with the lighting?			
(3) Is the person comfortable with the smell?			
(4) Is it easy for the person to move around?			
(5) Are there materials or items that the person enjoys?			
(6) Does the physical setting support interactions with others?			
<i>Section 2: Social Setting</i>	<i>Yes</i>	<i>No</i>	<i>Unclear</i>
(1) Is the person comfortable with the number of people?			
(2) Does the person get along with the other people?			
(3) Do others try to build and support positive relationships?			
<i>Section 3: Activities</i>	<i>Yes</i>	<i>No</i>	<i>Unclear</i>
(1) Are there opportunities to participate in various activities?			
(2) Is the person taught skills that are meaningful and useful?			
(3) Are the activities individualized to the person's needs?			
(4) Are the activities based on the person's preferences?			
<i>Section 4: Scheduling</i>	<i>Yes</i>	<i>No</i>	<i>Unclear</i>
(1) Is there a system or strategy in place to schedule activities?			
(2) Is there a way to find out if the activity/event is cancelled?			
(3) Does the person know what they will be doing and when?			
(4) Does the person generally choose what they will do?			
<i>Section 5: Communication</i>	<i>Yes</i>	<i>No</i>	<i>Unclear</i>
(1) Does the person have an appropriate way to communicate?			
(2) Is the person encouraged to communicate with others?			
(3) Is the person respected when they communicate?			

## Activity: Positive Environment Checklist and Reflection

Fill out the PEC with a participant, friend, or family member then reflect on the answers.

1. Based on the PEC, do you think the person generally experiences a positive environment for the particular setting?

Yes

No

2. Choose an item that you indicated as **"No"** or **"Unclear,"** and reflect on one way you can support the person to enjoy a more positive environment.

Section #: \_\_\_\_\_

Item #: \_\_\_\_\_

No

Unclear

What is one way you can support the participant to enjoy a more positive environment?

3. Choose an item that you indicated as **"No"** or **"Unclear,"** and reflect on one way you can support the person to enjoy a more positive environment.

Section #: \_\_\_\_\_

Item #: \_\_\_\_\_

No

Unclear

What is one way you can support the participant to enjoy a more positive environment?

4. Choose an item that you indicated as “**No**” or “**Unclear**,” and reflect on one way you can support the person to enjoy a more positive environment.

Section #: \_\_\_\_\_

Item #: \_\_\_\_\_

No

Unclear

What is one way you can support the participant to enjoy a more positive environment?

Understanding that a person’s environment can influence behavior is a core concept to understanding behavior as a form of communication. You can support participants with IDD by helping to create positive environments for them. Positive environments reduce the need for challenging behaviors and improve participants’ quality of life.



### Topic 3: Active Listening

[Active listening is a useful strategy for getting to know people, learning what is important to them, and understanding their vision for a good life.]

Active listening uses \_\_\_\_\_, helps you to understand, and build and maintain \_\_\_\_\_. It is more than just listening or hearing what is being communicated verbally.

Hearing occurs when sound waves strike your eardrums, causing vibrations to be transmitted to the brain. Listening is the process of understanding what someone else says. Listening is not automatic. We often hear but do not listen.

#### Characteristics of Active Listening

Use the spaces below to describe each characteristic of active listening.

##### *Showing Empathy*

##### *Asking for Clarification and Details Without Judgment*

##### *Providing Feedback*

## Active Listening Example

The following is an example of how a participant might react if you actively listen. Active listening is active participation and interaction with the person speaking. The bolded sections highlight various forms of active listening.

“**You accept my \_\_\_\_\_ to feel the way I do** without saying I should feel differently. You hear what I have to say while **looking in my \_\_\_\_\_ and looking like you \_\_\_\_\_**. **You don’t give me advice** when I tell you about something I’m worried about; instead, you wait for me to ask you for advice. **You try to help me \_\_\_\_\_ to do something** instead of telling me you’ll just do it yourself. **You always wait until I \_\_\_\_\_ what I want to say** before you tell me what you think about what I’m trying to tell you. **You seem interested in what I have to say** and you even smile or laugh at my attempts to tell a joke or a funny story. **You tell me when you don’t understand what I’ve said and ask me questions**, so I can say it again in another way. **You can \_\_\_\_\_ what I’ve said to you** or that I asked you to help me the next time I see you. **You care about me** when I’m trying to share something with you and you show me that **you \_\_\_\_\_ my willingness to want to communicate with you**. You don’t finish my sentences for me.”

## Active Listening Tools and Strategies

Active listening often uses specific responses to demonstrate empathy, provide feedback, and communicate without judgment.

<i>Type</i>	<i>Examples and/or Description</i>
Noncommittal	
Inviting	
Asking for Clarification	
Asking for an Example	
Asking for More Information	
Asking Questions	
Just Listen	
Reflecting	
Eye Contact and Attention	
Summarizing	

Similarly, while specific responses can help build trust and allow the person to feel respected and understood, other responses may be “roadblocks” to active listening which can distract and get in the way of a person’s self-exploration.

## 10 Roadblocks to Active Listening

### 1. Ordering, Directing, Advising, or Commanding

*Examples:*

### 2. Warning, Cautioning or Threatening

*Examples:*

### 3. Making Suggestions or Providing a Solution

*Examples:*

### 4. Disagreeing, Judging, Criticizing, or Blaming

*Examples:*

### 5. Agreeing, Approving or Praising

*Examples:*

6. Shaming, Ridiculing or Labeling

*Examples:*

7. Interpreting or Analyzing

*Examples:*

8. Reassuring, Sympathizing or Consoling

*Examples:*

9. Questioning or Probing

*Examples:*

10. Withdrawing, Distracting, Humoring or Changing the Subject

*Examples:*

## Activity: Active Listening

**Scenario #1:** Olivia appears to be stressed, frustrated, and fearful. You know she is having a difficult time at her day program, but you are trying to get dinner on the table. She interrupts you and says, "I don't like it. I don't even know anyone there."

Generate a response demonstrating each of the three active listening tips:

*#1 Shows Empathy:*

*#2 Seeks Clarification:*

*#3 Provides Feedback:*

**Scenario #2:** Tucker just came back from a self-advocate meeting. He appears agitated and his voice is loud and strained. He says, "I'm supposed to be working with four other people on this new project, but they never listen to my ideas!"

Generate a response demonstrating each of the three active listening tips:

*#1 Shows Empathy:*

*#2 Seeks Clarification:*

*#3 Provides Feedback:*

**Scenario #3:** Mike comes home, and he politely asks if he can talk to you and sits down. He seems calm and does not look angry. Then he says, "I'm always late to the day program, and it's your fault!"

Generate a response demonstrating each of the three active listening tips:

*#1 Shows Empathy:*

*#2 Seeks Clarification:*

*#3 Provides Feedback:*



## Lesson 3: Positive Behavior Supports

### Topic 1: ABCs of Behavior

#### Positive Behavior Supports

There is a function or reason behind every behavior, and you can use \_\_\_\_\_ (PBS) to assist people when they engage in challenging behaviors. PBS is a system used in response to an individual's inappropriate or challenging behaviors which involves working with and supporting the individual. PBS models approach behavior from the perspective of supporting a person with something they are experiencing challenges with. This shifts the focus from thinking about behaviors as problems needing to be managed.

PBS strategies can help the person avoid challenging behaviors and instead use \_\_\_\_\_. The goal is to teach the person an acceptable replacement behavior that will take the place of the challenging behavior. One way to teach the replacement behavior is to \_\_\_\_\_ the environment to encourage the positive behavior. With PBS, it is important to assess the participant's quality of life and to identify possible environmental factors that may increase the likelihood that the person engages in challenging behaviors.

	<i>Behavior Management: "Behavior Problems"</i>	<i>Positive Behavior Supports: "Challenging Behaviors"</i>
Behavior as:		
Focus is on the:		
Challenging behavior as:		
Your role:		

## ABCs of Behavior

The A-B-C Data (Antecedents - Behavior - Consequences) will help you develop a Behavior Support Plan.

<i>Data</i>	<i>Description and Questions to Ask</i>
Antecedents	
Behavior	
Consequences	

Every behavior has \_\_\_\_\_ (what happens before the behavior) and \_\_\_\_\_ (what happens after the behavior).

## Activity: Identifying A-B-C Data

Read **Part 1** of Tim's Story to practice identifying A-B-C Data.

*Tim uses gestures to communicate and has severe developmental disabilities. He can communicate "yes" and "no" audibly and otherwise does not speak. Tim has a habit of smacking his lips and plopping down in front of the refrigerator when he wants something to eat.*

*He often gets in the way of his care provider (Malia) when she is trying to cook. Tim typically refuses to get out of the way, preventing Malia from opening the refrigerator. Also, Tim often hurts himself when he plops himself down on the floor. Malia would give him food after he plopped down because he would make happy-sounding noises.*

Complete the following:

1. Identify the antecedents. There are three.

2. Identify the behavior.

3. Identify the consequences. There are two.

## Topic 2: Behavior Principles

### Defining Desired and Replacement Behaviors

After going through the A-B-C Data, the next step is to teach the person a replacement behavior based on the person's preferred learning style.

A replacement behavior is a \_\_\_\_\_ and functional (reaching the same results) alternative to the challenging behavior. When the person learns the replacement behavior, the challenging behaviors become unnecessary. The focus should be on teaching the positive replacement behavior instead of trying to reduce or eliminate the challenging behavior.

Examples of replacement behaviors include: communication, social skills, coping strategies, problem-solving skills, self-care, and relaxation skills.

A replacement behavior should:

- 1.
- 2.
- 3.
- 4.

Read **Part 2** of Tim's Story where Malia, Tim's care provider, incorporates replacement behaviors.

*After going through the A-B-C Data, Tim's care provider (Malia) decided that giving Tim food in front of the refrigerator was just encouraging him to repeat his behavior (i.e., plopping in front of the refrigerator to communicate his hunger or thirst). Malia decides that an appropriate replacement behavior is to teach Tim to use gestures for "eat" and "drink" and to only offer Tim food or a beverage at the table after he uses the respective gesture.*

## Topic 3: Reinforcement



Reinforcement: any consequence that follows a behavior that increases the likelihood that the behavior will be repeated.

The most effective way to determine which behavior you are reinforcing is to observe the effects of the reinforcement on the person's later behavior.

### Reinforcers

Positive reinforcements (or reinforcers) are consequences that strengthen a person's future behavior. For example, if a positive replacement behavior is used, a reinforcer supports the person to do the positive replacement behavior more often.

Use the space below to write down the guidelines for reinforcers.

Read **Part 3** of Tim's Story to discover how only offering food at the table strengthened the replacement behavior over time.

*It took a while to replace the behavior of sitting in front of the refrigerator because Tim would use both behaviors (plopping down in front of the refrigerator and the gestures) at the same time. Since the food was only offered at the table however, he gradually began going to the table and using the appropriate gesture to tell Malia (the care provider) what he wanted.*

## Topic 4: Problems with Punishment

\_\_\_\_\_ is used when you are trying to increase the likelihood of a desired behavior, to help a person develop new, desirable behaviors. Punishment, on the other hand, does not teach a new skill and does not result in positive, long-lasting changes. Instead, use positive reinforcements with the person.

### *Reinforcement versus Punishment:*

- With **reinforcement**, you are trying to increase the likelihood of a desired behavior, to help a person develop new, desirable behaviors.
- With **punishment**, the consequence that follows a behavior is intended to decrease the likelihood that the behavior will occur.

### Activity: Avoiding Punishment

Use the space below to describe why punishment should be avoided:

## Activity: Reinforcement or Punishment?

### Part 1:

For each of the following, decide if the care provider's response is an example of reinforcement or punishment. In each example, the care provider is named Laura, and the participant is Tucker.

Write R for reinforcement or P for punishment.

1. **Situation:**

Tucker sometimes gets too close to other people and flaps his hands. When this happens, Laura makes him sit in the corner for five minutes with his hands on his lap. This results in Tucker not flapping his hands anymore.

Is this an example of reinforcement or punishment?

2. **Situation:**

Tucker is learning to wipe his mouth and chin so his drooling is not as noticeable. Laura provides praise when Tucker wipes each time, but Tucker is also wiping his mouth and chin less and less.

Is this an example of reinforcement or punishment?

3. **Situation:**

Tucker earns points if he stays by Laura when shopping. He can use these points to rent a movie. Now Tucker constantly stays near Laura.

Is this an example of reinforcement or punishment?

*Part 2:*

Return to the example of punishment (hint: there is one). Create an alternative, more positive approach that the care provider can use.

Return to the examples of reinforcement (hint: there are two). Identify other positive reinforcement(s) the care provider (Laura) can use to support desired behaviors for the participant (Tucker)?



## Lesson 4: Positive Behavior Support Plans

### Topic 1: Components

#### Behavior Support Plans



\_\_\_\_\_ (PBSP): An individualized plan that examines the person’s behavior as a whole and determines a specific course of action when challenging behaviors occur.

PBSPs offer strategies to \_\_\_\_\_ the environment and interactions in order to \_\_\_\_\_ the occurrence of challenging behaviors.

There are six elements of a PBSP:

<i>PBSP Element</i>	<i>Description</i>
#1	Identify the “triggers” and other factors that happen before the challenging behavior occurs.
#2	Identify and describe the specific challenging behavior using data.
#3	Identify what happens after the behavior occurs.
#4	Identify the replacement behaviors that the person can engage in instead of the challenging behavior.
#5	Match your teaching style to the person’s learning style to be most effective. Teach to the person’s strengths.
#6	Use in response to the person’s replacement behavior to increase the likelihood the behavior will be repeated.

## Components of a Positive Behavior Support Plan

Positive Behavior Support Plans (PBSPs) are generally made up of two separate sections: Functional Behavior Assessment and Intervention Strategies.

### *Functional Behavior Assessment*

The \_\_\_\_\_ (FBA) focuses on defining the behavior and identifying the functions that it serves. A behavior must be \_\_\_\_\_ and \_\_\_\_\_ (e.g., hitting, swearing, running away). This allows us to take accurate data and design appropriate and effective interventions.

Once the behavior is clearly defined, the Functional Behavior Assessment uses A-B-C Data to identify the function of the behavior. The FBA process collects data to identify patterns of behavior to develop a hypothesis of conditions that trigger and/or maintain the behavior. Remember, the person is using the behavior to communicate something and is likely trying to express what is important to them. By identifying antecedents and consequences to the behavior, we are able to evaluate what happens before and after the behavior occurs and assess what needs are being met through the behavior.

### *Intervention Strategies*

When we know why a behavior is occurring and what it is communicating, we can design appropriate intervention strategies. The Positive Behavior Support Plan will outline intervention strategies which include techniques and methods to promote the sustainability of the behavioral change.

Describe possible intervention strategies below:

Interventions also refers to the strategies we use to teach replacement behaviors and should be based on the person's individual learning style. Some common strategies available to support the person's learning include:

1.                                          : In the natural environment, there are cues or bits of information that can help a person decide how to behave or manage particular situations.
2.                     : A prompt is given to show a person what needs to be done to complete an activity or task. Prompts include gestures, verbal instructions, pictures, modeling, and physical assistance.
3.                                          : Some tasks or skills involve several steps, so it may be beneficial to break them down into individual steps. There can be successes along the way to achieving the intended goal. To increase the likelihood of success that the person will learn to use the replacement behavior instead of the challenging behavior, you should support and teach the person based on their preferred learning style. Some people learn best through modeling, visual cues, listening, reading, or practicing.

Whatever the person's preferred style of learning is, you can improve your teaching abilities. Use the space below to write out the guidelines on teaching abilities:

## Examining Challenging Behaviors

Lisa, a participant, engages in a challenging behavior **to avoid or escape something**.

Going through the elements of a Behavior Support Plan for this type of challenging behavior can often be more difficult because you need to understand:

1. What is the person trying to avoid or escape?
2. How do you replace the challenging behavior with a replacement behavior?
3. How do you reinforce the positive replacement behavior?
4. How do you support the participant to confront what they are attempting to avoid or escape?

[Note: #4 is only applicable when the person is trying to avoid or escape an activity, event, or person that supports the participant's quality of life, such as positive community or day program events.]

### *Step #1: Challenging Behaviors*

Lisa typically gets out of bed, gets ready to go to her day program, and gets on the van to go to her day program independently. On Mondays, however, she cries and does not want to get out of bed. She refuses to go through her morning routine and tries to stall and miss her van ride to the day program.

### *Step #2: Antecedents*

**Antecedents:** Possible reasons why Mondays are difficult for Lisa.

- Does Lisa stay up too late on weekends? If so, what is keeping her up?
- Is there something at the day program on Mondays that Lisa is avoiding, such as a different activity or staff member?
- Is there something at the day program on the other days that is more enjoyable for Lisa, such as community activities or different staff members?

- Is there something related to the van on Mondays that Lisa is avoiding, such as a different driver or passenger?
- Is Lisa's room messy because of the weekend?
- Does Lisa need to set out clothes on Sunday to make Mondays less overwhelming?
- Does Lisa have difficulty waking up early on Mondays because she can wake up on her own on the weekend?
- Is there something that occurs at home on Mondays that is more enjoyable than the day program?

### *Step #3: Consequences*

Lisa often stays home and does not attend her day program on Mondays. Lisa's care provider uses A-B-C Data to figure out the following:

- **Antecedents:** Lisa's room is messy because of the weekend and she feels overwhelmed with the mess and her morning routine when she wakes up on Monday.
- **Behavior:** On Mondays Lisa cries and does not want to get out of bed. She refuses to go through her morning routine and tries to stall and miss her van ride to the day program.
- **Consequence:** Lisa often stays home and does not attend her day program on Mondays.

### *Step #4: Replacement Behaviors*

Lisa can ask her care provider to help her clean her room on Sunday evening before dinner instead of leaving her room messy for Monday morning. The replacement behavior must get the same result (e.g., a clean room and reducing the stress of Monday morning) and working together to clean her room on Sunday is an opportunity for Lisa to receive positive reinforcement and recognition from her care provider.

### *Step #5: Learning Styles*

Lisa's care provider knows that Lisa learns best with (1) task analysis and (2) modeling. Lisa needs to learn how to clean her room and set out clothes for the next morning.

- **Task Analysis:** Breaking down the steps Lisa can take to clean her room and pick and set out her clothes for Monday.
- **Modeling:** The care provider will model or show Lisa how to clean her room and pick and set out her clothes for Monday.

### *Step #6: Reinforcement*

These consequences will provide Lisa with motivation to perform the replacement behavior instead of using the challenging behavior. Lisa really enjoys her care provider's help and support to clean her room.

- At the beginning, the care provider will help Lisa the whole time until she learns how to go through the steps independently and provides her with positive reinforcement for cleaning and being organized.
- The next week, the care provider will help Lisa clean and will provide her with positive reinforcement for doing it well, but she will not help her set out her clothes.
- The following week, she will let Lisa do most of the cleaning and provide her with positive reinforcement for doing it well.
- Eventually, the amount of support Lisa needs to clean her room is minimal, and she gets up and gets ready to go on Mondays without any issues.

## Activity: Challenging Behavior Analysis

Choose a different “antecedent” and complete the six elements of the PBSP.

1. **Challenging Behavior:** Lisa typically gets out of bed, gets ready to go to her day program, and gets on the van to go to her day program independently. On Mondays, however, she cries and does not want to get out of bed. She refuses to go through her morning routine and tries to stall and miss her van ride to the day program.

2. Antecedents

3. Consequences

4. Replacement Behaviors

5. Learning Style

6. Reinforcement

## Prohibited Interventions

Appropriate intervention strategies not only promote the sustainability of behavior change, they also ensure the safety and rights of the individual. The techniques and methods we use to support participants should not limit or infringe on their personal freedoms.

The following are restrictive interventions that are not allowed:

<i>Restrictive Intervention (Not Allowed)</i>	<i>Example</i>
	Keeping the person isolated from others as a method of controlling behavior.
	Using techniques that are unpleasant or painful to manage behavior.
	Using a device, procedure, or medication which restricts a person's ability to move.
	Whether verbal, physical, psychological, mental, or emotional harm including intimidation and harassment.
	Examples: Denial of food, beverages, shelter, sleep, restrooms, communication devices.
	Taking away an activity earned through positive behaviors.



Sometimes the individuals we support have more serious behaviors and may pose an imminent risk of harm to themselves and/or others. In these situations, when someone has dangerous, aggressive, or harmful behaviors, you should make all efforts to explore positive behavior approaches to reduce and/or replace the challenging behavior. If the less restrictive interventions are not effective it may be necessary to use a restrictive approach to prevent harm to the person or others.

\_\_\_\_\_ are only meant to address situations of imminent risk of harm. They should never be used long term or for the convenience of others. The restrictive intervention strategy should be terminated when there is no longer a threat of \_\_\_\_\_ harm, or when a less restrictive approach (such as those described in Intervention Strategies) would achieve a similar \_\_\_\_\_ or serve the same \_\_\_\_\_.

## Topic 2: Development

### Seven Questions to Guide the Development of a PBS Plan

Ask the following questions in developing a person-centered Positive Behavior Support Plan (PBSP):

1. How can we help the person to expand and \_\_\_\_\_ their relationships?
2. How can we help the person to achieve a sense of \_\_\_\_\_ and well-being?
3. How can we help the person to have more fun in ordinary, everyday \_\_\_\_\_ places?
4. How can we help the person to have more \_\_\_\_\_?
5. How can we help the person to make a \_\_\_\_\_ to others?
6. How can we help the person learn valued \_\_\_\_\_?
7. How can we help the person's supporters to get the support they need?

PBSPs are often developed by qualified \_\_\_\_\_ (e.g., licensed psychologists, behavior analysts) and should be implemented according to the instructions specified.

## Topic 3: Implementation

### Individualized Approach

Positive Behavior Support Plans (PBSPs) clearly identify the primary strategies to be used when supporting a participant. Likewise, the plan also includes detailed procedures about how to implement the strategies and collect \_\_\_\_\_, so the PBSP can be \_\_\_\_\_ for effectiveness. Data collection generally includes \_\_\_\_\_ observations about responses to the interventions by measuring the occurrence of \_\_\_\_\_ and \_\_\_\_\_ skills.

Remember that \_\_\_\_\_ follow person-centered principles and are individualized to meet the needs of the specific person being supported. PBSPs are not meant to be used from one person to another; the strategies that work for one participant may not work for another. Proper implementation of a PBSP supports the person to live their \_\_\_\_\_ by focusing on what is important to them and helping them communicate more effectively.

## Lesson 5: Summary

Providing **person-centered support** involves understanding both what is important to and important for the person. However, this may be challenging if the person has different communication abilities resulting in difficulty expressing their wants and needs. How effective we are in supporting another person depends on:

1. How clearly we understand what the person is communicating to us; and
2. How well we communicate our wants and needs to others.

**Challenging behaviors** often result from having unmet needs. Having effective communication skills and strategies enables us to better meet the needs of others, and when a person feels understood, it enables them to improve their quality of life and increase their community involvement. When people are able to effectively communicate with those around them, they are empowered to live their good life. Being understood also allows us to stay socially connected, be supported with what is important to and important for us, and live healthier and happier lives.

You also learned about specific strategies such as active listening and using **A-B-C Data** (antecedents, behavior, consequences) to develop and implement a **Positive Behavior Support Plan (PBSP)**. The PBSP is an individualized plan that examines the person's behavior as a whole and determines a specific course of action when challenging behaviors occur and generally includes six elements: (1) Challenging Behaviors, (2) Antecedents, (3) Consequences, (4) Replacement Behaviors, (5) Learning Style, and (6) Reinforcement.



**Main Takeaway:** Having effective communication skills and strategies enables us to better meet the needs of others, and when a person feels understood, it enables them to improve their quality of life and increase their community involvement.