



From Living Hell to Living Well

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Saturday, April 16th

What is Positive Behavior Support?

- **A process for understanding the problem behavior of children**
- **A proactive, positive way to prevent the occurrence of problem behavior**
- **Based on values and research**
- **A holistic approach that looks at all factors impacting a child's behavior**
- **Useful for a range of behaviors—from social withdrawal to aggression**

Individualized or School-Wide?

- **Positive behavioral interventions and supports (PBIS) were first designed to help individuals with significant disabilities who engaged in self-injury and aggressive behavior**
- **Later, PBIS was adapted to design effective environments and schoolwide expectations that improve the behavior of all students on campus.**

What's Common for Both?

- **PBS – whether individual or schoolwide—focuses on changing the *environment*.**
- **Traditional behavior modification/management focuses on changing the *person*.**

Elements of PBS

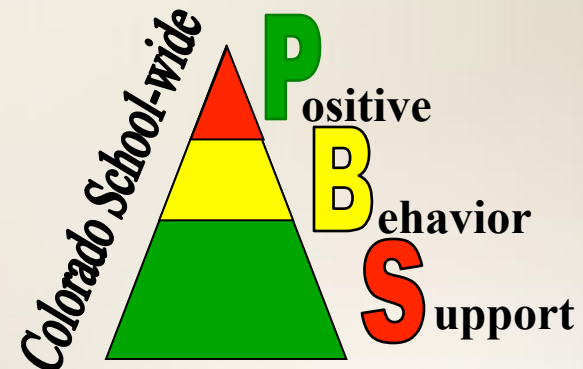
- **Proactive**
- **Strengths-Based**
- **Analytical**
- **Functional Relations**
- **Individual and Systemic**
- **Educational**
- **Non-Aversive**
- **Non-Coercive**

Essential Steps of PBS

- **Building a behavior support team**
- **Person-centered planning**
- **Functional behavior assessment**
- **Hypothesis development**
- **Behavior Support Plan development**
- **Monitoring outcomes**

The following slides are from the

Colorado School-wide Positive Behavior Support program



Competing Pathway Model

- What situations **“set up”** behavior: tired, change in routine, visitation, babysitter?
- What situations: **“set off”** this behavior: asking him to turn off the TV or computer, time for bed, no friends over this weekend, can't have snacks and pop NOW?
- How does our behavior reinforce this “series of unfortunate events”?
- What is the “payoff” for this behavior?

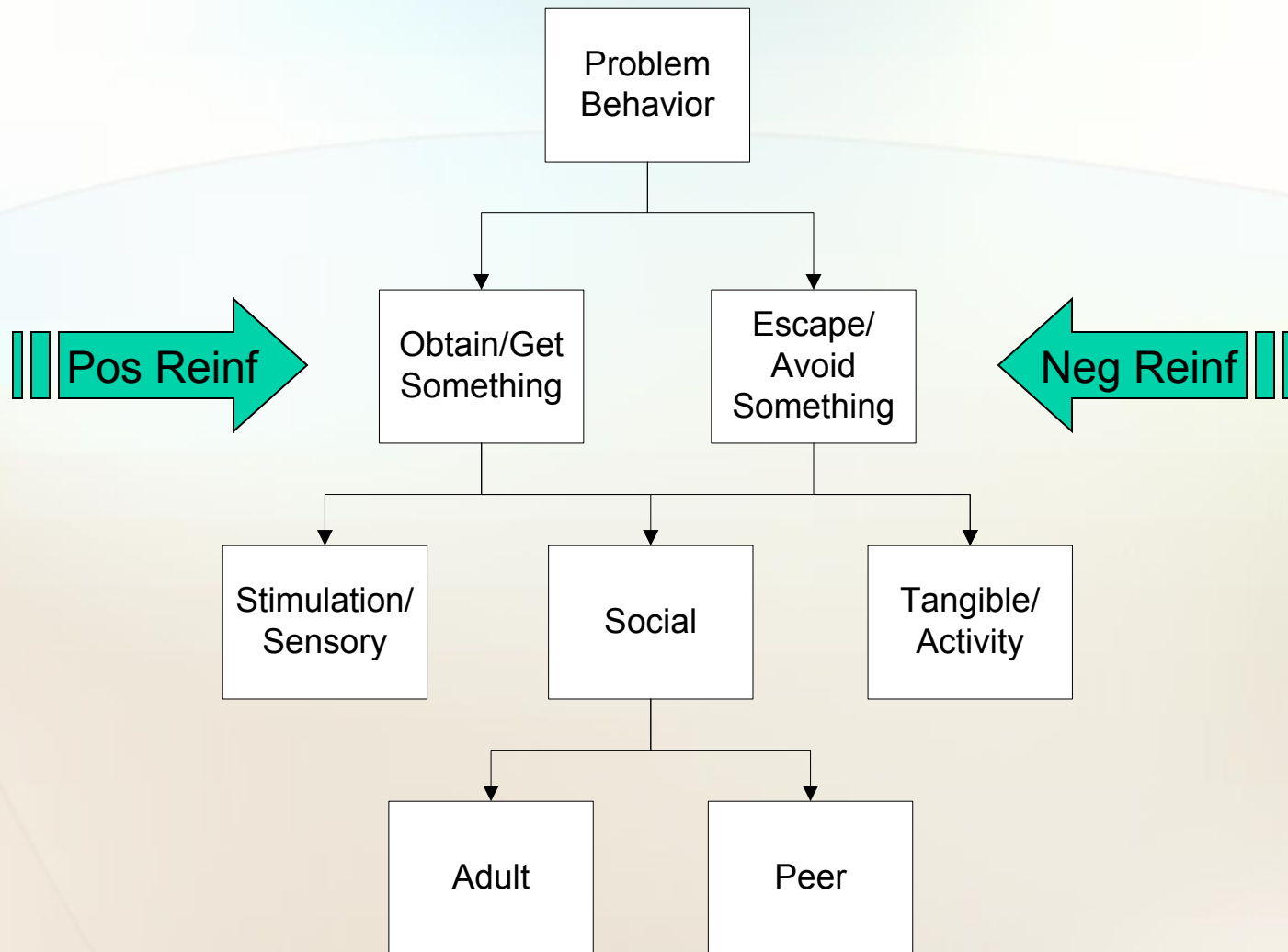
The ABC' s of Life' s Struggles at Home

- **SETTING EVENT:** Situations or characteristics that “set up” the problem?
- **ANTECEDENT:** what happens before the behavior to “set it off”?
- **BEHAVIOR:** what is the specific problem behavior?
- **CONSEQUENCE:** our response/”the payoff”?

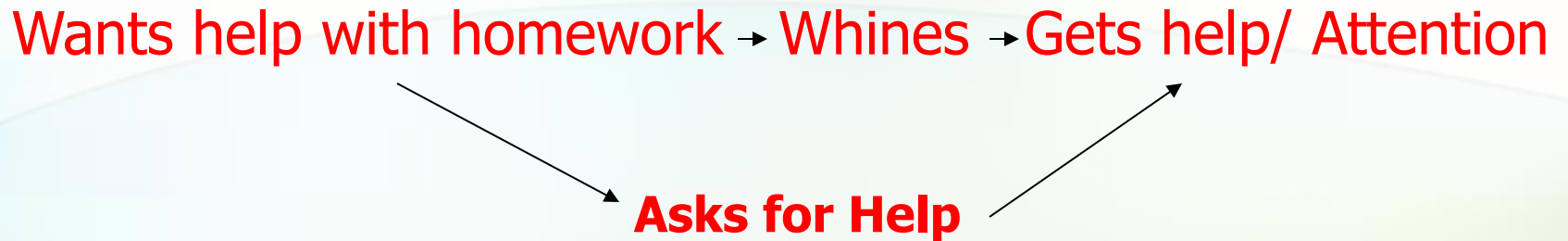
A New Way to See Behavior

- **Behavior has a “Communicative Intent”**
- **Serves a useful purpose (function) for the person of concern**

The WHY' s of Behavior

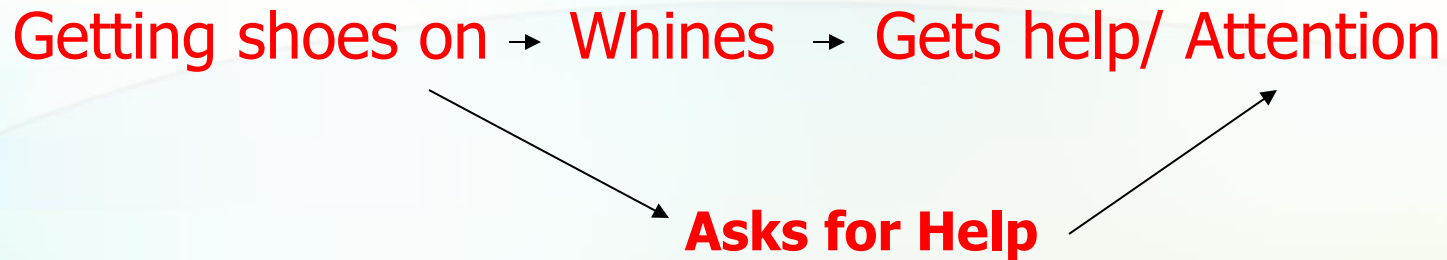


Instead I wish my child.....



O' Neil et al. (1997)

Identify Replacement Behavior



O' Neil et al. (1997)

Select Intervention Strategies

Wants help with homework → Whines → Gets help

Asks for
Help

Do homework in
Small chunks of
Time

Set aside calm time
When you can help

A

Teach child
Ways to get help
From parent
-green/red cup
-10 minute check
in with timer

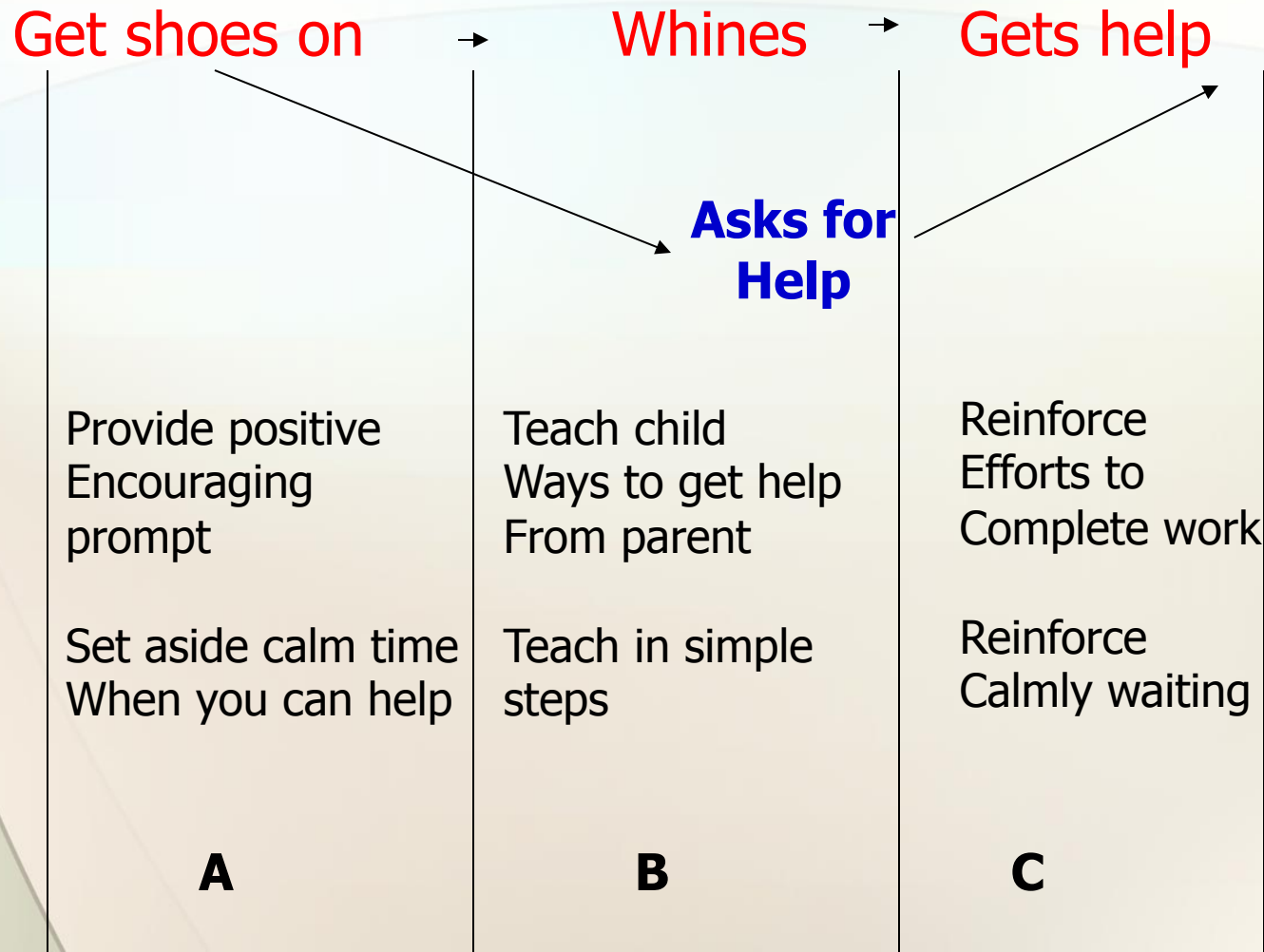
B

Reinforce
Efforts to
Complete work

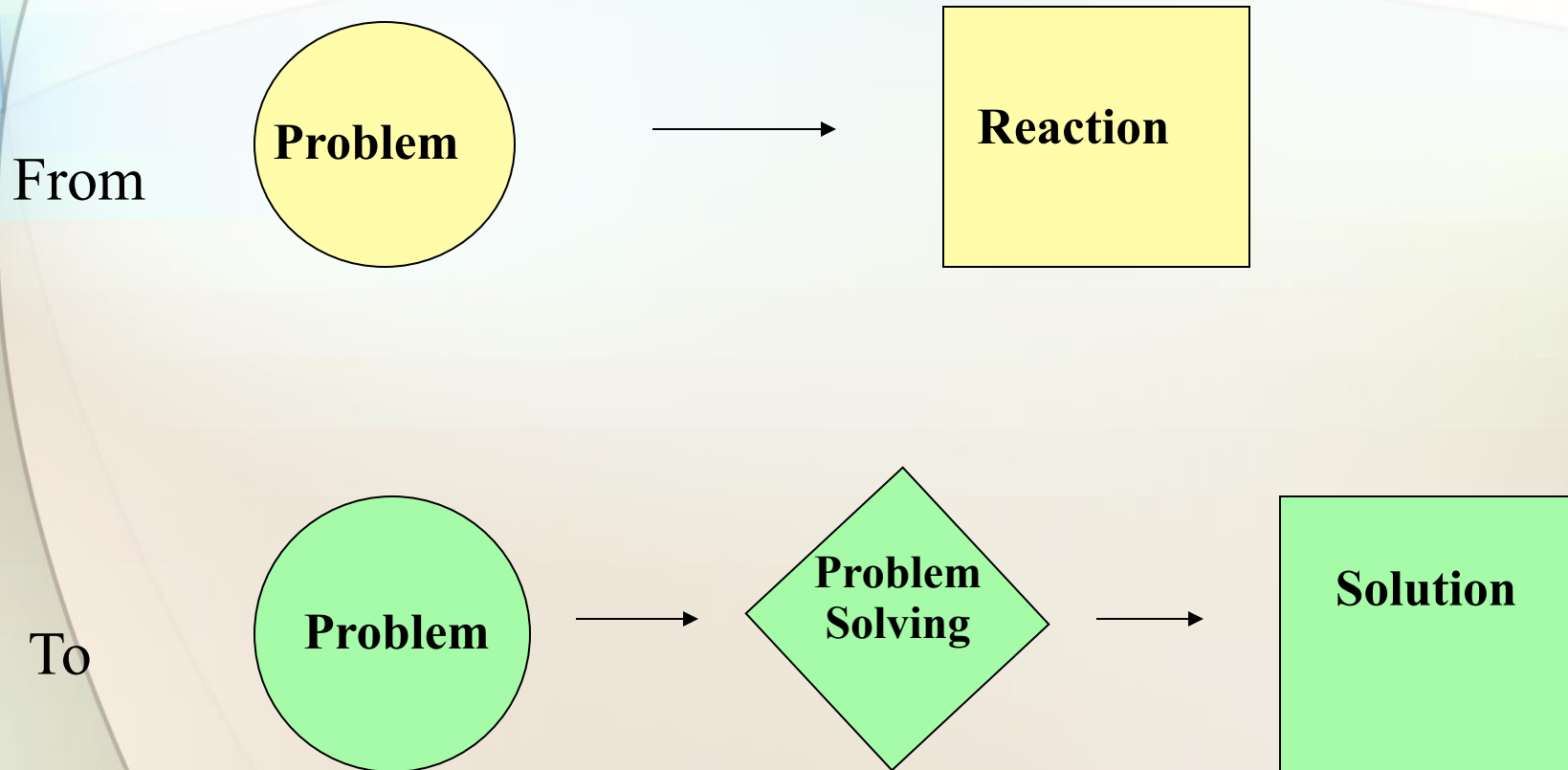
Reinforce
Use of cup or
timer

C

Select Intervention Strategies



Improving Decision-Making



One Behavior at a Time

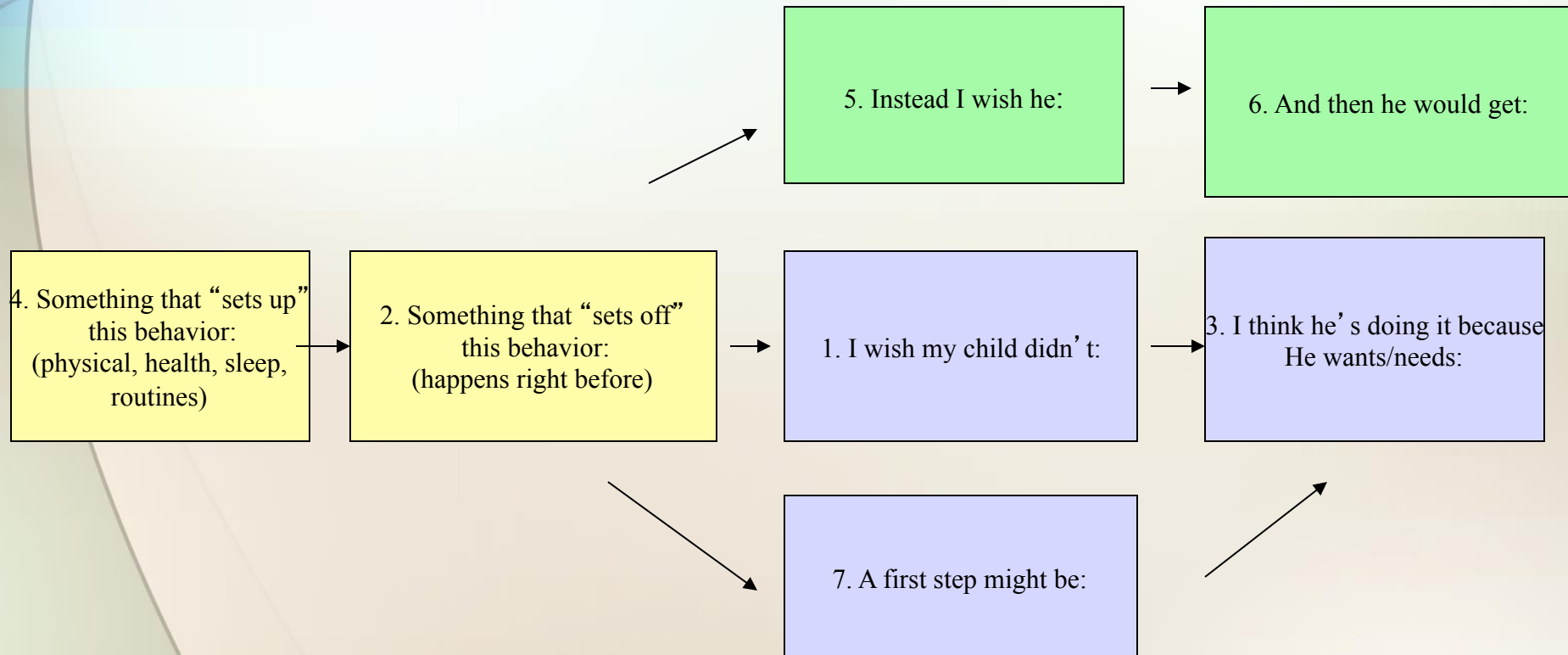
- **Start with one behavior.**
- **Think about the Big 5:**
WHAT is the specific behavior? **WHO** is involved?
WHEN does the behavior occur? **WHERE** does the behavior take place? **WHY** did the behavior occur?
- **How are you responding that may reinforce this behavior?**
- **What is the new behavior you want your child to learn?**

Map out the plan

- **The behavior I wish to change.....**
- **The behavior I wish to achieve....**
- **The first steps to this behavior are...**
- **I know it is working by.....**

Remember....reinforce steps in the right direction!

Competing Pathway Process



Setting Events

Look and Listen for ...

- **Broader issues that may be influencing behavior:**
 - **Daily activity schedule**
 - **Predictability of routines**
 - **Variety of activities or materials**
 - **Social relationships**
 - **Preferences of the student**
 - **Medical and physical issues (nutrition, illness, medications, sleep patterns)**
 - **Challenging family situations**
 - **Mental health diagnosis**

Antecedents or Triggers

Look and Listen For...

- **Under what circumstances is the behavior most/least likely**
 - **Changes in the environment**
 - **Time of day/activities**
 - **Clarity of expectations of activity/task**
 - **Reinforcement of expected behavior**
 - **Nature of interactions (tone, proximity, contact)**
 - **Amount & type of attention (peer, group, adult)**
 - **Child's ability matched to the activity**

Maintaining Consequences

Look and Listen For...

- **WHAT DO THEY GET or AVOID?**
 - **Social reaction/attention**
 - **Change in activity/routine**
 - **Increases assistance from adults or peers**
 - **Access to materials, activities, food/drink**
 - **Sensory stimulation or reduction**
 - **Change in the physical environment**
 - **Allowed space or movement**
 - **Delays activity/event**
 - **Avoids negative attention,**

Is there a routine that is defined?

- **Is there a clear beginning?**
- **Is there a clear sequence to complete the routine?**
- **Does the child understand the transition to the next routine or activity?**

Routine Analysis

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
7:00 am	Getting ready for school	1 2 3 4 5 6	
7:45 am	Get in car	1 2 3 4 5 6	
8:30 am	Enter school	1 2 3 4 5 6	
3:00 pm	Get in car	1 2 3 4 5 6	
3:45 pm	Free time and snack	1 2 3 4 5 6	
4:30 pm	Homework and chores	1 2 3 4 5 6	
5:30 pm	TV time	1 2 3 4 5 6	
6:30 pm	Dinner time	1 2 3 4 5 6	
7:15 pm	Bath and bedtime	1 2 3 4 5 6	

Remember...

- **Positive Behavior Support is the **redesign of environments**, not the redesign of individuals**
- **Positive Behavior Support asks us to change our behavior to help our child change theirs.**

PBS Tips for Positive Behavior

- **1. Remember 5:1 with positives.**
- **2. Set the stage for success..reward the effort.**
- **3. Give clear, specific directions.**
- **4. Stay calm. Use a calm voice.**
- **5. Set reasonable limits.**

PBS Tips for Positive Behavior

- **6. Be consistent. YES means YES and NO means NO.**
- **7. Set the example. Actions speak louder than words.**
- **8. Proactively anticipate the situation.**
- **9. Have patience. A little goes a long way!!**
- **10. Have fun and enjoy the ride!**