

POSITIVE BEHAVIORAL SUPPORTS

SARA SATO, M.ED., BCBA, LBA

32ND ANNUAL SPIN CONFERENCE

APRIL 21, 2018

BACKGROUND

- Hawai'i- Born and Raised
- Skills trainer
- Special Education Teacher
- BCBA
- Legislative Chair 2015
- Director of Education and Training

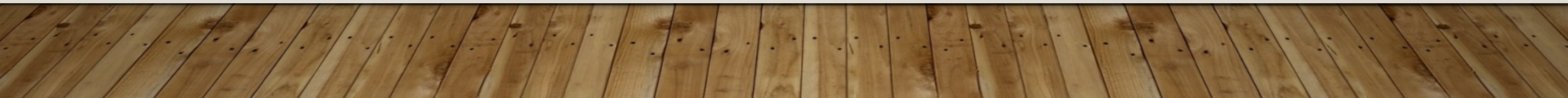


YOUR BACKGROUND!

- PARENTS
- SERVICE PROVIDERS
- DOE

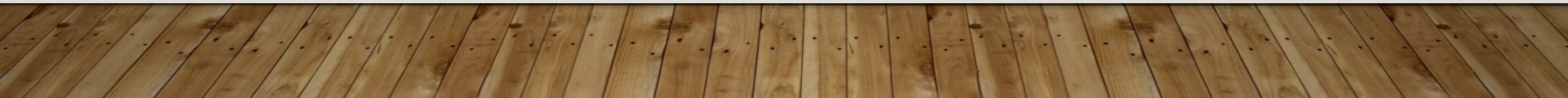
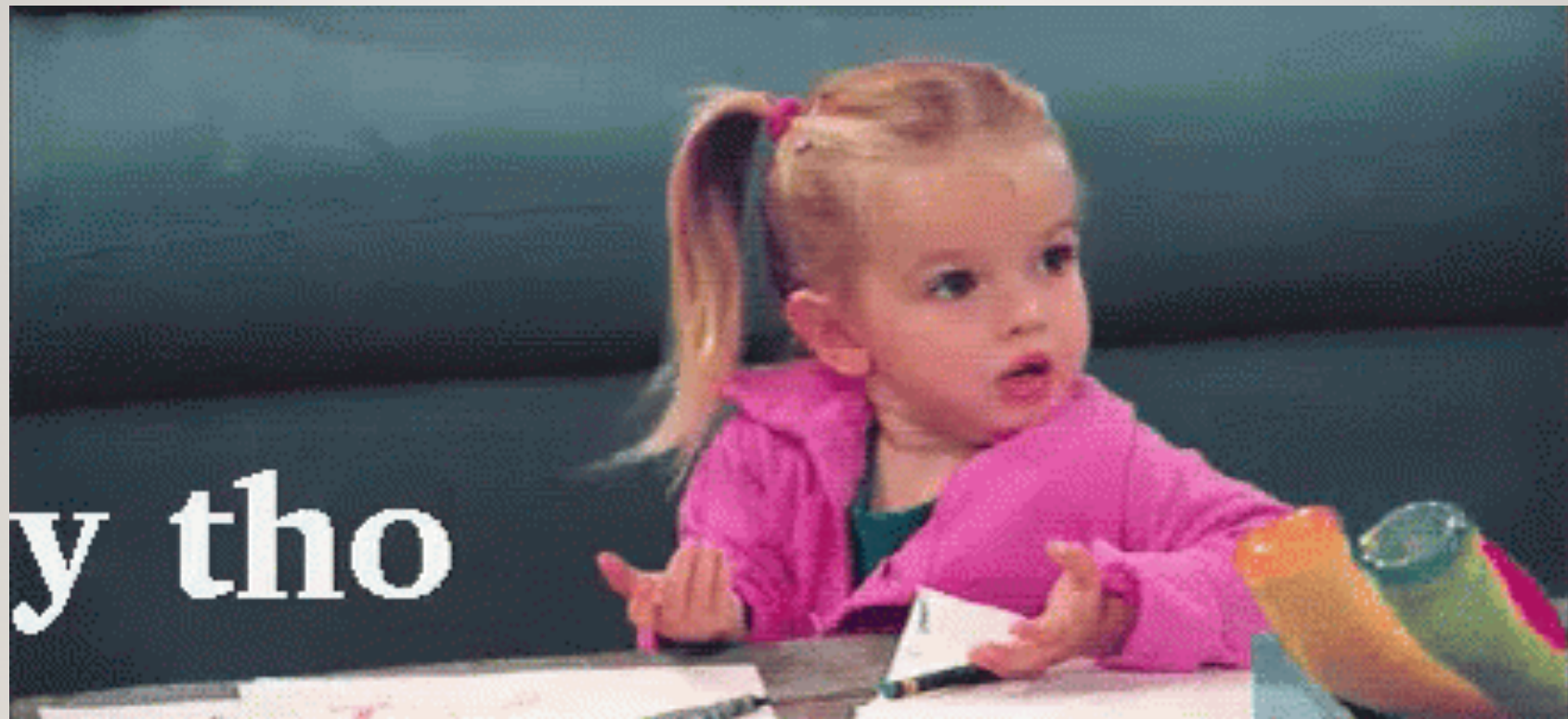
QUESTION ????

WHY is HE/SHE DOING THAT?



QUESTION????

WHAT DOES IT MEAN???



OBJECTIVES

- PROBLEM BEHAVIOR
- ABC's OF BEHAVIOR
- FUNCTIONS/STRATEGIES
- FBA/BSP

CONFIDENCE!!!!!!

FORMAT

- After each section, I will name a COLOR JENGA block.
- Together, we will build a structure!



CONFIDENCE LEVEL= HIGH!!!

PROBLEM BEHAVIOR: WHY?

- GET WHAT YOU WANT!!!
- Communication delays= PROBLEM BEHAVIOR
- Understanding social rules/circumstances



PROBLEM BEHAVIOR: IDENTIFY

- Behavior= what people DO or SAY
- Observable and measurable
- Concrete terms
- NOT mental states
- If description is POOR, it's hard to develop intervention



PROBLEM BEHAVIOR: IDENTIFY

NON-EXAMPLES

- Ken has poor impulse control/no self-control
- Lucy is aggressive or angry

EXAMPLES

- Ken grabs food with his right hand when his teacher is not looking
- Lucy slaps another child with an open right hand during the baseball game when she is not able to grab the ball



 **LiveSlides** web content

To view

Download the add-in.

liveslides.com/download

Start the presentation.

PROBLEM BEHAVIOR: IDENTIFY

DESCRIBE THE PROBLEM BEHAVIOR

- What did it look like?
- Observable and Measurable
- How long?

PROBLEM BEHAVIOR: IDENTIFY

- How often does the behavior occur?
- How intense is the behavior?
- Is the behavior dangerous to the person or others?
- Does the behavior result in property or material damage?
- Does the behavior limit/prohibit person from participation in integrated activity?
- Is the progress of the person and or other persons being affected?

PROBLEM BEHAVIOR: IDENTIFY

EXAMPLES OF GOOD TARGET BEHAVIORS??

Frustrated

Bangs head on floor

Acted out

Rolled eyes

Noncompliant

Threatened

Slept in bed

Upset

Yelled obscenities

Sexually Inappropriate

JENGA TIME!!!





LiveSlides web content

To view

Download the add-in.

liveslides.com/download

Start the presentation.

ABC'S OF BEHAVIOR

A= ANTECEDENTS

B= BEHAVIOR

C= CONSEQUENCES

A= ANTECEDENTS

- Right **BEFORE** behavior occurs
- Ex. **Sara was told, "Wash the dishes"** by her husband. Then she screamed,



her husband

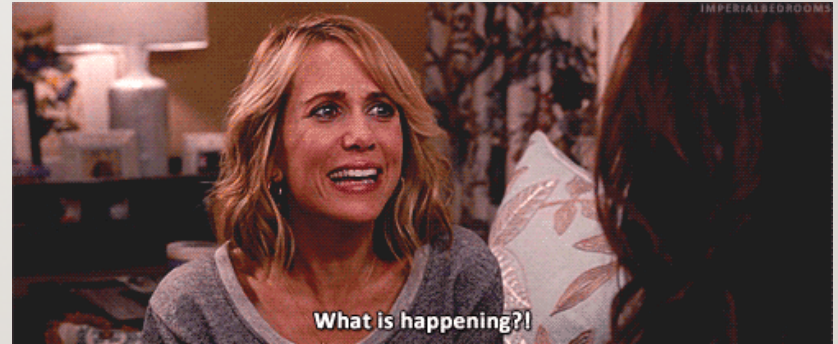


asking her to wash the dishes!



A= ANTECEDENTS

- What EXACTLY was said?
- What EXACTLY was done?
- What EXACTLY happened?
- When did it happen?
- Who was involved?



A= ANTECEDENTS

Ex. **Cooper was told, “No more banana”** and then he cried loudly! His mother continued cleaning up the kitchen and didn't give him another banana.



SETTING EVENTS

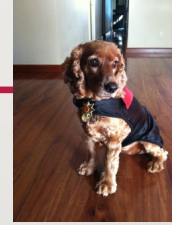
- **Setting events:** conditions/circumstances that alter the probability of a behavior occurring. Such variables may have an indirect impact on behavior.
 - Medical concerns**
 - Activity Patterns**
 - Relationship with others**

SETTING EVENTS THAT AFFECT BEHAVIOR

Noise level



Phobias



Temperature



Hunger



Lighting



Pain



Furniture



Fatigue





Coca-Cola

ANTECEDENTS + SETTING EVENTS

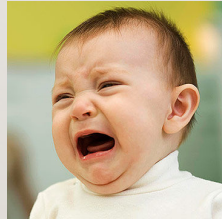
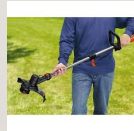
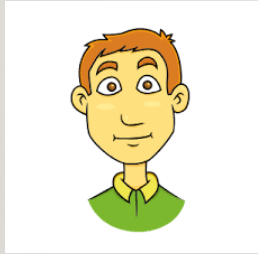
- Setting events IMPACT antecedents
- Same antecedent doesn't always = PROBLEM behavior!

- Think of a **young man with autism** and
a tea kettle



ANTECEDENTS+ SETTING EVENTS

- Young man with Autism



- Tea Kettle





**”Charlie, what’s 2
+ 2?”**

=



B= BEHAVIOR

- **What behavior you are targeting?**
- Swearing
- Head banging
- Hitting
- Spitting



B= BEHAVIOR

OPERATIONAL DEFINITION

- Explicit, clear description
- 2 or more observers could pick it out
- Across different settings, circumstances



B= BEHAVIOR



OPERATIONAL DEFINITION EXAMPLE:

Aggression: Anytime Bob uses his hands, feet, body, or objects to forcibly impact another person outside of the context of an activity

Example of Aggression: Bob throws a book at a peer during math.

Non-Example of Aggression: Bob throws a basketball at a peer during basketball playing at P.E.

C= CONSEQUENCES

- What immediately follows the behavior of interest
- **CONSEQUENCE DOES NOT = BAD**



C= CONSEQUENCES

- What happens to the individual after the behavior?
- Do the surroundings in the environment change as a result of the behavior?
- What is gained/lost?
- How do others respond to the behavior?





 **LiveSlides** web content

To view

Download the add-in.

liveslides.com/download

Start the presentation.

C= CONSEQUENCES

- What was the TARGET behavior?
- What was the CONSEQUENCE?
- What did the BABY learn?

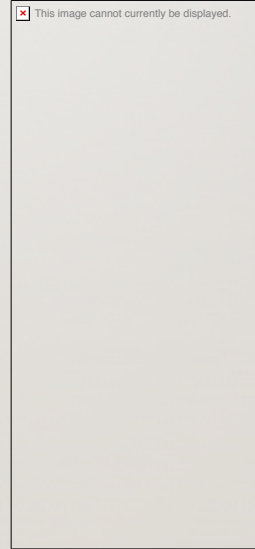


C= CONSEQUENCES

- Consequences affect the likelihood of behavior occurring in the future.
- More or less likely to do



C= CONSEQUENCES



JENGA TIME!!!



FUNCTIONS OF BEHAVIOR

- **ESCAPE**
- **ATTENTION**
- **TANGIBLE ACCESS**
- **SENSORY**

E.A.T.S.



E= ESCAPE

- **Doesn't want to:** wash dishes, eat lunch, do social studies, socialize
- **Child may:**



E= ESCAPE

- If every time Jimmy is asked to draw, he falls to the floor, and then his parent allows him to not draw anymore, **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when DRAWING is presented?





 **LiveSlides** web content

To view

Download the add-in.

liveslides.com/download

Start the presentation.

E= ESCAPE

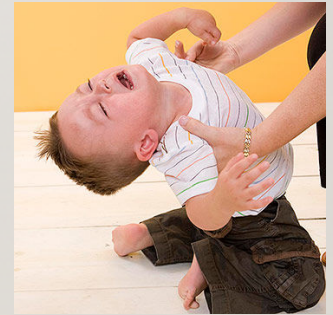
Strategies

- Consistency
- Follow through
- Don't allow escape!
- Prompt and fade prompts



A= ATTENTION

- **Child wants:** someone to talk to them, look at them, acknowledge their silliness, react, etc.
- **Child may:**



A= ATTENTION

- If every time Stacy's mom gets on the phone, Stacy rolls on the ground and loudly cries, and her mom GETS off the phone and asks her, "Are you ok?", **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when Stacy's mom gets on the phone?





 LiveSlides web content

To view

Download the add-in.

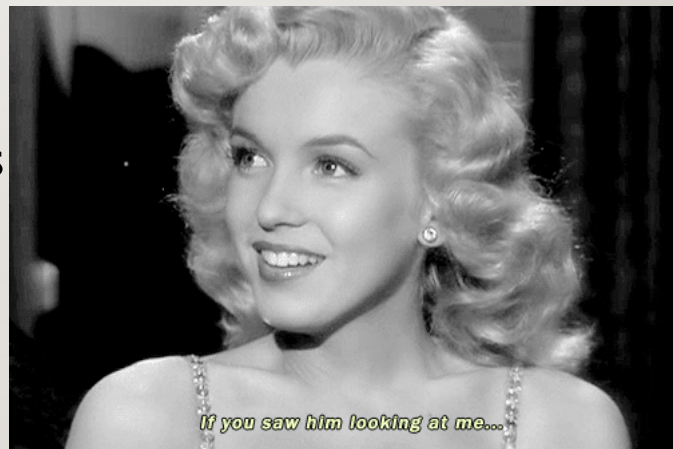
liveslides.com/download

Start the presentation.

A= ATTENTION

Strategies

- Important to child?
- Gain attention during preferred activities
- Differential Reinforcement
 - Ignore
 - Teach appropriate attention seeking!
- Provide lots of reinforcement and attention for positive behaviors
- Non-Contingent Reinforcement



T= TANGIBLE ACCESS

- **Child wants:** a toy, food, any item
- **Child may:**



T= TANGIBLE ACCESS

- If every time Sage wants a toy from her brother she goes up to him and rips the toy from his hands and he gives it to her, **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when she wants a toy from him?





 **LiveSlides** web content

To view

Download the add-in.

liveslides.com/download

Start the presentation.

T= TANGIBLE ACCESS

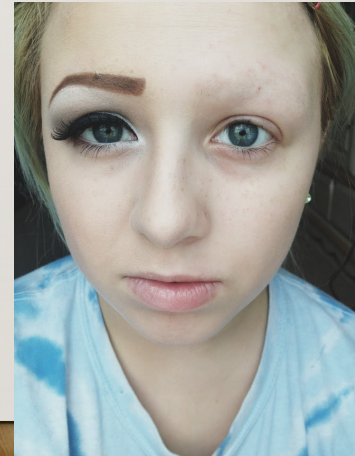
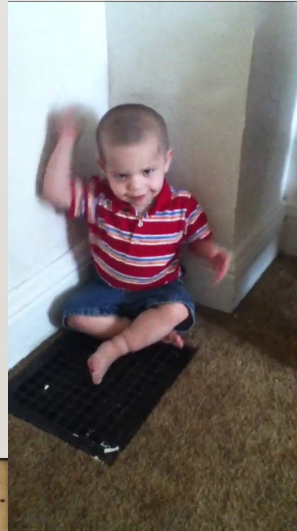
Strategies

- Teach how to ask (MAND)
- Teach when available (Visual Schedules)
- Do not give unless appropriate behavior shown
- Waiting program



S= SENSORY

- **Child may enjoy:** engaging in movie talk, head hitting, pulling out eye brows
- **Child may:**



S= SENSORY

- No SOCIAL contingencies
- Very TRICKY
- Multiple FUNCTIONS



S= SENSORY

- A baby likes to suck her thumb, and will suck it while around people or by herself. **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when she has the desire to suck her thumb?





 **LiveSlides** web content

To view

Download the add-in.

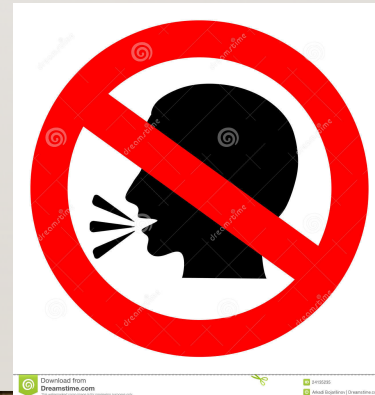
liveslides.com/download

Start the presentation.

S= SENSORY

Strategies

- Determine what sensory modality is maintaining the behavior
- Find sensory substitution for challenging behaviors
- Time and Place



JENGA TIME!!!



FBA/BSP

- **FBA= FUNCTIONAL BEHAVIORAL ASSESSMENT**
- **BSP= BEHAVIOR SUPPORT PLAN**

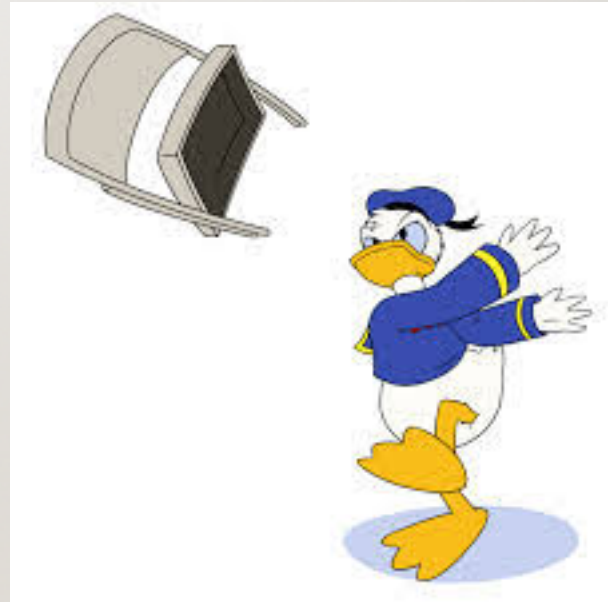
FUNCTIONAL BEHAVIORAL ASSESSMENT

There is no single cause for the onset of challenging behaviors

- Bert, a 5 year old boy with autism attends Sesame Street Elementary. With repeated attempts from his teacher to clean his toys after recess, he becomes upset as defined as picking up a chair and throwing it at his teacher and grabbing his teacher's hair
- Abby, a 14 year old girl with TBI, attends Fairy School. After requesting more snack, and not getting it, she becomes upset as defined as picking up a chair and throwing it at her teacher and grabbing her teacher's hair
- Peggy, a 22 year old female with down syndrome is in a vocational program. Whenever other client's become disruptive, requiring staff attention to deescalate them, she becomes upset as defined as picking up a chair and throwing it at her teacher and grabbing her teacher's hair

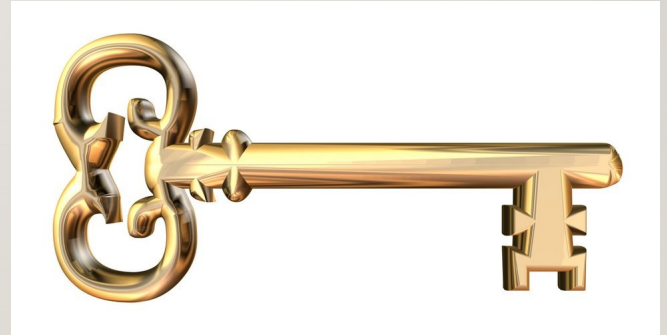
FUNCTIONAL BEHAVIORAL ASSESSMENT

Each situation the BEHAVIOR was:



FUNCTIONAL BEHAVIORAL ASSESSMENT

- Behavior looks similar but FUNCTION for each was different.
- What a BEHAVIOR looks like, does LITTLE to determine HOW to INTERVENE.
- FUNCTION is KEY to INTERVENTION



FUNCTIONAL BEHAVIORAL ASSESSMENT

Gather information

- Records review
- Interviews
- Direct Observation



FUNCTIONAL BEHAVIORAL ASSESSMENT

Records Review

- Diagnostic, psychological, psychiatric, & medical records
- Assessment/Interventions from therapies (e.g., OT, ST, PT)
- Social histories
- Developmental profiles
- Previous behavior management assessments
- Anecdotal records
- AER's



FUNCTIONAL BEHAVIORAL ASSESSMENT

Interviews

- Information from multiple sources
- Identifying variable influencing behaviors
- Establish rapport with caregivers/parents
- Interview individual if possible!



FUNCTIONAL BEHAVIORAL ASSESSMENT

DIRECT OBSERVATION

- Records patterns of behavior and events as they are occurring
- Data should be collected at various times and settings



FBA-QUESTIONS TO ASK

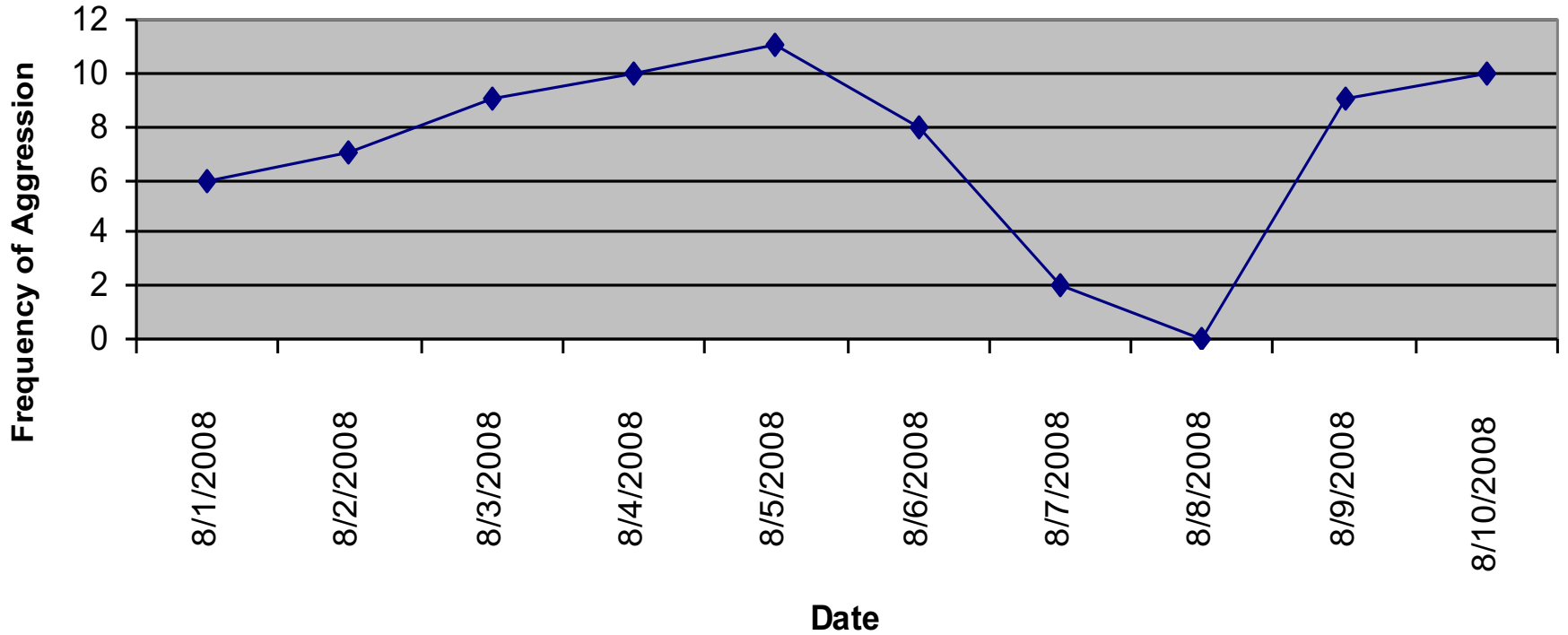
- In what settings do you observe the behavior?
- Are there any settings where the behavior does not occur?
- Who is present when the behavior occurs?
- What activities or interactions take place just prior to the behavior?
- What usually happens immediately after the behavior?
- Can you think of a more acceptable behavior that might replace this behavior?

FUNCTIONAL BEHAVIORAL ASSESSMENT

DATA

- Anecdotal reports are subject to bias
- Establish a baseline level of behavior to determine progress during treatment
- Detect fluctuation of specific behaviors
- Determine if fluctuations are due to behavioral, skill, physiological issues, or a combination
- Need data to justify services

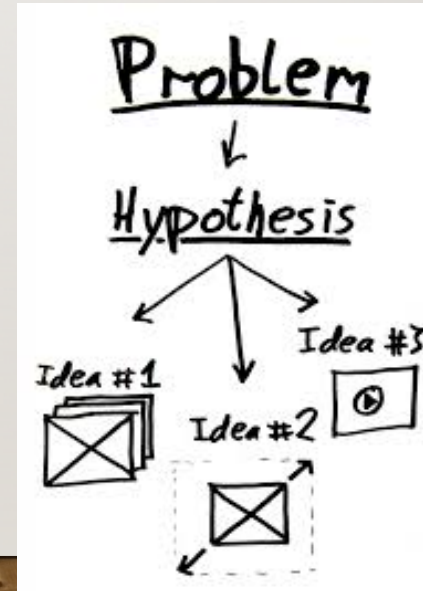
Frequency of Aggression



***“People do not engage in problem behaviors because they have mental retardation or other developmental disabilities. They engage in patterns of behavior that have worked for them.”
-O’neil et. al 1997***

FUNCTIONAL BEHAVIORAL ASSESSMENT

- **After Records Review, Interviews, and Direct Observation**
 - Analysis of information
 - Develop hypothesis of **FUNCTION**



BEHAVIOR SUPPORT PLAN

- Developing a profile of the person's strengths and needs
 - Who is _____?
 - What are _____'s strengths (e.g., capacities, interests)?
 - What are _____'s challenges and needs?
- Identifying the circle of supports who will be involved in the PBS planning process
- Targeting specific settings and situations that require intervention

BEHAVIOR SUPPORT PLAN

- **PROACTIVE**

- Antecedent Strategies
- Adjust environment

- **EDUCATIVE**

- Teach replacement skills
- Enhance independence and quality of life

- **FUNCTIONAL**

- Reinforcement for desired behaviors

BEHAVIOR SUPPORT PLAN

- **Antecedent Interventions** are strategies that focus on structuring and modifying the environment and conditions that occur before a behavior is demonstrated so that the behavior is less likely to occur.
 - Modify the physical environment
 - Implement changes in programming and instructional strategies
 - Teach more acceptable replacement behaviors that serve the same function as the inappropriate behavior

BEHAVIOR SUPPORT PLAN

- **Consequential Interventions** are strategies that focus on structuring and modifying the environment and conditions that occur after a behavior is demonstrated so that the behavior is less likely to occur.

BEHAVIOR SUPPORT PLAN

BEHAVIOR	PERCEIVED FUNCTION	ANTECEDENT STRATEGIES	CONSEQUENCES
<p><u>Aggression</u>: Anytime Bob uses his hands, feet, body, or objects to forcibly impact another person outside of the context of an activity</p>	<p>Tangible access</p>	<ul style="list-style-type: none">• Teach Bob to request items• Use a visual schedule• Implement waiting program	<ul style="list-style-type: none">• Do not allow Bob to get item if he is aggressive. Instead, model appropriate way to access and have Bob imitate. Then, give him item if appropriate.

BEHAVIOR SUPPORT PLANS

- Team COLLABORATION is SOOOOOO IMPORTANT

PARENTS



BEHAVIOR SUPPORT PLANS

RESOURCES

- The training manual, “Facilitator’s Guide: Positive Behavioral Support” (November, 1999) was developed by the Positive Behavioral Support Project: Florida Department of Education.

<https://www.pbis.org/school/pbis-and-the-law>

https://kuscholarworks.ku.edu/bitstream/handle/1808/6141/PBS10_IDEArequirementsforPBS_8_07.pdf;sequence=1

http://www.hawaiidisabilityrights.org/Services_Overview.aspx

JENGA TIME!!!



QUESTIONS????

