Creating Organizational Cultures to Implement Positive Behavior Support
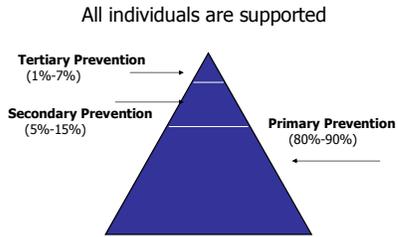

Expectations for Training Series

- Four sessions (7/9, 7/30, 8/20 and 9/10)—please plan on attending ALL sessions in the training series
- You will be asked to facilitate a planning team within your agency, and bring back information, tools, resources and presentation ideas to help your agency make changes to improve/enhance how it can address—and prevent-- problem behaviors that your consumers now engage in
- Key to these changes is concept of functional behavioral assessment (FBA) and how to design, implement and evaluate effectiveness of function-based positive behavioral interventions and supports (PBIS/PBS)—this is a central focus of our training!

Objectives for Training Series

At the end of Day Four in the training series, you will be able to:

- Describe how organizations can prevent problem behaviors in consumers they serve
- Summarize the functional behavioral assessment (FBA) process and how to implement function-based, positive behavioral interventions and supports (PBIS/PBS)
- Outline organizational planning actions that you and others within your agency will take to build an effective process for conducting FBAs and implementing function-based PBIS/PBS with your consumers

Provide Training in PBS to Support all Individuals

All individuals are supported

Tertiary Prevention
(1%-7%)

Secondary Prevention
(5%-15%)

Primary Prevention
(80%-90%)

Emphasis on Prevention

▶ **Primary**
   → **Reduce new cases of problem behavior**

▶ **Secondary**
   → **Reduce current cases of problem behavior**

▶ **Tertiary**
   → **Reduce complications, intensity, severity of current cases**

Organization-wide PBS Examples

Residential Supports
- Across residential homes or settings/buildings
- Teaching all adult consumers within an organization
- Individual student support systems
- Using data we already collect more efficiently

Families
- Children and adults both receiving and not receiving case management
- Providing support to staff working across families
- Teaching positive behavior support proactively
- Providing individual positive behavior support

Change is a Team Process

- All staff members are leaders
- Our direct staff, support staff, case managers, etc. are the ones that make change happen
- Everyone has to be involved in planning
- Collaboration is the key to successful change
- Communication strategies must be effective

First Step:
Create a Planning Team that Uses Team-Based Problem-Solving

Next Step:
Build Behavioral Expertise

Working Smarter, Not More

- *Do less, better*
  - *Consolidate/integrate*

- *Think small*
  - *Small # data-based priorities*

- *Know where you want to go*
  - *Measurable/observable*

Set up a Systematic Approach to Staff Development

- Create a staff development planning team
- Include management/administration in planning
- Build a staff development vision
- Create a purpose statement and mission of team
- Build inservice training into already occurring activities (staff meetings, individual PBS planning processes, etc.)
- Evaluate progress using data to make decisions

Staff Development

- One shot workshops are ineffective
- Longitudinal staff development efforts result in the greatest change
- Develop multiple strategies for training
- Use online resources to supplement training
- Promote ongoing learning
- Take advantage of staff development strengths

Review Progress on Homework Assignments

- Assignment #1: Review of Incident Reports?
  - The most frequent type of problem behavior?
  - Time of day most likely to occur?
  - How many problems occur each month?

- Assignment #2: Brainstorming sessions with staff?
  - Strengths and areas of need for your organization
  - Current systems for prevention of problem behavior
  - Staff training systems to address behavior
  - Most important social and communication skills
  - Behavior support planning system

Guiding Principles of Behavior

- Human behavior is important, understandable, and predictable.

- Human behavior is malleable or changeable.

- Human behavior occurs within an environmental context, not in a vacuum.

- Human behavior is learned and can be taught/affected by manipulating aspects of the environmental context.

Key Terms Related to Principles of Behavior

- Reinforcement
- Shaping
- Prompting & Fading
- Replacement Behaviors
- Function of Behavior
- …… others?

The Shaping Game

Positive Behavior Support Definition

- Positive behavior support is the integration of …
  - valued outcomes
  - biomedical and behavioral science
  - validated, evidence-based procedures
  - systems change

  …in order to enhance quality of life and prevent problem behavior in a focus person

Basics of Positive Behavior Support

- Use a Person-centered approach
- Understand the function maintaining problem behavior (FBA)
- Change the environment (setting events, antecedents) to prevent problem behavior from occurring (systems)
- Teach new skills that replace problem behavior with appropriate social and communication behaviors

Critical Features of PC-PBS Plan

- Based on person-centered values
- Takes a life span perspective
- Team-based approach
- Assumes multi-component interventions (think of *layers* of support…not just a single intervention/consequence for problem behavior)
- Prevention of problem behavior enhances normalization & inclusion

Guiding Principles for Prevention

- Increase communication & social skills
- Relationship development
- Family and community inclusion
- Use of preferred activities and opportunities for making choices
- Opportunities for learning & practicing new skills
- Reinforcement of positive behavior
- Diagnosis and treatment of health and mental health problems

Research Fact

"Ironically, …the best time to intervene with children and adults with challenging behavior is when no problem behavior is occurring."

Carr et al., 1994, pp. 15

Key Tenets of Behavior

- Every behavior happens for a reason. The challenge is to figure out WHY!
- Stop problem behaviors before they start….prevention rather than reaction
- Use a range of interventions…multiple interventions…learn to be fluent with a BIG bag of behavioral "tricks"

Functional Assessment

The process of collecting information through observation, interview & record review to help to determine the circumstances under which behaviors are more or less likely to happen.

Steps in Process

1. Define the behavioral challenge/identify specific behaviors and define target behaviors
2. Gather information using FBA tools
3. Generate a hypothesis statement about function
4. Build a "Competing Behavior Pathway" to identify replacement and desired behaviors within a PBS Plan
5. Design a PBS-Plan using function-based interventions
6. Plan for effective implementation within contexts
7. Monitor regularly and modify based on progress

Step 1: Define the Problem Behavior

What does the problem behavior look like? Think of consumers you know by their first names who need higher levels of behavior support.

Step 1: Define the Problem Behavior

Conduct interviews, review prior incidents & observations across the consumer's routines/settings to define the problem behavior.

1. Observable, measurable, concrete language.

NON-EXAMPLE	EXAMPLE
poor impulse control	high pitched screams
angry, hostile, resentful	kicking over chairs
paying attention	completes tasks

2. Estimate how often the problem behavior occurs & how intense the problem behavior is.

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)

ACTIVITY
"What are you doing?"

- Find a partner
- 1st person starts by acting out a common behavior
- 2nd person asks, "What are you doing?"
- 1st person responds by describing a behavior other than what they are actually demonstrating
- 2nd person begins acting out the behavior that was described
- The steps are continued until 1st or 2nd flubs

STEP 2: Gathering Information

Using a variety of tools, collect data and information to determine the sequence of events that reliably predict problem behavior.

Indirect Assessment

- Interviews
- Record reviews
- Quality of life measures
- Checklists
- Rating scales

Indirect Assessment Tools

- FACTS: Functional Assessment Checklist for Trainers/Support Staff (adapted from March, Horner, Lewis-Palmer, Brown , Crone, Todd & Carr (2000)

- Functional Analysis Interview Form (O'Neill et. at., 1997)

- Quality of Life Questionnaire (Schalock & Keith, 1993)

- Motivation Assessment Scale (Durand & Crimmins, 1988)

Direct Observation

- Observations
- When is behavior occurring?
- When is the behavior not occurring?
- What happens right before the behavior?
- What does the behavior look like?
- How do people respond to behavior?

Direct Observation Tools

- **ABC Chart**
- **Scatter Plot**
- **Functional Assessment Observation Form**
- **Others?**

ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that _may_ have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior

Scatter Plot Assessment Tool

Date ___/___/___ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

Directions: At the end of each time interval, fill in the square indicating the appropriate time and date on the chart using the code given below:

☐ = nonbehavior ☑ = 2-7 occurrences ■ = 7-10 occurrences

Time

Date

Adapted from: Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatterplot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis, 18*, 343–351.

_____
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Setting Events & ABCs

_____
_____
_____
_____
_____
_____

Setting Events

**Conditions that make the behavior
more or less likely to occur.**

- Circumstances that set the stage at one point in time for a behavior to occur (or not occur) at a later point in time
- Setting events (slow triggers) can be due to social, environmental or physiological factors
- Examples may include: lack of sleep, sickness, medication changes, stressful experiences, cultural issues, history and family experiences

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The ABCs of Behavior

- Antecedent**:** An event that immediately precedes a behavior and that can be a fast trigger for behavior to occur
- Behavior: The response (action, movement) of an individual
- Consequence**:** An event that contingently follows a behavior and makes the behavior more (or less) likely to happen again in the future

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Identifying Setting Events (Slow Triggers):

Listen For… Ask About… Investigate…
Broader Issues that maybe influencing behavior:

- Daily activity schedule
- Predictability of routines
- Variety of activities or materials
- Social relationships
- Preferences of the individual
- History of intervention
- History of work-related successes & failures
- Medical and physical issues (nutrition, illness, medications, sleep patterns)

Identifying Antecedent Events (Fast Triggers):

**Listen For… Ask About… Investigate…
Under what circumstances is
the behavior most/least likely**

- Changes in the environment
- Availability & organization of materials
- Opportunity for choices
- Times of day/activities
- Clarity of expectations
- Reinforcement of expected behavior
- Nature of interactions (tone, proximity, contact)
- Amount & type of attention (peer, groups, adult)
- Access and quality of assistance, supervision
- Activity/task clarity
- Consumer's ability matched to the tasks/chores assigned
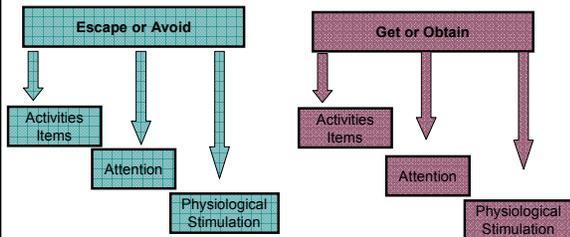- Length of engagement
- Pace of tasks

Identify Maintaining Consequences

**Listen For… Ask About… Investigate…
WHAT DO THEY GET? WHAT DO
THEY AVOID?**

- Social reaction/attention
- Proximity of contact
- Changes in the sequence of activities/routines
- Clarified expectations
- Increased assistance from adults or peers
- Access to materials, activities, food/drink
- Sensory stimulation or reduction
- Changes the physical environment
- Allowed more space or movement
- Delay an activity/event
- Avoid negative peer attention, ridicule

Free Hugs
Free Hugs 2

Functions of Behavior

Problem behaviors occur in order to accomplish the following:

Escape or Avoid	Get or Obtain

Activities Items

Attention

Physiological Stimulation

Activities Items

Attention

Physiological Stimulation

Understanding "Function"

The most common problem behaviors in life serve one of two functions/purposes:

1. **To Get Something (Obtain)**
   attention, objects, power, self-stimulation

2. **To Get Away From Something (Escape/Avoid)**
   tasks, embarrassment, situations, persons

Adapted from T. Scott, 1988

Function Statements
(not necessarily conscious decisions by individual)

- **To OBTAIN**
  - I yell because others look at me.
  - I fight because others obey me and I can control them.
  - I wander away because then people get me/talk to me.

- **TO ESCAPE**
  - I cry when work gets hard because then someone will let me take a break.
  - I throw stuff at the day program because then staff will remove me from the activity (which I hate).
  - I stand out of the way during rec time because then other game participants will avoid throwing me the ball.

What About Bob?

- Defining behavior
- Different ways of measuring behavior
- A-B-C chains
- Function of behavior
- Creating hypothesis statement

What About Bob?

Used with permission.

Bob…
Review Clips #1 & 2

- Bob meets the doctor and declares, "I have problems."

- After just a few minutes of "therapy" Bob decides that Dr. Marvin is the answer to all of his problems.

What About Bob?

- Dr Marvin gives Bob a copy of his new book as a quick fix to his problems. The doctor tells Bob that he can treat him after he gets back from vacation, but to just read Baby Steps and he'll see him in a month.

  - The diagnosis, "Bob Wiley – multi-phobic personality characterized by acute separation anxiety and extreme need for family connections."

- Dr. Marvin and his family go to Lake Winnipesauke for vacation and a Good Morning America interview. The doctor is excited to be publishing a new book, Baby Steps, and he is wallowing in his own success… Then along comes Bob!
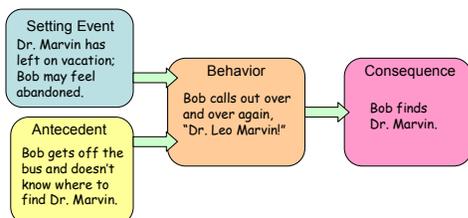
CLIP # 3 "Is this a bad time?"

00:23:44 – 00:24:36

Clip # 3
"Is this a bad time?"

The ABCs for Bob

Setting Event
Dr. Marvin has left on vacation; Bob may feel abandoned.

Antecedent
Bob gets off the bus and doesn't know where to find Dr. Marvin.

Behavior
Bob calls out over and over again, "Dr. Leo Marvin!"

Consequence
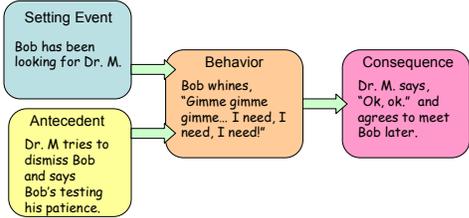Bob finds Dr. Marvin.

Clip # 4
"Can't we just have a little talk?"

00:25:30 – 00:26:10

Clip # 4
"Can't we just have a little talk?"

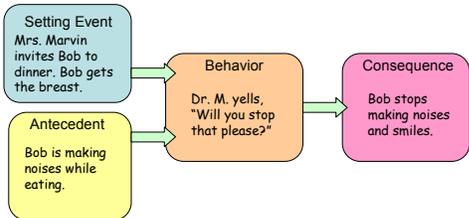YOUR TURN:
Complete the ABCs for Bob's behavior.

Setting Event
Bob has been looking for Dr. M.

Antecedent
Dr. M tries to dismiss Bob and says Bob's testing his patience.

Behavior
Bob whines, "Gimme gimme gimme… I need, I need, I need!"

Consequence
Dr. M. says, "Ok, ok." and agrees to meet Bob later.

Clip # 6 "MMMM!"…
Now observe Dr. Marvin

00:51:05 – 00:51:44

Clip # 6 "MMMMMMM!"

YOUR TURN:
Complete the ABCs for Dr. Marvin's behavior.

Setting Event
Mrs. Marvin invites Bob to dinner. Bob gets the breast.

Antecedent
Bob is making noises while eating.

Behavior
Dr. M. yells, "Will you stop that please?"

Consequence
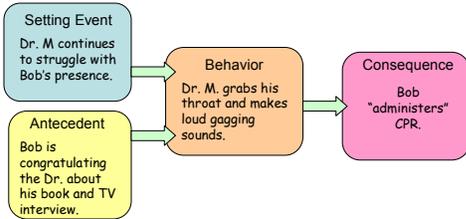Bob stops making noises and smiles.

Clip #7
"Don't panic; I know what to do!"

00:52:20 – 00:53:40

Clip # 7
"Don't panic; I know what to do!"

YOUR TURN:
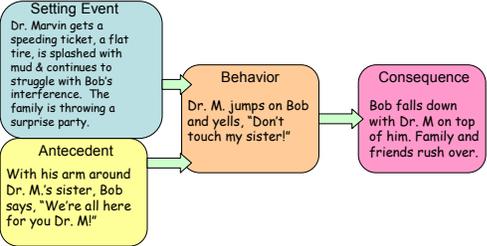Complete the ABCs for Dr. Marvin's behavior.

Setting Event
Dr. M continues to struggle with Bob's presence.

Behavior
Dr. M. grabs his throat and makes loud gagging sounds.

Consequence
Bob "administers" CPR.

Antecedent
Bob is congratulating the Dr. about his book and TV interview.

Clip # 10
"We're all here for you Dr. M.!"

01:22:00 – 01:22:30

Clip # 10

"We're all here for you Dr. M."

YOUR TURN:
Complete the ABCs for Dr. Marvin's behavior.

Setting Event
Dr. Marvin gets a speeding ticket, a flat tire, is splashed with mud & continues to struggle with Bob's interference. The family is throwing a surprise party.

Antecedent
With his arm around Dr. M.'s sister, Bob says, "We're all here for you Dr. M!"

Behavior
Dr. M. jumps on Bob and yells, "Don't touch my sister!"

Consequence
Bob falls down with Dr. M on top of him. Family and friends rush over.

ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when behavior occurred	What activity was going on when behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after behavior, or as result of behavior
August 7th 2:00 pm	Dr. Marvin is telling Bob that he cannot treat him because he is on vacation.	Bob whines, "Gimme, gimme, gimme, I need, I need, I need"	Dr. Marvin yells, "Alright!"	Bob gets quiet
August 7th 2:01 pm	Dr. Marvin is walking back to his car.	Bob asks, "You couldn't possibly make it at 3:30 could you?"	Dr. Marvin turns around and yells, "Bob!"	Bob agrees to 4:00 and says thank you.
August 8th 6:00 am	Bob shows up and says that he is on vacation too.	Bob says, "I'm staying at the Guntmans. When I told them what you said, they insisted."	Dr. Marvin yells, "No, no, no, no.", puts his hands up and moves toward Bob.	Bob leaves the house.
August 8th 8:00 pm	Bob is having dinner at the Marvin residence.	Bob moans after taking a bite of potatoes.	Dr. Marvin yells, "Would you stop that please?"	Bob stops moaning then asks for salt substitute.
August 9th 6:00	Dr. Marvin is trying to wake up Bob.	Bob is sleeping.	Dr. Marvin yells at Bob to wake up. He shakes him and screams, "Cock a doodle doo!"	Bob stays asleep, but wakes up when the clock alarm sounds.
August 9th 8:00 am	The "Good Morning America" interview is over.	Bob and the family are clapping for Dr. Marvin.	Dr. Marvin yells, "Get out! You've ruined my life!"	Bob leaves the house, but stands outside the door.
August 9th 4:00 pm	Bob and the doctor are driving back from the mental health facility.	Bob asks when they can have their scheduled times. "Monday, Wednesday, Friday…"	Dr. Marvin stops the car, yells at Bob to get out of the car.	Dr. Marvin leaves Bob on the side of the road.
August 9th 7:00 pm	Dr. Marvin's family is throwing him a surprise party.	Bob says, "We're all here for you Dr. M." as he puts his arm around Dr. Marvin's sister.	Dr. Marvin yells, "Don't touch my sister!" and jumps on top of Bob.	Dr. Marvin struggles on the ground with Bob.

FBA Tool Review

What do you like?
Already have?
Need?

Step 3: Generate a Hypothesis Statement about the function of behavior

A hypothesis statement is

a summary statement that describes the team's best guess about the relationship between the problem behavior and the characteristics of the environment- the specific contexts and the specific function.

The goal of which is

to identify specific CONCRETE circumstances regularly associated with the occurrence and nonoccurrence of the problem behavior.

Step 3: Generate a Hypothesis Statement

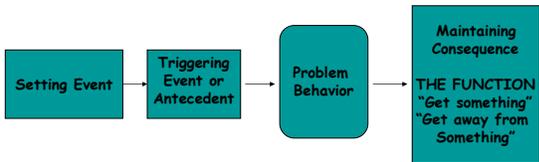**Hypothesis Statement**

When this occurs…
(describe the circumstances)

the consumer is more likely to …
(describe the problem behavior)

In order to get/avoid…
(describe the consequences that follow the behavior and maintain the behavior)

Sample Hypothesis Statements

- When the staff's attention is withdrawn or focused on another consumer, Lisa makes noises; this results in the staff scolding her and moving closer to her.

- When Donna finishes her chores before the other residents, she scribbles on things in the living room; this alleviates her boredom.

- When Marcus is unclear about the directions for a task or job, he stays in his seat and talks to peers; this keeps him from feeling frustrated.

- When unanticipated changes occur in the schedule, Ben throws his materials; having to pick them up delays his transition to the next activity.
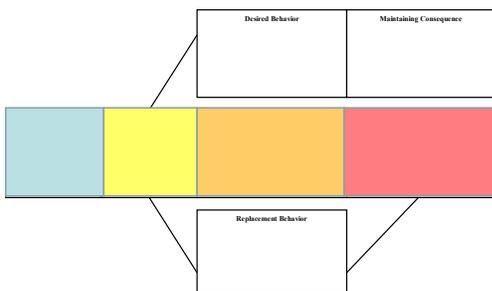
(Partial) Functional Assessment Pathway: Hypothesis Statement

```
[Setting Event] → [Triggering Event or Antecedent] → [Problem Behavior] → [Maintaining Consequence
THE FUNCTION
"Get something"
"Get away from Something"]
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"What About Bob?" or Dr. Marvin?

Based on the information from the video "Observations" develop a hypothesis statement.

Dr. Marvin…

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              [Desired Behavior]    [Maintaining Consequence]



[          ][         ][         ][          ]

              [Replacement Behavior]

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Before the next session…

• Summarize for next meeting the results of the organizational self assessment

• Bring meeting minutes from the planning team and share how the meetings are going with the group
  • What are the strengths?
  • What meeting behaviors need to be improved?

• Schedule a time to do the matrix with staff (after picking key social and communication skills to teach, identify how these will be taught throughout the day in the morning, at breakfast, going to work, after work, going out in the community, getting ready for bed, doing chores, etc.)

• Come to training day 3 with the matrix to share