Kansas Institute for Positive Behavior Support

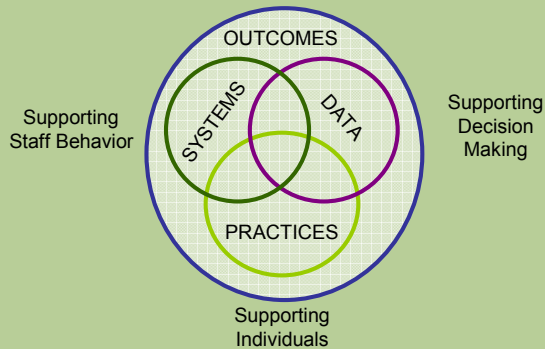**Creating Organizational Cultures to Implement Positive Behavior Support**
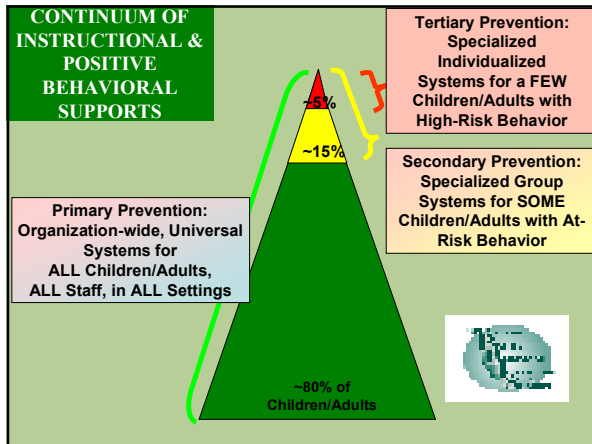
July 9, July 30,
August 20, & September 10, 2008

Presented by: Katie Zerr

Expectations for Training Series

- Four sessions (7/9, 7/30, 8/20 and 9/10/08)—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

- Key to these changes is the concept of functional behavioral assessment (FBA) and its logical connection in designing, implementing and evaluating effective function-based positive behavioral interventions and supports plans (PBS/PBIS) this is a central focus of our training!

- Be thinking about the level and availability of behavioral expertise within your agency and the need for more advanced training.

Supporting Social Competence & Quality of Life

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Individuals

CONTINUUM OF INSTRUCTIONAL & POSITIVE BEHAVIORAL SUPPORTS

Tertiary Prevention: Specialized Individualized Systems for a FEW Children/Adults with High-Risk Behavior

~5%

~15%

Secondary Prevention: Specialized Group Systems for SOME Children/Adults with At-Risk Behavior

Primary Prevention: Organization-wide, Universal Systems for ALL Children/Adults, ALL Staff, in ALL Settings
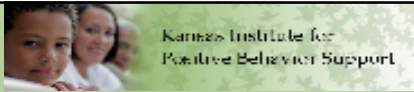
~80% of Children/Adults

Working Smarter, Not Harder

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

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

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

Objectives for Training

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

- Describe how organizations can develop a systematic process to prevent problem behaviors across service settings

- 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 your agency will take to build an effective process for conducting FBAs and implementing function-based PBS plans for the individuals you serve.

DAY 1 REVIEW

Build an inclusive planning team. → Establish commitment from staff. → Assess organization's needs & develop action plan. → Develop consistent responses to problem behaviors & a clear crisis plan.

Organization-wide Planning

Establish evaluation measures. ← Create a long-term plan. ← Develop positive social & communication skills and establish reinforcement & reward program. ← Utilize data-based decision making.

Team Discussion Activity

- What were the results of the organizational self-assessment?

- How are the planning team meetings going within your agency or group?
  - What are the strengths?
  - What meeting behaviors need to be improved?

- Has your staff identified social & communication skills to teach throughout the day?

- Have you developed an expectation or social skills matrix?

FRANK AND ERNEST

Expectation Matrix example

At Redwood, we really love CARS!

|	Work	Home	Community
Choice	We will choose a task.	We choose to have a nice house.	We want to help our town be a nice place to live.
Attitude	We will do our work.	We will put things away when we're done with it.	Walk with the group
Respect	We will use please & thank you.	We will use a daily routine.	Use nice words.
Safety	We will keep our work area clean & safe.	We will make sure the door is locked and staff know where we are.	We will ride the van.

Long-Range Purpose for Planning Teams

NON-EXAMPLE   EXAMPLE?

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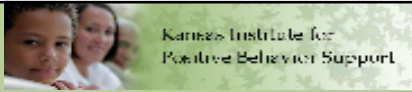
DAY 2 REVIEW

• Critical Features of Positive Behavior Support

• Principles for Prevention

• Key Tenets of Behavior

• Functional Behavior Assessment Process
  – *through Hypothesis Statements*

Critical Features of PBS

• 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

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" (strategies)
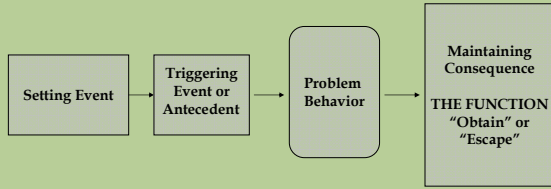
Steps in Functional Assessment

Day 2 Training
- Define the behavioral challenge/identify specific behaviors and define target behaviors
- Gather information using FBA tools
- Generate a hypothesis statement about function of behavior

DAY 3 Training
4. Build a "Competing Behavior Pathway" to identify possible elements of a Behavior Support Plan
5. Design a Behavior Support Plan
6. Plan for effective implementation of the Behavior Support Plan
7. Monitor regularly and modify based on observed progress

Practice Hypothesis Statements

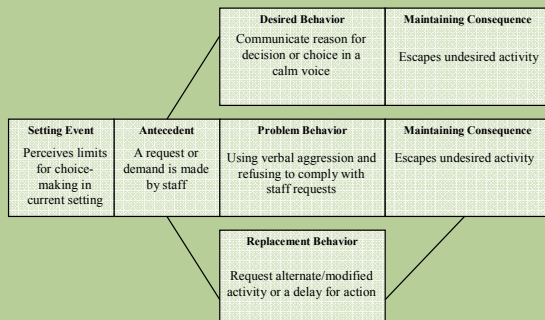| Setting Event | → | Triggering Event or Antecedent | → | Problem Behavior | → | Maintaining Consequence THE FUNCTION "Obtain" or "Escape" |

Case Example

Albert is a 27 year-old with developmental disabilities. He is currently served through XYZ Services where he is supported through a day program and independent living services.

Albert was referred to the XYZ Behavior Support Team due to his continued verbal outbursts and refusal to comply with staff requests. If his behavior continues, he could be removed from the day program.

Through the functional behavior assessment process, the team has developed a hypothesis statement.

Setting Event	Antecedent	Problem Behavior	Maintaining Consequence
Perceives limits for choice-making in current setting	A request or demand is made by staff	Using verbal aggression and refusing to comply with staff requests	Escapes undesired activity

Competing Behavior Diagram

	Desired Behavior	Maintaining Consequence
	Communicate reason for decision or choice in a calm voice	Escapes undesired activity

Setting Event	Antecedent	Problem Behavior	Maintaining Consequence
Perceives limits for choice-making in current setting	A request or demand is made by staff	Using verbal aggression and refusing to comply with staff requests	Escapes undesired activity

	Replacement Behavior	
	Request alternate/modified activity or a delay for action	

Functional Assessment & PBS Planning
A Logical Link
(Adapted from O'Neill, et al., 1997)

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
Perceived limits in choices	Request/demand made by staff	Verbal aggression	Escape from undesired activity
Setting Event Interventions	**Antecedent Interventions**	**Teach New Skills**	**Consequence Interventions**
• Create opportunities for choices across activities • Provide Albert with schedule of events & menu of tasks that need to be completed. • Cultivate environment that reinforces appropriate communication skills	• Modify task difficulty • Staff will refer to task menu when making a request. •Staff will be less directive and demanding. Albert & staff will agree on approach that will be used to make a request. • Staff will verbally identify options of what to work on next.	• Teach Albert to request an alternative work assignment or to make a request for delay - "I will do it in 5 minutes." • Teach Albert about how to discuss and relate choices in a calm voice.	• When Albert calmly requests alternate activity, he will be allowed to avoid the task and will be offered options. • Reinforce Albert for making a request or stating reasons in calm voice. • Staff will avoid coercive interaction patterns.

Brainstorming Interventions

- Start with the hypothesis statement in four boxes

- Engage team in a brainstorming session to identify a number of strategies in each category

- Later, choose from the brainstorming list the interventions that *best* reflect the team's values, resources, and preferences

Setting Event Interventions

- Changes context in which behavior is more likely to occur

- Creates a need for organization-wide and systems change

- Developing interventions around setting events requires agreement and participation from

Setting Event Interventions

- Minimize or eliminate the likelihood of setting event
- Intervene medically to minimize physiological setting events
- Change the expectations for an individual on the days that the setting events occurs
- Neutralize the effects of the setting events
- Increase prompts for appropriate behavior
- Increase the value of reinforcement for positive behaviors
- Promote positive interactions and communication with others

Setting Event Interventions
Examples

- Change medication or seeking medical treatment
- Provide access to preferred activities before antecedent
- Provide pre-correction & prompting
- Provide reinforcement for positive behavior
- Promote activities that foster positive communication/social skills

Antecedent Interventions

- The goal of most of antecedent interventions is to reduce the future occurrence of problem behavior.
- The interventions can be generally categorized
  - Eliminate the event altogether and then fade in task over time
  - Make the task less aversive by changing how it is presented or making it easier

Antecedent Interventions

Eliminating an event

Sometimes an antecedent event can be eliminated.
By removing the event, problem behavior is prevented.

Example:

Susan has an intense fear of snakes. As part of her delivery job, she has to make deliveries at a pet shop that has many snakes and other reptiles in the front of the store. Susan engages in problem behavior on the days that she makes deliveries to the pet shop. An antecedent intervention would involve changing Susan's route so she does not have to go to the pet shop. In this way, her fear of snakes and the problem behavior associated with it are avoided altogether.

Antecedent Interventions

Make a Task Less Aversive by:

- Maximizing reinforcement
- Increasing probability of desirable behavior
- Be less directive
- Modifying tasks
- Providing additional supports
- Making tasks more meaningful
- Ensure adequate reinforcement
- Enriching environment or activity
- Bridging activities

Antecedent Interventions

Example:

A functional assessment indicated that negative, demand statements made by Beth's job coach triggered escape-maintained problem behavior. The coach would say, "Remember, you need to work without whining," or "There is no hitting." As soon as the coach would mention a rule, Beth would begin engaging in these problem behaviors and the intensity of Beth's problem behaviors increased over time. The antecedent intervention involved eliminating any demand statements and ignoring Beth's problem behavior. Eliminating the use of demand statements and increasing nonverbal cues for the work task led to an immediate reduction in the frequency and intensity of Beth's problem behaviors.

Antecedent Interventions F.Y.I.

- Interventions take planning and usually involve training staff about "Rules of Engagement".

- Antecedent interventions are usually more about effecting staff behavior than the target individual's behavior

- "Antecedal interventions are much more effective than consequential interventions." (Bowen, B. *Changing coercion to cooperation*. David Mandt & Associates, 2007.)

Teaching New Skills
"Behavior Interventions"

- Identify a desirable behavior that will serve the same function as the problem behavior
- Agree on a replacement behavior that provides individual with an alternate method to achieve same function
- Both the desired and replacement behaviors must be perceived by the individual as more efficient when compared to the problem behavior
- Develop method to shape to desired behavior

Replacement Behavior vs. Desired Behavior

REPLACEMENT BEHAVIOR	DESIRED BEHAVIOR
Positive communication or social behaviors that serve the same function as the problem behavior.	Positive communication or social behaviors that are the expected "norm" in similar social/work situations.
These behaviors may be present in situations that do no result in problem behavior.	These behaviors must be taught, modeled, and reinforced frequently.
The individual is taught to attach or generalize behavior to new situations.	The individual is taught positive & functional communication skills.

Examples of Teaching New Skills

- Teach the person to request a break

- Teach the person a self-management strategy (how to monitor their own behavior and seek out reinforcement independently in a positive manner)

- Teach the person an equivalent social skill (relaxation, anger management)

Consequence Interventions

- Are important when teaching new skills
  - the goal is to make the problem behavior inefficient compared to new behaviors

- Extinction: involves withdrawing or terminating reinforcement that maintains problem behavior

- Includes strategies like ignoring problem behavior

- Withdrawing or terminating reinforcement can result in an "extinction burst"
  - problem behavior may increase temporarily before decreasing

Consequence Interventions

- Intervene early before problem behaviors increase in intensity (we often ignore early signs that are not as problematic and respond to serious problems)

- Redirect person early in the chain of problem behaviors

- Minimize reinforcement for problem behavior & increased reinforcement for desirable behavior,

- Avoid engaging in coercive interactions; instead, redirect the individual toward an alternative response

- Develop crisis management strategies to ensure the safety of the individual and those in his or her environment

Selecting Interventions with Good Contextual Fit

- **Contextual Fit** - assess the fidelity of the PBS plan and how satisfied the individual and those who know the individual are with the plan.

- It is important to evaluate the resources, time invested, and satisfaction of the individuals who are responsible for implementation.

- The team may want to identify when support providers vary from the intervention, so that corrective feedback and additional training can be provided.

Until Next Time