

Introduction to Positive Behavior Support in Kansas

PBS Kansas
August, 2007



Positive Behavior Support

- Valued outcomes by the child, family and team
- Science of behavior and biobehavioral (physiological issues, mental health)
- Empirically validated procedures
- Systems change

In order to enhance quality of life and prevent problem behavior

Valued Outcomes

- PBS plans are a good fit for those who are supporting a child or adult given their
 - Values
 - Skills
 - Resources
- The interventions selected are considered culturally important
- Plans build on child/adult strengths and increase quality of life

Science of Behavior and Biomedical Issues

- Based on applied behavior analysis
 - Long history of effective interventions
 - Clear research documenting why individuals behave the way they do in different settings
- Consideration of biomedical issues
 - Mental health
 - Physiological issues underlying behavior
 - Classical conditioning
 - Medications

Empirically Valid Procedures

- Strategies used have been proven effective in research literature
- Emphasis on using applied behavior analysis to....
 - Teach new skills that will replace problem behavior
 - Reinforce positive social skills and decrease reinforcement for problem behavior
 - Redesign the environment in order to prevent the likelihood that problem behavior will occur

Systems Change

- Training one person to become an expert is not an effective approach
- Teams supporting students learn how to identify new strategies
- Organizations change how they promote positive social behaviors, prevent problem behavior, and respond to the occurrence of problem behavior
 - Trainings about PBS
 - Direct involvement by all staff in creating new strategies
 - Consumer driven approaches (families, students, adults with disabilities)
 - Ongoing data based decision making

Examples of Systems Change

- **School-wide Positive Behavior Support**
 - District planning teams change policies, organize resources, create internal training processes, evaluate and support SWPBS
 - School-wide planning teams meet on a regular basis, gather self assessment data, share and make decisions with faculty
- **Organization-wide Positive Behavior Support**
 - Organization planning teams change policies, organize resources, create internal training processes, evaluate and support PBS
 - Smaller teams meet within organization based on what types of services are provided (family support, adult residential settings, etc.)

First Example: School-wide Positive Behavior Support

Activity:

As you read these slides, identify the processes that can be used in your organization (developmental disability services, providers in child welfare, mental health settings)

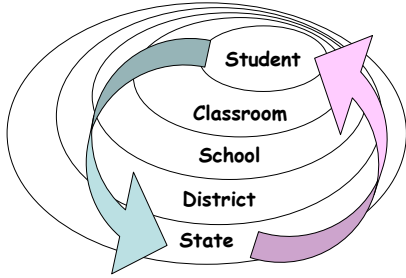
**Wait! I don't work in a school setting.
Why Should I Learn About School-wide PBS?**

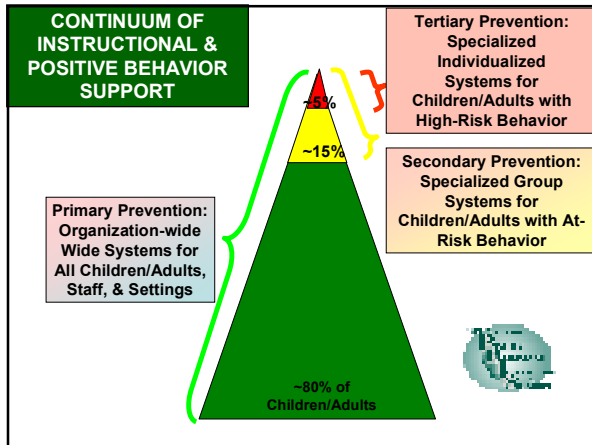
How SWPBS applies to You

- Strategies for implementing PBS are similar in other organizations
- Important concepts include
 - Consensus building with all staff
 - Creating proactive social skills training
 - Reinforcing positive behaviors observed
 - Consistent responses to problem behavior
 - Strategies for preventing problem behavior before it escalates
 - Using data to identify what types of settings are most problematic

Learn more about organization-wide planning at www.pbskansas.org

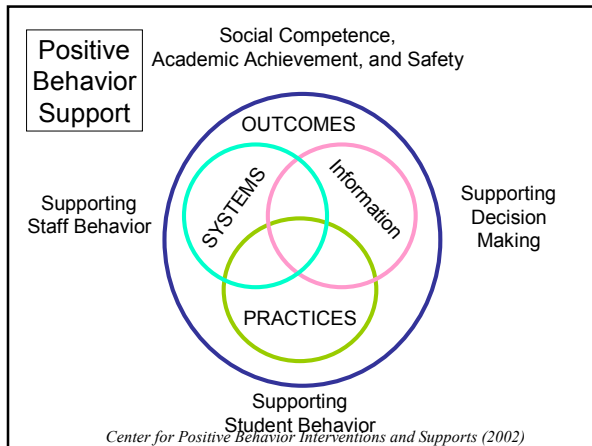
School Implementation Levels Example:
Changing Contexts at all Levels





Big Ideas

- 3-5 years
- Organizational Framework
- Critical Features same across schools-unique to the culture of the school
- Invest in Coaching Capacity



- ### Elements of School-wide PBS
- Establish a team/faculty buy-in
 - Establish a data-based decision-making system
 - Modify discipline referral process/forms
 - Establish expectations & rules
 - Develop lesson plans & teach
 - Create a reward/incentives program
 - Refine consequences
 - Monitor, evaluate, and modify

- ### Primary Prevention-Schools
- Teach all children social skills
 - Work directly with all of the faculty to identify 3-5 expectations that will be systematically taught
 - Systematically reinforce positive behaviors observed
 - Create consistent responses to the occurrence of problem behavior
 - Establish a way to graph problem behaviors that is easy to use for school teams

Primary Prevention-Supporting Adults with Disabilities

- Adults identify the important social expectations within their homes
- Emphasis is placed on prompting self determination (making meaningful decisions in life independently)
- Prompting and teaching key social and communication skills that will ensure individuals are growing more confident and independent throughout their lives

Secondary Prevention

- Identify children and adults who need support early before challenging situations arise
- One or more office referrals/incident reports create an automatic referral to behavior support team
- Targeted, individualized, small group interventions
 - based on functional behavioral assessment information
 - Provide more social skills teaching and positive feedback
 - Teach self management strategies and increase supports for success
 - Provide multiple opportunities for high rates of academic success or social success across settings

Critical Features

- Intervention is continuously available
- Rapid access to intervention (less than a week)
- Very low effort by staff
- Positive system of support
 - Students adults agree to participate
 - Person-centered process
- Implemented by all staff/faculty in a school/organization
- Flexible intervention based on assessment
 - Functional behavioral assessment

Tertiary Prevention

- Children engaging in serious problem behaviors
- Create a team with the child
 - Person-centered or wraparound plan
 - Functional behavioral assessment
 - Positive behavior support plan
 - Interagency collaboration



First Steps in PBS Process

- Medical check-up to ensure there isn't a health problem or medical issue
- Establish the team
 - Family members
 - School professionals
 - Friends and community
- Wraparound or Person-centered Planning

Building Effective Teams

- Teach team building skills before starting PBS process
- Work on building strong network of team members
- Continue to build team skills throughout process
- Pay attention to ratio of positive statements

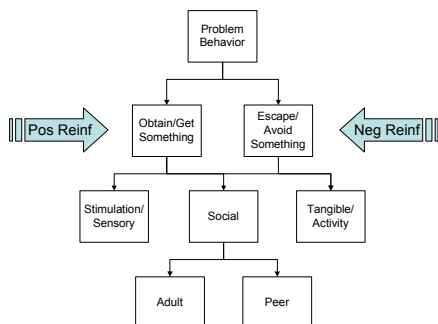
Wraparound and Person-centered Planning

- Creates a vision for the team
- Process for identifying ideal lifestyle and ensures service coordination is effective
- Focus on the child and family strengths
- Gathers important information for the PBS plan
- Decreases the need for more intensive interventions
- Priority and control is given to the family and child

Functional Assessment

1. Describe the problem behavior clearly
2. Identify the events, times, and situations that predict when problem behaviors both occur and do not occur
3. Identify the consequences that maintain a problem behavior
4. Develop a hypothesis
5. Confirm the hypothesis using direct observation

Functions



Developing a Hypothesis Statement

A Good Hypothesis Statement Includes the Following Components:

1. **Setting Event** (sets stage for problem behavior)
2. **Antecedent** (trigger for problem behavior)
3. **Problem Behavior**
4. **Consequences** (immediately follow problem behavior)

Hypothesis Statement

Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
Change in schedule	No attention from teacher or peers	Pulls hair when someone is nearby	Immediate attention

Linking the Functional Assessment to PBS Planning

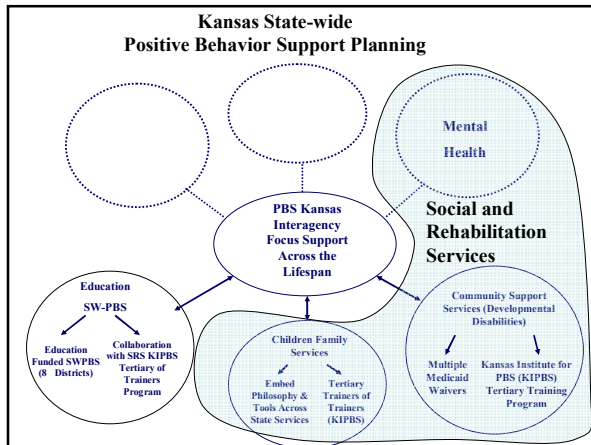
Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
Change in schedule	No attention from teacher or peers	Pulls hair when someone is nearby	Immediate attention
Setting Event Interventions	Antecedent Interventions	Teach New Skills	Consequence Interventions
<ul style="list-style-type: none"> • Alert teachers to changes at home • Rehearse changes before school with picture schedule Temporarily increase attention on days when changes occur 	<ul style="list-style-type: none"> Provide one on one paraprofessional on days with schedule changes • Provide high levels of attention and structure activities that encourage interaction 	<ul style="list-style-type: none"> • Teach child to initiate a positive interaction request for attention with picture schedule 	<ul style="list-style-type: none"> • Reduce attention for hair pulls • Reward child when he successfully completes time alone with no hair pulls

(Adapted from O'Neill, et al., 1997)



Kansas Statewide PBS Action Planning

Initiated in July, 2005



Stakeholder Participation

- Stakeholders who were familiar with PBS were invited from throughout the state to participate in the planning process
- Stakeholders include:
 - Families
 - Self-advocates
 - State level administrators representing government policy agencies, communities and schools
 - Service providers
 - Educators
 - Advocates
 - Community members

Statewide Adapted PATH Format

Next Steps	6 Months	12 Months	2 Years	3 Years	Vision

Kansas Statewide PBS Action Plan

Themes or Areas of Focus

- Training
- Evaluation
- Funding/Policy
- Systems Integration
- Public Awareness

Vision and Mission Statements

• PBS Kansas Mission Statement

The PBS Kansas (PBSKS) initiative promotes the use of proactive, evidence-based strategies to meet the social and emotional needs of all Kansans by partnering across systems to enhance behavioral expertise and use new and existing resources in an efficient, effective manner.

• PBS Kansas Vision Statement

Healthy relationships built by Positive Behavior Support (PBS) enhance quality of life across the life span.
