

PBS
Extravaganza!

Families Together Conference
February 27, 2010

Matt Enyart
The ARC of Douglas County

Kelcey Schmitz
University of Kansas

Katie Zerr-Hargrove
The ARC of Douglas County

Our goals for you today

- Give you an understanding of the **basic concepts** of Positive Behavior Support
- Learn some strategies that will help you understand **why** your child engages in challenging behavior and **how** they are maintained
- Strategies to **prevent** problem behavior
- “Make and Take” **tools** to use at home
- **Resources** for future use
- Have some **fun** while talking about serious issues!

Key points to remember!!

- **P**revent and teach...instead of punish!
**Punishment addresses the symptoms of a behavior problem.*
- **B**e planned and positive, not reactive and punitive!
- **B**ehaviors serve a purpose- they have a payoff
- **4:1**- Give 4 “strokes” for every “poke”-**REINFORCE** the behaviors you **WANT** to see!

A new way of thinking of behavior problems

If a child doesn't know how to read,
we teach
If a child doesn't know how to swim,
we teach
If a child doesn't know how to multiply,
we teach
If a child doesn't know how to drive,
we teach
If a child doesn't know how to behave,
we... Teach?
Punish?



Why can't we finish the last sentence as automatically as we do the others?
John Herner, Counterpoint (1998, p. 2)



Two approaches to Challenging Behavior

1. The *child* is the problem and needs to be dealt with using punishment and discipline
-easily fall into trap where behaviors are punished instead of taught
2. The child is *using the behavior to have a need met* and needs to manage negative behaviors and learned desired behaviors

Positive Behavior Support

- Three tiered *proactive* and *preventative* approach to discipline
- Enhance Quality of Life
- Decrease Problem behavior
- Builds Positive Relationships
- Encourages Positive Behavior



What makes PBS different?

1. Focuses on the use of **positive strategies** that are respectful of the child
2. Strategies are **individualized**
3. Strategies **focus on helping the child**:
 - Gain **access** to new environments
 - Have **Positive Social Interactions**
 - Develop **friendships**

The Center on the Social and Emotional Foundations for
Early Learning University of Illinois at Urbana-Champaign
csefel.uiuc.edu

Moving from reactive discipline...

Traditional Behavior Management

1. Views individual as "the problem."
2. Attempts to "fix" individual.
4. Sanctions aversives- *if they have a painful enough experience after the behavior maybe they will stop*
5. Takes days or weeks to "fix" a single behavior
6. Implemented by a behavioral specialist often in atypical settings.
7. Often resorted to when systems are inflexible.



To proactive supports


Positive Behavioral Support

1. Views systems, settings, and skill deficiencies as "the problem."
2. Attempts to "fix" systems, settings, and skills.
3. Creates new contacts, experiences, relationships, and skills.
4. Promotes positive approaches.
5. Takes time to create responsive systems, personalized settings, and appropriate empowering skills.
6. Implemented by a dynamic and collaborative team using person-centered planning in home/school/community settings.
7. Flourishes when systems are flexible.



Positive Behavior Support
Interventions are
PLANNED & POSITIVE
not
REACTIVE & PUNITIVE!

PBS is not a quick fix
and requires an
investment of time and
commitment to the
process.



Florida's Positive Behavior Support Project

You need to know that...

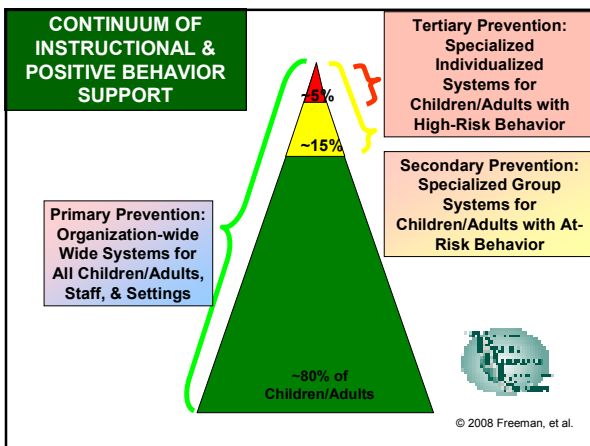
- PBS requires a **high level** of commitment from all participants and should be done systematically with appropriate, professional supports and follow through.
- If your child has severe and significant Problem Behaviors you should seek professional help.

Key points

- Focus has been on punishment
 - Reprimands
 - Loss of privileges
- Research tells us punishment, without other positive strategies is NOT effective
- Teaching and rewarding is better than waiting for problem behavior to happen before responding
- Preventative strategies can be much less stressful and require lower levels of emotional energy when compared to the time spent coping with crisis.

PBS is a 3 tiered approach

- Tier 1- Universal Strategies- for all individuals
- Tier 2- Secondary Prevention- some individuals (at-risk)
- Tier 3- Tertiary or Individualized- intensive support for chronic problem behaviors



If we only punish the child after the misbehavior occurs, we will **not** **make a lasting change** in the behavior, as it may only be temporarily suppressed.

Pitfalls of Punishment

- Punishment reinforces the person giving the punishment.
- Punishment may escalate the behavior in the person being punished. *Pain and humiliation typically escalate behavior.*
- Punishment might result in the person **avoiding** the punishing environment or the person who is punishing.
 - For example, a child who is punished by one parent may avoid that parent or not exhibit the behavior while with that parent but does with the other parent.

- Punishment **models negative behavior** and **sets a poor example**, especially for children.
- Punishment may lead to **control battles** and escalate behavior.
- Punishment creates a **negative atmosphere**
- Punishment is **short term** solution that has **no effect** on increasing appropriate behaviors in the long term. It does not teach an alternative behavior.

Just think, if you were criticized or punished everyday at work or home how you might feel about that environment!

Positive Behavior Support Plan Components

1) **Person Centered Plan**- a process that creates a whole life plan based on the desires of the focus person.

- a way of thinking about people that respects their interests, hopes, dreams, and desires.
- way to capture the focus person's beliefs about what a better life would be and can unify a team around this vision.

2) **Functional Behavior Assessment**- details about the events that predict and maintain a child's problem behavior.

Person Centered Planning Steps

1. **Develop a vision**

2. **Develop a plan**

3. **Evaluate the plan**

4. **Make any needed changes or adjustments**



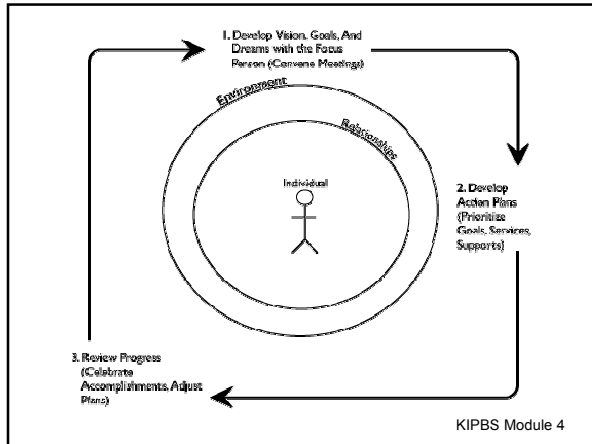
Goal of PCP is to increase Quality of Life

- Relationships
- Community Places
- Choice
- Home
- Work, Day, School
- Choice
- Competence
- Health and Behavior
- Respect

Person-centered Planning

- Creates a vision for the team
- Process for identifying ideal lifestyle
- Focus on the positive
- Gathers important information for the PBS plan
- Decreases the need for more intensive interventions
- Priority and control is given to the individual






Change is a Team Process

- Everyone has to be involved in planning
- Collaboration is the key to successful change
- Communication strategies must be effective

About my kiddo



Strengths	Competence-skills needed	Interests (Likes)
Accomplishments- <i>what has the child/team done well?</i>	People/Places- <i>Where do they go? Where would they like to go?</i>	My child's dream- <i>what does he/she want or want more of?</i>

Next Steps:

 **Poor examples of PCP goals**

- Marsha will use her words to state what she needs in order to reduce her physical outbursts.
- Steven will follow directions from staff in order to complete requested activities.
- Amber will follow her diet in order to lose 10 pounds before the end of the year.
- Kelly will continue living at home.

Activity- Routines

- Write down as many routines that occur in your house
 - Getting ready for school, after school, homework, bath/bed time etc
- Circle the ones that are the most stressful.
- Keep those in mind as we challenge you to think about more proactive and consistent ways to handle those routines

Behaviors that make life challenging

- In the first column write down all the challenging behaviors your child has
 - Refusing to get out of bed
 - Using foul language
 - Hitting/kicking siblings
 - Running into the street
- In the second write down all the positive behaviors
 - Loving
 - Likes hugs and kisses
 - Helps take out the trash
- Which column was easier to do??
- Match the challenging behavior to the routine it occurs within
- Prioritize the behaviors/routines you would like to work on at home

Huesner Elementary School-
Salina, Ks

<http://www.usd305.com/heusner/default/chlds/Character.htm>

- **P**erseverance - Working hard and not giving up
- **R**espect - Showing regard for the worth of someone or something
- **I**ntegrity - Consistently being truthful, fair, and honest
- **D**ependability - The ability to be counted on and trusted
- **E**mpathy - Understanding others' feelings

**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



The **A****B****C**'s of PBS

- **A**ntecedent -What happens before the behavior?
What "triggers" the behavior?
- **B**ehavior-What is the behavior?
- **C**onsequence- What happens after the behavior? (What is the response? What do others in the environment do?)
- **S**etting Event- what sets the stage for the behavior?

Setting Events

Setting events	Antecedents	Problem Behavior	Consequence
----------------	-------------	------------------	-------------

Setting events affect how a child will respond to situations by temporarily increasing or decreasing reinforcers in the environment

- Environmental (noise levels, sitting next to a peer, late to work)
- Social (fight during lunch, family crisis)
- Physiological (sickness, allergies, sleep deprivation)

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speccomm/main.php?cat=behavior§ion=pb sint/main>

Examples of Setting Events

- medications were changed
- slept fewer/more hours than usual
- showed some symptoms of illness
- demand situations
- chaotic/demand environment
- surprise visits from people
- experienced a long waiting time
- had a fight with peer
- temperature of environment was too hot/cold

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speccomm/main.php?cat=behavior§ion=pb sint/main>

Antecedent Events (Triggers)

Setting events	Antecedents	Problem Behavior	Consequence
----------------	-------------	------------------	-------------

- Immediately precedes a problem behavior
- Can be related to time of day, people, specific settings, the physical surrounding, or particular activities
- Common examples include verbal demands, specific assignments, certain peers or individuals

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speccomm/main.php?cat=behavior§ion=pb sint/main>

Consequences

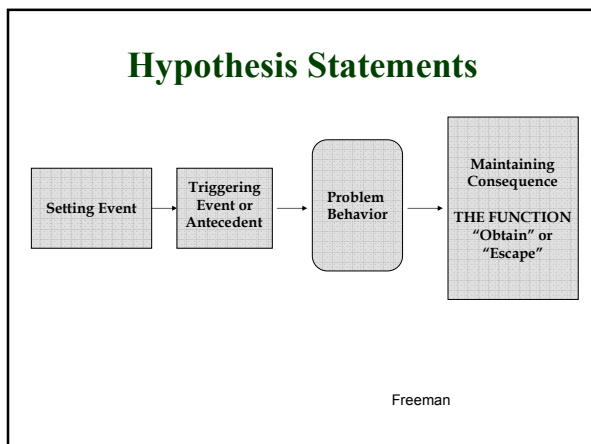
Setting events	Antecedents	Problem Behavior	Consequence
----------------	-------------	------------------	-------------

➤ An event that occurs after the problem behavior

➤ Common consequences include attention, the removal of a difficult task, or the getting something the child wants

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=behavior§ion=psaint/main

Setting Events "slow trigger"	Antecedent- "fast-Trigger"	Challenging behavior	Consequence
<ul style="list-style-type: none"> *Set the stage for behaviors to occur *Temporarily alter the effects of reinforcers and punishers. Setting events increase the likely hood that the antecedent will trigger a behavior. *(noisy area) Social (other people) or physiological (illness, flu, etc) *Setting events do NOT trigger behavior. *Setting events can occur days, weeks, hours or minutes before or can occur at the same time. *Setting events explain why a person may respond cheerfully to a request to assist in a household chore on one day and with great resistance and anger on another. *Too much noise in cafeteria *Mental illness *Headaches *Death of a family member *Not enough sleep *Too much sleep *Hunger 	<ul style="list-style-type: none"> *Occurs immediately prior to the child engaging in problem behavior. These are the circumstances that lead to the behavior *Antecedents can be people, places, activities, sounds, smells, time of day. *Antecedents can also be demands or requests of the individual to engage in non preferred activities. *Antecedents can also be the absence of a certain person or engagement. *Proximity of other people *Substitute teacher *Verbal demands *Criticism *Teasing *Attention *Presence or absence of specific people, materials, events *Lack of attention 	<p>Challenging behavior may include shouting and screaming, violence, pacing and wandering, biting self and others, throwing objects, repetitive questioning, tearing clothes, angry or tearful outbursts or disturbed sleep patterns.</p>	<p>Consequences are the events that directly follow a behavior.</p> <ul style="list-style-type: none"> *Positive reinforcement: Positive reinforcement of problem behavior involves the <u>presentation</u> of certain events or items when the behavior occurs that increases the likelihood of the behavior happening Toys, praise, physical attention, and even "negative" attention are examples of events or items that are often identified as reinforcers-the reward is tied to the behavior *Negative reinforcement: (removal of events or items) A behavior can also be reinforced by <u>escaping or avoiding</u> an event, item, or activity. *Hot water in the shower causes us to turn off or down the water to cool it off. *We follow the speed limit to avoid a ticket *We pay our bills to avoid late fees *taking medicine to get rid of a headache *Punishment: Punishment results in a decrease in behavior. * A common mistake is to assume that a consequence is punishing for a child without considering whether the child's behavior is increasing or decreasing when the consequence is presented. *The use of consequences such as time out, detention, and in-school suspension may actually be increasing the likelihood of problem behavior for child's who engage in problem behavior to escape class or obtain attention from teachers and peers.



Activity



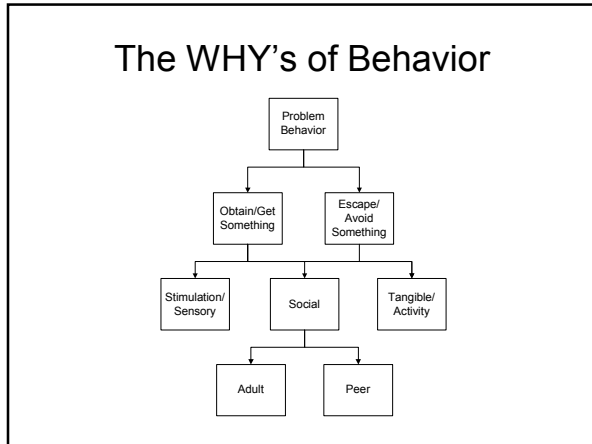
- Think of the last time you observed a problem behavior...
- Complete the table with the antecedent, behavior and consequence

Antecedent Behavior Consequence (ABC)
Recording Form

Antecedents What happens before the behavior occurs?	Behavior	Consequence What happens after? What was the response?

General categories of problem behavior


- Behavior that produces **attention** or other desired events
- Behavior that allows the person to **avoid or escape** demands or other undesired events/activities
- behavior that occurs because of its **sensory consequences** (relieves pain, feels good, etc.)



FUNCTION

- Determine the function of behavior FIRST
- Pitfalls of not determining function first
 - Inadvertently reinforcing the behavior
 - Wasting time and becoming even more frustrated☹
- Tools to determine Function
- Payoff? What does the child get from engaging in the behavior?

"Life is ten percent what happens to you and ninety percent how you respond to it." - Lou Holtz



Investigate

- Where/when do you see the behavior?
- Where/when is the behavior least likely?
- Who is around when the behavior happens ?
- What happens before-what seems to trigger the behavior?
- What happens right after the behavior?
- How do others respond?
- Why do you think the child does this behavior?
- What would be ok with him/her doing instead?

Summary

1. My child's problem behavior looks and sounds like:

I think the reason (or function) they do the behavior is: (circle one)

Communication Attention Sensory Avoid/Escape

2. Summarize-(Hypothesis Statement)

When _____ occurs, the student _____
in order to get _____.

Setting Event interventions	Antecedent interventions	New Skills	Consequence 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 occur 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 •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	The goal of most of antecedent interventions is to reduce the future occurrence of problem behavior. 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 •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	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	Extinction: involves withdrawing or terminating reinforcement that maintains problem behavior Includes strategies like ignoring problem behavior •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 & increase 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

Functional Assessment & PBS Planning

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

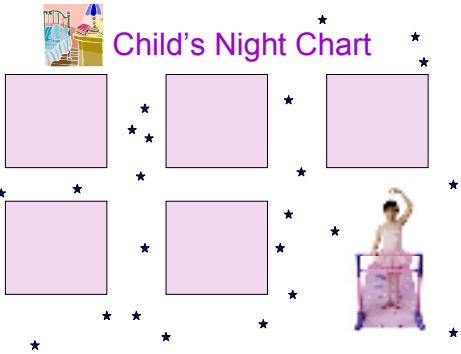
Setting Event	Antecedent (Trigger)	Problem Behavior	Consequence
Perceived limits in choices	Request/demand made by staff	Verbal aggression	Escape from undesired activity
Setting Event Interventions	Antecedent Interventions	Teach New Skills	Consequence Interventions
• Create opportunities for choices across activities • Provide 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. •Staff will verbally identify options of what to work on next.	• Teach to request an alternative work assignment or to make a request for delay - "I will do it in 5 minutes." • Teach child about how to discuss and relate choices in a calm voice.	• When the child calmly requests alternate activity, he will be allowed to avoid the task and will be offered options. • Reinforce the child for making a request or stating reasons in calm voice. •avoid coercive interaction patterns.

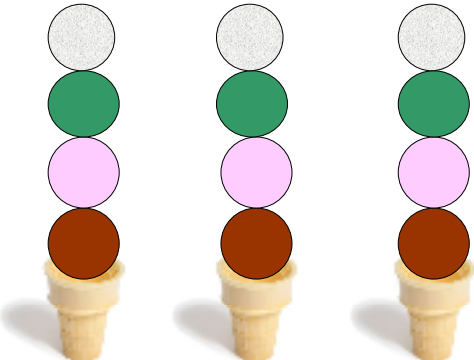
Some examples of strategies



Schmitz, 2006

Child's Night Chart






Strategies			
Setting event	Triggers	Behavior	Response
Setting event Interventions	Strategies <small>*Avoid difficult situations *Make routines easier *remind</small>	New Skills	New Responses <small>*reward good behaviors</small>

Rewards/Reinforcers	
Tangible- <small>(food chips, crackers, popcorn, mini m&ms.) (object toy from happy meal, sticker, bubbles)</small>	Social (praise, attention)
Activity (video clip, catch, ride bike)	Other-


The Plan	
1. What is the behavior you want to change?	
2. What would be a better behavior?	
3. How can you teach and reinforce the new behavior?	
4. How can you prevent the behavior?	

The Plan pt. 2


5. What reinforcers will we use to reward the appropriate behavior?




6. How will we monitor progress?



7. Who needs to be involved and what will their role be?



8. What are the material/training/support needs ?



Action Plan

What?	Who?	When?	Comments

Resources

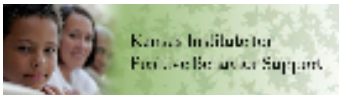
- The Kansas Institute for Positive behavior Support
www.kipbs.org
- The ARC of Douglas County
www.theardccrosskansas.org
- PBS Kansas
www.pbskansas.org
- Office of Special Education - *Technical Assistance Center on Positive Behavior and Intervention Supports*
www.pbis.org
- University Of Minnesota Center for Early Childhood Development
<http://www.cehd.umn.edu/ceed/profdev/TrainingInstitutes/SummerInstitute/2008PBSPBSResources/default.html>
- Kansas Parent Information Center
<http://www.kpic.org/resource/445>
- Association of Positive Behavior Support
www.pbis.org
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
<http://www.vanderbilt.edu/csefel/index.html>

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.

Horner



What is KIPBS?

The Kansas Institute for Positive Behavior Support (KIPBS) at the University of Kansas was established November of 2001.

KIPBS MISSION

- ❖ Train professionals who will facilitate individual PBS and PCP planning within their regions;
- ❖ Create a unified network of professionals who use systems change strategies to embed PBS and PCP processes into their organizations

What is a KIPBS Facilitator?

Definition of the word "Facilitator"

"A person that skillfully helps a group of people understand their common objectives and plan to achieve them without personally taking any side."

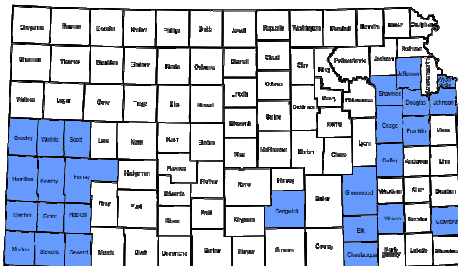
So What is a KIPBS Facilitator?

- A PBS Facilitator is **not** a therapist, psychologist, doctor, or counselor.
- A PBS Facilitator IS a well trained, experienced, child service professional who has completed the KIPBS Facilitator Certification Criteria in Kansas.

Who can receive PBS Facilitation and how do you qualify?

- A child, (ages 0-21),
 - who exhibits challenging behavior and/or who is developmentally disabled including mental retardation
 - and/or has a verifiable diagnosis of autism,
 - and/or has sustained a traumatic brain injury
 - and qualifies for a Kansas Medical Card.
- To determine if your child qualifies contact KIPBS to locate your closest PBS Facilitator.
- If your child is eligible they may be granted up to two years of services.
- This is a one time offer. Once Services have been authorized and rendered your child's eligibility is over. The parents and team should continue with supports.

KIPBS Facilitator Distribution
 September 2009



http://kipbs.org/new_kipbs/familyInfo/map.html

Ideas for Getting Started

- Get involved with PBS Kansas or Regional Planning
- Learn more about what schools and organizations are doing in your area
- Request a KIPBS presentation in your region
 - Send an email to patk@ku.edu
- Visit the PBS websites and become more informed
- Encourage team members apply for the KIPBS training

Contact Information

<p>Kelcey Schmitz</p> <p>University of Kansas Dole Human Development Center 1000 Sunnyside Ave., Room 1028 Lawrence, KS 66045</p> <p>kschmitz@ku.edu 785-864-0510 www.kipbs.org</p>	<p>Matt Enyart Katie Hargrove</p> <p>The ARC of Douglas County 2518 Ridge Ct Ste 238 Lawrence, KS 66046</p> <p>menyart@theardcks.org kzerr@theardcks.org 785-749-0121 www.theardcacrosskansas.org</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

