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Module 3: Functional Behavioral Assessment and Positive Behavior Supports

Slides 1, 2, 3, 4

No voiceover

Slide 5: Mental Health Wellness for Individuals with Intellectual and Developmental Disabilities (MHW-IDD)

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Slide 6: Functional Behavioral Assessment and Positive Behavior Supports

Welcome to the Functional Behavior Assessment and Positive Behavior Supports Module. This module is directed towards Direct Service Workers, or DSWs, as they are fundamental to supporting recovery and mental wellness in individuals with an IDD. However, the intended audience truly extends beyond those who are paid direct service workers. While the focus is on DSWs, the information in this module applies to all caregivers and other people who support individuals with an IDD.

Objectives:

In this module, we will:

- 1.** Introduce the concepts of positive behavior support and functional behavior assessment.
- 2.** Describe the ABCs model in understanding why behavior occurs, and
- 3.** Review the role of the DSW in this process.

Outline:

- I.** What is Positive Behavior Support?
- II.** Understanding Behavior

- III. Functional Behavior Assessment
 - a. Introduction to ABCs Model
 - b. Setting Events
 - c. Replacement Behaviors and Skill Building
 - d. Choosing Reinforcers
 - e. Building Relationships
 - f. Ongoing data collection and sharing
- IV. Supporting Individuals through PBS

Outcome:

By the end of the module, learners will understand the purpose of functional behavior assessment and learn to identify the functions of an individual's behavior based on an individual's specific needs and goals. Participants will learn how to use positive behavior support and will be able to use more effective means of communication (and other skills) to help individuals to get their needs and desires met.

Slide 7: What is Positive Behavior Support? (Slide 1 of 7)

The Association for Positive Behavior Support defines Positive Behavior Support (PBS) as “a set of strategies used to **increase quality of life** and **decrease challenging behavior** by teaching new skills and making changes in a person's environment.”

In PBS we want to help an individual achieve a preferred lifestyle by using a person-centered approach. This approach includes encouraging the person to maintain a social network and consistent involvement in their community. We can do this by changing their environment so that direct challenges are less likely to occur, and by helping the person learn new skills so they do not have to resort to challenging behavior to get their needs met. At the same time, we are helping the person learn skills so they can meet their personal goals and lead a meaningful life. When implemented appropriately, PBS can make problem behavior irrelevant, inefficient and ineffective by helping the person to achieve their goals in a socially acceptable manner.

Slide 8: What is Positive Behavior Support? (Slide 2 of 7)

Researchers have spent years studying behavior and how to influence it. They've found that by understanding the reason for challenging behavior, a new, more effective and socially accepted response can be developed. PBS is based on this research.

PBS requires three activities:

1. Prevention: Through recognizing and avoiding situations that set up challenging behavior and making environmental changes to set up successful outcomes the person is able to build positive relationships and provide new opportunities for themselves.

2. Teach skills and develop strengths: This entails building upon an individual's existing strengths and skills, and teaching new skills and replacement behaviors that help a person achieve goals
3. Positive interventions: Recognize and reward positive behaviors and accomplishments when they occur.

Slide 9: What is Positive Behavior Support? (Slide 3 of 7)

In your work, you may feel like what you've tried to do to respond to someone's challenging behavior hasn't worked. Whatever you've tried, the person has continued to have challenging behavior. If we *just* respond to a person's behavior without understanding *why* the behavior is occurring, that person will not learn how to get their needs met any other way. The person will continue to engage in a behavior, even if it is destructive or harmful to themselves or others, because it ultimately meets a need.

Slide 10: What is Positive Behavior Support? (Slide 4 of 7)

For example, it could be that someone you support may repeatedly interrupt you whenever you are on the phone. Why? Because it works. You respond to them by giving them your attention, even though you may be responding out of irritation. In spite of your reaction being negative, the interrupting behavior is reinforced, and the person is likely to do it again, because getting your attention is desirable to them.

Helping the person to change their behavior using PBS is a better solution. **PBS is a systematic approach to increase quality of life and decrease problem behaviors by teaching new skills and making changes in the environment.**

Slide 11: What is Positive Behavior Support? (Slide 5 of 7)

It's important to understand that behavior support is different than just *changing* or *"managing"* a person's behavior. The first focuses on relationships, happiness and meaning in life, including understanding why the person does what they do. The focus is on identifying what the person is attempting to communicate through their behavior, then supporting that person to find a better way to get their needs met, without the need for engaging in challenging behavior.

Slide 12: What is Positive Behavior Support? (Slide 6 of 7)

Some interventions only focus on decreasing challenging behavior without considering how these interventions might affect other areas of an individual's life. In contrast, *Positive Behavior Support strategies* are considered effective when interventions result in *increases in an individual's success and personal satisfaction*, and include the enhancement of *positive social interactions* across work, academic, recreational, and community settings. Valued outcomes include increases in quality of life defined by an individual's unique preferences and needs and positive lifestyle changes that increase social belonging.

Slide 13: What is Positive Behavior Support? (Slide 7 of 7)

Sometimes, because of time constraints, stress, and just needing to get things done, we respond with frustration and just want the challenging behavior to stop. Our behavior may show frustration, which usually leads to more aggravation for everyone and can worsen a situation. We must ensure we are paying attention to the person's whole life and supporting long-term changes. We will talk more about specific techniques as we go through this module.

Slide 14 – Application Exercise**Slide 15: Understanding Behavior: Communication Tool**

PBS is founded on the assumption that all behavior is a form of communication and that respective behavior serves a purpose for the person.

A person's behavior can communicate something to us about their needs or desires, either directly or indirectly.

Behavior may indicate that the person is seeking to either gain or avoid something in their environment, or is experiencing pain of some kind. Behavior can also be an indication of post-traumatic stress, a medical, or other psychiatric conditions.

There are other behaviors that may communicate to us that a person is experiencing frustration, anxiety, depression or anger about a need that has not been met. For example, a poor reader may become disruptive when asked to help prepare a meal from a recipe for fear of being called on to read out loud. This person may want to be sent out of the kitchen to avoid looking or feeling stupid. Or, someone who feels overwhelmed by a complex task, like cleaning the house, may shut down and refuse to do it. While others may see the refusal as disobedience or noncompliance, the person refusing the task may simply be trying to manage anxiety about not understanding how to do the task.

Slide 16: Understanding Behavior: Why is it Happening?

Because behavior can originate from many different sources, it is our responsibility to try to understand why the behavior is happening. The challenge for us is to find ways of understanding the interactions between a person and his or her environment so a plan that leads to productive and lasting behavior change can be developed. Using a Functional Behavioral Assessment can help uncover the logic behind a person's behavior pointing the way to positive change.

People can learn and develop more appropriate and effective means of communicating at any time during our lives, particularly when others respond positively and our needs are met.

We'll now move on to discussing functional behavior assessment in more detail.

Slide 17: Functional Behavior Assessment: Introduction

Functional Behavior Assessment is a process for the entire support team to gain an understanding of why a behavior occurs. The goal is to identify what the person is trying to communicate and recognize possible medical and psychiatric issues. Through this process, information, or data, is collected to determine the possible cause of challenging behaviors and to identify strategies to change them.

Behavior Analysts and Behavior Specialists conduct a Functional Behavior Assessment when they are developing a positive behavior support plan, or PBSP. A person’s PBSP outlines concrete things we can do every day to prevent the challenging behavior and hone the skills necessary so we can teach the person to learn positive behaviors.

Slide 18: Functional Behavior Assessment: Introduction, Continued

As part of the person’s support team, you have a very important role in informing the rest of the team about what you observe, what works, and what does not work to support this person. When collecting and providing information about the possible cause of someone’s challenging behavior, it is important to consider the person’s personality and typical disposition, medical conditions and behaviors associated with the condition, and the effects of any medications the person is taking. For instance, a person diagnosed with bipolar disorder may experience increased periods of stress due to changes in medications. Another person may have increased challenges as a result of an undetected allergy, lack of sleep, or a negative experience with peers.

Slide 19: Functional Behavior Assessment: ABCs Model - Introduction

Now, let’s discuss the ABC Model which covers antecedents, behaviors and consequences.

Antecedent	Behavior	Consequence
What happens right before the behavior of interest	The behavior of interest	What happens right after the behavior of interest

The ABC model is how we will think about behavior and determining why behavior occurs. We can use the table shown here as a way to collect data and organize our thoughts about why behavior happens.

Side 20: Functional Behavior Assessment: Antecedents

First let’s discuss the antecedent of a behavior. One way we may understand the function of a person’s behavior is by identifying *what happens right before the behavior occurs*.

An antecedent is an event that occurs before a behavior and makes it more likely that the behavior will occur. Once we have collected data and have some ideas of what antecedents tend to trigger a person to have challenging behavior, we can begin to

make more changes in the environment and our own behavior that can help avoid the occurrence of challenges in the first place.

Slide 21: Functional Behavior Assessment: Antecedent - Examples

Here are some examples of typical antecedents to behavior.

- Myrna's dad *places a magazine on a table in front of Myrna* and then Myrna immediately begins looking at the magazine.
- Tyrone *sits down next to Samuel on the sofa* and then Samuel begins to hit his forehead with his palm.
- Benny *sits down next to Samuel on the sofa* and then Samuel smiles broadly.
- Mary *begins hopping and whining* and then knocks over a chair.

You see that the antecedents occur close in time to the target behaviors. They can be something someone else does, or the something the person himself does, which serves as a warning that the target behavior is coming, and perhaps provides a clue to why it is happening. Knowing what the antecedent is may help us develop an effective intervention that will meet the needs of the individual.

Slide 22: Functional Behavior Assessment: Behaviors

It is important to define the behaviors in terms that everyone understands, and focus on the one or two behaviors that are the most serious. First, we must ALL agree on what that challenging behavior is. We must ensure that every time ANYone sees it, they know they saw it.

Also, it must be something we can actually see. We cannot say that Sarah's challenging behavior is "moodiness". How do you see that? How do you know we agree on what that means? And, how do we know when it starts and stops?

Slide 23: Functional Behavior Assessment: Behaviors, Continued

It is better to describe the specific behavior that tells us Sarah is moody. For instance, Sarah may "yell at people without any warning or indication she was angry before she yelled." Or, she may "go from laughing to crying within in a short period of time." These are things we can more easily measure and be sure we are seeing.

As another example, saying that Sean's challenging behavior "is disruptive" is not specific enough. Saying that Sean's challenging behavior is "blurting out and speaking out of turn" is more descriptive.

Slide 24 – Application Exercise

Slide 25: Functional Behavior Assessment: Consequences

Lastly, let's talk about what happens AFTER the challenging behavior; the consequence.

When we look at consequences, we may be surprised at how often we find that we are actually teaching a person to keep engaging in a challenging behavior because of *our* reactions and responses.

What happens AFTER the target behavior can also inform us about why someone does it. Consequences include considerations like:

- What consistently happens immediately after the challenging behavior?
- Does the thing that happens after the behaviors make it more likely that it will occur?

Slide 26: Functional Behavior Assessment: Consequences, Continued

Using the information collected, tracking where and when the behavior occurs, and seeing what the person gets, or gets away from as a result of using the behavior helps us form an educated guess about WHY the behavior is occurring.

Here is an obvious example. Every time Chloe hits herself in the head, we give her a treat in an attempt to distract her. We may learn that Chloe hits her head more often when she gets gummy bears afterward.

Slide 27: Functional Behavior Assessment: Consequences - Examples

Here are some examples of consequences:

Mary begins hopping and whining and then *her favorite DSW comes and takes her to her room to listen to music.* We may hypothesize that she hops and whines in order to get alone time with her favorite staff and listen to music.

Andrew's DSW starts brushing his teeth and then *Andrew hits the DSW.* We can assume, if this pattern continues over time, that the person wants to get out of tooth brushing.

Now, once we recognize the reason or *function* of the behavior, we can figure out how to help the person develop other ways to meet their needs.

Slide 28: Functional Behavior Assessment: ABCs Model in Action

For example, if through an FBA, we find that Andrew does not like having his teeth brushed because he has sensitive gums we can **use a PBS approach to help him achieve positive outcomes and decrease his challenging behavior.** We can make sure that we are using a toothbrush that has soft bristles. We can offer him the choice of using an electric toothbrush to see if he may prefer that. We can also make sure that we use warm water when we brush his teeth. And finally, it may be that Andrew can learn to brush his own teeth with support and skill building.

We may need A LOT of data, or information, in order to better understand why someone engages in a certain behavior. It is not always obvious. If we do not write it down, we tend to forget parts of what we saw or when we saw it. Therefore, writing

down specific information about what happens around the challenging behavior can help us better solve the question.

Slide 29 – Application Exercise

Slide 30: Functional Behavior Assessment: Setting Events (Slide 1 of 9)

Let's now move into Setting Events or situational circumstances.

Setting events are those things that are already in place and make the challenging behavior more likely to occur. There are three major categories of setting events that impact the occurrence of behavior:

- Environmental & Social factors
- Biological & Genetic factors, and lastly
- Psychological & Mental Health issues

Slide 31: Functional Behavior Assessment: Setting Events (2 of 9)

These setting events don't directly CAUSE the challenging behavior, but make it more likely to happen. They reduce the person's strength or tolerance, making it more likely they will engage in challenging behavior. Think about driving home and facing rush hour traffic. You may be able to cope with rush hour on a typical day, though you may be irritated. Now let's say you also have a headache and you're anxious about a major deadline approaching at work. Under these circumstances the same rush hour traffic, might lead to cursing and crabiness towards our families when we get home.

Slide 32: Functional Behavior Assessment: Setting Events (3 of 9)

It is important to consider how the environment affects behavior. The environment affects a person's daily enjoyment, learning and using important life skills, and whether challenging behavior will occur.

For example, a noisy chaotic environment may be "festive" or fun for some people, while it may be overwhelming and stressful to others. And, someone who typically enjoys crowds may not when they have an earache. The environment and biological factors interact to affect behavior.

Slide 33: Functional Behavior Assessment: Setting Events (4 of 9)

Sometimes, social factors can also increase the likelihood of challenging behavior occurring. An example might be, Tim dislikes Zachary and Zachary is coming over to Tim's house tonight to visit with Tim's roommate. Tim is more likely to become aggressive when the TV channel is changed from his favorite show. Thus, Zachary's presence makes Tim more irritable and less likely to "put up with" someone changing the TV channel; he may get aggressive more quickly because he is already irritated.

Slide 34: Functional Behavior Assessment: Setting Events (Slide 5 of 9)

Some common *biological setting events* may be easy to overlook. Remember we need to be alert to whether a medical problem may be at the root of challenging behavior! These might include:

- Pain, such as a tooth, ear or headache
- Illnesses which can be long term or short term
- Sleep Deprivation
- Allergies (skin scratching, or congestion)
- Fatigue- being over tired
- Hunger, and
- Constipation, diarrhea, or other stomach problems

Slide 35: Functional Behavior Assessment: Setting Events (Slide 6 of 9)

For example, if Jerry has a migraine headache, he will be less able to tolerate a noisy environment that he would typically do ok in.

In another situation, if someone is found to have an ear infection, we would need to treat it with antibiotics and pain medications to increase tolerance for stressors that usually are not problematic. Or, if we find the person has osteoarthritis for which a medication is not effective, we need to change our expectations of the person's schedule and physical abilities so as to reduce physical demands. If a person is in pain we can certainly see how that might influence their behavior.

Slide 36: Functional Behavior Assessment: Setting Events (Slide 7 of 9)

It is imperative to consider the effects of biological setting events when challenging or unusual behavior occurs. Ensure that the person has gotten a complete medical evaluation of possible biological factors. You will also want to collect data on the presence or absence of any medical or biological problems and frequency of challenging behavior. If we know when a medical or biological condition is impacting a person's wellbeing and behavior, we can plan a strategy based on alleviating the condition or modifying the environment when the condition is present.

Slide 37: Functional Behavior Assessment: Setting Events (Slide 8 of 9)

A person's genetic syndrome, or disorder, can also have a big impact on the person's behavior, as well as on our attempts at supports and interventions. Genetic differences can have many important effects such as making the person more likely to have certain behaviors, and impacting the types of interventions chosen.

For example, a person with Prader-Willi Syndrome may have an obsession with food. We would not use food as a reward for him because we know that obsessive eating is a specific behavioral feature of his genetic disorder causing a difficult time controlling eating habits.

Slide 38: Functional Behavior Assessment: Setting Events (Slide 9 of 9)

Next, we must always consider how someone's mental health status or disorder impacts behavior, as well as how we intervene and support them. We also need to know how the person's mental health status impacts someone's ability to respond to antecedents.

For instance, we have observed that Sam likes to take apart electronics. We note he especially seems to find it comforting when he is highly stimulated. If Sam is experiencing hyperactivity due to mania, we cannot expect him to sit down and complete a task with us. Simply by asking him to do so, we may prevent him from engaging in his habit of taking apart electronics that he has found effective when he is highly stimulated.

Another example of a mental health factor that makes a challenging behavior more likely to occur (a *setting event*) may be the following: If Ashley is hearing voices, she may be more likely to yell and run away when asked to do tasks she usually does. The voices are not the antecedent to her running away; rather the being asked to do a task is the antecedent. The voices she hears is the setting event that makes it more likely the antecedent might provoke running away.

Slide 39 and 40 – Application Exercise

Slide 41: Functional Behavior Assessment: Replacement Behaviors and Skill Building (Slide 1 of 4)

So, now we must take all this data we have gathered and determine the function of the challenging behavior, or WHY the behavior happens. Once we develop a hypothesis as to WHY we think the behavior happens, we can figure out another way for the person to get what they want WITHOUT having to engage in the challenging behavior.

Using a PBS approach means teaching new skills and building upon existing skills that help a person achieve their goals. Once we know the function of a person's challenging behavior, we can support them by teaching "replacement behaviors."

Teaching a replacement behavior means teaching someone an alternative way to achieve their goal; one that accomplishes the same purpose as the challenging behavior. The replacement behavior must get the same results for the individual as the challenging behavior did in order for it to be effective.

Slide 42: Functional Behavior Assessment: Replacement Behaviors and Skill Building (Slide 2 of 4)

For example, Tommy, an individual with moderate intellectual disability and who uses only hand motions and gestures to communicate, often bites his hands when he is in the dining room. Through a thorough functional assessment, and good data collection, we have learned that Tommy bites his hand when he wants pizza. If we give Tommy pizza every time he bites his hand it may stop his behavior from occurring at that moment, but it will not teach him how to get the pizza without having to bite his hand. He may

even think that in order to get the pizza he has to bite his hand. Instead we could teach Tommy to use a picture book filled with pictures of different types of food so that he could communicate what he wanted to eat. When he wanted to eat pizza he could point to it instead of biting his hand. We would then make sure to reinforce this replacement behavior by bringing Tommy pizza whenever he pointed to the picture instead of biting his hand.

Slide 43: Functional Behavior Assessment: Replacement Behaviors and Skill Building (Slide 3 of 4)

Replacement behaviors often involve building on and learning new skills. Identifying which skills to teach is going to depend on the individual you are supporting. Everyone has different strengths and interests that you can build upon. Everyone is going to have different challenges as well. Using a Positive Behavior Support approach, we should always choose functional skills that improve quality of life and promote personal dignity.

Slide 44: Functional Behavior Assessment: Replacement Behaviors and Skill Building (Slide 4 of 4)

When you have identified a skill to teach, you need to make sure to teach it in the setting where the skills are needed while using materials the person would normally use. You also need to make sure that you are teaching that skill often and providing opportunities for the individual to practice the skill and for it to be reinforced. The more often a skill is reinforced, the more often the person is learning to get their needs met without having challenging behavior.

Looking back at the example of Tommy: If Tommy carries his picture book with him everywhere he goes and is prompted to use it when it is mealtime, you can reinforce him by providing him with his food of choice when he points to it. However, if he does not have his picture book with him and does not have the opportunity to practice this skill, he may continue to bite his hand, even when he does have it, as this is his only effective means of expressing what he wants at the time.

Slide 45: Functional Behavior Assessment: Choosing Reinforcers

We will next discuss reinforcers. A reinforcer is something that happens after a behavior that increases the chance that the behavior will happen again. For example, if a young boy takes out the trash (behavior), then his father gives him a dollar, that dollar can be a reinforcer if the boy starts taking out the trash regularly.

We need to be aware that we must provide rewards or reinforcers after the person does the new, replacement behavior. We must respond in a way that will keep the person doing the new behavior instead of falling back into old habits of engaging in challenging behavior, especially if this new behavior is harder or more effortful at first. Therefore, we must find reinforcers that are likely to work and be motivating to the person.

Slide 46: Functional Behavior Assessment: Choosing Reinforcers, Continued

Even if we are able to identify rewards or reinforcers that really motivate the person, such as providing food or going on outings, it is best if the new replacement behavior results in getting the person's original needs and desires met by providing a reward that is easy to give and readily available, such as praise.

There are several advantages to using praise and positive feedback as reinforcers. First, praise and feedback are always available and cost nothing to provide. Second, it is a normal social activity for people to receive praise and positive feedback; if you consider how you are rewarded at work or by a spouse for being helpful, it is usually by being acknowledged and thanked; not by getting an M&M. We rarely get tired of being praised. And finally, for practicality's sake, praise and feedback can be provided without disrupting an ongoing activity, and, you don't need to carry anything with you! However, praise will not work if you don't have a good relationship with the person. You have to care about the person and feel connected with them for your praise to be rewarding to them.

Slide 47: Functional Behavior Assessment: Building Relationships

Let us next move onto the concept of building relationships. When it comes to building relationships, it is important to know that some people with an IDD may not seem to respond to praise at first because they have a history of poor interactions with other people. A very high percentage of people with an IDD have experienced trauma in their lives and have learned not to trust others easily. They need to learn the value of others and to personally feel valued. It may take time, but we can't give up or assume that they don't care or don't want to hear good things about themselves. Some may even act out when they hear a comment we intended to be positive, but it shouldn't stop us from being positive and finding other ways to connect with the person and become reinforcing to them.

Slide 48: Functional Behavior Assessment: Building Relationships, Continued

We need to be careful about how we use language. It can have long-lasting effects on your relationships and ability to support someone. Also remember that your face, your body, and your voice tone also communicate positivity and negativity. Here are examples of both positive and negative verbal interactions

A positive interaction may be "How about trying this now?" while a negative interaction might be, "Stop that."

Another example of a positive interaction is, "Thanks for helping me." A negative example could be, "It was about time for you to help out."

A positive example might be, "You look really good today." While a negative one is, "That outfit looks much better than what you wore yesterday."

And as one final example, a positive interaction may be, "Your room looks super!" while a negative one is, "Finally, you cleaned your room."

Slide 49: Functional Behavior Assessment: Data Collection

Continual data collection is important so that we can use what we learn to continue to improve our support. After we think we understand the function (or WHY) of the challenging behavior and begin to teach the person newer, better ways to get what they want and need, we should continue to write down what happens to determine if we were right and if what we are doing is working. If not, it is time to reevaluate our thinking and try something else. Data will help the team to make changes to be more effective.

Slide 50: Functional Behavior Assessment: Data Collection, Continued

And remember that keeping good data is very important! It can help to:

- identify these **A**ntecedents and **C**onsequences of **B**ehaviors
- show if an Intervention is working
- identify setting events &
- identify trends in behavior

Slide 51: Supporting Individuals through PBS: Prevention

Now, let's put this into practice using PBS.

Prevention Recognize that all behavior is a form of communication and that behavior serves a purpose for the person. It is vital to build meaningful relationships with the individuals you support, to promote dignity and respect, their rights as individuals, and to focus on what their needs and goals are in order to increase their quality of life in order to support behavior change.

We can use the ABC model discussed earlier to clearly identify challenging behavior; avoid known antecedents that trigger the behavior; provide positive reinforcing consequences for alternative desirable behavior; and teach the individuals we support to communicate pain, illness, dislikes, or a problem they cannot otherwise communicate

Slide 52: Supporting Individuals through PBS: Environmental Changes

We can set up the environment to support positive outcomes and avoid challenging behavior in the first place. Let's say you and the support team have completed the FBA and now have ideas about WHY the challenging behaviors may be occurring. The next step is to use that information so you can set things up in advance to avoid the challenges by either avoiding setting events or antecedents or "triggers."

Slide 53: Supporting Individuals through PBS: Examples

Here are some examples of setting up the environment to avoid challenging behavior in the first place:

- Through the FBA we have learned that Jon, who is nonverbal, becomes aggressive when others do not understand his attempts at communication. A simple

intervention may include making sure Jon always has his picture cards with him, even when going out.

- Sharyn has a sensory integration disorder and cannot tolerate noise, close contact, and strong smells, avoid crowds and loud noises. We can avoid going to WalMart at busy times and instead go during the week when it is not busy; or, offer for her to do something else rather than go to WalMart.
- By conducting an FBA we have learned that Tyrone yells when he feels anxious and unsafe. We also learned that for him, having his wallet with him makes him feel safe. A way to avoid Tyrone yelling is to make sure he always has access to his wallet, even when going out. You may even buy a chain that attaches his wallet to his belt loop to keep it near.

Slide 54: Supporting Individuals through PBS: Teaching skills and Developing Strengths

In order to be able to identify an individual's strengths and skills to build upon, you need to have a meaningful relationship with them. Start there. Get to know them and find out their strengths and preferences and what motivates them. By focusing on the needs and desires of the individual you support, you will be better equipped to help teach them effective replacement behaviors using skills that will help them to achieve the outcomes they desire without having to use challenging behavior.

Slide 55: Supporting Individuals through PBS: Positive interventions

Identify what reinforces the individual's behavior- what keeps the positive behavior going. Don't forget to use praise and positive feedback as reinforcers! Support positive behavior and success, and reinforce it whenever it occurs. Provide opportunities for ongoing positive interactions and meaningful activities that will enhance the individual's quality of life. **Don't make positive interactions and meaningful activities be contingent on behavior. Having meaningful activities and positive interactions is a right of every human being and is critical to the quality of life of a person.** Seek and provide opportunities to practice skills and reinforce replacement behaviors.

Slide 56: Functional Behavioral Assessment and Positive Behavior Supports: Summary

In Summary:

- Through better understanding WHY a person does what they do, we can relate better and problem-solve around how to improve their quality of life, help someone get what they want and need, and avoid the strategies that are problematic.
- Through our investigation and data collection we can determine how to change the environment to avoid problems. We can identify things that should and should not be in place in the individual's environment.
- By looking carefully at what we do before and after challenging behavior, we can find ways for the person to be more effective in getting their needs or desires met without needing to use challenging behavior.
- By clearly identifying what the challenging behavior is and its purpose, we can teach the person other ways to get that same need or desire met.

- Finally, we must be aware that when people are not living satisfying, meaningful lives, they will be more likely to engage in challenges. Perhaps they do not get to do preferred activities or new things often, or don't get to make many choices for themselves. If we notice some or most of these are missing from a person's life, we will want to start helping them by simply incorporating more of these into their daily life. You may be surprised to see how challenging behavior will simply stop occurring once the person has meaning and joy in their life.

References

The information in this presentation is adapted from many sources, including the Positive Behavior Support Training Curriculum: Direct Support Edition by Dennis H. Reid and Marsha B. Parsons, 2004, AAMR.

www.apbs.org

The National Association for State Directors of Developmental Disability Services (NASDDDS)