



Module 7

Positive Behavior Supports

By permission of Antonia Falconeri, student in EEX 4094

What are positive behavior supports?

According to Buron and Wolfberg (2014), positive behavior supports (PBS) make long-term changes to an individual's behavior. "PBS practitioners use principles of applied behavior analysis to (a) understand the full range of variables that influence problem behavior, (b) provide consumers with a technology of behavior support that is acceptable and effective in natural settings, and (c) promote long-lasting improvements in the behavior." (Lucyshyn et al., as cited in Neufield, et al., 2014). PBS has been found to be an effective practice with a wide variety of individuals, including children with autism.

When has PBS been proven to be effective?

A few different examples are...



Decreasing anxiety-related
problem behaviors in a child
with autism

Neufield, et al., 2014



Improving family-school
collaboration for children with ASD

Blair et al., 2011



Supporting adults with ASD in
the workplace

Schall, 2010

Steps in Implementing PBS

1

Define the Behavior

What does it look like?

2

Conduct an FBA

What is the function of the behavior?

3

Hypothesize

Make an informed guess about the cause of the behavior.

4

Create a BIP

How will the environment be altered?

5

Implement Interventions

Supports to teach replacement behaviors.

6

Monitor

Are the interventions working?

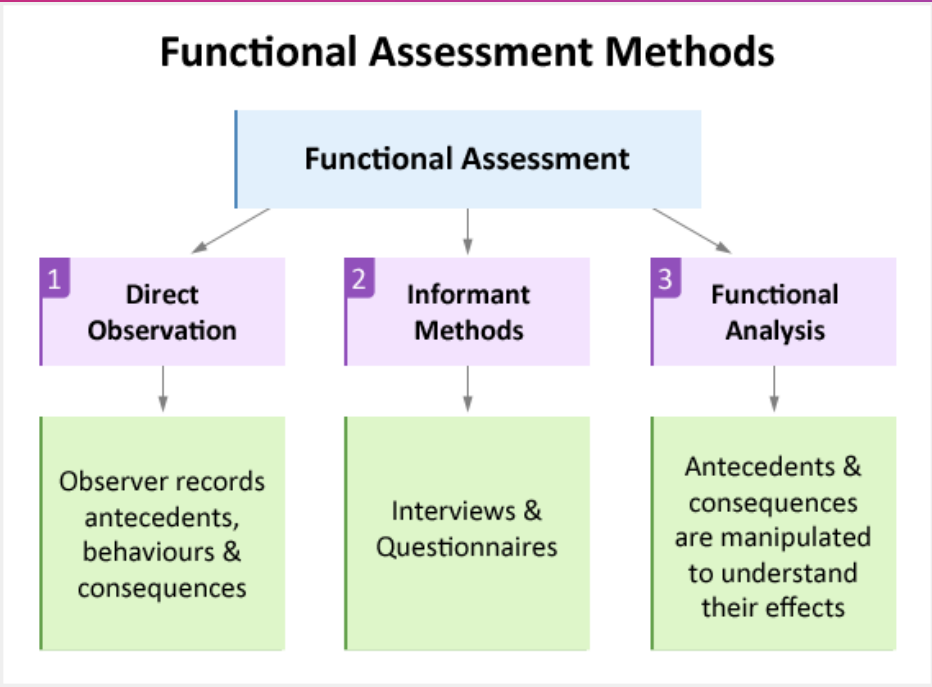
How to determine if a behavior should be targeted:

- The behavior negatively effects one's daily functioning
- "Common challenging behaviors are self-injurious behavior, aggression, property destruction, stereotypic or repetitive behaviors, and sexualized behaviors."
- The behavior occurs at an intensity, frequency, or duration that affects the safety of oneself or others
- The behavior is measurable and observable

Functional Behavioral Assessment (FBA)

All behaviors serve a function...

After a behavior is identified as a concern, a functional behavioral assessment (FBA) is conducted to identify potential causes (antecedents) and responses (consequences) of a behavior. In other words, what is the function of the observed behavior? Why is the individual performing that behavior?



7.2.1.13 Functional Behavioural Assessment (Dawn Reithaug)

Functional Behavioural Assessment*				
Date: _____ Data Collected by: _____				
Student: _____ Grade: _____ Age: _____ Teacher: _____ School: _____				
① Strengths/Preferences		② Background Information/History		
⑤ Slow Triggers (Setting Events)	④ Fast Triggers (Antecedents)	③ Inappropriate Behaviour(s)	⑦ Perceived Functions (hypotheses / possible explanations)	⑥ Consequences for the Inappropriate Behaviour(s)

*Adapted from: O'Rourke, S., Knooster, T., & Llewellyn, G. (1999). Screening for understanding: An initial line of inquiry for school-based settings. *Journal of Positive Behaviour Interventions*, 1(1), 35-42.

1 An Introduction to a Brief Form of Functional Behavioural Assessment with Planning by Dawn Reithaug (revised August 2004) (604) 926-4714

Functions of Behavior

M

Medical

An underlying medical condition (e.g., illness, medication, fatigue).

E

Escape

Removing oneself from an undesired person, task, or environment.

A

Attention

To obtain social interaction, positive or negative.

T

Tangible

To obtain a specific item or activity.

S

Sensory

To obtain access to sensory input.



Behavior Support Plans (BIP)

Behavior support plans must contain the following components:

- ***Behavior Hypothesis Statements*** – Statements that include a description of the behavior, triggers or antecedents for the behavior, maintaining consequences, and the purpose of the problem behavior.
- ***Prevention Strategies*** – Strategies that may be used to reduce the likelihood that the child will have problem behavior. These may include environmental arrangements, personal support, changes in activities, new ways to prompt a child, changes in expectations, etc.
- ***Replacement Skills*** – Skills to teach that will replace the problem behavior.
- ***Consequence Strategies*** – Guidelines for how the adults will respond to problem behaviors in ways that will not maintain the behavior. In addition, this part of the plan may include positive reinforcement strategies for promoting the child's use of new skills or appropriate behavior (this may also be included in prevention strategies)
- ***Long Term Strategies*** – This section of the plan may include long-term goals that will assist the child and family in meeting their vision of the child (e.g., develop friends, attend a community preschool program).

Applied Behavior Analysis (ABA)

- ABA is the intervention method that I am most familiar with for students with autism.
- “ABA is considered an evidence-based best practice treatment by the US Surgeon General and by the American Psychological Association.” (Applied Behavior Analysis, n.d.)
- According to Lotfizadeh et al., “ABA is the scientific discipline concerned with the application of fundamental principles of learning to effectively change socially significant observable behaviors” (2020).
- The basis of ABA therapy was created by psychologists Skinner, Lovaas, and Koegel.
- Good ABA therapy is individualized to the person’s needs and helps that person become more independent.
- A qualified behavior analyst (BCBA) should lead the behavior support team in implementing the designed ABA therapy and monitoring the plan (Applied Behavior Analysis, n.d.).
- ABA therapy assesses the *antecedents, behavior, and consequences* to better understand the target behavior.
- In ABA therapy an emphasis is placed on *reinforcing* the desired behaviors.

ABA in the classroom

Autism Speaks

Please Click Here
to Watch the
Video.



The ABCs of ABA

Antecedent

- The stimulus that occurs before the observed behavior
- *Slow triggers* may not be directly related to the current situation (e.g., missing the bus, change in morning routine, feeling hot)
- *Fast triggers* are directly related to the behavior (e.g., noise, activity, person)

Behavior

- The targeted behavior_____
- The person's response to the stimulus
- Anything observable and measurable

Consequence

- What occurs following the behavior
- Can be reinforcement

ABC Date Sheet Example

Date: 2/4/2021

A-B-C Data Sheet						
TIME	SETTING	STAFF	ANTECEDENT What happened before the behavior?	BEHAVIOR Describe the behavior	CONSEQUENCE What were the results/ reactions?	COMMENTS
9:15 am	Classroom break area	OB*	• Transition to desk from break "Can we come back to our desk now?"	- Screamed ("NO") ↳ duration 10 sec. - dropped to floor	• "We aren't screaming right now." • Redirect to desk	• Needed a physical prompt to stand.
4:45 am	Student desk (classroom)	OB*	• Guided reading • Teacher said "Your turn." to signal JD's turn to read	- Scream ("NO", "ALL DONE") ↳ duration 17 sec.	• other students said "stop" and "it's too loud". • Teacher directive "We can skip you today."	
10:55 am	Hallway	LA* CR	Transition From Speech room to Classroom	- Scream ↳ 2 sec - dropped to floor in doorway	Redirect from therapist "When you are ready, you can go into the classroom"	• para stood by door with proximal stance to not give attention to the behavior
12:03 pm	Classroom Rug area	OB*	End of lesson → transition to lunch "Get your lunch box and line up."	- Elope from classroom - stopped outside Classroom next door	- Para went to get him - Brought back to line up	- No verbal redirection given.
12:48 pm	Classroom Rug area	OB*	Transition to table after "rest + relax" time after recess.	- Screamed ("NO") ↳ duration 15 sec.	- "Quiet mouth" - "Time for work"	
1:17 pm 1:20 pm	Classroom Student desk	OB* CR	Given a worksheet to complete after a lesson	- Screamed ("NO") ↳ 5 seconds - ripped paper in half	- Students stared - students tattled that he ripped his paper - Teacher gave new sheet.	- Redirected quickly and started work.
2:03 pm	Classroom Student desk	OB*	Told to pack up to go home.	- hid in cubby ↳ 2 min	- Students laughed - Teacher packed up for him.	
2:20 pm	Classroom break area	OB* CR	Choice time ends ↳ has to clean up.	- Screamed ("NO") - crying → 4 min	- para cleaned up toys	

*= recording data

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Reinforcement:

A stimulus that immediately follows a behavior that increases the likelihood of it occurring again

Click the following links below to watch two videos on reinforcement resources.

<https://youtu.be/x8WWGwWwRlg>



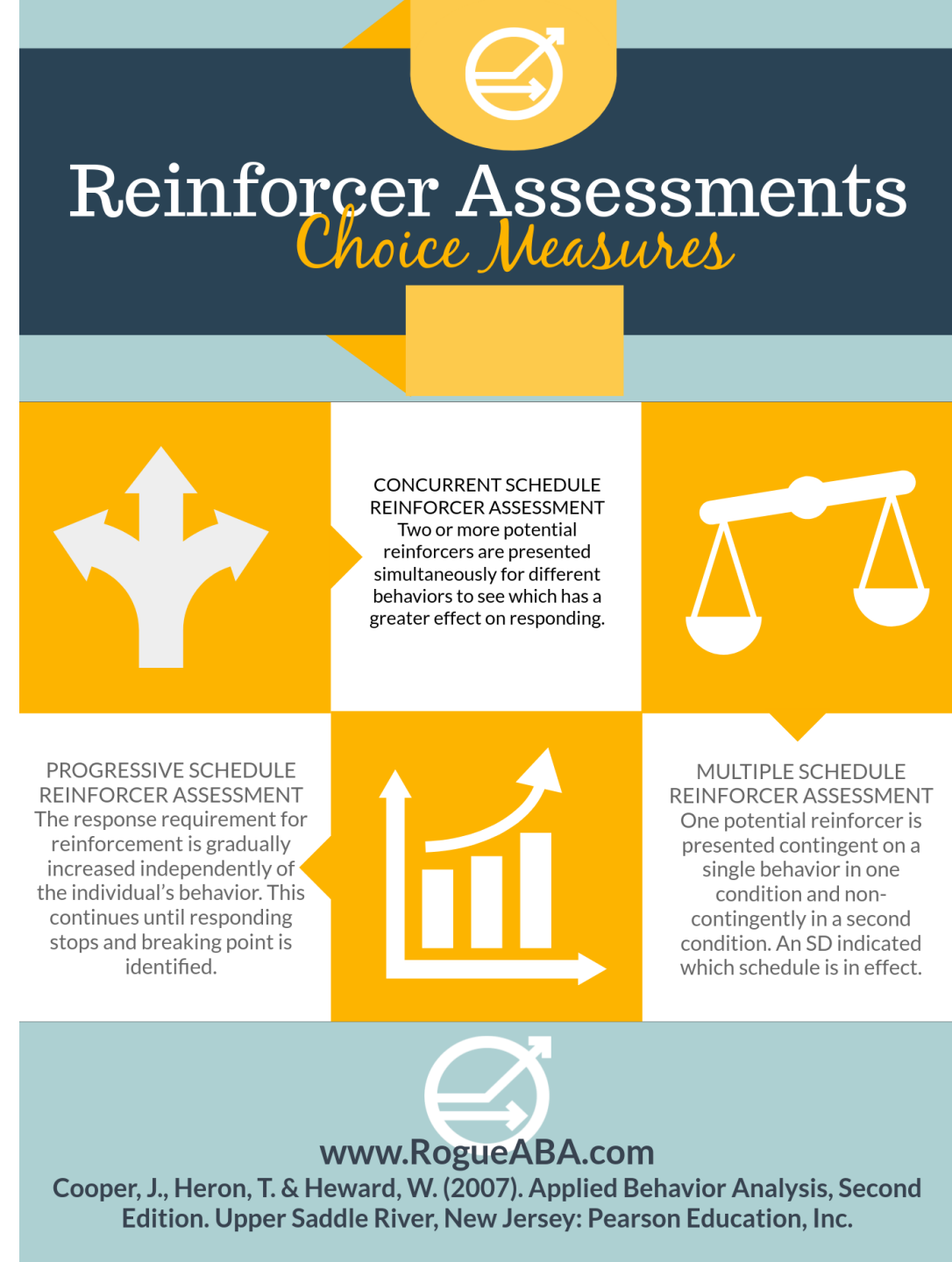
<https://youtu.be/jlmhPxHfnUI>



Reinforcer Assessments

As seen in the previous videos, a reinforcer is an item or activity that motivates an individual to perform a task or skill again and again. Conducting a reinforcer assessment establishes motivators for the individual.

Cooper et al. (2007)



www.RogueABA.com
Cooper, J., Heron, T. & Heward, W. (2007). Applied Behavior Analysis, Second Edition. Upper Saddle River, New Jersey: Pearson Education, Inc.

ABA Techniques

Discrete Trial Training (DTT)

- DTT involves breaking down a complex skill into simpler skills
- Each skill is then taught one by one
- The individual is reinforced for each successful attempt at completing the simpler skills
- **Example** - Washing hands consists of many steps:
 1. Turn on water
 2. Rinse hands
 3. Obtain soap
 4. Scrub hands
 5. Rinse hands
 6. Turn off water
 7. Obtain towel
 8. Dry hands

Shaping

- Teaching and reinforcing a new behavior in small steps, or successive approximations
- Each step moves the individual closer to the desired behavior
- **Example** - Teaching a student to work with teacher for at least 10 minutes:
 1. Student will work for 2 minutes with teacher
 2. Student will work for 4 minutes with teacher
 3. Student will work for 6 minutes with teacher
 4. Student will work for 8 minutes with teacher
 5. Student will work for 10 minutes with teacher

Monitor

Are the interventions appropriate?

Is everyone on the team trained on the plan?

Is the targeted behavior decreasing?

Are the replacement behaviors increasing?

Best practice is to update the plan annually

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