Key Features of Positive Behavior Support in Home, School, and Community Settings

October 8, 2011
Rachel Freeman
Kelcey Schmitz
University of Kansas

Today’s Presentation

• Provide a case study example of positive behavior support across settings.
• Describe key features or standards of an effective PBS plan.
• Show examples of PBS across Kansas
• Describe Missouri’s interagency state and regional PBS action planning

“Our chief concern is not with problem behavior and certainly not with problem people, but rather with problem contexts.”
-Edward G. Carr, JPBI Winter 2007
Meet Thomas

- Five years old
- Funny, curious, interested in others and LOVES Spongebob Squarepants
- CARS (Childhood Autism Rating Scale)-Scored in the Severely Autistic range
- Other concerns
  - Cognitive impairment, sensory processing concerns, mild neuromotor abnormalities, and sleep disorder
  - Non-verbal
- Lives with Mom, Dad and older sibling in rural Kansas
- Transitioning from Early Childhood Center to Kindergarten

Thomas and Family Before PBS

- Mom reports she was depressed because she couldn’t help Thomas was at her “wits end”.
  - Thomas would have ONE GOOD day a month
  - After school/early evening was worst time of day
- Parents searched for appropriate services and learned about PBS
- Mom thought “yeah right, how will PBS work?”
- Christmas tree was the “ah ha” moment

Challenging Behaviors

- Pica-putting an inedible object in his mouth (hair, dog food, sand, dirt, wood chips)
- Elopement- Running out the door, down the street, off the bus
- Property destruction-disrupting an item/object by grabbing, pushing, knocking off or displacing; this would include trying to knock over items that are bolted to the wall or other stabilizer
- Self Injurious behavior-hitting or biting self, poking eyes with objects, smacking face, knocking self into objects, head banging
- Tantrum-whining or crying in addition to throwing self on floor and physically refusing to be non compliant; escalates to aggression towards others (head-butting, hair pulling, biting, scratching, hitting).
Communication (Pre-intervention)

<table>
<thead>
<tr>
<th>When Thomas...</th>
<th>The team thinks it means...</th>
<th>The team responds by giving him...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sits at kitchen table</td>
<td>He wants to eat</td>
<td>Food</td>
</tr>
<tr>
<td>Quickly glances at something</td>
<td>He wants more</td>
<td>What he glances at</td>
</tr>
<tr>
<td>Makes a verbalization</td>
<td>We're not sure</td>
<td>Random items to see if that's what he wants</td>
</tr>
<tr>
<td>Grabs someone</td>
<td>He wants you to get something or wants your attention</td>
<td>Attention or try to figure out what he wants</td>
</tr>
<tr>
<td>Arches back, pulls hair, engages in head butting</td>
<td>He's not happy about something</td>
<td>a break</td>
</tr>
</tbody>
</table>

PBS Process (Steps)

- Person-centered Planning
- Functional Behavior Assessment
- Develop Function Based Interventions
- Team Training on Function Based Interventions
- Functional Communication Training with Thomas (PECS, Sign Language)
- Evaluation-review Data

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
What is Quality of Life?

“the dependent variable that best exemplifies the field of positive behavior support is Quality of Life...”
– Edward G. Carr

• Main purpose of Positive Behavior Support is to increase quality of life
• Meeting a person’s needs and having equal opportunities as others without disabilities
• QOL includes more than just living conditions
• Optimal health and wellness

(Freeman, 2010)

8 Domains of Quality of Life

• Emotional Wellbeing (positive feedback from others, stable and predictable environments, sense of safety),
• Interpersonal Relations (friendships and opportunities for intimacy and affection, affiliations and interactions with others),
• Material Well-being (ownership of possessions, meaningful employment),
• Personal Development (opportunities for education and habilitation),
• Physical Well-being (optimal health care and nutrition, mobility and general wellness),
• Self-determination (opportunities to set personal goals, make decisions and important life choices),
• Social Inclusion (natural support networks allow for participation in inclusive and integrated environments), and
• Rights (experience of ownership of key items and property, allowed due process, privacy and barrier free environments are the norm).

(Schalock et al., 2002)

Goals Should Increase or Enhance QOL
Important vs. Important for

Person Centered Planning Goals

Improve Quality of Life
Identify Supports & Services

What will the person do?

What people like about me and what I like about myself

loving

silly

funny

happy

kisses

loving

amery

playful

Wanting to please

curious

Throw my brother

Sponge Bob

Bob the builder

Music

Piano/drums

Bubbles

Toy box

Wrestling with dad

Sleeping under his bed

Grill cheese, ham, hot dogs, pizza

To crawl all over people

Loves his room

Loves making BIG BOOKS with spiral binding so he can turn easily

Too many people around

Certain textures of food

When he isn’t in control

Loud noises such as the smoke detector, vacuum, mixer

Utensils

Some days he just doesn’t like to work
With this frame we want to help the person identify their dream for the future.

• List anything that is important for the person to realize the kind of life they desire.

**THE DREAM**

- To communicate my wants and needs to others
- To learn computer skills—I really like technology!
- To be potty trained
- To participate in the community like other kids my age
- To make the community aware of autism
- To sleep at night—when I can't sleep I am tired and grumpy the next day
- To decrease problem behaviors—SIB, Pica, tantrums, climbing, elopement, disrobing
- To live as independently as possible
- To have friends

Thomas’s Initial PCP Goals

- Transition to Kindergarten
- Participate more in the community
- Increase communication and social skills
- Decrease problem behaviors
- Have more exposure to new toys and activities

Conducting a Functional Assessment

- Observe routines
- Observe challenging behavior outcomes
- Caretaker Interviews
- Record Reviews
- Tools and Surveys
Functional Assessment Outcomes

- Describe the problem behavior
- Identify the events, times, and situations that predict when problem behaviors both occur and do not occur
- Identify the consequences that maintain the problem behavior
- Develop a hypothesis about why the person appears to engage in the problem behavior (i.e., the function of behavior) as well as the conditions under which the problem behavior is more likely/less likely to occur
- Confirm the hypothesis using direct observations

Hypothesis Statements Look Like…

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Triggering Event or Antecedent</th>
<th>Problem Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived limits in choices</td>
<td>Request/demand made by staff</td>
<td>Verbal aggression</td>
<td>Escape from undesired activity</td>
</tr>
</tbody>
</table>

Functional Assessment & PBS Planning

A Logical Link

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent (Trigger)</th>
<th>Problem Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived limits in choices</td>
<td>Request/demand made by staff</td>
<td>Verbal aggression</td>
<td>Escape from undesired activity</td>
</tr>
</tbody>
</table>

**Interventions**

- Create opportunities for choices across activities
- Provide 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
- Teach child about how to discuss and make 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

**Interventions**

- 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 make choices in a calm voice
Interventions For Thomas

One Page Wonder
1. Make sure that problem behavior is ineffective and inefficient: don’t let it have a pay off
2. Teach positive alternative behaviors - sign language, PECS
3. Keep him busy doing something...interact with him
4. Choices-offer choices-use real objects or pictures
5. Praise-in the form of deep pressure such as tickling, picking up and in a not too loud voice tell him “good job”
6. STAY CALM when behaviors happen: challenging behaviors are a way for Thomas to communicate something.

Usually he is trying to say “Hey pay attention to me”, “Leave me alone”, “I don’t want to do that” or “I’m under stimulated- give me something to do”. When behaviors occur REMAIN CALM, GAIN CONTROL OF YOUR EMOTIONS and MINIMIZE REACTION and prompt him to communicate appropriately by signing or using PECS.
Items Thomas would “work for” during structured work time

All done

Thomas learned to exchange pictures for items he wanted throughout the day

Mom: “I didn’t care if it was midnight and he wanted grits, if he brought me a PEC, I got it for him.”
Thomas’s Risk Assessment Evaluation

Pre & Post Risk Assessment Scores

- Pre: 6/10/2005
- Post: 10/24/2005

Items on the Risk Assessment Scale
Evaluation Data

• Contextual Fit
  – Assess the extent to which the elements of a behavior support plan fits the contextual features of the environment
• Quality of life
  – Assess the individual’s quality of life in various aspects
• Person-centered planning meeting satisfaction
  – Evaluate aspects of the person centered planning process

Contextual Fit
2 team members completed
Mean = 5.7

• 16 questions
• 1= Strongly Disagree  6=Strongly Agree
• Knowledge of elements
• Skills needed to implement
• Values are consistent with elements
• Resources to implement the plan
• Effectiveness
• Behavior support plan is in the best interest of the child
• Behavior plan is efficient to implement

Quality of Life Survey
2 team members completed
Mean = 4.5

• 20 QoL Questions with a 1-5 rating scale
• Example Questions
  – 1. The child's relationship with family members are...
  – 2. The child's general happiness is...
  – 5. The child's ability to make decisions about day-to-day activities is...
  – 20. As a result of PBS, I feel that child's quality of life is...
• Much worse= 0 items
• Somewhat worse= 0 items
• No change= 0 items
• Somewhat better = 19 items
• Much better= 21 items

"It changed our family like night and day!" -Mom
The Carnival

The family was able to go together to a town carnival and he insisted on riding the rides. Parents were skeptical but he communicated appropriately he wanted to go on the rides and he went on every ride and had the time of his life!

Thomas and Family After PBS Services

- "PBS helped bridge the gap between home and school so we were working on one consistent program."
- "Things started looking up!"
- "At the end we were having one BAD day and the rest of the month was GOOD."
- "We could sit down and watch a show as a family."
- "The more communication training the better his behaviors and everyday life has been. PBS is working wonders for our whole family."
- "The quality of life for our family as a whole has improved tremendously."

**PBS Features**

- Continuum of Behavior Support
- Local Context & Culture
- Science of Human Behavior
- Systems Change & Durability
- Natural Implementers
- Prevention Logic
- Evidence-Based Practices
- Continuum of Behavior Support
Where is PBS Being Implemented?

- Kansas Institute for Positive Behavior Support
- PBS-Kansas
- Organizations supporting children and adults
- Supported Employment
- Kansas Department of Education (KSDE) Multi-tier System of Supports
- Early Childhood Centers
- Districts are currently implementing School-wide PBS
- University professionals involved in PBS
- Juvenile Justice
- Mental Health Centers

Definition of Positive Behavior Support

- Positive behavior support is the integration of
  - Valued outcomes
  - Behavioral and biomedical science
  - Validated procedures
  - Systems change

In order to enhance quality of life and prevent problem behavior

*Note: PBS plans require our teams and those supporting adults to change their behavior*

What Terms Are Associated With PBS?

- KIPBS Facilitators: Individuals who have completed a training course
- PBS-Kansas: statewide meeting
- Program-wide Positive Behavior Support
  - Early Childhood implementation
- School-wide Positive Behavior Support
  - PBIS
School-wide Positive Behavior Support

Designing School-Wide Support Systems for Student Success

Academic Systems
- Intensive, individual interventions (high intensity)
- High fidelity
- High efficiency
- Simple response

Behavioral Systems
- Intensive, individual interventions (high intensity)
- Environment-based
- Simple, durable procedures
- High efficiency
- Simple response
- Group or individual

Universal Interventions
- All students
- Preventive, proactive

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Targeted Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
  - Group or individual

Consortium of School-wide Positive Behavior Support Districts

- Deerfield
- Dodge
- El Dorado School District
- Elkhart
- Eudora School District
- Fowler
- Gardner/Edgerton School District
- Haysville School District
- Kansas School for the Deaf
- Ness
- Salina School District
- Satanta
- Shawnee Mission School District
- Syracuse
- Ulysses

Note: This consortium is a group of districts choosing to collaborate on initiatives, not all districts and schools implementing Multi-tier Systems of Supports for Behavior or other types of School-wide Positive Behavior Support.
Expanding the Triangle to Community-based Organizations

- **Community-wide Behavior Support Systems**
  - Intensive, Individual Interventions
    - Children with intense needs
    - Assessment-based
    - High Intensity
  - Targeted Group Interventions
    - Some children (at risk)
    - High intensity
  - System-wide Interventions
    - All children
    - Preventive, proactive
    - Broad community focus

- **School-wide Behavior Systems**
  - 1-5%
  - 5-10%
  - 80-90%

Adapted from Sugai, 2002

Social Competence & Academic Achievement

- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making
- Supporting Practices
- Supporting Systems
- Supporting Data

OUTCOMES

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Supporting Practices

Supporting Systems

Supporting Data
Salina High School Example

Mustang SPIRIT is...
S - Self-discipline
P - Preparation
I - Integrity
R - Respect
I - Involvement
T - Teamwork

Develop Lesson Plans & Teach

The SAFE way

Stay on the RIGHT side of the hall
WALK
Tardy Song

Lesson Plan Calendar
Supporting Individuals Needing Individualized Positive Behavior Support Plans
KIPBS Training System and Capacity Building

Community-wide Behavior Support Systems

School-wide Behavior Systems

Intensive, Individual Interventions
- Children with intense needs
- Assessment-based
- High Intensity
- Appropriate for professionals across agencies and systems

Adapted from Sugai, 2002

Kansas Institute for Positive Behavior Support:
Individual PBS Plan
Training System

- Project Initiated in 2001
- Medicaid Director initiated PBS project
- Training program match with KU (federal fiscal participation)
- Statewide match for reimbursement
- Kansas State Plan includes PBS
  - Children who are Medicaid eligible (physical health screen)

Intensity Level of KIPBS Training

- Highly intensive “trainer of trainer” case study approach
- Increase the number of professionals who will teach others how to implement PBS
- Smaller number of professionals eligible to bill for PBS services & receive Medicaid reimbursement
- Curriculum embeds systems change and public health prevention model
Over 90 Professionals Trained Representing...

- Developmental Disability Services
- Mental Health
- Children and Family Services
- Education
- Independent Contractors
- District Tertiary Trainers in School-wide Positive Behavior Support (SWPBS)
- Juvenile Justice

Learn More About Training Opportunities at the Kansas Institute for PBS

www.kipbs.org
Pat Kimbrough
patk@ku.edu
What is PBS-Kansas?
www.pbskansas.org

PBS Kansas: Vision and Mission

• 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) will enhance quality of life across the life span.

Origins of Positive Behavior Support in Kansas

• Long history of Applied Behavior Analysis and Positive Behavior Support
• Rehabilitation Research and Training Center on Positive Behavior Support
• School-wide Positive Behavior Support
• Early Childhood Positive Behavior Support systems change
• Many Kansas leaders implementing important training and systems change efforts
PBS Kansas Goals

1. Promote awareness and knowledge of PBS Services, training and networking opportunities
2. Develop Standards and framework for implementing PBS in Kansas
3. Communicate across systems to facilitate interagency collaboration of events, projects, planning efforts and agencies

Goal of PBS Kansas

- Share information about current PBS efforts across Kansas and to find ways of coordinating PBS at statewide level
- Work towards wide-scale statewide expansion of PBS Kansas
  - Policy development
  - Increasing funding
  - Coordinating PBS programs and services

Goals cont’d

- Create opportunities for collaborative planning with a variety of entities
- Leverage funding
- # of outcomes have been accomplished without funding
- Build greater public awareness
- Evaluate data
PBS Kansas Members

- People who are interested in making PBS available to all children in Kansas
- Participants include:
  - Family members
  - Self-advocates
  - State level administrators representing government policy agencies, communities and schools
  - Mental Health Practitioners
  - Developmental Disability Practitioners
  - Children and Family Service Professionals
  - Educators
  - Advocates
  - Community members

People Who Have Participated in PBS-Kansas Meetings Represent the Following Organizations & Services:

- AMI Special Education Cooperative
- Beach Center on Family and Disability Behavioral Connections
- Community Living Opportunities (CL0)
- Disability Rights Center (DRC)
- Families Together
- Family First, LLC
- Johnson County Developmental Supports (JCDS)
- Kansas Children's Service League
- Kansas Children's Services Project
- Kansas Association of Child Care Resource and Referral Agencies
- Kansas Children's Statewide Technical Assistance Resource System (KSTARS)
- Kansas Department of Health and Education (KDHE)
- Kansas Head Start
- Kansas Institute for Positive Behavior Support (KIPBS)
- Kansas Neurological Institute
- Kansas School for the Deaf (KSD)
- Kansas State Department of Education (KSED)
- Kansas Statewide Technical Assistance Resource System (KSTARS)
- Kansas University Center on Developmental Disability (KUDC)
- Monroe and Associates
- Occupational Center of Central Kansas (OCC)
- Parsons State Hospital and Training Center (PSHTC)
- Partners in Policy-Making
- Prairie View Mental Health
- Portage Oral
- Sedgwick County (CDDO)
- Social and Rehabilitation Services (SRS) Children and Family Services
- Social and Rehabilitation Services (SRS) Community Support Services
- Social and Rehabilitation Services (SRS) Mental Health Services
- Social and Rehabilitation Services (SRS) Youth
- Southwest Developmental Services Inc.
- The Arc of Douglas County
- Training and Advocacy Supports of Kansas (TAS)
- Wyandotte County Community Mental Health Center
- Youthville

Examples PBS-Kansas Activities

- Action Plan
- Statewide networking
- Standards
- Training materials & standards for best practice
- Website
- Marketing plan
- Introduction to PBS packets
- Presentations in the community
- Evaluation plan
- Monograph
- Three studies: Quality of Life, Challenging Behavior, Person-centered Planning
Ideas for Getting Started

• Join us in PBS-Kansas
• 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
• Consider applying for the KIPBS training
  – Audit
  – Full Course

Missouri Interagency Positive Behavior Support Team Action Planning

Purpose: Share Resources for PBS across Education, Developmental Disability, Mental Health, and Other Agencies

Adapting System-wide Implementation to Agencies
MO Interagency Progress Made Over the Year

- Tier 3 Online Module for schools completed
- Regional Interagency demonstration within school-wide PBS ongoing
- Positive Behavior Support Services will be available for Tiers 1-2 will now be available for individuals with disabilities
- New Evaluation Measure in Development: ASSET (agency system support evaluation tool) mirrors PBIS School-wide Evaluation Tool (SET) for environmental evaluation
  
  Terri Rodgers, Ph.D, BCBA
  Chief Behavior Analyst
  Division of Developmental Disabilities
  Department of Mental Health
  1706 E Elm St
  Jefferson City, Mo 65102

- The Team will be presenting at APBS this year!
Websites in Kansas

PBS-Kansas
- www.pbskansas.org
Kansas Institute for PBS
- www.kipbs.org
Kansas Schoolwide PBS
- www.swpbs.org
Beach Center on Families and Disability:
- http://www.beachcenter.org/
KSDE Website
- www.kansasmtss.org

National Websites

• International Association for PBS:
  - www.apbs.org
• National PBIS Center:
  - www.pbis.org
• Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
  - http://www.vanderbilt.edu/csefel/wwb.html/
• Technical Assistance Center on Social and Emotional Intervention
  - http://www.challengingbehavior.org/