Positive Behavior Support: What Parents Need to Know!

Presented by

Brenda Fossett, PhD, BCBA-D

November 7, 2015
Simon Fraser University
Vancouver, B.C.

Co-sponsored by Simon Fraser University

Event Schedule

Saturday, November 7, 2015

8:30	**–**	**9:00**	**Check-in; book browsing available**
9:00	**–**	**10:15**	Session 1
10:15	**–**	**10:30**	Morning break (light snacks will be served); book browsing available
10:30	**–**	**12:00**	Session 2
12:00	**–**	**1:00**	Lunch (bring or buy your own); book browsing available
1:00	**–**	**2:15**	Session 3
2:15	**–**	**2:30**	Afternoon break (light snacks will be served); book browsing available
2:30	**–**	**3:30**	Session 4

Reminders:
- **Please turn off your cell phones or put them on vibrate.**
- **In respect for the speakers and fellow participants, please do not whisper.**
- **Recording of any kind is strictly forbidden.**
- **Please secure your belongings! ACT cannot take responsibility for theft.**

Acknowledgements

ACT – Autism Community Training deeply appreciates the many parents and professionals across British Columbia who volunteer their time to support our work. ACT's community volunteers range from parents and community groups, who advise us on venues and speakers, to members of our Advisory Council and Board of Directors, who provide a range of expertise, as well as those who volunteer at our events. Their contributions are all essential to enabling ACT to continue our work.

Special thanks to our speaker Dr. Brenda Fossett for presenting this talk three times this year for ACT - it is greatly appreciated.

As a not-for-profit society, funds generated by ACT's live events remain in B.C. and are reinvested in new initiatives. In addition, these funds allow us to provide bursaries to allow more equitable access to training, regardless of where in the province participants live or their income level. ACT provided over $18,000 in bursaries during the first nine months of 2015, prioritizing low income attendees and those coming from outside of Metro Vancouver.

Reminders:
- **Please turn off your cell phones or put them on vibrate.**
- **In respect for the speakers and fellow participants, please do not whisper.**
- **Recording of any kind is strictly forbidden.**
- **Please secure your belongings! ACT cannot take responsibility for theft.**

Free Resources from ACT

New! Autism Videos @ ACT (AVA) now available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT's Information Officers are ready to answer your questions on a wide-range of autism-related resources in English and Chinese. We are available at the ACT Office, by email, and by telephone from across B.C. toll-free - Monday to Friday, 8:30 – 4:30. This is a confidential service.

ACT's Autism Information Database (the AID) – Like Google for Autism but better!
Search by postal code or keyword, twenty-four hours a day www.actcommunity.ca/aid

ACT's Autism Manual for B.C – 11 chapters! www.actcommunity.ca/autism-manual-for-bc - including *ACT's Guide to Building a Community Group*

ACT's Monthly News Round-Up & Event Alerts - **Sign-Up** www.actcommunity.ca/updates

Positive Behavior Support: What Parents Need to Know!

Dr. Brenda Fossett, BCBA-D
Capilano University
November 7, 2015

Learning Outcomes

- Define Positive Behavior Support
- Identify common misconceptions regarding PBS
- Identify common purposes (functions) of problem behavior
- Identify components of a quality-based PBS intervention
- Describe common preventative strategies

Overview

- What we **will** talk about
  - Process for assessing problem behavior
  - Process for intervening on problem behavior
  - General strategies to prevent problem behavior
- What we **won't** talk about
  - Specific strategies to address specific situations with your individual child

"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?"
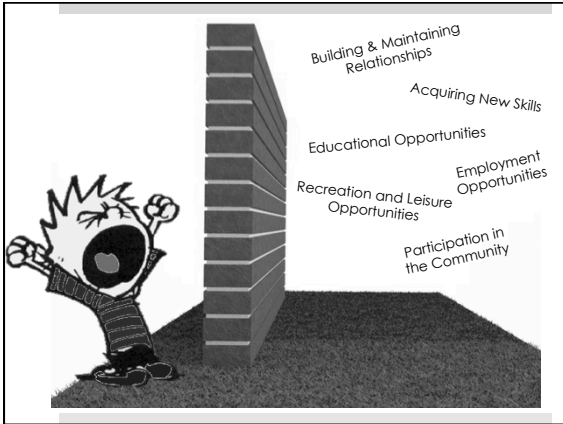
~Tom Herner (NASDE President) Counterpoint 1998, p. 2

The Shift to PBS

Traditional Views on Behavior

- Problem behavior is inevitable in those with disabilities

- Problem behavior exists within the person engaging in it

- Problem behavior is without purpose; it occurs for 'no reason' other than that the person has a disability

Current Views on Behavior

- Problem behavior is learned

- Problem behavior exists as a function of interactions between the person and his or her environment

- Problem behaviors serves a purpose for the individual

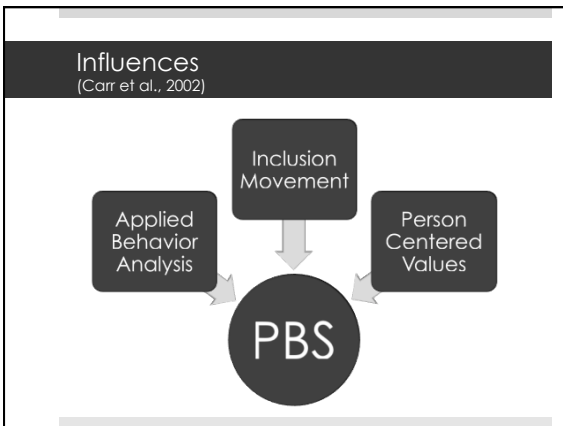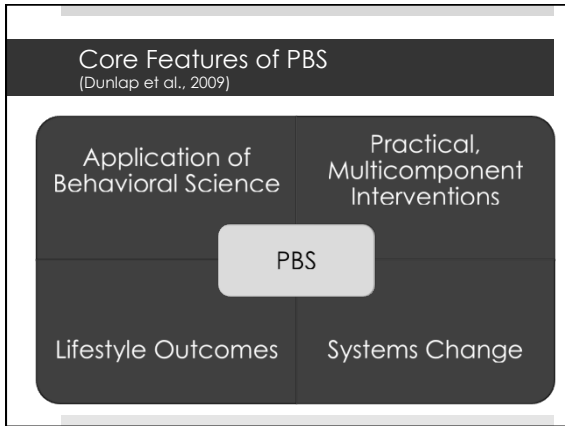- Problem behaviors can be prevented

---

What is PBS?

"PBS is a broad approach for organizing the physical, social, educational, biomedical, and logistical supports needed to achieve basic lifestyle goals while reducing problem behaviors that pose barriers to these goals."

Dunlap, Sailor, Horner, & Sugai (2009)

Building & Maintaining Relationships

Acquiring New Skills

Educational Opportunities

Employment Opportunities

Recreation and Leisure Opportunities

Participation in the Community

Influences
(Carr et al., 2002)

Inclusion Movement

Applied Behavior Analysis

Person Centered Values

PBS

Core Features of PBS
(Dunlap et al., 2009)

Application of Behavioral Science

Practical, Multicomponent Interventions

PBS

Lifestyle Outcomes

Systems Change

Application of Behavioral Science
(Dunlap et al., 2009)

◻ Design environments that promote desired behaviors and minimize the development and support of problem behaviors

◻ Applied Behavior Analysis
  ◻ Applied: focus on issues of social importance
  ◻ Behavior: focus on changing observable and measurable behavior
  ◻ Analysis: demonstration of experimental control over the target behavior(s)

Application of Behavioral Science
(Dunlap et al., 2009)

◻ Use of scientifically proven intervention practices
  ◻ **Functional assessment** to understand why an individual engages in problem behavior and to guide the selection of intervention strategies
  ◻ **Prevention** of problem behavior through environmental redesign
  ◻ **Teaching** of desired behaviors, particularly behaviors that serve the same purpose as problem behaviors
  ◻ Use of **consequences** that
    ◻ Promote desired behavior
    ◻ Minimize rewards for problem behavior
    ◻ Reduce or eliminate problem behavior, as needed

Multi-Component Interventions
(Dunlap et al., 2009)

- Interventions that can be delivered by **families** (and others)

- Interventions that can be implemented in **natural contexts**

- Interventions to facilitate **behavior change** across:
  - Activities
  - Locations
  - Time of day
  - Social context

- **Data** used to:
  - Guide the development of PBS plans
  - Evaluate the effectiveness of PBS plans
  - Evaluate the 'do-ability' of PBS plans

Lifestyle Outcomes
(Dunlap et al., 2009)

- Commitment to lifestyle change guided by the values of the individual, his or her family, and relevant others

- Longitudinal and comprehensive support
  - Across environments
  - Across transitions (e.g., preschool to elementary school; high school to adulthood, etc.)

- The primary goal of PBS is a substantially improved quality of life for the individual and those who live/work with him or her
  - Behavior reduction is a secondary goal

Systems Change
(Dunlap et al., 2009)

- Consideration of systems when planning interventions
  - Family schedule
  - Family culture
  - Family structure

- Emphasis on person-centered planning and team-based decision making
  - PBS interventions need to "fit" the child *and* the family

"If you know why, you can figure out how..."

~ W. Edwards Deming

PBS Begins with Assessment

- Functional behavior assessment helps to understand why the child engages in problem behavior
  - What makes it more likely that problem behavior will occur?
  - What triggers problem behavior?
  - What consequences reinforce ("pay off") the behavior

Functional Behavior Assessment Charts a Course for Intervention Planning

- Comprehensive, multi-component PBS plans:
  - **Enhance the environment** and reduce the likelihood that problem behavior will occur
  - **Prevent** problem behavior
  - **Teach** new behaviors
  - Use appropriate **consequences**
    - Increase appropriate behaviors
    - Decrease problem behaviors

PBS Process

- Identify problems and goals
- Gather information
- Develop hypotheses
- Design PBS plan
- Implement PBS plan
- Monitor
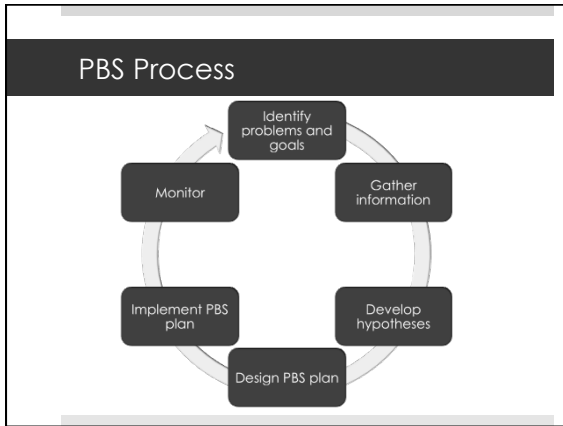
It Takes a Village

- ❑ The PBS process requires the **collaborative** efforts of the team
  - ❑ Parents and other family members
  - ❑ Behavior Consultant/Analyst
  - ❑ Other professionals

Functional Behavior Assessment

7
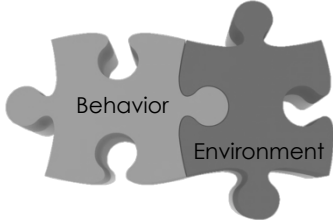
Value-Based Assumptions
(O'Neill, Albin, Storey, Horner, & Sprague, 2015)

- Behavior support must be conducted with the dignity of the individual as the primary concern
- From the perspective of the individual, problem behavior is reasonable and functional
- The goal of functional behavior assessment, in addition to defining and eliminating problem behaviors, is to understand the structure and function of those behaviors
  - Helps to identify alternative behaviors to be taught and promoted

Value-Based Assumptions

- Functional behavior assessment is a process for looking at relationships between behavior and the environment

Behavior

Environment

Functional Behavior Assessment (FBA)

- Goal is to identify:
  - The **problem behavior(s)** of concern
  - Relevant **setting events**
    - *Set the stage* for problem behavior
  - **Antecedent(s)** that trigger problem behavior
  - **Consequences** that reinforce (pay off) problem behavior
  - **Function(s)** of problem behavior

Functions of Behavior

- Behavior serves a function, or purpose, for the individual engaging in it
- FBA assists in identifying the function(s) of problem behavior for an individual, in specific contexts
  - What does the person *get* by engaging in problem behavior?
  - What does the person *avoid* by engaging in problem behavior?
- To identify the function, we look to determine the primary reinforcer that "pays off" the behavior

Four Functions of Behavior

Tangible	Attention
Escape Or Avoid	Automatic
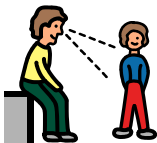
Tangible: Get item, activity, etc.

"When mom takes Jennifer's iPad away from her, she screams. Her mom usually gives the iPad back to Jennifer, because it's the only way to stop the screaming. Jennifer now screams more than she used to when mom took the iPad away."

"When Jack stands in the kitchen and cries, his dad comes in, opens the cupboard and takes out Jack's favorite cookies. He gives Jack a cookie. Jack stands in the kitchen and cries more often than he used to."

Attention: Get attention or interaction

"When dad is busy helping his other son with homework, Matt hits the wall with his toys. Dad comes and plays with Matt to keep him occupied. Matt hits the wall more often now than he used to in this situation."

"When mom is cooking dinner, Savannah hits and bites her sister. Mom comes to Savannah and says 'Savannah, stop hitting Phoebe. Here, play with this. Mommy needs to cook dinner. You play like a good girl, ok?' Savannah hits her sister more often than she used to in this situation."
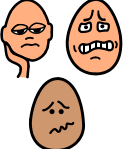
Escape/Avoid/Delay

"When his parents ask him to eat a meal, Sam spits and kicks the table. His parents stop asking him to eat the meal and allow him to 'graze' instead. Sam spits and kicks more often at the table when asked to eat."
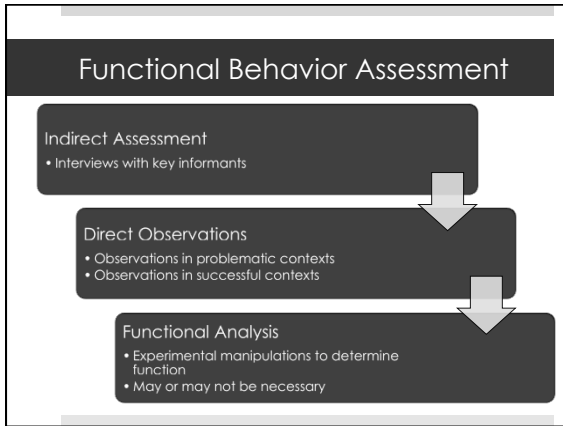
"When dad tells Melanie that it's time to stop playing on the trampoline and come inside, Melanie continues to jump on the trampoline. Melanie's dad waits several minutes before asking again and eventually goes to the trampoline, picks up Melanie, and brings her in the house. Melanie is continues playing more often than she used to in this situation."

Automatic Reinforcement

"When Roxanne has nothing to do and no one to interact with, she makes noises and flaps her hands. No one responds when she does this. This happens more than it used to when Roxanne has nothing to do and no one is around."

"After folding a few shirts (a difficult task), Garrett hums and rocks back and forth for a minute. No one notices and, after a minute or so, he goes back to folding shirts. Garrett hums and rocks now more than he used to in this situation."

Functional Behavior Assessment

Indirect Assessment
• Interviews with key informants

Direct Observations
• Observations in problematic contexts
• Observations in successful contexts

Functional Analysis
• Experimental manipulations to determine function
• May or may not be necessary

Indirect Assessment

❑ Interview should take one to two hours

❑ Goal is to gain information from relevant sources (parents, preschool teacher, etc.)
  ❑ Description of problem behavior(s)
  ❑ Identification of physical and environmental factors that influence behavior(s)
  ❑ Identification of the function(s) of the behavior(s)

Indirect Assessment

❑ Description of the behavior(s)
  ❑ What do they look like?
  ❑ How often do they occur
  ❑ How long does an episode last?
  ❑ How intense (damaging, destructive) is it?

Indirect Assessment

- Identification of **Setting Events** and how each affects behavior
  - Medications
  - Medical problems
  - Sleep cycles
  - Eating routines/diet
  - Daily schedule
  - Predictability of daily schedule
  - Choices in daily schedule and routines
  - Number of people in environment
  - Staffing patterns and interactions

Indirect Assessment

- Identification of **antecedents** that predict whether or not behavior will occur
  - Time of day
  - Places or physical setting
  - People
  - Activities
  - Other factors
    - Demands
    - Interruptions
    - Transitions
    - Delays
    - Lack of attention

Indirect Assessment

- Identification of the consequences of the behavior(s)
  - What does the individual get following problem behavior?
  - What does the individual avoid following problem behavior?

- Identification of the efficiency of the behavior(s) for the individual (how well do the behaviors 'work')
  - How much physical effort is involved?
  - How often are behaviors reinforced?
  - Are behaviors reinforced immediately or is there a delay between behaviors and reinforcement?

© Brenda Fossett, Ph.D., BCBA-D

Indirect Assessment

- Identification of communication abilities
  - How does the individual communicate?
  - Does the person use his or her communication skills consistently?
  - How does the person communicate specific messages?
  - Is the person able to follow verbal requests and instructions?
  - Can the person imitate?
  - Is the person able to follow signed or gestured requests?
  - How does the person communicate 'yes' and 'no'?

Indirect Assessment

- How can you make sure activities "go well" with the person?

- What things should you avoid doing to make sure activities "go well" with the person?

- What things does the person like?
  - Food items
  - Toys and objects
  - Activities at home
  - Activities/outings in the community
  - Other things

- History of behavior problems and past interventions

Indirect Assessment

- An indirect assessment leads to the development of hypotheses regarding problem behavior
  - What antecedents trigger the behavior(s)
  - What consequences reinforce ("pay off") the behavior(s)
  - What conditions make it more likely that problem behavior(s) may occur

Indirect Assessment: An Example

- Consultant
  - Deaf staff person working for an agency supporting deaf children and their families
- Parents
  - Mom was a homemaker and primary support person
  - Dad worked outside of the home and provided support when not working
- Child
  - "Kieran," an 8 year old deaf child diagnosed with cerebral palsy and autism
  - Problem behaviors included non-compliance, physical interference and resistance, negative vocalizations, food refusal

Indirect Assessment: An Example

A Functional Assessment Interview provided information regarding Kieran's problem behavior

- Problem Behaviors
  - Negative vocalizations or signing
    - "No," whining, yelling
  - Non-compliance
    - Ignores parental requests
  - Leaving assigned area
  - Physical interference
    - Push parent's hand away; turn away from parent

Indirect Assessment: An Example

- Antecedents
  - Parent request to engage in a specific task (e.g., homework, eat, go for a bath)
  - Parent-provided physical assistance to complete tasks
  - Parent request to stop engaging in a preferred task (e.g., computer)
- Maintaining Consequences
  - Escape task
  - Escape eating non-preferred food
  - Escape transition

Indirect Assessment: An Example

- Setting Events
  - Lack of predictability regarding expectations and transitions
  - Lack of choice within daily activities
  - Tired (poor sleep, long day)
  - Physical fatigue
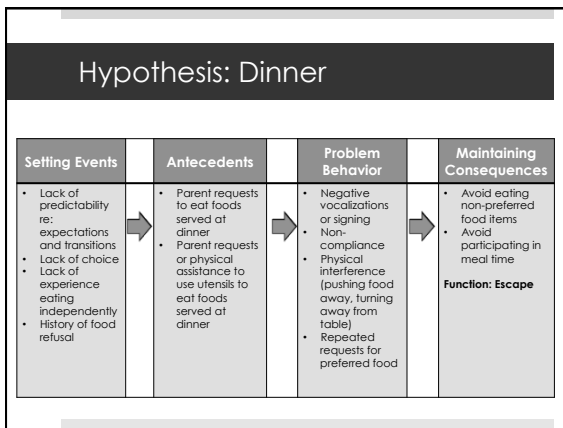 - Poor nutrition (due to food refusal behavior)
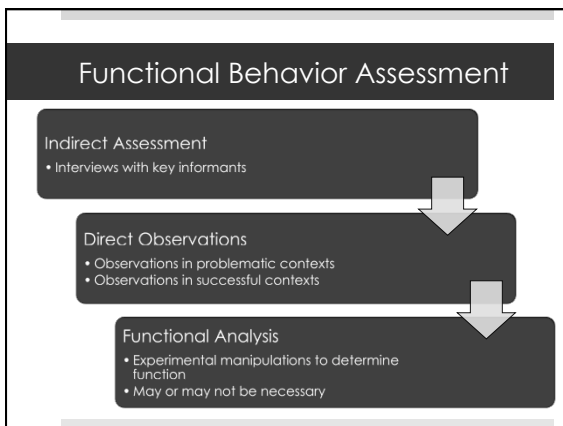
Indirect Assessment: An Example

- Three problematic routines were identified as part of the functional assessment process:
  - Transition from play to bath
  - Transition off computer
  - Eating dinner
- At the end of indirect assessment, hypotheses were generated regarding Kieran's behavior in each of these routines

Hypothesis: Transition to Bath

Setting Events		Antecedents		Problem Behavior		Maintaining Consequences
• Lack of predictability re: expectations and transitions • Lack of choice • Tired • Physical fatigue • Poor nutrition	→	• Parent request to go to the bathroom for a bath	→	• Negative vocalizations or signing • Non-compliance • Leave assigned area • Physical interference	→	• Escape independent transition to the bathroom **Function: Escape**

Hypothesis: Transition from Computer

Setting Events		Antecedents		Problem Behavior		Maintaining Consequences
• Lack of predictability re: expectations and transitions • Lack of choice • Tired	→	• Parent request to shut down the computer	→	• Negative vocalizations or signing • Non-compliance • Physical interference	→	• Delays shutting down the computer **Function: Escape**

Hypothesis: Dinner

Setting Events		Antecedents		Problem Behavior		Maintaining Consequences
• Lack of predictability re: expectations and transitions • Lack of choice • Lack of experience eating independently • History of food refusal	→	• Parent requests to eat foods served at dinner • Parent requests or physical assistance to use utensils to eat foods served at dinner	→	• Negative vocalizations or signing • Non-compliance • Physical interference (pushing food away, turning away from table) • Repeated requests for preferred food	→	• Avoid eating non-preferred food items • Avoid participating in meal time **Function: Escape**

Functional Behavior Assessment

Indirect Assessment
• Interviews with key informants

Direct Observations
• Observations in problematic contexts
• Observations in successful contexts

Functional Analysis
• Experimental manipulations to determine function
• May or may not be necessary

Direct Assessment

- Involves observation in the direct environment to collect data regarding problem behavior(s)

- Goal is to gather evidence (data) to support hypotheses regarding problem behavior
  - Without data, hypotheses are just educated guesses!

- Confirmation of hypotheses is important
  - You don't want to waste time or money on an intervention that is based on an incorrect hypothesis!

Direct Assessment

- Conducted by, or under the direction of, an experienced behavior consultant/analyst
  - Behavior consultant/analyst may observe your child in real time
  - Behavior consultant/analyst may ask you (or other team member) to gather video observations
  - Behavior consultant/analyst may ask you to track specific behaviors on a data sheet

Direct Assessment

- Direct observation of problem behavior(s) should provide:
  - Information regarding the times of day and places where behavior(s) occur
  - Identification of antecedent-behavior patterns
  - Record of the consequences that follow problem behavior(s)

Functional Behavior Assessment

Indirect Assessment
• Interviews with key informants

Direct Observations
• Observations in problematic contexts
• Observations in successful contexts

Functional Analysis
• Experimental manipulations to determine function
• May or may not be necessary
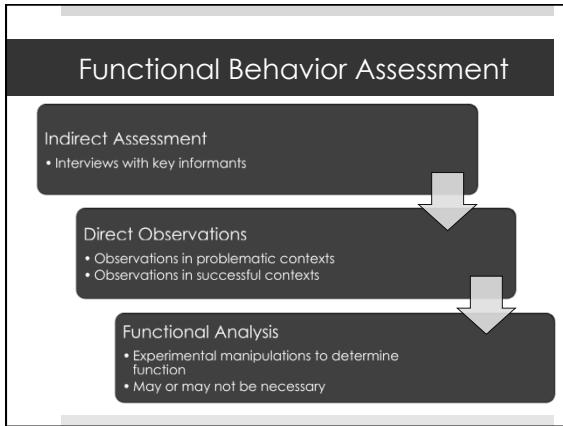
Functional Analysis

◻ A **Functional Analysis** is an experimental test used to identify consequences maintaining problem behavior(s)

◻ To conduct a functional analysis, one must have sufficient **training** and **expertise**
  ◻ Behavior Analysts typically conduct functional analyses

Assessment Guides Intervention

◻ After hypotheses have been confirmed, intervention planning can begin

◻ Information from the functional assessment **guides the team** in designing a solution
  ◻ Parents
    ◻ Target priorities for intervention
    ◻ Provide information regarding what is and is not 'do-able' in their context
  ◻ Behavior Consultant/Analyst
    ◻ Apply knowledge of behavioral science to address all aspects of the problem
    ◻ Consider family priorities, strengths, and needs
    ◻ Consider contributions and needs of other team members

Designing PBS Plans

- Need to address all features of the problem with planned interventions
  - Setting Events
    - How can we eliminate the setting event(s)?
    - How can we minimize the likelihood of setting event(s) occurring?
    - How can we neutralize the impact of setting event(s) if they occur?
  - Antecedents
    - How can we alter antecedents such that they do not trigger problem behavior?
  - Behaviors
    - What new behaviors do we need to teach?
  - Consequences
    - How will we respond to problem behavior so that it's not reinforced?
    - How will we respond to appropriate behavior so that it is reinforced?

Setting Event Strategies

- Eliminate or minimize the likelihood of a setting event

- Neutralize the impact of a setting event

- Withhold the antecedent trigger if a setting event occurs

- Teach a skill that makes the setting event irrelevant

- Give more reinforcement for desired behaviors when setting events have occurred

Common Setting Events & Strategies

Setting Event	Possible Strategy
Tired	• Allow to take a nap • Reduce expectations • Give more reinforcement when desired behaviors occur
Pain, illness	• Provide medication • Reduce expectations • Give more reinforcement when desired behaviors occur
Lack of choices in daily routines	• Provide opportunities for choice
Lack of predictability	• Visual schedule
Hungry or thirsty	• Provide food or drink • Teach to ask for food or drink

Setting Event Strategies

- The purpose of setting event strategies is to reduce the likelihood of problem behavior
  - Prevent setting events from occurring
  - Reduce the impact of setting events if they do occur
  - Refrain from delivering antecedent triggers if setting event has occurred
  - Teach a skill that makes the setting event irrelevant
  - Provide extra reinforcement when desired behavior occurs in the presence of setting events

Antecedent Strategies

- Provide signals and prompts for appropriate behaviors
  - Cue behaviors we want to occur
- Reduce, modify, or weaken antecedents that trigger problem behavior
  - Make antecedents less "triggering"
- Make the reinforcer for problem behavior less potent
  - Provide reinforcement "for free" before problem behavior occurs

Antecedent Strategies

- Provide signals and prompts for appropriate behavior
  - Incorporate child preferences into the activity
  - Make the activity fun and/or meaningful
  - Use visual supports
  - Use positive contingency statements
    - "When you eat your dinner, then you can have dessert."
  - Use safety signals
    - "Put away 1 toy, then you're all done!"
  - Use pre-correction
    - "If you need help, say 'help please'"

Antecedent Strategies

◻ Reduce, modify, or weaken antecedents that trigger problem behavior
  ◻ Offer choices in the context of the activity
    ◻ "Which color shirt do you want?"
  ◻ Present requests as a choice
    ◻ "Do you want to brush teeth or brush hair first?"
  ◻ Alternate easy and hard tasks
  ◻ Alternate preferred and non-preferred tasks
  ◻ Make the task easier

Antecedent Strategies

◻ Make the reinforcer for problem behavior less potent
  ◻ If the function of the behavior is to gain attention, provide regular attention "for free" (**not** as a consequence…just because)
  ◻ If the function of the behavior is to gain tangibles, provide regular access to preferred items "for free" (**not** as a consequence…just because)
  ◻ If the function of the behavior is to escape, provide regular breaks "for free" (**not** as a consequence…just because)

◻ The logic is this: if the child already has what he or she wants (e.g., attention), it's not necessary to engage in problem behavior

Make the Reinforcer Less Potent

Mom wants Samantha to play by herself while she cooks dinner. Samantha usually engages in problem behavior (breaking toys, screaming) to gain mom's attention. Before she begins cooking dinner, Mom spends 10 minutes playing with Samantha. While cooking, mom calls out to Samantha every minute or two ("that looks fun!," "what are you building?, etc.). Every 5 minutes or so, mom steps into the family room and talks to Samantha for about 30 seconds.

Antecedent Strategies

- The purpose of antecedent strategies is to increase cues for appropriate behaviors and decrease cues for problem behaviors
  - Prompt appropriate behaviors
  - Remove or reduce triggers
  - Provide reinforcement "for free" before problem behavior occurs

Teaching Strategies

- Selection of teaching strategies will be based on
  - The context or activity
  - The individual's skill deficits or challenges
  - Goals for the individual and his or her family
- Skills taught may include
  - Communication skills
  - Self-management skills
  - Activity-related skills

Functional Communication Training (FCT)

- FCT involves teaching a "better" way to communicate the message currently communicated via problem behavior
  - Tangible: "I want item/activity"
  - Attention: "I want social interaction"
  - Escape: "I don't want…"

FCT: Tangible

- If the function of the behavior is to get items or activities, we can teach the person a better way to ask for what he or she wants
  - The Picture Exchange Communication System (PECS)
  - Speech Generating Device (SGD)
  - Manual signing

FCT: Attention

- If the function of the behavior is to gain attention or interaction, we can teach the person a better way to ask for or get attention or social interaction
  - Teach specific messages designed to gain attention
    - "Look!"
    - "Come!"
  - Teach social-conversational skills

FCT: Escape

- If the function of the behavior is to escape or avoid activities, events, items, or people we can teach the person a better way to avoid what they don't like or don't want
  - Teach specific messages
    - "No" or "No, thank you"
    - "Help"
    - "Wait"
    - "Break"

Teaching Skills

- It is critical that we teach skills – behaviors that we want individuals to engage in
  - Dressing
  - Eating with utensils
  - Following a parent in a grocery store
  - Playing with toys
  - Brushing teeth

- Priorities for teaching will depend on
  - The problematic routine or activity
  - Your goals for your child

- All PBS plans should include
  - Behaviors to teach
  - Strategies for teaching

Consequence Strategies

- The goal of consequence strategies is to
  - Reinforce (increase) desired behaviors
    - The behaviors we are teaching
    - The behaviors we want individuals to engage in
  - Reinforce (increase) alternative replacement behaviors
    - Communication behaviors
      - Asking for tangibles
      - Asking for attention
      - Asking for escape
  - Minimize reinforcement for (don't pay off) problem behaviors

Consequence Strategies

- Consequence strategies are carefully planned responses to behavior
  - Based on result of Functional Behavior Assessment

- Reinforcement should always include the use of praise
  - Praise may not be sufficient initially; will likely need to use other reinforcing items or activities
  - Work collaboratively with your behavior consultant/analyst to determine the most appropriate way to accomplish this

- Withholding reinforcement for problem behavior can be accomplished in many ways
  - Work collaboratively with your behavior consultant/analyst to determine the most appropriate way to accomplish this

© Brenda Fossett, Ph.D., BCBA-D

24

PBS Example: Transition to Bath

Setting Event(s):
•Lack of predictability
•Lack of choice
•Tired
•Physical fatigue
•Poor nutrition

Trigger(s):
•Parent request to go for a bath

Desired Behaviour:
•Complies with parent request (goes to bath)

Maintaining Consequence:
•Praise
•Choice of activity after bath

Problem Behaviour:
•Negative vocalizations
•Non-compliance
•Leave assigned area
•Physical interference

Maintaining Consequence:
•Escapes or delays independent transition to bath
Function: ESCAPE

Alternative Replacement Behaviour:
•Asks for 5 more minutes with preferred activity

Bath Routine: PBS Plan

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
• Use a visual schedule to increase predictability • Embed choice within the routine • Use a visual timer to show how long until transition begins • Ensure rest time before bath • Provide snack before bath	• Positive contingency statements ("If you…then you can…) • Pre-correct to request '5 more minutes' as needed	• Teach K to ask for '5 more minutes' • Teach K to refer to the visual timer to anticipate when the transition will begin	• Praise K for cooperatively going to bath • Give highly preferred activity for cooperatively going to bath • Ignore and redirect minor problem behaviors • Minimize reinforcement by not allowing K to continue playing (remove toys; continue to request)

Bath Routine: Contingency Map

go to bath fast → bath toys → bath → dress bear

mom says "go to bath"

don't go to bath fast → no bath toys → bath → no dress bear

PBS Example: Transition from Computer
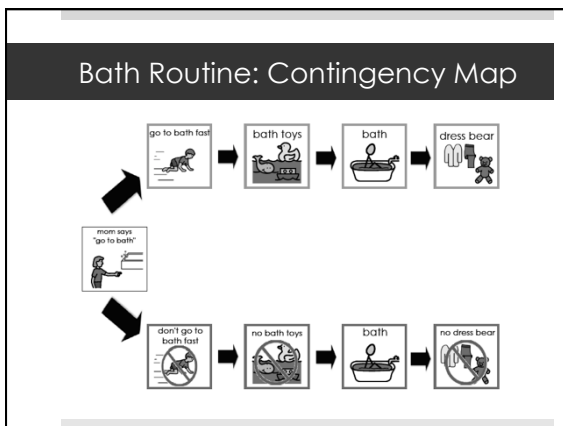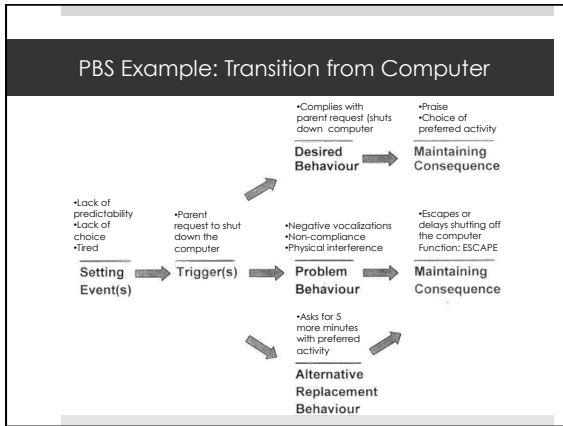
Computer Routine: PBS Plan

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
• Use a visual schedule to increase predictability • Embed choice within the routine • Use a visual timer to show how much computer time is left	• Positive contingency statements ("If you…then you can…) • Pre-correct to request '5 more minutes' as needed	• Teach K to ask for '5 more minutes' • Teach K to refer to the visual timer to anticipate when the transition will begin • Teach K the steps to shutting down the computer	• Praise K for cooperatively shutting down computer • Give highly preferred activity for cooperatively shutting down computer • Ignore and redirect minor problem behaviors • Minimize reinforcement by not allowing K to continue on computer – continue making request until he complies

Computer Routine: Contingency Map

PBS Example: Dinner

Setting Event(s)
- Lack of predictability
- Lack of choice
- Lack of experience eating independently
- History of food refusal

Trigger(s)
- Parent demand or request to eat foods served
- Demands, requests or physical assistance to use utensils to eat

Desired Behaviour
- Eat foods served
- Answer questions and participate in dinnertime conversation

Maintaining Consequence
- Praise
- Choice of preferred dessert

Problem Behaviour
- Negative vocalizations
- Non-compliance
- Physical interference
- Leave assigned area
- Demand preferred food

Maintaining Consequence
- Escapes eating non-preferred food items
- Avoids participating in family meal
- Function: ESCAPE

Alternative Replacement Behaviour
- Asks for a break

Dinner Routine: PBS Plan

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
• Use visual supports to increase predictability and motivate eating behavior • Adapted utensils and Tripp Trapp chair • Limit snacks; no food/drink (except water) 3-4 hrs before dinner • Restrict access to highly preferred foods • Allow K to choose highly preferred food to access after eating dinner	• Begin intervention with interventionist • Stimulus fading (move gradually from preferred to non-preferred foods; move gradually from tiny bites to normal sized bites) • Use positive contingency statements	• Teach K to use utensils • Teach K to ask for help • Teach K to ask for a break • Teach K to engage in conversation • Teach K to excuse himself when meal is finished	• Praise K for cooperatively eating • Give highly preferred food item and/or activity for cooperatively eating • Ignore and redirect minor problem behaviors • Minimize reinforcement through use of escape/extinction procedures

Dinner Routine: Visual Supports

Dinner

pray | eat | drink milk | wipe face | say "thank you" | cheezies | computer

Remember: get food | bite | fork down

Accessing PBS Services

- ☐ Collaborative relationship between you and your consultant

- ☐ Your problems and goals are considered a priority

- ☐ Functional Behavior Assessment
  - ☐ Information gathered from parents and relevant others
  - ☐ Child is observed in naturally occurring problematic contexts
  - ☐ Data are gathered to establish baseline levels of behavior

- ☐ Consultant develops PBS plan(s) in consultation with you
  - ☐ Does the plan 'fit' with your family? With your lifestyle? With your culture?
  - ☐ Does the plan address your priorities?

Accessing PBS Services

- ☐ Consultant guides you in implementation of the plan
  - ☐ Written plan in easily understood language (no jargon)
  - ☐ Behavioral Parent Training
    - ☐ Review the written plan
    - ☐ Role play intervention strategies
    - ☐ Consultant models strategies
    - ☐ Consultant coaches you in using the strategies
    - ☐ Consultant provides feedback regarding your use of the strategies
  - ☐ Consultant implements strategies initially then transfers to parent
  - ☐ Consultant is responsive to challenges or concerns you have regarding implementation
    - ☐ Works with you to solve problems

Accessing PBS Services

- ☐ Data collection system is in place and do-able
  - ☐ Data reviewed by consultant on a regular basis
  - ☐ Data inform changes to the plan

- ☐ Consultant works with you to develop your ability to solve your own problems

- ☐ Consultant involves the entire family as much as possible

Visual Support Strategies to Prevent Problem Behavior

(Or address mild problem behavior)

Visual Support Strategies

◻ Take advantage of relative strengths in visual processing

◻ Compensate for challenges in processing speech or sign language

◻ Increase predictability and ease transitions

◻ Help individuals understand expectations

◻ Help individuals understand the steps of a task and how long an activity will last

◻ Provide information regarding social rules

◻ Organize the environment

Common Visual Support Strategies

◻ Environmental Supports

◻ Visual Schedules

◻ Rule Supports

◻ Choice Boards

◻ Temporal and Waiting Supports

Environmental Supports

◻ Provide information about how the environment is organized
  ◻ Clarify where things belong and how to organize personal belongings

Visual Schedules

◻ A way of representing information

◻ Objects, photographs, symbols, and/or text is used to represent activities

◻ Provide predictability and structure

◻ Can support transitions between activities

◻ Can support individuals in completion of activities that contain many steps
  ◻ Brushing teeth
  ◻ Dressing
  ◻ Making a sandwich
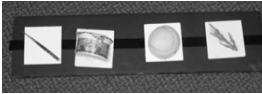
Between Activity Visual Schedules

◻ Provide information regarding upcoming activities
  ◻ Support transition from one activity to another
  ◻ Increase predictability
    ◻ Reduce stress and anxiety
  ◻ Can increase independent and on-task behaviors
  ◻ Can decrease disruptive or problem behaviors

Object Cue Schedules

- Boxes hold objects
- Each object represents one activity
- As activities are completed, they are placed in a 'finished' container
- Photographs or symbols may be paired with the objects, to teach the meaning of 2-D representations

Wall Schedules

- Representational photographs or symbols are sequenced to portray the order of activities
- As activities end, photos or symbols are turned over or removed

Photo Book Schedules

- Representational photographs or symbols are placed in a mini photo album
- Each page shows one activity
- Photos or symbols are turned over as activities end

© Brenda Fossett, Ph.D., BCBA-D

31

Helpful Hint: Taking Photos

◻ Make photos meaningful; think about the aspects of the image that convey the most useful, understandable information to the individual

or

Helpful Hint: Taking Photos

◻ Consider critical elements
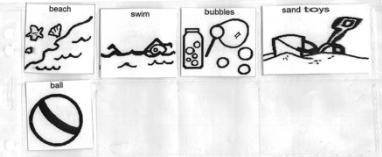
or

Slide Pocket Schedules

◻ Two inch square symbols are placed in plastic slide pockets

◻ Symbols are turned over as activities end

◻ Can be placed in a binder or fanny pack

Velcro Binder Schedules

◻ Velcro is placed on both the inside and outside covers of a binder

◻ The front cover shows the schedule

◻ The inside cover is used to store symbols or photos

The Portacom System

◻ Worn around the waist

◻ Symbols attach with Velcro

◻ Has a zippered pocket to use as a finished pocket
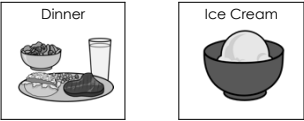
Weekly and Monthly Calendars

Embedding Behavioral Support in Visual Schedules
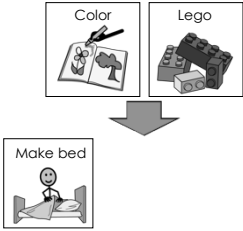
◻ Follow less preferred activities with highly preferred activities

| Dinner | Ice Cream |

Embedding Behavioral Support in Visual Schedules

◻ Allow individuals to make choices during schedule set-up

| Color | Lego |

Make bed

Visual Schedules & Skill Development

◻ Communication skills
  ◻ Vocabulary, turn taking, negotiation

◻ Time concepts
  ◻ Past, present, future

◻ Time-related vocabulary
  ◻ Later, not yet, finished, etc.

◻ Use of time pieces

◻ Pre/Early literacy skills

Within Activity Schedules

- ◻ Also known as 'mini-schedules' or scripted routines
- ◻ Show the steps for a specific activity or routine
- ◻ Supports the development of independent within a target routine

Within Activity Schedules

Within Activity Schedules
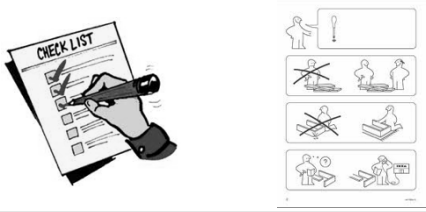
Within Activity Schedules

Get ingredients	Put 2 slices of bread on plate	Spread peanut butter	Wipe knife

Spread jelly	Put bread together	Cut sandwich in half

Within Activity Schedules

- Can be useful in teaching individuals to complete a task
  - Prompts come from the visual support, rather than a person
    - Many of us use paper-based prompts every day!
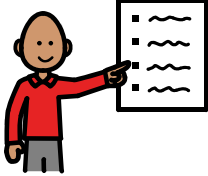
Creating Within Activity Schedules
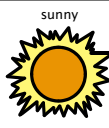
- Begin with a task analysis
  - Select a task (e.g., dressing)
  - Break the task into individual steps
    - Put on underpants
    - Put on pants
    - Put on shirt
    - Put on socks
  - Test to make sure you've included **all** of the steps
  - Create visuals for each step

Rule Supports

☐ Used to assist individuals in understanding and following rules

Rule Supports

rain — no hiking

sunny — hiking

Rule Supports

Waiting in Line

Keep hands at your side.

Be quiet.

The Universal No Symbol

◻ Use the 'Universal No' symbol to show:
  ◻ Which activities are not available
  ◻ Which toys/items are not available
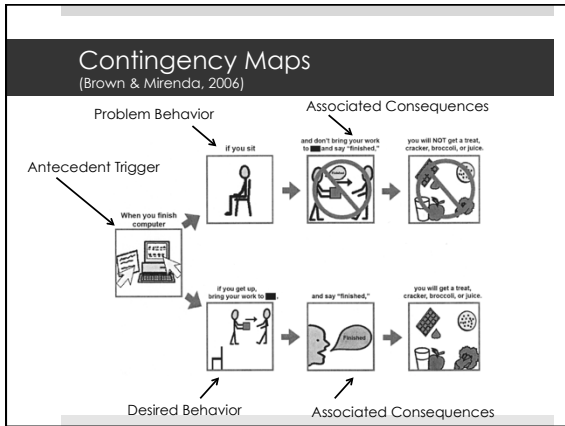 ◻ Change in schedule or activity cancellation
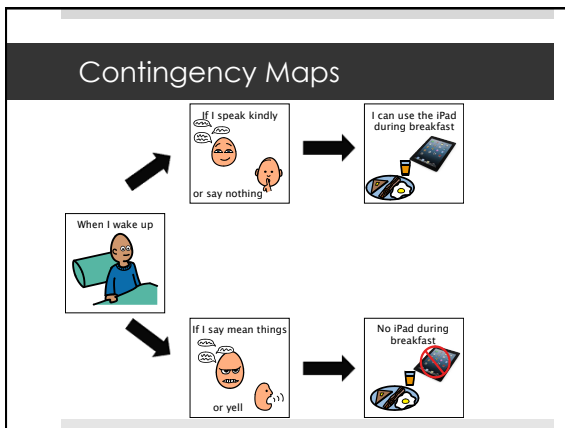 ◻ Objects that are 'off limits'

Choice Boards

◻ Choice boards provide information regarding the available options

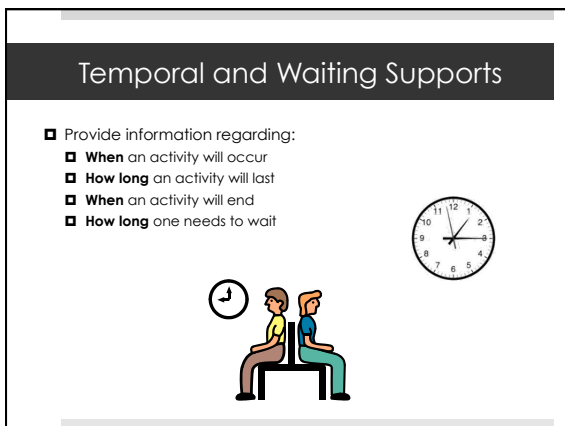◻ Choice boards support individuals in identifying and communicating a choice

Color	Lego	Sit & Spin	Race Cars
Play-Doh	Marbles	Bumble Ball	Potato Head

Contingency Maps

◻ Provide a visual display of consequences for both positive and problematic behavior

◻ Must include
  ◻ The antecedent (trigger) for problem behavior
  ◻ The problem behavior and associated consequence
  ◻ The positive (desired) behavior and associated consequence

Contingency Maps
(Brown & Mirenda, 2006)

Problem Behavior

Associated Consequences

Antecedent Trigger

Desired Behavior

Associated Consequences

Contingency Maps

Temporal and Waiting Supports

- Provide information regarding:
  - **When** an activity will occur
  - **How long** an activity will last
  - **When** an activity will end
  - **How long** one needs to wait

Temporal Supports in a Visual Schedule

- Images of clock faces can support individuals who have difficulty transitioning at the 'right' time or who need to know when activities will begin and end
  - They don't need to know how to tell time; they just need to be able to match the printed clock face with that of an actual clock

9:00	coffee
9:30	bus
10:00	grocery store

Waiting Supports: Time Timer

- Set time up to 60 minutes; amount of time to wait shows red
- As time passes, red disappears
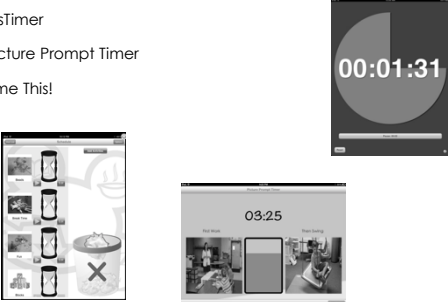- Multiple sizes, also available as an app
- www.timetimer.com

Waiting Supports: Time Tracker

- Set for any amount of time
- Counts up from green to red (when an activity will stop)
- Counts down from red to green (when an activity will start)
- 'Stop Go!' app works in a similar manner

© Brenda Fossett, Ph.D., BCBA-D

Temporal and Waiting Support Apps

- ❑ VisTimer
- ❑ Picture Prompt Timer
- ❑ Time This!

00:01:31

03:25

Putting It All Together

Collaborative Partnerships

- ❑ Parents should be active participants in the assessment and intervention process
  - ❑ Identify needs and priorities
  - ❑ Convey critical information regarding family culture
  - ❑ Participate in developing an understanding of and designing solutions for problem behavior
  - ❑ Participate in implementing and monitoring interventions
- ❑ Consultants should provide guidance and support
  - ❑ Direct FBA process
  - ❑ Develop PBS plans with parents and other key team members with attention to family strengths and needs
  - ❑ Support parents in implementing strategies
  - ❑ Monitor progress and adjust interventions as needed

Parents are Key!

- Parents are the constant individuals in their child's life
  - Actively participate in your child's intervention

- Parents know their child and family best
  - Make sure the professionals working with you understand your family's needs and design interventions with your family in mind

- Parents are consumers of professional services
  - Be critical consumers
  - If you don't understand what professionals are doing, ask
  - If something isn't working, say so

Children Can Participate in Daily Life

- Problem behavior often leaves families feeling that their child can't participate in regular family routines
  - Engage in family routines without the child
  - Stop engaging in routines altogether

- Large body of research demonstrates that PBS can effectively address child problem behavior
  - In a variety of contexts
  - Across a variety of routines
  - Across a variety of ability levels
  - Implemented by parents, siblings, and others

- Growing body of research demonstrates that improvements maintain as a result of a strong collaborative partnership between parents and professionals

References

Brown, K., & Mirenda, P. (2006). Contingency mapping: use of a novel visual strategy as an adjunct to functional equivalence training. *Journal of Positive Behavior Interventions, 8,* 155-164.

Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J.L., Albin, R.W., Koegel, L.K., Fox, L. (2002). Positive behavior support: evolution of an applied science. *Journal of Positive Behavior Interventions, 4,* 4-16, 20.

Dunlap, G., Sailor, W., Horner, R.H., & Sugai, G. (2009). Overview and history of positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp. 3-16). New York: Springer.

O'Neill, R.E., Albin, R.W., Storey, K., Horner, R.H., Sprague, J.R. (2015). *Functionbal assessment and program develo9pment for problem behavior: a practical handbook* (3rd Ed.). Stamford, CT: Cengage.

Print Resources

Durand, V.M. (2011). *Optimistic parenting: hope and help for you and your challenging child.* Baltimore, MD: Brookes.

Hieneman, M., Childs, K., & Sergay, J. (2006). *Parenting with positive behavior support: a practical guide to resolving your child's difficult behavior.* Baltimore, MD: Brookes.

Online Resources

ADEPT (Autism Distance Education Parent Training): http://media.mindinstitute.org/education/ADEPT2/Module2Menu.html
Access 10 modules from the UC Davis MIND Institute addressing Positive Behavior Support

Boardmaker software: www.mayerjohnson.com
Software used to create visual schedules and other visual supports

Autism Internet Modules: www.autisminternetmodules.org
Sign up for a free account to access a number of modules on evidence-based practices, including visual supports, functional communication training, reinforcement, and video modeling. Although designed for professionals, many of the modules may be useful to parents.

Symbolstix: www.symbolstix.n2y.com
Online, annual subscription-based library of symbols to use for creating visual schedules and visual supports.

Visual Schedule Systems: https://www.setbc.org/download/Public/VSS.pdf