

# Introduction to Positive Behaviour Support



AcuityTherapy

# Positive Behaviour Support is Positive and Proactive

Positive Means Increasing and strengthening helpful behaviours through  
“reinforcement”

-not using aversive techniques

Proactive means anticipating where things may go wrong and preventing  
them from happening

- Rather than just reacting when things go wrong

# Positive Behaviour in a nutshell.....

....the cause and effect relationship between environmental events and behaviour; once identified can be supported.

Once you identify the triggers (antecedents) that occur before a problem behaviour occurs, you can make changes within the environment to prevent the behaviour from happening.

Once you identify the function (reason of the problem behaviour) you can then teach a new skill which serves the same function as the problem behaviour but is easier to do.

# Person Centred Planning - Principles

- ▶ The person is at the centre
- ▶ Family members and friends are partners in planning
- ▶ The plan reflects what is important to the person, their capacities and the support they require
- ▶ The plan results in actions that are about life (improving quality), not just services and reflect what is possible, not just what is available
- ▶ The plan results in ongoing listening, learning and further action

# What is person centred planning ?

- ▶ Family of approaches to individualised planning
- ▶ Emphasises the partnership between focus person, their natural supports, the community and support agencies.
- ▶ Not a new way
- ▶ Another step in the evolution of better planning and supports

# To be person centred means...

- ▶ Helping people to recognise their unique qualities and abilities, looking beyond impairments, recognizing their gifts. This will involve:
  - ▶ Knowing the person
  - ▶ Learning from them and about them over time
  - ▶ Listening to the person and others in the circle
  - ▶ Spending time with the person and communicating regularly

# Some examples of PCP tools

- ▶ Circles of support
- ▶ Essential Lifestyle Planning
- ▶ MAPS - McGill Action Planning System
- ▶ PATH - Planning Alternative Tomorrows with Hope
- ▶ Personal Futures Planning

# Person Centred Planning

- ▶ Reflects what is possible
- ▶ Focuses on the capacity of the individual
- ▶ Emphasis is on assessing individual strengths
- ▶ Is needs driven
- ▶ Identifies with the individual where they would like to be and how you can help them get there

# Questions to ask yourself?

- ▶ Does your client person have a person centred plan?
- ▶ What are the things your client likes and dislikes?
- ▶ How do you know they like or dislike these things?
- ▶ What are a couple of things you would like your client to learn?
- ▶ How do you know they would like to learn them

# Positive Behaviour Support - what is it ?

Positive Behaviour Support (PBS) is amongst the most effective approaches to supporting people with intellectual disabilities who use challenging behaviour.

It involves ensuring the person is living the best life they possibly can - often this is all you need to do.

If the person is leading a good life and the challenging behaviour continues you should:

- Understand why the person uses challenging behaviour ( function of behaviour)
- Find the causes for challenging behaviour and modify them (antecedents)
- Teach the person new skills to meet their needs. This is so they can use the new skill and not the challenging behaviour

# Core feature of positive behaviour support

- ▶ Application of research validated behavioural science
- ▶ Integration of multiple intervention elements to provide ecologically valid, practical support
- ▶ Commitment to substantive, durable lifestyle outcomes
- ▶ Implementation of support within organisational systems that facilitate sustained effects

# Positive Behaviour Support.

## Positive Behaviour

- ▶ Skills that increase the likelihood of success at home, school, work, play, and in the community

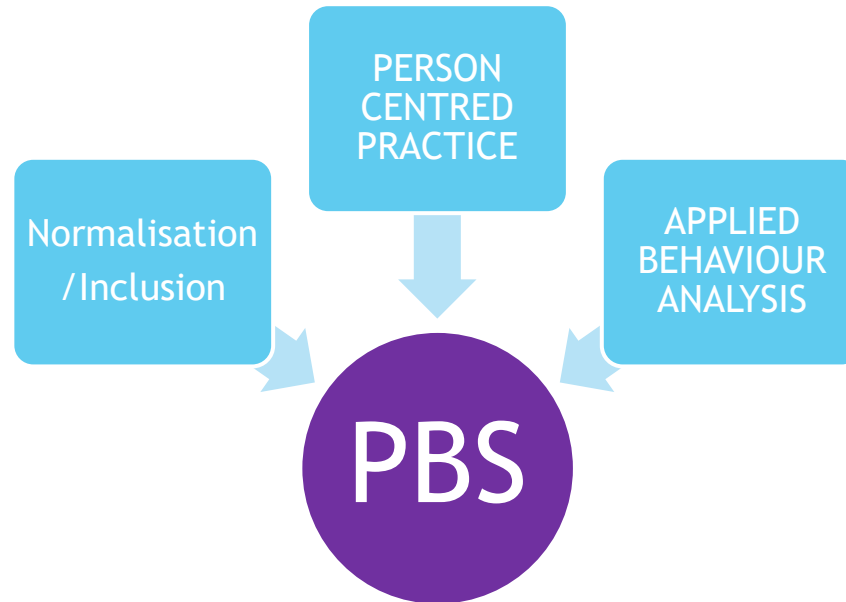
## Support

- ▶ Strategies used to teach skills
- ▶ System changes to increase opportunities for engaging in positive behaviour

# The Foundations of Positive Behaviour Support

Positive Behaviour Support is based on three major principles

1. Normalisation/Inclusion
2. Person-centred values
3. Applied Behaviour Analysis



# Normalisation/Inclusion pre 2006

- ▶ Supported employment rather than sheltered workshops
- ▶ Supported living arrangements rather than group homes
- ▶ Participation with people who may not have disabilities rather than only with disabled others

# United Nations Convention on the rights of persons with disabilities

United nations acknowledges that people with disabilities continue to face rights violations and barriers to equal participation in society.

There is growing recognition for the need to ensure that all people who have disabilities enjoy human rights on an equal basis as others.

Anyone supporting an individual with a disability has an obligation under the UNCRPD 2006 to ensure the individuals rights are upheld.

# Foundations of positive behaviour support post 2006

- ▶ UNCRPD
- ▶ Person Centred Values
- ▶ Applied Behaviour Analysis
- ▶ Improved Quality of Life
- ▶ Reduced Challenging Behaviour

# Applied Behaviour Analysis

Conceptual framework for behaviour change

- ▶ Environmental influences on behaviour
- ▶ Evidence driven decision making
- ▶ Ongoing direct observation

Provided Assessment and intervention strategies

- ▶ Functional behavioural assessment
- ▶ Skills acquisition strategies such as shaping, prompting, and reinforcement

# Objective of Positive Behaviour Support

1. Primary goal is to increase the quality of life and the secondary goal is to reduce challenging behaviour
2. The person is a participant in determining what is an improved life (person centred planning)
3. Problem Contexts - NOT people
4. Challenging behaviour makes sense
5. Skills acquisition is critical
6. PBS plans tell us what we need to do

# Quality of life

Eight core domains for quality of life

1. Emotional wellbeing
2. Interpersonal relationships
3. Material wellbeing
4. Personal development
5. Physical wellbeing
6. Self determination
7. Social inclusion
8. Rights

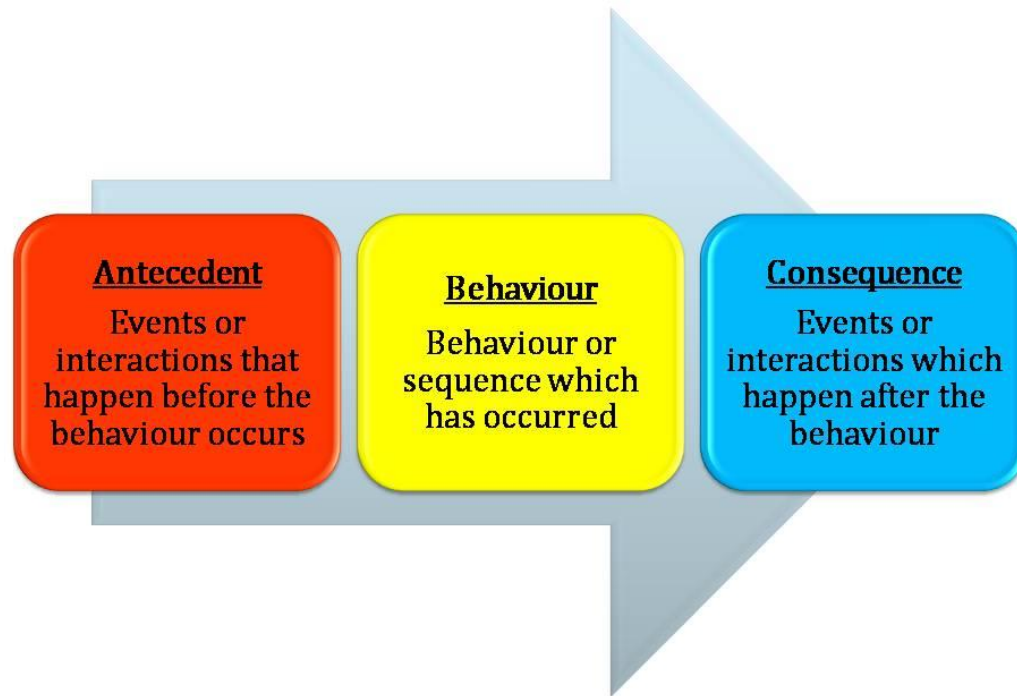
# What is challenging/problem behaviour

- ▶ “behaviour of such intensity, frequency, or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to and use ordinary community facilities”

# The Steps of positive behaviour support

1. Identify the behaviour causing harm (observable)
2. Identify what triggers the behaviour - antecedents
3. Identify why the person uses this behaviour - function
4. Address the triggers - strategies
5. Teach the individual a new skill (alternative behaviour) to use when triggered and reinforce this new skill
6. Teach all supports how to respond to behaviour making sure everyone is safe
7. Record behaviour and the use of the new skill to see if PBS goals are being achieved (is it working)

# Three term contingency



# Step 1 Behaviour -observable terms

- ▶ Define the behaviour that leaves no room for error
- ▶ What does the behaviour look like
- ▶ Beware of contaminators such as emotional states “fit of rage” , “getting revenge”, “acting out”
- ▶ Each person would interpret this differently depending on how they define these terms
- ▶ Keep to what has been observed
- ▶ Example “John cuts inner forearm “left/right” and upper thigh “left/right” with knives or scissors, slicing into the skin, causing bleeding, bruising and scarring.
- ▶ Identify precursor behaviour “Use the DIS/DAT”

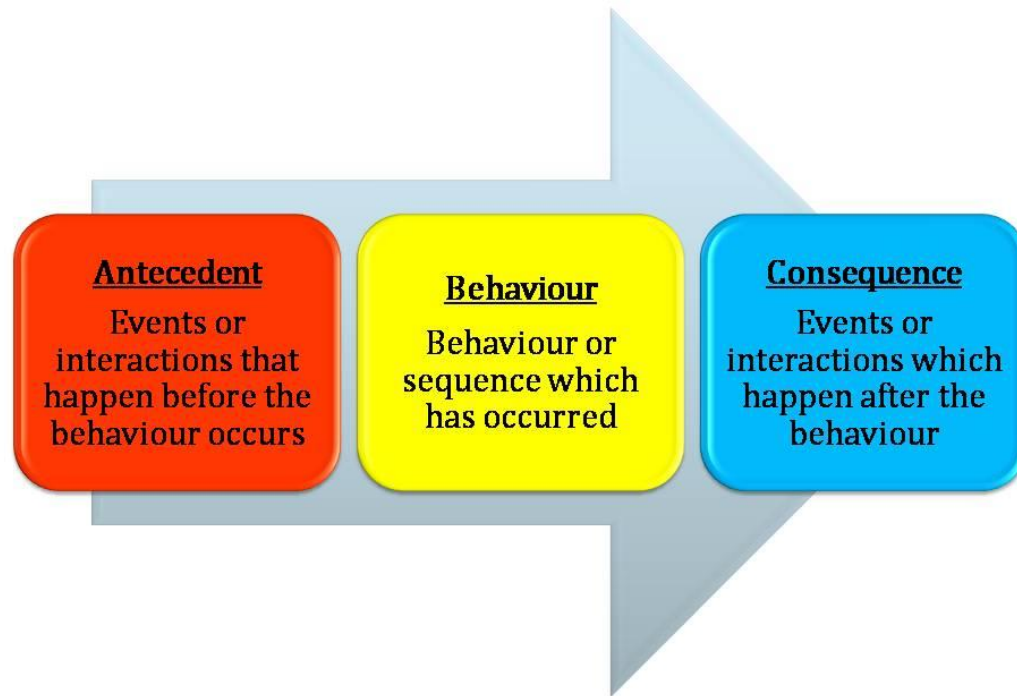
## Step 2: Identify Triggers

- ▶ To identify triggers a person can do this through interviews, observation, ABC data sheet recording, and indirect assessment such as the CAI
- ▶ Interviews must be completed with someone who has observed the behaviour. The FAI is a useful instrument to complete a structured interview
- ▶ Observing the person in different environments engaging in behaviour
- ▶ Using ABC data sheets to determine the antecedent, behaviour and consequence.
- ▶ The CAI is a 93 item measure which is good in identifying triggers

# Step 3 - Identify the function of a behaviour - reason for it

- ▶ observation, ABC data sheets and indirect assessment such the QABF
- ▶ Behaviour is predictable antecedent - behaviour - consequence (operant conditioning)
- ▶ Operant conditioning is the process of learning through reinforcement and punishment.
- ▶ In operant conditioning, behaviors are strengthened or weakened based on the consequences of that behavior.
- ▶ Operant conditioning was defined and studied by behavioral psychologist B.F. Skinner.

# Three term contingency

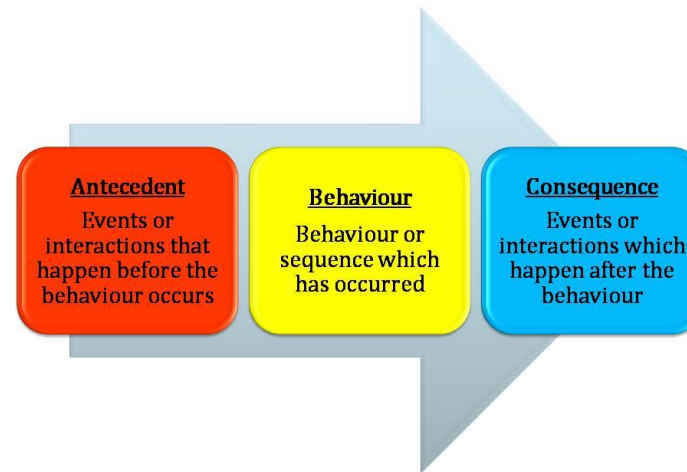


# Function of behaviour

- ▶ Our behaviour helps us manipulate the world we live in
  - ▶ Behaviour is used to access/avoid social interactions
  - ▶ Behaviour is used to access/avoid items or activities
  - ▶ Behaviour is used to access/avoid automatic reinforcement
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- ▶ Lining up at the coffee shop each morning (access tangible)
  - ▶ Using your umbrella in the rain (escape non-preferred environment - rain)
  - ▶ Going to fridge (access food)
  - ▶ Leaving a crowded room (escape non-preferred environment)

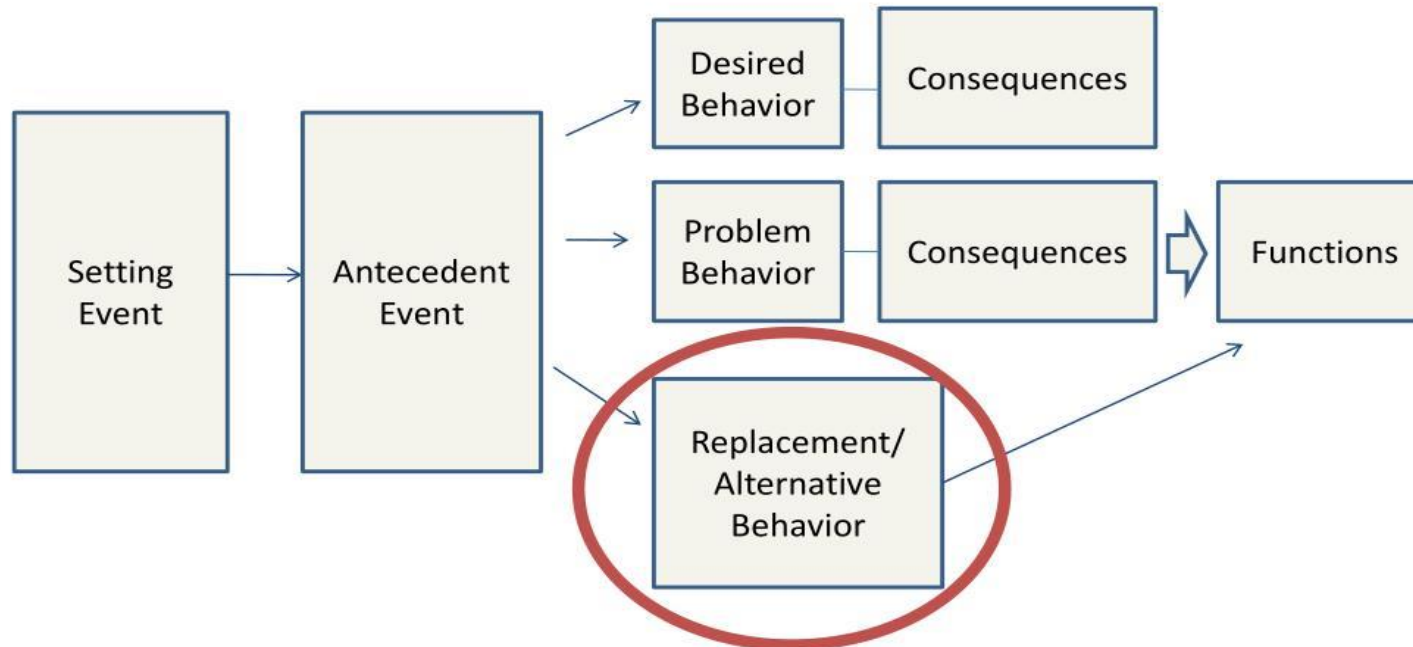
# Example ABC chain

- ▶ Antecedent - Luke sees a new staff member in his home
  - ▶ Behaviour - Luke will swear and scratch himself
  - ▶ Consequence - avoids the new staff member because they leave
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- ▶ What can we do about the triggers ?
  - ▶ What can we do about Luke's needs?



# Competing behaviour model

## Based on FBA Results: Competing Pathways



Adapted from O'Neill, Horner, Albin, Sprague, Storey and Newton, 1997

# Step 4 - Intervention Strategies

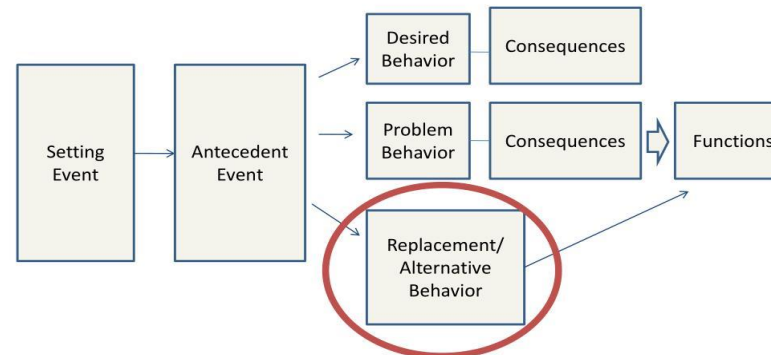
- ▶ When we know
  - ▶ What triggers the behaviour and
  - ▶ Why the person uses the behaviour (function)
  - ▶ You can then create intervention strategies to meet the persons needs

What changes can you do to prevent the behaviour ?

# Step 5 Teach alternative behaviour

- ▶ It is almost impossible to remove 100 percent of the triggers 100 percent of the time
- ▶ An alternative behaviour that replaces the problem behaviour which also serves the same function is required

Based on FBA Results:  
Competing Pathways



Adapted from O'Neill, Horner, Albin, Sprague, Storey and Newton, 1997

FBA/BIP Training Series: Day 3

# Step 6 Reinforcing replacement behaviour

- ▶ Each time a person engages in the new behaviour supports should reinforce the behaviour immediately
- ▶ <https://www.youtube.com/watch?v=JA96Fba-WHk>

# Step 7 Record behaviour and use of new skills

- ▶ To make sure the PBSP is working supports should record the use of the new behaviour
- ▶ Continual monitoring using ABC data sheets will also be done to monitor instances of behaviour over time