

POSITIVE BEHAVIOR SUPPORT (PBS) IN YOUR HOME

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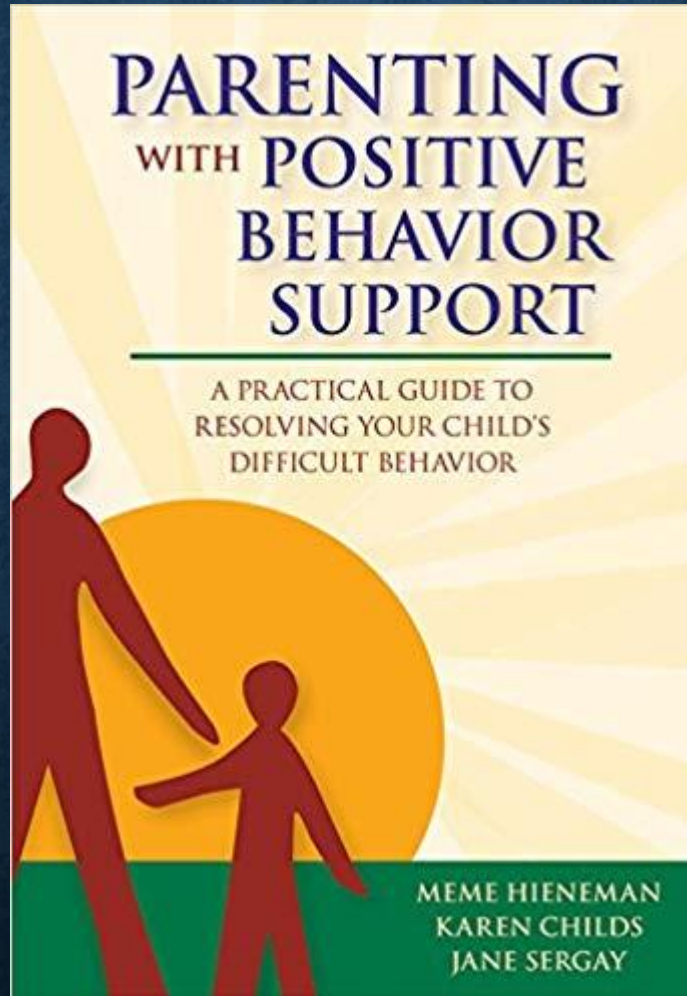
WHO AM I?

- Current Director of Special Education
- Previously worked on the state initiative for PBSIS
- Previously a School Psychologist on a Child Study Team
- Adjunct Faculty at local colleges/universities
- I love to provide workshops!

KEY OBJECTIVES

- To understand how to reflect on a past situation that happened and determine if reaction was appropriate, based on basics of behaviors
- To understand how to reflect on a situation as it is happening and determine the most appropriate reaction
- To be able to determine Setting Events, Antecedents, Behaviors and Consequences and the interplay of these components to determine Function of Behavior
- To reflect on how we react when behaviors occur to ensure we are encouraging the most appropriate behaviors possible

BOOK THAT IS GUIDING OUR CONVERSATION TONIGHT



BEHAVIOR IS A COMMUNICATION TOOL

- When a child engages in a behavior, they are trying to tell you something
- Example:
 - I don't like that
 - I don't want to stop what I am doing right now
 - I'm not ready to change to a new activity
 - I don't know what will happen next
- Think about a baby before they have language – their behavior is to cry, turn their head, stiffen their legs
 - All of these behaviors communicate a message to the caregiver

HOW WE NAVIGATE THE INTERACTION DICTATES THE FUTURE

- “The best indicator of future behavior is the past behavior”

-Dr. Phil

Translation: If it worked for me before, it is likely going to work for me again

Your turn: Examples to share?

KEY TERMS

- Setting Events
- Antecedents
- Behaviors
- Consequences
- Function of Behavior

Setting Events	Antecedents	Behaviors	Consequences	Function

SETTING EVENTS

- Things in our lives that compromise our ability to cope, tolerate stress and get through our day
 - Relationship issues
 - Medical Issues
 - Physical Issues
 - Family challenges
 - Negative School Experiences

TURN AND TALK

- With your neighbor, create a list of at least 5 specific setting events that could impact your child.
- Come back together and share!

ANTECEDENTS

- “The straw that breaks the camel’s back”
- What’s the thing that pushes that child over the edge to engage in challenging behaviors?
 - For example:
 - Tone of voice
 - Type of prompt
 - Warning that tough material is coming down the pike
- Let’s generate a list of common antecedents together...

BEHAVIORS

- What does the behavior look like in observable, actionable terms?
 - Verbs, not adjectives
 - Example: Noncompliant
 - Non-example: Lazy
- **Examples:**
 - Instead of unhappy say cries during assignments
 - Instead of aggressive say uses his body to push into peers when walking past them
 - Instead of disruptive say talks to peers during instruction
- Your turn! Operationalize an adjective into a verb.

CONSEQUENCES

- What do adults say and do in response to the behavior?
- What do other students say and do in response to the behavior?
- What is the chronological order of how people respond?
- What reinforcement might the student derive from the consequence?

FUNCTION OF BEHAVIOR

- Access Attention
 - “If I act out, she comes over to me and provides me 1:1 attention”
- Access Sensory Input
 - “It feels good to be able to run around”
- Access Tangible
 - “I want to play with that iPad!”
- Escape - Avoid something that is not desirable
 - “I do not like how that teacher speaks to me (in terms of tone), so I am going to avoid her class as much as possible”

IF WE CAN PREDICT IT, WE CAN PREVENT IT

Proactive

- Knowing that a situation or circumstance will likely be problematic and planning accordingly to ensure likelihood for success

Reactive

- Dealing with a behavior/incident in the moment without the planning or forethought as to how the incident might have played out

ACTIVITY 1

Take out your worksheet.

List each of your child's behaviors of concern. Rank them from 1 (not such a concern) to 5 (extremely concerned) in terms of least to greatest concern.

ACTIVITY 1

- Now... Let's think through these questions:
 - Do we have common behaviors on our lists?
 - Is this behavior developmentally appropriate for your child's age?
 - Identify what the benefit is to YOUR CHILD for engaging in that behavior.
 - Identify what the benefit is to YOU for engaging in that behavior.

PICK THE BEHAVIOR THAT WAS THE TOP PRIORITY ON YOUR LIST

- _____ behavior is likely to occur:
- When: _____
- Where: _____
- With Whom: _____

LET'S WATCH THIS VIDEO AND DISSECT

- https://youtu.be/l_MbI6xHJXM

NIGHT 2: HOW DO WE REACT

Welcome back!

HOW DO I REACT?

Reinforcement

- Creates learning by association
- Increases the likelihood a behavior will repeat itself
- Has potential for long term change
- Example: token economy

Punishment

- Does not create learning
- Only creates avoidance of a behavior for the time the punishment is in place; then behavior will resume
- Example: backpack

WHAT ARE SOME PREVENTATIVE STRATEGIES THAT YOU HAVE USED?

- Visuals
- Cues
- Reviewing plan for the day
- Having a schedule, including breaks
- Predictability
- Reinforcement

REACTIONS THAT PROVIDE ATTENTION

- Proximity
- Praise
- Sigh
- Discussing behavior in front of child
- Telling child what NOT to do (guess what, they already are aware!)

REACTIONS THAT PROVIDE ESCAPE

- Following the student's misbehavior:
 - 1. The task demand is removed
 - 2. Student can leave the classroom/location
 - 3. Student is sent home/suspended from school

REACTIONS THAT PROVIDE A TANGIBLE

- Following the behavior:
 - 1. Child is provided item that was desired
 - 2. Child has unlimited use of item

BEHAVIOR IS TRICKY!

- Common misconception: All behaviors serve the same function regardless of setting.
 - Nope! Behaviors in one circumstance might serve one function but serve a different function in a different environment
- Common misconception: If a child is acting out and wants my attention, I should ignore them
 - Ignoring attention seeking behavior only encourages the student to increase the intensity of the behavior to get noticed
 - They will continue to engage in behaviors to a point where you are unable to ignore them
 - Redirection is much more effective – it provides acknowledgement to the child communicating a need without reinforcement of inappropriate behaviors

RESHAPING THE CONSEQUENCES

- **To receive positive attention:** use a self-monitoring tool that provides accountability on the part of the student and then is shared with a staff member for positive feedback
 - For example – set up a predictable time to provide that feedback daily rather than the student choosing moments to seize attention from the teacher
- **To provide a tangible:** set up a reinforcement system such as “if – then”
 - For example – set up a system for earning
- **To provide escape:** naturally build in breaks to the child’s day, including teaching them skills such as asking for a break appropriately
 - For example – creating a sign to cue the teacher

CREATING A FAMILY VISION

- What matters to this family?
- What would make us a successful family?

HOUSE RULES

- What are your house rules?
 - Please provide examples
- Are they clearly defined?
- Does your child know what each expectation means?

EXPECTATIONS AT HOME

- Are their expectations that can be overarching to cover multiple behaviors?
- See page 141
 - Be kind and respectful to others
 - Take responsibility for yourself and your things
- What are the expectations for Space and Time in the home?

QUESTIONS?