

Primary Components of PBIS

- **PREVENT** Challenging Behaviors (proactive)
 - Creating Supportive Environments
- **TEACH** new skills (educational)
- **TEAM** (Collaborative) Problem-Solving Approach
 - Use a variety of perspectives
 - Increase implementation/accountability (Horner Study)
- **DATA-BASED** Decision Making
 - Use of Functional Behavioral Assessment (FBA)
 - Using data to guide decision-making

Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools, OSEP Center on PBIS (2000); Horner, R.H. (2000); Janney, R. & Snell, M.E. (2000); Sugul, et. al. (2000); Positive Behavior Support for All Michigan Students (MDE, 2000)



Some Foundational Knowledge - Purpose of PBIS

Absence of Behavior is NOT a Goal!!!



1. PREVENT
challenging behavior
from occurring in the first
place....

Antecedent-Based
Interventions
Visual Schedules / Supports
Functional Communication
Systems
Peer Mediated Interventions



2. TEACH
systems and new /
replacement behaviors
using effective teaching
techniques

Reinforcement / Differential
Reinforcement
Prompting
Discrete Trial Training



3. RESPOND in
ways that:

a. Do not reinforce
challenging behavior;
b. Prevent further
escalation

Extinction
Prompting
Self-Management
Adult Scripts



Five Guiding Principles of PBIS

1. All children and youth are inherently good.
2. Adults in the classroom significantly affect the quality of the atmosphere for all students.
3. All behavior is an attempt to communicate.
4. Power and control are not effective ways to shape students' behaviors.
5. Treat students as you would like to be treated.

(Doyle, Mary Beth (2008). The Paraprofessionals Guide to the Inclusive Classroom: Working as a Team. Encouraging Positive Behaviors (pp. 87 – 110). Baltimore, MD: Brooks Publishing.)

1. All children are inherently good.

- Foundation of PBIS
- Presume **POSITIVE** intent (communication and competence)
- How you communicate (verbally and nonverbally) affects the way students feel – the better students feel, the better they behave
- Need to separate behavior from the student's “inherent goodness or worth”
- Every adult is responsible for bringing out the “inherent goodness and worth” in each student
- We get what we pay attention to – make sure that you focus on the positive behaviors of students at a ratio of 5:1

Avoid Assumptions / Attributions

- Manipulative
- Defiant / Non-compliant
- Stubborn
- Lazy
- Argumentative
- Has Sensory Issues
- Disrespectful
- Attention-Getting
- Own Worst Enemy
- Not Motivated
- Uncooperative
- Selfish
- “He can do it if he **WANTS** to”

Fundamental Attribution Error



Quick Activity

Shout out desirable characteristics of students



2. Adults in the classroom significantly affect the quality of the atmosphere for all students.

- We can control the environment and ourselves better than we can control others
- It is important to be aware of **proxemics** (personal space), **kinesics** (body language), and **paraverbal communication** (how you speak) in providing support for students to prevent and help alleviate anxiety
- All individuals, and especially those with ASD, may be sensitive to these communication forms
- The **CPI Supportive Stance** is one way we can support our needs and those of the individuals we support
- Be aware of both expressive and receptive communication styles along with your tone and volume (speak calmly and directly with as few words as possible)



I've come to the frightening conclusion that

I am the decisive element in the classroom.

- ♥ My personal approach creates the climate.
- ♥ My daily mood makes the weather.
- ♥ As a teacher, I possess a tremendous power to make a child's life miserable or joyous.
- ♥ I can be a tool of torture or an instrument of inspiration.
- ♥ I can humiliate or humor, hurt or heal.
- ♥ In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

--Hiam Ginot



Activity: Creating a Positive Atmosphere

1. Review **Activity Form 10** from *The Paraprofessionals Guide to the Inclusive Classroom: Working as a Team*.
2. Add one thoughts to the list in column 1: "Actions that contribute positive energy".
3. Write it down on a large sticky note and post it on the wall

3. All Behavior is an Attempt to Communicate.

- Behavior is Communication! !!
- Behavior serves a FUNCTION! !
- Behavior is influenced by:
 - internal events such as physiological condition (e.g., earache)
 - emotional state (e.g., anxious, scared)
 - factors outside the immediate context, including relationships, activity patterns, and lifestyle issues.
- Behavior is related to and governed by its CONTEXT:
 - ENVIRONMENT

Understanding the function of behavior is a fundamental premise of PBIS

- Every behavior can be described by its form and function
 - **Form** is the observable behavior; the behavior used to communicate
 - Examples include;
 - Words, nonverbals, actions
 - **Function** is the reason or motivation behind a target behavior
 - Common functions include:
 - access/obtain, avoid/escape, or to fulfill a sensory need
- Behavior interventions should be matched to the function of behavior
- The goal is to reduce challenging behavior by increasing and supporting positive behavior.

Thinking Functional Behavior Assessment:

How to Win Friends and Influence People

Thinking FBA



My friend says, "You should join my team for the Warrior Dash competition. It's three weeks away and only \$150! Best part is - we're going to get super cute matching outfits with running skirts"





Oh,
@#\$*
NO!

In order to change my behavior (*in this case, to get me to say "yes"*) my friend needs to understand why I said "no"

My friend needs to...

"Think FBA"

Gathering information

- Use her previous knowledge of me
- Ask someone else
- Ask me
- Observe me
- Review my relevant life circumstances (e.g., financial concerns, job demands, "fitness" level)

The Goal

Figure out the real meaning behind my behavior in order to identify and implement the RIGHT intervention to change my behavior...

My behavior
(saying, "\$&@*no")
might mean many things...

Understanding the Purpose of Behavior in order to Develop Intervention

So, if my "no" means:

ANXIETY

- I'm a bit anxious about the idea of a "Warrior Dash", I don't have any idea of what to expect. And I certainly can't climb that wall?



Then here's a "Thinking FBA" intervention:

- Reduce anxiety/ Pre-teach skills: My friend teaches me how to climb a wall ahead of time, or I watch a competition online before I sign up; this reduces my anxiety once I see I can go around that wall.

Understanding the Purpose of Behavior in order to Develop Intervention

So, if my "no" means:

COST/ EFFORT

- \$150 is too much money, there are many other things I would rather spend that money on



Then here's a "Thinking FBA" intervention:

- Accom./Mod to Reduce Effort: My friend offers to pay half the cost of the class for me

Understanding the Purpose of Behavior in order to Develop Intervention

So, if my "no" means:

COST/ EFFORT

- It might be fun, but I really don't have time for this. I can't give up an entire weekend to travel downstate for this.



Then here's a "Thinking FBA" intervention:

- Provide Supports: My friend offers to come present the "Supporting Preschool Students with ASD" training for me.

Understanding the Purpose of Behavior in order to Develop Intervention

So, if my "no" means:

SETTING EVENT/MOOD

- I still have some bad feelings after our disagreement last week, and the last thing I want to do is spend a weekend with you soon."



Then here's a "Thinking FBA" intervention:

- Increase Positive Mood/Pairing: My friend asks me to go out for dinner at the Palace so that we can talk through and resolve our differences.

Understanding the Purpose of Behavior in order to Develop Intervention

So, if my "no" means:

LOW MOTIVATION

- I have no desire to ever do a Warrior Dash. That's just a ridiculous past-time! Why would I want to do that?



Then here's a "Thinking FBA" intervention:

- Increase Rewards: My friend assures me that it's not about the competition, it's about having drinks before and after. She says, "It's a social event, not a race."

Understanding the Purpose of Behavior in order to Develop Intervention

So, if my "no" means:

EMBARRASSMENT

- Are you kidding me? Maybe if I looked like



Then here's a "Thinking FBA" intervention:

- Reduce embarrassment: My friend says that we can both wear very large, very baggy, very black, very long running...DRESSES.



but you're asking me to put THIS body in a RUNNING SKIRT?!?!

The purpose of the behavior has to be matched to the intervention

If this is the purpose of my "no":

Are you kidding me? Put this body in a "cute" running skirt— NO WAY!



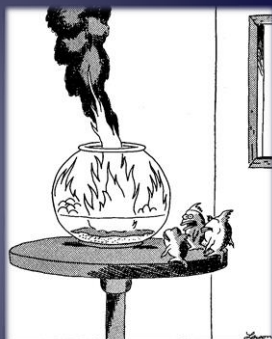
And this is the intervention:
My friend offers to pay half the cost of the event

How likely will I be to attend the Warrior Dash?

The Importance of Matching

- This is why it's important to think FBA when we respond to behavior.
 - A reward alone may not be enough
 - time away – be careful!
- This is also why an intervention that worked fabulously for Child A, doesn't work so well for Child B...

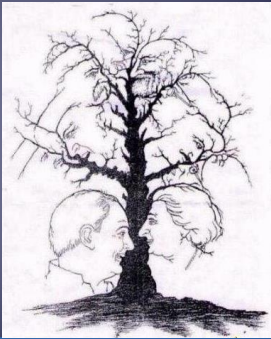
The BEST of Interventions will not be Effective in ALL Situations.



"Well, thank God we all made it out in time. ...
"Course, now we're equally screwed."

Thinking FBA: Applying FBA in the Classroom

Step 1: Be a Good Observer



Observation: Zach

Date & Time	Antecedent	Behavior	Consequence
10/10 10:30	Sitting at circle time, other children were participating in songs, Zach wasn't doing hand motions	Crying, laying on floor, leaning against peers, kicking chairs	Aide sat behind Zach, rubbed his back; he slowly began to participate, chose the next song

Observation: Nick

Date & Time	Antecedent	Behavior	Consequence
11/21 11:15- 11:35	Asked to put away train and get chair for circle time	Threw toys, knocked book off shelf, crying and kicking	Stayed in quiet area for 20-min, then came to last few minutes of circle time

Observation: Johnny

Date & Time	Antecedent	Behavior	Consequence
11/30 10:00 – 10:12	Sitting at circle time, other students were being asked to take turns, Johnny wasn't called on and was reprimanded for shouting the answer	Crying, kicking, squirming away from his area	Moved to quiet area because he was disruptive to peers, returned to circle about 10:14, participated

The Purpose of Problem Behavior

Similarities

- For all 3 students the problem behaviors were fairly similar (crying, kicking, dropping to the floor)
- For all 3 students problem behaviors were connected with circle time

Differences

- The purpose of the behavior was different for each of the three students
- It's very likely that the same "Circle Time Intervention Package" will likely NOT be effective for all 3 students

Step 2: Be a Detective



The Purpose of Zach's Behavior?

Antecedent	Behavior	Consequence
Sitting at circle time, other children were participating in songs, Zach wasn't doing hand motions	Crying, laying on floor, leaning against peers, kicking chairs	Aide sat behind Zach, rubbed his back; he began to participate, chose the next song

I want adult attention and support

I want sensory input to calm me down (back rub)

I don't know how to do the hand motions

The Purpose of Nick's Behavior?

Antecedent	Behavior	Consequence
Asked to put away train and go to circle time	Threw toys, knocked book off shelf, crying and kicking	Stayed in quiet area for 20-min, then came to last few minutes of circle time

I don't want to go to circle time

I want my train

I don't understand what's happening, where am I going now?

When do I get my train again?

The Purpose of Johnny's Behavior?

Antecedent	Behavior	Consequence
Sitting at circle time, other students were being asked to take turns, Jonny wasn't called on and was reprimanded for shouting the answer	Crying, kicking, squirming away from his area	Moved to quiet area because he was disruptive to peers, returned to circle about 10:14, participated

I want attention; I want everyone to know how smart I am

I don't want to be reprimanded

I don't know how to wait

I don't like it when other people are wrong and I know the right answer

Step 3: Be a Match-Maker



Tie the purpose of behavior with intervention

Intervention for Zach

The purpose of Zach's behavior?
I want adult attention and support
I want sensory input to calm me down (back rub)
I don't know how to do the hand motions

Prevention Strategies

- Offer sensory items to hold/play with/ sit on during circle time (koosh, squishy seats)
- Use high sensory input reinforcers paired with praise for good responding
- Incorporate movement activities with sensory feedback into circle time
- Provide visuals (video modelling) & prompts to support hand motions

Teaching Strategies

- Teach Zach to request sensory input ("back rub," "scratch", or "sit with me," etc.)
- Teach Zach to request "help" with the hand motions

Response Strategies

- Do not provide sensory input in response to problem behavior
- Praise appropriate sitting and participation

Intervention for Nick

The purpose of Nick's behavior?
 "I don't want to go to circle time"
 "I want my train"
 "I don't understand what's happening, where am I going now? When do I get my train again?"

Prevention Strategies

- Provide warnings before the transition (visual timer, verbal cue)
- Allow Nick to take his train to circle; save it in a special circle time spot
- Incorporate the train theme into circle time
- Provide a schedule showing Nick when he may access his trains again
- Use first-then

Teaching Strategies

- Teach Nick to negotiate ("1 more minute, please") or request ("more train")
- Teach Nick to count down from 5 to 1 when it is time to transition

Response Strategies

- If Nick tantrums, remove the train; continue to follow the schedule; use quiet area, as needed
- Praise when he transitions successfully

Intervention for Johnny

The purpose of Jonny's behavior?
 I want attention; I want everyone to know I'm smart
 I don't want to be reprimanded
 I don't know how to wait
 I don't like it when other people are wrong and I am right

Prevention Strategies

- Social book about getting answers wrong ("it's OK to be wrong...")
- Practice waiting in small groups, gradually increase group size
- Waiting card to indicate when Jonny's waiting, hands it to teacher when he's called on
- Allow Jonny to call on other students (or draw names) for the next turn after he has had his turn
- Teacher creates a hand signal or cue to replace the verbal reprimand

Teaching Strategies

- Teach Jonny to use self-talk ("it's not my turn yet," "my turn soon")
- Teach Jonny to sing a quiet "waiting" song
- Teach Jonny to ask when it's his turn

Response Strategies

- If Jonny engages in problem behavior, he must wait an additional turn; use quiet area, as needed
- High reinforcement (praise) for good waiting



Putting It All Together: Individualizing Behavior Support for Students



Creating Individual Plans

- Think back to the universal classroom interventions we talked about in the first training – you're now applying these to individual students
- 1. Be a good observer
- 2. Be a detective
 - Think FBA – what is the purpose of the problem behavior?
- 3. Be a match-maker
 - Which interventions will you include that match the purpose of the problem behavior?
 - Attempt to include a teaching intervention (replacement skills such as communication, coping skills, other skill-building)
- 4. Create the plan
 - Implement with consistency (the best way to do this is to make sure it's written)

Some Possible Purposes of Problem Behavior

1. Student doesn't UNDERSTAND the task/ activity
2. Student doesn't LIKE the task/activity
3. Student wants an item that's not available
4. Student is easily upset by mistakes or something that is not "right"
5. Student has difficulty with transition from preferred to non-preferred
6. Student has difficulty with change or unusual events
7. Student desires interaction, but uses inappropriate strategies to gain attention from others
8. Student avoids interaction with others
9. Student's behavior appears to be comforting or internally pleasing

1. Student doesn't UNDERSTAND the task or activity

- Mini schedule/task organizer
- Preteach
- Accommodations/modifications to simplify
- Teach "help"
- Teach new skills to perform task
- Have peers model the task
- Increase reinforcement for effort
- Prompt to success

Task Organizer

Name	Cut	Glue	Backpack
			

Name

Cut

Glue

Backpack

Name

Cut

Glue

Backpack



2. Student doesn't LIKE the task or activity

- Behavioral momentum
- First-then
- Offer choices
- Accommodations & modifications to make more interesting
- Incorporate student interests within activity
- Gradually increase participation expectations (e.g., only a few minutes, last 5 minutes)
- Teach "break"
- Token reward systems (with individualized rewards)
- Re-present task when calm
- Implement peer prompting - peer makes the request or takes student by the hand

Break Cards



3. Student wants access to an item or activity that's not available

- Visual schedule showing when available
- First-Then
- Incorporate student interests within activity
- Visual cues for waiting
- Special location to store item
- Teach appropriately requesting
- Teach waiting
- Token system with preferred item as reward

Token Puzzle Chart



4. Student has low frustration tolerance becomes easily upset by his/her mistakes

- Social facts/mistake book
- Visual cues to relax
- Behavioral momentum
- Teach relaxation strategies (count to 10)
- Teach verbal phrases ("it's OK")
- Teach to request "help" when frustrated
- Verbally reinforce calm
- Increase reinforcement for effort rather than performance
- Use humor to diffuse frustration

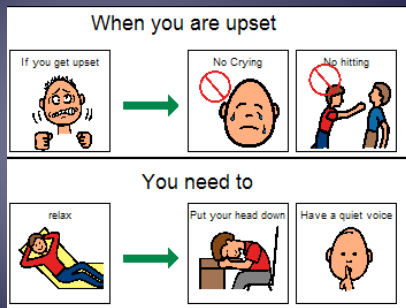
Mistake Book

Joey's Mistake Book



- Joey made a mistake.
- He used the wrong color crayon.
- He said the wrong answer.
- He couldn't find something he needed.
- But he didn't get upset.
- He stopped and thought.
- Joey said, "I made a mistake, I'm silly!"
- He asked for help.
- He felt better.

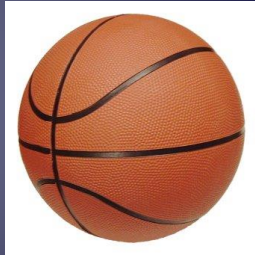
Visual Cues to Relax



5. Student has difficulty with transition from preferred to non-preferred

- Use first-then
- Provide a visual schedule
- Pad with neutral activity between the HP and NP.
- Provide transition supports (countdown cards, visual timers, auditory timers)
- Provide a transition object
- Precorrects
- Teach negotiation ("1 more minute please")
- Follow through on transition

Transition Objects



6. Student has difficulty with change or unusual events

- Use social facts/story book about change
- Provide precorrects about change ("sometimes things change, but it's OK")
- Introduce change card in schedule
- Teach verbal phrases to help calm ("change is OK")
- Teach relaxation strategies
- Verbally reinforce calming behavior

Practicing change in schedules



7. Student is interested in others, but uses inappropriate strategies to gain attention of peers or adults

- Provide and practice rules/expectations
- Provide visual cues for waiting, turn-taking, sharing, conversation
- Show the student video models
- Teach skills (sharing, initiating, waiting)
- Teach conversation starters
- Teach scripts
- Teach game play
- Reduce attention for inappropriate behavior
- Increase attention for appropriate behavior

Conversation Starters

What are you playing?

Can I play?

What's your favorite movie?

Do you have a pet?

Hi / Bye

8. Student avoids engagement/ interaction with others

- Train others to engage in activities that match the student's interests (medium of exchange)
- Temporarily reduce demands; do positive pairing
- Train others to initiate to the student
- Teach student to indicate desire to be alone "not now"

9. Behaviors are stereotypic; appear to be comforting or internally pleasing

- Provide access to an alternative behavior that serves a similar function
- Shape the behavior to a more appropriate one
- Access to stereotypic behavior is in the schedule
- Sensory activities are placed on a schedule
- Teach student to request "break" (to engage in stereotypic behavior) or make a request to address sensory need: ("headphones," "swing")
- Visual cue to demonstrate that the behavior needs to be "finished"
- Do not provide sensory activities following problem behavior

Functions of Behavior

GET Something
(Positive Reinforcement)

INTERNAL	EXTERNAL
Relaxation	Attention
Self-Stimulation	Choice
Justice/Fairness	Objects/\$
Sensory Input	Praise
Enjoyment	Preferred Activities



AVOID Something
(Negative Reinforcement)

INTERNAL	EXTERNAL
Failure	Task
Embarrassment	Sensory Input
Boredom	Peers/Teacher
Anxiety	Homework
	Chores



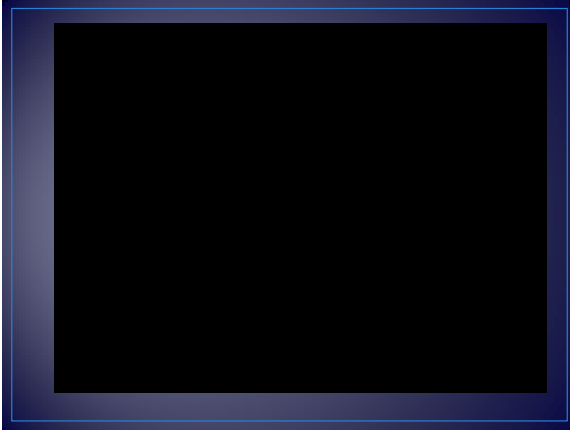
Adapted in part from Addressing Student Problem Behaviors—Part III: Creating Positive Behavioral Intervention Plans and Supports Center for Effective Collaboration and Practice, 2009.

ABC Data Collection

Antecedent	Behavior	Consequence
What happens BEFORE	What happens DURING	What happens AFTER
When Ø / Where Ø / With Whom Ø / Under What Conditions Ø		Cues to Function


Keep data collection SIMPLE! Narratives may be "therapeutic", but they are not as efficient or effective as using a form for systematically recording behaviors...

- Allen N. Mendler



Facts about Punishment

- May teach what NOT to do, but doesn't teach what TO do.
- May work in the SHORT TERM: Illusion!!
 - Long Term: When THREAT of punishment is gone, behavior returns
- SIDE EFFECTS:
 - INCREASE in behavioral challenges
 - Negative emotional responses including fear and escape / avoidance of the punisher
 - Interferes w/ positive relationships: INFLUENCE



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START
Behavioral and Emotional

5. Treat students as you would like to be treated.

- If we want to teach our students compassion and empathy, we need to model it
- It is important that we learn "**Rational Detachment**", which is the ability to stay in control of one's own behavior and not take acting-out behavior personally
 - Understanding precipitating factors helps us stay rationally detached during crisis situations and avoid becoming precipitating factors ourselves
- The balance between precipitating factors and rational detachment affects the integrated experience, which is the concept that behaviors and attitudes of staff impact the behaviors and attitudes of individuals, and vice versa

Reflection

- Considering the five tenets, or assumptions, of PBIS, think about how they might contribute to your approach to behavior
 - In which areas could you improve?
 - What strengths do you bring to the team?
 - Are there situations in which you find it difficult to rationally detach?
 - What strategies do you use to stay positive and prevent "burnout"?
- Now, jot a quick reflection on a piece of paper

Reflection is an essential part of "continuous self improvement" and is part of creating an environment that relies on feedback - mutually given and received

Five Underlying Tenets, or Assumptions, of PBIS

- All children and youth are inherently good.
- Adults in the classroom create a positive atmosphere for all students.
- All behavior is a function of the environment.
- Power and control are not used to manage behaviors.
- Treat students as individuals.



In which areas could you improve?

Are there situations in which you find it difficult to rationally detach?

What strategies do you use to stay positive and prevent "burnout"?

What are Universal Supports for Students with ASD?

- Founded in the Evidence-Based Practices (EBPs);
- Serve to prevent a majority of challenging behaviors;
- Considered critical for the vast majority of students with ASD;
- Have been identified as highly effective practices in teaching and learning for students with ASD;
- Non-Negotiable!



The Universal Supports

TOOLS: Building; Classroom; Student

- **Guiding Principles**
- Team Process (Meeting Mechanics)
- Parent & Family Involvement
- Visual and Organizational Supports (EBP)
- Functional Communication Systems (EBP)
- Peer to Peer Support (MODULE)
 - Peer Mediated Instruction (EBP)
- Accommodations / Modifications (Ed Strategies)
- Adult Support & Interactions (Paraprofessional Use)
- **Positive Behavioral Interventions & Supports**
 - Number of EBPs