



# An Integrated Perspective on Positive Behavior Support: *Implications for Practice*

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Positive Behavior Support Applications

# Understanding Positive Behavior Support



- Who: For whom is PBS helpful?
- When: When is PBS beneficial?
- Where: Where is PBS implemented?
- What: What does PBS entail?

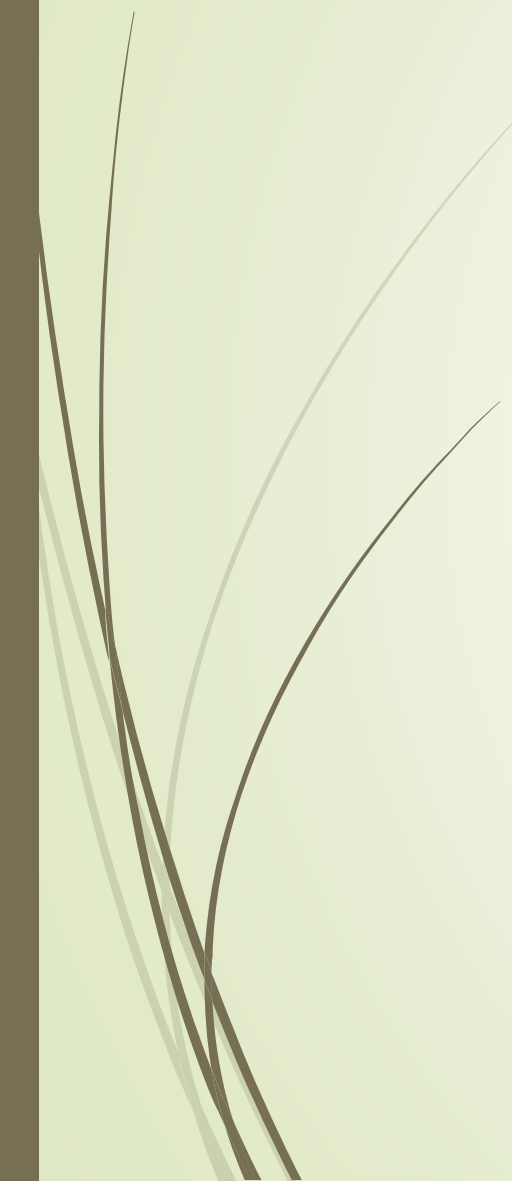


# Common Misconceptions

- ▶ PBS is anti-applied behavior analysis
- ▶ PBS requires no specialized knowledge or skills
- ▶ PBS is only for people with severe disabilities
- ▶ PBS is something we do just in schools
- ▶ PBS is a set of procedures or paperwork
- ▶ PBS only involves...
  - ▶ Changing the environment
  - ▶ Positive reinforcement
- ▶ PBS is a television network – oops, that is true!  
(and why many call it PBIS now)

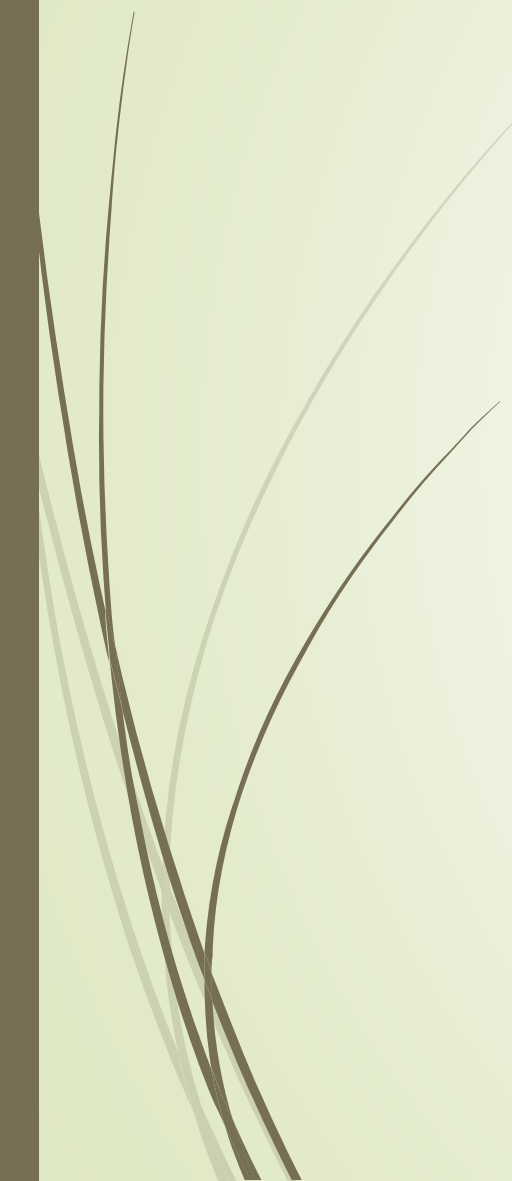


# Agenda

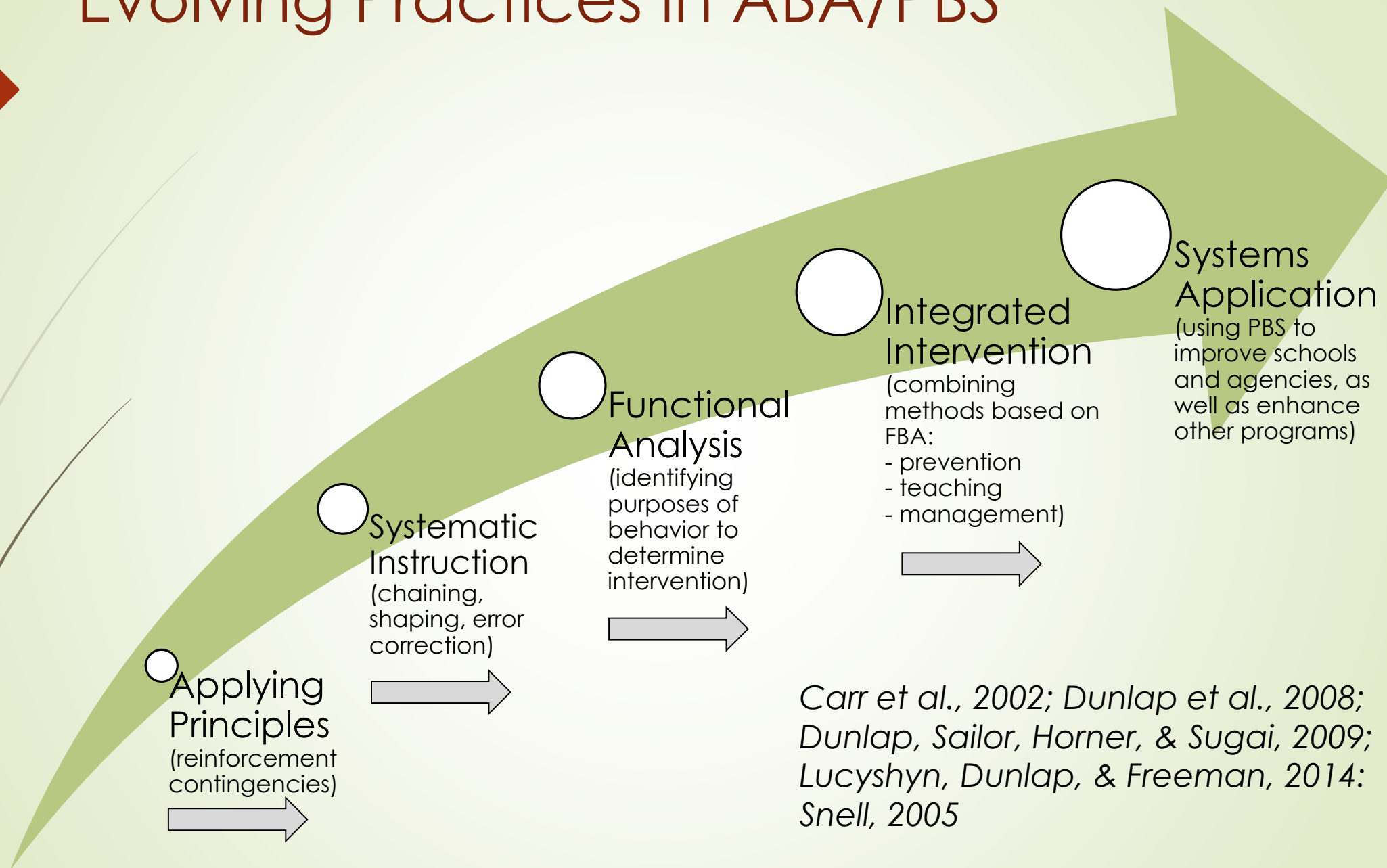
- Evolution of Positive Behavior Support
  - Applications Across Contexts and Populations
  - Basic Principles and Process/MTSS Framework
  - Defining Characteristics: “Benchmarks”
    - Support Team Involvement
    - Assessment of Contexts and Functions
    - Behavior Support Plan Design
    - Data-Based Decision Making
    - Focus on Lifestyle Change
  - Implications for Integration & Collaboration
- 



As we proceed, please consider...

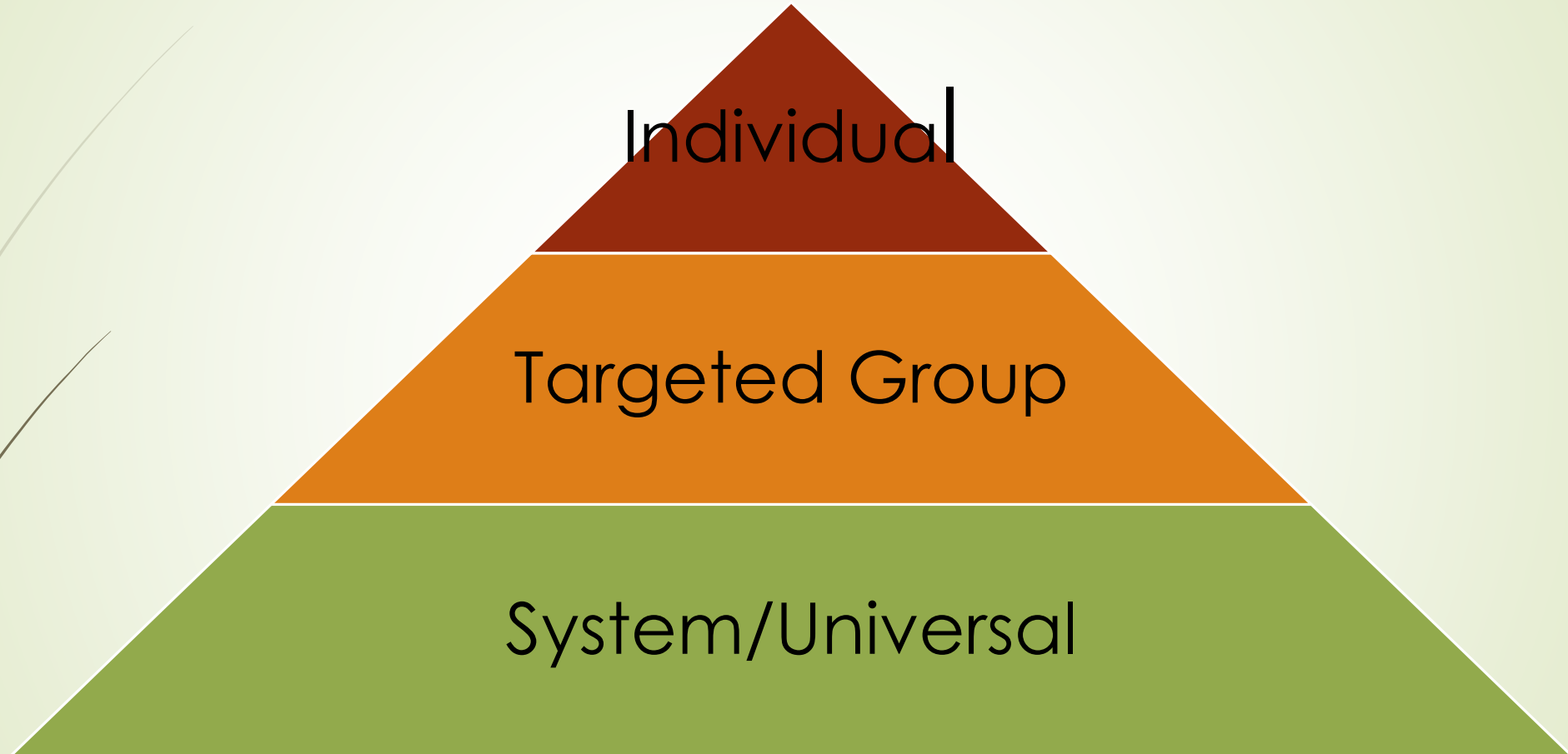
- ▶ Is the description and definition of PBS accurate and complete? If not, what else needs to be addressed?
  - ▶ How do we go about maintaining the integrity to PBS principles as we expand applications to new populations, settings, and systems?
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# Evolving Practices in ABA/PBS



*Carr et al., 2002; Dunlap et al., 2008; Dunlap, Sailor, Horner, & Sugai, 2009; Lucyshyn, Dunlap, & Freeman, 2014; Snell, 2005*

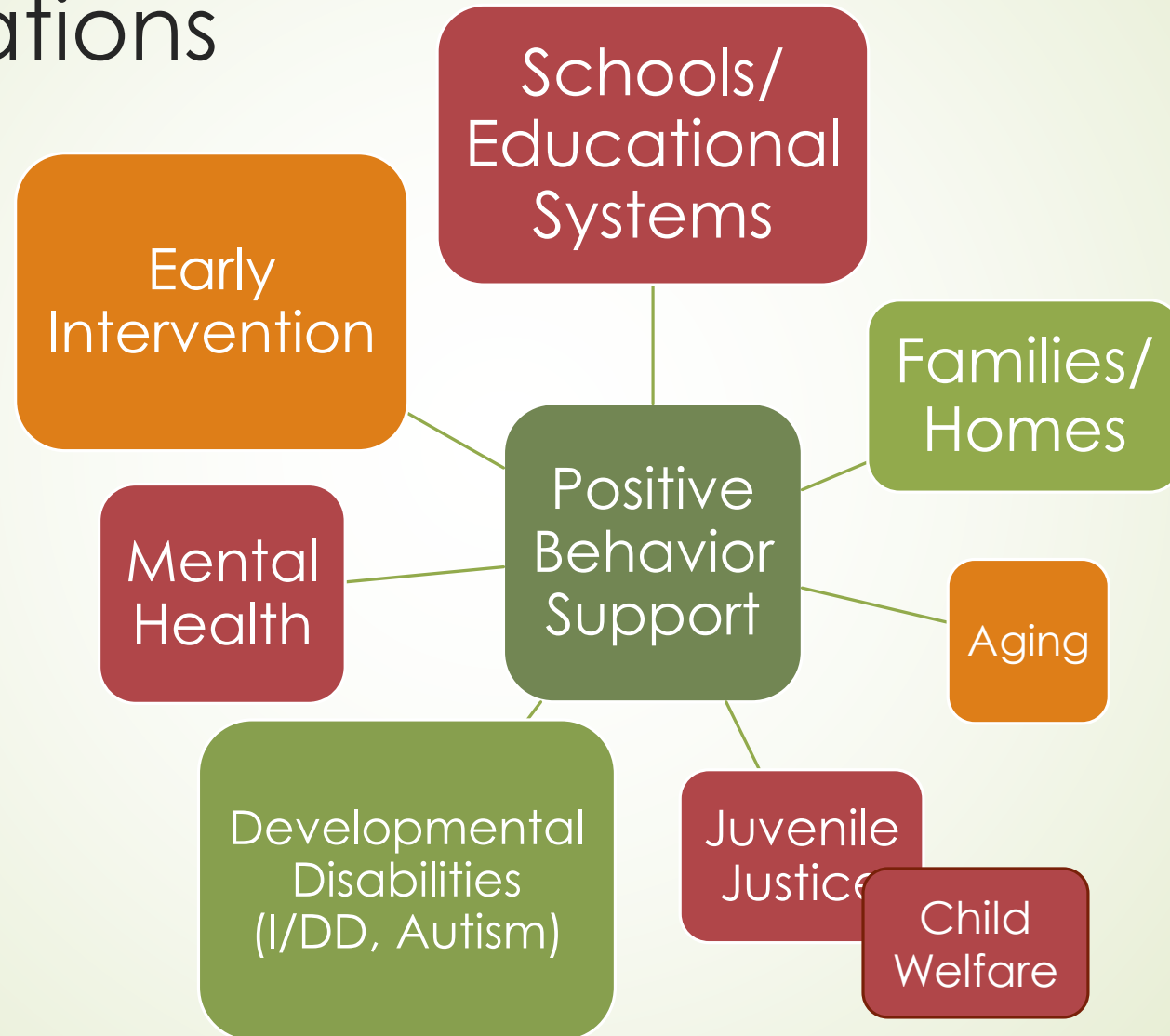
# PBS as a Multi-Tiered Approach



Duchnowski & Kutash, 2009; Fox & Hemneter, 2009; McCart et al., 2009; Sugai & Horner, 2009



# Application Across Disciplines and Populations







## APBS Definition of PBS

Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.

Positive behavior support combines:

Valued outcomes;

Behavioral and biomedical science;

Validated procedures; and

Systems change to enhance quality of life and reduce problem behaviors.

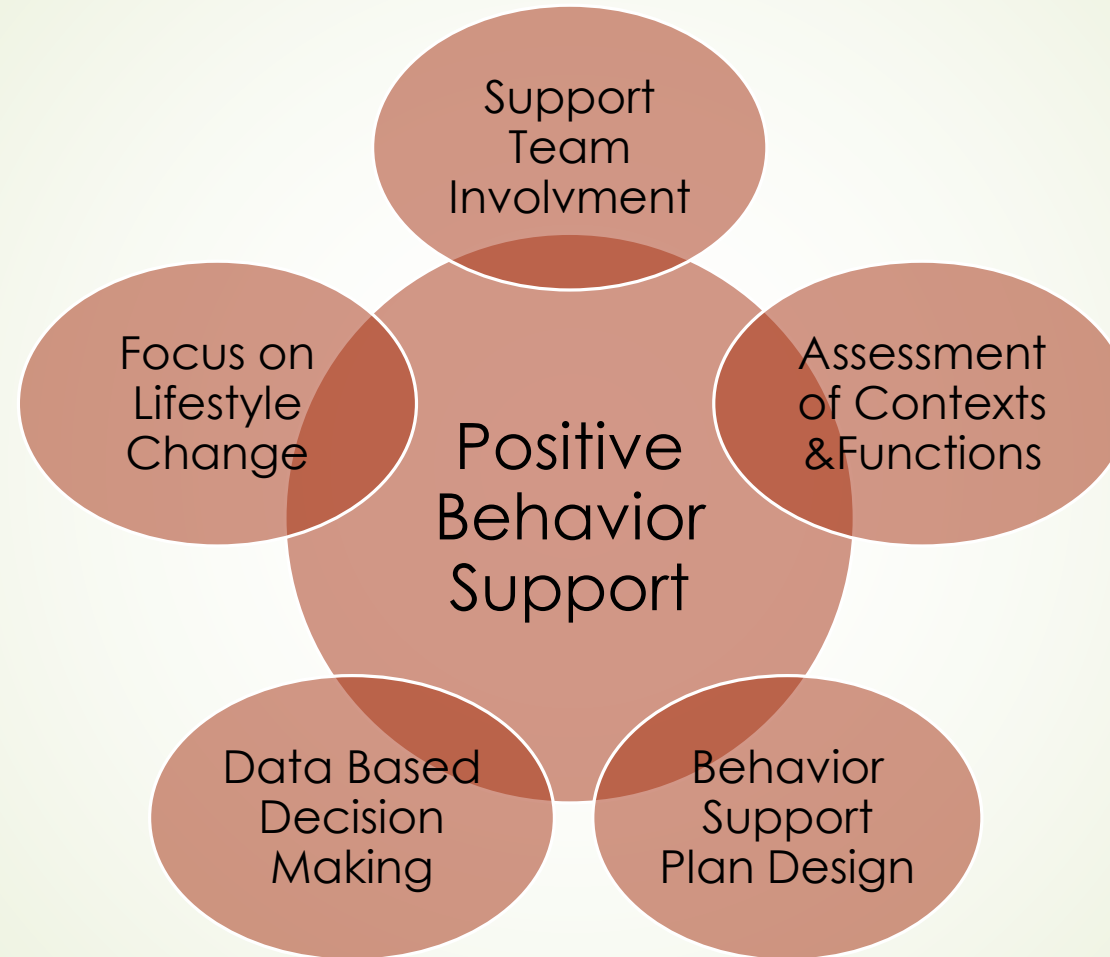


# Proposed New Definition - JPBI

(Kincaid, Dunlap, Kern, et al. 2016)

PBS is an approach to behavior support that includes an ongoing process of **research-based assessment, intervention, and data-based decision making** focused on **building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors**. PBS relies on strategies that are **respectful of a person's dignity and overall well-being** and that are drawn primarily from **behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated**. PBS may be applied within a **multi-tiered framework** at the level of the individual and the level of the larger systems (e.g., families, classrooms, schools, social service programs, and facilities).

# Necessary Components of PBS



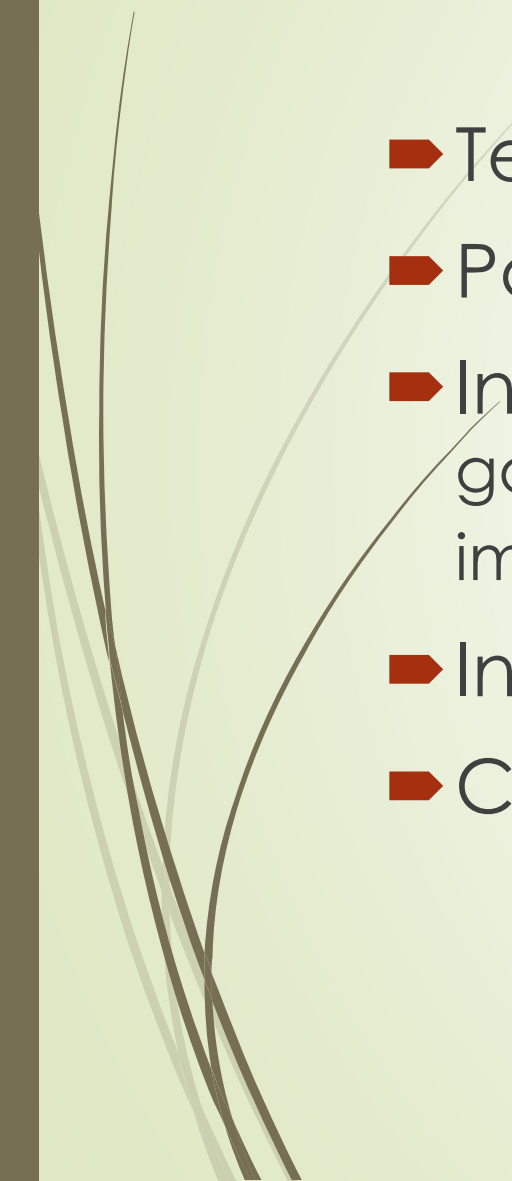
Assessment of PBS Practices Questionnaire  
[www.flapbs.net](http://www.flapbs.net): Resources, Practice, Community

# Components Identified in Selected Seminal Works

	Sources	Support Team Involvement	Assessment of Contexts & Functions	Behavior Support Plan	Data-Based Decision Making	Focus on Lifestyle Change
Articles/Guides	Horner, Dunlap, Koegel et al. (1990)		X	X	X	X
	Dunlap, Hieneman, Knoster et al. (2000)	X	X	X	X	X
	Carr, Dunlap, Horner et al. (2002)	X	X	X	X	X
	Anderson, Brown, Scheuermann et al. (2007)	X	X	X	X	X
Edited Books	Koegel, Koegel, & Dunlap (2006)	X	X	X	X	X
	Sailor Dunlap, Sugai, & Horner (2009)	X	X	X	X	X
	Brown, Anderson, & De Pry (2015)	X	X	X	X	X



# Support Team Involvement

- Team includes stakeholders from all relevant settings
  - Participates in person-centered/group action planning
  - Involved in all aspects of process (i.e., identifying goals, gathering information, analyzing patterns, selecting and implementing strategies, evaluating outcomes)
  - Information and training provided for all implementers
  - Communicate consistently to address ongoing issues
- 



# Assessment of Contexts and Functions

- Assessments include:
  - Interviews/indirect assessments
  - Direct observations across contexts
  - Ecological/curricular assessments
- Assessments result in patterns:
  - Probable functions of behavior
  - Circumstances that trigger behavior



# Assessing Contexts and Functions

Setting Events  
(Conditions or  
Circumstances)

When  
Where  
With Whom What  
Activities

Antecedents  
(Specific Triggers)

Behaviors of  
Concern  
Positive  
Problematic

Maintaining  
Consequences  
(Get/Avoid)



# Behavior Support Plan Design

- Interventions are clearly linked to patterns
- Behavior support plans include:
  - Goals and specific behaviors of concern
  - Environmental arrangements to support behavior
  - Instructional targets and teaching strategies
  - Management of reinforcement strategies
  - Crisis procedures, as necessary
- Strategies maximize opportunities for choice and avoid painful or humiliating procedures
- Matched to resources, routines, and preferences


# Behavior Support Plan Elements



Proactive Strategies	Teaching Strategies	Management Strategies
Changing environment to prompt positive behavior and make problem behavior unnecessary (prior to the behavior)	Teaching skills to replace problem behavior or allow individuals to be more successful	Responding to behavior to reinforce positive and not negative behavior
Modifying setting events to improve lifestyle and climate		
Supporting caregivers and practitioners to implement interventions consistently		



# Data Based Decision Making

- Specific behaviors of concern defined objectively
  - Objective data collected to monitor progress and evaluate outcomes:
    - Reductions in behaviors of concern
    - Increases in desired and replacement behaviors
  - Implementation is monitored to ensure fidelity
  - Data are synthesized and analyzed, and collected over time to evaluate durability
  - Decisions are made on the basis of objective data
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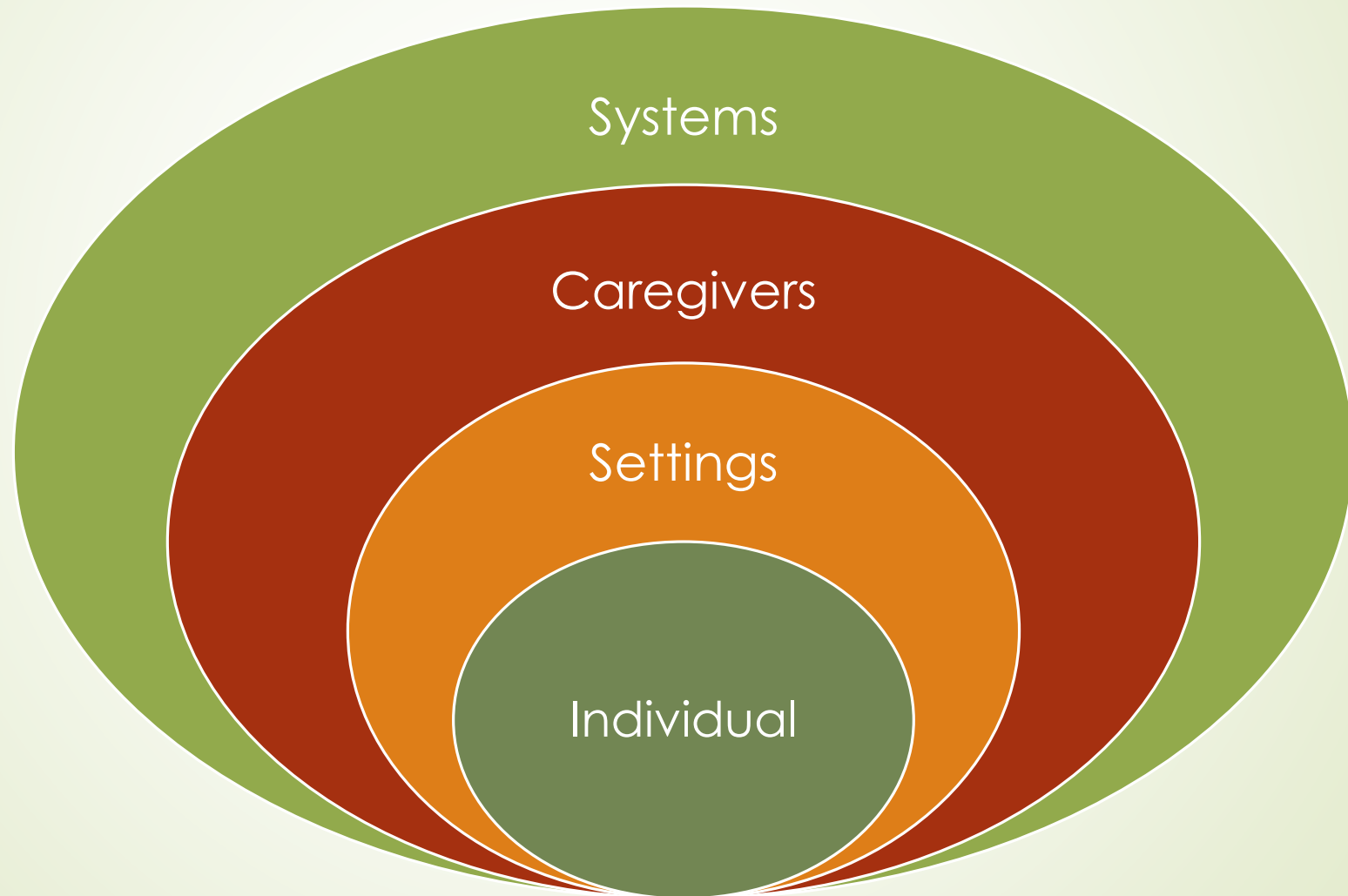




# Focus on Lifestyle/System Change

- Broad goals (e.g., participation, relationships) are meaningful to individuals, family, and other caregivers
  - Intervention strategies are designed to
    - be implemented by caregivers
    - fit within natural routines
    - achieve broad goals
  - Advocacy for resources/systems change when necessary
  - Progress on broad goals is assessed using objective information
- SOCIAL VALIDITY  
SUSTAINABILITY

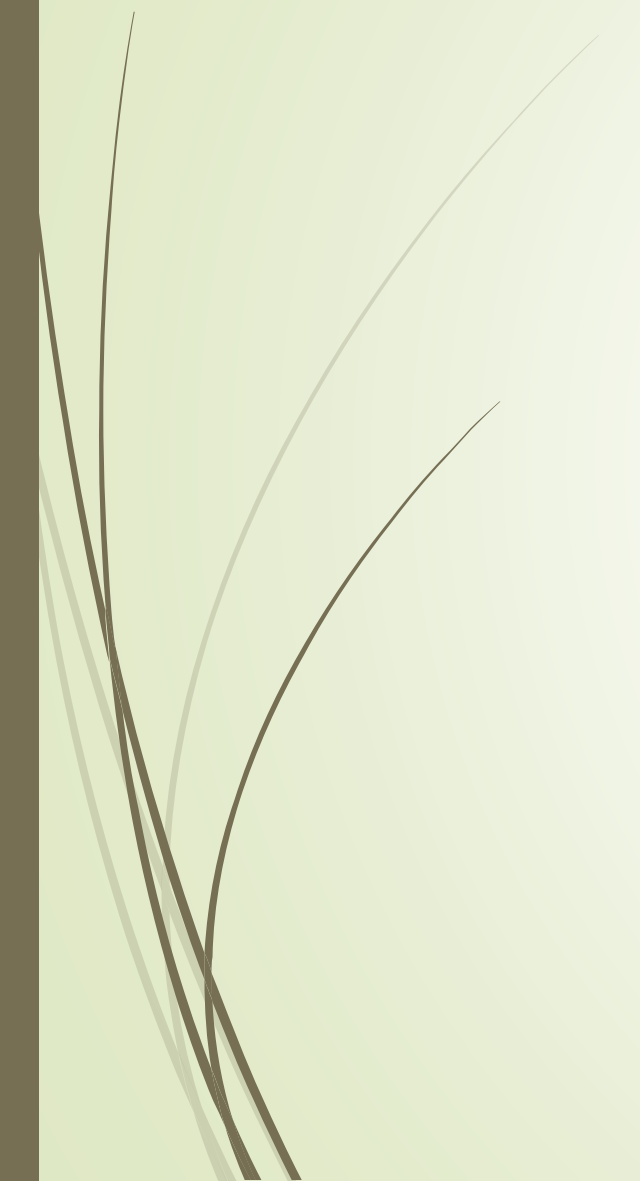
# Contextual Fit







# Implementing PBS at a Systems Level

- ▶ Leadership and Planning Processes
  - ▶ Hiring Practices and Job Descriptions
  - ▶ Supportive Policies and Procedures
  - ▶ Resources and Universal Supports
  - ▶ Templates, Tools, and Resources
  - ▶ Training and On-Site Coaching
  - ▶ Evaluations and Incentive Systems
  - ▶ Data Collection Tools/Systems
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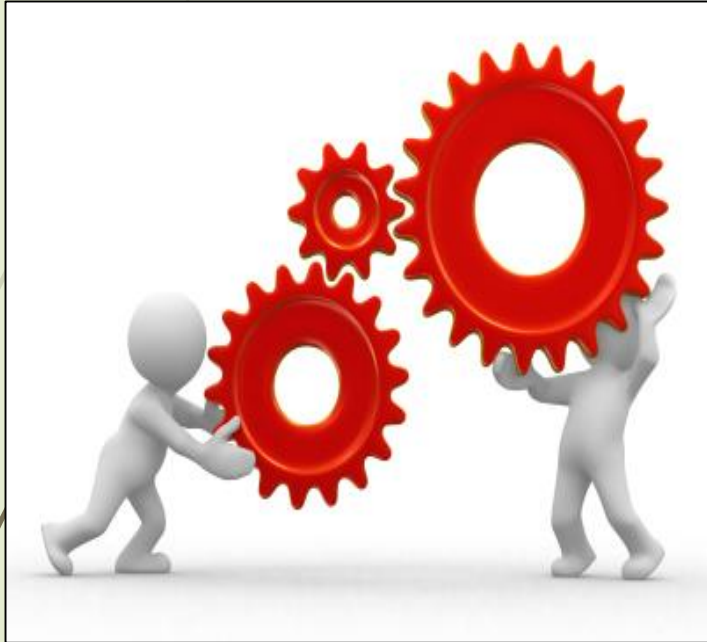
# Implications for Practice

- Clarity and consistency in defining PBS
- Engaging and empowering stakeholders
- Blending with other disciplines – and integrating in existing processes - without losing integrity
- Creating sustainable training and implementation tools and ensuring fidelity
- Attending to contextual fit and diversity in all aspects of our work(e.g., goals, measures, interventions)



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Zone

# In Closing...



- Questions? Answers?
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