Introduction to Positive Behavior Interventions and Supports
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**Instructor**

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• Our objective is to introduce you to Positive Behavior Interventions and Supports (PBIS) and build upon what you already know regarding behaviors and how to work with behaviors within your setting. We want to help you design interventions in your setting to address an array of behaviors in a positive and proactive manner; to improve the lives and outcomes of the people you serve.
Person-Centered Planning: Why is It Important?

- Person-centered planning is a process that is directed by the individual we are serving. Person centered planning provides us the opportunity to learn what an individual needs/wants, which in turn; helps us learn what supports are needed to help them move toward a more meaningful and productive life.

- As we move through the PBIS process, continually think about how person-centered planning is utilized at your school, and where/how it can be implemented into the PBIS process.

  https://opwdd.ny.gov/node/14031

- You can go to the website below, for more information:
  - https://opwdd.ny.gov/opwdd_services_supports/person_centered_planning
Think about it....

Does your school reflect the choices, skills and preferences of those who are there?

Are the choices, skills, and preferences of individual clients reflected in a positive behavior support plan?

What is considered a “challenging behavior” among the staff and students?

How does your classroom “deal” with challenging behaviors?

Is your classroom a positive place with clear and concise expectations?

How are people “rewarded” for following the expectations, rules, or for using appropriate behavior?

Can one use person-centered planning and positive behavior interventions and supports to create an environment with high morale among staff member and clients?
• * Have you ever heard of PBIS?

* What do you know about PBIS?

What is Positive Behavior Interventions and Supports (PBIS)?

• PBIS is a research based system, founded on the belief that everyone can exhibit appropriate behavior. It is a 3-TIER system for delivering practices and systems to enhance both academic and behavioral outcomes for students and adults with disabilities and their families.
PBIS Core Features and Practices

- Leadership Team Implementation and Coordination
- Continuous Progress Monitoring
- Content Expertise & Fluency
- Universal & Comprehensive Screening
- Continuum of Evidence Based Interventions
- Cultural & Contextual Relevance
- Implementation Fidelity
- Data Based Decision Making

PBIS
What PBIS is Not and What PBIS is…

PBIS is not…
A canned program in a box for purchase

PBIS is…
a 3-5 year training commitment to address proactive systems changes in the “way schools do business”
What PBIS is Not and What PBIS is…

PBIS is not…
Throwing out the baby with the bath water

PBIS is…
A way of taking all the great initiatives already implemented and tying them together into a framework that works toward a common language, a common practice, and a consistent application of positive and negative reinforcement
What PBIS is Not and What PBIS is…

PBIS is not…
Being sickeningly sweet to children or adults and giving them stickers

PBIS is…
Teaching, modeling, practicing, and rewarding appropriate behavior and having clear consequences for targeted behavior
What PBIS is Not and What PBIS is…

PBIS is not…
Ignoring inappropriate behavior

PBIS is…
Achieving full staff “buy-in” on consistent implementation of procedures and interventions. For example, if it is not o.k. to cuss with Mr. A., then it will not be o.k. to cuss when you’re with Mr. B.
What PBIS is Not and What PBIS is…

PBIS is not…
Something a bunch of people made up for the new pendulum to swing in the educational field

PBIS is…
Rooted in evidence based practices which staff use to respond to the interventions needed to address behavioral and academic competence for everyone
What PBIS is Not and What PBIS is…

PBIS is not…
A one shot training or “spray and pray” seminar

PBIS is…
The training is based on the needs of each educational unit; which is why teams are requested to commit to a 3-5 year training based on the unique needs of their school community
Tier 1 (Primary/Universal): Research shows that effective Universal strategies used in TIER 1 PREVENTS AT LEAST 80% of typical behavior problems, when used effectively and with fidelity.

Tier 1 includes active participation from all staff (including a strong leadership team), all clients and is implemented across all settings (in-home and in community). It also includes the following systems and practices:

- Procedures for on-going, data based monitoring and evaluation and training for new employees
- School-wide positive expectations that are DEFINED, TAUGHT, VISIBLE, and TRANSFERABLE into the community
  - Expectation will “look different” for areas throughout the school. For example, how the expectations look in the cafeteria, will be different from how they look in the classroom.
- Continuum of procedures that encourage expected behavior and procedures that discourage problem behavior
- Procedures for encouraging school-family partnerships
- Person-centered choices, strengths, preferences, and challenges that should be reflected in the day to day structure of the classroom
TIER 2 (Secondary/Targeted/supplemental small group):

In TIER 2, the strategies and supports that are established in TIER 1 continue to be implemented to promote independent engagement of the PBIS plan. Students that are not responding to interventions established in TIER 1, are provided more focused and intensive interventions. When Tier 1 is in place, and Tier 2 strategies are designed and implemented to support the Universal processes, routines, expectations, etc., from TIER 1 then another 15% of more challenging behaviors are PREVENTED.

The targeted strategies/practices that can be added at this level, can be (but are not limited to):

- Increased instruction and practice with self-regulation, using “self-management” strategies (i.e. regulation of emotional, behavioral, social behaviors)
- Increased supervision
- Increased opportunity for positive reinforcement
- Increased antecedent manipulations
- Frequent opportunities to have expectations and strategies/support reinforced through small group instruction
### Strategies Used and Implemented for Each TIER of the PBIS Model

<table>
<thead>
<tr>
<th>TIER 1</th>
<th>TIER 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>1. Set of program-wide positive RESPECTFUL expectations and behaviors that are defined, taught, and posted throughout the school</td>
<td>1. Increased instruction and supervision</td>
<td>1. Conducting an FBA</td>
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<td>2. Procedures for establishing (space/room) expectations and routines that are consistent with school-wide expectations</td>
<td>2. Practice with self-regulation and social skills</td>
<td>2. Wrap around supports and culturally responsive person centered planning that actively involves family and community supports and resources</td>
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<td>3. Procedures for encouraging expected behavior</td>
<td>3. Creation and training of self-management skills and habits</td>
<td>3. Individualized plan of support that includes the following:</td>
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<td>4. Procedures for discouraging problem behavior</td>
<td>4. Increased opportunity for positive reinforcement</td>
<td>- Prevention</td>
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<td>5. Procedures for encouraging school-community partnerships</td>
<td>5. Increased antecedent manipulations (e.g., role play, rehearsals)</td>
<td>- Teaching</td>
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<td>6. DETERMINATION OF SPECIFIC PERSON-CENTERED CHOICES, STRENGTHS, PREFERENCES AND CHALLENGES THAT SHOULD BE REFLECTED IN THE DAY-TO-DAY STRUCTURE</td>
<td>6. Increased access to visual supports and other tools to promote independent choice and engagement</td>
<td>- Positive reinforcement</td>
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<td>- Controlled reduction of natural rewards for problem behavior</td>
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<td>- Safety</td>
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Four Elements of Tier 1 and Residential Planning

**Living and Teaching Behaviors/Skills**
1. Positively stated expectations & rules (rules are specific to each environment, and fit under the expectations)
2. Teaching Behavior (how and when will you teach behavior; how will you reteach/remind people)
3. Daily Expectations—posted throughout the school (can be pictures or words)

**Natural Acknowledgement and Reinforcement**
1. Acknowledgement System - how will you acknowledge and what behaviors will you acknowledge (intrinsic or extrinsic)?
2. How will you acknowledge appropriate behaviors in the home setting (“gotcha” rewards)

**Responding to Tier 1 Problems and Behavior**
1. What is your system for working with people who don’t follow the rules and procedures?
2. How are you TEACHING them?
3. What can they expect to occur, for adherence and for not following rules?

**Action Plan**
1. Physical Environment and Procedures
2. Communication to People and Family
3. Instructional Practices
4. Resources/Assistance Needed
Tier 1 Planning

- Living and Teaching Behaviors/Skills
- Responding to Tier 1 Problem and Behavior (may go to Tier 2)
- Natural Acknowledgement and Reinforcement
- Action Plan
What is TIER 2?

- Tier 2 is designed to provide intensive or targeted interventions to support someone (students, adults) who is not responding to TIER 1 support efforts.

- Remember, this TIER reduces 15% of challenging behaviors. People in this TIER make up a smaller population of this pyramid, and are at a higher risk for engaging in more serious problem behavior.

- A simple Functional Behavioral Assessment (FBA) should be done at this level to identify the function of a behavior (i.e. avoidance, frustration, attention etc.) and a support plan should be drafted to replace the behavior.
TIER 2 targeted interventions for People not responding to TIER 1

1. Increased instruction and practice with self-regulation and social skills in a small group setting. Small groups should consist of no more than 10 people.

2. Creation and training of self-management skills and habits
   1. check-in/check-out”
   2. “social skills club”
   3. behavior education plan (goals)

3. Increased opportunity for positive reinforcement

4. Increased antecedent manipulations (e.g., role play, rehearsals)

5. Increased access to visual supports and other tools to promote independent choice and engagement
Self-Management

Promote (teach and shape), attain (provide feedback on), and sustain independence (build upon) through:

1. **Goal setting**: shaping procedure that starts ONLY slightly beyond where the person’s baseline performance currently suggests, and employs “successive approximations” through a changing criterion approach.

2. **Self-monitoring**: student is taught to employ a self-tracking system (often picture based) and then prompted and PR+ for using it.

3. **Self-evaluation**: With assistance that is then faded out, student matches results of #2 with goal criterion of #1. Did s/he meet the goal this (hour/period/morning/for each unstructured period/afternoon/day/week)? Over time, period of self-monitoring and evaluation extended (behavioral contract).

4. **Self-reinforcement**: Following attainment of #3, student determines if PR+ is earned and if so, at what level.
What about TIER 3?

TIER 3 is an intensive level, and is tailored for an individual student or person. This TIER is to prevent and eliminate 5% of intense behaviors that occur. When using TIER 3, it is vital to continue using the practices and strategies from TIER 1 and TIER 2. At this level, the team must use a comprehensive functional behavior assessment (FBA) to determine the function of a behavior (why the behavior is occurring).

Once the FBA has been completed and the function of the behavior has been established, the team will create and “Individualized Support Plan.”

That plan will include:

- Prevention of the behavior
- Teaching (replacement behaviors, self-management strategies, etc.)
  - To both staff and individual
- Positive reinforcement
- Controlled reduction of natural rewards for behavior
- Safety
Collecting Data and Finding the “Why” Behind Behaviors

https://www.youtube.com/watch?v=SwbWdm8cx94
Things to Remember about Functional Behavior Analysis and Data Collection:

Behaviors communicate what we want or need. When a behavior is exhibited, we need to ask ourselves, “what is the pay off for doing that?”

Behaviors should be treated according to their function... not what they look like!!

When collecting data, through direct and indirect observation, you are gathering the following information:

1) Antecedent: What happens prior to the behavior (trigger)
2) Behavior: An observable and measurable action
3) Consequence: What happens or what are the conditions following a behavior?

*Before moving on to determine the function of the behavior, make sure you rule out any potential medical causes for a behavior*