

POSITIVE BEHAVIOUR SUPPORT



PART ONE: WHAT IS POSITIVE BEHAVIOUR SUPPORT (PBS)



WHO AM I? WHAT DO I DO?

- ▶ Becca Keller, M.Ed, BCBA
- ▶ A BCBA is a Board Certified Behaviour Analyst

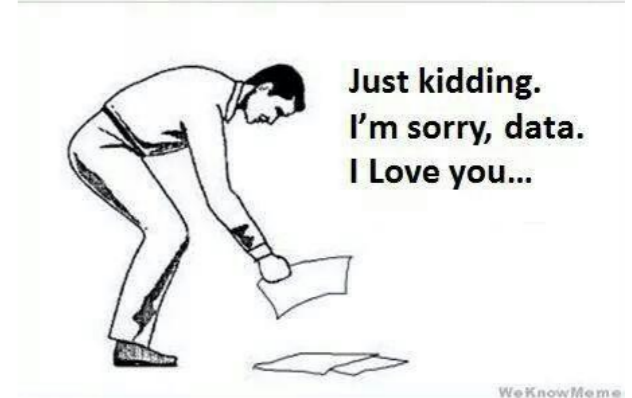
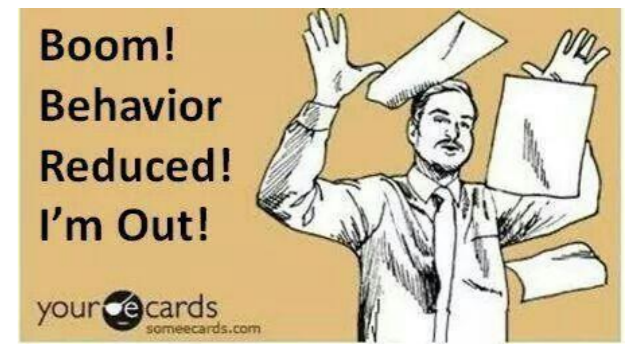
- ▶ A BCBA must have:
 - ▶ Master's degree in Education, Psychology, or Applied Behaviour Analysis
 - ▶ Approved coursework from a qualifying accredited university
 - ▶ Experience hours under the supervision of a BCBA
 - ▶ Pass the board exam

WHAT DOES A BCBA DO?

- Train parents
- Train Behaviour Interventionists
- Conduct assessments and determine behavioural goals
- Write behaviour programs
- Consistently monitor and update programs as needed
- Supervise implementation of ABA programs

WHAT IS PBS?

- ▶ Based out of Applied Behaviour Analysis (using the science of behaviour and applying it to socially significant behaviours)
- ▶ Highly data driven
- ▶ Focused on observable, measurable behaviour
- ▶ Emphasizes the *prevention* of challenging behaviours
- ▶ Modifies the environment to support the learner



BEHAVIOUR

The Basics

WHAT IS BEHAVIOUR?

- Behaviour is anything anyone says or does
- A good behaviour plan will have strategies for both behaviour reduction and skill building

PRINCIPLES OF BEHAVIOUR

Reinforcement

Anything that increases future behaviour

Punishment

Anything that decreases future behaviour

**We have no control over behaviour that has already occurred. All we can do is manipulate the environment to make it more or less likely that that behaviour will occur again.*



REINFORCEMENT



EXAMPLES OF REINFORCEMENT AND PUNISHMENT

➤ Reinforcement:

- A child makes a joke and you laugh. As a result, that child makes more jokes.
- A child makes a joke and you scold him. As a result, he makes more jokes.

➤ Punishment:

- A child answers a question and you say, “no that’s wrong!” He answers your questions *less* in the future
- A child answers a question and you say, “Great job!”. He answers your questions *less* in the future

TYPES OF REINFORCEMENT AND PUNISHMENT

Positive Reinforcement

-Something is added that increases the likelihood that a behaviour will occur again in the future

Negative Reinforcement

-Something is removed that increases the likelihood that a behaviour will occur again in the future

Positive Punishment

-Something is added that decreases the likelihood that a behaviour will occur again in the future

Negative Punishment

-Something is removed that decreases the likelihood that a behaviour will occur again in the future

Pro Tip: *If you ever want to drive a Behaviour Analyst crazy, just use the terms “negative reinforcement” and “punishment” interchangeably*

WHY DO CHALLENGING BEHAVIOURS HAPPEN?

What can we do?

FUNCTIONS OF BEHAVIOUR

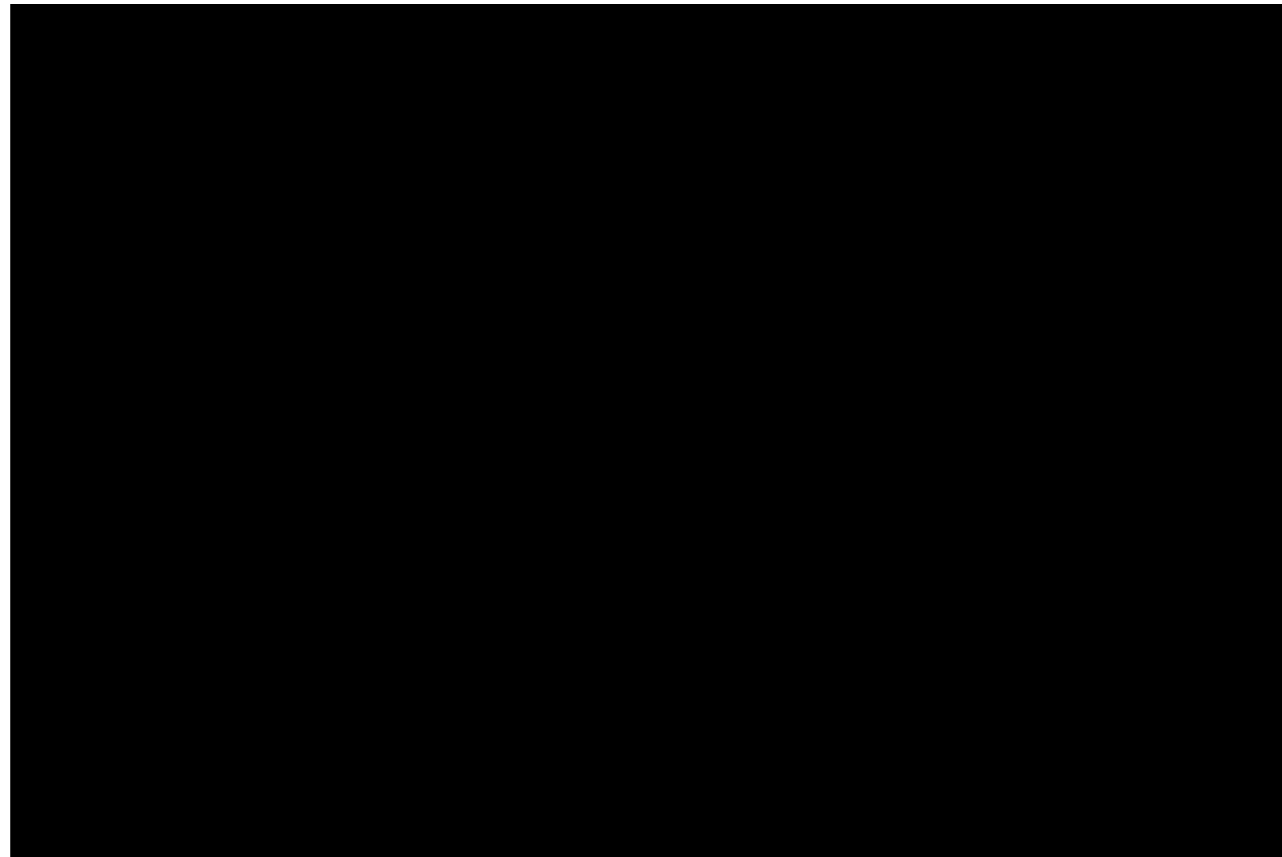
- ▶ All behaviours happen for a reason
- ▶ Behaviours do not just happen
- ▶ Based on learning history
- ▶ We need to know the function
- ▶ All behaviour is communication

- ▶ The four main functions of behaviour are:
 - ▶ Attention
 - ▶ Tangible
 - ▶ Escape
 - ▶ Automatic Reinforcement

ATTENTION

- A behaviour happens to gain the attention of another person
- Examples:
 - Every time a child yells, his mother picks him up
 - When a child shouts “boo!” in the middle of class, all the kids look at him

ATTENTION



TANGIBLE

- ▶ A behaviour occurs in order for an individual to gain access to a tangible item
- ▶ Examples:
 - ▶ I give the cashier at the grocery store a loonie so that he will give me a chocolate bar
 - ▶ A child hits his brother, and his brother gives him his toy

ESCAPE

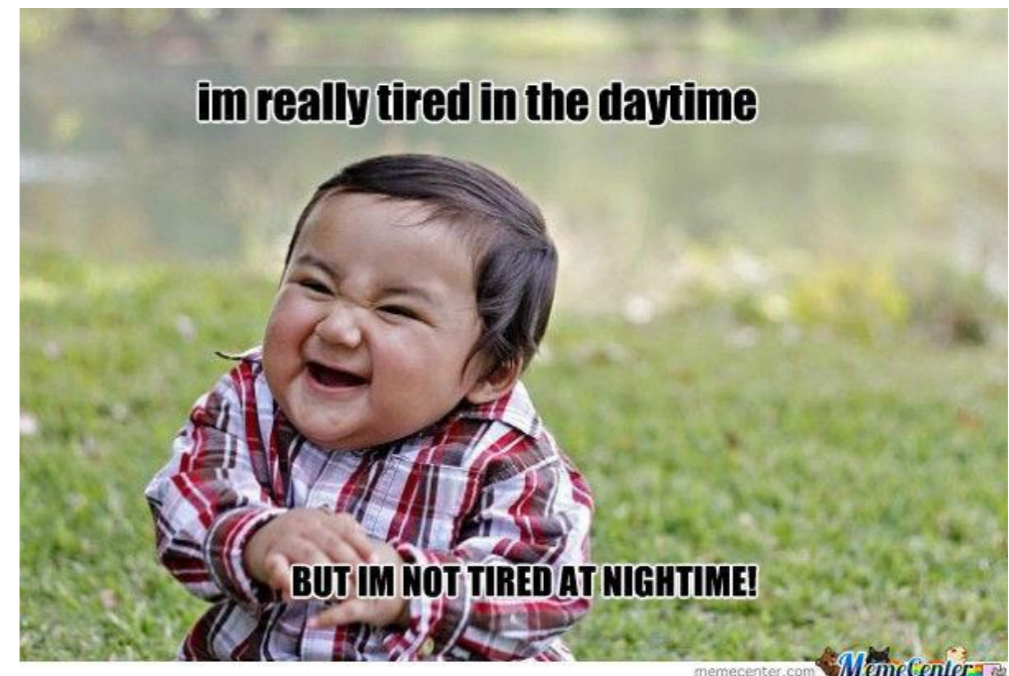
- ▶ A behaviour occurs so that an individual can escape or avoid something aversive
- ▶ Examples:
 - ▶ I wear shoes outside so that my feet won't get scraped
 - ▶ When given a math test, a child screams so that the math test gets taken away

AUTOMATIC REINFORCEMENT

- ▶ A behaviour occurs because the act of doing it is reinforcing to the individual. The behaviour will occur both in the presence of others, and when the individual is alone
- ▶ Examples:
 - ▶ I crack my knuckles
 - ▶ A child with autism flaps his hands

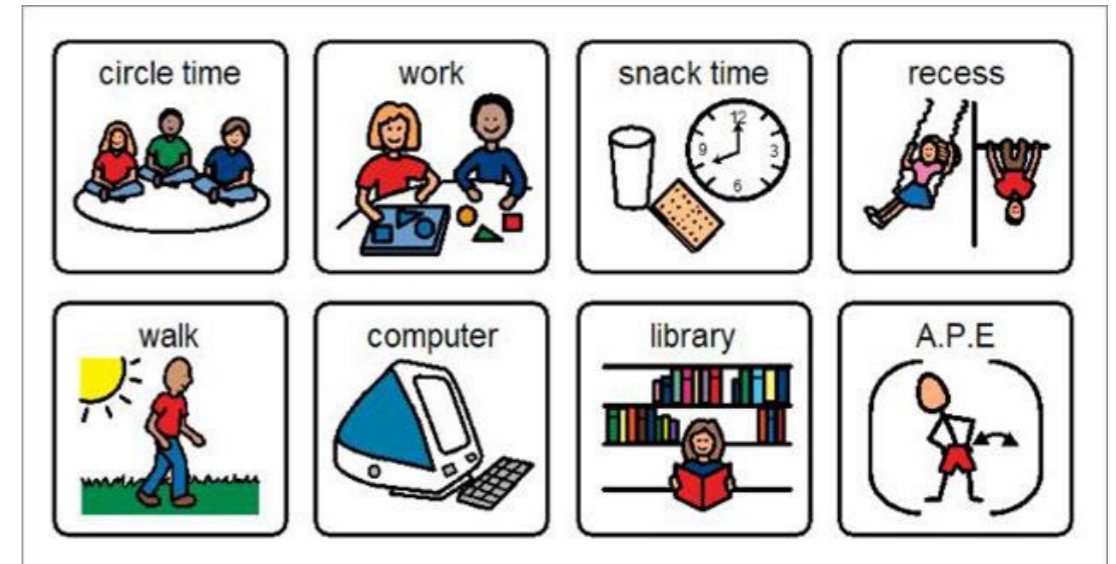
SETTING EVENTS

- ▶ A setting event is something that makes it more likely that an antecedent (trigger) will evoke a behaviour
- ▶ Setting events could be:
 - ▶ Lack of sleep
 - ▶ No breakfast
 - ▶ Change in schedule
- ▶ If a setting event has happened, lower task demands and avoid the antecedent if possible
- ▶ Communication is key!



PBS STRATEGIES: PREVENTION

- Arrange the environment in order to prevent the behaviour in the first place
- Important because:
 - Reduce the likelihood of harm
 - Create pleasant atmosphere
 - Increase student motivation
 - Enhance instructional environment
 - Can be used in a wide variety of situations/for a wide variety of students



PBS STRATEGIES: PREVENTION

- ▶ Arrange the environment in order to prevent the behaviour in the first place
 - ▶ Offer choices
 - ▶ Provide a schedule (use visuals)
 - ▶ Increase predictability
 - ▶ Give warnings before transitions
 - ▶ Incorporate child preferences into the activity
 - ▶ Use precorrection (“remember, if you need help, say “help”)
 - ▶ Alternate between preferred and unpreferred task



PBS STRATEGIES: PREVENTION

- ▶ Arrange the environment in order to prevent the behaviour in the first place
 - ▶ Don't say no, say when
 - ▶ Pivot praise
 - ▶ Phrase things positively (we walk in the halls vs. don't run)
 - ▶ Have clear instructions/explanations
 - ▶ Alter task length
 - ▶ Enrich sensory environment
 - ▶ Use behavioural momentum

CONSEQUENCE STRATEGIES

- Reinforce, reinforce, reinforce!
 - Find out what is reinforcing for a particular individual, and use it
- When to reinforce?
 - Catch the child being good
 - Prompt the appropriate behaviour and reinforce it
- What is reinforcing for one person is not necessarily reinforcing for another. Know your learner
- Use behaviour specific praise

QUESTIONS?
