Student Resource Guide

10. Positive Behavior Support, Part 2

Positive Behavior Support, Part 2

OUTCOMES

When you finish this session, you will be able to:

▶ Define meaningful reinforcement and replacement behaviors.

▶ Describe the DSP's role in functional analysis.

▶ Describe the DSP's role in implementing a behavior support plan.

KEY WORDS

Behavior Function: What the behavior means or purpose it serves for the person.

Charting Progress: Recording data on how an individual is doing on a specific task or activity.

Choice: Picking one activity, event, or thing over another.

Meaningful Reinforcement: Any item, event, or activity that follows a behavior and makes that behavior more likely to occur again in the future.

Reinforcers: Rewards given after the successful performance of a desired behavior.

Replacement Behavior: Skill or behavior to use in place of the challenging behavior, which serves the same function as the challenging behavior.

Support Plan: Plan that determines a specific course of action to take when a targeted behavior occurs. Developed by a team of people who know the individual.

Support Strategies: Ideas and approaches to assist the individual.

Mary has been working with Suzy over the last week. She has discussed her behavior with the other DSPs at the home and she has talked to Martha, the administrator. Together, with the person-centered planning team, they have completed the tasks from the last session. These include defining the behavior, quality of life concerns, A-B-C Chart, and a scatter plot. They have a lot of information about Suzy's challenging behaviors but Mary is unsure of what to do with it.

Supporting an Individual with Challenging Behaviors

In the previous session, we discussed developing a behavior support plan as a means of supporting an individual with challenging behavior. DSPs who supports an individual with challenging behavior should be included as part of the team that is analyzing the behavior and developing and implementing the plan. This is important because DSPs often have the most information and the most frequent contact with the individual. You may be asked to assist the team in several ways:

- Collect information on the daily activities of the individual (individual's daily schedule, individual profile).
- Collect information on the specifics of the challenging behaviors such as how often it occurs, under what circumstances, etc. (Scatter Plot and A-B-C Data Sheet).
- Develop suggestions for replacement behaviors and activities [Motivation Assessment Scale (MAS), **reinforcers**].
- Implement the plan.
- Collect data on how the plan is working.
- Help inform the team on the success of the strategies in the plan.

We also discussed developing a Behavior Support Plan, which involves a team effort and includes the following steps:

1. **Identify "Quality of Life"** areas that may be lacking and therefore contributing to behavior challenges.

2. Identify and **define the challenging behavior(s)** by precisely defining exactly what the person does.

3. **Identify the antecedents** (behavioral "triggers" and other factors) that are present immediately before the challenging behavior occurs).

4. **Identify other events** including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior.

5. **Identify the consequences** that happen after the behavior that may be reinforcing (maintaining) the challenging behavior.

6. **Identify "learning characteristics"** of the individual so you know how the individual learns best.

7. Use the individual learning characteristics to **teach to the individual's strengths**.

8. **Identify possible reasons for the problem behavior**. What is the individual "getting" or "avoiding" through their behavior?

Supporting an Individual with Challenging Behaviors (continued)

9. **Identify replacement behaviors** or skills that:

   a. Allow the individual to get their needs met in a more socially appropriate way.

   b. Will "work" just as well as the challenging behavior.

We then went into greater detail about the first five steps and learned how to use an A-B-C data sheet. This process helps to identify what is happening before the challenging behavior and that may be "triggering" the behavior and/or what happens after the behavior, which may reinforce the behavior.

This session will focus on the remaining four steps and will allow for practice of these new skills.

Identifying Learning Characteristics

Step 6 • Identify "learning characteristics" of the individual so you know how the individual learns best when teaching new skills and replacement behaviors. You must match your teaching style to the individual's learning style.

Think about how you learn best. As you sit through these classes, what do you find is the best teaching style for you?

Types of learning styles:

- Auditory learner: Learns best through what is heard. Do you find that you can learn best by listening to someone tell you about something? When you ask for directions, do you like the person to tell you how to get there?

- Visual learner: Learns best through what is seen. Do you need to see things in order to learn? Do you find the overheads or note pages in your notebook help you? Do you prefer someone to draw you a map instead of telling you how to get to a new location?

- Kinesthetic-motor learner: Learns best by doing. Do you like activities to "try" out a new skill? Do you need someone to take you to a new location before you can learn how to get there?

It is common to have strengths in more than one area; for example, individuals with autism tend to be better "visual-motor" learners who learn best by both seeing and doing. You may have noticed that very few of you raised your hands when asked if you were an auditory learner. That is because most people are not auditory learners. Yet, how do you give instructions to the individuals you support? You mostly tend to give information verbally when that may not be the best way for them to learn new information.

Think back to Step 2, getting to know the individual. As you were creating his or her Profile, you identified the individual's likes and strengths. Identifying the individual's strengths should give you an idea of his or her preferred style of learning. You can also refer to the IPP for a description of the individual's learning styles.

Teaching to the Individual's Strengths

Step 7 • Use the individual learning characteristics to teach to the individual's strengths. If an individual learns best by what he or she sees, then you should maximize the use of gestures, modeling, and visual cues such as pictures and objects. If an individual learns best by actually "doing" an activity, you should promote opportunities for participation in healthy routines to help the individual acquire new skills and behaviors to replace the challenging routines and behaviors.

Supporting an Individual with Challenging Behaviors (continued)

To ensure maximum learning, match your teaching style to the person's learning style. The best teaching strategy is to use *all* learning modalities when teaching by:

• Saying.

• Showing and modeling with visual cues and gestures.

• Actually *doing*; that is, role playing and practicing the skill in the actual setting where you want the individual to display that skill or behavior.

Identifying Reasons for Problem Behavior

Step 8 • Identify possible reasons for the problem behavior. What is the individual getting or avoiding through his or her behavior? Review your assessment information and the results from a Motivation Assessment Scale (which we will look at later) to help you develop a hypothesis or "best guess" as to *why* the behavior is happening and *what* the behavior is saying. Is the behavior related to medical issues such as pain, allergies, or hunger, or is the behavior a way to get, avoid, or escape something?

Behavior Motivations

We all have basic needs. Behaviors are strategies that we use to communicate our wants, needs, and feelings and to get our needs met. What motivates us to behave in certain ways? Individuals exhibit behavior for a multitude of reasons. In this exercise you will use a tool developed by Mark Durand, which identifies four basic reasons why behaviors occur. An easy way to remember these four reasons is by remembering the word SEAT. The letters in the word SEAT stand for Sensory, Escape, Attention, and Tangible Consequences:

Sensory

These are internal reasons for a behavior such as personal enjoyment; stimulation and pleasure, or even pain; medical issues; mental illness; or neurological issues such as seizures.

Examples:

Drinking coffee, eating chocolate, bungee jumping, snow boarding, doing something nice for someone, the feeling you get when you teach someone a new skill, and so on. For individuals with developmental disabilities, these include behaviors that are often called "self stimulatory;" for example, rocking.

Escape

Some behaviors help a person to escape or avoid things they don't like such as certain activities, jobs, people, or places.

Examples:

Procrastinating (putting things off), daydreaming during this class, and so on. In extreme cases, tantruming or "acting out" are examples of escape behavior.

Attention

Sometimes individuals engage in behaviors to be noticed or to get attention from either one or more specific individuals, or from a whole group of people who are around to give attention.

Examples:

Starting a conversation, whining, pouting, interrupting, and so on.

Behavior Motivations (continued)

Tangible Consequences

Individuals use behaviors for tangible reasons to "get" something they desire such as a favorite toy, object, food, token, money, a paycheck, or a favorite activity or game.

Example:

Working at your jobs is an appropriate behavior that we use to earn a paycheck.

It is important to know that even extremely inappropriate and problem behaviors are serving a *need* for the person, and that need is *normal* and valid, even if the behavior is not. Your challenge as a DSP is to teach the individuals you support that to get their needs met they must use behaviors that are socially acceptable.

ACTIVITY

Behavior Motivations

On the blank Behavior Motivations page worksheet on the following page, write down some of the behaviors that you use to get your needs met

For example:

Sensory: Riding a roller coaster

Eating chocolate

Escape/avoid: Watching TV instead of working on the taxes

Attention: Wearing a Hawaiian shirt in winter

Tangible Consequences: Shelling peanuts at the baseball game

Other Examples:

Sensory behaviors: smoking, snowboarding, drinking coffee, doing something nice for someone, feeling good about something you do on our jobs or with friends.

Escape or avoidance behaviors: Procrastinating, things you do in waiting situations; for example, what you do in a doctor's office, or while waiting in line at a grocery store or bank.

Attention seeking behaviors: Interrupting, starting a conversation, whining, pouting, slamming things, calling someone on the phone, saying "Hi."

Behaviors to get Tangible Consequences: Working to get a paycheck, asking for something, telling people what you want, and so on.

A C T I V I T Y

Behavior Motivations • (Behaviors we use to get our needs met)

Directions: Please list some behaviors that you use to get your needs met in each of the following areas.

Sensory behaviors: (You engage in sensory behaviors that allow you to feel good or avoid feeling bad.)

Escape or avoidance behaviors: (What you do for escape when you don't want to listen.)

Attention seeking behaviors: (What you do when you want attention from someone.)

Behaviors to get Tangible Consequences: (What kind of tangible consequences work for you?)

Although there are hundreds of reasons why people behave the way they do, for the purpose of this exercise we will group our motivations into four general areas.

• *Is it okay for you to engage in these behaviors to get your needs met?*

• *Is it okay for the individuals you support to get their needs met in these areas?*

Behavior Motivations (continued)

There is no difference in the needs that you all have, but there is a difference in the strategies or the behaviors you use to get your needs met. Some individuals you support may use strategies that are socially inappropriate for a situation, or exhibit behavior that may not be right for the time and place.

DSPs must often teach individuals new behavioral strategies that are more socially appropriate for each situation in order to get their needs met.

It is a myth that all individuals with challenging behavior are just trying to get attention. In fact, the same behavior may be used in several different ways. Aggression can be used to get attention one time and on a different occasion to escape something a person doesn't like.

Research shows that individuals engage in challenging behavior to get attention only about 25% of the time.

The next activity is designed to help identify situations in which a person is likely to behave in certain ways.

Motivation Assessment Scale

The Motivation Assessment Scale is a questionnaire designed to identify situations in which a person is likely to behave in a certain way. From this information, more informed decisions can be made concerning the selection of appropriate rewards and support strategies.

Once you have identified the behavior to be described, read each question care- fully and circle one number that best describes your observations of this behavior. You can complete this individually or as a team.

Once you have scored the assessment, a total of 10 in any area (sensory, escape, social attention, or tangible consequence) is worth considering as a possible motivator for that behavior.

Name:_____ Date:_____

Behavior Description:

_____

_____

_____

_____

Instructions:

The Motivation Assessment Scale is a questionnaire designed to identify situations in which an individual is likely to behave in certain a way. From this information, more informed decisions can be made concerning the selection of appropriate rewards and treatments. It is important that you specifically identify the behavior of interest. "Aggressive," for example, is not as good a description as "Hits others." Once you have specified the behavior to be rated, read each question carefully and circle one number that best describes your observations of this behavior. You may complete this individually, or as a team. It is often useful to compare answers and differing perspectives.

Questions	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
1. Would this behavior occur continuously if the individual was left alone for a long period of time; for example, an hour?	0	1	2	3	4	5	6
2. Does this behavior occur following a directive to perform a difficult task?	0	1	2	3	4	5	6
3. Does this behavior occur when you are talking to others in the room?	0	1	2	3	4	5	6
4. Does this behavior ever occur to get food or a game he or she has been told he or she can't have?	0	1	2	3	4	5	6
5. Does this behavior occur repeatedly in the same way; for example, rocking back and forth for five minutes?	0	1	2	3	4	5	6

	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
6. Does this behavior occur when a request is made of the individual?	0	1	2	3	4	5	6
7. Does this behavior occur whenever you stop attending to the individual?	0	1	2	3	4	5	6
8. Does this behavior occur when you take away a favorite activity or pastime?	0	1	2	3	4	5	6
9. Does it appear to you that the individual enjoys performing this behavior and would continue even if no one was around?	0	1	2	3	4	5	6
10. Does the person seem to do this behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0	1	2	3	4	5	6
11. Does the person seem to do this behavior to upset or annoy you when you are not paying attention to him or her?	0	1	2	3	4	5	6
12. Does this behavior stop occurring shortly after you give the person something he or she requested?	0	1	2	3	4	5	6
13. When this is occurring, does the individual seem unaware of anything else going on around him or her?	0	1	2	3	4	5	6
14. Does this behavior stop occurring shortly after (one to five minutes) you stop working or making demands of him or her?	0	1	2	3	4	5	6
15. Does the individual seem to do this behavior to get you to spend some time with him or her?	0	1	2	3	4	5	6
16. Does this behavior seem to occur when the individual has been told that he or she can't do something he or she wanted to do?	0	1	2	3	4	5	6

1._____	2._____	3._____	4._____
5._____	6._____	7._____	8._____
9._____	10._____	11._____	12._____
13._____	14._____	15._____	16._____
(Sensory)	*(Escape)*	*(Social Attention)*	*(Tangible Consequences)*
_____	_____	_____	_____
Total	*Total*	*Total*	*Total*

Adapted from V. Mark Durand, Suffolk Child Development Center, N.Y.

How to Score the Motivation Assessment Scale (MAS)

Follow these directions to complete the MAS worksheet.

1. When finished, write down the number circled (1-6) for each question on the line with the corresponding question number.

2. After you enter all 16 scores, add up the total for each of the four columns.

3. If the total on the left is highest, that would indicate a higher behavioral motivation in the Sensory area. If the total in the second column from the left is highest, it would indicate a higher behavioral motivation in the area of Escape, and so on for the remaining two columns labeled Social Attention and Tangible Consequences.

4. Oftentimes, more than one total will come out high. Usually, any total over 10 can be significant and is worth looking at as a possible motivator.

5. If all totals come out the same, it may be that the behavioral definition being used is too broad. You may want to retry the assessment with a more specific definition. Consider completing the Motivation Assessment Scale on a volunteer. You can ask someone to describe a behavior that they use to get attention and so on. You can work through the assessment as a large group and score it as well.

Step 9: Identifying Replacement Behaviors

Identifying Replacement Behaviors

Step 9 • Identify *replacement* behaviors or skills that

- Allow the individual to get their needs met in a more socially appropriate way.
- "Work" just as well as the challenging behavior.

Replacement Behaviors

You have now identified the behavior, figured out when and where it happens, and under what circumstances it occurs most frequently. You have also looked at the individual's daily activities and overall quality of life, but what do you do now? It is now time to look at teaching an alternative to the challenging behavior—a replacement behavior.

You should focus our time on teaching a new or replacement behavior or skill instead of trying to "get rid of the challenging behaviors." When you try to get rid of problem behaviors without addressing what need that behavior is serving, the individual will usually come up with a new behavior to take its place and often the new behavior is just as bad or worse than the old one. When you teach individuals replacement skills that are more socially appropriate and that still "work" to get their needs met, the need to use the old "challenging" behavior no longer exists.

Replacement skills can include:

- Communication
- Social skills
- Assertiveness skills
- Hobbies, recreation, and leisure skills
- Coping strategies and problem solving skills
- Self-care, domestic, and community skills
- Teaching new productive routines to replace routines that are harmful
- Relaxation skills

Your goal is to focus on teaching new skills, especially skills that serve the same purpose as the challenging behavior.

When identifying replacement behaviors and skills, it is helpful to work as a team with other people who know the individual well. During this phase, it is also helpful to include the individual, when possible, in the development of the strategies. The more ideas you have the more likely it is that one will be successful. Remember, you don't want to get rid of challenging behavior without teaching something more appropriate to replace it.

You should follow these guidelines for successfully teaching replacement behaviors or the individual may go back to using the "old" behavior because it works better for them.

The replacement behavior must:

• Serve the same purpose as the challenging behavior.

• Include a "payoff"(reinforcement) as soon or sooner than the challenging behavior.

• Get as much or more "payoff" (reinforcement) than the original challenging behavior.

• Be just as easy (or easier) to do than the challenging behavior.

When reviewing the data recorded on an individuals A-B-C chart, you should go through four steps when considering possible replacement behaviors:

1 Identify possible consequences that may be reinforcing (or maintaining) the behavior.

2 Figure out what the individual is either getting or avoiding through his or her behavior.

3 Identify some replacement behaviors or skills that the individual can use in future situations to serve the same purpose.

4 Describe how you would plan to reinforce this new skill.

To provide more choice-making opportunities, consider a variety of areas including choice in schedule, activities, and menus. Also look at how to expose individuals to a variety of *new* activities, places, events, hobbies, and people so that they have a wider array of things to know and choose from.

Often, some of the things you say or do can lead to behavioral issues. These are called "triggers." Just changing some of the ways in which we support the person (by removing things that are triggers) can help the person to improve his or her behavior.

ACTIVITY

Identifying Positive Replacement Behaviors and Skills

Directions: Please work on this activity in small groups (three to five people) so that you can problem-solve together as a team. Based on the following assessment information, think of as many positive replacement behaviors and skills as you can for each situation. Be sure to list replacement behaviors that serve the same purpose as the challenging behavior!

1. Tanya has a history of hitting and scratching her stomach. She has no verbal language. From staff and family observations and A-B-C data, you have discovered that she hits and scratches her stomach when she is experiencing menstrual pain. When she hits and scratches her stomach, staff now knows that Tanya has a prescription in her file for Advil or Motrin as needed.

   What could you teach Tanya to do instead of hitting or scratching her stomach to indicate that she is in pain and needs medication?

2. Leon has a habit of hitting or slapping people on the back. The A-B-C data shows that when people turn around after they are hit, Leon smiles and says, "Hi!" The Motivation Assessment Scale shows that Leon hits and slaps people for reasons of attention. Based on the data, Leon's support team believes that he hits and slaps people on the back to start a conversation.

   What are some replacement skills you could teach Leon that would be more positive ways to start a conversation?

3. Robert loves to talk to people and has great conversation skills. He has 11 other housemates but likes to talk to staff. The challenge is that Robert wants to talk to the staff even when they are helping others. When staff members tell Robert that they can't talk with him, Robert becomes upset and often runs away from the house and staff have to chase him. The A-B-C data shows that when Robert goes out in public places, he rarely gets upset. The Motivation Assessment Scale shows that Robert gets upset and runs away because he wants attention. The home where Robert lives takes him out in the community once each week. Based on this information, Robert's team has realized that he needs more opportunities to go out into the community and/or to talk to people.

   What ideas can you think of that will help Robert to have more opportunities to go out into the community and/or talk with people?

Meaningful Reinforcement

Reinforcement includes any item, event, or activity that follows a behavior and makes that behavior more likely to occur again in the future.

A reinforcer is something that a person seeks to gain or get more of. This can include certain objects, foods, places, people, and activities. When developing reinforcement plans, remember that:

Different individuals have different reinforcers!

When behaviors and skills are not improving over time, it is often because the reinforcement plan is not actually reinforcing to the person. Reinforcers are *not the same for everyone*! Even common reinforcers such as praise and cookies are not enjoyable to everyone. Also remember, reinforcers have to be varied—too much of a good thing is no longer a reinforcer.

Everyone needs and enjoys plenty of opportunities to receive reinforcement. It is also important for everyone to have and do things that are enjoyable on a daily basis.

When an individual does not have a rich life full of choices and things to enjoy, his or her behaviors, attitudes, and motivation may change for the worse.

When developing reinforcement plans, **two common** mistakes are:

▶ 1. Not providing reinforcers that are meaningful to the person.

▶ 2. The criteria, or goal, for the person to earn the reinforcement is too hard. (This usually means that the individual is not earning the reinforcement often enough.)

To make reinforcement plans meaningful:

• Use reinforcers that are based on the individual's likes and preferences and vary the reinforcers.

• Set goals that allows the individual daily opportunities to earn and receive reinforcement.

ACTIVITY

What About Your Reinforcers?

1. List some reinforcers that you enjoy (include things, activities, foods, music, people, and so on):

2. List some reinforcers that you need to have everyday.

3. How would you feel if someone told you that you couldn't have those reinforcers today (from question #2)?

4. You had a "bad" day; (for example, you made a big mistake, such as saying or doing something truly inappropriate and you regret the action). What do you do? Circle the answer that best fits you.

  a. You punish yourself by not doing anything you enjoy for the rest of the day?

  b. You feel bad about it and go out and do something you enjoy to help you feel better (like shopping, going out to dinner, putting your favorite CD on, meeting with a friend)?

  c. Something else? Please share:

One key concept in Positive Behavior Support is to teach a positive replacement behavior or skill as an alternative to a challenging behavior. Once you understand the "function" or meaning of the behavior, you can teach the person a more appropriate way to meet their needs.

Developing Support Strategies (Things we can change)

ANTECEDENT What happened BEFORE the Behavior	BEHAVIOR What happened DURING the situation	CONSEQUENCE What happened AFTER the behavior
• Use teaching strategies that match the person's learning style. • Provide more choice in all areas of life. • Remove or change some of the behavior "triggers." • Make life more predictable for the individual. • Use calendars and pictures. • Rehearse what you will do before you do it. • Help the individual develop routines they enjoy.	• Teach new, socially acceptable behaviors and skills to replace challenging behaviors. • Teach a more appropriate way to get his or her needs met. • Work closely with physicians to monitor medications, medical issues, and possible side effects. • Increase and reinforce appropriate skills that the person already has!	• Focus on what the person is doing well, instead of what they are not doing well. • "Catch 'em when they're good!" • Have a plan to reinforce replacement skills and positive behaviors. • Reward and celebrate small successes! Don't demand perfection. • Ignore the challenging behavior, not the person.

Developing Support Strategies

Here are more details regarding the ideas in the previous list of strategies.

Things you can change at each step of the behavior:

Antecedent:

1. **Match your teaching style to the individual's learning style** to ensure that the individual's learning is maximized. The best teaching strategy is to use *all* learning modalities when teaching:

   - Saying
   - Showing and modeling with visual cues and gestures
   - Actually *doing*; that is, role playing and practicing the skill in the actual setting where you want the person to display that skill or behavior.

2. **Provide more choice-making opportunities**; that is, consider a variety of areas including choice in schedule, activities, and menus. Also look at how to expose the individual to a variety of *new* activities, places, events, hobbies, and people so that he or she has a wider array of things to know and choose from.

3. Often, some of the things that you say or do can lead to behavioral issues. These are called "triggers." Just changing some of the ways in which you support the person (by *removing things that are triggers*) can help the individual to improve his or her behavior.

4. **Make life more predictable for the individual**. Some individuals with disabilities become upset when things they are not used to or not expecting.

Developing Support Strategies (Things we can change)

Helping them to understand when things are going to happen and what they can do to prepare can help reduce the stress of the unknown.

5. **Use calendars and picture schedules**. Calendars, written notes, schedules, and information are fairly simple ways to provide visual information to individuals who need assistance understanding information. These are normal strategies that you use to help keep ourselves organized. You can also use pictures and symbols for individuals who cannot read.

6. **Rehearse what you will do *before* you do it**! Verbally rehearse what you will do, when you will be doing it, how long the activity will last, and other expectations regarding behavior. This is an excellent way to help individuals to understand what is expected from them and what they can expect from an event or activity. This helps people feel more in control of what is happening.

7. **Help individuals develop routines they enjoy**. It is extremely important to assist individuals in developing routines they are comfortable with and to respect routines that are important to them. Routines help provide individuals with structure and a sense of control in their lives.

Now let's look at some strategies that you can use when challenging behaviors happen.

Behavior:

1. Try to *teach* **new socially appropriate behaviors and skills** to *replace* challenging behaviors. Teach the individual a more appropriate way to get his or her needs met.

2. When individuals display challenging behaviors, you should try to teach them a new, socially appropriate behavior or skill that meets their need. You need to **identify a new behavior or skill that meets the *same* need** (serves the same function) as the challenging behavior. You did this exercise earlier and we will go over more samples of replacement behaviors and skills later in this session.

3. **Work closely with physicians to monitor medications, medical issues, and possible side effects**. The individual's challenging behavior may be the expression of a symptom of illness, pain, or discomfort.

4. It is also important to **reinforce and provide positive feedback for appropriate behavior and skills**. This will strengthen the appropriate behavior and motivate the person to do it again. Provide positive feedback and reinforcement when an individual is acting appropriately or the appropriate behaviors may stop!

Developing Support Strategies (Things we can change)

Now let's look at some strategies you can use after the behavior occurs.

Consequences.

1. **Focus on what the person is doing correctly** instead of what they are doing wrong. In general, you will find that the behavior you focus on and pay attention to is the behavior that increases over time. All too often your focus is on problem behaviors. You should try to make sure that you pay more attention to the behaviors you want to see more of (the good stuff) instead of paying more attention to the behaviors you don't want to see (the not so good stuff.)

2. Have a **plan to reinforce replacement skills and positive behaviors**. Make sure you have a plan to reinforce and provide positive feedback and some type of "pay-off" for replacement behaviors. This is especially important when an individual is just learning a new skill or replacement behavior. Provide a higher level of reinforcement at first to "pay off" the behavior when

it happens. Over time, as the individual learns the skill, your plan should be to fade the reinforcement.

3. **Reward and celebrate small successes!** Don't demand perfection. Nobody is perfect. Even when behaviors are improving and individuals are making progress, there will still be mistakes and bad days. It is important to celebrate the small successes; this feels great for all of us. If you demand giant steps or perfection, you may never have anything to celebrate!

4. **Ignore the behavior,** *not the person*. It is good practice to ignore challenging behavior and try to focus on the positive things the person is doing. For example, when someone is constantly asking the same question, you can redirect an inappropriate topic to one that is more relevant or appropriate. This allows a conversation to continue. Generally, if we try to completely ignore the person (instead of just the behavior), the behavior may get worse and possibly escalate into a more dangerous behavior.

Changing How You Support Individuals

Now let's look at some things you can change about how you support individuals. These strategies can become a part of a Behavior Support Plan. Let's look at some strategies you can use before the behavior happens.

- Use teaching strategies that match the individual's learning style to maximize his or her learning.

- Provide *more choices* for the individual in *all* areas of life.

- Remove or change some of the behavior "triggers."

- The best teaching strategy is to use *all* learning modalities when you teach:

Teach by saying, showing, and modeling with visual cues and gestures, and by actually *doing*—role playing and practicing the skill in the actual setting where you want the person to display that skill or behavior.

- To provide more choice-making opportunities, you should look at a variety of areas, including choice, in schedules, activities, and menus.

- You also need to look at how you expose the individuals you support to a variety of *new* activities, places, events, hobbies and individuals so they have a wider array of things that they know and can choose from.

Changing How You Support Individuals

- Often, some things you say or do can lead to behavioral issues. These are called "triggers." Just changing some of the ways you support the person (by removing things that are triggers) can help assist the person to improve their behavior.

Here are some specific ways to change some of the things you do. These alternative skills can make a big difference in the life of an individual you support.

Now let's practice what you've learned by working on an exercise to identify replacement skills.

ACTIVITY

Identify Behavior Meaning and Skills to Teach as an Alternative to the Challenging Behavior

Directions: In small groups, read and discuss the following A-B-C data recorded on Jack's behavior. He has been spitting at others a lot more over the past month.

Please work together as a team to discuss and answer the questions on the next page.

Antecedent: *Jack and his housemates finished dinner and were sitting at the dinner table.*

Behavior: *Jack spit at a staff member.*

Consequence: *Staff member told Jack to go to his room.*

. . . .

Antecedent: *On Saturday afternoon, staff asked Jack to get in the van to go bowling with the group.*

Behavior: *Jack spit at the staff.*

Consequence: *Staff told Jack he couldn't go bowling and had to stay home.*

. . . .

Antecedent: *Jack was part of a group shopping trip to the mall. The group had been shopping for 60 minutes.*

Behavior: *Jack spit at a community member.*

Consequence: *Jack was taken to the van.*

. . . .

Antecedent: *On Sunday at 6:00 p.m., Jack and his housemates were in the backyard having a barbeque. Jack had just finished his hamburger and meal.*

Behavior: *Jack spit at a staff member.*

Consequence: *Jack was sent inside to his room.*

. . . .

As a team, please answer these questions:

1. *Identify possible consequences that may be reinforcing (maintaining) Jack's behavior of spitting.*

2. *Figure out what Jack is either getting or avoiding through his behavior.*

3. *Identify some replacement behaviors or skills for Jack that he can use in future situations as an alternative to spitting. (Remember: The "need" that Jack is expressing through his behavior is normal! It's the behavior he is currently using to get his need met that is inappropriate.)*

4. *Describe how you would plan to reinforce these new skills.*

Charting Progress

One of the most important reasons for collecting data is to chart progress. As a DSP, you need to know if the behaviors and skills of the individuals you support are improving over time, or if they are staying the same or getting worse. Charting progress helps you to know if your support plan is working.

You can record data on behaviors through daily Progress Notes, A-B-C data, Scatter Plots and frequency charts, Behavior Maps, and when you write Special Incident Reports. It is also helpful to speak with other people who support the individual (family members, day program/vocational representative, school and residential staff, and the individual) to get information across a variety of activities and environments and to get different perspectives about the progress being made. The best way to collect this information is to have regular team meetings with the individual or his or her family, friends, and others who provide support. Good problem solving and discussion can happen at a team meeting.

Changing Unsuccessful Support Strategies

A support plan is not written in stone. There should be regular opportunities to review what is working and to change the plan to make it more effective. To ensure continued progress, your goal is to chart progress on a regular basis and to make changes to the support plan based on collected data:

One of the most common mistakes DSPs make is that they don't change their support strategies when they aren't working!

Here are some guidelines for improving and modifying support plans to ensure success:

1. Teaching opportunities should happen regularly. You should also try to make good use of "natural" times to teach.

   Sample Scenario: At the video store, Bob, an individual you support, finds out that the video he wanted has been checked out. This provides a good opportunity for you to help him to "problem solve" and figure out how he wants to handle it. For example, ask him if he wants to choose another video or come back another day.

2. If the plan is working, data should show continual progress and improvement. *Remember to celebrate the small successes!*

3. As a rule, team meetings should be held regularly (at least monthly) to review data and to find out what is working. In some situations, you may need to meet more often to review progress.

Changing Unsuccessful Support Strategies

4. Most of the time you don't need to throw out the entire plan. You may only need to modify or adapt some of the strategies or simply add some more. As a DSP, you should make an effort to participate in these team meetings to share your experiences and to learn what is working for others.

5. Teaching strategies should be individualized based on the individual's learning style, the activity, and environment. If you are not sure how a person learns best, try to use *all* learning modalities when you teach.

   For example, *say* what you want individuals to learn, *show* them what you mean, and *do* it with them so they understand how.

6. The plan should include the gradual fading of DSP assistance over time to natural cues and consequences.

7. Reinforcement should be based on the individual's likes and preferences. If the behavior isn't improving, it could be that the reinforcement isn't meaningful to the person, or that the goal is set too high for the person to earn reinforcement.

   Remember the Positive Behavior Support session in Year I, where we discussed the 10 easy ways to support a person with challenging behavior? These important suggestions help us to remember that your relationship with the individual makes all the difference. You need to respect the individual's needs and wants and honor their choices whenever possible. These steps help you look at the whole individual when thinking about a challenging behavior.

10 Easy Ways to Support an Individual with Challenging Behavior

1. Get to know the person—It is helpful to get to know the person behind the behavior. Spend time with that individual in comfortable places and at times the person prefers.

2. Remember that all behavior is meaningful—Challenging behavior sends a message of needs not being met. Ask questions about the individual's life and what it takes to make that individual happy and unhappy. The behavior often has something to do with what the person is asked to do and who is doing the asking.

3. Help the person develop a support plan—Including the person with the challenging behavior in the planning process will help to improve the individual's relationships, community participation, increased choices, skill development, and contributions to others.

4. Don't assume—Labels can cause us to underestimate the individual's potential. Concentrate on the individual's strengths and on providing adequate support rather than concentrating on deficiencies associated with the individual's diagnostic label.

5. Relationships make all the difference—Many individuals depend entirely upon family or paid staff for their social relationships. Brainstorm ideas for including the person in the community and setting up a social support network.

6. Help the individual to develop a positive identity—An individual with challenging behavior is often labeled as a "problem." Build a positive identity by helping the person find a way to make a contribution. When eliminating challenging behavior be sure to focus on the individual's strengths and capabilities.

7. Give choices instead of ultimatums—If the individual uses challenging behavior to express needs, give the individual choices and allow him or her to make them throughout the day. Choice does not mean free rein. Set limits with the input of the individual.

8. Help the individual to have more fun—Fun is a powerful cure for the problem behaviors. Make fun a goal.

9. Establish a good working relationship with the individual's primary health care professionals—Many individuals exhibiting challenging behavior might not feel well. Being healthy is more than being free of disease or illness. It also means a balanced diet, good sleep habits, and other good health factors. You will be in a better position to figure out the reason or solution for the challenging behavior if you know the individual's general health, talk to those who know him or her, and have regular contact with a primary health care physician.

10. Develop a support plan for the DSPs—Create a supportive environment for everyone concerned. Caregivers need care and support too. A supportive environment also minimizes punitive practices.

PRACTICE AND SHARE

Think about the individuals you support who exhibit challenging behavior. When you are at work this week try to do one new thing that promotes supporting the individual's positive behavior. This could include any of the activities or tools that have been introduced in the three sessions on Positive Behavior Support. At the next session, we will go around the room and share what you did, and how it impacted the individuals' positive behavior and overall quality of life.

Positive Behavior Supports, Part 2

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1   ▢A▢   ▢B▢   ▢C▢   ▢D▢
2   ▢A▢·  ▢B▢   ▢C▢   ▢D▢
3   ▢A▢   ▢B▢   ▢C▢   ▢D▢
4   ▢A▢   ▢B▢   ▢C▢   ▢D▢
5   ▢A▢   ▢B▢   ▢C▢   ▢D▢
6   ▢A▢   ▢B▢   ▢C▢   ▢D▢
7   ▢A▢   ▢B▢   ▢C▢   ▢D▢
8   ▢A▢   ▢B▢   ▢C▢   ▢D▢
9   ▢A▢   ▢B▢   ▢C▢   ▢D▢
10  ▢A▢   ▢B▢   ▢C▢   ▢D▢
```

1. **What is the "antecedent" in the following scenario?**

   Carlos does not like listening to music. His roommate, Richard, likes listening to county music. On Monday afternoon, Richard turns the radio to his favorite country music station. Carlos starts yelling and waving his fists. Richard turns the radio off. The antecedent is:

   A) Richard turns the radio to his favorite country music station.
   B) Carlos starts yelling and waving his fists.
   C) Richard turns the radio off.
   D) Richard likes country music.

2. **What is the "target behavior" in the following scenario?**

   Carlos does not like listening to music. His roommate, Richard, likes listening to county music. On Monday afternoon, Richard turns the radio to his favorite country music station. Carlos starts yelling and waving his fists. Richard turns the radio off. The target behavior is:

   A) Richard turns the radio to his favorite country music station.
   B) Carlos starts yelling and waving his fists.
   C) Richard turns the radio off.
   D) Richard likes country music.

3. **What is the "consequence" in the following scenario?**

   Carlos does not like listening to music. His roommate, Richard, likes listening to county music. On Monday afternoon, Richard turns the radio to his favorite country music station. Carlos starts yelling and waving his fists. Richard turns the radio off. The consequence is:

   A) Richard turns the radio to his favorite country music station.
   B) Carlos starts yelling and waving his fists.
   C) Richard turns the radio off.
   D) Richard likes country music.

4. **What is the "appropriate replacement behavior" in the following scenario?**

   Carlos does not like listening to music. His roommate, Richard, likes listening to county music. On Monday afternoon, Richard turns the radio to his favorite country music station. Carlos starts yelling and waving his fists. Richard turns the radio off. The appropriate replacement behavior is:

   A) Carlos starts yelling and waving his fists.
   B) Richard starts yelling back.
   C) Carlos changes the radio station quietly.
   D) Carlos asks Richard if he will turn off the radio.

5. **Learning by doing something is an example of:**

   A) Auditory learning
   B) Visual learning
   C) Kinesthetic-motor learner
   D) Skill sequence

6. **What do drinking coffee, eating chocolate, snow boarding and doing something nice for someone all have in common?**

   A) They are all examples of sensory motivators.
   B) They are all ways to escape something.
   C) They are all ways to get attention.
   D) They are a means to control others.

7. **The Motivation Assessment Scale (MAS) is a questionnaire designed to identify situations in which a person is likely to behave in a certain way. From this information, more informed decisions can be made concerning:**

   A) The practice of safe sex.
   B) The selection of appropriate rewards and support strategies.
   C) Learning styles.
   D) Target behaviors.

8. **A replacement behavior must:**

   A) Serve the same purpose as the challenging behavior.
   B) Receive "payoff" or reinforcement as soon or sooner than the challenging behavior.
   C) Get as much or more "payoff" or reinforcement than the original target behavior.
   D) All of the above.

9. **Teaching an individual a more appropriate way to get their needs met is called:**

   A) Sensory learning.
   B) Teaching a replacement behavior.
   C) Identification of A-B-Cs.
   D) Hoping for the best.

10. **To ensure continued progress, our goal is to chart progress on a regular basis and to make changes to the support plan based on collected data. One way to collect data is to:**

    A) Keep daily progress notes.
    B) Keep good financial records to track money.
    C) Make sure that monthly financial records are kept.
    D) Keep a road map.