

positive
behaviour
support

gary radler





Quality of Life



Engagement



Understanding
the
Message



Multi-element Planning

A young man with a disability, wearing a dark blue sweater, is smiling and pointing his right index finger towards a woman with long dark hair. The woman is looking at him with a slight smile. The background is a blurred classroom setting with blue posters on the wall. A semi-transparent blue rounded rectangle is overlaid on the image, containing the text.

“The best
behaviour
support
happens when
the behaviour
is not
happening”



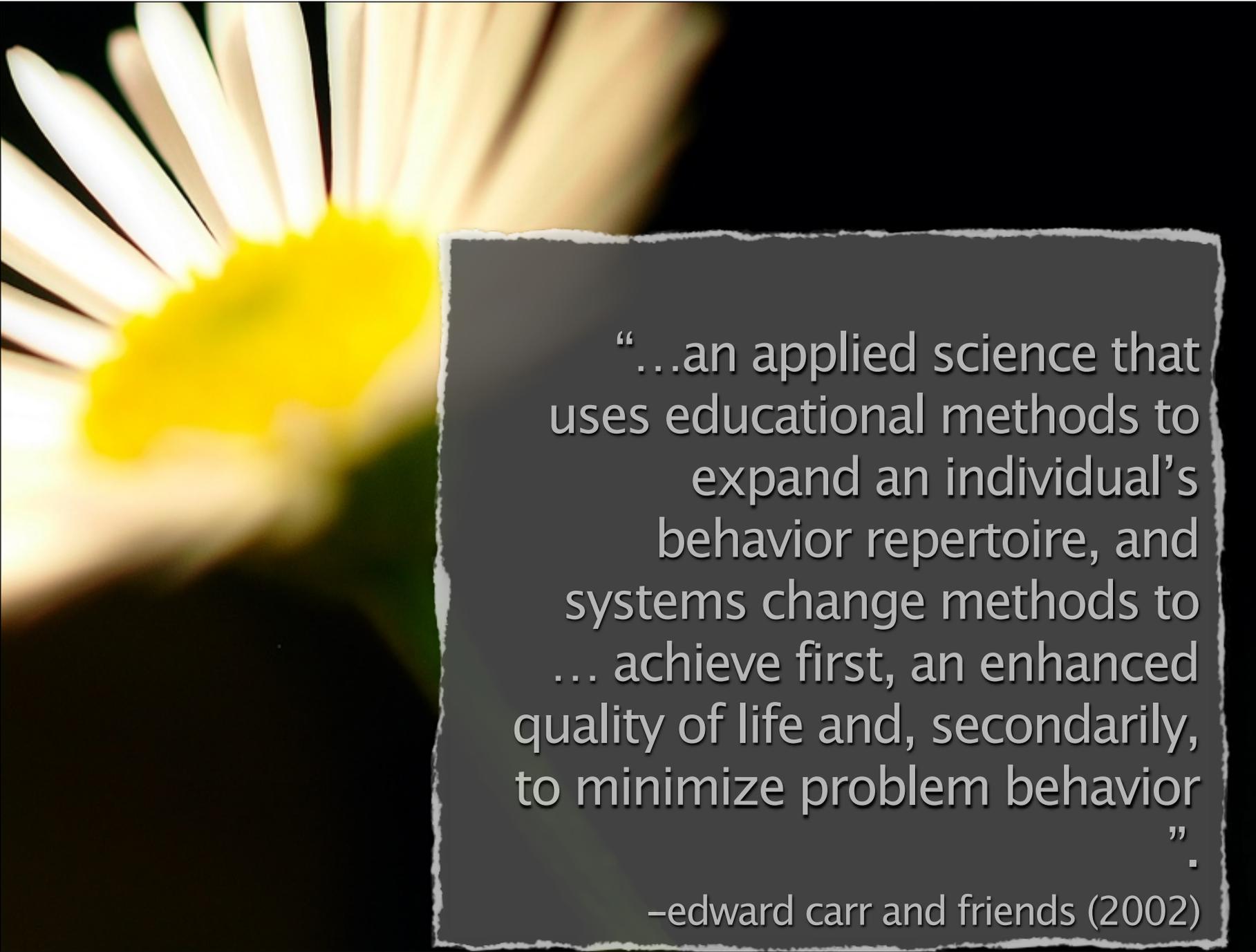
what works?
top 3

“the primary intervention strategy involves rearranging the environment to enhance lifestyle and improve quality of life rather than operating directly on reducing problem behaviour”

—
edward carr

“PBS is about using our understanding of human behavioural science to organise supports that result in productive, preferred, and healthy lives”

–Sailor, Dunlap, Sugai and Horner (2009)



“...an applied science that uses educational methods to expand an individual’s behavior repertoire, and systems change methods to ... achieve first, an enhanced quality of life and, secondarily, to minimize problem behavior”

—edward carr and friends (2002)

day-to-day?

5-10 years
from now?





Control

Dignity

Participate

Connect

Skills

O'Brien's 5 Accomplishments

- Presence and participation
- Developing and maintaining relationships
- Making choices and having control
- Dignity and Respect
- Using and Developing your abilities





“person-centered planning, as an addition to functional assessment, may provide the context that is necessary for a plan to succeed ...”

Quality of Life

- 5 Signposts
- Engagement
- Focus on Strengths
- Do more of what works
- Eliminate or do less of what doesn't work

Every Moment Has
Potential

A Little and Often



The Right Type and Level of Assistance

Maximise
Choice &
Control

Quality of Life

- 5 Signposts
- Engagement
- Focus on Strengths
- Do more of what works
- Eliminate or do less of what doesn't work



a **fOCUS** on
strengths

STRATEGIES FOR BUILDING ON SEAN' STRENGTHS

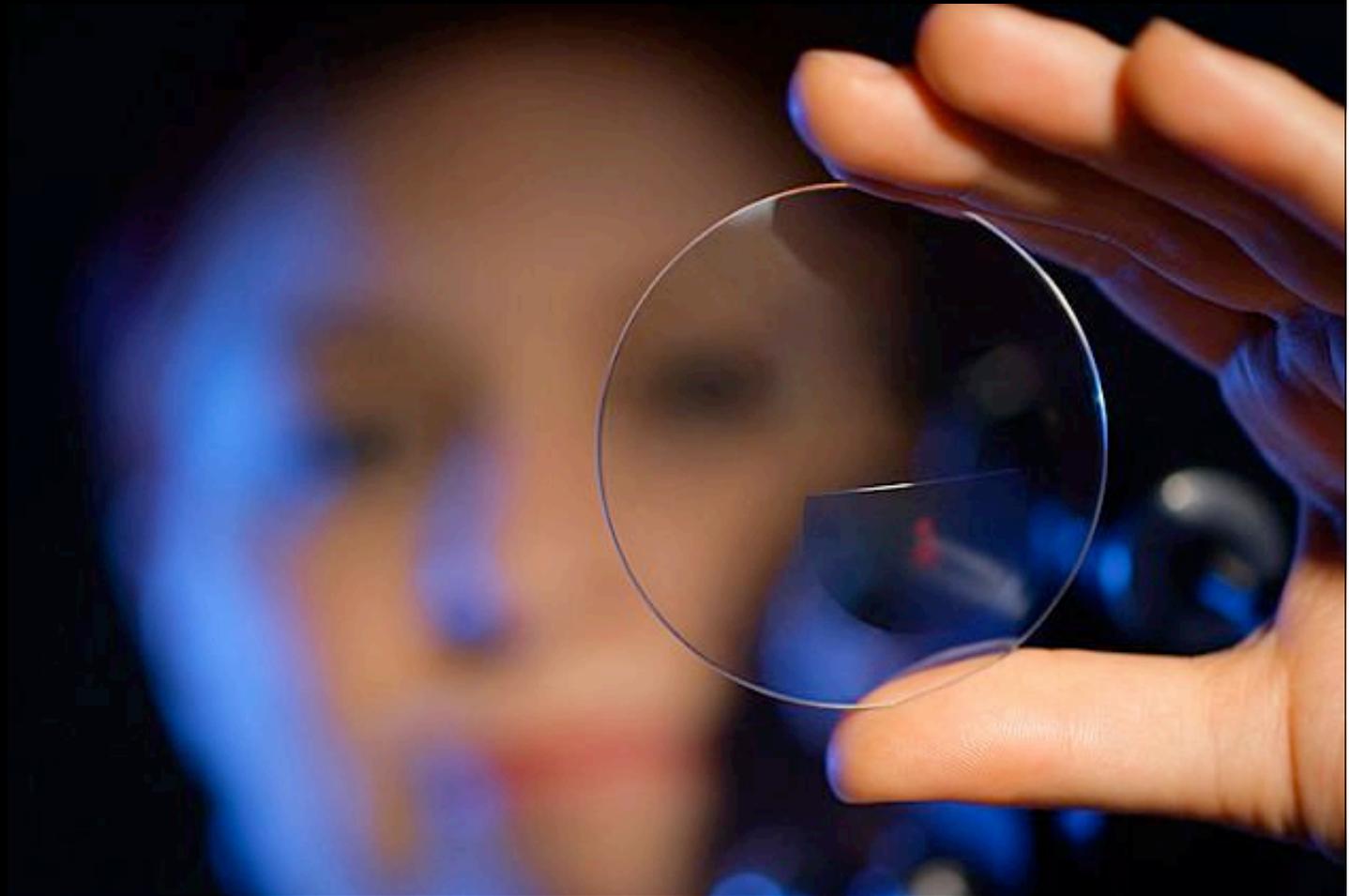
1=OK idea but not now
2=Good idea
3=Great idea, let's do it

look for
what
works

THINGS THAT WORK

➔ Happiness Success Pride
Motivation Laughter

magnify what works



when

do

problem behaviours

not

happen?

with whom

do

problem behaviours

not

happen?

during what
activities
do

problem behaviours

not
happen?

in what places
do

problem behaviours

not

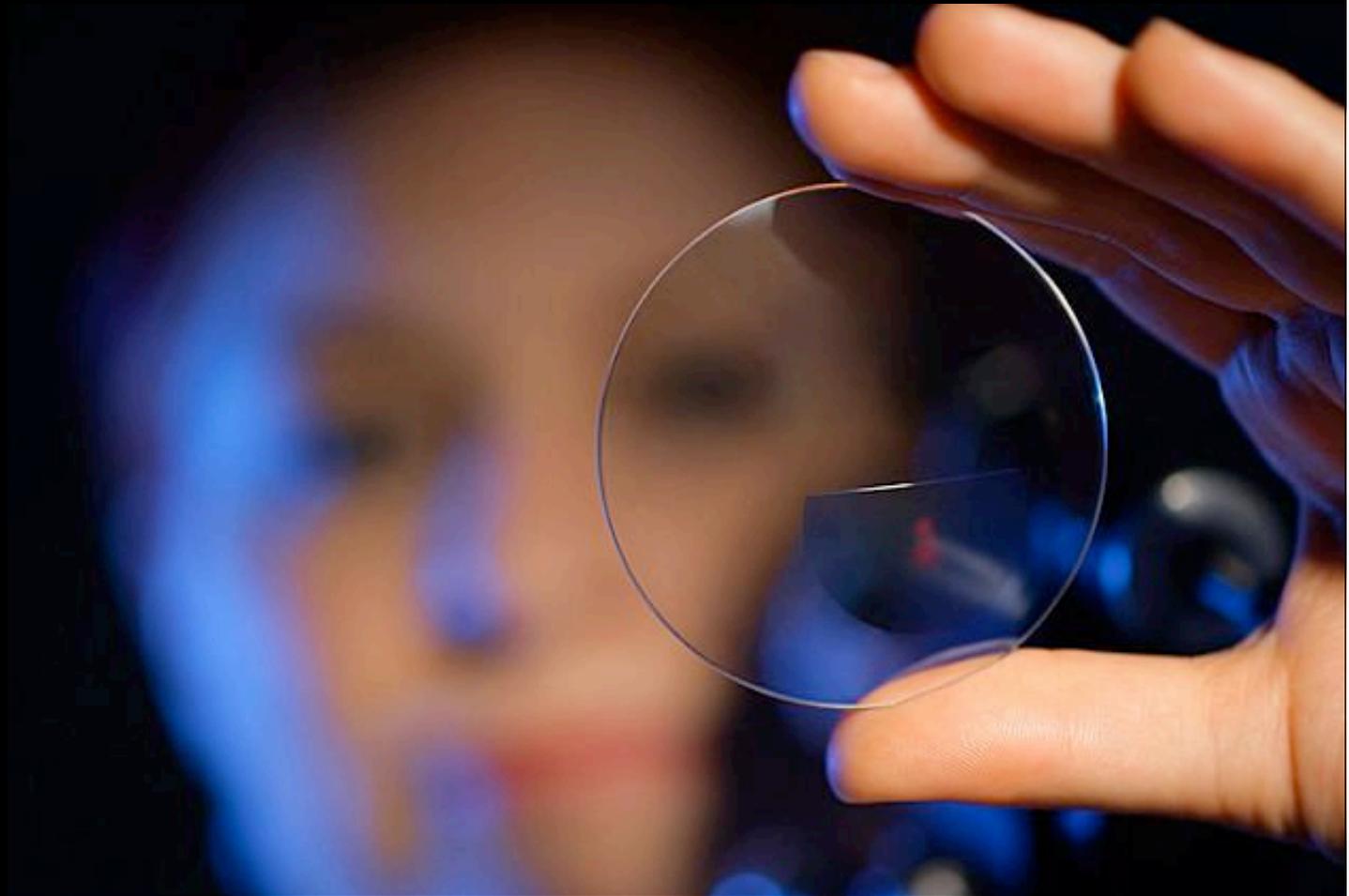
happen?

what's the **one**
thing that will
guarantee

no

problem behaviours?

magnify what works



minimise the
things that
don't work



THINGS THAT DON'T WORK

~~→~~ Upset Anger Boredom
Failure Sadness



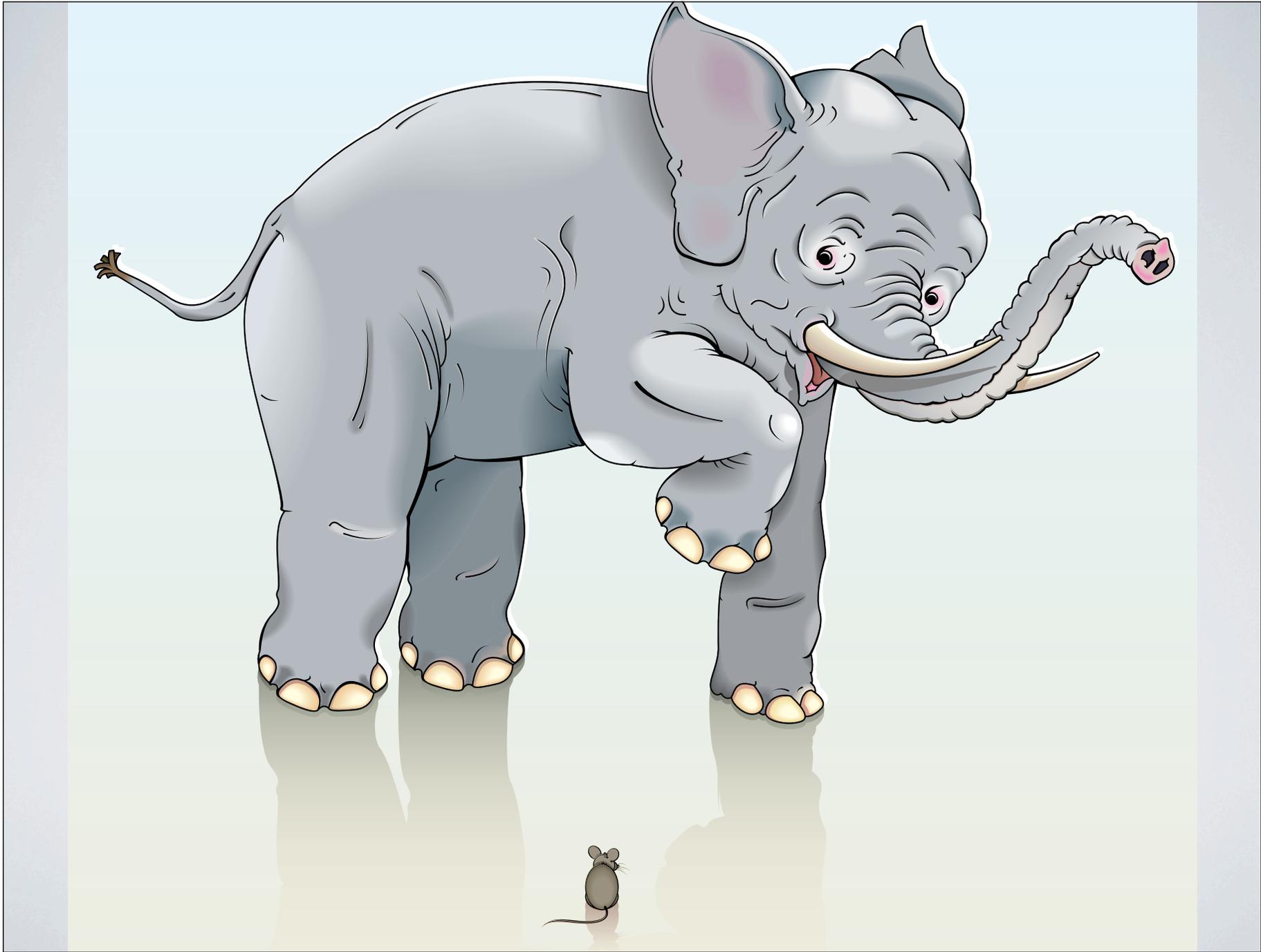
Understanding the
Message

What the person is
doing tells us we have
to do something...

But it's the why that
tells us what to do.

Behaviour happens for
a reason







Setting Events
Antecedents
Behaviours
Consequences

Slow Triggers
Fast Triggers
Behaviours
Consequences



Methods

Interview

-Functional Behavioural
Assessment Interview Form

Observation

-STAR Charts

Scales

-Motivation Assessment Scale

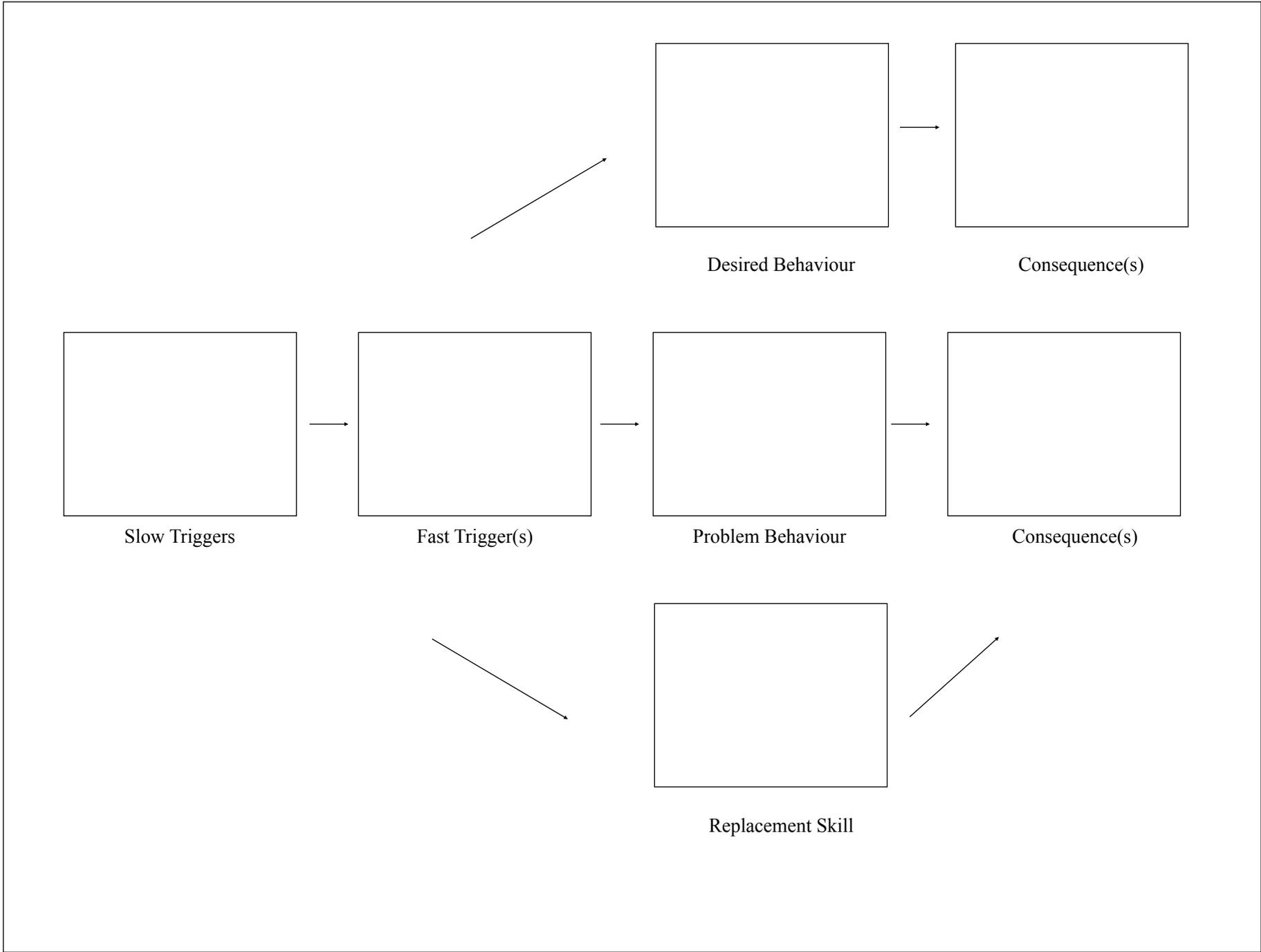
Methods

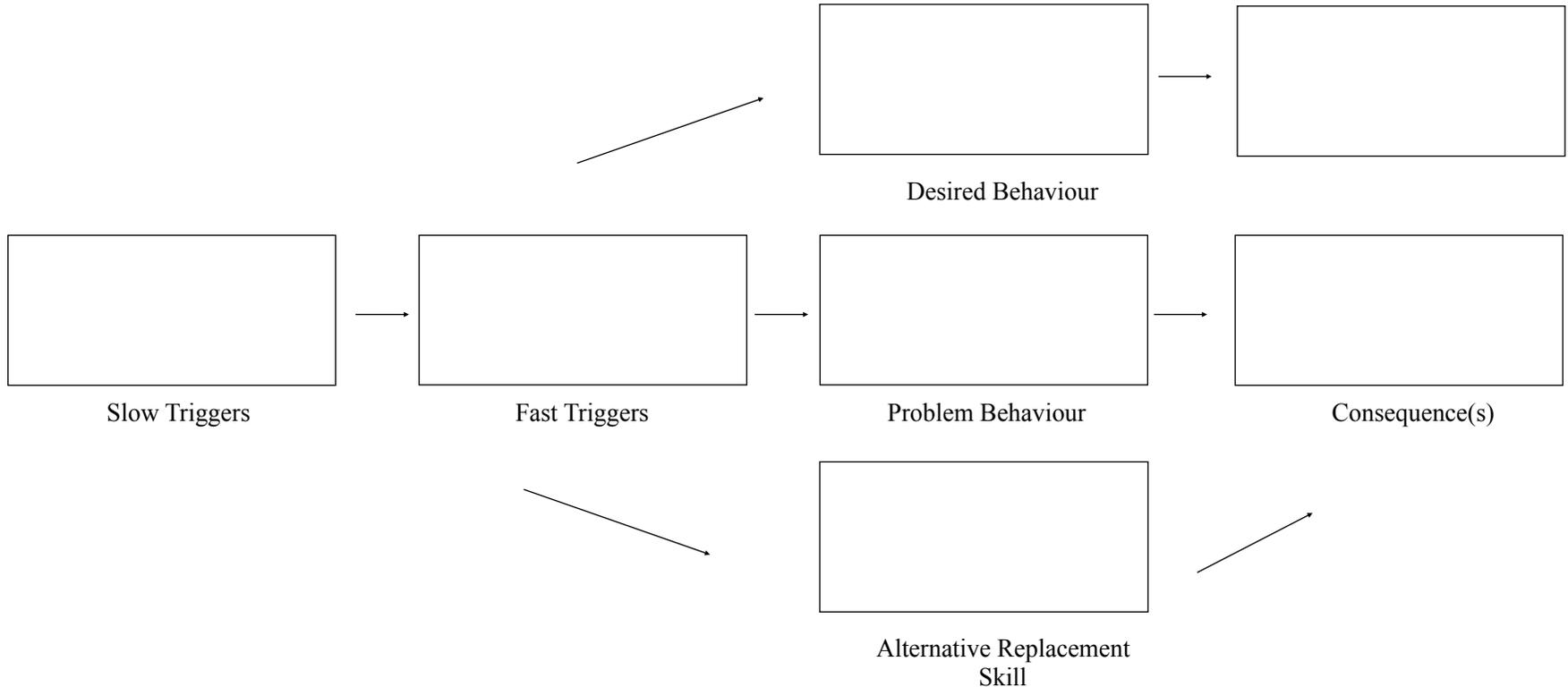
- Summary Statement and Alternative Behaviour Pathways



Where to start

- ❖ Problem routine
- ❖ One at a time
- ❖ Work out why the behaviour is happening in the routine
- ❖ Do a Summary Statement



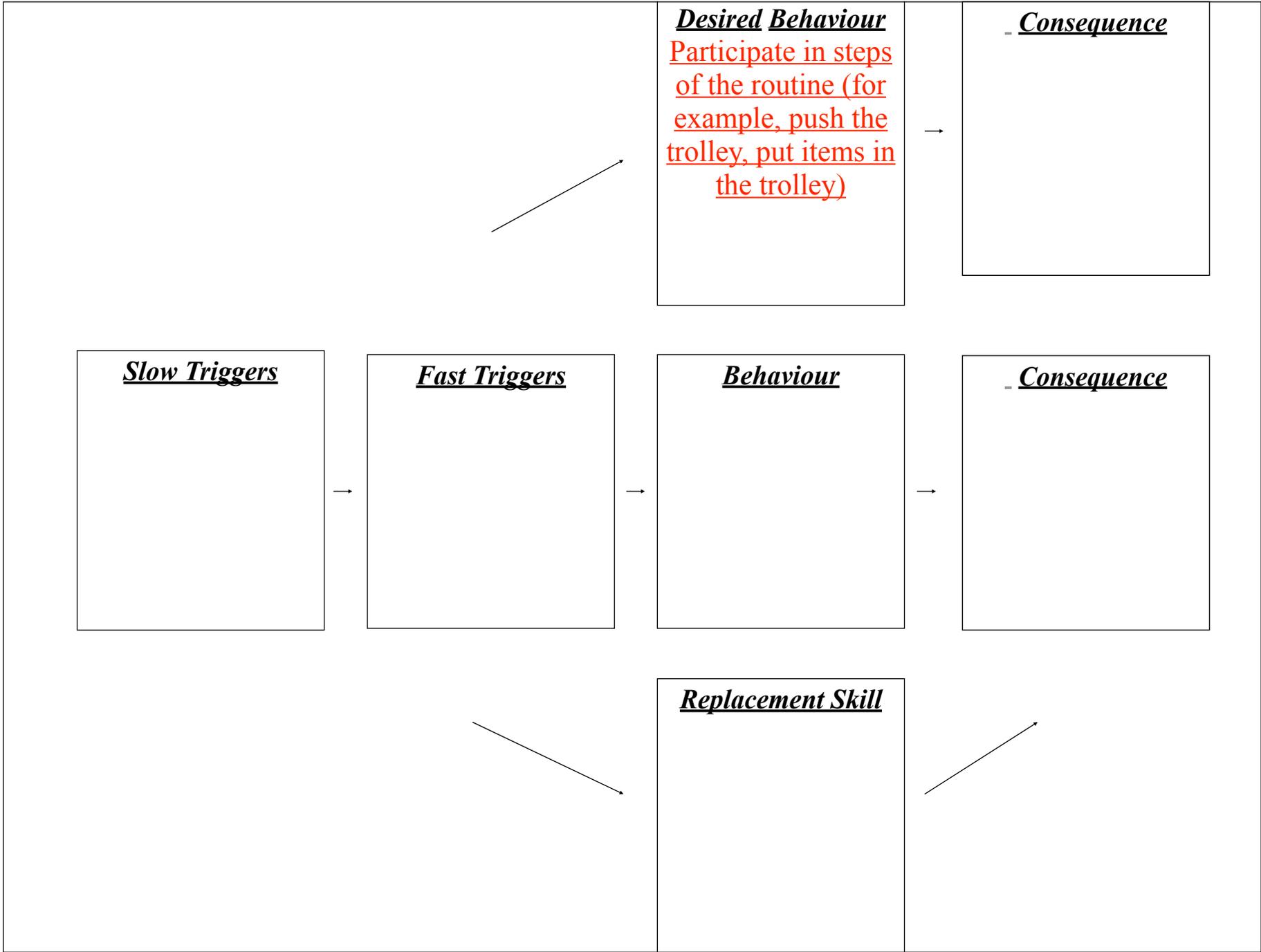


Slow Trigger Strategies	Fast Trigger Strategies	Skills to Encourage or teach	Consequence Strategies
Render the Behaviour Irrelevant	Render the Behaviour Irrelevant	Render the Behaviour Inefficient	Render the Behaviour Ineffective



Vision

- ❖ If you had your way what would the routine be like?
- ❖ *When we are at the shopping centre Kyle will participate in the steps of the routine (for example, push the trolley, put items in the trolley)*





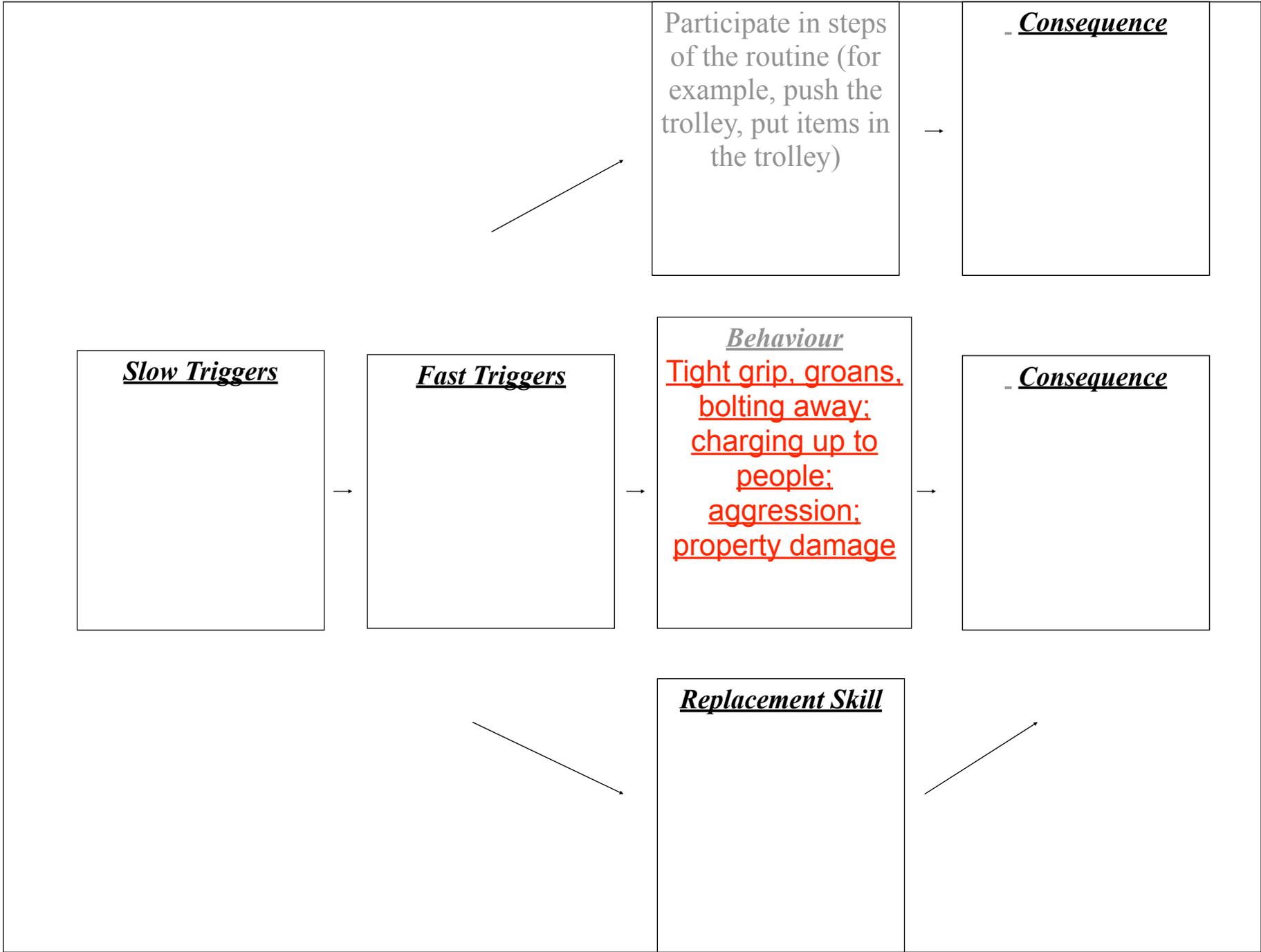
Problem Behaviours?

❖ Include the **WHISPERS**

- Gripping the trolley tightly
- Groaning

❖ ...the **SHOUTS**

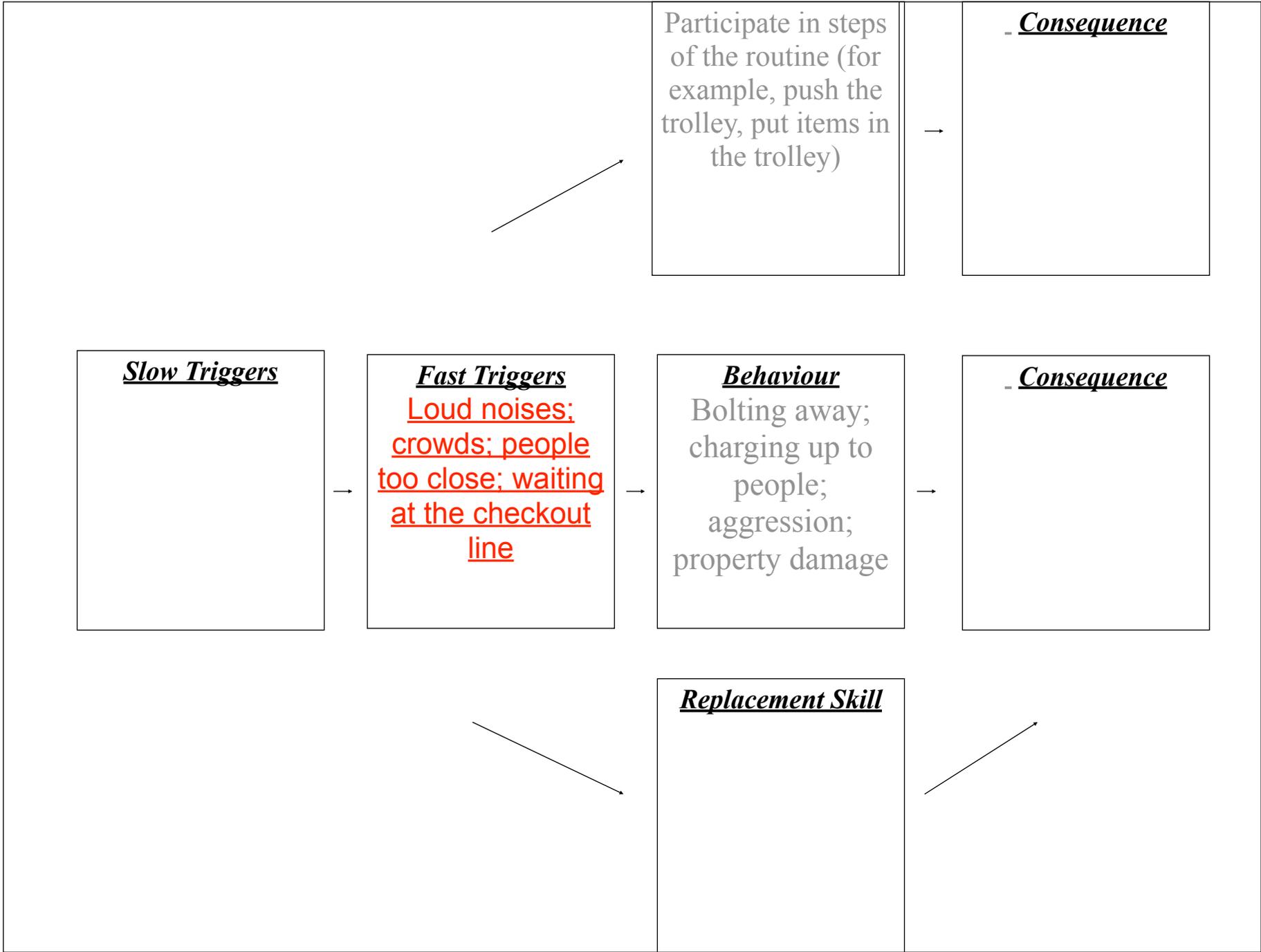
- Bolting away
- Charging up to people
- Hitting people
- Property damage





Fast Triggers?

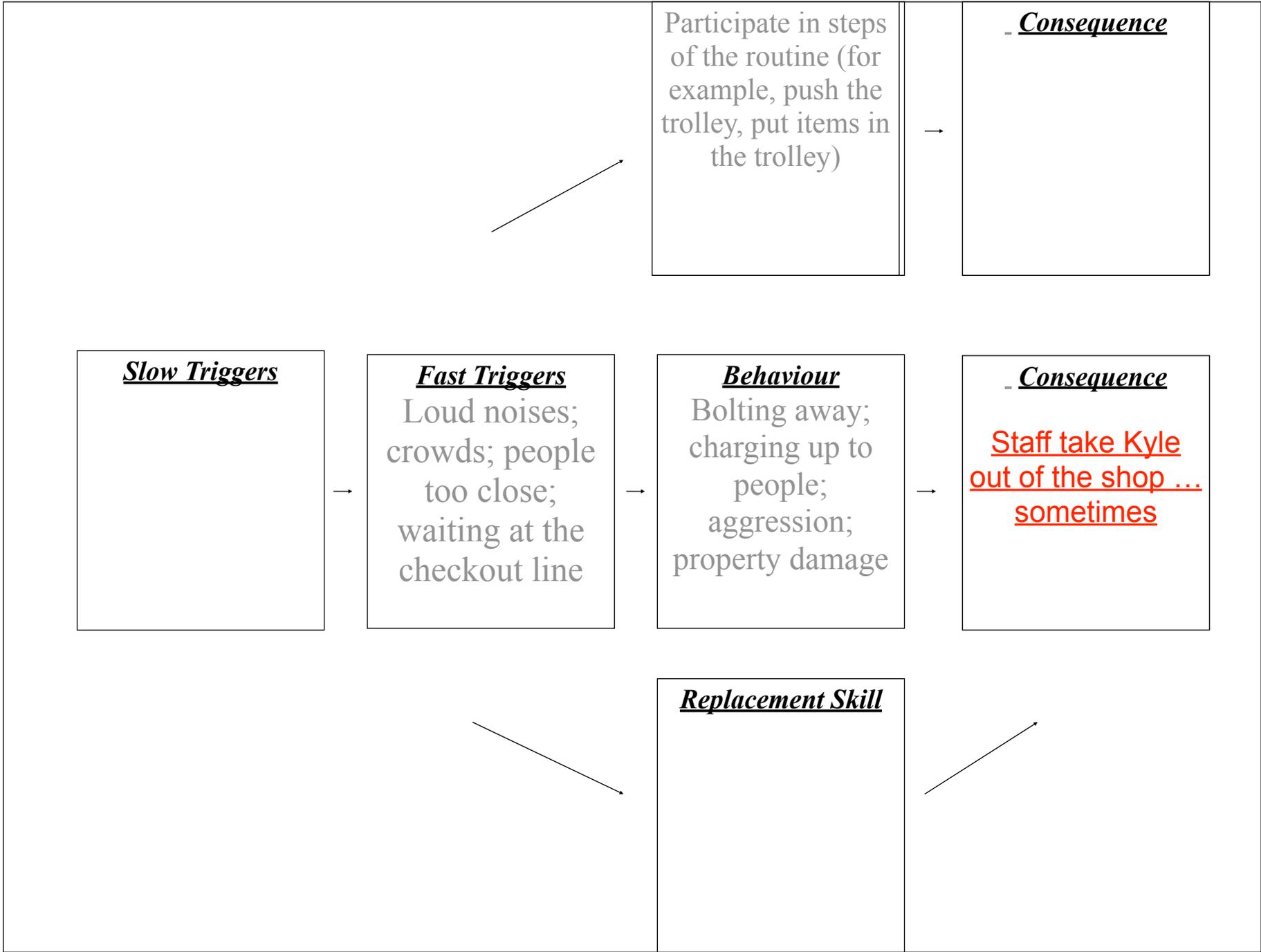
- ❖ What happens immediately before?
- ❖ Fast triggers
 - Loud noises
 - Crowds
 - People too close
 - Waiting at the checkout line





Consequences?

- ❖ The reinforcers
- ❖ The pay-offs
 - *Staff take Kyle out of the shop ... sometimes*





Slow Triggers?

- ❖ Background Influences
- ❖ Predisposing Factors
 - *Times when the shop is crowded and noisy*

Participate in steps of the routine (for example, push the trolley, put items in the trolley)

- Consequence



Slow Triggers

Times when the shop is crowded and noisy

Fast Triggers

Loud noises; crowds; people too close; waiting at the checkout line

Behaviour

Bolting away; charging up to people; aggression; property damage

- Consequence

Staff take Kyle out of the shop ... sometimes

Replacement Skill



Plan Consequence

- ❖ *There needs to be a reinforcer ... a pay-off*
 - Praise and gets to choose one preferred item to eat on the bus

Desired Behaviour
Participate in steps of the routine (for example, push the trolley, put items in the trolley)

- Consequence
Praise and gets to choose one preferred item to eat on the bus

Slow Triggers
Times when the shop is crowded and noisy

Fast Triggers
Loud noises; crowds; people too close; waiting at the checkout line

Behaviour
Bolting away; charging up to people; aggression; property damage

- Consequence
Staff take Kyle out of the shop ... sometimes

Replacement Skill



Replacement Skill?

- ❖ *Making the problem behaviour inefficient*
- ❖ *A better way of getting the consequence for the problem behaviour*
 - Ask to move away; ask to leave the shop

Desired Behaviour
Participate in steps of the routine (for example, push the trolley, put items in the trolley)

- Consequence
Praise and gets to choose one preferred item to eat on the bus

Slow Triggers
Times when the shop is crowded and noisy

Fast Triggers
Loud noises; crowds; people too close; waiting at the checkout line

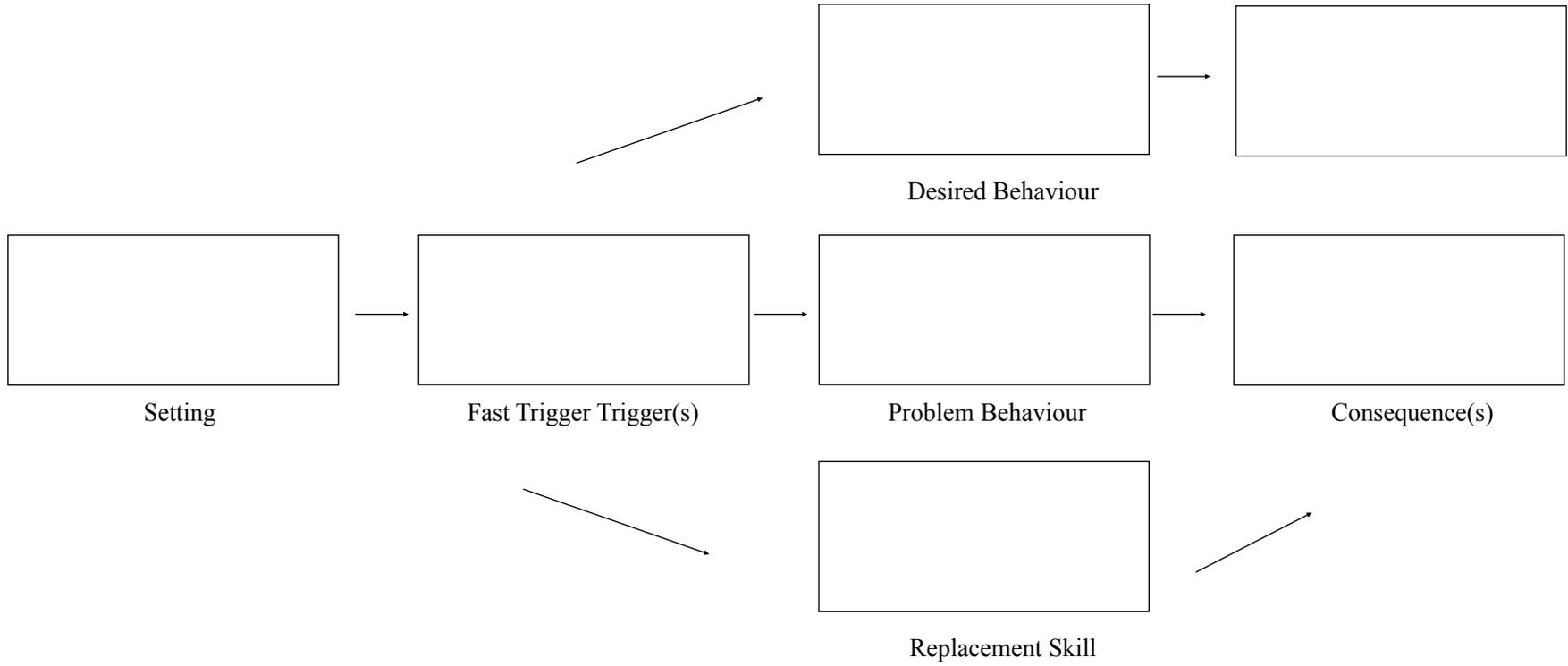
Behaviour
Bolting away; charging up to people; aggression; property damage

- Consequence
Staff take Kyle out of the shop ... sometimes

Replacement Skill
Ask to move away; ask to leave the shop



Multi-element Planning



Slow Trigger Strategies	Preventative Strategies	Teaching Strategies	Consequence Strategies



Reactive Strategies

- Redirection
- Capitulation
- Active Listening
- Instructions
- Encouraging Communication
- Inject Humour
- Proximity Control
- Encourage relaxation
- Do something Unexpected
- Interpositioning
- Emergency Physical Containment