



**positive
behaviour
support**

gary radler



Quality of Life



Engagement



Understanding
the
Message



Multi-element Planning

POSITIVE BEHAVIOUR SUPPORT SERVICES

Provided by Gary Radler

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PBSServices is dedicated to enabling all people with a disability to lead their own great lives.

PBSServices is a service offered by Gary Radler, a clinical psychologist in private practice based in Victoria, Australia

Support is offered when people with a disability experience distress that may result in distressing behaviours

I use evidence-based, family-friendly, up-to-date and person-centred practices

I offer help to organisations to transform and achieve excellence

mobile: 0417 340 994

email: ggradler@me.com



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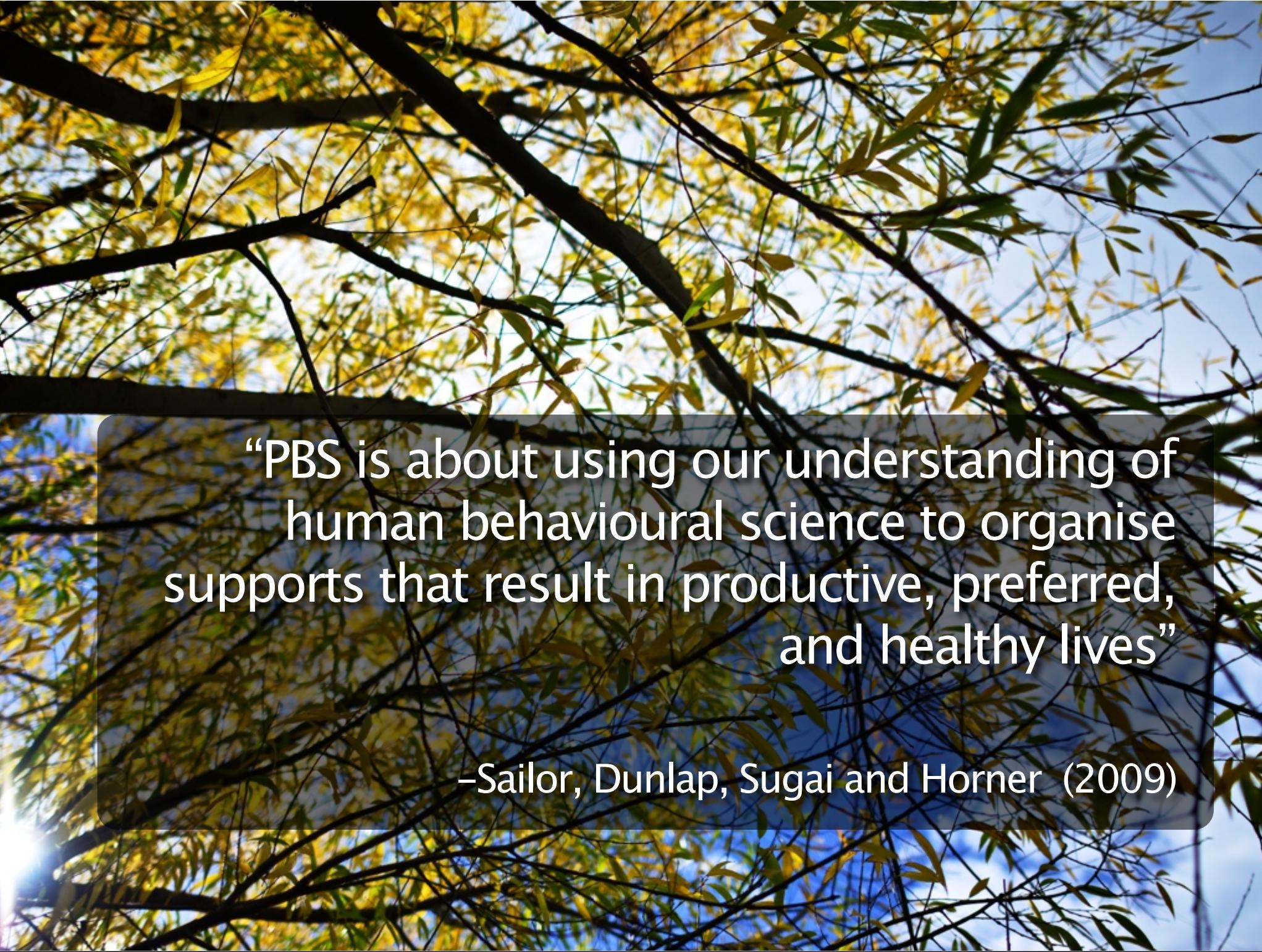
“the primary intervention strategy involves rearranging the environment to enhance lifestyle and improve quality of life rather than operating directly on reducing problem behaviour”

—
edward carr



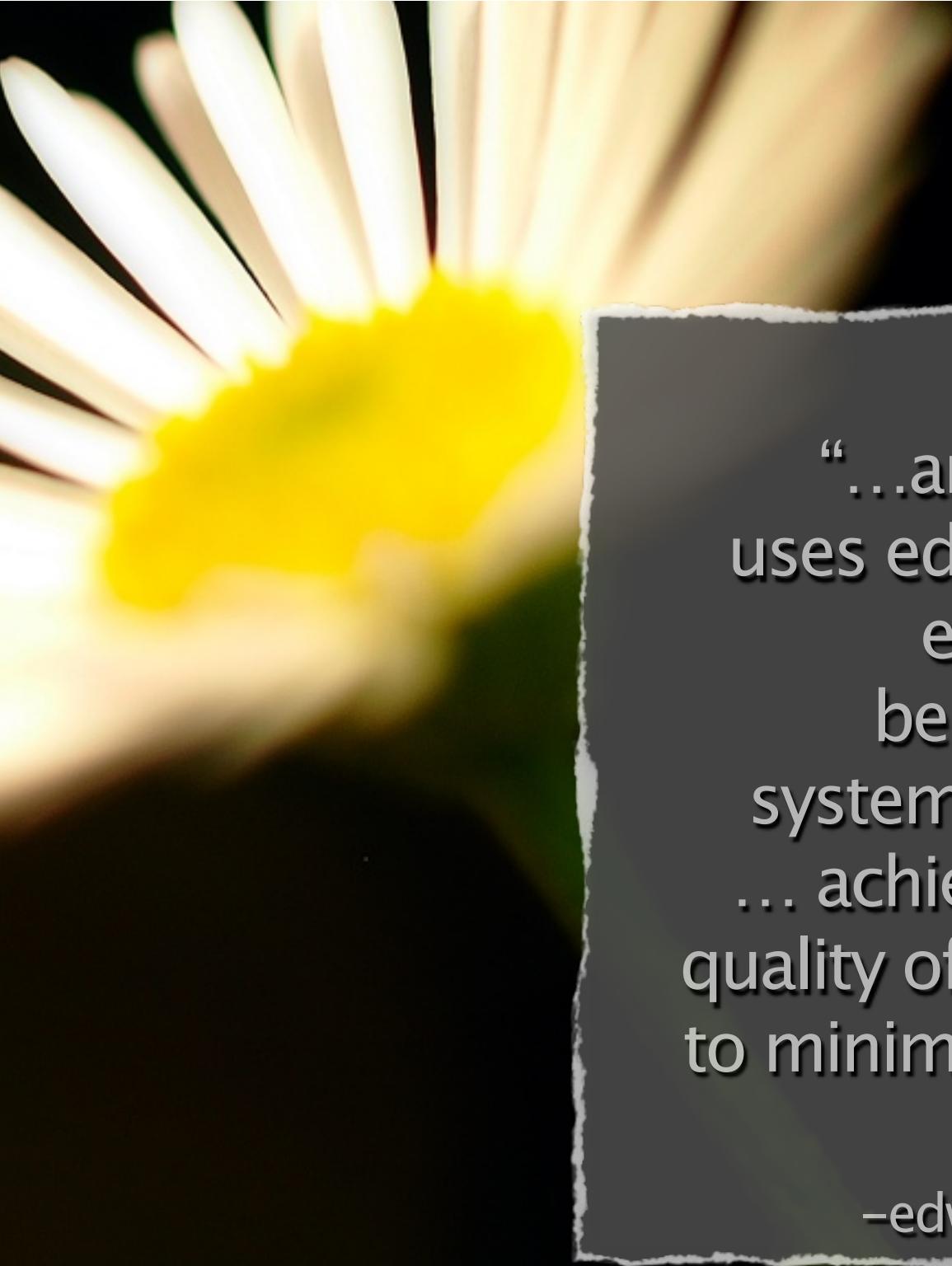
“pbs is an approach that blends values about the rights of people with disabilities with a practical science about how learning and behaviour change occur. The overriding goal ... is to enhance quality of life for individuals and their support providers”

-robert horner (1999)



“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?





A street signpost stands against a backdrop of a bright blue sky filled with wispy white clouds. The signpost has four arms, each pointing in a different direction and featuring a white rectangular sign with black, bold, sans-serif text. The top-left arm points upwards and to the left, labeled "Dignity". The top-right arm points upwards and to the right, labeled "Control". The bottom-left arm points downwards and to the left, labeled "Connect". The bottom-right arm points downwards and to the right, labeled "Participate".

Dignity

Control

Connect

Participate

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



Engagement

Every Moment Has
Potential

A Little and Often



The Right Type
and Level of
Assistance

Maximise
Choice &
Control



a focus on
strengths

“The work of researcher-practitioners like Marc Gold (1972), Lou Brown (1976), and Tom Bellamy (1979) ... clearly demonstrated that people with severe disabilities were ***habitually, reflexively, and profoundly*** underestimated by almost all of the professionals who assessed their capacity to learn and to work.”

John and Connie O'Brien (2000)

STRENGTHS

Talents

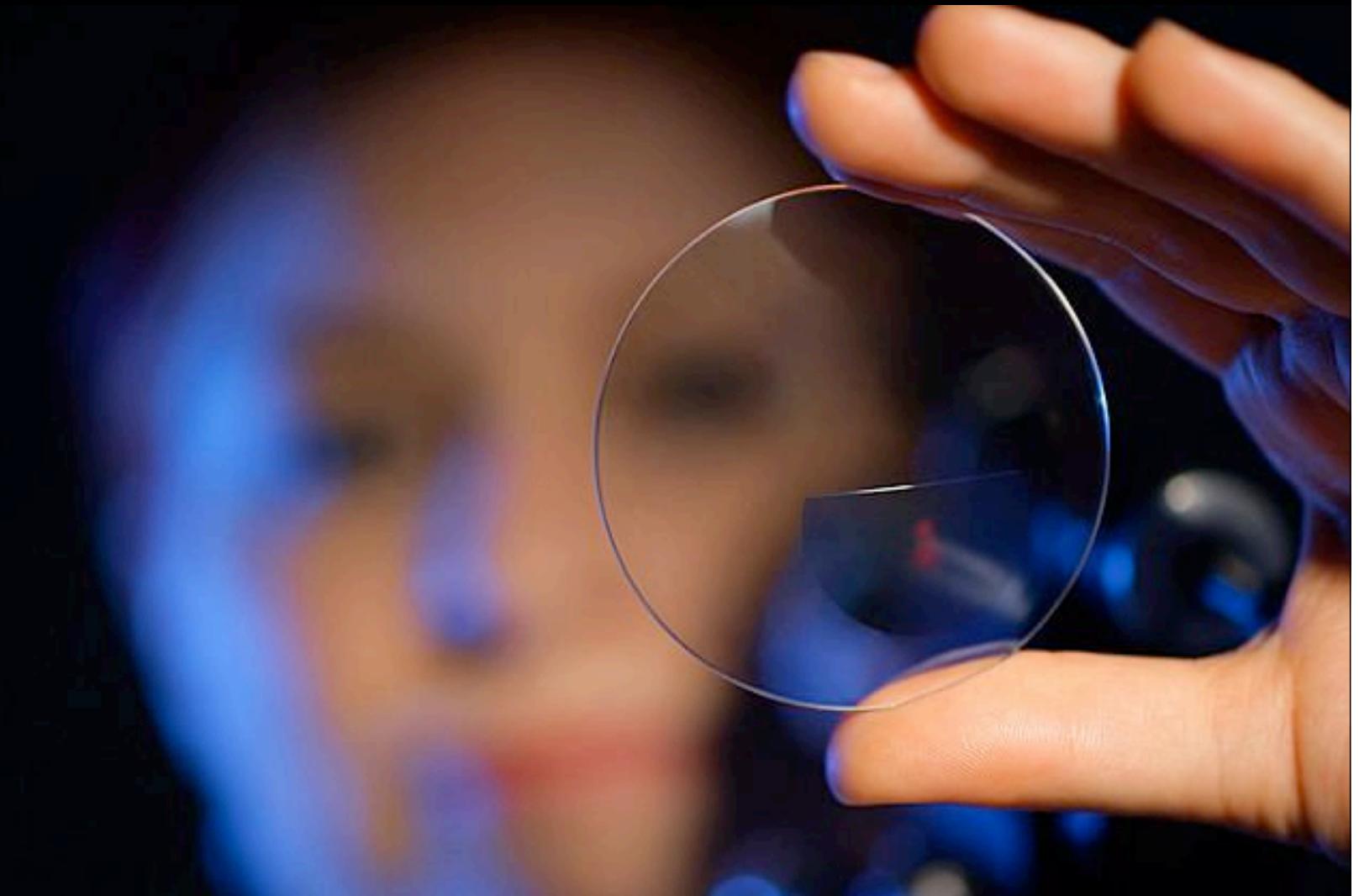
Skills

Interests

Nice
Things

look for
what
works

magnify what works



when

do

problem behaviours

not

happen?

with whom

do

problem behaviours

not

happen?

during what
activities
do

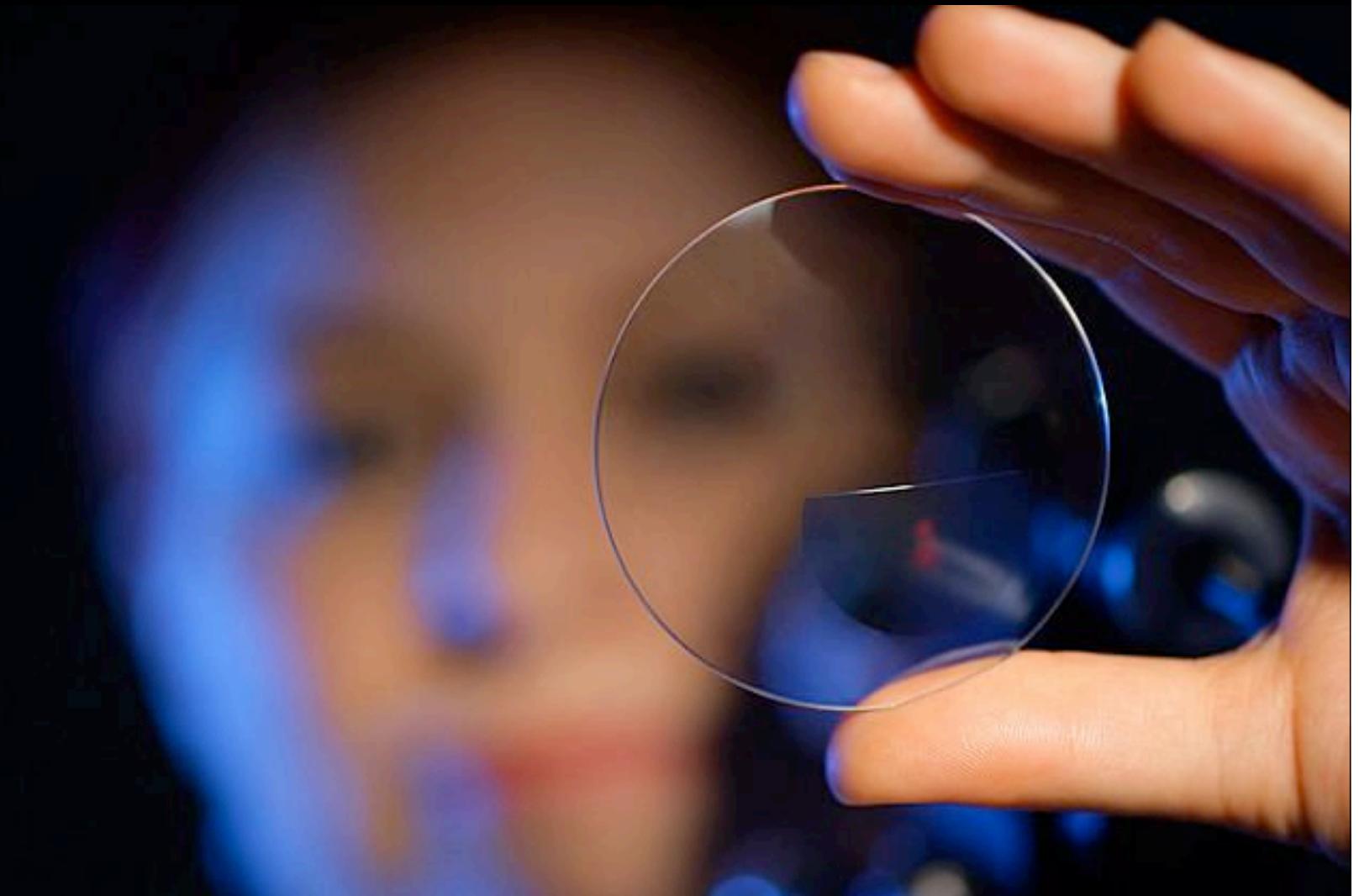
problem behaviours

not
happen?

in what places
do
problem behaviours
not
happen?

what's the One
thing that will
guarantee
no
problem behaviours?

magnify what works



THINGS THAT WORK

→ Happiness Success Pride
Motivation Laughter

A close-up photograph of a yellow construction vehicle's track and sprocket mechanism. The track is made of metal links and is attached to a large, circular sprocket. The sprocket is mounted on a metal frame, which is part of the vehicle's undercarriage. The vehicle is operating on a dirt surface, and the background shows a clear blue sky and some buildings in the distance.

minimise the
things that
don't work

THINGS THAT DON'T WORK -

→ Upset Anger Boredom
Failure Sadness



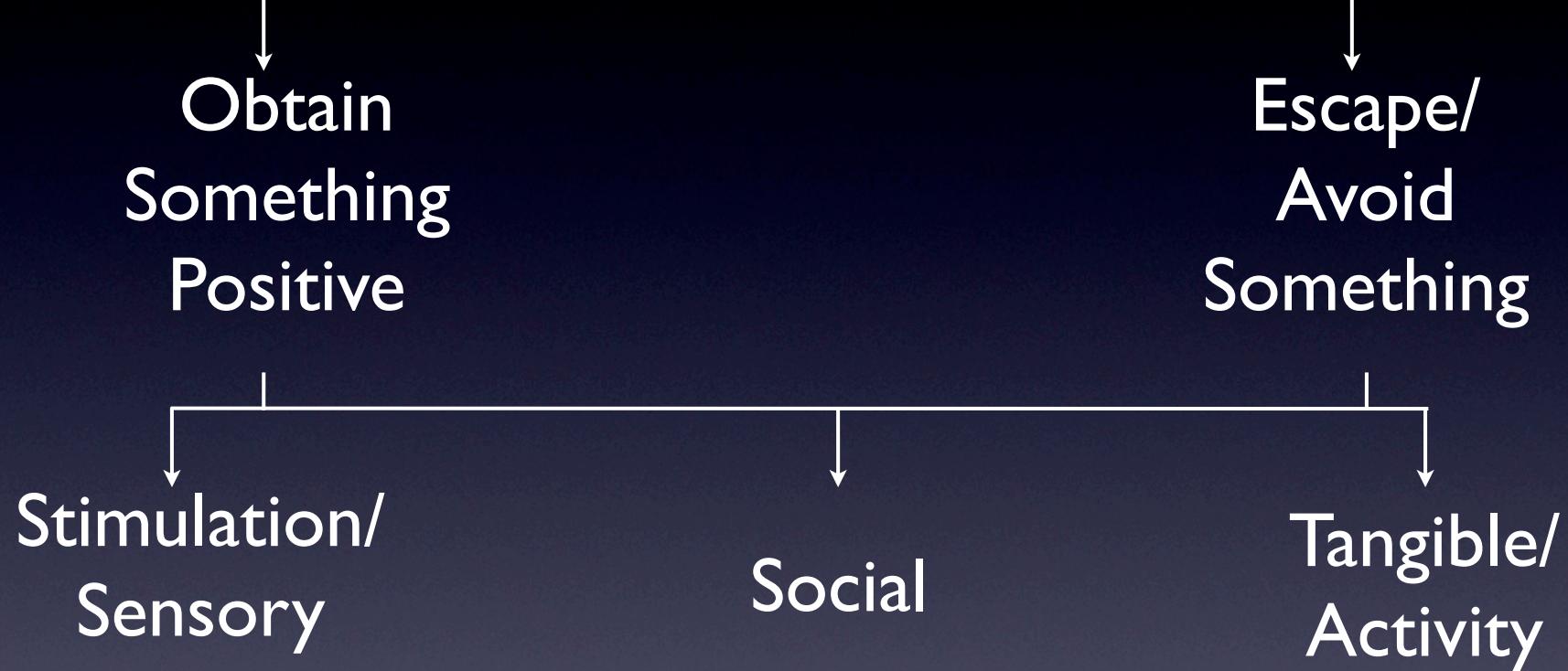
Understanding the
Message

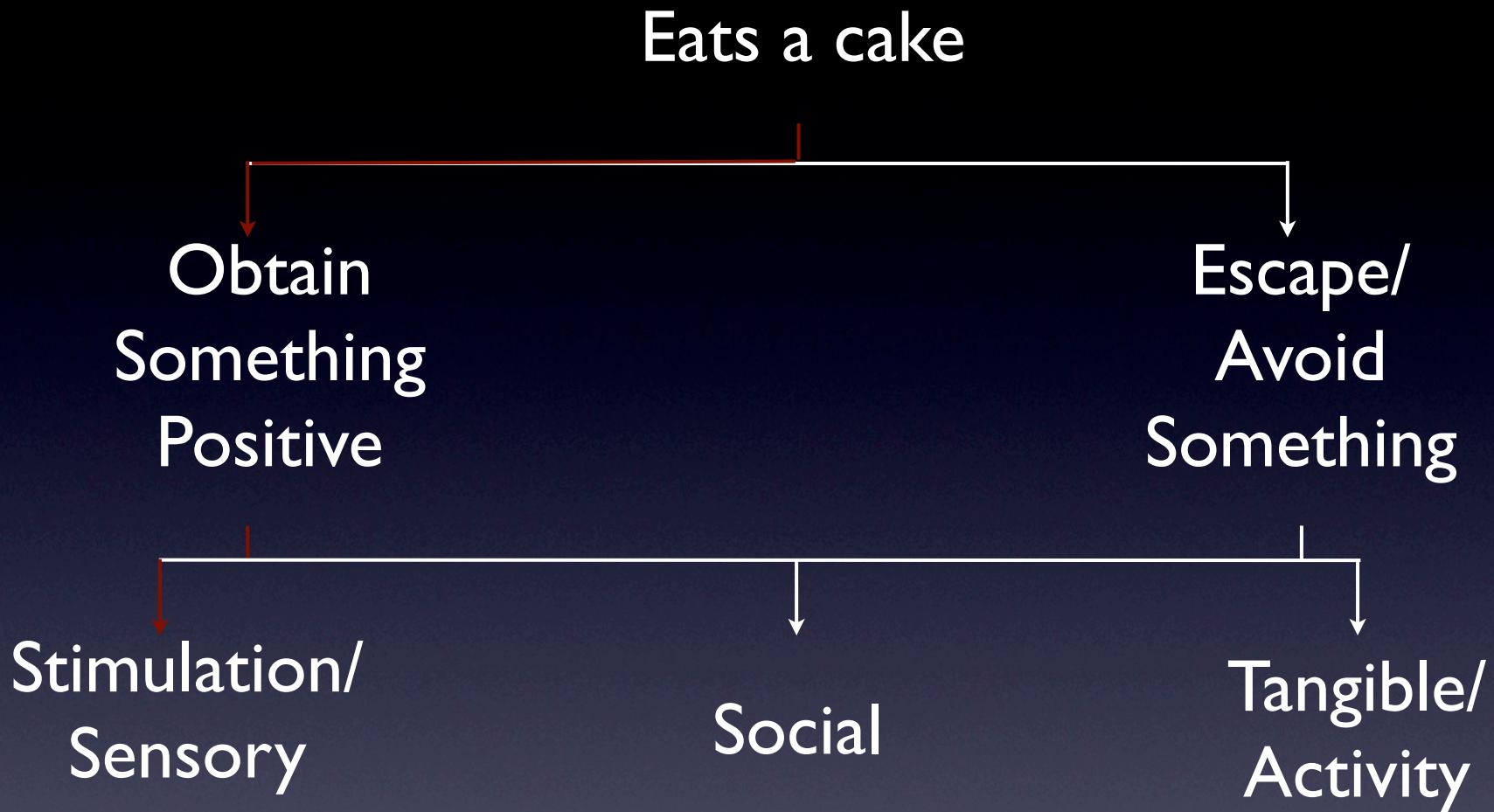
What the person is
doing tells us we have
to do something...

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

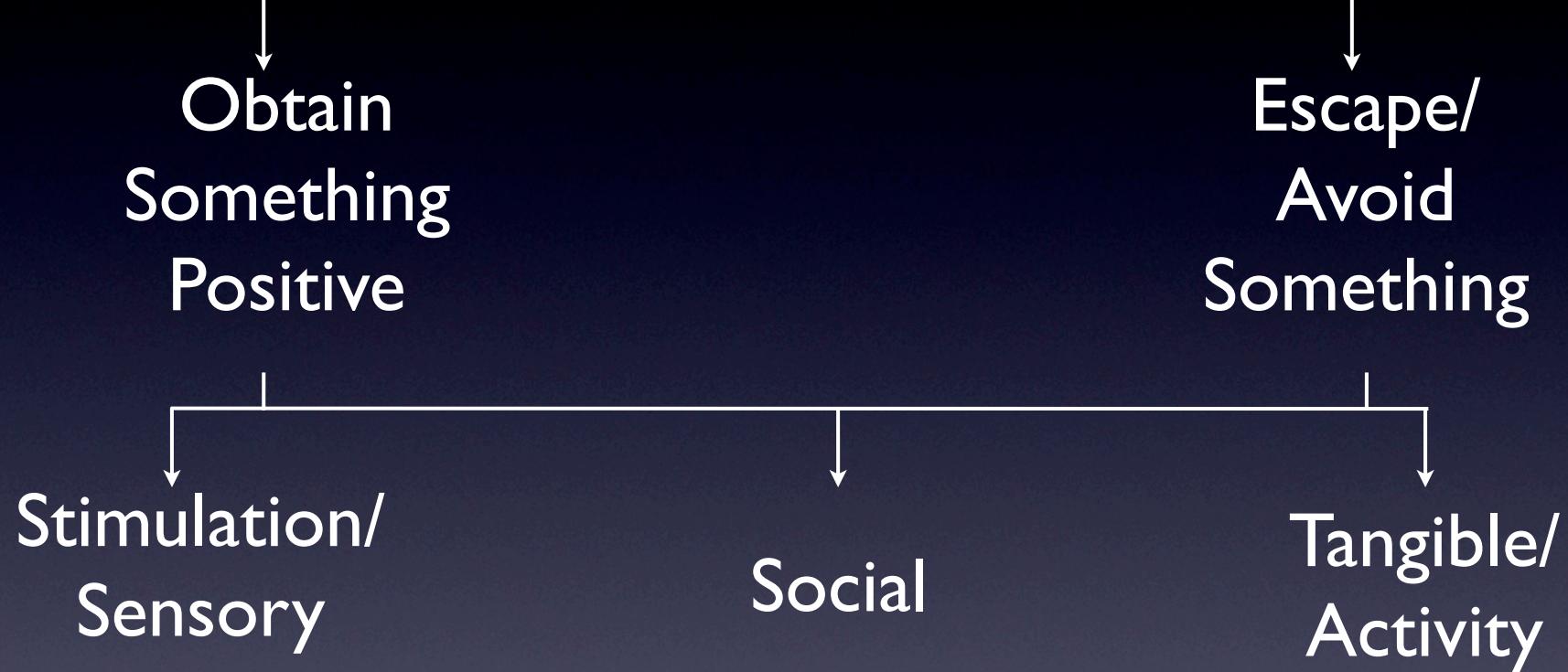
All Behaviour Happens
for a Reason

Behaviour





Behaviour



**Setting Events
Antecedents
Behaviours
Consequences**

**Slow Triggers
Fast Triggers
Behaviours
Consequences**

Slow Triggers ➤ Fast Triggers ➤ Behaviour ➤ Consequence

Methods

Interview -Functional Behavioural Assessment Interview Form

Observation -STAR Charts

Scales

-Motivation Assessment Scale

Methods

- Summary Statement and Alternative Behaviour PAthways



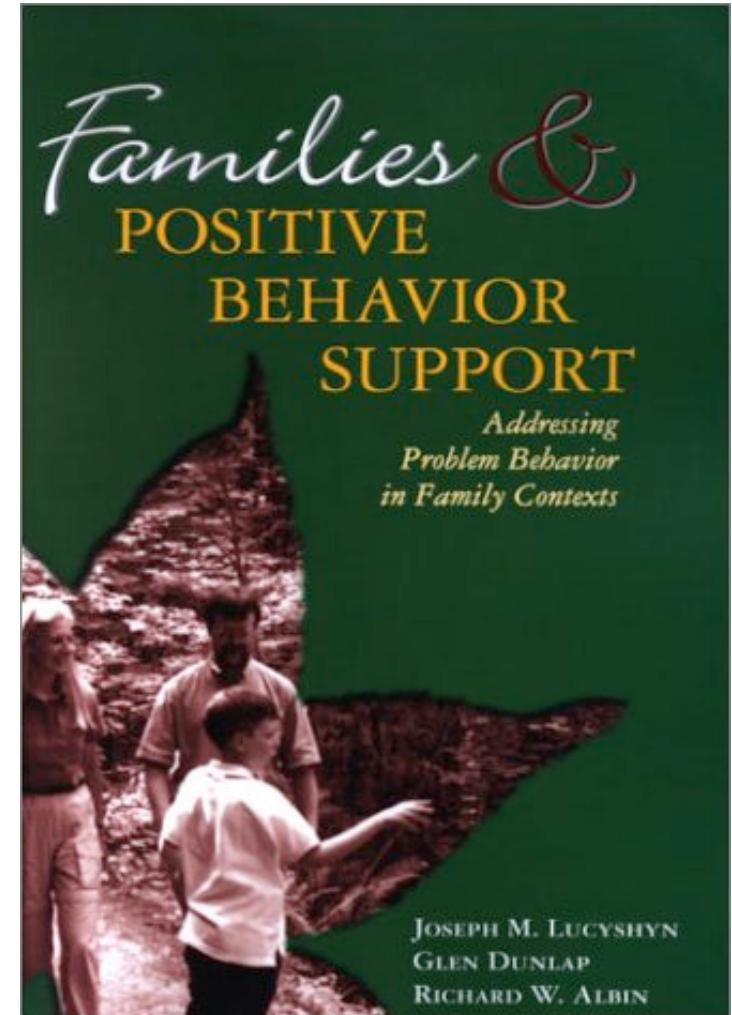
Using Summary Statements

- ❖ Applies the process of *Functional Behaviour Assessment* to Problem Routines
- ❖ Don't forget the fundamentals of *Positive Behaviour Support!*
 - Get to know the person
 - Improve Quality of Life
 - Promote engagement
 - Focus on strengths
 - Find out what works & magnify it
 - Find out what doesn't work & minimise it



Based on

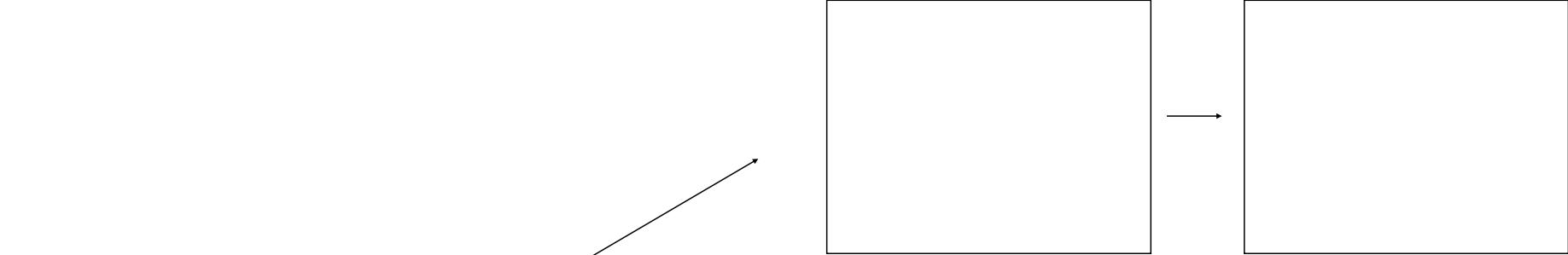
- ❖ Lucyshyn, J., Kayser, A.T., Irvin, L.K., & Blumberg, E.R. Functional assessment and positive behaviour support at home with families. In J. Lucyshyn, G. Dunlap, & R. Albin (Eds.) (2002) *Families and Positive Behavior Support: Addressing Problem Behaviours in Family Contexts* Baltimore: Paul H Brooks Publishing Co.





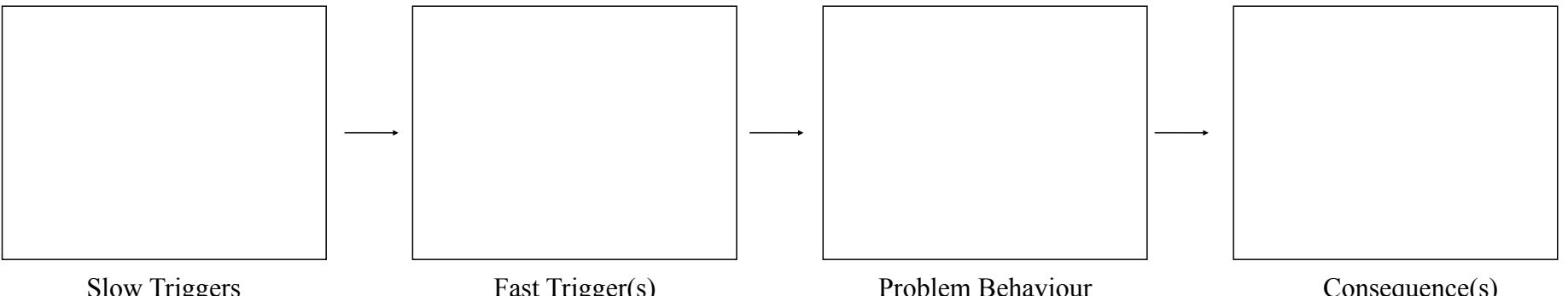
Where to start

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



Desired Behaviour

Consequence(s)

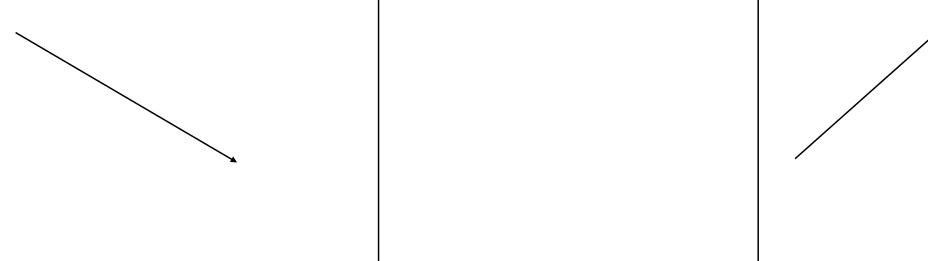


Slow Triggers

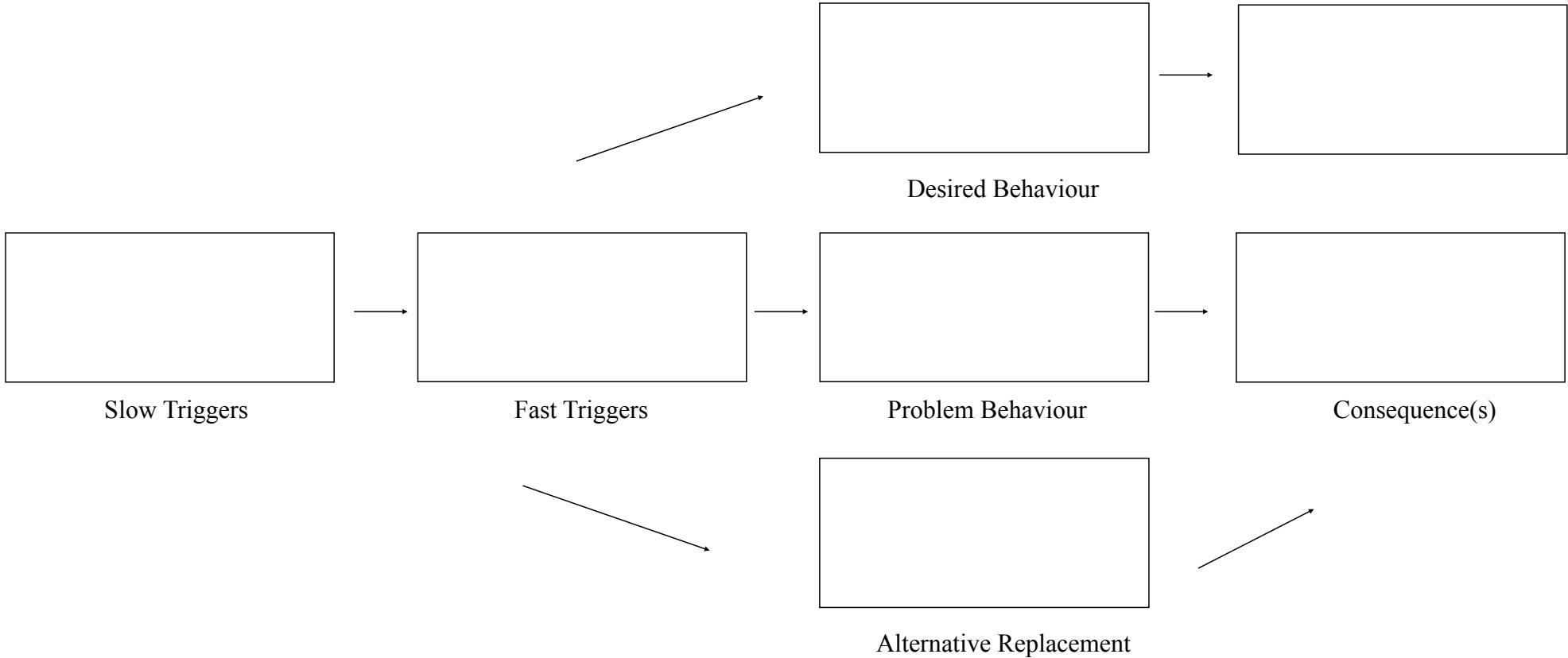
Fast Trigger(s)

Problem Behaviour

Consequence(s)



Replacement Skill



Slow Trigger Strategies	Preventative Strategies	Skills to Encourage or teach	Consequence Strategies	
	<p>Make Problem Behavior Irrelevant</p>	<p>Make Problem Behavior Inefficient</p>	<p>Make Problem Behavior Ineffective And Positive Behavior More Effective</p>	



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)*

Slow Triggers

Fast Triggers

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

Consequence

Behaviour

Consequence

Replacement Skill



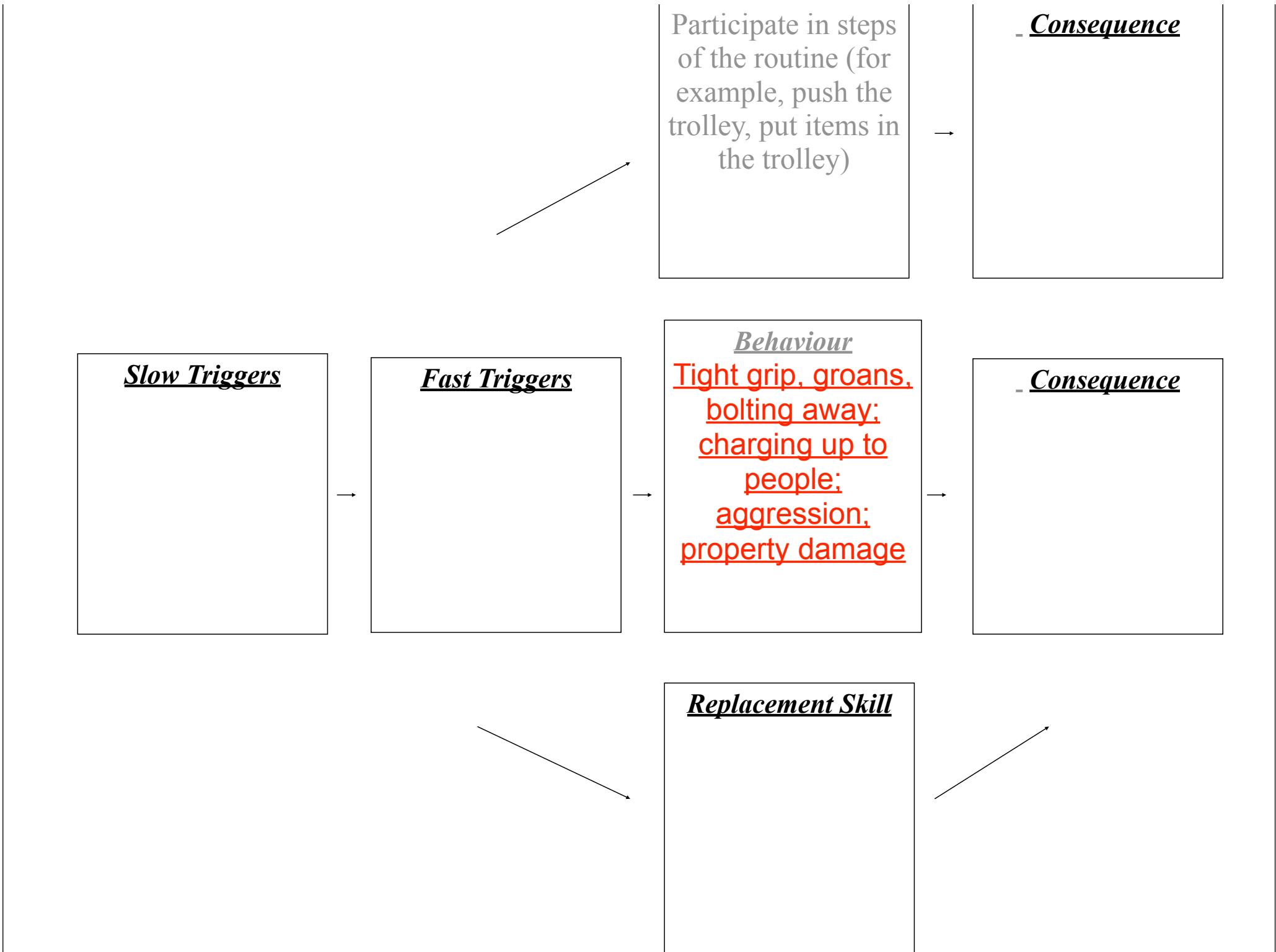
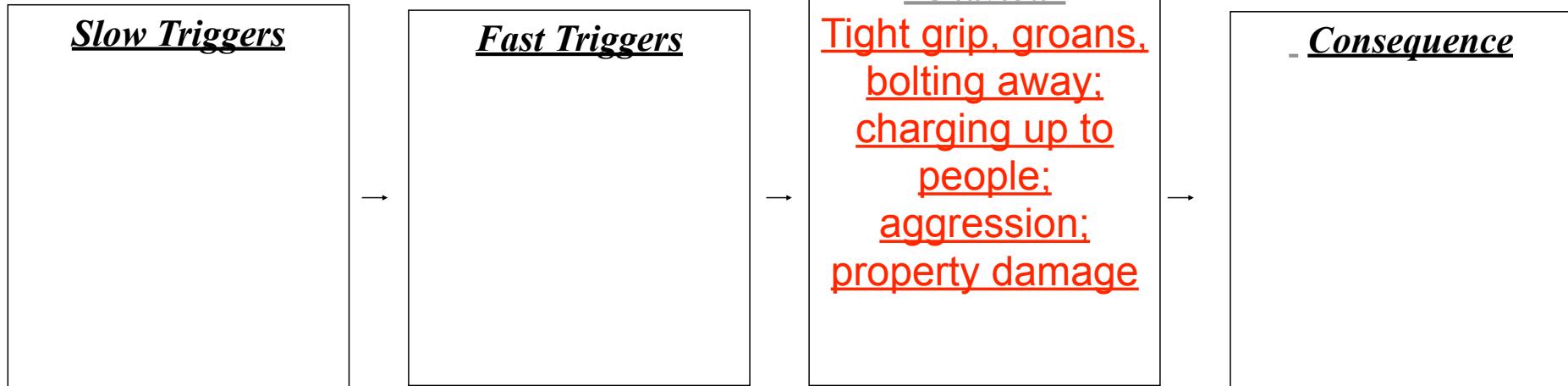
Problem Behaviours?

❖ 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

Slow Triggers



Fast Triggers

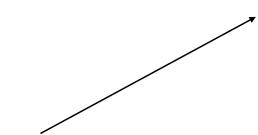
Loud noises;
crowds; people
too close; waiting
at the checkout
line

Behaviour

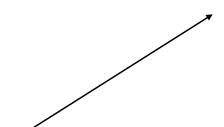
Bolting away;
charging up to
people;
aggression;
property damage



Consequence



Replacement Skill



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

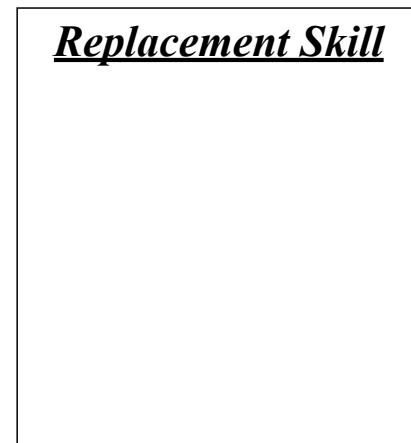
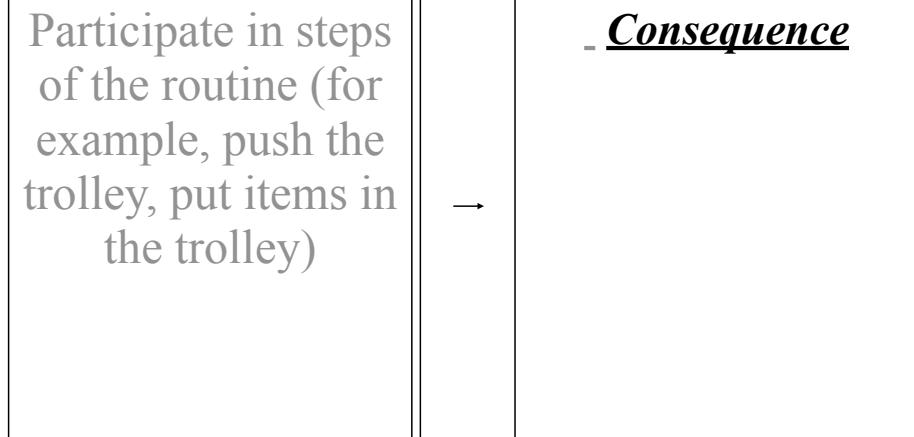
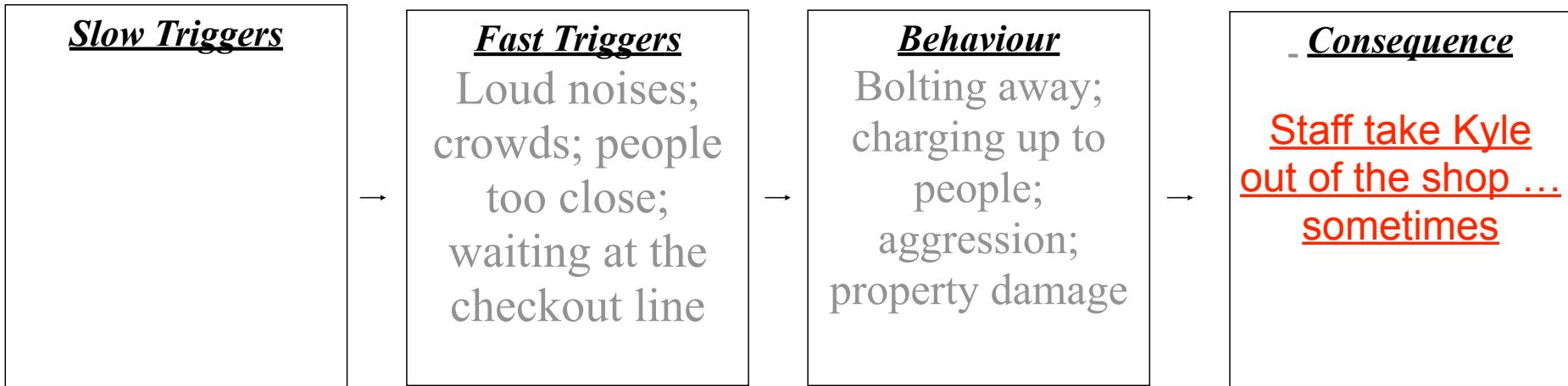


Consequence



Consequences?

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

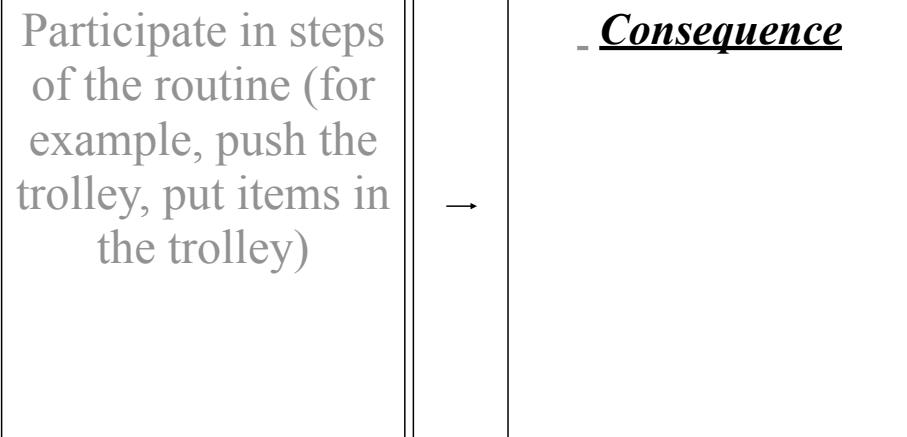
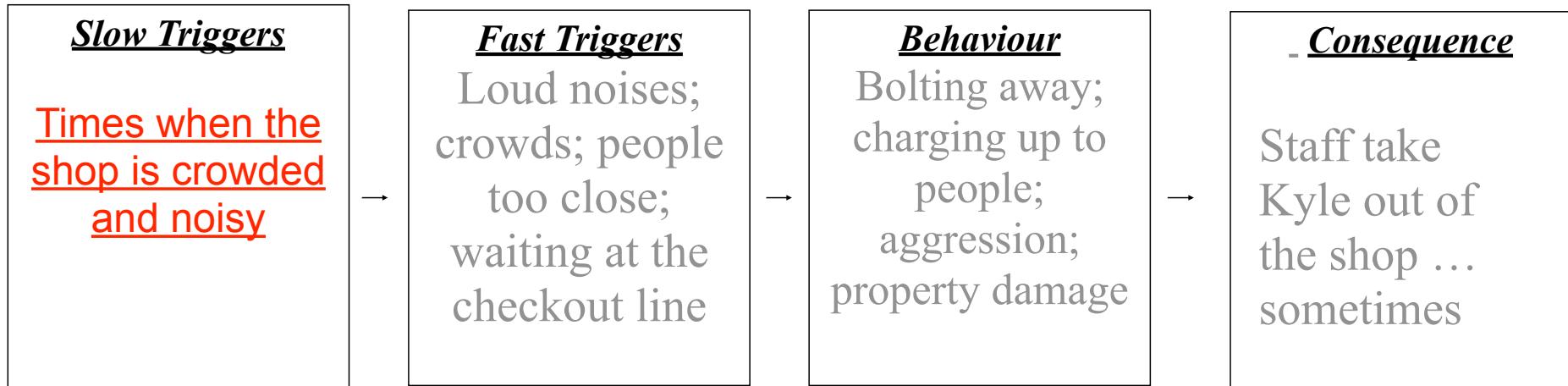




Slow Triggers?

- ❖ Background Influences
- ❖ Predisposing Factors

- *Times when the shop is crowded and noisy*





Plan Consequence

- ❖ *There needs to be a reinforcer ... a pay-off*
 - 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



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

Behaviour

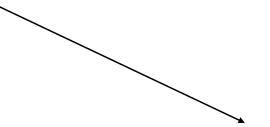
Bolting away; charging up to people; aggression; property damage



Consequence

Staff take Kyle out of the shop ... sometimes

Replacement Skill





Message?

- ❖ “I’m scared”
- ❖ “Come and spend some time with me?”
- ❖ “Can you please go away?”
- ❖ “This gives me some control”
- ❖ “This makes me feel important”
- ❖ “????”

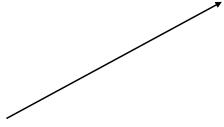


Replacement Skill?

- ❖ *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

Slow Triggers

Times when the shop is crowded and noisy



Fast Triggers

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



Desired Behaviour

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



Consequence

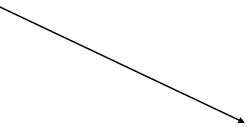
Praise and gets to choose one preferred item to eat on the bus

Consequence

Staff take Kyle out of the shop ... sometimes

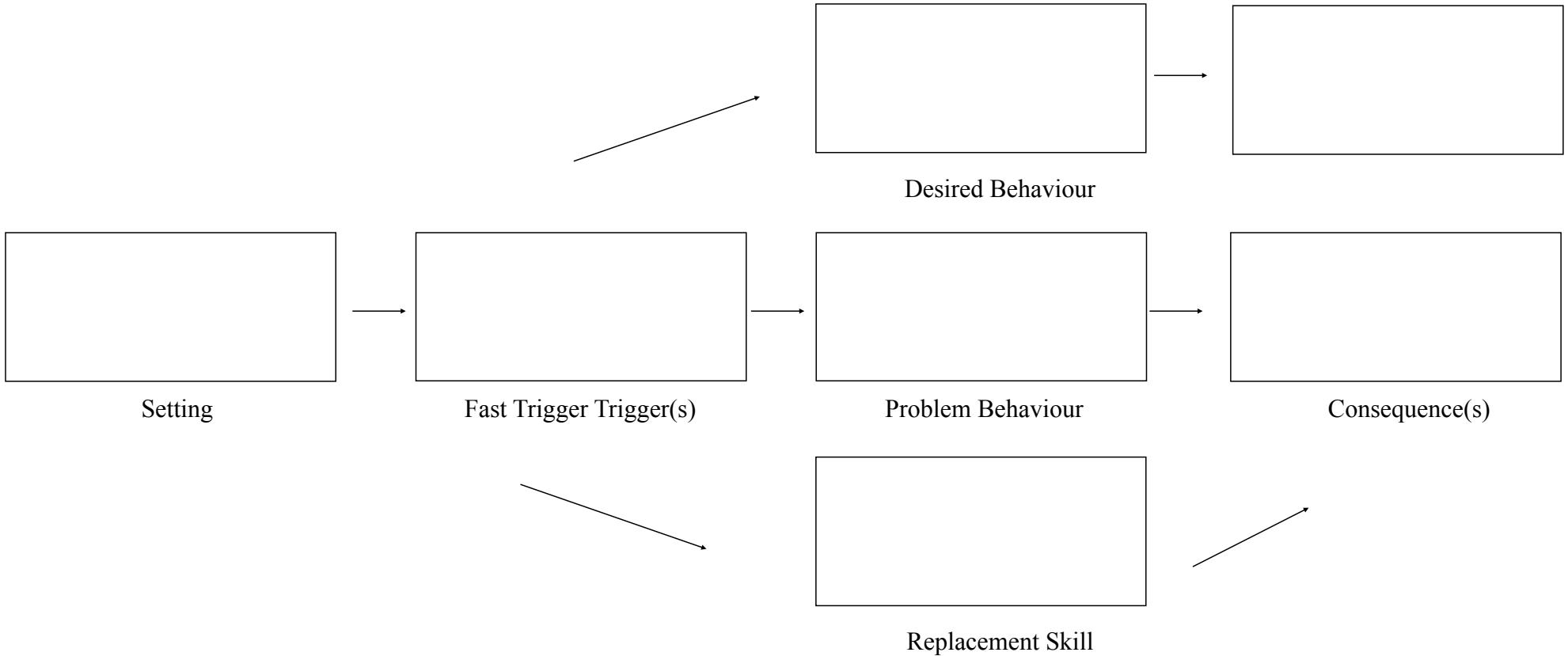
Replacement Skill

Ask to move away; ask to leave the shop





Multi-element Planning



Slow Trigger Strategies	Preventative Strategies	Teaching Strategies	Consequence Strategies

- For each scenario:
- Generate a hypothesis about the function of the behaviour
- Brainstorm things that could be done to:
 - Address the slow trigger
 - Prevent the behaviour
 - What replacement skill could you teach or encourage that will lead to the consequence you identified



Reactive Strategies

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



Quality of Life



A street signpost stands against a backdrop of a bright blue sky filled with wispy white clouds. The signpost has four arms, each pointing in a different direction and featuring a white rectangular sign with black, bold, sans-serif text. The top-left arm points upwards and to the left, labeled "Dignity". The top-right arm points upwards and to the right, labeled "Control". The bottom-left arm points downwards and to the left, labeled "Connect". The bottom-right arm points downwards and to the right, labeled "Participate".

Dignity

Control

Connect

Participate

Skills



Engagement

Every Moment Has
Potential

A Little and Often



The Right Type
and Level of
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Maximise
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a focus on
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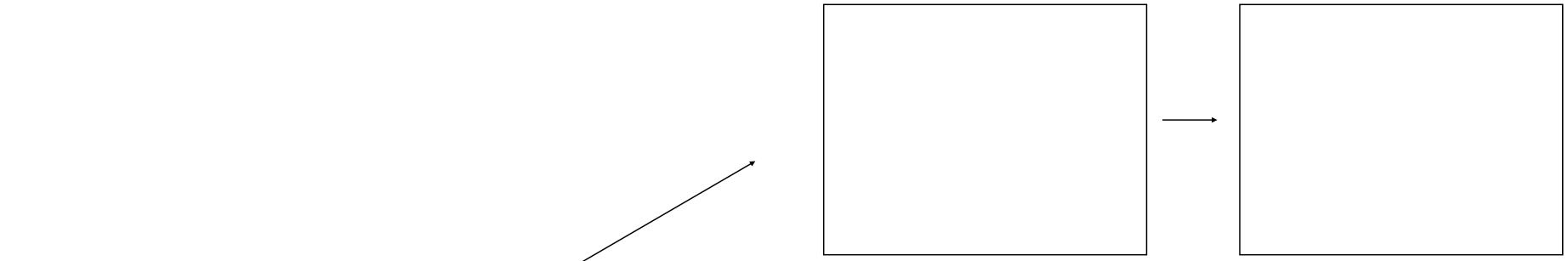
what
works?

A close-up photograph of a yellow construction vehicle's track and sprocket mechanism. The track is made of metal links and is attached to a large, circular sprocket. The sprocket is mounted on a metal frame, which is part of the vehicle's undercarriage. The vehicle is operating on a dirt surface, and the background shows a clear blue sky and some buildings in the distance.

minimise the
things that
don't work

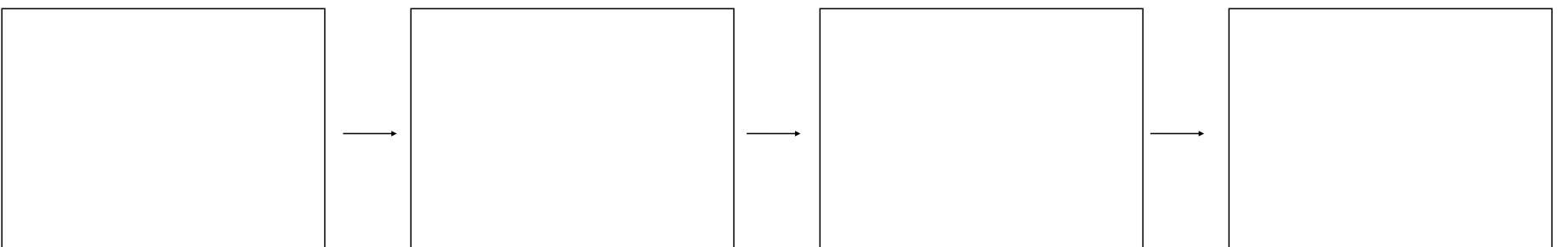


Understanding
the
Message



Desired Behaviour

Consequence(s)

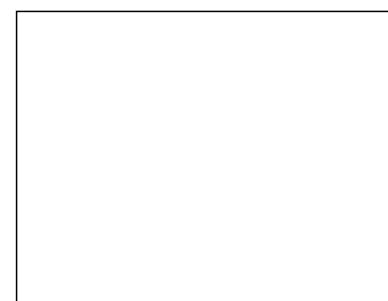


Slow Triggers

Fast Trigger(s)

Problem Behaviour

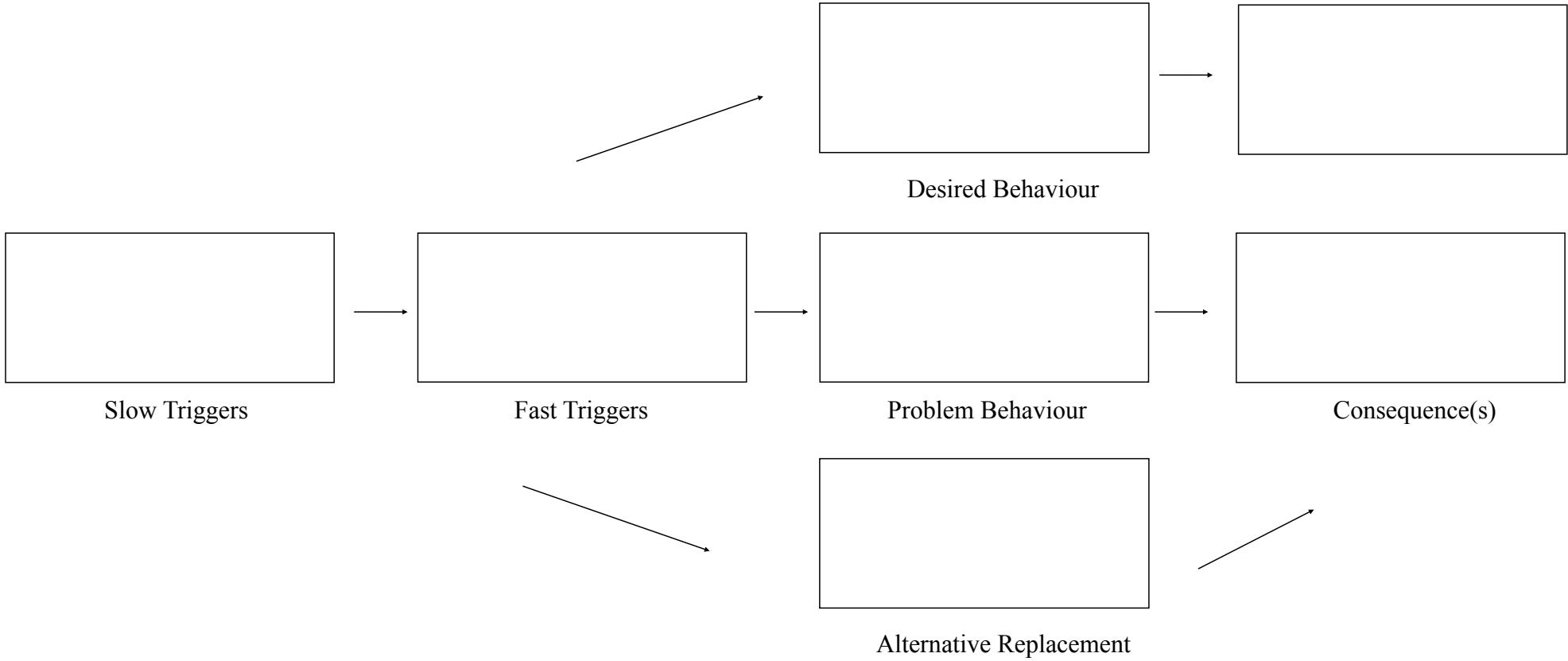
Consequence(s)



Alternative
Replacement Skill



Multi-element Planning



Slow Trigger Strategies	Preventative Strategies	Skills to Encourage or teach	Consequence Strategies



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