Effective, Integrated Approaches to Supporting People and their Behavior in the Community

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Positive Behavior Support Applications

What would you do?

- Nicky is playing on his phone when Renee asks him to start work on his assigned tasks. He says, “I’ll get to it later, stupid.” Renee says “NOW” and reaches for his phone. He kicks her.
- The people attending ABC program (or school) are experiencing higher rates of disruptive behavior, which is affecting their achievement, social relationships, and independence.

Agenda

- Evolution of Behavioral Support Practices
- Basic Principles of PBS/MTSS Framework
- Applications Across Contexts and Populations
- Characteristics of Effective Practice
  - Support Team Involvement
  - Assessment of Contexts and Functions
  - Behavior Support Plan Design
  - Data-Based Decision Making
  - Focus on Lifestyle Change
- Implications for Integration & Collaboration
Evolving Practices in Behavior Support

- Person/family centered planning & wraparound
- Applying principles reinforcement, contingencies
- Teaching instruction in social and daily living skills
- Functional strategies
- BA-related interventions
- Intervention systems application
- Integrated prevention - teaching - management

Positive Behavior Support

- Relies on research and data-based decision making
- Focuses on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors
- Uses strategies that are respectful of a person’s dignity and overall well-being
- Relies on behavioral, educational, and social sciences, as well as evidence-based practices from other disciplines
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- Employs a multi-tiered framework at the level of the individual and larger systems (e.g., families, classrooms, schools, social service programs, and facilities)

Multi-Tiered Approach to Support

- Duchnowski & Kutash, 2009
- Fox & Hemmeter, 2009
- McCraft et al., 2009
- Sugai & Horner, 2009


Car et al., 2002; Dunlap et al., 2008; Dunlap, Sailor, Horner, & Sugai, 2009; Dunlap, Sailor, Horner, & Freeman, 2014; Snell, 2003
Necessary Components of PBS

- Support Team Involvement
- Focus on Lifestyle Change
- Positive Behavior Support
- Assessment of Contexts & Functions
- Comprehensive Support Plans
- Data Based Decision Making

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Support Team Involvement

- Includes stakeholders from all relevant settings
- Involved in all aspects of process (i.e., identifying goals, gathering information, analyzing patterns, selecting and implementing strategies, evaluating outcomes)
- Information and training provided for all involved
- Communicate consistently to address ongoing issues and concerns
Support Teams

- Nicky
- ABC Program
- Administrator
- Program staff
- People enrolled in program
- Family Members

Assessment of Contexts and Functions

- Assessments include:
  - Interviews/indirect assessments
  - Direct observations across contexts
- Assessments result in patterns:
  - Probable functions of behavior
  - Circumstances that affect behavior

Assessing Contexts and Functions

- Setting Events
  - Conditions or circumstances
  - When
  - Where
  - With whom
  - What activities

- Antecedents
  - Specific triggers

- Behavior of Concern
  - Positive problematic

- Maintaining Consequences
  - Get (items, attention, love)
  - Avoid (demands, situations)
Contexts and Functions

Antecedents
- Need to give up phone and start tasks at same time and without warning
- Cooperative activities, aligned with interests
  - Repetitive, non-interactive

Behavior
- Delays, small name, and kicks out
- Disruptive behavior (loud voices, throwing items)

Consequences
- Used phone for 5 minutes, but avoids work as adult lectures
- No incentives for participation
- Negativity among staff

Comprehensive Support Plans
- Interventions are clearly linked to patterns
- Behavior support plans include proactive, teaching, and management strategies
- Strategies maximize opportunities for choice and avoid uncomfortable or humiliating procedures
- Plans are matched to resources, routines, and preferences

Behavior Support Plan Elements
- Antecedent/Setting Events
- Behavior
- Maintaining Consequences

Proactive Strategies
- Changing environment to prompt positive behavior and make problem behavior unnecessary (prior to the behavior)
- Modifying setting events to improve lifestyle and climate

Teaching Strategies
- Teaching skills to replace problem behavior or allow individuals to be more successful
- Supporting caregivers and practitioners to implement interventions consistently

Management Strategies
- Responding to behavior to reinforce positive and not negative behavior
**Behavior Support Plans**

- **Proactive**
  - Allowed input into schedule
  - Provided 5 min warning and written list of tasks required

- **Teaching**
  - Interacting with others in accordance with expectations

- **Management**
  - Get phone when done
  - Retrain staff to be encouraging and proactive

**Data Based Decision Making**

- Specific goals and behaviors of concern are defined objectively
- Objective data are collected to monitor progress and evaluate outcomes
- Implementation is monitored to ensure fidelity
- Data are synthesized and reviewed regularly and over time
- Decisions are made based on the data

**OUTCOMES**

**SYSTEMS**

**DATA**

**PRACTICES**
**Data Collected**

- Nicky
  - Percent of assigned tasks completed
  - Rating on interactions with adults

- ABC Program
  - Frequency of disruptive behavior
  - Participation and rated satisfaction

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**Focus on Lifestyle/System Change**

- Broad goals (e.g., participation, relationships) are meaningful to individuals, family, and other caregivers
- Intervention strategies are designed to
  - Be implemented by caregivers
  - Fit within natural routines
  - Achieve broad goals
- Advocacy for resources/systems change when necessary

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**Contextual Fit**

- Systems
- Caregivers
- Settings
- Individual
Lifestyle/Systems Change

Nicky
- Relationships with parents and other adults
- Success in school, learning of new skills
- Expansion of interests

ABC Program
- Opportunities to interact socially
- Success and independence
- Job satisfaction among staff

Implementing PBS at a Systems Level

- Leadership and Planning Processes
- Hiring Practices and Job Descriptions
- Supportive Policies and Procedures
- Resources and Universal Supports
- Templates, Tools, and Resources
- Training and On-Site Coaching
- Evaluations and Incentive Systems
- Data Collection Tools/Systems

Implications for Practice

- Engaging and empowering stakeholders
- Blending with other disciplines – and integrating in existing processes - without losing integrity
- Creating sustainable training and implementation tools and ensuring fidelity
- Attending to contextual fit and diversity in all aspects of our work(e.g., goals, measures, interventions)
Morning Keynote Address - September 19th

In Closing…

Questions? Answers?

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References

PBS: History and Defining Features


PBS: History and Defining Features (cont.)

## References

**PSS: Multi-Tiered Systems**


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**PSS Intervention Components**


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**PSS Intervention Components (cont.)**


## References

**PB: Population-Specific Applications**


