An Integrated Perspective on Positive Behavior Support: *Implications for Practice*

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Positive Behavior Support Applications
Understanding Positive Behavior Support

- Who: For whom is PBS helpful?
- When: When is PBS beneficial?
- Where: Where is PBS implemented?
- What: What does PBS entail?
Common Misconceptions

- PBS is anti-applied behavior analysis
- PBS requires no specialized knowledge or skills
- PBS is only for people with severe disabilities
- PBS is something we do just in schools
- PBS is a set of procedures or paperwork
- PBS only involves...
  - Changing the environment
  - Positive reinforcement
- PBS is a television network – oops, that is true! (and why many call it PBIS now)
Agenda

- Evolution of Positive Behavior Support
- Applications Across Contexts and Populations
- Basic Principles and Process/MTSS Framework
- Defining Characteristics: “Benchmarks”
  - Support Team Involvement
  - Assessment of Contexts and Functions
  - Behavior Support Plan Design
  - Data-Based Decision Making
  - Focus on Lifestyle Change
- Implications for Integration & Collaboration
As we proceed, please consider...

- Is the description and definition of PBS accurate and complete? If not, what else needs to be addressed?
- How do we go about maintaining the integrity to PBS principles as we expand applications to new populations, settings, and systems?
Evolving Practices in ABA/PBS

Applying Principles (reinforcement contingencies)

Systematic Instruction (chaining, shaping, error correction)

Functional Analysis (identifying purposes of behavior to determine intervention)

Integrated Intervention (combining methods based on FBA:
- prevention
- teaching
- management)

Systems Application (using PBS to improve schools and agencies, as well as enhance other programs)

Carr et al., 2002; Dunlap et al., 2008; Dunlap, Sailor, Horner, & Sugai, 2009; Lucyshyn, Dunlap, & Freeman, 2014; Snell, 2005
PBS as a Multi-Tiered Approach

- Individual
- Targeted Group
- System/Universal

Duchnowski & Kutash, 2009; Fox & Hemneter, 2009; McCart et al., 2009; Sugai & Horner, 2009
Application Across Disciplines and Populations
Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.

Positive behavior support combines:

- Valued outcomes;
- Behavioral and biomedical science;
- Validated procedures; and
- Systems change to enhance quality of life and reduce problem behaviors.
Proposed New Definition - JPBI
(Kincaid, Dunlap, Kern, et al. 2016)

PBS is an approach to behavior support that includes an ongoing process of research-based assessment, intervention, and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors. PBS relies on strategies that are respectful of a person’s dignity and overall well-being and that are drawn primarily from behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated. PBS may be applied within a multi-tiered framework at the level of the individual and the level of the larger systems (e.g., families, classrooms, schools, social service programs, and facilities).
Necessary Components of PBS

- Support Team Involvement
- Assessment of Contexts & Functions
- Data Based Decision Making
- Behavior Support Plan Design
- Focus on Lifestyle Change

Positive Behavior Support

Assessment of PBS Practices Questionnaire
www.flapbs.net: Resources, Practice, Community
## Components Identified in Selected Seminal Works

<table>
<thead>
<tr>
<th>Sources</th>
<th>Support Team Involvement</th>
<th>Assessment of Contexts &amp; Functions</th>
<th>Behavior Support Plan</th>
<th>Data-Based Decision Making</th>
<th>Focus on Lifestyle Change</th>
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</table>
| **Articles/Guides**
| Horner, Dunlap, Koegel et al. (1990) |  | X | X | X | X |
| Dunlap, Hieneman, Knoster et al. (2000) | X | X | X | X | X |
| Carr, Dunlap, Horner et al. (2002) | X | X | X | X | X |
| Anderson, Brown, Scheuermann et al. (2007) | X | X | X | X | X |
| **Edited Books**
| Koegel, Koegel, & Dunlap (2006) | X | X | X | X | X |
| Sailor Dunlap, Sugai, & Horner (2009) | X | X | X | X | X |
| Brown, Anderson, & De Pry (2015) | X | X | X | X | X |
Support Team Involvement

- Team includes stakeholders from all relevant settings
- Participates in person-centered/group action planning
- 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 implementers
- Communicate consistently to address ongoing issues
Assessment of Contexts and Functions

- Assessments include:
  - Interviews/indirect assessments
  - Direct observations across contexts
  - Ecological/curricular assessments

- Assessments result in patterns:
  - Probable functions of behavior
  - Circumstances that trigger behavior
Assessing Contexts and Functions

- Setting Events (Conditions or Circumstances)
  - When
  - Where
  - With Whom
  - What Activities

- Antecedents (Specific Triggers)

- Behaviors of Concern
  - Positive
  - Problematic

- Maintaining Consequences (Get/Avoid)
Behavior Support Plan Design

- Interventions are clearly linked to patterns
- Behavior support plans include:
  - Goals and specific behaviors of concern
  - Environmental arrangements to support behavior
  - Instructional targets and teaching strategies
  - Management of reinforcement strategies
  - Crisis procedures, as necessary
- Strategies maximize opportunities for choice and avoid painful or humiliating procedures
- Matched to resources, routines, and preferences
## Behavior Support Plan Elements

<table>
<thead>
<tr>
<th>Proactive Strategies</th>
<th>Teaching Strategies</th>
<th>Management Strategies</th>
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<tbody>
<tr>
<td>Changing environment to prompt positive behavior and make problem behavior unnecessary (prior to the behavior)</td>
<td>Teaching skills to replace problem behavior or allow individuals to be more successful</td>
<td>Responding to behavior to reinforce positive and not negative behavior</td>
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<td>Modifying setting events to improve lifestyle and climate</td>
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<tr>
<td>Supporting caregivers and practitioners to implement interventions consistently</td>
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Data Based Decision Making

- Specific behaviors of concern defined objectively
- Objective data collected to monitor progress and evaluate outcomes:
  - Reductions in behaviors of concern
  - Increases in desired and replacement behaviors
- Implementation is monitored to ensure fidelity
- Data are synthesized and analyzed, and collected over time to evaluate durability
- Decisions are made on the basis of objective data
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
- Progress on broad goals is assessed using objective information.
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

- Clarity and consistency in defining PBS
- 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)
In Closing...

- Questions? Answers?
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References

PBS: History and Defining Features


PBS: History and Defining Features (cont.)


References

**PBS: Multi-Tiered Systems**


References

**PBS: Intervention Components**


References

PBS: Intervention Components (cont.)


References

PBS: Population-Specific Applications

- Blair, K. S. C., Fox, L., & Lentini, R. (2010). Use of positive behavior support to address the challenging behavior of young children within a community early childhood program. Topics in Early Childhood Special Education, 30, 68-79. (early intervention)


