

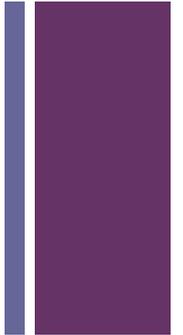
Positive Behavior Supports

Strategies for the Workplace



+ What is Positive Behavior Supports?

+ Positive Behavior Supports (PBS)



- A multi-faceted approach to:
 - Understanding behavior, and
 - Developing interventions that enhance personal freedom, inclusion, and self-determination
- Interventions individualized to maximize personal choice, capacities, & control
- Data-driven... real-world implementation

+ PBS Basics

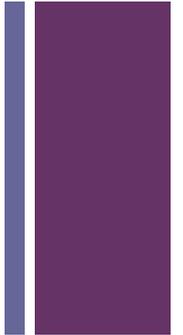


- Rooted in Applied Behavior Analysis (ABA)
 - Methodology for analyzing behavior & developing interventions
 - Based on principles of learning
 - Early days... focused more on reactive strategies
 - Changing behavior by changing what follows behavior

+ Reinforcement

- The purposeful arrangement of events in order to increase recurrence of desired behavior
- Reinforcers are individually-determined
- Only “know” if it’s reinforcing if behavior increases

+ Extinction



- Ignoring or redirecting challenging behavior
- Paired with prevention & teaching strategies in PBS
- Most effective way to reduce problem behavior
- Extinction strategies alone do not teach new skills.. less proactive/effective in long-term

+ Just to Add to the Confusion...

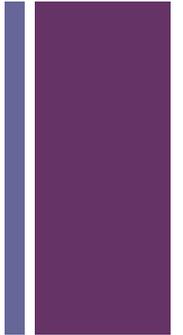
- Reinforcement only addresses motivation issues
- Systematic Instruction (teaching) addresses skill issues
- Must know what you are dealing with before determining strategy
- Also, reinforcement is a 2-way street!

+ My Very Own Reinforcers

- What are the most reinforcing things to you in your work environment or your life?
- When you are having a bad day or doing something you don't really want to do, how do you pull yourself through it?
- Is money the only thing that matters?

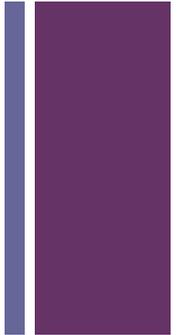


+ PBS & Customized Employment

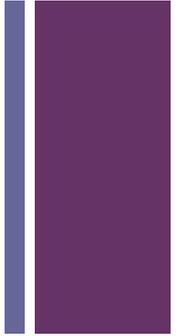


- PBS naturally aligns with CE
 - Values-based, person-centered
 - Increase access & inclusion
 - Inherent respect for dignity of all people
- PBS focus tends to be on younger children and within school settings
- Brainstorm where/how PBS components “fit” within CE process as we go today

+ Group Discussion: What's It All About?

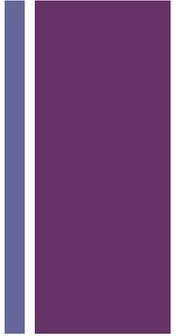


- Think about some of the problem behaviors you've seen in the workplace
- What do you think was happening? What purpose did they serve?
- Think about some of your own problem behaviors... what do you think is happening? What purpose do they serve?



“Procrastinator? No. I just wait until the last second to do my work because I will be older, therefore wiser.”

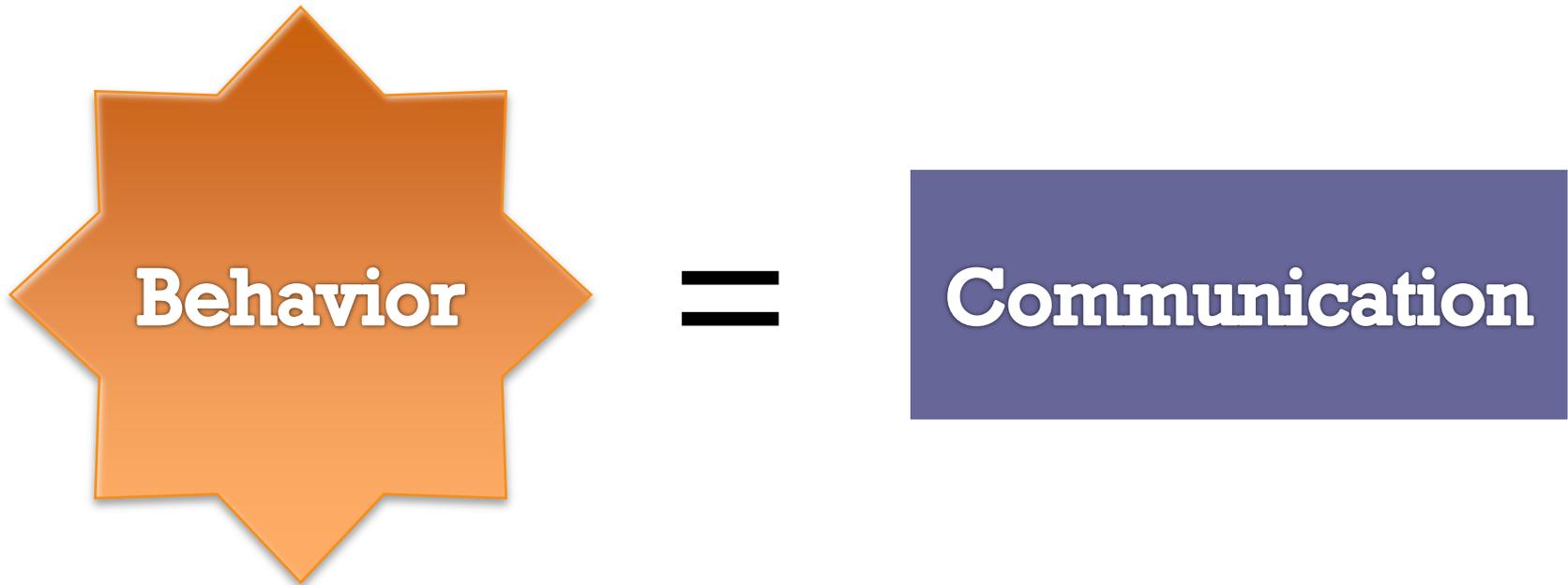
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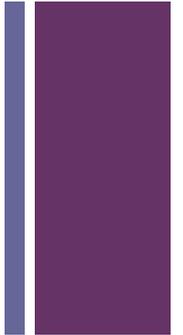
**“Procrastination is the art of
keeping up with yesterday.”**

- Don Marquis

The Bottom Line....



+ Understanding Behavior

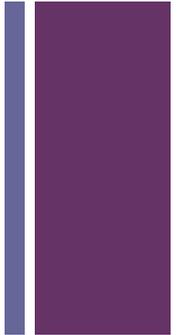


- Behavior = communication

- Our mission:
 1. Decode the communication (understand the function of the behavior)
 2. Acknowledge communication through the intervention plan

- Hear communication & respond appropriately vs. “change/control” behavior

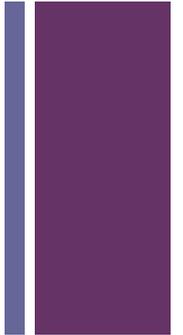
+ Ultimate Goal



Develop strategies that make the behavior(s):

1. Inefficient
1. Ineffective
1. Unnecessary

+ Positive Behavior Supports (PBS)

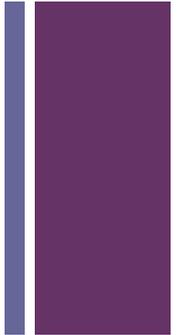


- Behavior = communication
- Goal: decode the communication (understand the function of the behavior)
- Develop strategy to make behavior:
 - Inefficient
 - Ineffective
 - Unnecessary

+ A Word About Communication...

- We all communicate through behavior at times
- Strong, functional communication systems reduces need for this
- Cannot overstate the importance of access to communication
- During Discovery explore & learn about communication system... and refer for assistive tech if necessary

+ Discovery & Communication



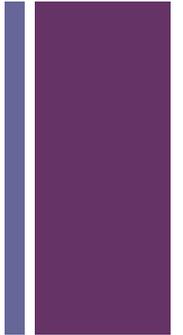
- Questions to answer through observation & conversation:
 - How does person communicate most effectively? What is their current communication system? Is this universally understood?
 - How does person convey when they really like something?
 - How does person convey when they don't?



So if our goal is to decode the communication...

How do we figure out what the function of the behavior is???

+ The Function of Behavior



- All behavior happens for a reason
- To determine the “why” must identify:
 - A: Antecedents
 - B: Behavior
 - C: Consequence
- Data collection required (but can be simple)

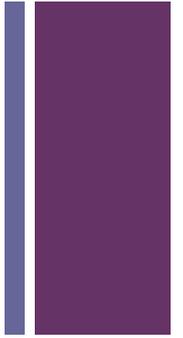
+ 3 Primary Functions for Behavior

1. To get something
... Attention, activity, object, etc.
2. To avoid (get out of) something
... Demands, undesired/difficult activity, etc.
3. Internal condition
... Always rule this out first!

+ Determining the Function of Behavior

- Analyze the data to formulate hypothesis
 - Work with team on this
- The function links to the consequence... what happens after the behavior
- This is critically important piece... topography is less important than the function
- 3-tier intervention plans tie back to the A-B-Cs

+ Setting Events



- Events that happen earlier and set the stage for problem behaviors, e.g.,
 - Overslept or didn't sleep well
 - Bus is late
 - Schedule changes
 - Staffing changes/issues at home
- Intervene proactively to prevent issues
 - “Hair is a mess” recognition

+ Your Own Setting Events

- Take 5 min and identify some of your own individual setting events
- When directed, get into small groups of 3-5 and talk about these and how you address them
- What are some of the small things you do throughout the day (or at the start of the day) to offset these?
- What would happen if you weren't able to use these response strategies?

No coffee, No workee.



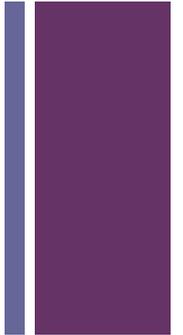
+ “Setting” the Stage for Success

- Proactively set up plan for what happens when setting event occurs
 - When bus is late, start with quick check in meeting with boss
 - When it’s a “bad hair” day, rework schedule to remove least preferred tasks (or get support, etc.)
 - Plans always developed individually and in conjunction with specific employer

+ Develop 3-Tiered Plan to Address

- Prevent
- Teach
- Reinforce

+ Prevent

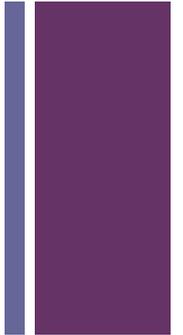


- Change the environment or routine to make challenging behavior unnecessary
- Miranda at the Primate Research Center
 - “Off task”- in hallways, looking for coworkers, staying in rooms where other workers were
 - Why? Avoiding tasks where she feels uncertain
 - Prevention: assign teams to work in rooms/sections

+ Teach Alternative Behavior

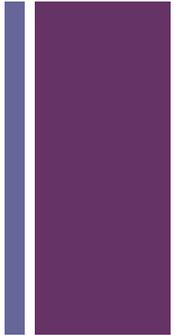
- Goal is not just to eliminate challenging behavior but to teach an alternative
- Must have same function (outcome) as challenging behavior
- Must be more effective and efficient than challenging behavior
- What is an alternative strategy for when Miranda needs help?

+ Reinforce



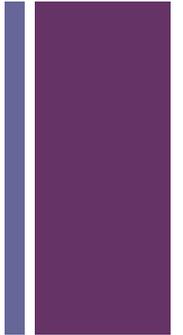
- Reinforce new alternative behavior
- Also includes responding differently to undesired behavior
- Miranda's coworkers redirect her back to work... remind her to text (or whatever the alternative strategy is)

+ Importance of Choice



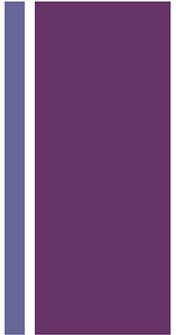
- Choice can have powerful impact on behavior (for all of us)
- Often inadvertently (and unintentionally) limited by job coaching
- In our efforts to structure, organize, teach, eliminate confusion, we often end up eliminating choice

+ 7 Categories of Choice (Fredda Brown)



- Between tasks (filing or email)
- Within tasks (plan holiday party- find location or make flyer)
- Where (put files together: at desk or in conference room)
- When (return calls: before or after lunch)
- Person(s) (with whom)
- Rejection (say no... or not today)
- Termination (work on files for 15 min or 30 min, etc.)

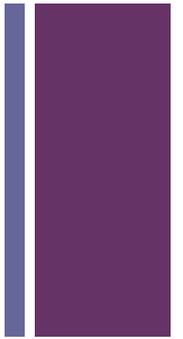
+ Choice



- Goal: maximize opportunities for choice (power and control) within confines of work parameters (what the environment will bear)
- Is there opportunity to pick when tasks are done, how long, when to take a break, etc.?

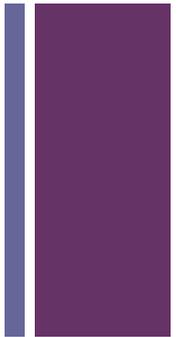
+ Teaching Strategies: Environmental Supports

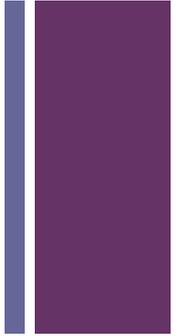
- Provide structure & predictability
- Allow people to anticipate:
 - Task requirements
 - Setting expectations
- Enhance communication
- Teach variety of skills across natural environments



+ Technology & Environmental Supports/Instructional Assists

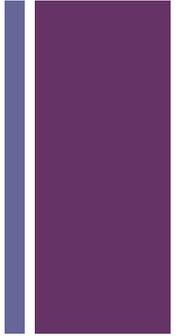
- Show Me QR
- ChoiceWorks
- Visual schedules/checklists
 - Premack's Principle: follow non-preferred task with preferred tasks





“All truth passes through three stages. First, it is ridiculed. Second, it is violently opposed. Third, it is accepted as being self-evident.”

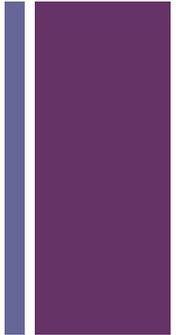
- Arthur Schopenhauer



“Talent hits a target no one else can hit; Genius hits a target no one else can see.”

- Arthur Schopenhauer

+ Hooray!



Questions??? **Comments???**

THANK-YOU!!!

