

## Positive Behavior Supports

Strategies for the Workplace



**“If a [person] doesn’t know how to read, we *teach*.”**

**“If a [person] doesn’t know how to swim, we *teach*.”**

**“If a [person] doesn’t know how to multiply, we *teach*.”**

**“If a [person] doesn’t know how to drive, we *teach*.”**


**“If a [person] doesn’t know how to behave, we.....**

***.....teach?***

***.....punish?”***

**“*Why can’t we finish the last sentence as automatically as we do the others?”***

***Tom Herner (NASDE President ) Counterpoint 1998, p.2)***



+ 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?

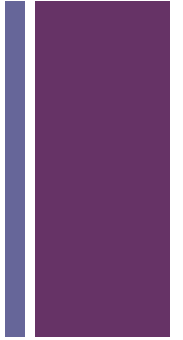


- Think about some of the problem behaviors you've seen in the workplace
- What do you think was happening? What purpose did they serve?
- Think about some of your own problem behaviors... what do you think is happening? What purpose do they serve?



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

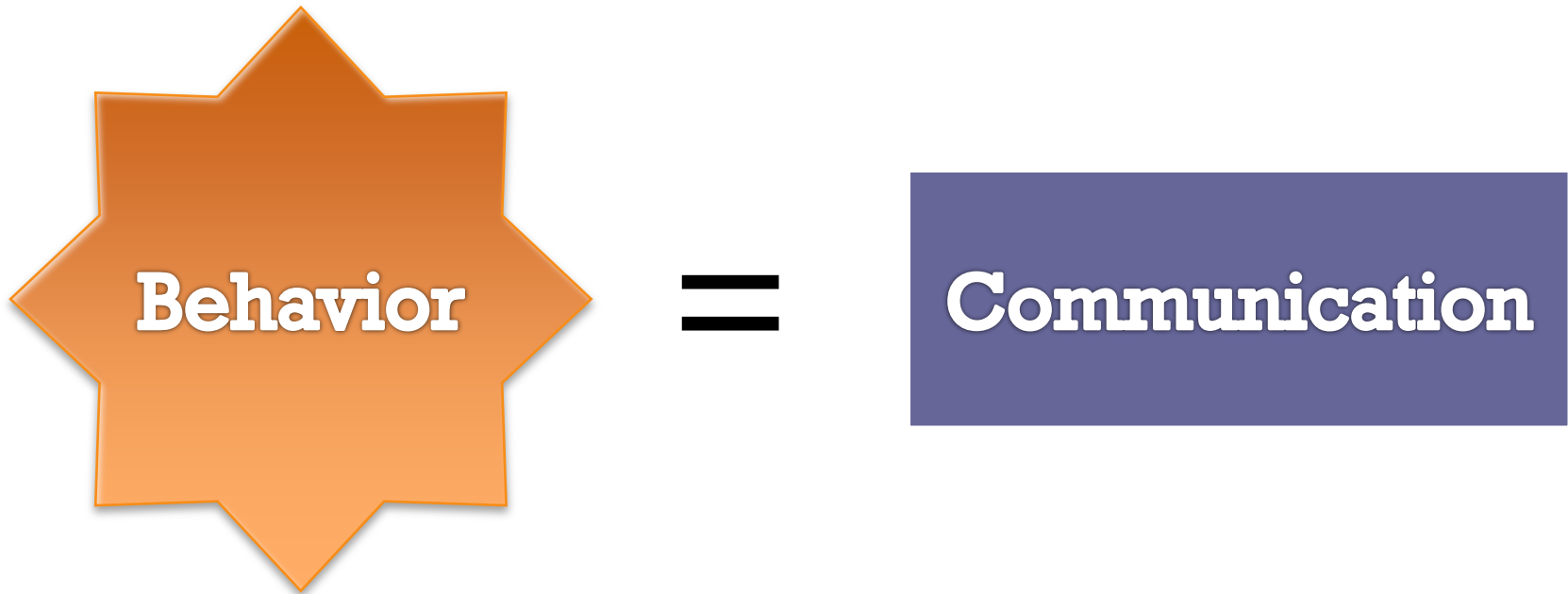
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**“Procrastination is the art of  
keeping up with yesterday.”**

**- 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.)

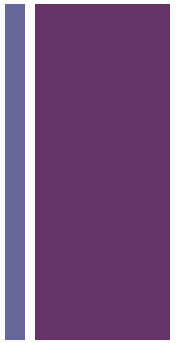
# + Choice



- 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.?

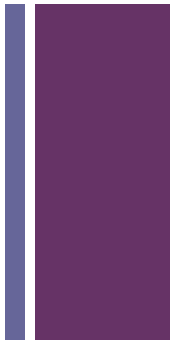
# + Teaching Strategies: Environmental Supports

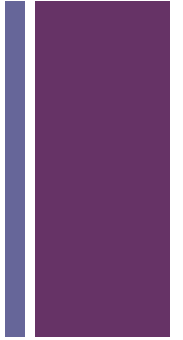
- Provide structure & predictability
- Allow people to anticipate:
  - Task requirements
  - Setting expectations
- Enhance communication
- Teach variety of skills across natural environments



# + Technology & Environmental Supports/Instructional Assists

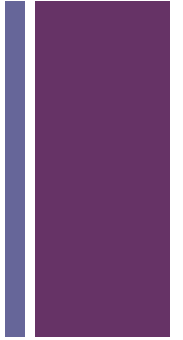
- Show Me QR
- ChoiceWorks
- Visual schedules/checklists
  - Premack's Principle: follow non-preferred task with preferred tasks





**“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!!!***

