Proactive Behavioral Support: Creating Positive Environments

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PBS Emphases: Prevention and Education/Teaching

- What causes problem behavior to occur?
  - Take 2 minutes and make a list.
    - Unmet needs, confusion, "failure to communicate,"...
- How do we prevent problem behavior from occurring?
  - Take 2 minutes and make a list.
    - Meet people's needs, predictability, communication ...

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Making problem behavior irrelevant

- Factors to consider in creating positive environments:
  - Physical environment
  - Interactions (staff – consumer)
    - Ratio of positives (positive attention, reinforcers) to negatives (corrections, reprimands)
  - Predictability
  - Safety
  - Personal preferences
  - Choice
  - Autonomy/control/"voice"
  - Communication

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Assessing environments

- Positive Environment Checklist
  - Positive Environment Checklist.pdf
- Interaction Observation Form
  - Interaction Observation Form.pdf

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Antecedent and Setting Event Manipulations

- Proactive strategies to minimize problem behavior
- Focusing on what is happening when problem behavior is not occurring

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Goals of Antecedent Manipulations

- Remove, modify or weaken cues/signals (SD's) for problem behaviors
  - Eliminate or change specific cues that "trigger" problem behaviors (e.g., don't say "no," say ____ ; reduce or withhold requests/demands)
- Choice – present requests in the context of choices
  - Activities; reinforcers; materials
  - Self-scheduling or choice of sequence
- Behavioral momentum & task interspersal
  - Pre-task requests; high probability to low probability; interspersed maintenance items or tasks
- Modify activities and instructional procedures
  - Redesign tasks or activities/routines
  - Add prosthetics, aids, or support

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Goals of Antecedent Manipulations

□ Strengthen cues for, and add prompts for alternative and desired behaviors
- Use antecedent (proactive) prompting strategies (e.g., most to least; errorless learning)
- Use precorrection and reminders
- Teach in activity context; make it relevant; make it a game; utilize preferences
- Use priming - make materials or activities familiar
- Add redundant cues (e.g., picture schedules) to promote desired behavior or to ensure predictability

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Setting Event Manipulations

□ Eliminate or minimize occurrence of a setting event (SE)
- good nutrition; regular meals; good nights sleep; predictable schedule or environment
□ Neutralize effect of SE - neutralizing routines
- medication for allergies, headaches, cramps, etc.; nap at school; exercise or physical activity
- neutralizing routines - humor; favorite or preferred routine; choice
- build rapport

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Setting Event Manipulations

□ Withhold or change triggering antecedent cues or events when problematic setting event is present
- Do easy tasks rather than hard; familiar rather than new
- Change schedule or activities; increase access to preferred activities
- Add staff member or support (e.g., one-to-one; picture schedule; increased precorrection)
□ Add prompts for desired and alternative behaviors when SEs are present
- Increase use of prompts and precorrections

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Setting Event Manipulations

□ Increase reinforcers for desired behaviors when setting events are present
- remember that setting events (establishing operations) change the value of reinforcers

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Big Ideas for Setting Events Strategies

□ Identify relevant setting events during FBA
- if necessary, collect long-term data on presence of setting events and relationship to problem behaviors
□ Communicate across settings regarding presence of setting events
□ Be flexible - it is OK to do things differently when setting events are present
□ Identify or develop neutralizing routines

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Identifying relevant setting events

□ Contextual Assessment Inventory.pdf

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