Building Individual PBS Plans: An Overview
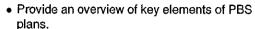
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Session Objectives

- Provide an overview of key elements of PBS plans.
- Map those elements to Oregon's support plan format and regulations.
- Provide examples of proactive and preventative support strategies and procedures.

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Defining Positive Behavior Support

- Positive behavior support is the integration of (a) valued outcomes, (b) the science of human behavior, (c) validated (evidence-based) procedures, and (d) systems change to enhance quality of life and reduce problem behaviors.
  - What are valued outcomes we should obtain?
  - What procedures can we use?
  - What systems changes should we make?

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A Context for PBS

- Positive Behavior Support is the redesign of environments, not the redesign of individuals
  - "Pay as, or more, attention to what happens between problem behavior bouts as what happens during instances of problem behavior." (Ted Carr)
- PBS plans define changes in the behavior of those who will implement the plan.
  - A behavior support plan describes what we (staff, family, others) will do differently to create an effective environment for the focus person.

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Effective environments make problem behaviors:

- Irrelevant:
  - Access to positive events is more common
  - Aversive events are removed, minimized
- Inefficient:
  - Appropriate alternatives are available, taught, & honored (rewarded)
- Ineffective:
  - Problem behaviors are not rewarded

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Major Changes in Behavior Support

- Prevention
  - Environmental design or redesign (physical setting; social "setting," activity patterns)
  - Antecedent strategies (e.g., choice, reminders, assistance)
  - Teaching as the most effective approach (communication skills; self-management)
- Function-based support
  - Functional assessment provides foundation for behavior support plan procedures
  - Separate "crisis intervention" from active support.

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Major Changes in Behavior Support

- Comprehensive Interventions
  - Multiple elements/components
    - Pro-active component
    - Reactive/responsive component
    - Crisis component, if needed
  - Link Behavior Support to Lifestyle Outcomes
- Systems Change
  - Intervention at broader levels (e.g, school-wide PBS)
  - Durable systems that nurture and sustain effective practices

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Foundations for Function-based PBS Plans

- A person-focused ISP
  - A vision for the person
- Effective positive behavior support plan
  - Technically sound
    - Function-based, & logically linked to FA
    - Comprehensive
  - Good contextual fit
- Systems in place for plan implementation
  - Implementation planning
  - Systems to support implementation
  - Systems to sustain implementation

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Key Elements of PBS Plans

- Proactive strategies to prevent occurrence of problem behavior
  - Daily schedule and activities
  - Lots of positives
  - Social network
  - Environmental arrangements
  - Use of choice
  - Use of antecedent prompts, reminders, "precorrections," and assistance
- Take 5 min to come up with examples to share

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Key Elements of PBS Plans

- Teach new skills (make problem behavior inefficient)
  - Replacement skills (maintained by same function as problem behavior and more efficient than problem behavior)
    - Communication, self-management, coping
  - Adaptive skills to increase independence and provide something to do
    - Get a snack; go to the store; play a radio/CD/TV
- Take 5 min to come up with examples to share

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Key Elements of PBS Plans

- Reactive strategies
  - Effective consequences
    - Prevent reinforcement of problem behavior (make problem behavior ineffective)
    - Increase reinforcement of desired and replacement behaviors (make problem behavior inefficient).
  - Negative consequences
    - The use of socially acceptable punishers may be needed to prevent reward of problem behaviors
    - Do not add negative consequences to the plan until the other parts of the behavior support plan are defined.
    - Do not use negative consequences that result in pain, humiliation or tissue damage
    - Follow state and federal guidelines

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Key Elements of PBS Plans

- Safety Plan/Crisis Plan (if needed)
- Do no harm
- Keep people safe and healthy
- Follow state guidelines and procedures
- There are several systems for crisis intervention – PART; NCPI; Mandt
  - Oregon has its own system – OIS
- Prevent "defining" events that jeopardize placements and break down the system

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Key Elements of PBS Plans

- Evaluation and Assessment
  - Define what information will be collected
  - Identify who will collect the information
  - Define when and how the information will be used for decision-making.

Key Elements of PBS Plans

- Ensure Contextual Fit
  - Implementers involved in design of plan
  - Plan consistent with values of implementers
  - Plan consistent with skills of implementers
  - Plan consistent with resources of implementers
  - Plan consistent with administrative structure
  - Plan perceived as (a) likely to be effective and (b) in the best interest of the focus individual

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- Behavior Support Plan Checklist.doc

- BSP Checklist.doc