

Positive Behavior Supports Person-Centered Approach

POSITIVE BEHAVIOR SUPPORT

- What is it?

A positive behavior support is an applied science that uses educational methods to expand an individual's behavior repertoire and systems change methods to redesign an individual's living environment to first enhance the individual's quality of life and to minimize his or her problem behaviors.

Characteristics of Positive Behavior Supports

- Assessment-based. Interventions are directly linked to environmental influences and hypotheses concerning function of the challenging behavior.
- Comprehensive, usually involving multiple interventions (one intervention is rarely adequate).
- Proactive, involving teaching alternative skills and adapting the environment.
- Emphasize lifestyle enhancement in inclusive settings as both the context for and long-range goal of interventions.
- Reflects person-centered values that honor the dignity and preferences of the individual.
- Designed for use in everyday settings using typical available resources.
- Hold a broad view of intervention success that includes:
 - Increases the use of alternative skills
 - Decreases in the incidence of challenging behavior
 - Improvement of quality of life

BEHAVIOR SUPPORT PLANS

- Functional Assessments

- Cornerstone of Behavior Support Plans
- Define challenging behaviors likely to and not to occur
- Generates hypothesis of why behavior occurs.
- Functional Assessments offer the what, when and why and delineates establishing operations, antecedents and consequences.

- Developing Behavior Support Plans

1. We do not change people. Focus less on challenging behaviors and more on the context in which behaviors occur.
2. Change in care provider behavior. Behavior Support Plans are tailored for the benefit of the individuals we serve, but is actually a guide for how care providers' behaviors affect challenging behaviors.
3. We do not force change in the individual, rather our behavior changes so that outcomes valued by individuals can be obtained without challenging behaviors.

BEHAVIORAL SUPPORT

1. Must be conducted with the dignity of the person as a primary concern. Understanding the logic of the function of behaviors is an important assumption.
2. It is important to identify:
Situations where challenging behaviors are apt to occur and ways to modify contexts so these behaviors are less likely.

Functional equivalent alternative skills that are more effective and efficient than the challenging behaviors that are rendered unnecessary.

Care providers' responses to the challenging behaviors

KEEP IN MIND...

It is important that the individual is not “blamed” for the behavior he/she exhibits.

For the individual, challenging behaviors are effective, efficient and relevant in the attempt to obtain goals or escape from undesirable situations.

ELEMENTS OF A BEHAVIOR SUPPORT PLAN

- Rationale for behavior – relates to health and safety, and the enhancement of the individual's lifestyle.
- Challenging behaviors are operationally defined. Each focus behavior is behaviorally described in observable and measurable terms.
- Summary statements provide the foundations for a competing behavior analysis. They are developed for each response class based on the information obtained from a functional assessment.
- Approaches to make challenging behaviors irrelevant, inefficient and ineffective are described in general terms.
- Descriptions of interventions and support procedures.
- If needed, crisis response procedures.

QUALITY OF LIFE

- Critical for positive behavior support.
- Contributes to long-term prevention of challenging behaviors, offers community participation and inclusion to enhance social skill development and personal satisfaction.
- Elements to improve quality of life include;
 - Quality of close relationships with family/friends
 - Provision of resources to engage in meaningful activities
 - Opportunity to make choices and have control over personal lives
 - Option and availability to engage in preferred activities

CRISIS INTERVENTION

BEHAVIORAL CHAINS

PHASES	BEHAVIOR	CARE PROVIDER RESPONSE
Early Signs	Standing Up	Be supportive, Identify/eliminate triggers
Escalation/Crisis	Shrieking/Hair Pulling	Offer options/alternatives, set limits/be supportive, Active Listening/ deep breathing/ humor/problem solving
De-escalation	Restrain/Calming	Protect the person, yourself, other participants and remain calm
Post-Crisis Drain	Sitting Along	Everyone involved needs to calm down
Stabilization	Return to Activities	Be supportive, check for injuries, process the episode

PERSON-CENTERED APPROACH

- Obtain information to better understand how a consumer will react to situations presented during the day.
- The most important person to ask how they feel about an intervention is the consumer.
- Don't force the person to perform in settings that are not preferred, but create situations of success based on history and input.
- Create approaches that value choice, flexibility and capacity.

SYSTEM-CENTERED	PERSON-CENTERED
Focus on labels	See people first, search for capacities, get to know the person
Professional Control	People paid by service systems can provide caring, personal support
Professional Knows Best	
See people in the context of human service systems	See people in the context of their local community
Rely on standardized interdisciplinary teams to generate plans	Create person-centered teams to solve problems over time
Organize efforts in conference rooms for the convenience of professionals	Organize efforts in community to include person, family and care providers
Quality depends on bureaucratic safeguards	Quality depends on good information and creativity
Spends a lot of time planning with little time to take actions	Spend time taking action, with regular times to assess outcomes, make corrections, continue cycle.

QUALITY INTERACTIONS

- Paperwork vs. interacting with consumers
- Interactions broken down to:
 - Giving instructions
 - Correcting behavior
 - Social interactions

Research supports that healthy environments support a 4:1 ratio of positive “c” to negative “a” and “b” interactions. This can become a measure of quality.

Knowledge Assessment

1. **T or F** : Positive behavior supports include proactive measures involving teaching alternative skills and adapting the environment.
2. **T or F** : Positive behavior supports are a means of punishing a participant for challenging behaviors.
3. **T or F** : Positive behavior supports are designed to improve quality of life for participants.
4. **T or F**: Options and alternatives are an important part of positive behavior supports.
5. **T or F**: Challenging behavior is a way for participants to obtain goals or escape from undesirable situations.
6. Please describe what a person-centered philosophy means and describe how you will practice this approach in your day to day work.