
Positive Behavior Support: A Primer for Parents and Professionals

Sharon Lohrmann and Dianne Malley
The Boggs Center and SPAN

What is Positive Behavior Supports in Schools (PBSIS)?

- Partnership between:
 - New Jersey Department of Education, Office of Special Education Programs,
 - Elizabeth M. Boggs Center at UMDNJ

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Goals of the PBSIS Project

- To support the inclusion of students with disabilities within general education programs by developing the capacity of schools to create environments that encourage and support pro-social student behavior at the school wide, classroom, and individual student levels using current, research validated practices in positive behavior support

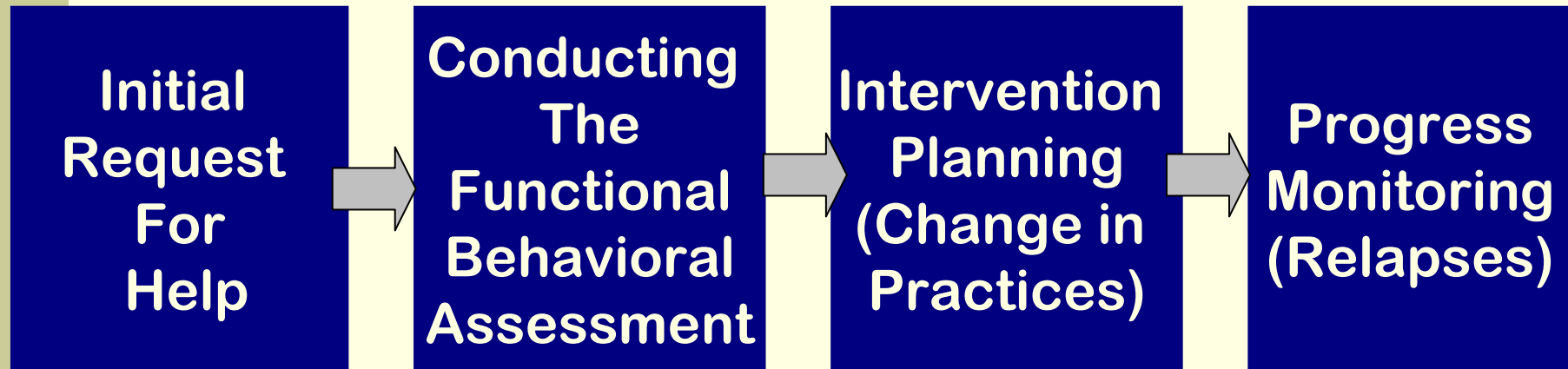
Principles that Guide PBS

- Problem behavior is a way of letting us know there is an unmet need
- The environment, including adult behavior, has to change
- Successful outcomes will depend on the fidelity of the process and the persistence with which it is applied

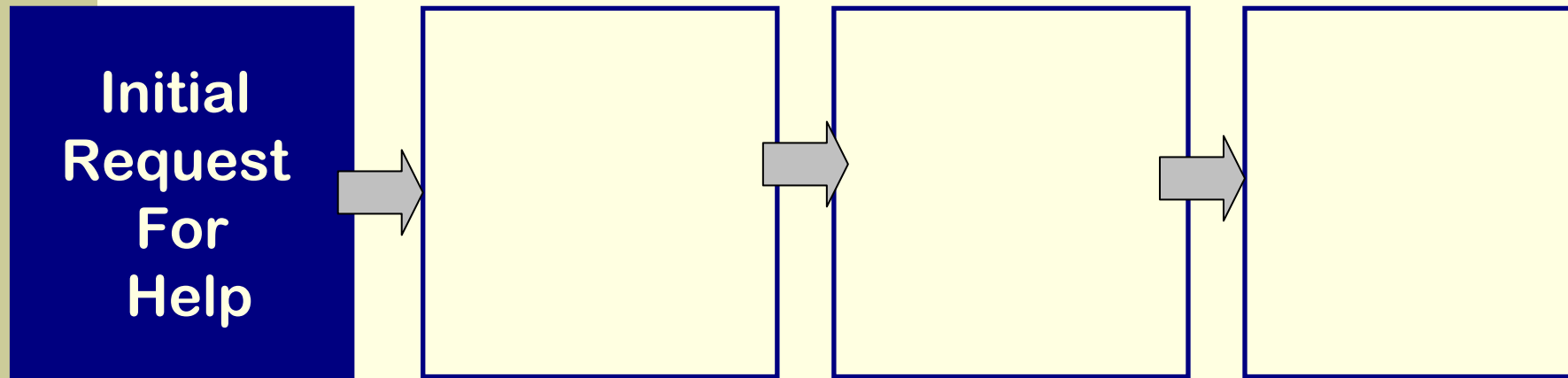
Planning Together

- The PBS Problem Solving Process is meant to be applied within the context of a collaborative team
- Involving plan implementers (i.e., teaching staff) in the design process will increase ownership
- Involving parents/family members will increase carry over to the home and strengthen home-school partnerships

The PBS Problem Solving Process



The PBS Problem Solving Process



Initial Request for Help

Best Practice Guidance for When to Conduct an FBA

1. Is the behavior persistent over time and across environments?

**If yes,
then**

2. Are the environments where behaviors occurring effectively managed?

**If yes,
then**

3. Is the student responsive to the environmental management strategies?

**If not,
then**

a. Does the behavior interfere with the student's or others' learning?

OR

b. Does the behavior place the student or others at risk of harm?

OR

c. Does the behavior place the student at risk of being placed in a self contained or out of district placement?

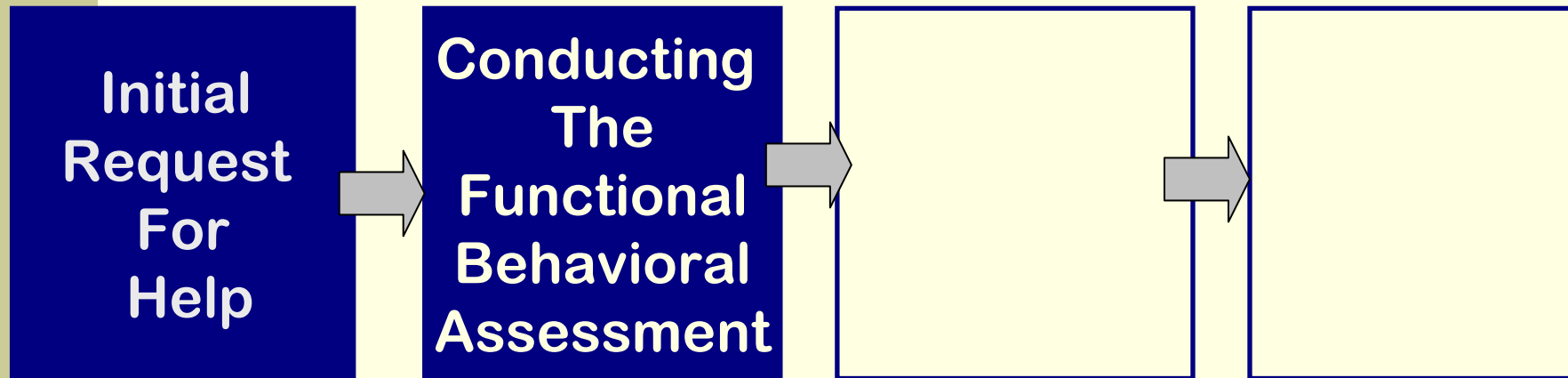
Parents as Partners Become Knowledgeable

- About the law
- About PBS
- About the systems you will be involved with
- About the realities of those systems: What should be? And, what is?
- About the key players

Preparing in Advance

- Ask that a functional behavior assessment (FBA) of your child's behavior be completed and the results shared with you prior to meeting with your team
- Build partnerships during the PBS process

The PBS Problem Solving Process



Conducting the Functional Behavioral Assessment

- Collection information from people who know the student (i.e., parents, staff, student)
 - Functional Assessment Interview Tool (www.njpbs.org)
- Collect direct occurrence data through observations and teacher recording tools
- Summarize information into hypothesis statements

Operant Learning Model

Setting Events	Antecedent Triggers	Behavioral Response	Maintaining Consequence
Confrontation earlier in the day	T.K. bumped into Kevin in the hallway causing his books and papers to scatter	Kevin began threatening T.K. and pushing him in the chest	<ul style="list-style-type: none">■ A crowd of students gathered around■ Kevin was sent to the office and suspended■ School chatter "don't mess with Kevin"

Sample Hypothesis Statement

- Data collected from the FBA revealed that Randy has a history of academic difficulty and strained relationships with teachers that decrease his tolerance for frustrating or conflictual situations. This history and decreased tolerance predispose Randy to respond to certain academic conditions including multi-step directions or tasks, reading out loud, multi-digit calculations, and independent work by cursing, debating, and arguing about the task to escape difficult and/or ambiguous demands. Randy's behavior serve a protective function in that it prevents him from being embarrassed and feeling a sense of failure from not being able to complete academic work.

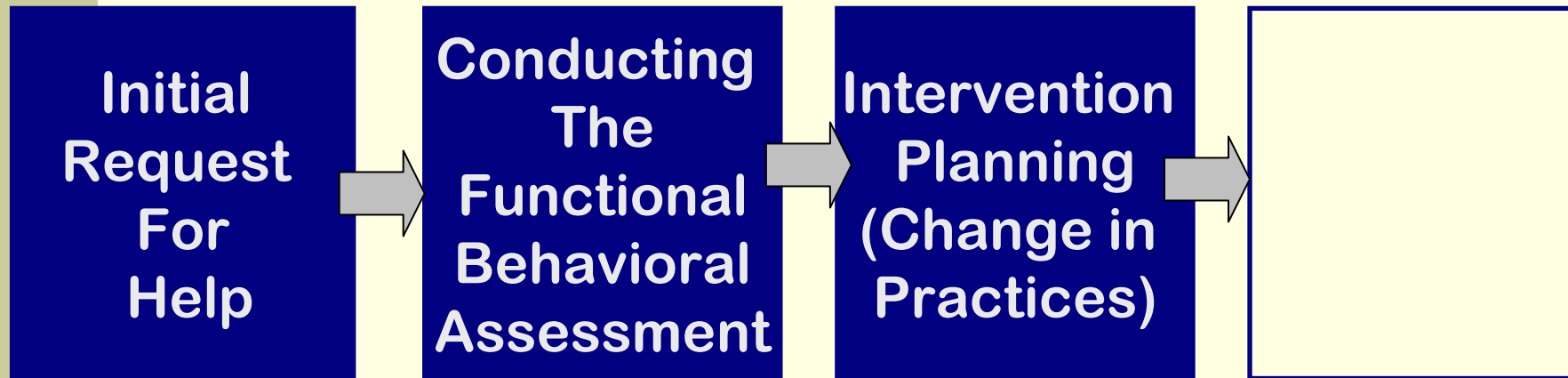
How Parents Can Help Make the Functional Assessment Meaningful

*Families insights and expertise should be
reflected in the functional assessment*

Suggestions for Parents

- Sharing visions, expectations, and strengths
- Provide information
- Come prepared to participate in the discussion
- Come prepared to ask questions

The PBS Problem Solving Process



Making the Link

- The behavior intervention plan must match the function (or reason) why the behavior is occurring
- All strategies selected should pass the “function test”

Developing the Behavior Intervention Plan

Every plan must include:

- Antecedent and Setting Event Interventions (PREVENTION)
- Alternative Skills and Instruction for those skills (INSTRUCTION)
- Consequences to reinforce desired behavior (REINFORCEMENT)
- Strategies to diffuse behavior when it occurs

Many plans will also include:

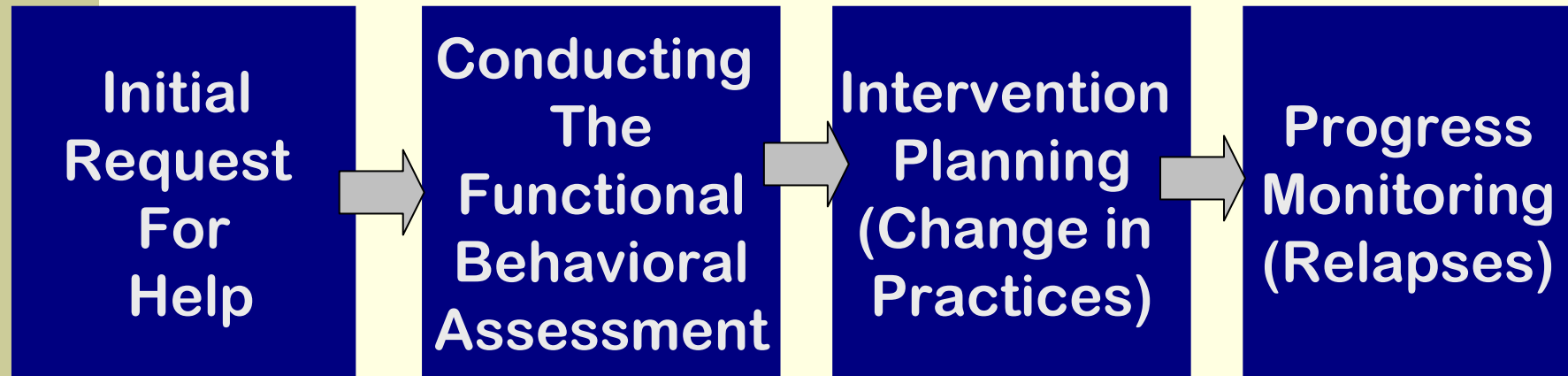
- SAFETY plans
- Logical/natural punishers

“Loneliness is the most significant disability of our time.” David Pitonyak

Facilitating Inclusion

- Help kids get connected to other kids, a social network and the broader community
- Enable the student to meaningfully participate
- Teach social skills
- Emphasize the positive contribution your child can make

The PBS Problem Solving Process



Monitoring Plan Implementation

- Within 2 weeks of implementation monitoring activities should take place
- Data should be collected to measure effectiveness
- Opportunities for ongoing problem solving should be available
- And.....

**It is EXPECTED that the BIP
will need “tweaking”
following initial implementation**

If new behavior patterns emerge, it may be necessary to collect new information to develop effective function-based strategies

Ensuring Success

- Make sure there is a date for the next team meeting
- Ask when will I be informed about progress and how
- Clarify how PBS will be fully implemented
- Express appreciation for the team collaboration in decision making
- Ensure that the placement is the least restrictive and most inclusive environment

Want More About PBS

- Visit us at:

www.njpbs.org

www.spannj.org