Introduction to Positive Behavior Support

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Purpose of the Course

1. To provide an introduction to Positive Behavior Support (PBS)
2. To review some basic concepts of behavior analysis
3. To introduce the basics of a functional assessment
4. To introduce basic concepts of designing a PBS plan

January 2014
Positive Behavior Support

1. Based on applied behavior analysis
2. Response to the 1997 amendments to the Individuals with Disabilities Education Act
3. Evolved to improve and extend comprehensive interventions for individuals with severe problem behaviors
4. Systemic and individualized strategies for achieving outcomes and preventing problem behaviors

Positive Behavior Support

1. Respect for all citizens’ rights
2. Treating all people with respect and dignity
3. Person-centered supports and services
4. Prevent abuse and neglect

January 2014
ABC Model of PBS

Antecedent

Behavior

Consequence

ABC Model

• Antecedent: You see a coworker when you arrive at work
• Behavior: You say “hello”
• Consequence: Coworker says “hello” back to you
Behavior

1. Behavior is everything a person does.
2. “Behavior” refers to all behaviors, not just problem behaviors.
3. Behaviors that can be observed
   • Behaviors that can be heard/seen
   • People can agree something happened
   • Behaviors that can be measured

Behavior

• Kate is angry vs. Kate hit Mark
• Mary is depressed vs. Mary is crying
• Ryan is anxious vs. Ryan is pacing
• Sue is listening vs. Sue is looking at the speaker
Behavior

“Jack has a personality issue. He can tell you what to do when somebody annoys him (such as take a deep breath, count 1-2-3), however, he chooses to be aggressive instead of using the knowledge.”

Behavior

*Take-home-message:*

*Rely on your Eyes and Ears.*

*Do not rely on what you are thinking!!!*
ABC Model of PBS

Antecedent

Behavior

Consequence

Why Do We Engage in Behaviors?

1. People are **likely** to engage in behaviors that **work**.
   - You see a coworker when you arrive at work
   - You say “hello”
   - Coworker says “hello” back to you

2. People are **less likely** to engage in behaviors that **do not work**.
   - You see a coworker when you arrive at work
   - You say “hello”
   - Coworker did not say “hello” to you.
Principles of Behaviors

1. Almost all human behavior is learned
2. All behaviors occur for a reason.
3. No behaviors occur “out of blue.”
4. Behaviors continue to occur because they are effective.
5. Behaviors stop occurring because they are ineffective.

Consequences

1. Events occurring after the behavior
2. Consequences can be good or bad
   • Get what you want
   • Get away from you don’t like
   • People leave you alone
   • Get a scolding from others
   • Lose something valuable
Consequences

• Reinforcement
  Consequences *increase* the probability of the behavior.

• Punishment
  Consequences *decrease* the probability of the behavior.

Reinforcement

1. Positive Reinforcement *increases* behavior by the *addition* of a desirable event when the behavior occurs.
   • Praise
   • Edibles
   • Money

2. Negative Reinforcement *increases* behavior by the *removal* of an aversive event when the behavior occurs.
   • Excuse from chores
   • Escape from a crowd
   • Stops pain
Punishment

1. Positive Punishment *decreases* behavior by the *addition* of an aversive event when the behavior occurs.
   - Verbal reprimand
   - Increased work

2. Negative Punishment *decreases* behavior by *removing* a desirable event.
   - Time out
   - Removing Privileges, fines

Negative Reinforcement vs. Punishment

1. Negative reinforcement *increases* behavior by the removal of a negative experience

2. Punishment always *decreases* behavior
Summary Table

| + Reinforcement: Increases behavior by adding something good. | + Punishment: Decreases behavior by adding something bad. |
| - Reinforcement: Increases behavior by taking away something bad. | - Punishment: Decreases behavior by taking away something good. |

Misuse of Reinforcement

1. Laura lives in a group home with three other people. At supper time, all four persons go to the table. When a staff member begins giving one of Laura’s peers a serving of food before serving Laura, Laura begins to scream and pull her own hair. The staff member then quickly gives Laura a food serving, and Laura calms down.

2. Jefferson has a supported job in a printing company, in which he does several job tasks. When he is given the task of folding mailing fliers, which he knows how to do, he always tears the flies. When he begins to tear fliers, he is removed from the task.
Misuse of Reinforcement

Former president Nixon and Henry Kissinger were sitting in the Oval Office discussing policy matters. King Timahoe, Nixon’s Irish setter, came in and began chewing on the rug. The president commanded him to stop. King Timahoe kept right on chewing. The president commanded again. More chewing. Finally, Nixon opened his desk drawer, took out a dog biscuit and gave it to King Timahoe. “Mr. President,” said Kissinger, “you have taught that dog to chew the rug.” (Based on Roberts & Santogrossi, 1976)

Reinforcers

1. **Tangibles**: food, drink
2. **Favorite activities**: visiting family, watching TV, dancing, listening to music, singing
3. **Attention**: positive/negative verbals, physical contact
4. **Social reinforcers**: praise, positive feedback
Types of Reinforcers

1. A Primary Reinforcer has an intrinsic reinforcing value; only temporarily lose its effectiveness through satiation; e.g. food, drink
2. A conditioned reinforcer originally has no reinforcing value, but became a reinforcer after being paired with a primary reinforcer; e.g., money, token, sticker
3. A backup reinforcer is paired with a conditioned reinforcer to make it effective.

Reinforcers

1. No single item or event is reinforcing to everyone
2. A reinforcer for an individual can be a punisher for another individual.
3. The strength of an item or event to serve as reinforcer can vary with time, circumstances, satiation level, and deprivation level.

The only way we can tell is by its effect on behavior!!
Identifying Possible Reinforcers

1. Ask him/her
2. Observe what s/he chooses when free to do so
3. Check records to see what’s worked in the past
4. Try different things
5. Measure the effects on the behavior

Punishers

1. Verbal reprimand
2. Planned ignoring
3. Extinction
4. Response interruption
5. Time out
6. Removing a privilege
7. Suspension from work
Punishment

1. To stop a problem behavior immediately to prevent harm
2. To teach alternative positive behavior
3. Immediate effect
4. The effect does not last.
5. should be used when the side effects of punishment are clearly outweighed by the potential benefits.

Side Effects of Punishment

1. Reactive aggression
2. Adaptation
3. Avoidance of the person/setting delivering punishment
4. Suppression of behaviors similar to the target behavior but appropriate
5. Teaches the person to use punishment to others
Punishment

1. An *informed consent* is required from the guardian and/or the individual.
2. A detailed behavior program is required to specify how to use punishment (to avoid an abuse).
3. Punishment should be combined with replacement procedures and preventative procedures—*it should be therapeutic*

Identifying Possible Punishers

1. One person’s punisher may be another’s reinforcer.
2. The only way we can tell is by its effect on behavior.
3. Measure the effects on the behavior
Punishment or Reinforcement?

“Our young daughter had adopted a stray cat. To my distress, he began to use the back of our new sofa as a scratching post. ‘Don’t worry,’ my husband reassured me. ‘I’ll have him trained in no time.’ I watched for several days as my husband patiently ‘trained’ our new pet. Whenever the cat scratched, my husband deposited him outdoors to teach him a lesson ([Your intention]). The cat learned quickly. For the next 16 years, whenever he wanted to go outside, he scratched the back of the sofa ([Actual result]).”

Factors affect the effectiveness of reinforcers/punishers

1. **Adaptation**
   A mild punisher/reinforcer may lose its effectiveness if it was delivered frequently in a short period of time.

2. **Conditioned reinforcer/punisher**
   It loses its effectiveness if not paired often with primary reinforcer/punisher.
Factors affect the effectiveness of reinforcers/punishers

3. Contingency
   A reinforcer/punisher should be delivered contingent to the target behavior

4. Immediacy
   A reinforcer/punisher should be provided immediately following the target behavior in the beginning period of behavior intervention.

Erroneous Contingency

Former president Nixon and Henry Kissinger were sitting in the Oval Office discussing policy matters. King Timahoe, Nixon’s Irish setter, came in and began chewing on the rug. The president commanded him to stop. *King Timahoe kept right on chewing. The president commanded again. More chewing. Finally, Nixon opened his desk drawer, took out a dog biscuit and gave it to King Timahoe.* “Mr. President,” said Kissinger, “you have taught that dog to chew the rug.” (Based on Roberts & Santogrossi, 1976)

*Lesson: “Know what you are doing”*
ABC Model of PBS

**Antecedent**

Behavior

Consequence

**Antecedents**

1. An antecedent is a stimulus that precedes a behavior and makes it more likely that the behavior will occur
2. When and where did the behavior occurred
3. What happened before the behavior occurred
4. Who was present when the behavior occurred
Examples of Antecedents

1. Tom tends to engage in self-injury behavior more often when Jane, a staff member, works on the shift, because she typically reinforces the behavior with attention.

2. Luke, a 7-year-old boy with Autism exhibited challenging behaviors at school and home. It appeared that much of Luck’s schoolwork was too difficult for him.

Antecedents

1. Behavior is ultimately controlled by its consequences, but antecedents also exert control.

2. Individuals with DD are vulnerable to the effect of a salient stimulus in the environment
Antecedent: Biological Factors

1. Fatigue, pain, physical discomfort
2. Medical problems/Medication side effects
3. Changes in habits of eating, sleeping, bowel movement
4. Sensory sensitivity
Antecedent: Environmental Factors

1. Physical environment
   - loud, crowded environment
   - Space arrangement

2. Routines
   - Morning and evening grooming schedules
   - Evening activities (too much or too little)
   - Snack time
   - Schedule for chores

Antecedent: Environmental Factors

3. Workshop
   - Not much to do, boring, too much work
   - It is important to communicate between the staff at home and at workshop
   - If problem behaviors occur mainly at the workshop, or at home, examine the environment.
Antecedent: Human Factors

1. Staff
   - Age, sex, race of the staff
   - Personality of the staff
   - Do not get involved in power struggle
   - Do not take individual’s behavior personally
   - Try to understand the individual’s perspective

2. Residents
   - Different habits
   - Language (the way they say things)
   - Dynamics among the residents
   - Other individual’s psychopathology
Antecedent: Human Factors

3. Family
   • Changes in family situation
   • Illness and death in the family
   • Frequency of contact
   • Visit schedules
   • How much the family is involved and how they communicate with the staff and the individual

“Best Practices Approach”

1. Do something when things are going well.
2. Address problems before they escalate
3. Provide antecedents and positive reinforcing consequences for desirable behavior
4. Remove or change antecedents that come before problem behavior
“Best Practices Approach”

Change the environment
1. Look at the good/bad things in the environment
2. A problem behavior cannot be treated in a problem environment

“Best Practices Approach”

Building a positive relationship
1. See from the individual’s perspective.
2. Giving a lecture is often not useful.
3. Listen to them and validate their feelings.
4. Earn his/her trust!!
“Best Practices Approach”

Communication
1. Make yourself clear and simple
2. Many if’s and uncertainties are confusing.
3. Woman’s vs. man’s way of saying things
4. Same phrases can convey different meanings depends on the relationship.
5. Examine how they take what you are saying.

Attention
1. Need for attention is a basic human need
2. Give a lot of attention----for positive behaviors.
3. Pay attention and invest when things are going well.
“Best Practices Approach”

Prevention !!

Prevention !!

Prevention !!

January 2014

Behavior Support Plan

1. **BSP is a treatment plan.**
   BSP provides guidelines for staff behavior to manage the individual’s behavior

2. **BSP is an education plan.**
   BSP is to help the individual to meet his/her needs in a positive way.

January 2014
Components of a BSP

1. Target behaviors
2. Functional assessment
3. Data collection
4. Intervention strategies
5. Preventive measures
6. Replacement behavior training

Target Behaviors

Behaviors that we wish to reduce or eliminate:

- Physical aggression
- Self-injurious behavior
- Nail biting
- Property destruction
- Verbal aggression
- Spitting
- Elopement
Target Behavior

- Kate is angry vs. Kate hit Mark
- Mary is depressed vs. Mary is crying
- Ryan is anxious vs. Ryan is pacing
- Sue is listening vs. Sue is looking at the speaker

Operational Definition

1. Observable
2. Measurable
3. Everybody agrees
Examples of Operational Definition

• 1. Inappropriate sexual behavior:
  – Touching female staff in private places (i.e. breasts), touching peers genitals, getting in bed with peers, exposing self to peers

• 2. Elopement:
  – Leaving the immediate area without permission resulting in a break in supervision

Target Behaviors

1. Should be defined by operational definition
2. Target one specific behavior at a time
3. Target a behavior that is a really problem.
4. Staff training is important—one of the major reasons of failure
Baseline data

Rate per day

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Baseline (7/10-7/31)</th>
<th>Behavior Intervention (8/1-8/31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Agitation</td>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>

Components of a BSP

1. Target behaviors
2. Functional assessment
3. Data collection
4. Intervention strategies
5. Preventive measures
6. Replacement behavior training
Functional Assessment

1. A diagnostic procedure for behaviors
2. To understand the function of behavior—what does the individual achieve by exhibiting the behavior
3. To find out the relationship of antecedent—behavior—consequence
   based on data (no speculation)!!

Reasons for Collecting Data

Data provides objective information on why the behavior is occurring
1. People see things differently.
2. Memory does not necessarily tell the truth.
3. An individual may behave differently depends on a situation, a person, time of the day etc.
Data collection

1. Indirect assessment using questionnaires, interview methods
2. Direct assessment: Data gathering through direct observation

Interview for indirect Assessment

1. What are the problem behaviors?
2. When a behavior is most and least likely to occur
3. In what situation the behavior is likely to occur
4. What events predict that the behavior will not occur?
5. Who was there when the behavior occurred and what did he/she do?
6. How did others react to the behavior?
7. What are the consequences that appear to maintain the behavior?
Questionnaires for indirect assessment

1. Functional Analysis Screening Tool (FAST) Iwata, 1996
3. Antecedent-Behavior-Consequence Analysis

Example of Functional Assessment

The Questions About Behavior Function (QABF) was reviewed. Results indicated that physical aggression is maintained by escape. QABF scores were (endorsements and occurrence ratings):

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Attention</th>
<th>Escape</th>
<th>Non-social</th>
<th>Physical</th>
<th>Tangibles</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Aggression (PA)</td>
<td>0-0</td>
<td>2-4</td>
<td>0-0</td>
<td>0-0</td>
<td>1-2</td>
</tr>
</tbody>
</table>
Case Example

The Maladaptive Behavior Assessment (MBA) was administered on 9/13/2013 with Staff. Based upon an item analysis of the areas suggested for programming the following target behaviors were defined:

- Physical Aggression – Any intentional behavior, successful or not, that could cause harm to others. This may include hitting, kicking, and biting others.
- Agitation – Any increase in activity from typical calm state. This will often include humming loudly, pacing, and stomping on the floor.

Case Example

The current results on the FAST strongly suggest an escape function for both target behaviors. This suggests that Mr. is engaging in agitation and physical aggression in order to get away from undesired situations or activities.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Attention</th>
<th>Escape</th>
<th>Sensory</th>
<th>Pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agitation</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Case Example

Interview with First Staff and Second Staff indicates that these behaviors appear to be present most often when there are multiple other peers present and the environment is relatively loud – e.g. during work and/or during the afternoon and evening shifts. Staff usually redirect Mr. to a quiet area when he demonstrates agitation or physical aggression. Both staff indicate that Mr. typically demonstrates agitation prior to engaging in physical aggression. His mother has also noted this pattern in interview. This pattern suggests these behaviors are components of a behavior chain.

Review of Antecedent-Behavior-Consequence (ABC) data collected from 7/15/2025 through 9/15/2025 was conducted. Review of that data indicated Loud/Disruptive Environment as the most common antecedent (85%) to agitation and physical aggression. Redirected to quiet area or to bedroom was the most common consequence (87%) to the target behaviors. These results are consistent with an escape function for both target behaviors.

SUMMARY

Agitation and Physical Aggression were identified as areas of primary concern for Mr. in the current assessment. Both an informal analysis and descriptive analysis indicate that these target behaviors typically occur in conjunction with one another, with physical aggression occurring as an escalation of agitation. As such these behaviors appear to occur as part of the same functional pattern.

Both the FAST and an ABC analysis indicate that these behaviors are most frequently preceded by presence in loud or disruptive environments, and typically followed by removal to a quieter environment. This pattern suggests an escape function to these behaviors. This outcome suggests that Mr. would benefit from environmental adjustments designed to decrease or limit his exposure to loud and disruptive environments, and from programming that will allow him to learn to access quieter areas appropriately.
Case Example

RECOMMENDATIONS
1. Mr.’s team should investigate whether he can be moved to a quieter work area.
2. Probe session should be conducted offering Mr. the opportunity to wear earplugs and/or hunter’s earmuffs during work and/or during the afternoons and evenings at his home. If successful these should be offered to him periodically through the course of the day.
3. Mr. should participate in programming to teach him to ask to leave the area. This may best be accomplished by teaching Mr. the sign for “break”, and then prompting him to use the sign when he shows early signs of agitation.

Case Example

Non-compliance – refusal to participate in scheduled tasks or activities
Noncompliance most often presents in the forms of refusing to comply with staff requests or scheduled activities including, refusal to attend school, participate in chores, bathe and/or complete hygiene tasks, and refusal to assist with completing other activities of daily living.
Baseline data indicate that incidents are occurring approximately 1–6 times per week. Frequency data report that during the last review period, from January 2013 through July 2013, noncompliance occurred 20 times. 

Agitation, crying, and verbal aggression may sometimes accompany noncompliance. Noncompliance is typically followed by attention from staff in the form redirection back to task until completed. It is hypothesized that the function of noncompliance is escape.
Direct Assessment

1. Data gathering through direct observation
2. Data should be collected based on an operational definition.
3. Data should be reliable and valid.
4. Inter-rater reliability
5. Don’t rely on your memory—make a record immediately.
Data

1. Frequency Recording
   • The number of times an uniform event
2. Interval Recording
   • Recording an non-uniform behavior
3. Duration Recording
   • How long the behavior lasts when it does occur
4. Intensity Measures

Data Analysis

1. Components of the descriptive analysis
   • Frequency of behavior over time
   • patterns and trends analysis
2. It is nearly impossible to get an accurate representation of the data using numbers on a chart
3. Data needs to be plotted on a graph to analyze the trends.
4. The trends in the data are more important than any single data point.
Components of a Behavior Support Plan (BSP)

- Target behaviors
- Data collection
- Functional assessment
- Preventive measures
- Replacement behavior training
- Intervention strategies

Case Example

RECOMMENDATIONS
1. Mr.’s team should investigate whether he can be moved to a quieter work area.
2. Probe session should be conducted offering Mr. the opportunity to wear earplugs and/or hunter’s earmuffs during work and/or during the afternoons and evenings at his home. If successful these should be offered to him periodically through the course of the day.
3. Mr. should participate in programming to teach him to ask to leave the area. This may best be accomplished by teaching Mr. the sign for “break”, and then prompting him to use the sign when he shows early signs of agitation.
Case Example

Prevention Procedures

• Hunter’s earmuffs should be made available to Mr. at all times. The earmuffs should be carried on his purse (he may wear them around his neck) or should be placed in a location easily visible and accessible to Mr.
• Direct eye contact makes Mr. uncomfortable. Avoid making direct eye contact with him. When talking with him look to the side of his face, or just above or below his eyes.

Examples of Prevention Strategies

1. To avoid crowds and loud noises
   • change the route of getting in and out
   • Different schedule for grooming
2. Problems around family contact:
   • Discuss with family about a regular contact schedule (incorporated into BSP)
3. Struggles around chores
   • structure the setting and daily routine as much as possible
Prevention Strategies

1. Get to know the individual
2. Based on the results of functional assessment
3. Use a BSP from the beginning
4. Understand their disabilities—it may not a “personality” issue
5. Build up a positive relationship

Prevention Strategies

1. Manipulate the environment to reduce the chances of negative behaviors
2. Modify task, materials, instructions, routines
3. Schedule time with preferred person or access to desired object/event
4. Provide more frequent attention/reinforcement (for positive behaviors)
Preventive Strategies

*Do not wait until things are going bad!!*

*Do something when things are going well!!*

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Replacement Behavior

1. Target behavior serves a purpose (fulfilling practical or psychological needs)
2. Replacement behavior provides an alternative means for achieving the same purpose as the target behavior
3. The focus should be on teaching the person to access the same reinforcers appropriately
Replacement Behavior

1. Don’t just take the behavior away.
2. What maintains problem behavior can maintain appropriate behavior if you know what the function of the behavior is
3. Teach skills that will replace the problem behavior

Case example

Replacement Behavior Training – Signing “break”.

- This replacement behavior program is designed to teach Mr. how to sign “break” appropriately when he wishes to stop engaging in an activity or task in order to decrease the use of agitation and physical aggression to meet this need
- Each shift approach Mr. with a less preferred task – folding laundry or washing dishes are good options for this. Prompt him to begin the task.
- After Mr. has been working at the task for 2-3 minutes ask him if he would like to stop. If he indicates “yes”, prompt him to sign “break”. Use guidance to ensure he does so correctly.
  - if, at the first prompt, Mr. indicates he is not ready to stop repeat the question every 2-3 minute until he indicates “yes”, then follow through with the rest of the step.
- Immediately after Mr. signs “break” tell him he may stop and then remove the work materials or allow him to step away from the work area.
- Signing “break” Data Collection – On the 31 day data sheet chart a “+” when Mr. completes the step correctly, or a “0” when Mr. does not complete the step correctly.
Examples Replacement Behaviors

- **For behavior maintained by escape**
  1. Evaluate task/activity and determine aversive qualities
  2. Modify task or alter environment
  3. Teach functional communication skills
  4. Escape card
  5. Desensitization when situation cannot be avoided

- **For behavior maintained by attention**
  1. Provide attention for alternative positive behaviors
  2. Social skills training
  3. Teach communication skills
  4. Use behavior contracting and token systems
Examples Replacement Behaviors

For behavior maintained by tangibles

1. Provide tangibles for alternative positive behaviors
2. Use behavior contracting and token systems
3. Functional communication training for tangibles

Intervention Procedures

• To respond to the problem behaviors in ways that will not maintain the behavior
• Based on the results of the functional assessment
Interventions Procedures

Example) For attention maintained behavior

• Use Planned ignoring for the negative attention-seeking behavior
• Verbal reprimands/directives to stop behavior, reassuring/reasoning with person are not recommended

Intervention Procedures

1. Verbal reprimand
2. Redirection
3. Planned ignoring
4. Response interruption
5. Non-exclusionary time-out (NETO)
6. Exclusionary time-out (ETO)
Verbal Reprimand

1. A verbal command to stop a given behavior.
   – “Stop!”
   – “No!”

2. Verbal reprimands should be brief, firm and to the point.

3. Do not yell or show frustration, anxiety, fear

Redirection

• An attempt to shift an individual’s attention away from his or her issue and onto an appropriate task
  • “Here, let’s get back to work.”
  • “Finish brushing your hair.”
  • “What is that a picture of in your magazine?”
  • “Is that a new shirt you’re wearing? I like it.”
Planned Ignoring

1. Withholding desired social attention following inappropriate behavior display while still maintaining appropriate supervision.

   ex) Staff member showing no reaction after being cursed at or called a name.

2. Used only when safe and appropriate
3. Do not ignore dangerous behavior

Extinction

• Withdrawing the positive consequences that was reinforcing the behavior
Extinction Curve

1. When a behavior is under extinction, it increases first, then gradually drops off.
2. Be persistent.
3. Everybody should be on the same page (every person, setting, including family).
4. Extinction procedures cannot treat dangerous behaviors.

Response Blocking

1. Physically block an attempt to engage in a behavior.
2. This is done by intercepting the blow without holding onto the individual in anyway.
   • Stepping between two individuals
   • Placing pillow between his or her head and floor
   • Placing arm out to absorb an SIB blow from making contact.
**Response Interruption**

1. Response interruption is utilized when a block has been ineffective.
2. Response interruption involves **brief and intermittent physical guidance**.
   - e.g., Physically interrupt a behavior and then guide his/her hands to a more appropriate activity.

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**Nonexclusionary Time-out**

(NETO)

1. NETO involves removing an individual from an otherwise reinforcing situation until he or she is calm.
2. This technique is also referred to as Non-exclusionary Required Relaxation or, simply, Required Relaxation
3. During NETO, **the individual always remains in the same room**.
4. Specific rules apply and must be followed as written.
   - When to use
   - For how long
   - Release time
Exclusionary Time-out
(ETO) restrictive

1. This technique is also referred to as Exclusionary Required Relaxation (ERR)
2. **Removing an individual from the room** of an otherwise reinforcing situation.
3. **An individual is never left unsupervised in this instance.**
4. Specific rules apply and must be followed as written.
   - When to use
   - For how long
   - Release time

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Case Example

Target Behavior Response Procedures

- **Agitation**
  - When Mr. starts to display signs of agitation, move between him and any peers in the area.
  - Get his attention and verbally prompt him to sign “break”. Repeat the prompt up to two times if needed. Do NOT use graduated guidance.
  - Once he signs “break”, or if he does not respond after two prompts, redirect him down to his room to calm.

- **Physical Aggression**
  - Immediately separate Mr. from any peers in the area. Position yourself between him and peers if possible.
  - Call for assistance.
  - Block attempts at physical aggression until Mr. calms.
Guidelines for Selecting Interventions

1. Which intervention corresponds to the function of the behavior?
2. Which intervention is least likely to produce negative side effects?
3. Which is the least intrusive and most likely to produce positive changes?
4. Which intervention teaches alternative positive behavior?
5. For which intervention is there the most system-wide support?

The behavior program must ensure that
1. there is no reinforcement for engaging in the problem behavior
2. Rewards provided for the appropriate behavior will be equal to or exceed the rewards for engaging in the challenging behavior.
Writing a BSP

1. Spell out various components of the plan
2. Be specific and concrete
3. Assign responsibility for implementation
4. Develop a checklist to correspond with each component
5. Develop scripts specifying responses

Implementing BSP

The Behavior Plan must be carried out as written!!!
Evaluation of BSP

![Graph showing baseline and intervention rates of behavior over days]

Obstacles to a successful BSP

**Inadequate functional assessment**

1. Behavior not well defined
2. Inadequate measurement/data collection
3. Failure to consider other issues (e.g., environmental, medical, psychiatric)
Obstacles to a successful BSP

• **Inadequate intervention method**
  1. Ineffective method to stop the behavior
  2. Inadequate detailed procedure (how to do it)
  3. No replacement behavior

• **Inadequate system-wide support**
  1. No man-power
  2. No collaborative work between the settings
  3. No support from family
Obstacles to a successful BSP

• **Poor writing**
  1. The plans do not have all the component to help staff implement the program
  2. Vague and abstract
  3. Failure to adequately monitor implementation or change the plan

Obstacles to a successful BSP

• **The plans are not carried out in the way the plans are written**
  1. Lack of skills by those implementing the plan
  2. Inadequate staff training
Staff Training

1. It is essential that staff are trained to perform the BSP competently
2. The only way to ensure they can is not to have them describe the program to you, but to have them demonstrate.
3. Staff training is not complete until staff demonstrate they can competently do the skill.

Staff Training

1. The more consistently staff implement the program, the better the result will be.
2. Ongoing monitoring is essential, because staff will drift.
3. Periodic retraining will be necessary to collect data and implement behavior programs.
Steps in Staff Training

1. Describe what to do
2. Provide a written description of what to do
3. Show staff what to do
4. Observe as staff practice what to do and give feedback
5. Repeat Steps 3 and 4 until staff do the work skill correctly

Summary

1. Respect for all citizens’ rights
2. Treating all people with respect and dignity
3. There is a reason for a behavior.
4. Pay attention to individual’s needs
5. Focus on preventing rather than correcting problems
6. BSP is not to discipline the individual.
7. Consider what it would be like to be on the receiving end of the BSP
Summary

1. Know the individual.
2. Set reasonable objectives
3. Teach more acceptable replacement behaviors that serve the same function as the inappropriate behavior
4. Modify the environment
5. Train staff for success of BSP
6. Monitor and follow up on staff implementation