



Positive Behavior Support (PBS)

Positive Behavior Supports (PBS) is a broad approach for resolving problem behaviors that are displayed by people with disabilities. Problem behaviors may include: (1) self-injury, aggression and other destructive acts, (2) tantrums and other disruptive responses, and (3) excessively repetitive or irritating behaviors including actions that interfere with a person's learning or social interactions.

Some important features of PBS include:

- PBS is based on person-centered values. A PBS plan requires that procedures be positive and respect the dignity of the person;
- PBS interventions are individualized and based on an understanding of the person and their environment;
- PBS interventions usually consist of more than one strategy. They involve collaboration among more than one care giver and support provider;
- PBS goals should include improvements in social relationships and other "lifestyle" enhancements, as well as reductions in problem behavior.

Support Team

The process of PBS begins with the identification of a support team, which consists of the most relevant individuals in the person's life. The team may include family members, teachers, friends, and/or others who are involved and concerned with the person and the problem behavior. The team members are usually responsible for implementing the positive behavior support plan.

Vision

The next step is to establish a vision, an agreement on the broad goals that a support plan should seek to achieve. The vision is developed through a process known as "person centered planning."

Once the support team defines their common vision, then a "functional behavior assessment" is conducted. A functional behavior assessment is a means to gather information about the problem behavior. Based on the person centered plan and the functional behavior assessment the team writes a positive behavior support plan.

Positive Behavior Support Plan

The behavior support plan should include a number of components:

1. Strategies for teaching and increasing skills that are intended to replace the problem behaviors,
2. Strategies for preventing the problems before they occur,

3. Strategies for dealing with the problems if or when they do occur, and 'strategies for monitoring progress. As time goes on, the support team often meets to evaluate progress and make adjustments to the plan, as necessary.

Background

PBS grew out of applied behavior analysis, and many of the intervention procedures are derived from this discipline. PBS is a rapidly-growing approach that is based on extensive research. There are many new efforts in Florida and other states to provide training and information about PBS.

Suggested Readings

Journal of positive behavior interventions. A quarterly journal available from PRO-ED, Inc., Austin, TX.

Positive Behavior Support Project (1999). *Facilitators' Guide: Positive Behavior Support*. Tallahassee, FL: State of Florida Department of Education.

Bambara, L.M., & Knoster, T. (1998). *Designing Positive Behavior Support Plans*. Washington, DC: American Association on Mental Retardation.

Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D.C., Smith, C. E. (1994). *Communication-based intervention for problem behavior: A user's guide for producing positive change*. Baltimore: Paul H. Brookes.

Koegel, L.K., Koegel, R. L., & Dunlap, G. (Eds.), (1996). *Positive behavioral support: Including people with difficult behavior in the community*. Baltimore: Paul H. Brookes.

Websites:

<http://www.rrtcpbs.org> – This is the website of the Research and Training Center on Positive Behavior Support, funded by NIDRR of the US Department of Education.

<http://www.pbis.org> – This is the website of the National Technical Assistance Center on Positive Behavior Interventions and Supports, funded by OSEP of the US Department of Education.

Glossary of Terms:

Applied Behavior Analysis (ABA) – Refers to the direct application of the principles of behavior modification in natural environments such as home, school and community. ABA uses behavioral principles to improve the individual's ability to participate effectively in various situations.

Functional Behavioral Assessment (FBA) – Refers to the process for identifying the relationship between the behavior and the events that occur before, during and after a behavior. Behaviors are examined in terms of the purposes and functions that the behavior serves for the individual.

Person Centered Planning (PCP) – Refers to a process that identifies the goals, values and resources necessary to enhance the individuals' quality of life.

For More Information Contact:

Connecticut Parent Advocacy Center

338 Main Street, Niantic, CT 06357

800-445-2722

cpac@cpacinc.org

www.cpacinc.org

Connecticut State Department of Education

165 Capitol Ave, Hartford, CT 06106

860-713-6543

www.sde.ct.gov