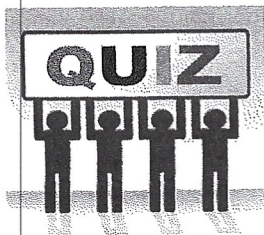


# Module 52, part one - Designing & Implementing PBS

## Feedback Exercises



### Chapter 1: Study Questions

1. PBS looks at how the environment and the supports that are in place can be redesigned to enhance the \_\_\_\_\_ of the individual.

Match the Positive Behavior Support term with its description: (Terms may be repeated).

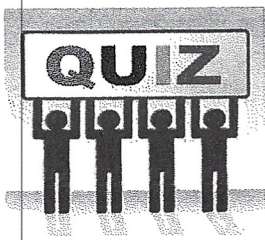
Approach	Description
A. Applied Behavior Analysis B. Inclusion C. Person-Centered Active Support D. Positive Behavioral Support	___ 2. Supports are based on the assumption that if the person's needs are met, their quality of life will improve, and challenging behavior will be reduced or eliminated.
	___ 3. Introduced concepts of antecedent-behavior-consequence and the use of functional behavioral analysis to determine motivation for behavior.
	___ 4. Offering service options and support to assist the person to define and live the life they want.
	___ 5. People with disabilities have a right to access the same opportunities as others.
	___ 6. Teaching methods such as shaping, fading, chaining and prompting behavior as well as measurement techniques.
	___ 7. Participation in integrated environments with people who may not have disabilities
	___ 8. A focus on self-determination and self-advocacy.

10. Positive Behavioral Support helps individuals to replace \_\_\_\_\_ by assisting the person to achieve his or her goals in a \_\_\_\_\_ manner.

11. Behavior as defined in this module \_\_\_\_\_ (check all that correctly complete this sentence).

- \_\_\_ a. is what people do or say.
- \_\_\_ b. involves people's actions.
- \_\_\_ c. describes a characteristic of a person (i.e., tired, energetic, polite).
- \_\_\_ d. can be measured (i.e., frequency, duration, intensity).
- \_\_\_ e. can be observed, described and recorded by others.
- \_\_\_ f. is systematically influenced by events.
- \_\_\_ g. can be both positive and negative.

12. Positive Behavioral Support includes methods used to teach, strengthen, and expand \_\_\_\_\_ behavior and methods designed to \_\_\_\_\_ opportunities for the display of positive behavior and \_\_\_\_\_ challenging behavior including changes in systems and the person's \_\_\_\_\_.



## Chapter 2. Study Questions.

### True or False:

1. \_\_\_\_\_ Agencies that use traditional means of behavior intervention will be just as effective as agencies that use Positive Behavioral Support in achieving significant behavior change.

2. \_\_\_\_\_ Positive Behavioral Support focuses primarily on defining and eliminating challenging behaviors.

3. \_\_\_\_\_ Traditional behavior intervention strategies typically focus on a narrow type of goal.

### Fill in the Answer:

The success of a positive behavioral support plan rests on the interplay between behavior and \_\_\_\_\_.

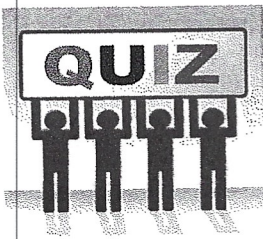
### Circle all Components that Apply:

4. PBS primarily involves: (Circle all correct answers)

- Using clinical interventions in controlled situations.
- Involving typical people in typical settings over time
- Teaching replacement behavior through skill development
- Using environmental redesign
- Focusing attention on the challenging behavior and treating it in isolation
- Looking at personal lifestyle and creating supports that covers all aspects of the person's life
- Using individualized approaches for behavior change
- Involving behavior analysts and psychologists as the only experts that provide input during plan development.
- Ensuring that challenging behavior is not rewarded

5. How long does intervention continue in a comprehensive PBS approach?

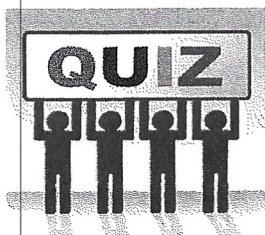
6. PBS plans support quality of life in \_\_\_\_\_ settings and \_\_\_\_\_ situations.



### Chapter 3: Study Questions

1. What 3 purposes does behavior serve for people with disabilities?
  - a.
  - b.
  - c.
2. Behavioral change will not be maintained unless:
  - a. \_\_\_\_\_ are restructured to meet individual needs.
  - b. Support persons are adequately \_\_\_\_\_.
  - c. People (staff, family, peers) are \_\_\_\_\_ to alter their approach to support the change.
  - d. Adequate \_\_\_\_\_ are available.
3. By focusing efforts on environmental changes and skill building, the need for \_\_\_\_\_ strategies are decreased or eliminated.
4. While the type and method of collection may vary, the expectation remains that data will be \_\_\_\_\_ and used to guide \_\_\_\_\_.
5. Give 3 reasons why a person may not use a new skill that they have been taught as a replacement behavior?
  - a.
  - b.
  - c.
6. A comprehensive plan is developed based on \_\_\_\_\_.
7. Name 3 items that must be addressed in the plan for behavior change to succeed:
  - a.
  - b.
  - c.





#### Chapter 4. Study Questions

1. Responsibility for assuring that Positive Behavioral Support is consistently available is \_\_\_\_\_ by many people in the organization.

2. Achievement of PBS goals requires that staff \_\_\_\_\_ on obtaining the skills and resources to implement PBS.

3. Supervisors must have the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to support direct service professionals in carrying out PBS plans.

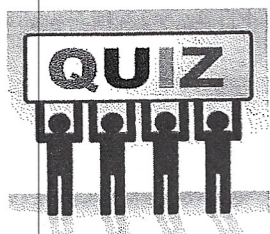
4. Match the letter by each staff person to a description of what their role might be in providing positive behavioral support.

Staff Person	Possible Role
A. Direct Support Professional	___ Assure that staff meet as needed to design and build capable environments.
B. Program Coordinator or QIDD	___ Assure that donations are used to provide the resources needed to enhance PBS.
C. Finance Director	___ Assure that families and guardians are invited to participate in PBS in a meaningful way.
D. Program Director	___ Check with the team to decide which of several possible evidence-based interventions could meet the needs of a person with a disability.
E. Immediate Supervisor	___ Demonstrate how to use a specific intervention strategy to different staff.
F. Behavior Analysis	___ Make a list of what a person's gestures and vocalizations might mean for other staff to use.

5. Capable environments produce \_\_\_\_\_ for individuals and their supporters and contribute to enhanced quality of life.



## Chapter 5 Study Questions



### True and False

- ☐ 1. In PBS, our goal is to become experts at getting people to comply with our directions.
- ☐ 2. In PBS, we want people with challenging behavior to be self-controlled and use appropriate coping skills during situations that are difficult for them.
- ☐ 3. The best time to intervene is when challenging behavior is not occurring.
- ☐ 4. Positive Behavioral Supports only applies to people with challenging behavior.
- ☐ 5. Before developing plan of support to change behavior, the team needs to systematically evaluate the quality of universal support.
- ☐ 6. Not all behavior is learned and deliberate.
- ☐ 7. In some situations, accommodating the disability and setting people up for success is a more immediate priority than skill development.

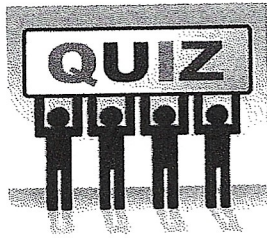
### Fill in the Blank

- 8. Some questions to guide the team in determining if a challenging behavior exists include:
  - a. Is the behavior \_\_\_\_\_ of other people of the same age, gender, or cultural background?
  - b. Does the behavior \_\_\_\_\_ of the individual or others?
  - c. Does the behavior infringe upon the \_\_\_\_\_?
  - d. Does the behavior result in destruction of \_\_\_\_\_?
  - e. Does the behavior interfere with the person's ability to? \_\_\_\_\_ toward obtaining personal outcomes?
  - f. Does the behavior interfere with opportunities for \_\_\_\_\_ in the community?
  - g. Does the behavior or lack of a behavior increase the person's \_\_\_\_\_ on other people?
  - h. Will the behavior become more \_\_\_\_\_ if there is no intervention?
- 9. When a medical reason is found for the behavior, the physician will need \_\_\_\_\_ to identify any changes in the \_\_\_\_\_ behavior as well as \_\_\_\_\_ in the person's physical health and quality of life.
- 10. Challenging behavior rarely exists without a reason, and that reason often has something to do with the: \_\_\_\_\_.
- 11. If undetected \_\_\_\_\_ conditions and deficits in the \_\_\_\_\_ have been ruled out as causes for a challenging behavior, it may be time to begin the development of a positive behavioral support plan to address the behavior in a systematic way.

## Short Answer

12. Who is responsible for Positive Behavioral Support within a provider agency?
13. When there are several challenging behaviors of concern, which behaviors are considered the most significant and generally have priority for intervention?
14. Give an example of how you help support each of the following characteristics of supportive environments in the people you support:
- Caring relationships-
  - Success and positive practice-
  - High density of praise and reinforcement-
  - Self-esteem-
  - Skill development -
  - Recognize and celebrate learning-
  - Personal productivity and pride-
  - Engaging and meaningful -
  - Individualized-
  - Constant assessment-
  - Pay attention to staffing ratios.
  - Creative support teams who communicate well
  - Inclusive opportunities and meaningful relationships

## Chapter 6: Study Questions



1. Reactive procedures, such as time-out, reprimands, and other penalties for engaging in the behavior will only address the \_\_\_\_\_ of the problem.
2. Behavior change in the desired direction will occur only when it is clear that the "appropriate" behavior will more effectively and efficiently result in \_\_\_\_\_.
3. FBA seeks to identify the relationship between a \_\_\_\_\_ and the \_\_\_\_\_.
4. When the individual's \_\_\_\_\_ for displaying the challenging behavior is NOT considered in the development of the PBS, the plan is **more** likely to have long-term success.
5. The primary outcomes of a FBA are:
  - a. A clear \_\_\_\_\_ of the challenging behavior(s).
  - b. Identification of antecedents (events, times, and situations) that predict when the challenging behaviors \_\_\_\_\_ and \_\_\_\_\_ occur.
  - c. Identification of consequences that \_\_\_\_\_ the challenging behaviors – (functions of the behaviors).
  - d. \_\_\_\_\_ or summary statements
  - e. \_\_\_\_\_ from direct observation that supports the summary statements.
6. Notice the emphasis on discovering when the behavior is \_\_\_\_\_ likely to occur AND when it is \_\_\_\_\_ likely to occur.
7. Direct observation data in some cases can serve as the \_\_\_\_\_ data that can be compared to the data collected after the PBS plan is implemented.
8. Direct observation also gives the team information about related behaviors and appropriate behaviors that might be used as \_\_\_\_\_ when the PBS plan is developed.
9. A \_\_\_\_\_ can be used to help determine in advance when the challenging behavior is most likely to occur.
10. A \_\_\_\_\_ is a summary statement that describes the relationship between the individual's behavior and characteristics of the environment when the behavior occurs.
11. Since a hypothesis is an \_\_\_\_\_ as to the function of the behavior, it is important that the team test the hypothesis before developing the PBS plan.
12. Write a hypothesis statement for an individual you support. Break it into the three components.



13. What are the sources of information for a functional behavioral assessment?
14. What types of behaviors are identified during a functional behavioral assessment?
15. Give two reasons why it is important to involve direct support staff in the FBA.
16. Give one example of each of the following common setting events for people you support:
  - Environmental –
  - Social –
  - Physiological –
  - Programmatic –
17. List two advantages of indirect assessment methods like questionnaires and interviews and two disadvantages.
18. What are the advantages/disadvantages of ABC recordings over interview and questionnaires?
19. What are the advantages of checklist ABC data collection over descriptive ABC methods?
20. How can the team establish the validity of the hypothesis before developing the PBS Plan?
21. Under what circumstances would it be impossible to take the time to test the hypothesis before designing a Positive Behavioral Support Plan?

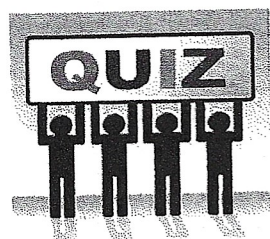
### True and False

- \_\_\_\_\_ 22. Sometimes, behavioral interventions to suppress a behavior result in the person learning and using a more problematic replacement behavior.
- \_\_\_\_\_ 23. A specific behavior can serve no more than one function or purpose for a person.
- \_\_\_\_\_ 24. Interviews of people who know the person well during functional assessments are most successful when conducted using questions that require only a yes/no response.

25. Match the term with its description or example: (Terms can be used more than once)

- |                |   |
|----------------|---|
| Setting Events | ___ a. Examples include the death of a loved one, the break-up in an important relationship, difficulty at work, or even the loss of a favorite staff person. |
| Antecedents    | ___ b. Include variables that occur before the target behavior.   |
| Consequences   | ___ c. Specific places, activities, people, or time of day all that act as a stimulus for a challenging behavior.   |
|                | ___ d. Events that directly precede challenging behaviors.  |
|                | ___ e. Variables that occur immediately after the behavior.   |
|                | ___ f. The person obtains something – i.e., a preferred activity, object, or attention or avoids or escapes something – i.e., removal of a task or demand.    |
|                | ___ g. Internal or sensory feedback that results from the behavior.   |

## Chapter 7: Study Questions



1. Who should be involved in the development of the Positive Behavioral Support Plan?
2. List the three types of proactive interventions included in PBS plans:
  - a.
  - b.
  - c.
3. What is the purpose of using the *Competing Behavior Model*?
4. A support plan based on the *Competing Behavior Model*, makes challenging behaviors
  - a. \_\_\_\_ (there is no need to do them),
  - b. \_\_\_\_ (there are easier behaviors in which to engage)
  - c. \_\_\_\_ (challenging behaviors no longer work to produce the desired outcome).
5. The team endeavors to identify:
  - a. Procedures that will \_\_\_\_ the links between antecedents, desired and replacement behaviors, and their maintaining consequences **AND**
  - b. Procedures that \_\_\_\_ ---the links between antecedents, challenging behaviors, and their maintaining consequences.
6. List four general setting event interventions:
  - a.
  - b.
  - c.
  - d.
7. List six interventions to reduce the effect of antecedents that predict the challenging behavior.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
8. If communication skills are targeted as replacement behaviors, it is important to identify:
  - a. In what circumstances does the individual communicate \_\_\_\_?
  - b. How can we build \_\_\_\_ with the individual and a \_\_\_\_ to communicate?
  - c. What communication situations are most likely to \_\_\_\_ challenging behavior?
  - d. What are some appropriate communication responses that would serve the same \_\_\_\_ as the challenging behavior?
  - e. Is this response as \_\_\_\_ or \_\_\_\_ than the challenging behavior?
  - f. How can we ensure that the person's attempts to communicate a need are\_?

9. When a person has an appropriate replacement skill, but fails to demonstrate it in some circumstances or settings, what two questions does the team need to consider?

10. List three criteria for selecting replacement behaviors.

- a.
- b.
- c.

11. The goal of \_\_\_\_\_ interventions is to minimize reinforcement for the challenging behavior and maximize reinforcement for the appropriate behaviors.

12. Consequence interventions include:

- a. \_\_\_\_\_ the consequences maintaining the challenging behavior.
- b. \_\_\_\_\_ the individual for participation in activities he or she finds aversive.
- c. Reinforce appropriate \_\_\_\_\_ behaviors.
- d. Increase reinforcement for \_\_\_\_\_ behavior
- e. \_\_\_\_\_ the individual to an alternative appropriate response.

13. If the challenging behavior is motivated by access to tangible items or activities, the team identifies what preferred activities or items can be made available for \_\_\_\_\_ behaviors while challenging behavior is \_\_\_\_\_.

14. Guidelines and questions for team consideration when selecting interventions:

- a. Which interventions align with the \_\_\_\_\_ of the behavior?
- b. Which of the aligned interventions teach \_\_\_\_\_ that will assist the person to achieve his or her personal outcomes?
- c. Has the team evaluated both the \_\_\_\_\_ of implementation and the likely \_\_\_\_\_ of the intervention?
- d. Which of the aligned interventions are most likely to promote a replacement behavior that will occur and be reinforced in \_\_\_\_\_?
- e. Are the replacement skills as \_\_\_\_\_ and \_\_\_\_\_ as the challenging behavior?
- f. Are the direct support staff, family members, and others who will be implementing the plan \_\_\_\_\_ with the interventions?
- g. Are the resources (people, schedules, and supplies) needed to implement the intervention \_\_\_\_\_?
- h. What \_\_\_\_\_ will be needed to implement the strategies?

15. It isn't enough to suppress a challenging behavior. We must identify a replacement behavior and \_\_\_\_\_.

- a. teach it
- b. prompt it to occur

- c. reinforce it when it occurs
- d. All of the above