



Student Resource Guide

11. Positive Behavior Support



Positive Behavior Support

OUTCOMES

When you finish this session you will be able to:

- ▶ Identify factors that promote positive behavior.
- ▶ Observe and assess the communicative function of behavior.
- ▶ Identify aspects of an individual's quality of life that influence behavior.
- ▶ Identify aspects of the physical environment that influence individual behavior.
- ▶ Observe and assess for a positive environment.

KEY WORDS

Behavior Function: What the individual is getting or avoiding through the behavior.

Communicative Intent: What the behavior or action is trying to communicate or tell us.

Positive Behavior Support: Supporting individuals with challenging behavior.

Replacement Behavior: The new skills and behaviors that we want to teach the person as an alternative to the challenging behavior.

Opening Scenario

David is 25 years old and has lived at his current home for three years. He tends to throw things and bite himself when he is not getting his needs met. He communicates in two- to three-word sentences, but he can be difficult to understand. He takes several psychotropic medications. David doesn't like to do chores (especially laundry) and will use his behavior to get out of them. He loves to watch sports on TV and would choose to do this all of the time if he could. He prefers simple meals like cereal for breakfast, peanut butter sandwiches for lunch, and hamburgers for dinner. David attends a day program four days a week and does janitorial work at McDonald's for one hour, one day a week.

Darrell is a new employee at the home and is concerned about David's behaviors. He is afraid that David will hurt himself or him with his biting. He doesn't know why David behaves this way, and he is not sure how to respond when David has an outburst. Where should he begin?

Overview to Positive Behavior Support

After reading through the scenario above, you might find yourself thinking of a similar situation where you were unsure of how to respond to the actions or behaviors of an individual you support. You may have found yourself wondering where to begin and what you should do to help the individual communicate with others in a more socially appropriate manner. You may also be thinking of examples of challenging behavior you have seen in your work that you would like to discuss. Over the two years of this training, we will spend three sessions learning about supporting individuals with challenging behavior, or **positive behavior support**. This first session will focus on creating an overall positive environment for your facility. A positive environment values and honors individual wants and needs, as well as the needs of the whole group, by understanding the communicative function of challenging behaviors an individual demon-

strates. The two sessions in Year 2 will focus on understanding why challenging behavior is occurring, analyzing the behavior, and implementing an individual positive behavior support plan to deal with challenging behaviors.

In this session, you will examine the overall quality of the individual's life and how this might impact his or her behavior. You will also learn how to incorporate into the daily life of the individuals you support small changes that can have a big impact on their behavior. It is important to remember that when people have choices about the activities and routines in their lives and these choices are honored and respected, the happier they are and less likely they will be to exhibit challenging behavior. Creating a positive environment that respects and values individual preferences and choices, as well as the needs of all the residents, will not only make the individuals you work with happier, it will make your job of supporting them easier.

Overview to Positive Behavior Support (continued)

The Role of the DSP in Positive Behavior Support

The role of the DSP in positive behavior support is to understand the challenging behavior of the individuals you support, figure out why it is working for the individual, and plan what to do about it, including teaching socially appropriate alternatives to the behavior.

The Importance of the DSP Knowing About Behavior

In your role as a DSP, you often find yourself supporting individuals whose challenging behavior seems to interfere with their ability to live a rewarding and productive life. Assisting individuals with challenging behavior can be difficult. The challenging behaviors may range from simple but perhaps annoying to severe challenging behaviors that can be unpleasant and unsafe for both the individual and others around him or her. The solutions to these extremely challenging behaviors often need to be developed by a team approach involving the assistance of a behavior specialist. This approach, referred to as a positive behavior support plan, can be described as a planned,

intensive process that looks at all aspects of the individual's life and designs interventions that will allow the individual to be successful across all environments. When this happens, you will often be part of the team analyzing the behavior and will assist in developing and carrying out the recommendations of the team. We will discuss this process in more detail in Year 2.



Often though, the challenging behaviors that you will come across on a daily basis are less severe and can be dealt with using simple solutions. By using your observation skills to figure out what the individual is trying to communicate with the behavior, you can come up with simple but creative solutions that can be easily implemented and very effective. Supporting an individual with challenging behavior starts with knowing the individual, not just looking at him or her as someone who needs “fixing.”

Let's begin by figuring out what is meant by challenging behavior and positive behavior support with a quick review of the history of behavior support and how it has changed over the years.

A Brief History of Positive Behavior Support

In the Past...

We used to think that the activities in which individuals engaged; the places where they lived, worked, and played; or the people they spent time with had nothing to do with their behavior. We didn't think these daily activities affected an individual's life. We placed individuals with disabilities in environments that made it easier for the people working with them but were surprised when the results were not successful for the individuals. We now know that all of these factors greatly affect individuals' behaviors.

We often grouped individuals with disabilities with other individuals who had disabilities in institutions, schools, work, homes, and recreation centers, assuming their needs were similar. We thought that not only would the individuals feel more comfortable with other individuals who also had disabilities, but also that we could provide support and instruction for others with similar needs. What we found was that these individuals learned only how to act like other people with disabilities. They were unable to function well in society because they had not learned how to act in socially appropriate ways.

Individuals with disabilities used to have to earn the right to attend school or

work with peers who did not have disabilities. Their families were told that their behavior had to be "under control" before they could ever participate in these environments. Over time, we realized how important these everyday activities, people and environments are to the overall quality of an individual's life. Every person who can breathe can imitate and learn behavior from the other people around him.

We also used to write behavior plans that relied almost entirely on rewards and punishments. Our support plans told us what to do *after* a behavior occurred. We weren't taught to figure out *why* a behavior occurred, only whether to reward it or punish it. We now know how important it is to try to understand why a behavior occurs and to teach the individual a new way to get the desired result with a more appropriate behavior.

Research has shown that individuals' behaviors are better when we provide the best environmental matches (regular education classrooms, real work settings, for example) and then identify and provide the supports necessary for their success. When we place individuals in segregated environments (with other individuals with severe disabilities), where they have no appropriate behavioral models from which to learn, their behaviors are less likely to improve.

For example:

| When we: | They learned: |
|---|------------------------------------|
| <i>Put kids that can't talk very well into a class with other kids that can't talk very well..</i> | <i>Not to talk</i> |
| | |
| <i>Put kids with challenging behaviors into a class with other kids who also have challenging behaviors</i> | <i>More challenging behaviors!</i> |
| | |
| <i>Put kids with autism in classes with other kids with autism</i> | <i>How to act more autistic</i> |

What Is Behavior?



Behaviors are communication strategies people use to express their wants, needs, and feelings and to get their needs met. All of us have behavior. Behaviors don't happen without reason.

- ▶ All behavior is intended to communicate something. All behavior is communication!
- ▶ By “listening” to what the behavior is saying, we can discover the reason why the behavior is happening.
- ▶ There are always reasons for behaviors, even if we do not know those reasons right now.

What Makes a Behavior “Challenging”?

Behavior can be considered challenging when it affects an individual's life in a negative way. For example, a child learning to say “please” before they ask for an object is not a challenging behavior. In fact, we say the child has learned a “social skill.” If the child has learned to scream when he or she wants something, we say the child has a “challenging” behavior. Generally, behavior is considered challenging if it:

- ▶ Causes harm to the individual or others.

- ▶ Causes damage to property.
- ▶ Prevents the individual from learning new skills.
- ▶ Causes the individual to be “labeled” as different, or undesirable.
- ▶ Prevents the individual from taking part in social and recreational activities.



Once it has been established that a behavior is challenging, your job is to observe and figure out how the challenging behaviors are “working” for the individual so that you can teach more socially appropriate alternatives, or **replacement behaviors**. Remember that challenging behaviors don't happen just to make you mad or to make you work harder.

What individuals do, where, and with whom have a lot to do with their behavior. When you look closely at these factors, you should be able to predict when, where and with whom the challenging behaviors are most and least likely to occur. Individuals use the strategies that have worked the best for them in the past. The following activity illustrates this concept.

OPTIONAL ACTIVITY

Communicative Intent

Directions: Watch the video scenario and discuss the following with someone at your table:

- ▶ From the individual's perspective, which behavior works best?
- ▶ Why?

What Is Behavior? (continued)

As the previous scenario shows, the best strategy is one that works the best for the individual. Your job is to identify and teach the individual a new, alternative strategy that works just as well as the challenging behavior; otherwise, the individual will have little motivation to give up the challenging behavior he is using.

Before you can decide on an alternative strategy to the challenging behavior, you must first examine the behavior and try to figure out:

- ▶ What the individual is trying to communicate with his or her behavior.
- ▶ The **behavior function**—that is, what is the individual getting or avoiding through the behavior?

Behavior Is Communication

Sometimes it is easier to figure out what an individual doesn't want when they are using a challenging behavior. Sometimes these are the behaviors that make it hard for the individual to be with other people. The individual might spit out food they didn't enjoy or push away the staff person who wants to help. Imagine if you didn't have words to use. How would you let someone know that something was making you unhappy?

Individual's behavior usually communicates three things:

- ▶ What the individual wants.
 - ▶ What the individual doesn't want.
 - ▶ When the individual wants attention.
- How would an individual's behavior tell you that they want something?
- ▶ He might point to an apple on the table, which lets you know the individual wants the apple.

- ▶ The individual might come to you and shake your hand, which lets you know he wants to greet you.
- ▶ The individual might come to you with a toothbrush in one hand and toothpaste in the other and a puzzled look on her face. That might let you know that the individual needs some assistance.
- ▶ When you offer an individual a choice of foods for dinner, she might point to what she wants or look in the direction of the food she prefers.

Often, individuals just want someone to pay attention to them. Some individuals have learned that making loud noises gets the attention of the staff or that when there is a lot of activity, they need to wave their arms to get staff to focus on them. Or an individual might just pull at your arm to get your attention.

An individual's behavior will give you information about his or her interest and ability to be social, as well. An individual who doesn't use spoken words can often very clearly greet us and say goodbye. That individual can give a lot of information through facial expressions.



Remember the detective skills you learned in Session 8 as you looked for signs and symptoms of injury or illness? A good detective gets to know as much as possible about the individual she is observing. You get to know a person by spending time with him or her and learning what is usual for that individual, such as daily routines, behavior, way of communicating, appearance, general manner or mood, and physical health. If you don't know what is normal for an individual, you won't know when something has changed. A DSP needs to use good detective skills such as:

- ▶ **Observation:** looking at the individual and watching how he behaves.

- ▶ Listening: words, sounds, noises or cries (happy, sad, angry, for example) the individual may be making.
- ▶ Questioning: asking the individual what he wants or asking others if they know what the individual wants.

These same skills will help you to figure out what an individual's behavior is trying to communicate.

It becomes your job, as a professional, to be a detective and try to figure out:

- ▶ What the individual wants.
- ▶ What the individual doesn't want.
- ▶ When the individual wants attention.

Going Beyond Observation



Being a good detective goes beyond just observing. You also need to know the individual as a person to know what he likes and doesn't like, and how he has acted in other situations. You have all been able to determine what the individuals you support are telling you by:

- ▶ Knowing what they prefer.
- ▶ Watching them over time.

- ▶ Understanding how they show their emotions.
- ▶ Knowing what they like and don't like.

In other words, you have a relationship with the individuals you support that has developed over time. You can use this information to help understand what the individual is trying to communicate.

Communicative Intent

As you were discussing the nonverbal communication methods of the individuals you support during the last activity, you probably found yourself trying to figure out the purpose of each method or action used by the individual. Each method or action that was described was for a purpose. That purpose was to meet a need of the individual, and they were using the method to tell someone what that need was. What a behavior or action is trying to communicate or tell us is called **communicative intent**.



You can begin to define the “communicative intent” of an individual’s challenging behavior by keeping track of the behavior and what we think they are trying to communicate with it. A communication chart, such as the one that follows, is helpful in defining the behavior and its intent. The DSP can list the specific challenging behavior on the left side and what it might be communicating on the right.

ACTIVITY

Communicative Intent I

Directions: Watch the video scenario and complete the chart. You will begin defining the communication by listing challenging behaviors on the left side of the chart and describing what the individual might mean by those behaviors on the right side.

| Challenging Behavior | : | It May Mean |
|-----------------------------|---|--------------------|
| | : | |

A C T I V I T Y

Positive Behavior Support Video Demonstration

The following activity will help you identify what the individual might be communicating with a certain behavior. You will view a short video of David and then answer the following questions:

.....

1. What were some of David's challenging behaviors that you observed?

.....

2. What do you think that each of David's challenging behaviors was communicating?

.....

3. How did the DSP communicate with David?

.....

4. What did the DSP's behaviors communicate?

Creating “Win-Win” Situations



As you watched the video scenarios and identified the communicative intent of the individuals, you may have noticed that one of the things that “triggered” or started the behavior was the DSP telling the individual to do something. In some of those cases, by demanding that the individual do something right now or in a certain way, the DSP created a situation where the individual responded with challenging behavior. This often happens when the DSP feels rushed or under pressure to get things done quickly; the demand is not made deliberately to upset the individual.

Think about your own work day and times that either your supervisor or a co-worker has asked you to do something. If someone says, “You need to clean this mess up right now!” and does not consider that you may be doing something else or that it is someone else’s job, you might not feel like doing it. Had she said,

“I see a mess here that needs cleaning up. Can you do that now, or are you doing something else? Perhaps we could get someone else to help,” you might be more willing to help because she took the time to find out if you were already busy and offered to get help if you were.

How you make a request of someone or respond to someone’s request has a dramatic impact on whether or not the individual will comply. If you ask someone in a manner that is respectful and courteous, he is more likely to want to do what you ask. If you consider your request or response before making it to the individual, you might prevent the challenging behavior. This is one of the simple changes you can make in your behavior that will have a very positive impact on the individual and his or her willingness to comply with your request.

Win-Win Responses

When you ask someone to complete a task or respond to an individual’s request, it is helpful to consider:

- ▶ Is this an activity that the individual likes to do?
- ▶ Is this an activity that the individual knows how to do?
- ▶ Is the individual already doing something else?
- ▶ Does the individual have a **choice** about when or how to do the activity?
- ▶ Are you asking in a way that you would like to be asked?

A C T I V I T Y

Say It Another Way

Directions: Each scenario below is an example of a DSP making a request or responding to a request from an individual in a way that caused a challenging behavior to occur. Read each brief scenario and think of how the DSP could have made the request or responded to a request in another way.

Scenario 1

John, an individual with autism who is 35 years of age and lives in a family care home, is sitting on the couch watching his favorite game show. He watches the show every night and does not like to be interrupted during it. Juan is the DSP who asked John 20 minutes ago to take the dishes out of the dishwasher and has had it. He goes into the room and turns the TV off and says, "Juan, I told you 20 minutes ago to put the dishes away. Do it now." John starts screaming and throwing things.

What could Juan have done differently?

Scenario 2

Missy is a 20-year-old woman with developmental disability who is very social. She walks into the family room where everyone is watching TV after dinner and says, "I need some nail polish. Can we go to the store?" Sue is the DSP who has been working in the home for five years. She responds to Missy, "No, you don't need any nail polish." Missy gets mad and yells at her.

What could Sue have done differently?

Key Points About Promoting Positive Behavior

- ▶ What individuals are doing, where, and with whom affects their behavior.
- ▶ Behaviors are strategies individuals use to get their needs met. Part of your job is to figure out which social/communicative behaviors currently work best for an individual.
- ▶ All behavior is communication. By “listening” to what the behavior is saying, you can discover the reason for the behavior.
- ▶ How you make a request or respond to an individual can decrease the chances of a challenging behavior occurring.

Quality of Life

Darrell thinks about David’s behavior and what David might have been trying to tell him. “Perhaps he wanted to be given a choice about when to complete his chore instead of being told to stop what he was doing and do the chore now. Maybe he wanted to finish the TV show before beginning the chore. Does it really matter to me when he completes his job?” Darrell begins to see that he created a battle by not giving David choices about how to use his free time. After all, it is his home, and he should be given the opportunity to enjoy his favorite activities. Darrell now sees that everyone needs to be able to participate in activities they enjoy and to make decisions about when and where they do some tasks in their lives. Even so, Darrell wonders how he will figure out what the favorite activities are of the individuals he works with and the activities that they don’t like.

It’s important to remember that quality of life issues are among the most important factors that influence behavior. If someone’s life quality isn’t what it could be, it can affect behavior.

The following activity will help you define what “quality of life” means for you and for the individuals with whom you work.

ACTIVITY

Quality of Life

Directions: Look at the boxes below and focus on the first section ("My Home"). Write three to five brief statements or phrases that indicate what you value about your HOME. (Examples: I live close to my job; I live with my family, spouse, friends, or alone; I value privacy and my stuff; I'm safe; I have good neighbors and a good view). Repeat for each of the other three sections.

My Home

Community

My Job

My Free Time

OPTIONAL ACTIVITY

Directions: Answer the following questions for the individuals in your facility.

Quality of Life Questions to Consider

.....
1. What would increase or strengthen the individuals' friendships and social activities?

.....
2. How can you help individuals to be involved in more activities in their home, school, work, and community?

.....
3. How could you help individuals have more opportunity for making choices and be able to control more aspects of their lives?

.....
4. How can individuals' self-esteem and confidence be strengthened?

.....
5. What might interfere with individuals' abilities to have greater independence and quality of life?

Important Values in Promoting Positive Behavior Change



Quality of life values should be included in the lives of the individuals we support. Part of your role as a DSP, and as part of the support team for each individual you work with, is to figure out how to improve these quality of life values for each individual. How might you work at making sure these values are reflected in the every day life of the individuals you work with?

As you'll recall from Session 1, the following set of values guides the system that provides services for individuals with developmental disabilities in California:

► Choice

Choices and preferences of individuals with developmental disabilities are encouraged, supported, and respected.

► Relationships

Individuals with developmental disabilities have close, supportive relationships with friends, family, and their community.

► Regular lifestyles

Individuals with developmental disabilities live, work, play, and carry out daily activities in natural, integrated community and home settings.

► Health and well-being

Individuals with developmental disabilities are as safe, healthy, and happy as possible.

► Rights and responsibilities

Individuals with developmental disabilities are treated with respect and fairness and are free from abuse, neglect, and exploitation.

► Satisfaction

Individuals with developmental disabilities achieve personal goals and feel their lives are fulfilling.

Taken together, these values lead to a higher quality of life for individuals. In order to support positive behavior change, these important "quality of life" values should be part of the daily life of each individual with whom you work.

By making sure the individuals you support have these values included in their daily lives, you are improving the quality of their lives and reducing their need to use challenging behaviors to express themselves or to make their needs known.

OPTIONAL ACTIVITY

Important Values

Directions: Read the list of values and questions on the left side of the chart. As you read, think of individuals that you support and ask yourself how you might answer those questions about their lives. On the right side of the chart, write down some ways that each value could be included in the daily lives of the individuals with whom you work.

| Values | Ways to Include Values in Individuals' Daily Lives |
|---|---|
| <p>Choice</p> <ul style="list-style-type: none"> • How much choice do individuals have throughout their lives? • Do individuals have choices from preferred options that they understand? • Do individuals have choice about when they perform necessary activities, such as chores? • How much are individuals involved in planning their days, evenings, and weekends? • How do individuals communicate their choices, and how are their choices respected? | <p>Choice</p> |
| <p>Relationships</p> <ul style="list-style-type: none"> • What opportunities do individuals have to be "givers" in relationships? • How are individuals recognized for their unique gifts and talents? • Does the individual have friends? • Are there opportunities to interact with and meet others (including individuals without disabilities who are not staff)? | <p>Relationships</p> |

continued ►

OPTIONAL ACTIVITY

Important Values *continued*

Values

**Ways to Include Values in
Individuals' Daily Lives**

Regular lifestyles

- Are there opportunities for participation (even if only partial) in a variety of community and social activities?
- How are you assisting individuals to connect within their communities (YMCA's, community colleges, support groups, social groups, gyms, sports leagues, churches, and temples)?

Regular lifestyles

Health and well-being

- Do the individuals you support eat healthy meals?
- Are the individuals physically active?
- Are the individuals supported in learning how to keep themselves healthy?

Health and well-being

Rights and responsibilities

- How are individuals' routines and choices respected?
- How well do you listen to the individuals you support?
- Are individuals able to have personal privacy, especially at home?
- Do individuals feel like they are living in their own homes or in a facility that is programmed and planned by staff?

Rights and responsibilities

Satisfaction

- Are activities individuals participate in motivating and interesting to them?
- Are you acknowledging individuals when they behave appropriately?
- Are you giving feedback when you see positive behaviors?

Satisfaction

One way to examine the environment of any facility is to use a checklist.

The Positive Environment Checklist is a tool you can use to look at all aspects of the environment to determine if there are situations, conditions, or factors that contribute to any of the challenging behaviors.

ACTIVITY

Positive Environment Checklist

The Positive Environment Checklist (PEC) is designed for use in evaluating whether the settings in which individuals with moderate to severe disabilities live, work, and go to school are structured in a manner that promotes and maintains positive, adaptive behaviors. Responses to questions in each area should be based on direct observation of the environment and review of written program documents and personnel.

Three response options are provided for each question: YES, NO, and UNCLEAR. The term "staff" applies to paid and volunteer personnel who provide support and services in the setting. The term "individual" refers to the individuals with disabilities who live, work, or attend school in the setting.

- ▶ *Review each question and circle YES, NO, or UNCLEAR. Circle UNCLEAR if the answer is hard to determine, or if it is sometimes "yes" and sometimes "no."*

Source: R & T Center on Community Referenced Positive Behavior Support, University of Oregon

| | | | |
|---|-----|----|---------|
| | | | |
| SECTION 1: PHYSICAL SETTING | | | |
| 1. Is the physical setting clean, well lit, and odor free? | Yes | No | Unclear |
| 2. Is the temperature regulation in the setting adequate? | Yes | No | Unclear |
| 3. Is the physical setting visually pleasant and appealing? | Yes | No | Unclear |
| 4. Does the arrangement of the setting promote easy access for all individuals within the setting? | Yes | No | Unclear |
| 5. Is the setting arranged in a manner that facilitates needed staff support and supervision? | Yes | No | Unclear |
| 6. Does the setting contain or provide interesting, age-appropriate items and materials for individuals to use? | Yes | No | Unclear |
| 7. Is the setting located and structured in a manner that promotes and facilitates physical integration into the general community? | Yes | No | Unclear |

continued ►

Positive Environment Checklist *continued*

SECTION 2: SOCIAL SETTING

- | | | | |
|--|-----|----|---------|
| 1. Is the number of individuals in this setting appropriate for its physical size and purpose? | Yes | No | Unclear |
| 2. Are the individuals who share this setting compatible in terms of age, gender, and support needs? | Yes | No | Unclear |
| 3. Do the individuals that share this setting get along with each other? | Yes | No | Unclear |
| 4. Do staff actively work to develop and maintain a positive relationships with the individuals here? | Yes | No | Unclear |
| 5. Do staff promote and facilitate opportunities for social integration with people who are not paid to provide service? | Yes | No | Unclear |

SECTION 3: ACTIVITIES AND INSTRUCTION

- | | | | |
|---|-----|----|---------|
| 1. Do individuals participate in a variety of different activities? | Yes | No | Unclear |
| 2. Do individuals participate in activities that occur in regular community settings outside of the home, school, or workplace? | Yes | No | Unclear |
| 3. Do individuals in this setting receive instruction on activities and skills that are useful and meaningful to their daily lives? | Yes | No | Unclear |
| 4. Is the instruction that individuals receive individualized to meet their needs? | Yes | No | Unclear |
| 5. Are individuals' personal preferences taken into account when determining the activities and tasks in which they participate and receive training? | Yes | No | Unclear |

SECTION 4: SCHEDULING AND PREDICTABILITY

- | | | | |
|--|-----|----|---------|
| 1. Is there a system or strategy used to identify what individuals in this setting would be doing and when? | Yes | No | Unclear |
| 2. Is there a means to determine whether the activities or events that should be occurring actually do occur? | Yes | No | Unclear |
| 3. Do individuals in this setting have a way of knowing and predicting what they will be doing and when? | Yes | No | Unclear |
| 4. Do staff prepare individuals in this setting in advance for changes in typical schedules or routines? | Yes | No | Unclear |
| 5. Do individuals in this setting have opportunities to exercise choice in terms of what they will do, when, and with whom and what rewards they will receive? | Yes | No | Unclear |

continued ►

Positive Environment Checklist *continued*

.....

Section 5: Communication

- | | | | |
|--|-----|----|---------|
| 1. Do individuals in this setting have acceptable means to communicate basic messages (for example, requests, refusals, need for attention) to staff or others in the setting? | Yes | No | Unclear |
| 2. Do staff promote and reward communication? | Yes | No | Unclear |
| 3. Do staff have acceptable means to communicate basic messages to the individuals in this setting? | Yes | No | Unclear |

A C T I V I T Y

Debriefing the Activity

Directions: Answer the following questions about your responses on the Positive Environment Checklist.

.....
How might the environment of your facility affect the behavior of individuals who live or work there?

.....
What did you find out about the social setting you looked at? Did you note any problem areas? How might this affect the behavior of individuals who live or work there?

.....
What did you find out about the activities and instructions you examined? Did you note any problem areas? How might this affect the behavior of individuals who live or work there?

.....
What did you find out about scheduling and predictability? Did you note any problem areas? How might this affect the behavior of individuals who live or work there?

.....
How about communication? Did you note any problem areas? How might this affect the behavior of individuals who live or work there?

Clearly, the environment can influence someone’s behavior. It becomes your job to make sure the environments in which individuals live affect them in a positive way. Doing so not only improves the lives of the individuals, but makes your job easier as well.

Darrell now realizes that he has tools that he can use to help him support individuals’ positive behavior at the facility in which he works.

Darrell knows how to:

- *Look at challenging behavior from all angles.*
- *Figure out what the challenging behavior is trying to communicate.*
- *Examine the quality of life of the individuals.*
- *Examine the environment.*
- *Respect and honor the individual’s desires.*

PRACTICE AND SHARE

Choose one of the individuals that you support who uses challenging behaviors to communicate his or her needs and wants. Using the strategies from this session, define the specific behaviors and the communicative intent of those behaviors. See if the quality of life values are reflected in his or her everyday life and determine if the way the DSPs respond to him or her is valuing and respecting their choices and preferences. Note any of the areas that are lacking in his or her life. You will be able to use these ideas in Year 2 Positive Behavior Support sessions.

Positive Behavior Support

- 1 A B C D
- 2 A B C D
- 3 A B C D
- 4 A B C D
- 5 A B C D
- 6 A B C D
- 7 A B C D
- 8 A B C D
- 9 A B C D
- 10 A B C D

1. **An individual makes loud noises whenever she wants to get attention from the staff. This is an example of using behavior to:**
 - A) Annoy other people unnecessarily.
 - B) Have fun when there is nothing else to do.
 - C) Get other people to dislike you so they won't bother you.
 - D) Communicate a need or desire to other people.
2. **A DSP shows skill understanding what an individual wants or needs when the DSP is able to:**
 - A) "Read" the individual's behavior and understand their communication style.
 - B) Meet with the planning team and read the IPP carefully.
 - C) Guess at what the individual will want or need in the future.
 - D) Avoid watching the individual's facial expressions and "body language".

3. **When the DSP asks why an individual is engaged in challenging behaviors, the DSP is trying to learn:**
 - A) The feelings and needs the individual is trying to express through behavior.
 - B) The "communicative intent" of the individual.
 - C) Possible ways of removing the cause of the challenging behaviors.
 - D) All of the above.
4. **To understand "communicative intent" of an individual engaged in challenging behaviors, the DSP should try to:**
 - A) Ignore the challenging behavior until the communication becomes more reasonable.
 - B) Give the individual consequences for communicating in an unpleasant way.
 - C) Experiment with different rewards until the communicative intent disappears.
 - D) Figure out what the individual is trying to express through the behavior.
5. **Giving an individual more opportunities for privacy may sometimes influence behavior by:**
 - A) Allowing the individual to remove or minimize the trigger(s) for challenging behaviors.
 - B) Causing the individual to see lots of staff attention.
 - C) Increasing the number of consistent consequences for negative behaviors.
 - D) Increasing the social activities the individual is involved in.

6. **When an individual with challenging behaviors is with a group of people without challenging behaviors, the behavior often improves because:**
- A) The individual's behavioral medications are better adjusted.
 - B) It is easier to supervise the individual when no one else is showing challenging behaviors.
 - C) Other people provide good role models for the individual.
 - D) The individual no longer has a need to communicate feelings or needs.
7. **Challenging behavior usually is:**
- A) Caused when an individual is not disciplined enough.
 - B) An attempt to communicate a feeling or need.
 - C) The result of too many choices being given to the individual.
 - D) A natural reaction to a positive environment.
8. **Behavior can be positively affected by all of the following except:**
- A) Sensitivity to ethnic and cultural values of individuals.
 - B) The careful scheduling of activities in the home.
 - C) Improving the physical setting in the home.
 - D) Decreasing opportunities for social interaction.
9. **A social setting that can lead to more positive behaviors includes:**
- A) High staff turnover.
 - B) Age-compatible peers and lots of positive interaction.
 - C) Giving individuals encouragement to communicate through challenging behaviors.
 - D) None of the above.
10. **Which of the following will not usually help reduce a challenging behavior?**
- A) Looking carefully at the quality of life of the person.
 - B) Examining the environment in which the behavior occurs long enough to force the individual to change the behavior.
 - C) Giving a "time out".
 - D) Figuring out what the individual is trying to communicate.