



Student Resource Guide

9. Positive Behavior Support, Part 1



Student Resource Guide: SESSION 9

Positive Behavior Support, Part 1

OUTCOMES

When you finish this session, you will be able to:

- ▶ Describe your role in developing and implementing a behavior support plan.
- ▶ Identify "Quality of Life" areas that may contribute to the individual's challenging behavior.
- ▶ Define the challenging behavior.
- ▶ Identify and make sense of what happens right before the individual's challenging behavior.
- ▶ Use a scatter plot to learn more about the individual's challenging behavior.
- ▶ Identify and make sense of what happens right after the individual's challenging behavior.
- ▶ Use an A-B-C Data Sheet to learn more about the individual's challenging behavior.

KEY WORDS

Key Word	Meaning	In My Own Words
A-B-C Data	Information about what happens before, during, and after a specific challenging behavior.	
Antecedent	What happens before the behavior.	
Behavior	Actions that are used to communicate wants and needs.	
Behavior Support Plan	Plan that determines a specific course of action to take when a challenging behavior occurs.	
Behavior Triggers	Things in the environment that cause a challenging behavior to occur.	
Consequence	What happens after the behavior.	

A C T I V I T Y

What Do You Want to Know?

Directions: Think about the topic of this training session. Answer the first two questions in the space provided below. You will come back to this page at the end of the session to answer the last question.

.....
What do you **already know** about positive behavior support?

.....
What do you **want to know** about positive behavior support?

.....
To be answered at the end of the session, during review:
What **have you learned** about positive behavior support?

Opening Scenario

Remember Mary and Guy from the Positive Behavior Support session last year? Mary is still working at Martha's Place and feels like she has learned a great deal in the last six months. Recently though, she has been having difficulty with a new individual who moved into the facility. Suzy is the first new resident to arrive since Mary has been working there. Suzy seems upset a great deal of the time and she yells and tries to hit the other individuals in the home. Mary wonders where to start with Suzy.

How to Support Individuals With Challenging Behaviors

In the Positive Behavior Support session in Year 1 you learned how to promote positive behaviors by creating and supporting environments that are conducive to a positive quality of life. You also began to try and figure out what the individual was telling us with the **behavior**. **Behavior** are actions that are used to communicate wants and needs. The strategies in the last session should assist you in establishing a positive environment that will help to prevent many challenging behaviors from occurring.

Even the most positive environment cannot prevent all challenging behaviors. When a challenging behavior continues even after the preventative measures have been, it may be time to begin a team approach to examine the behavior more completely and develop a **Behavior Support Plan**. A **Behavior Support Plan** is a plan that determines a specific course of action to take when a challenging behavior occurs.

The Person-Centered Planning Team is usually formed already and best able to develop a support plan for an individual's challenging behavior. This team includes people who know the individual well and interact regularly with him or her. The team might also include a Behavior Specialist who helps the team develop a support plan to help develop replacement behaviors for the challenging behavior. The team may include:

- The individual
- DSPs or other support providers
- A representative from the individual's day program
- Family members
- Behavior specialist
- Regional Center case managers
- Others who know the individual and can assist with the development of the plan

What is the Role of the DSP in Developing the Support Plan?

The DSPs who support an individual with challenging behavior should be included as part of the team that is analyzing the behavior and developing and implementing the plan. This is important because you are often the ones who have the most information and the most frequent contact with the individual. You are also an important part of the implementation of the plan after it is developed. You may be asked to assist the team in several ways:

- Collect information on the daily activities of the individual (individual's daily schedule, individual profile).
- Collect information on the specifics of the challenging behaviors such as how often it occurs, under what circumstances, etc.
- Develop suggestions for replacement

How to Support Individuals With Challenging Behaviors

behaviors and activities.

- Implement the plan.
- Collect data on how the plan is working.
- Help inform the team on the success of the strategies in the plan.

As you can see, you are a critical team member and an important part of the plan's success. While you do not have to decide how to develop and implement the plan by yourself, it is important that you

understand its components.

Let's begin by talking about what each phase of the plan might look like. Remember, you are not expected to develop the plan by yourself. You will be asked to collect information and data on the specific behavior and intervention strategies, but the decisions will be made by the team. The more information the team has about the individual and the challenging behavior, the more likely the success of the intervention strategies.

Developing a Positive Behavior Sup-

In the Year 1 session on Positive Behavior Support, we talked about several ways to look at behavior for all individuals living in the home. In this session we will talk about the information you will need to develop a Positive Behavior Support Plan.

Steps for developing a Behavior Support Plan include:

1. **Identify "Quality of Life"** areas that may be lacking and therefore contributing to behavior challenges. Figure out how to improve these areas in the individual's life; for example, add more opportunities for choice and variety, suggest meaningful activities based on preferences, or use a more person-centered planning process.
2. Identify and **define the challenging behavior(s)** by precisely defining exactly what the person does (kicks, throws objects, hits self with fist, etc.) and observing when the behavior occurs, how long the behavior lasts, how often it occurs, and how intense it is.
3. **Identify the antecedents** (behavioral "triggers" and other factors) that are present immediately before the challenging behavior occurs), including medical issues, activity, environment, people present, time of day, etc.
4. **Identify other events** including medical issues, activity, environment, people present, time of day, etc., that may be influencing behavior.
5. **Identify the consequences** that happen after the behavior that may be reinforcing the challenging behavior. Remember, the reason that challenging behavior exists is because it is being reinforced by something. You want to find out what individuals are getting or avoiding through their challenging behaviors and give them a more appropriate strategy or skill to use that will still allow them to get their needs met.
6. **Identify learning characteristics** of the individual so we know how the individual learns best. When you teach new skills and replacement behaviors you need to match your teaching style to the individual's learning style.

Developing a Positive Behavior Support Plan

7. Use the individual learning characteristics to **teach to the individual's strengths**. If an individual learns best by what he or she sees, then you should maximize your use of gestures, modeling, and visual cues like pictures and objects. If an individual learns best by actually doing an activity, you want to promote opportunities for participation in healthy routines to help the individual acquire new skills and behaviors to replace the challenging routines and behaviors.
8. **Identify possible reasons for the challenging behavior**. What is the individual getting or avoiding through their behavior? Develop a hypothesis or “best guess” as to why the behavior is happening and what the behavior is saying. Is it related to medical issues like pain, allergies, hunger, etc., or is the behavior a communication of wanting to get or avoid something?
9. **Identify replacement behaviors or skills that**
 - a. allow the individual to get their needs met in a more socially appropriate way.
 - b. will “work” just as well as the challenging behavior.

Mary looks at the steps in developing a plan and wonders how to use these steps to help Suzy adjust to the new home and feel comfortable and happy. The DSPs at Martha's Place have all worked on creating a positive environment at the home. They have also worked on supporting all of the individuals to have a good quality of life. Mary wonders how to positively support a new, unhappy resident. She knows she should develop a relationship with Suzy and try to understand why she is unhappy. Mary feels overwhelmed and doesn't know what to do.

How do you begin to support a person with challenging behavior? Let's begin by looking at the previous list of steps in developing a support plan and break each of the items into some specific activities that can be used to develop an overall support system for individuals with challenging behavior.

All behavior has meaning and serves a need for the person. You need to do some detective work to find out the meaning (or purpose) of the behavior. We call this process functional assessment. Once you have a better understanding of why the behavior is occurring, you can identify and teach appropriate replacement skills as an alternative to the challenging behavior.

Step 1: Examining Quality of Life Areas

To begin the process of functional assessment, let's look at some important questions to help us figure out the meaning of the behavior and why it is happening.

To begin this process we will breakdown the steps for developing a the Behavior Support Plan into some specific activities.

Step 1. First, identify “Quality of Life” areas that may be lacking and contributing to behavior challenges. Figure out how to improve these areas in the individual's life; that is, add more opportunities for choice and variety, suggest meaningful activities based on preferences, or use a more person-centered planning process.

One of the first steps in developing a behavior support plan is to look at an individual's quality of life areas. It is important to get to know the individual to figure out whether the quality of his or her life is enriching and encouraging to them.

Think about how you get to know any new person who comes into your life. You usually begin by talking to them and finding out about their life; for example, who is in their family, what kind of work they do, what kinds of things they like to do for fun, etc. You also spend time with the person doing activities that you both enjoy and you watch and pay attention to the things they choose to do and say. You find out what they like and don't like, usually in a very informal way over time. But how do you do this with a person who is not able to use words to tell you these things? Where would you start?

Ways of getting to know a new individual in your home:

- Attend the IPP meeting that is held before or immediately after the individual arrives.
- Attend the person-centered planning meeting to plan for a smooth transition into the new home.
- Read the file.
- Talk to other staff and team members to see what they observed or learned about the individual.

It is helpful to create a profile of the individual so that all team members can give input and understand more about the individual. The profile could include information that you might or might not readily find in the file but would be helpful for people supporting the individual to know in order to create a supportive and welcoming environment. Information about what the individual likes and dislikes, strengths and challenges, and any other information about the individual is helpful. This information is collected by all the team members and is done by:

- Observing the individual.
- Talking with other DSPs about their observations.
- Having discussions at the person-centered planning meeting and IPP meeting.
- Talking with family members and others who know the individual.

The following profile can help to organize the information for easy use and reference.

ACTIVITY

Think-Pair-Share: Creating an Individual's Profile

Directions: Think of an individual who you support. Develop a profile of the individual's characteristics, strengths, and needs based on input from the team members. Note when you do not have enough information about how to answer the questions. How would you get that information? Share about the profile with a classmate.

Profile of the Individual's Strengths and Needs

Who is _____?

What does _____ like?

What are _____'s strengths (i.e., capabilities)?

What does _____ dislike?

What are _____'s challenges and needs?

Having the same information in one place is helpful to those providing support and helps everyone get to know a great deal about the individual in a short period of time.

Step 1: Examining Quality of Life Areas

Quality of Life Questions to Consider

In Year 1, we discussed the quality of life of individuals and how important it is to consider these issues for all of the individuals you support. It is particularly important to consider the quality of life for individuals who exhibit challenging behavior. They may be trying to tell us that something about their life quality is missing or not acceptable.

It is helpful to consider these questions when developing a profile of an individual as it helps us think about things the individual likes and dislikes, and the ways that these likes might be included in their daily life.

1. What would increase or strengthen the individual's friendships and social activities?
2. How can you help the individual get involved in more activities in the individual's home, school, work, or community?
3. How can you help the individual have more opportunities for choice making, and more control over parts of his or her life?
4. How can the individual's self-esteem and confidence be strengthened?
5. What might get in the way of the individual's ability to have greater independence and a higher quality of life?

Step 1: Examining Quality of Life Areas

Individual Daily Schedule

Another way to get to know an individual is to look at how they spend their time. This can be done informally by watching and noticing what the individual does. When an individual has challenging behaviors and is clearly upset on an ongoing basis, a more formal look at their schedule might be a way to find out what they like and don't like to do. Writing down the typical daily schedule is a good way to gather this information.

The Typical Daily Schedule that follows is one way to record information about how an individual usually spends their day. You would record what the individual does from the time he or she gets up until they go to bed. Support providers complete the schedule by listing the time of day, activity the individual is involved

in, and what kind of support and who provides the support, if necessary, for each activity. Several days worth of schedules might be kept and then the information compiled to form a typical day schedule. At the bottom of the schedule is a place to record any changes that might occur on a weekend or an infrequent basis.

This information can also be particularly helpful when looking at patterns of behavior to determine when, where, and under what circumstances a behavior occurs.

A completed example of a typical daily schedule follows. You will notice information about daily activities along with activities that occur less frequently.

Step 1: Examining Quality of Life Areas

ACTIVITY

Individual Daily Schedule

Directions: Look over the completed schedule for Kevin and think about whether it is like the schedule you might have at your facility. Then think about what you are able to learn about Kevin by looking at this schedule and share your thoughts with your classmate.

A blank Individual Daily Schedule is available in Appendix 9-A on page S-34 for you to use in your facility.

Kevin’s Daily Schedule

Time	Activity	Support Person
6:30 a.m.	Wake up housemates	Sally
7:00-8:00 a.m.	Breakfast and a.m. routine	Sally
8:00 a.m.	Take transit bus to work	
9:00 a.m. - 1:30 p.m.	Work at Home Depot	Job coach
2:30 p.m.	Arrive home on transit bus	Jon
3:00-3:30 p.m.	Other housemates arrive home	Jon and Dan
3:30-5:00 p.m.	Home chores	Jon
5:00-6:00 p.m.	Free time	Dan
6:00-7:00 p.m.	Dinner	Jon and Dan
7:00-9:00	(M,W,Th,F) Board games/social time	Jon and Dan with other housemates
7:00-9:30 p.m.	(Tuesdays) Community outing	Jon
9:30-11:00 p.m.	Relax/video games, etc.	Dan

Weekend Schedule Changes:

Kevin and other housemates sleep in and go on community outings both days.

Step 2: Defining the Challenging Behavior

Step 2. Identify and **define the challenging behavior(s)** by precisely defining what the person does (kicks, throws objects, hits self with fist, etc.) and observing when the behavior occurs, how long the behavior lasts, how often it occurs, and how intense it is. (You can use a scatter plot to look at how long the behavior lasts and when it occurs.)

Determining the communicative intent of the behavior is often helpful in trying to define the behavior that the individual is using to tell us what is wrong. Clearly defining the behavior is also important when you begin to develop a plan for changing the behavior.

It is important that the target behavior be defined in clear terms that are observable and measurable. This means that you and others will know the behavior when you see it. When the behavior is clearly defined, it can be recorded as it happens and determined if it is improving or changing over time.

When defining the behavior, it is important to use words that are descriptive and that you can see.

Instead of saying the behavior is “acting out” you could say that the individual yells, hits, swings arms, and stomps feet, instead.

Instead of “gets upset” you could say that the individual cries, screams, clenches fists, and slams fist down.

Step 2: Defining the Challenging Behavior

ACTIVITY

Defining the Challenging Behavior

Directions: Continue to think about the individual with challenging behavior that you have described in the previous activities. Answer the following questions about their challenging behavior to help you define the behavior that the individual exhibits. Write it on the worksheet. Turn to a classmate and describe.

.....
Determine what the individual's challenging behavior looks like.

.....
Estimate how often the behavior occurs.

.....
Describe how intense or severe the behavior is.

.....
Determine what skills appear to be lacking.

It is important that you be as clear as possible when defining the behavior, as it will be used in all of the next steps.

Step 3: Identifying the Antecedents

Step 3. Identify the antecedents (behavioral “triggers” and other factors) that are present immediately before the challenging behavior occurs, including medical variables, activity, environment, people present, time of day, etc.

You can use an A-B-C observation data, scatter plot, or positive behavior support worksheet questions, which we will talk about later.

You also want to begin to figure out as much as you can about the challenging behavior such as how often it occurs, what happens before the behavior that might cause it, and what might be motivating the individual. Completing assessment tools (like A-B-C data sheets, a scatter plot, or a Motivation Assessment Scale) can help you find out why the behavior is happening.

The A-B-Cs of Behavior

First, let’s spend a few minutes talking about the A-B-Cs of behavior. Here is a simple tool that helps you to be aware of patterns in behavior(s) over time. It’s called an A-B-C Data Sheet. **A-B-C data** is information about what happens before, during, and after a specific targeted behavior.

You will notice the A-B-C chart contains three columns: the first or far left column is for listing the **Antecedents** (what happens before the behavior), the middle column is for listing the **Behaviors**, and the last or far right column is for listing the **Consequences** (what happen after the behavior) of the behavior. Let’s go into more detail about each section.

The **“A”** section stands for **Antecedents**, or what happens right before the behavior happens. This is where you would document time of day, the place where the behavior happened, what people were around, the activity, and anything else you noticed that may have triggered the behavior. **Behavior triggers** are things in the environment that cause a challenging behavior to occur.

The **“B”** section stands for the **Behavior**. In this section, write down what happened during the behavior; that is, what the individual actually did. This should be stated in measurable and observable terms.

The **“C”** section stands for **Consequences** or what happened after the behavior. Here is where you should record how individuals responded, what they did after the behavior, and any other consequences or outcomes that followed the behavior.

The A-B-C data sheet should be one of the first tools you use when confronted by challenging behavior. You can easily make your own A-B-C sheet on a piece of blank paper by simply dividing it into three sections.

Remember that the more A-B-C data you have, the easier it is to identify patterns in the antecedents and consequences.

A-B-C Data Sheet

ANTECEDENT <i>What happened BEFORE the Behavior</i>	BEHAVIOR <i>What happened DURING the Situation</i>	CONSEQUENCE <i>What happened AFTER the Behavior</i>
<p>Things we can find out:</p> <ul style="list-style-type: none"> • Identify behavior triggers or what sets off the behavior? • When is it more and less likely to occur? • Where is it more and less likely to occur? • What activities are most and least likely to promote the behavior? • Are medications or medical factors influencing the behavior? • What do people do or say that leads to a behavior? 	<p>Things we can find out:</p> <ul style="list-style-type: none"> • What does the behavior look like? • What did the individual actually do? • How often does it happen? • How long does it last? • How severe was it? • Are we paying attention to decreases in or absence of typical behaviors also? 	<p>Things we can find out:</p> <ul style="list-style-type: none"> • What is the payoff for the challenging behavior? (All challenging behavior is reinforced by something!) • What is the behavior saying to us? • What is the individual getting or avoiding through the behavior?

The A-B-Cs of Behavior

Recording this information on an “A-B-C” data sheet will help you to find patterns in antecedents and consequences so you can better understand why the behavior happens. When you look at antecedents, you can find out when behaviors are more and less likely to occur, where, with whom, and during which activities.

This A-B-C Data Sheet focuses on antecedents and consequences to the behavior over time. This tool should be one of the first ones used when you are faced with a

challenging behavior. When you record A-B-C data over a period of time, you should be able to see patterns in the antecedent data. These patterns should help identify the circumstances around the behavior:

- When?
- Where?
- With whom?

A blank A-B-C data sheet can be found in Appendix 8-B on page S-35.

The A-B-Cs of Behavior

Antecedents

This data should help you to identify some behavior triggers that are likely to lead to the challenging behavior. **Behavior triggers** are things in the environment that set off a targeted behavior. Sometimes you find out that things you say or do may actually be triggers for an individual's behaviors. Once you figure this out, you can often change what you are doing or saying and actually see an improvement in the individual's behavior. Similarly, you should be able to find some patterns in the consequences by looking at the A-B-C data. It is important to find out what consequences usually follow a challenging behavior.

Examples of antecedents:

- **Personal expectations** are the expectations the individual has about the environment, what will be happening to him or her, and how predictable these events are; for example, when meals are usually served.
- **Expectations of others** about the individual; that is, what others assume they can or can't do. For example, I know if we try to go to an action movie, Jack will throw a fit. Individuals often live up or down to the expectations that others have of them. If we expect a person to display behavior challenges, they probably will!
- **Nature of materials** that are available to the individual. What is his or her reinforcement value and is it meaningful; for example, someone likes rock and roll music, but only country western is available.
- **Nature of the activity** in which the individual is engaged. How difficult is the activity for the individual? Is it something that the person likes or prefers? Is the activity functional and age appropriate?
- **Nature of the instructions given to the individual** refers to how clear and simply instructions are given. Are they given verbally, visually, through signed information, or other ways?
- **Number of people present** in the environment.
- **Behavior of other people present** can have a big influence on behavior, both good and bad.
- **Environmental pollutants** include noise, crowds, temperatures, and lighting.
- **Time of day when behaviors occur** or don't occur. You can use a scatter plot to help find patterns in behaviors; for example, when are behaviors most and least likely to occur?
- **Individual's physiological state** such as hunger, medication, seizures, pain, medical issues, and lack of sleep.
- **Length of activity** is the amount of time it takes to complete an activity. This can have a big influence on behavior. Sometimes, breaking down an activity into smaller parts can help.
- **Sudden change in routine** can act as a trigger for behaviors to occur.
- **Predictability** means that things happen in a certain, regular way.

It is important for you to pay attention to what happens before and after the behavior because it helps you to understand the relationship between a person's behavior and its antecedents and consequences. By paying attention to this relationship, you can do a better job of finding out what a person is saying through behavior and figure out an appropriate replacement behavior.

ACTIVITY

Find the Behavior Triggers

Directions: In small groups, read and discuss the following scenarios. Underline the possible antecedents (what happened before the behavior) that may be acting as a trigger.

.....
Scenario 1

Time: 9:30 p.m.

Location: Ramon's room

Behavior: Scream/yell

Incident: Ramon's roommate was watching "Jeopardy" on television in their room. Ramon told his roommate that he wanted to watch wrestling instead. His roommate said "No." Ramon started to scream and yell profanities at his roommate. Staff came into the room and asked Ramon what was going on.

Ramon said he wanted to watch wrestling. Staff told Ramon he could watch wrestling on the television in the living room. Ramon stopped screaming and watched wrestling in the living room.

.....
Scenario 2

Time: 7 p.m.

Location: Loretta's room

Behavior: Bite self/scream

Incident: Loretta was sitting in her room listening to the radio. Staff came in and said, "Loretta, you need to do the dishes now." Loretta started to bite her arm and scream. Staff asked Loretta to take deep breaths until she calmed down.

.....
Scenario 3

Time: 1:30 p.m.

Location: The Mall

Behavior: Throwing lunch pail

Incident: The DSP was supporting four individuals on a shopping trip to the mall. The DSP said, "It's time to leave and go to the bus stop." Jose threw his lunch pail across the store. Staff helped Jose to pick it up and then they left the store.

Scatter Plot

The scatter plot is another way to look at and define behavior based on how often and when it occurs. This simple tool takes very little time and effort to complete. It was developed by Dr. Paul Tochette from the University of California, Irvine. It has squares representing 30-minute intervals from 6:00 a.m. through 10:00 p.m. for an entire month.

The person recording the data is asked to place an “X” in the square that corresponds to the time and date a challenging behavior occurs. If a behavior occurs more than three times in 30 minutes, darken the whole square.

After the data has been recorded for three to four weeks, use the scatter plot to identify patterns in behavior over time. This can help you identify when the behavior is more likely to occur, and then match those times and days to the activities, environments, task demands, people, and other events that may be triggering

the behavior. It is also important to look for times when the behavior is least likely to occur so you can find out what things are working in the individual’s life.

Some behaviors work well with a scatter plot. These include: aggressive behavior toward others, tantrums and toileting accidents, ripping off clothing, or breaking or hitting things. The scatter plot is not as useful with very high frequency behaviors; for example, any behavior that occurs an average of 10 or more times an hour.

Let’s look at a scatter plot about Dennis. The behavior is taking clothes off in public. This data was not collected on the weekends, which is why there are no “X’s” in the two-day spots representing Saturdays and Sundays. Look for patterns when the behavior is most and least likely to occur. What questions would you ask of the staff that supports Dennis?

ACTIVITY

Scatter Plot

Directions: In your groups, spend about five minutes discussing the following questions based on the scatter plot:

1. When is the behavior most likely to occur?
2. When is the behavior least likely to occur?
3. What activities might be happening during the times that the behavior occurs?
4. What activities might be happening when the behavior does NOT occur?

Name: Dennis Bockman

Month/year: 3/12

Behavior Definition: Taking clothes off in public

Behavior did NOT occur Behavior DID occur Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
6:00-6:30am																							
6:30-7:00																							
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7:30-8:00																							
8:00-8:30		x	x	x				x		x	x			x		x	x	x					
8:30-9:0	x	x	x	x	x			x	x		x			x		x	x	x					
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Scatter Plot

Here are some of Dennis' patterns you should be able to identify:

- Behaviors happen most often between 8:00 a.m. and 9:30 a.m. What is happening during those times?
- Behaviors happen least often (not at all), between 9:30 a.m. and 11:00 a.m. What is working during these times?
- There also seems to be a higher likelihood of the behavior on every fifth day (Fridays).
- What questions would you ask staff members who support Dennis?
Again, you can see how so many different things influence behavior and how we might be able to support individuals in learning better ways of communicating by changing environmental triggers.

ACTIVITY

Another Scatter Plot

Directions: Look at the schedule for Kevin that follows. It contains two weeks worth of data on Kevin's target behaviors of screaming and cussing. Use this information to plot his behaviors on the blank scatter plot on page S-22.

After plotting the behavior on the graph, refer back to Kevin's daily schedule on page S-11 to see what he is doing during the times he exhibited the target behavior. Look for patterns in Kevin's behavior when the behavior occurs the most and the least. Try to answer the following questions:

- 1. What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?*
- 2. Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings (Mon/Wed/Thurs/Fri) when there are behaviors?*
- 3. What is different about weekend activities (no problem behaviors recorded) and weekday evenings when there are problem behaviors?*
- 4. Why do you think Kevin has no problem behaviors during the weekdays?*
- 5. What minor changes would you make in Kevin's schedule to help his day go more smoothly and hopefully reduce some of his challenging behaviors?*

ACTIVITY

Kevin's Data, Part 1

Directions: Review the two weeks of data below. Using the scatter plot that follows, mark an "X" under the appropriate time and date for every time Kevin screamed or cussed.

When is Kevin more and less likely to scream or cuss, and why?

Date:	Time:	Activity/Behavior:
9/5	6:31 am	Screamed
	6:35 am	Screamed
	3:20 pm	Cussed for five minutes
	6:50 pm	Screamed and cussed
9/6	6:35 am	Screamed
9/7	6:40 am	Screamed
	3:25 pm	Cussed for five minutes
	7:10 pm	Cussed and screamed
9/8	6:35 am	Screamed
	3:29 pm	Cussed for 10 minutes
	7:45 pm	Screamed and cussed
9/9	6:33 am	Screamed
	3:25 pm	Cussed
	7:05 pm	Screamed and cussed
9/12	6:32 am	Screamed
	3:25 pm	Cussed for five minutes
	6:35 pm	Screamed
9/13	6:32 am	Screamed
9/14	6:32 am	Screamed
	3:31 pm	Cussed
	6:44 pm	Screamed and cussed
9/15	6:31 am	Screamed and Yelled
	3:32 pm	Cussed
	7:45 pm	Scream and cussed
9/16	6:34 am	Screamed
	3:25 pm	Cussed
	7:20 pm	Scream and cussed

Scatter Plot

Name: _____ Month/year: _____

Behavior Definition: _____

Behavior did NOT occur
 Behavior DID occur
 Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
6:00-6:30am																								
6:30-7:00																								
7:00-7:30																								
7:30-8:00																								
8:00-8:30																								
8:30-9:0																								
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9:00-9:30																								
9:30-1 0:00p																								

ACTIVITY

Kevin's Data, Part 2

Directions: Compare Kevin's daily schedule on page S-11 to the scatter plot. Identify patterns about when the target behavior is most and least likely to occur. Answer the following questions with a partner:

- 1. What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?*
- 2. Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings (Mon/Wed/Thurs/Fri) when there are behaviors?*
- 3. What is different about weekend activities (no problem behaviors recorded) and weekday evenings when there are problem behaviors?*
- 4. Why do you think Kevin has no problem behaviors during the weekdays?*
- 5. What minor changes would you make in Kevin's schedule to help his day go more smoothly and hopefully reduce some of his challenging behaviors?*

It can also be very helpful to teach someone you support to monitor his or her own behavior. By using checks, an individual can see right away how they are doing. In other words, someone could use it as a self-reminder instead of needing a staff person to tell him or her.

Step 4: Identify Other Events

Step 4. Identify other events including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior. Again, the A-B-C observation data, scatter plot, and worksheet can help.

Behaviors are strategies that individuals use to get their needs met. *All* behaviors mean something. When you observe behavior that is very different than usual for the person, you should look at possible medical reasons for the behavior first! You should work closely with doctors to find out if there is any medical basis or reason for the behavior. Medication side effects can also influence behaviors. As we have discussed in previous sessions on medications and health, it is very important to notice any change in behavior as a possible medical issue. Pay attention to decreases in or absence of typical behaviors.

The support team should work closely with physicians to monitor medications, possible side effects, and medical issues. Working with doctors, neurologists, psychiatrists, and other medical professionals is essential in assessing medical issues that influence behavior.

If there is a medical problem, once it is diagnosed and treated, challenging behavior issues will likely disappear. There will no longer be a need to communicate the symptoms of the illness through behavior.

Step 5: Identify the Consequences

Step 5. Identify the consequences that happen after the behavior that may be reinforcing (maintaining) the challenging behavior(s). Remember, the reason that challenging behavior exists is because it is being reinforced by something. You want to find out what individuals are getting or avoiding through their challenging behaviors and give them a more appropriate strategy or skill to use that will still allow them to get their needs met.

Finally on our A-B-C chart, let's look at things you may find about consequences that may be maintaining the challenging behavior. What is the payoff for the problem behavior? Remember, every challenging behavior is being reinforced by something!

According to the rule of reinforcement, if a behavior continues to happen on a regular basis and/or increase over time, it is being reinforced, or paid off, by something, although you may not always know what it is. You can use our A-B-C data to help figure out what is reinforcing a behavior.

- ▶ What is the behavior saying to us?
- ▶ What is the person getting or avoiding through the behavior?

The “C” section stands for **Consequences**, or what happened after the behavior. Here is where you should record what people (staff and peers) did after the behavior and any other consequences or outcomes that came after the behavior.

When you don't find patterns in Antecedents or Consequences for a particular behavior, you probably need to observe more for additional A-B-C data.

ACTIVITY

Looking at What Happens After the Behavior

Directions: Break into small groups. Read through the scenario and underline the possible consequences for (or what happens after) the behavior. When you finish, discuss with your group.

.....
Scenario 1

Jessie, who cannot see very well, was walking to the mailbox and fell over a branch on the path. Staff ran to him and asked if everything was okay. Jessie said “yes” and returned to the house.

The next day Jessie was knocked over by a neighbor’s dog and began to cry. Staff again ran out, but this time brought an ice cream bar. Jessie ate the ice cream and said, “Thank you” to the staff.

The next day, Jessie fell in the hallway and immediately began crying even though no visible sign of injury was noticed. Staff asked Jessie if everything was okay and Jessie asked for an ice cream bar and the staff brought one immediately. Jessie has been falling down and crying a lot more these past few days than in the past.

What do you think that Jessie is either getting or avoiding from her behavior?

Scenario 2

Each day staff spends a lot of time trying to get Chris to finish his assigned chores. His chores include making his bed each morning, setting the table for dinner, folding his laundry, and vacuuming his room. If the weather is nice, Chris is also responsible for watering the garden and filling the bird feeders.

The only chores Chris seems to do without a problem are the outdoor chores. He spends more than an hour each afternoon watering and filling the bird feeders. He does not do any of his other chores without throwing things.

Yesterday, a new morning staff told Chris that if his bed were made fast enough there would be time to water the garden in the morning before work. Chris made the bed in two minutes. In the afternoon, Chris folded the laundry without any argument after being told that the flowerbed needed special attention as soon as his regular chores are done.

Today, when Chris was asked to set the table, he threw the silverware across the kitchen.

What do you think that Chris is either getting or avoiding from his behavior?

ACTIVITY

Identifying Possible Consequences for Challenging Behaviors

Directions: In small groups, read and discuss the following scenarios. Underline the possible consequences (what happened after) that may be maintaining or reinforcing the challenging behavior.

Scenario 1

Time: 2:00 p.m. Sunday

Location: Living Room

Behavior: Crystal interrupts roommates and refuses to discuss choices she doesn't like.

Incident: Three roommates were deciding on the weekly menu in order to plan the shopping and cooking schedules. Two of them suggested spaghetti for Tuesday. Crystal loudly said, "No way, we are having fish and chips!" One roommate quietly said, "But..." and Crystal interrupted loudly, "That is the way it is going to be!" The other two roommates both said okay softly.

Scenario 2

Time: 4:00 p.m.

Location: Van driving to store

Behavior: Hitting window with fist

Incident: Pat is in the van with staff driving to the store. The staff was talking to another person in the van. Pat began waving and gesturing at the radio. The staff ignored her. Pat began to hit the van window with her fist. The staff said, "O.K., Pat, I'll turn the radio on." Pam calmed down.

Scenario 3

Time: 5:30 p.m.

Location: Family Room

Behavior: Hitting others

Incident: Sally was playing with a hand held video game. Staff asked her to turn the game off and set the table. Sally continued to play. Staff went to Sally and asked her again to turn the game off. Sally hit the staff on the arm. Staff left Sally alone until she calmed down.

When you record A-B-C data on one or more specific behaviors over a period of several weeks to a month, you should be able to see that some antecedents are the same or similar. By looking for patterns in the antecedent data you should be able to find out when, where, and with whom the behavior is more and less likely to happen. This also helps you to identify some behavior triggers that are likely to lead to a challenging behavior. Sometimes you find out that things you say or do may actually be triggers for an individual's behaviors.

Once you figure this out, you can often change what you do or say and actually

see an improvement in the individual's behavior.

Remember: All behaviors are being reinforced (or rewarded) in some way. This includes challenging behavior. The Consequence section (C) of your A-B-C data may show that a individual's behavior is followed by avoiding a task or activity, getting a social interaction from someone, or getting food, drink, money, or other tangible item.

When you don't find patterns in Antecedents or Consequences for a particular behavior, you probably need to do more observations to get more A-B-C data.

The following two scenarios are for you to practice completing an A-B-C data sheet. Work in small groups and read and discuss the scenarios. Then work on

completing the A-B-C data sheets for each individual. Discuss the process after you are finished with both.

ACTIVITY

Completing An A-B-C Data Sheet

Directions: After you have broken into groups, read the following observations of Annette. When you are finished, use the A-B-C data sheet that follows to describe what you read. In the Antecedent section, write down the antecedent events that happened before (that preceded) Annette's behavior. In the Behavior section, write down Annette's actual behavior (what did she say or do?). In the Consequence section, write down the consequences that happened after the behaviors occurred and what other people said or did.

Annette

Father is late for work and he is rushing Annette to her bus, which she takes to her day program. Annette says, "Nobody likes Annette." Her father stops and says, "Of course we like you; you're a good girl," and kisses Annette on the cheek as she gets on the bus.

Annette and some of her classmates go to the grocery store with a staff person. Annette has finished her shopping and approaches the staff person. She tells Annette, "Go look at some magazines until everyone else is finished shopping." Annette replies, "Everyone hates Annette. She's no good." The staff member says, "Stop it, Annette, or you'll have to go to the van." Annette continues to say negative statements about herself and the staff member ignores her.

Annette is sitting with some other students at school in the cafeteria. All the students, except for Annette, are talking with each other for several minutes. All of a sudden, Annette says, "Annette's bad." One of the students says, "It's okay, Annette, you're all right," while another student says, "Just ignore her. She's always saying stuff like that."

Questions to discuss:

1. What are some **antecedents** you noticed? What are some **consequences** you noticed?
2. What are some consequences that may be maintaining her behavior?
3. What do you think Annette is getting or avoiding through her behavior?
4. Using a positive approach, what strategies would you suggest to her support team?

A-B-C Data Sheet

ANTECEDENT
*What happened
BEFORE
the Behavior*

*Time of day, location
or environment, who
was around, what was
happening, task or activity,
etc.*

BEHAVIOR
*What happened
DURING
the situation*

Describe the behavior.

CONSEQUENCE
*What happened
AFTER
the behavior*

*What was the response from
people or the environment,
what did others say or do, other
consequences?*

Review

In this session you have learned about several different ways to define and analyze challenging behavior. You have learned how to define a behavior into terms that are observable and measurable. You have learned how to use two tools to help analyze the behavior and pinpoint where and when it occurs.

We have gone through the first five steps of developing a positive behavior support plan including:

1. **Identifying “Quality of Life”** areas.
2. Identifying and **defining the challenging behavior(s)**.
3. **Identifying the antecedents** (behavioral “triggers” and other factors) that occur before the behavior.
4. **Identifying other events** including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior.
5. **Identifying the consequences** that happen after the behavior that may be reinforcing (maintaining) the challenging behavior(s).

In the next session, we will complete the next four steps in the development of the Positive Behavior Support Plan and learn how to teach replacement behaviors and activities that are useful in decreasing the challenging behavior and increasing appropriate behaviors.

PRACTICE AND SHARE

Think about one of the individuals you support who has challenging behaviors. What type of information might you use from the tools we learned about today that will help you learn about their behavior more specifically.

Quiz: Positive Behavior Supports, Part 1

- | | | | | |
|----|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 2 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 3 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 4 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 5 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 6 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 7 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 8 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 9 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |
| 10 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D |

Questions 1-3 are about the following scenario:

Scenario: Carlos does not like listening to music. His roommate, Richard, likes listening to country music. This afternoon, Richard turned on the radio to his favorite country music station. Carlos started yelling and waving his fists. Richard turned the radio off.

1. What is the *antecedent* in the scenario?
 - A) Richard turns the radio off
 - B) Carlos yells and waves his fists
 - C) Richard likes country music
 - D) Richard turns the radio on
2. What is the *target behavior* in the scenario?
 - A) Richard likes country music
 - B) Richard turns the radio off
 - C) Carlos yells and waves his fists
 - D) Richard turns the radio on
3. What is the *consequence* in the scenario?
 - A) Richard turns the radio off
 - B) Carlos yells and waves his fists
 - C) Richard turns the radio on
 - D) Richard likes country music
4. What is one role of the DSP in developing and implementing a behavior support plan?
 - A) collecting information about an individual's daily activities
 - B) keeping the behavior support plan safe
 - C) punishing an individual who has challenging behavior
 - D) writing the entire behavior support plan

5. **What “quality of life” areas may promote support the individual’s positive behavior?**
 - A) the individual does the same routine and has no variety of activities
 - B) the individual has no choice about how the spend their time
 - C) the DSP chooses what the individual does each day
 - D) the individual has opportunities to choose from a variety of meaningful activities
6. **When defining a challenging behavior, it is important to**
 - A) describe what happens after the behavior occurs
 - B) describe what happens while the behavior occurs
 - C) describe what happens before the behavior occurs
 - D) describe what other people do after the behavior occurs
7. **Why is it important to know how DSPs and other people react to an individual’s challenging behavior?**
 - A) because DSPs should tell individuals what they should be doing instead of the challenging behavior
 - B) because other people know how to stop that behavior
 - C) because challenging behavior is usually reinforced by other people's behavior
 - D) because DSPs should ignore the individual when the challenging behavior occurs
8. **Describing what happens before challenging behavior occurs helps the DSP**
 - A) identify other events that may influence the behavior
 - B) identify specific consequences of the behavior
 - C) learn about the people who are present
 - D) learn how to communicate with the individual
9. **When using a scatter plot, the DSP should**
 - A) record what happens after the challenging behavior occurs
 - B) describe what the behavior looks like
 - C) record what happens before the challenging behavior occurs
 - D) record how often and at what time the challenging behavior occurs
10. **The A-B-C Data Sheet includes information about**
 - A) quality of life areas that may contribute to the challenging behavior
 - B) the number of times the challenging behavior occurs each day
 - C) what the individual does when punished for the challenging behavior
 - D) what happened before, during, and after the challenging behavior occurred



Appendices



Appendix 9B: A-B-C Data Sheet

ANTECEDENT
*What happened
BEFORE
the Behavior*

*Time of day, location
or environment, who
was around, what was
happening, task or activity,
etc.*

BEHAVIOR
*What happened
DURING
the situation*

Describe the behavior.

CONSEQUENCE
*What happened
AFTER
the behavior*

*What was the response from
people or the environment,
what did others say or do, other
consequences?*