Building Positive Behavior
Sample Supports
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5 Principles of Building Positive Behavior

1. Behavior is strengthened or weakened by its consequences.
   - Consequences are not negated; they are simply distributed in a chosen manner.
   - Positive consequences reinforce behavior.
   - Negative consequences discourage behavior.

2. Behavior is largely a product of its environmental context.
   - Changing behavior's environment is challenging.
   - To set up the environment for success, anticipate support or needed resources.

3. Behavior ultimately responds better to positive consequences.
   - Negative consequences are not stronger.
   - Positive consequences are more effective.

4. Past behavior is the best predictor of future behavior.
   - Historical information is included in all client support plans.
   - Be prepared for the worst-case scenarios but expect the best.

5. Changing behavior for changing the environment is a slow and gradual process.
   - Behavior change is a journey, not a destination.
   - Consistency and incremental progress are key.
   - Encouraging and evaluating progress are essential.
Behavior is strengthened or weakened by its consequences

- Consequences are not negative - they are simply a response to an action
- Natural consequences vs. intentional consequences
- Consequences serve as reinforcements for both positive and challenging behaviors
Behavior ultimately responds better to positive consequences

- Increase opportunities for positive consequences
- What might this look like in your role or program?
Behavior is largely a product of its immediate environment

- Changing individual's themselves is challenging
- Goal to set up the environment for success
- Proactive supports > reactive responses
Changing behavior by changing the environment is a slow and gradual process.

- Behaviors build over a lifetime
- May take years to see progress
- While behaviors may improve, causes of those behaviors may continue to exist
- Celebrating the small victories
Past behavior is the best predictor of future behavior

- Historical information included in all client support plans
- Be prepared for the worst case scenario, but expect the best
Proactive Methods of Building Positive Behavior

- How do you build rapport quickly?
- What is meaningful and effective work?
- Keep your cool
- Next to impossible: behavior as a result of social reinforcement, approximating behavior
- Have a plan that is far and within your reach.

- Meaningful outcomes:
  - Following through on promises
  - Without follow-through, there is no trust
  - Can never accomplish what is not capable of being achieved.
  - Do not use a salesperson for individuals with a severe disability
  - Be persistent using the behavioral plan
  - If the plan does not seem accessible, communicate at your limits and experience.
Identifying yourself as a safe and reinforcing person

How do you build rapport quickly?

- Presenting as in control
- Presenting as confident
- Positive demeanor
- Expecting boundary pushing
- Maintaining boundaries
• Presenting as in control
• Presenting as confident
• Positive demeanor
• Expecting boundary pushing
• Maintaining boundaries
Keep your cool

What does cool, calm, and collected look like?

- Neutral affect
- Minimize the effect behavior has on you
- Pivoting attention to positive behaviors
- Remain confident and in control
• Neutral affect
• Minimize the effect behavior has on you
• Pivoting attention to positive behaviors
• Remain confident and in control
Use positive behavior to tell clients what you do like, do not wait for an outburst.

What is meaningful and effective praise?

- Specific
- Immediate
- Genuine
- Pointing out behavior you like; not behavior you do not like
- “I like how you are sitting with safe hands” NOT “I like how you stopped hitting”
• Specific
• Immediate
• Genuine
• Pointing out behavior you like, not behavior you do not like
• "I like how you are sitting with safe hands" NOT "I like how you stopped hitting"
React to inappropriate behaviors as a need to teach a replacement, appropriate behavior.

Unless what you are about to say or do has a high probability of making things better, do not say or do it.
• Step 1: support emotion recognition by identifying emotion they may be experiencing
  • "It seems like you are frustrated"
• Step 2: support replacement behaviors by identifying a coping skill that is available
  • "Would you like to take a break or listen to music?"
• Step 3: be aware when those prompts are ineffective and redirect your attention to positive behaviors
  • "We can try talking again in a few minutes. John, I appreciate you having a calm voice right now"
- Do not respond if you do not have a clear plan for how to manage the consequences of your response
  - Know the behavior plan
  - Do not point out the inappropriate behavior
  - Do not say “you are screaming”
  - Identify when minimal attention is the best response
Have a plan that is fair and within your reach.

- Meaningful incentives
- Following through on incentives
  - Without follow through, there is not trust
- Do not provide an incentive that is not feasible to receive
  - Do not use a soda incentive for individuals with a caffeine restriction
- Be prepared using the behavior plan
  - If the plan does not seem accessible, communicate to your teams and supervisor
Behavior Interventions

- Proactive procedures
- Reactive procedures
- Sensory interventions

Proactive Procedures
- Planning procedures
- Positive behavior interventions
- Individual goals
- Visual cues
- Visual supports
- Visual routines
- Visual restrictions
- Specified areas

Reactive Procedures
- Behavior that can require some immediate modification
- Structural procedures
- Physical augment
-视听 cues
- Visual cues
- Visual supports
- Visual restrictions
- Specific areas

Sensory Interventions
- Tactile
- Tactile cues
- Visual cues
- Visual supports
- Visual restrictions
- Specific areas
Proactive Procedures

- Pivoting attention
- Positive behavior momentum
- Incentive programs
- Precuing
  - Visual, verbal, nonverbal
- Rehearsal
- Minimal attention
- Positive reinforcement
  - Specific praise
Reactive Procedures

- Behaviors that may require reaction
  - Elopement
  - Physical aggression
  - Self-harm
- What do these currently look like?
- Non-violent Crisis Intervention
- Verbal deescalation
- Safety control procedures
Sensory Interventions

- Touch based
  - Physical grounding techniques
  - Squeeze, pressure based
- Sensation based
  - Stimulating activities
  - Bin system
- Isolation based
  - Providing area free of sensory stimulation
  - Used when overwhelmed
Creating Meaningful Engagement

Behaviors Happen - Working Through Them Without Minimizing Value

What is meaningful engagement?
- Community involvement
- Identifying meaning in the individual
- Creating structure that is successful in reaching goals
- Stop programming versus employment services
- Avoid care and in-home services

Most Common Engagement Blocks

Behaviors Interrupt Engagement
- Bad behaviors should never disrupt engagement
- Holding boundaries and expectations to reach the goals and maintain working with the plan regardless of the challenges
- Medically verify the plan with deep communication for stakeholders
What is meaningful engagement?

- Community interaction
- Identifying meaning to the individual
- Creating structure that is purposeful in reaching goals
- Day programming versus employment services
- Respite care and in-home services
Behaviors
Interrupt
Engagement

- But behaviors should never discontinue engagement
- Holding boundaries and expectations to reach the goals and reengage
- Sticking with the plan regardless of the challenges
- Mindfully editing the plan with open communication for health/safety
Most Common Engagement Blocks

- Verbal aggression and disruption
  - Loud, noticeable, targeted verbal engagements
  - Creates fear responses in providers, community members
  - Remember your interventions!
- Physical aggression
  - Large amount of energy in from both individual and provider
  - Immediate safety mitigation
  - Refocusing and retrying - even if you know the incident is likely to repeat
- Elopement
- Refusals
  - Most common form of engagement interruption and easiest to avoid re-engagement
  - Remove yourself from the behavior
  - Be ready to wait it out
Supporting Adults vs. Children or Teens

- Treat all adults as adults
- Remember rights of people in services and all people in general
- Community members interpret challenging adult behavior differently
  - Identify and reinforce yourself as the expert
  - Speak up and ask for support
- Know your skill set and prepare for your service
Questions and Rehearsals

- Share experiences, questions, or specific needs
- Rehearse appropriate interventions