



POSITIVE BEHAVIOR SUPPORTS

AN INTRODUCTION FOR PARENTS

Kristine Loccisano BCBA; LBA

What Are Positive Behavior Supports (PBS)?

Strategies used to....

PREVENT

MANAGE

IMPROVE

.... challenging behaviors



WHAT ARE CHALLENGING BEHAVIORS ?

- My child does not listen to me.
- My child won't eat.
- My child will not sit still.
- My child won't go to sleep or wakes up in the middle of the night.
- My child does not get along with his/her siblings.
- My child avoids being with other children

WHAT ARE CHALLENGING BEHAVIORS ?

- My child is aggressive and hits, kicks, bites and/or pushes others.
- My child throws tantrums and throws self to the floor, stomps, cries, screams and/or throws things.
- My child hurts self and hits, bites self, bangs head and/or picks at skin.
- My child engages in odd, repetitive, movements

WHAT IMPACT CAN CHALLENGING BEHAVIORS HAVE?

- They can interfere with a child's relationships with their parents, siblings, other children.
- They can cause harm to themselves or others.
- They can cause a family to avoid social situations.
- They can cause a family to become isolated.
- They can prevent a child from learning.
- They can get worse over time.

WHAT CAN I DO?



TAKE A DEEP BREATH!!!!

There is most likely a reason for why your child is having behavioral challenges.

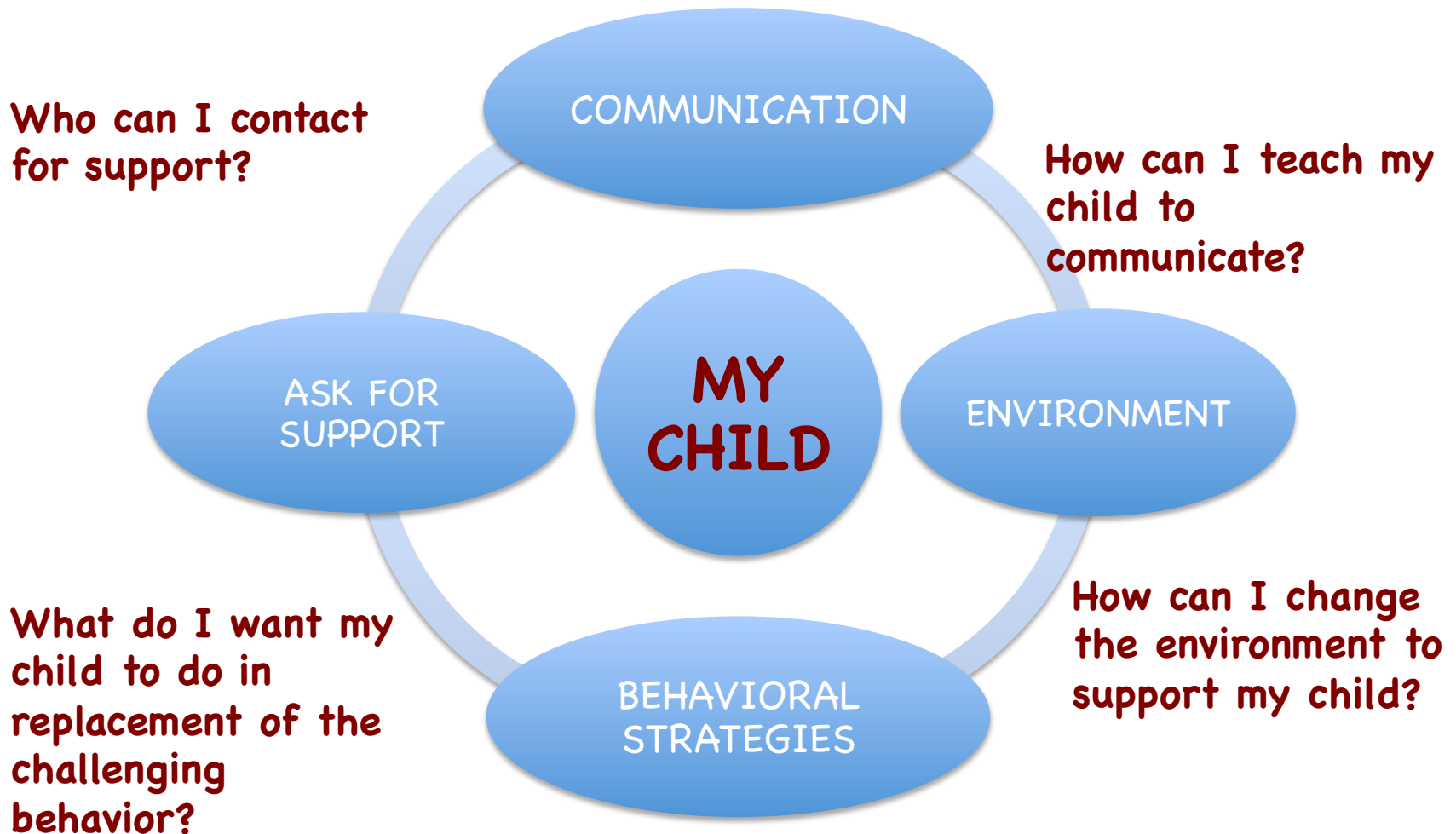
Put on your detective hat and consider some of the possible reasons.



WHAT ARE SOME REASONS FOR CHALLENGING BEHAVIOR?

- My child wants something and I told him/her, "NO".
- My child will not give up his/her toy, iPad.
- My child wants my attention.
- I don't know what my child wants.
- My child cannot "regulate" their own body.
- My child does not understand what I am saying.
- My child cannot communicate.

WHAT CAN I DO?



COMMUNICATION

Is my child trying to communicate something?

- Does he/she want something?
- Does he/she NOT want something?
- Does he/she want my attention?
- Is he/she bored?
- Is he/she hungry, thirsty, scared, anxious, tired, feeling ill?

FUNCTIONAL COMMUNICATION TRAINING

- Using basic communication skills to indicate basic needs and wants
- Basic communication replaces the challenging behavior to achieve the same thing.

I hit Mommy and she comes to play with me

OR

*I use any form of communication to request
"Mommy"*

FUNCTIONAL COMMUNICATION TRAINING

- Forms of communication
 - Gestures –pointing, bringing someone to something, reaching, touching, looking at something
 - Vocalizations – words, sounds, approximations
 - Augmentative – PECS, voice output device, sign language
- Identify your child's method of communication and what he/she is "saying".
 - Write it down

HOW CAN I CHANGE THE ENVIRONMENT?

- Make the environment a successful place
 - Organize and provide structure
 - Inform of transitions and changes
 - Use visual supports
 - Provide a safe place for breaks and alone time
 - Increase opportunities for communication
 - Keep routines consistent
 - Have immediate access to reinforcing items

WHAT ARE SOME BEHAVIORAL STRATEGIES I CAN USE?

- Set clear cut expectations and “talk” to your child.
- “Listen” to what your child is saying, never ignore communication attempts
- Reinforce, reinforce and reinforce all behaviors that are appropriate, including new skills
- Set your child up for success, accept what he/she can do, do not expect more that he/she is capable of

WHAT ARE SOME BEHAVIORAL STRATEGIES I CAN USE?

- Keep your child engaged as much as possible.
- Identify skill deficits, teach and practice
- Practice difficult situations (going to the supermarket) in short intervals that her child is able to tolerate.
- Give choices when appropriate
- Use appropriate language when interacting and recognize if your child has difficulty comprehending.

WHAT ARE SOME BEHAVIORAL STRATEGIES I CAN USE?

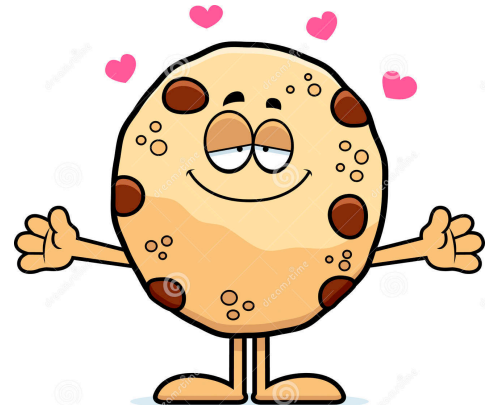
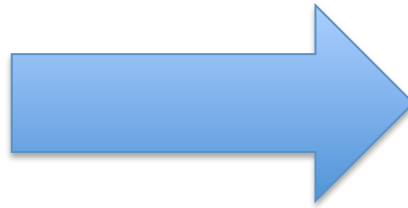
- Establish rules and follow through
- Reinforce, reinforce, reinforce
 - All appropriate behavior
 - All communication, even attempts
 - The absence of behavior
 - Success of new skills and abilities
 - Self control
 - The use of an alternate behavior

WHAT IS REINFORCEMENT?

- Anything that follows a behavior that increases the chance of the behavior occurs again
 - A favorite toy
 - Attention from parent
 - Time alone
 - Favorite snack
- Always pair an item or activity with behavior specific praise

IMPORTANT THINGS TO KNOW ABOUT REINFORCEMENT

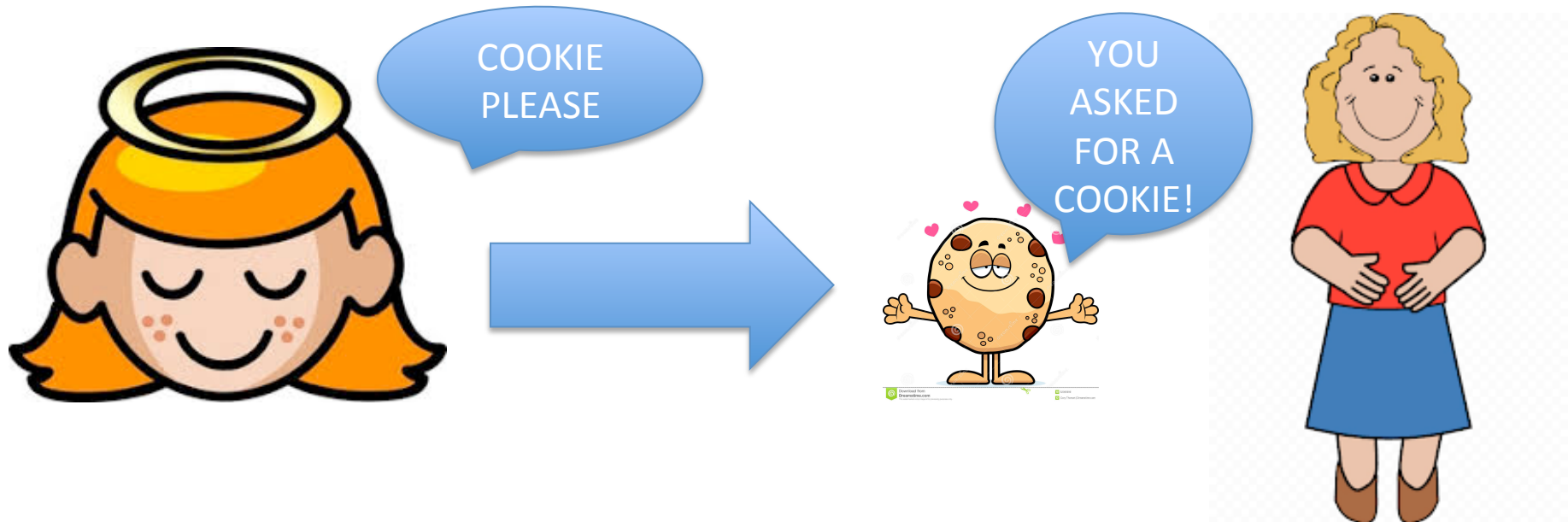
DO NOT WAIT FOR THE
BEHAVIOR TO OCCUR TO
REMIND YOU TO REINFORCE.



IMPORTANT THINGS TO KNOW ABOUT REINFORCEMENT

REINFORCE APPROPRIATE BEHAVIOR

“CATCH THEM BEING GOOD”



IMPORTANT THINGS TO KNOW ABOUT REINFORCEMENT

- Reinforcement needs to be immediate – don't wait to long.
- Reinforcement needs to be consistent
 - How often
 - What type
 - Across various people
- Inconsistent reinforcement can make challenging behaviors harder to change
- If positive or alternative behavior does NOT increase, then reinforcement is not occurring.

IGNORE THE CHALLENGING BEHAVIOR!

ALWAYS KEEP YOUR CHILD SAFE!

- If you know why the behavior is happening – DO NOT GIVE IN!
 - Provide a safe area for your child to calm down
 - Encourage an alternate way to access what he/she wants
 - Ignore and wait it out. IT IS HARD!

IGNORE THE CHALLENGING BEHAVIOR!

WHEN YOU IGNORE INAPPROPRIATE
BEHAVIOR BE PREPARED

THE BEHAVIOR MAY CHANGE!

It may get worse before it gets better

It may start to look different

New behaviors may start

BE PATIENT

ASK FOR HELP

THERE ARE RESOURCES AVAILABLE

- Your child's school
- The school district
- Home therapists
- Online resources

<http://www.apbs.org>

<https://www.parentingspecialneeds.org>

<https://www.autismspeaks.org/>