

POSITIVE BEHAVIOR SUPPORTS

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input checked="" type="checkbox"/> Nonverbal	<input checked="" type="checkbox"/> PK	<input checked="" type="checkbox"/> Classic	<input checked="" type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input checked="" type="checkbox"/> Mixed	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> Adaptive Behavior/Daily Living
<input checked="" type="checkbox"/> Verbal	<input checked="" type="checkbox"/> Middle/High	Functioning	<input checked="" type="checkbox"/> Behavior
			<input checked="" type="checkbox"/> Communication/Speech
			<input checked="" type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

Positive behavior supports or positive behavior interventions and supports (PBIS) is not a discrete set of interventions but involves assessing student needs, strengths and skills, and planning a series of positive interventions that can help the student meet her potential (Horner, Carr, Strain, Todd, & Reed, 2002).

DESCRIPTION

According to Odom and colleagues (2003), positive behavior supports is a group of procedures designed primarily to address the problem behaviors of children with autism (AU). The procedures include functional assessment, prevention of problem behavior, and differential reinforcement of alternative behaviors that replace the problem behavior.

Dunlap and Fox (1999) described an individualized support model incorporating all of these elements and its effects on children with autism engaging in serious problem behavior. In another study, Lorimer, Simpson, Myles, and Ganz (2002) used functional assessment and the Social Stories™ techniques developed by Gray and Garland (1993) as a prevention technique to reduce the problem behavior of a child with AU. Keen, Sigafos, and Woodyatt (2001) used functional assessment to determine the functions of children’s prelinguistic behavior and taught functional communication behaviors that lead to more frequent communication.

Positive behavior support and applied behavior analysis (ABA) share a foundation in the science of behavior. In fact, positive behavior support has its roots in ABA. However, it has many additional features. These include:

1. Placing a high value on embracing person-centered planning approaches when addressing problem behaviors
2. Examining a broad range of variables affecting behavior
3. Making changes in natural life environments and multiple settings to influence behavior
4. Adopting non-aversive intervention techniques to help an individual change his/her behavior
5. Focusing on producing positive changes in quality of life for the individual with problem behavior and his/her family (Beach Center on Disability, 2008).

The Association for Positive Behavior Supports (APBS; 2008) defines positive behavior support as a set of research-based strategies designed to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment. Positive behavior support combines (a) valued outcomes, (b) behavioral and biomedical science, (c) validated procedures, and (d) systems change to enhance quality of life.

Procedures that fall under the PBIS model include (a) functional behavioral assessment, (b) collaborative teaming, (c) proactive support strategies, (d) positive consequence strategies, (e) teaching replacement skills, (f) systems change, (g) addressing competing behaviors, (h) group action planning, and (i) addressing cultural and economic diversity.

Almost all of the interventions in this guide (used individually or in combination) meet the above criteria and thus are considered positive behavior support interventions. Just as there is no one intervention called ABA, there is no one intervention known as PBIS.

SUMMARY

Positive behavior support is an individual-centered approach that looks specifically and broadly at student needs and plans interventions that facilitate life success.

RESEARCH TABLE

No table is presented here as ABA is not a single intervention. Please refer to individual interventions listed under Description.

REFERENCES

- Association for Positive Behavior Supports. (2008). *Positive behavior supports*. Retrieved August 1, 2008, from <http://www.apbs.org>
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- Odom, S. L., Brown, W. H., Frey, T., Karasu, N., Smith-Canter, L. L., & Strain, P. S. (2003). Evidence-based practices for young children with autism: Contributions for single-subject design research. *Focus on Autism and Other Developmental Disabilities, 18*, 166-174.

RESOURCES AND MATERIALS

- Texas Behavior Support: <http://www.txbehaviorsupport.org/default.aspx?name=homepage>
The Texas Behavior Support (TBS) Network consists of representatives from each of the Texas Education Service Centers and the Texas Education Agency (TEA). Region 4 Education Service Center, located in Houston, Texas, provides statewide leadership for the network. The goal of the TBS Network is to create a Positive Behavior Support System in the Texas public schools that will enable students with disabilities to receive special education supports and services in the least restrictive environment and to participate successfully in the TEKS-based curriculum and state assessment system.
- Association of Positive Behavior Support: <http://www.apbs.org/>
APBS promotes the use of positive behavior supports. This website has a member resource center that offers a large number of resources for parents, teachers, administrators, and professionals.
- Beach Center on Disability:
<http://www.beachcenter.org/pbs/default.aspx?JScript=1&JScript=1>
This link enables users to access information about using PBS in the home and at school, as well as a PBS newsletter and training opportunities.
- Positive Behavior Interventions and Supports (OSEP Technical Assistance):
<http://www.pbis.org/>
This website offers resources for parents and teachers as well as information concerning PBS and the law and the use of PBS in school districts.
- Positive Behavior Supports: http://www.nasponline.org/resources/factsheets/pbs_fs.aspx
This website offers resources for parents and teachers as well as information concerning PBS and the law and the use of PBS in school districts.