



# Understanding Behaviour

By Suzanne Donnelly

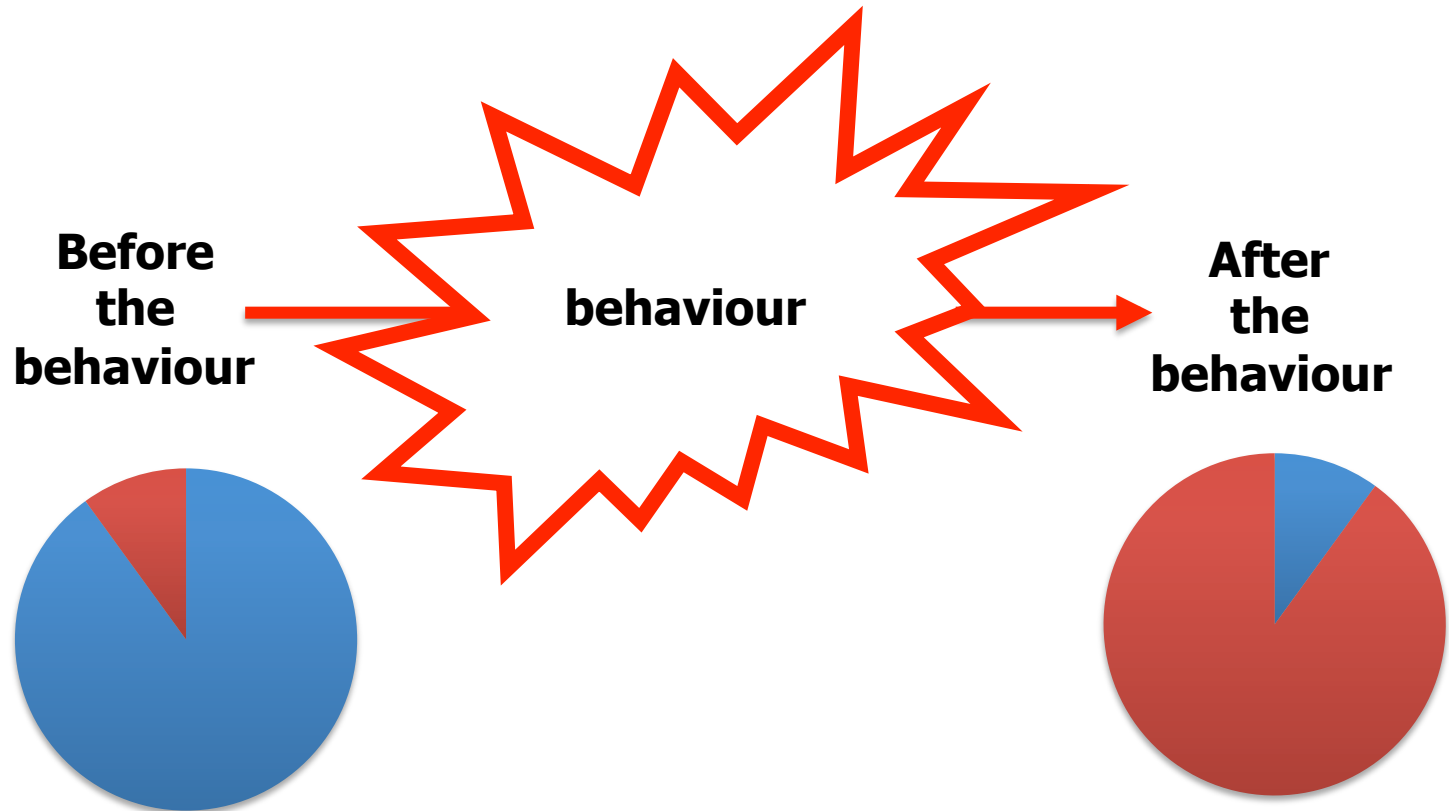
# What is Positive Behaviour Support (PBS)?

PBS is based on an understanding that challenging behaviour in people on the spectrum does not sit within a person as a function of their disability, but rather, is part of a complex interaction between the person, their environment and their experiences.

- Jahoda, Willner, Pert & MacMahon, 2013

# Traditional unplanned reactive approach

Only try to manage the behaviour after it happens



Key:  
Red = Your energy

# PBS planned proactive approach



Key:  
Red = Your energy



Understand Behaviour	<u>Before the behaviour</u> <u>Setting conditions (most likely):</u>  <u>Triggers:</u>	<u>Behaviour</u> <u>Description:</u>  <u>Intensity:</u>	<u>After the behaviour</u> <u>Your response:</u>  <u>Their response:</u>
			<u>Possible purpose of the behaviour?</u>
Identify The Function			
	<u>Environmental change</u>  <u>New house rule</u>	<u>Replacement behaviour</u>  <u>Teach new skills</u>	<u>Reinforcing the use of new skills and replacement behaviours</u> What, when and how?  <u>Review date</u>
Plan For Intervention			

# Describing the challenging behaviour

*A good definition of a behaviour should help someone who has never seen the behaviour know what to look for*

Include:

- Duration – how long?
- Frequency – how many times does it happen?
- Intensity – rate 1 to 5

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# What happens before and after the behaviour?





# Think About...

- ❖ **Who:** absence / presence of certain people, communication style of others, group situations...
- ❖ **What:** change of routine, unpredictability .....
- ❖ **Where:** noise, lighting, smells .....
- ❖ **When:** time of day
- ❖ **Internal Biological:** tiredness, hunger, allergies, medication, illness...
- ❖ **Mood:** high levels of stress or anxiety, self esteem of the person

# What happens after the behaviour?

## What others do:

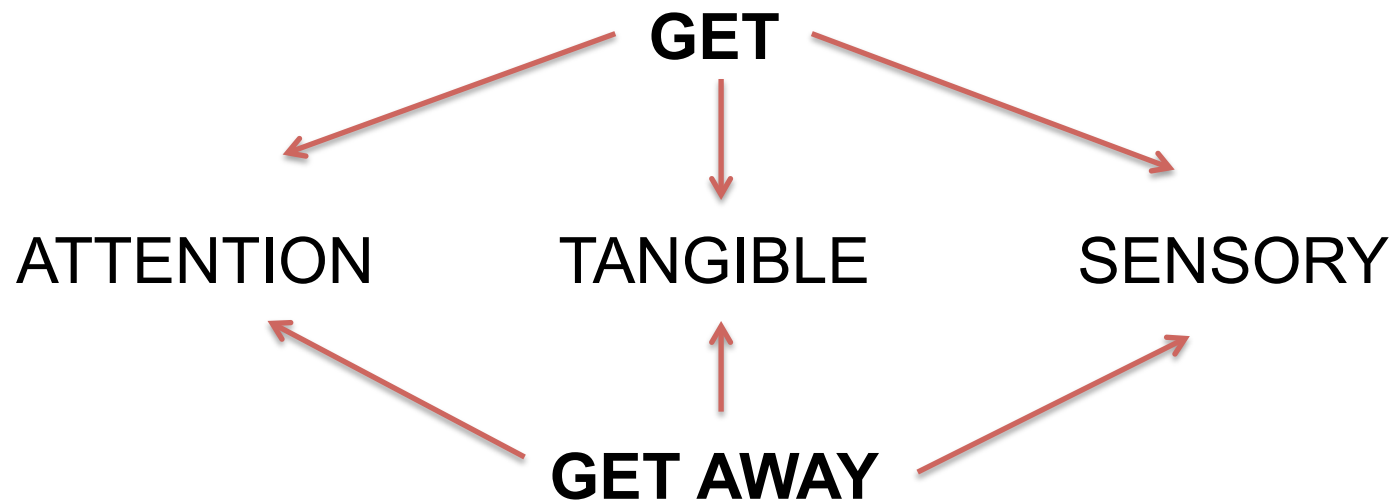
- Use 'time-out'
- Become angry or tell them off
- Give 'attention' or help
- Soothe or settle the person
- Ignore or leave them alone
- Take something away
- Re-direct or distract
- Give them what they want
- Give medicine
- Escort them somewhere else
- Stop the activity
- Try to force compliance

## What the person does:

- Calms or becomes happier
- Remains upset and agitated
- Is indifferent
- Become angry or aggressive
- Withdraws
- Cries
- Runs away
- Does the behaviour more

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			<u>Possible functions of behaviour:</u>
Identify The Function			
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# All behaviour serves a purpose



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	<div> <div> <div>GET</div> <div>ATTENTION</div> <div>GET AWAY</div> </div> <div>TANGIBLE</div> <div>SENSORY</div> </div> <div> What are they communicating?  How is the person feeling? </div>		
Identify The Function	<u>Possible purpose of the behaviour?</u>		
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# Developing a plan



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# Replacement behaviour

What do you want the student to do instead of the identified behaviour of concern?

How are you going to teach this replacement behaviour?



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# Reinforcement



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Thank You