

Positive Behaviour Support

Positive Behaviour Support recognises that amelioration of the behaviour is primarily achieved by the creation of responsive environments and building new skills, rather than simply attempting “to stop” the person. It aims to support people to “get a life” and keep a life and to build skills and understanding in those supporting the focus person. (Osgood and Marks 2002)

Positive Behavioural Support is based on these values:

- people are individuals with gifts and hopes
- people are members of families, peer groups, and society
- people influence their circumstances in personally meaningful ways
- people have the right to be treated with dignity and understanding
- relationships and contexts impact the quality of a person's life

Positive Behaviour Support understands that young people who need it often will need intervention to support their communication, social and self-management skills. To provide the positive, proactive and educational care necessary you will need to carry out a functional analysis.

This assessment describes the behavioural and environmental factors or events that affect the young person. The target is to deliver those supports that lead to settled behaviour a description of the problem behaviour and its general setting of occurrence. You include the following

- identification of events, times and situations that predict problem behaviour
- identification of consequences that maintain behaviour
- identification of the motivating function of behaviour
- collection of direct observational data
- identification of alternative behaviour that could replace the child's problem behaviour.

It can be possible to extend this behaviour chain analysis. Changes of behaviour are identified to interrupt or disrupt them from escalation, such as first the child may fidget, then he might begin to tease others, then he might start to throw things, and then finally hit another young person.

Positive behaviour support brings together complementary components

- proactive strategies for changing the environment so triggering events are managed
- teaching new skills that replace problem behaviours
- minimising natural rewards for problem behaviour, and
- maximising rewards for appropriate behaviour

This is done by

Defining behavioral expectations

Teaching behavioral expectations

- Define the Expectation
- Provide a Rationale
- Teach Critical Discrimination
- Demonstrate Appropriate Behaviour
- Demonstrate Unacceptable Behaviour
- Practice telling the difference with multiple examples
- Teaching for fluency
- Ensure maintained by everyone, everywhere, every time.

Monitoring and rewarding appropriate behaviour

Providing corrective consequences for behavioral errors.

Using information-based problem solving