

WHAT IS POSITIVE BEHAVIOR SUPPORT?



**EVIDENCE-
BASED**



**TEAM-
BASED**



**PERSON-
CENTERED**



**PROBLEM-
SOLVING**

Positive Behavior Support (PBS) is an evidence-based practice for reducing challenging behavior using a person-centered model focused on enhancing quality of life and supporting mental health. Challenging behavior can be a barrier to maintaining relationships, gaining employment, participating in recreation or leisure activities, living independently, and realizing meaningful involvement in the community for people with intellectual and developmental disabilities.

PBS is founded on the assumption that all behavior is a form of communication, and seeks to understand the purpose that challenging behavior serves using team-based problem-solving strategies. Supports are developed in collaboration with those closest to the person and focus both on prevention and skill development. This can include the principles of Applied Behavior Analysis (ABA) to teach new skills and make changes in a person's environment that help reduce and prevent challenging behavior. Ultimately, the goal of PBS is to help people with disabilities live the lives they choose.

HOW CAN I LEARN MORE ABOUT PBS THROUGH THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES?

- **Trainings and Webinars on Behavior and Mental Health**
- **Featured Developmental Disabilities Lecture Series sessions**
- **Technical Assistance based on organization's needs including:**
 - assessment of organization's needs
 - development of a capacity building plan
 - staff development support

FIND OUT MORE:

<http://www.rwjms.rutgers.edu/boggscenter>



HOW DOES POSITIVE BEHAVIOR SUPPORT WORK?

TIER 1: FOR EVERYONE

Universal Prevention

- arrange the environment to support positive behavior
- establish and communicate clear expectations
- create social opportunities for everyone
- incorporate visual aids and prompts

EXAMPLE:

ORDERING LUNCH AT A RESTAURANT

To help anyone feel comfortable ordering lunch:

- find menu that includes pictures of food
- find signs that clearly indicate where and how to order
- go to lunch nearby with friends
- have others order first as an example

TIER 2: FOR SOME (THOSE AT RISK)

Targeted Prevention/Supplemental Support

- arrange the environment to support positive behavior
- establish and communicate clear expectations
- create social opportunities for everyone
- incorporate visual aids and prompts

To help someone who is anxious or nervous about ordering lunch:

- practice ordering before arriving at restaurant
- minimize noise by sitting away from children's play area
- engage in deep breathing to manage anxiety about ordering
- use online menu on smart phone as a reminder while waiting

TIER 3: FOR FEW (INTENSIVE SUPPORTS)

Assessments/Behavior Support Planning

- collect data on persistent problem behavior
- conduct an assessment
- teams build individual support plans
- use data to make decisions

To help someone who has repeatedly struggled with ordering lunch in the past:

- conduct assessment of challenging times
- arrive before 11am or after 2pm when less of a wait to order
- listen to music while waiting
- create support plan using strategies that address person's needs

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RUTGERS

Robert Wood Johnson
Medical School

The Boggs Center on Developmental Disabilities
Department of Pediatrics
Rutgers, The State University of New Jersey
Liberty Plaza, 335 George Street
New Brunswick, NJ 08901
rwjms.rutgers.edu/boggscenter
p. 732-235-9300
f. 732-235-9330