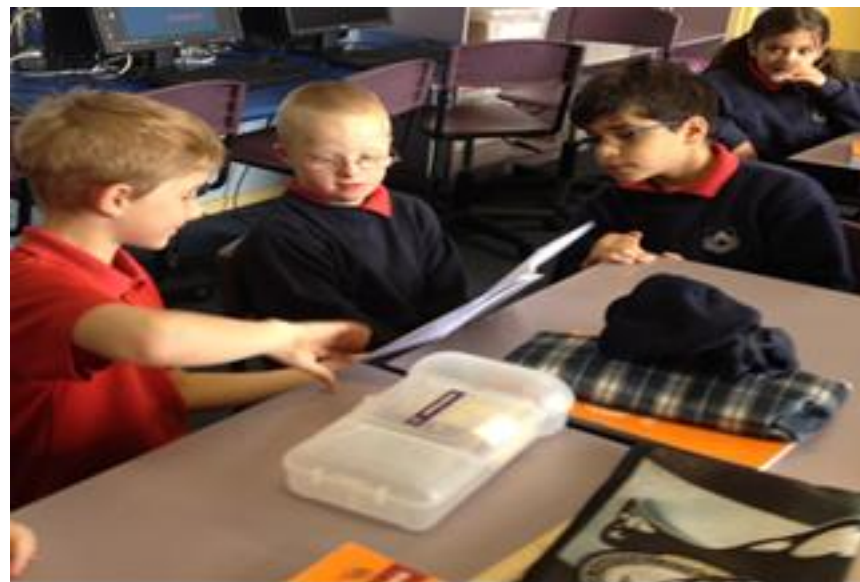


Positive Behaviour Support



Positive Behaviour Support

Punishment stops behaviour but PBS CHANGES behaviour

Key focus is replacing inappropriate behaviour with appropriate behaviour.

There are no behaviours which are specific to people with Down syndrome.

Difficult behaviour which is often classed as 'being stubborn' may be attributable to a number of causes such as:

- Anxiety about moving out of a comfort zone
- Lack of understanding or reading of a situation
- Not feeling in charge of a situation or having choices
- Communication skills limiting ability to discuss or negotiate.

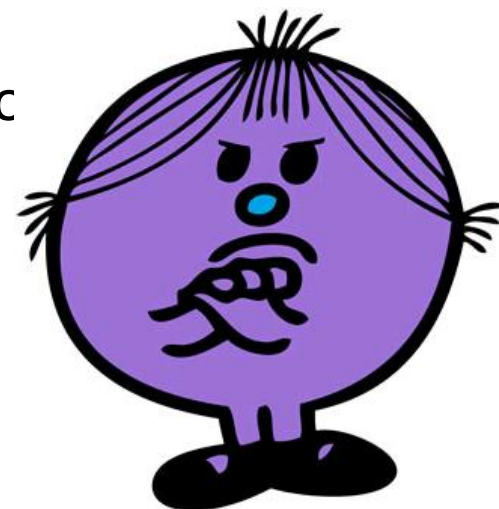
Positive Behaviour Support

Stubborn is as stubborn does

By Carol Johnson

“I see stubborn behaviour as a direct result of lacking the skills and/or language to negotiate a position.”

“A student with Down syndrome will continue to do things in a specific way because it is safe.”



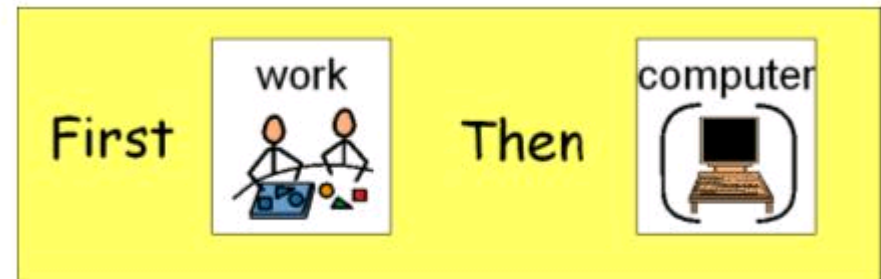
PBS Principles

- Same rules for ALL
- Focus on the behaviour not the student
- Teach from a positive angle – no don'ts
- Be proactive rather than reactive
- Firm, fair and consistent
- Students need to 'own their behaviour'
Give them control. Grandma's rule.



PBS Principles

- Use social stories to explain expected behaviour
- Use visual cues – First/then. Box with positive reinforcers
- Visual timer for reinforcers
- Schedule, stop sign
- Rules with pictures. Easily visible. Can refer to. Were you playing nicely?
- Refer to the RULE with all



PBS Principles

- Frame instruction in a positive manner .
For example, hands down rather than stop hitting
- Consistent rules and consequences
- Rewards and consequences immediately
- Count down to transition. For example, in 5 minutes we are going to...
- Wait time – up to 10 seconds to process instructions.



PBS Principles

- Model and practise (role play) appropriate social responses
- Collaboration between parents and school. Consistency.
- Don't give inappropriate behaviour undue attention



PBS Principles

- Movement breaks
- Rest breaks
- Lanyard to promote positive behaviour
- N.B Immediate withdrawal for aggressive or destructive behaviour.



Supportive behaviour sequence

- List the behaviours
- Gather data- how often, when, where, triggers, current approaches
- Prioritise
- Target one at a time
- Decide on approach
- Do it and keep records.



Remember – what works one day or week, may not the next.

Students with Down syndrome are individuals. What works for one child may not work for another.

Try to distinguish between naughty behaviour and immature behaviour.

Resist the knee jerk reaction. Stop – think – do!

Remember the child understands more than their expressive language may indicate.

Dealing with challenging behaviour

Dear Sheree.

HELP!!

I have a problem....



Dealing with challenging behaviour

HELP!

He keeps running away!!

Walk the school boundaries. Teach the out of bounds areas.

Put large STOP signs on gates/doors.

Use a brightly coloured painted line to identify the boundary and teach the child not to cross the line.

Use social stories with photos to reinforce.



Dealing with challenging behaviour

HELP!

She keeps ‘flopping on the floor’ and refuses to get up!

Offering hands

Give an instruction, ignore knee jerk no, repeat instructions and allow processing time.

Humour

Ignoring

Leave to work with another child, then ‘Would you like to help us?’

HELP!

He won't move onto the next activity when I ask him to

Give a 5 minute warning before the changeover.

Visual timetable/sequence

Distraction. For example, carry sheet to floor

Offer of collaboration. For example, instead of saying "Turn off the computer and go to the mat" try "Let's turn this off together so we can go to the mat."

Instruction and wait time. Statement not question.

Labelled praise.



Dealing with challenging behaviour

HELP!!

He is resistant to table top tasks and wants others to complete the work

Visual schedule. First/then board with positive reinforcer.

Sit with buddy. Peer modelling.

Choice/alternatives. Engaging. Coactive initially.

Avoid learned helplessness . Do not over assist .

Success. Labelled praise.



Dealing with challenging behaviour

HELP!

I can't get her off the monkey bars at the end of playtime!

Social story. Share with parents.

Visual schedule.

Discuss the RULE with the whole class. Ask students to state the rule.

Task/role

Praise or reinforcer.



Matthew's 'speaking nicely' story

It is important to speak nicely when I talk to Miss Dunne, Maree, Gill and my friends.



When I speak nicely, it makes everyone happy.



Matthew's 'speaking nicely' story

If I want to, I can say:

“Could I think about that please?” or,
“Give me some time please”, or
“In a minute please”.



When I speak nicely, it
makes everyone happy.

Matthew's 'speaking nicely' story

When I say "Shut up!" and "Go away!"
it makes people sad.



Sometimes it can be hard, but I need to
remember to speak nicely when talking
with Miss Dunne, Maree and Gill and my
friends.

Matthew's 'speaking nicely' story

When I speak nicely, it makes everyone happy.



This is Matthew's speaking nicely story!!!!