



Severe Disabilities

how to teach

COURSE
enhancement
MODULE

Positive Behavior Support

Objectives

The participant will-

1. Describe what makes behavior support “positive”
2. Identify the components of schoolwide PBS
3. Identify the functions of behavior using FBA
4. Develop a PBS including a communication target

Background Readings

Cho-Blair, K. S., Lee, I. S., Cho, S. J., & Dunlap, G. (2011). Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education, 31*(1), 22-36.

Horner, R. H., Alban, R. W., Todd, A. W., & Sprague, J. (2006). Positive behavior support for individuals with severe disabilities. In M. E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (pp. 206-250). Upper saddle River, N J: Pearson Education, Inc.

Sailor, W., Zuna, N., Choi, J.-H., Thomas, J., McCart, A., & Roger, B. (2006). Anchoring schoolwide positive behavior support in structural school reform. *Research and Practice for Persons with Severe Disabilities, 31*, 18-30.

Spooner, F., Browder, D. M., & Knight, V. F. (2011). Social skills and positive behavior support. In D. M. Browder & F. Spooner (Eds.) *Teaching students with moderate and severe disabilities* (pp. 283-307). New York, NY: The Guilford Press.

Westling, D. L., & Fox, L. (2004). Providing behavioral supports to improve challenging behavior. In D. L. Westling & L. Fox (Eds.) *Teaching students with severe disabilities* (3rd Ed., pp. 292-315). Upper saddle River, N J: Pearson Education, Inc.

Materials for Participants

PowerPoint on Positive Behavior Support. (not provided; can be developed from background readings). Note that there is also a focus on PBS in Module 1 What to Teach. That session focused on what to teach as an alternative to a problem behavior. This session should focus on the overall positive behavior support plan and methods to decrease problem behavior; teach an alternative.

Index cards for the attention getter activity.

Video from website on PBIS: www.pbis.org/swpbs

Activities

NOTE: Positive behavioral intervention (PBIS) support is a BIG topic. The first module on WHAT to TEACH provided information on teaching communicative alternatives to problem behavior. In this session, focus on the overall PBS plan and how it fits in schoolwide PBIS.

Attention getter: Begin with an activity called “Does this behavior need a plan?” Without telling participants the name of the activity, ask them to write down a something bizarre they did while in high school or college. No names on the cards please! Read the cards aloud and ask if this behavior needs an intervention? (Keep it fun; humorous). Then debrief by asking the group to brainstorm criteria to determine whether a behavior is different or needs to be modified. You might ask the group also to consider the function of each of the humorous behaviors you have on the cards (e.g., to gain peer attention).

PowerPoint on Positive Behavioral Intervention Support. Be sure to pause for participant discussion during the PowerPoint presentation. For example, you might ask participants how they would apply systematic prompting to teach a communication alternative to a student who hits to gain attention.

Video. This website has videos on schoolwide positive behavior support. www.pbis.org/swpbs. *After showing one of these videos, have small groups make a brainstorm list on newsprint of what might be need to be considered for a student with severe disabilities in schoolwide PBS.*