TOOLS FOR EVERYONE

A UNIVERSAL COMMUNITY STRATEGY TRAINING

FOR THE BEST EXPERIENCE:

- Stay muted when not speaking

- Be on camera to participate, ask questions, and be present
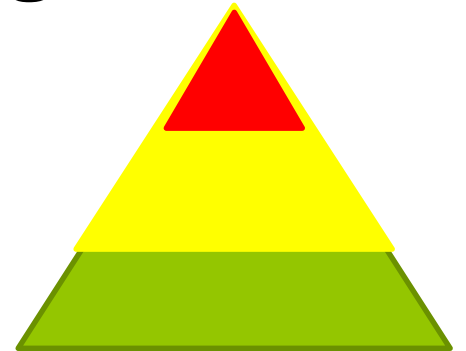
VIRTUAL COURSE EXPECTATIONS

TODAY YOU WILL LEARN

- What is Positive Behavior Supports – a *universal* strategies overview.

- Some Fundamental Facts about **behavior**.

- How to ***categorize behavior*** into FOUR types, and how that helps target behaviors for change.

- What ***Coercion*** and ***Punishment*** are and what effects are common.

- Why you should try to avoid coercion and punishment.

- Ten examples of coercion you should try to avoid.

- How to ***improve interactions*** and ***improve behaviors***.

OBJECTIVES

Positive Behavior Support (*PBS*) is...

Increasing **Quality of Life** through the **science of behavior.**

What makes this approach difficult to accept?

- Focus on being kind and caring all the time.
- Avoid creating or responding with coercion or "worsening" consequences.
- Often we think that there must be worsening consequences (punishment) for learning.
- Often it is thought that a "positive" approach is letting people do whatever they want and get away with undesirable behavior.

BRIEF INTRODUCTION

Behavior is...

Behavior is...

Anything that a person does that can be **seen** and **counted.**

BEHAVIORS

It's best to talk about Behavior as specific actions rather than categories.

Instead of saying "rude," specifically identify behaviors such as staring, cutting in line, saying, "Look at THAT person; what were they thinking?"

BRIEF INTRODUCTION

4 Universal Categories of Behavior

Behavior that is...

Desirable

Undesirable

Significant

Serious

"Just Okay"

Annoying, "Junk"

Example of behavior that is...

Desirable

Significant

- Mixing ingredients for a cake
- Reading a book
- Writing a letter
- Avoiding coercion when threatened

Just Okay"

(When typical behavior is...)

- Answering a question
- Saying, "Thank You"
- Dancing to music

Undesirable

Serious

- Hitting someone
- Taking clothes off in public
- Hitting head on hard surface

Annoying, "Junk"

- Cursing
- Spitting
- Burping
- Threatening to "tear stuff up"

BRIEF INTRODUCTION

Remember...

Whether a behavior is **desirable** or **undesirable** often depends on the **context** in which the behavior occurs.

BRIEF INTRODUCTION

Significant Desirable Behaviors...

Are behaviors that we are trying to increase. These are the behaviors that will help clients succeed in the community.

"Just Okay" Behaviors...

Are behaviors that are common and often overlooked—we take them for granted. We usually only notice them when they don't happen.

Annoying, "Junk" Behaviors...

Are behaviors that we usually spend all our time and energy trying to stop; they tend to upset us the most.

BRIEF INTRODUCTION

Definition of "junk" behavior

- Junk behavior is behavior that is undesirable,

- may be <u>annoying</u> (really annoying!),

- but is <u>not physically harmful</u> to self, others, or property and is <u>not illegal</u>

What are some common "junk" behaviors you have seen?

What behaviors on our list could be considered "junk" behavior?

Examples of "junk" behavior

- Cursing
- Threatening
- *Not going to work*
- *Not being respectful*
- Slamming doors
- Screaming
- Name Calling
- Saying mean things

Why do people do "junk" behavior:

- Curse at another person

- Complain about food, groups, peers, etc.

- Slam door

Undesirable behavior is *not "junk" behavior when...*

The behavior causes (or could cause) physical damage to self, others, property or is a behavior that is illegal.

- Hitting with force
- Throwing a chair
- Banging head with force
- Stealing

What should we do when serious behavior is happening or is about to happen?

Prevent or interrupt

- If there is one, know and implement <u>Safety Crisis Plan</u>

- <u>Call for help</u> if necessary- #988

What are target behaviors?

Behaviors you want to **teach**, **increase**, or **replace**

- Teach <u>desirable</u>, alternative behaviors
- Strengthen and increase <u>desirable</u> behaviors
- Weaken and decrease <u>undesirable</u> behaviors by focusing on behavior(s) to replace

BRIEF INTRODUCTION

Fundamental Facts help us understand behavior

ONE (1):

Behavior is _always_ right (correct) given the person's environment/history.

- The <u>environment</u> (current situation, history, experiences, learning, physiology, and genetics) is responsible for the behavior.

- The behavior that occurs is the behavior that "_should_" occur, <u>given a particular environment and history.</u>

- Behavior <u>can</u> be changed in an environment with the right <u>consequences</u> and changes in the <u>situation</u>.

FUNDAMENTAL FACTS
(FROM TOOLS OF CHOICE)

TWO (2):

Consequences (_anything_ that occurs after a behavior) can _strengthen_ or _weaken_ behavior. The only way to know the effects of a consequence is _by what happens_ to the behavior in the _future_.

- Determine what consequences a person will work to obtain (are an improvement), and arrange for the consequences to follow the desired behavior. Then observe and see if it worked.

FUNDAMENTAL FACTS
(FROM TOOLS OF CHOICE)

THREE (3):

It takes time for changes in the _environment_ to change behavior.

- Be <u>patient</u>.

- Be <u>consistent</u>.

- Wait at least two weeks to see what happens.

- <u>Take data</u>.

- If what you are doing is working keep doing it; if not, tweak it.

FOUR (4):

Past behavior is the best predictor of *future* behavior (all things being equal).

- Remember past experiences.

- If it didn't work the last time change the strategy.

- Anticipate problems and prevent them.

FUNDAMENTAL FACTS
(FROM TOOLS OF CHOICE)

FIVE (5):

Giving negative, _coercive_, punishing consequences (worsenings) typically results in _many_ problems, including more _undesirable_ behaviors.

- <u>Avoid</u> using negative, <u>coercive</u>, and punishing consequences.

SIX (6):

In the long run, behavior responds better to positive consequence.

- Recognize <u>desirable</u> behaviors.

- Provide <u>positive</u> consequences as often as possible.

FUNDAMENTAL FACTS

(FROM TOOLS OF CHOICE)

A Universal, Positive Approach sets the foundation for all interventions

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

Fostering "Discipline:"

- Discipline is 'following a teacher."

- It is achieved by <u>modeling</u>, <u>teaching</u> and <u>motivating</u> the person to be interested in doing <u>desirable</u> behaviors across different situations.

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

- Trying to _teach by_ **punishing** the person will "**corrode**" your relationship.

- When we use **punishment** or coercion, we're not teaching the behavior we want and may **model**, **motivate** and **teach** _behaviors we don't want._

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

To effectively change behaviors we (staff) need to always <u>teach</u>, <u>find</u>, and pay more attention to <u>desirable</u> behaviors.

Motivating Desirable Behavior

- Putting more emphasis/attention on **desirable/healthy** behaviors
- Minimizing emphasis on **undesirable** behaviors
- **Teaching** desirable/healthy behaviors
- Associate performing desirable behaviors with big **improvements**

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

- DO NOT focus on undesirable or inappropriate behaviors that you want the person to stop.

- Instead **focus** on the desirable/healthy behavior you want the person to do.

A UNIVERSAL, POSITIVE APPROACH
(FROM TOOLS OF CHOICE)

Remember

- Changing anyone's behavior will likely require a change in *your* focus while interacting with them.

- Changes may happen slowly or not happen all the time.

- Look for improvement not perfection.

- Above all else, be patient.

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

Coercion and Its Effects

AVOID COERCION

(FROM TOOLS OF CHOICE)

Coercion and its effects

- *Coercion* (pronounced Ko-er-shun) is person-delivered punishment (a worsening) such as threats, humiliation, and putdowns that result in poor relationships and undesirable behaviors.

- Discipline, teaching, or other methods of changing behavior must not be coercive.

AVOID COERCION

(FROM TOOLS OF CHOICE)

Common Definitions of Punishment

- Wikipedia: *Punishment* is the <u>authoritative imposition</u> of something <u>negative</u> or <u>unpleasant</u> on a person or animal in response to <u>behavior</u> deemed wrong by an individual or group.

- "*Giving negative consequences* (worsenings) for undesirable behaviors (including *taking away* privileges, possessions, or points) to try to get rid of a behavior."

AVOID COERCION

(FROM TOOLS OF CHOICE)

Coercion: A way we "<u>punish</u>"

- The <u>use of "force"</u> (verbal or physical) to create a <u>worsening</u> and to control or stop behavior.

- <u>Verbal coercion</u> is a form of "put down" or "show of disrespect."

- Often <u>habitual reactions</u> rather than planned responses.

AVOID COERCION

(FROM TOOLS OF CHOICE)

10 Examples of Common Coercion

- Questioning

- Arguing

- Sarcasm/Teasing

- Force (Verbal or Physical)

- Threats

- Criticism

- Despair

- Lecturing (Logic)

- Taking Away

- Talking about "bad" behavior when there

AVOID COERCION
(FROM TOOLS OF CHOICE)

Questioning:

Asking a question you don't want answered.

- The question(s) creates a worsening situation for the person.

- The question(s) is a "put down" or "show of disrespect."

- The question(s) is often a reaction rather than a planned response.

- The questioning often includes body language that "hurts"

AVOID COERCION
(FROM TOOLS OF CHOICE)

Arguing:

Trying to convince someone of a different point of view or that they are wrong or reasons why they should do something differently. Challenging a person's point of view in a coercive, confrontational way.

- The argument is a worsening for the person.
- By arguing each person is "putting down" or "disrespecting" the other.
- Often arguments are reactions rather than planned response
- Arguments often include body language and tone of voice that "hurts."
- Arguments often do not result in compromise or agreement.

AVOID COERCION

(FROM TOOLS OF CHOICE)

Sarcasm/Teasing:

You say the opposite of what you mean or make fun of someone either "maliciously" or "playfully"

- The statement or actions are a worsening

- The words are often a "put down" or "show of disrespect."

- The statements or actions are often reactions rather than planned responses

- Includes body language or tone of voice that "hurts"

- Is often confusing or misunderstood.

AVOID COERCION

(FROM TOOLS OF CHOICE)

Force:

Verbal or Physical aggression; sometimes both, making a person do something else with significant actions

- Your efforts to make the person do something else create a worsening.

- By using force you "put down" or "show disrespect."

- Force is often a reaction rather than a planned response.

- Often, it includes body language that "hurts."

AVOID COERCION

(FROM TOOLS OF CHOICE)

Threats:

You remind, or point out bad events that will follow if the undesirable behavior continues.

- Your threats create a worsening.

- By using a threat you have "put down" or "shown disrespect."

- Threats are often reactions rather than planned responses.

- They usually can't or won't be followed through. Or, if there is follow through, the situation is made worse, often for both people.

- Includes body language that "hurts."

AVOID COERCION

(FROM TOOLS OF CHOICE)

Criticism:

You don't like what someone is doing or how they are doing it and you make sure they know it, sometimes trying to teach them to do it better.

- Your statements create a worsening.

- Criticism implies that you do not respect the person or don't hold their efforts in high esteem.

- Often reactions rather than planned responses.

- Often include body language and tone of voice that "hurts."

AVOID COERCION

(FROM TOOLS OF CHOICE)

Despair:

You say and act as if you don't know what to do; are giving up, are hopeless.

- You create a worsening.

- A "put down" or "show of disrespect."

- Often reactions rather than planned responses.

- Often includes body language that "hurts."

AVOID COERCION
(FROM TOOLS OF CHOICE)

Lecture/Logic:

Talking about what should be done instead, talking too much, or by repeating something the person already knows

- You create a worsening.

- A "put down" or "show of disrespect."

- Often reactions rather than planned responses.

- Often includes body language that "hurts."

AVOID COERCION

(FROM TOOLS OF CHOICE)

Taking Away:

Limiting access to or removing things like privileges; possessions; or access to phone, community, T.V, money done to punish the person.

- You create a worsening.

- A "put down" or "show of disrespect."

- Often reactions rather than planned responses.

- Often includes body language that "hurts."

AVOID COERCION
(FROM TOOLS OF CHOICE)

Talking about a person's "Bad" behavior with the person present:

- You create a worsening, embarrassing or scolding the person.

- Saying bad things about someone to another person is "put down" or "show of disrespect."

- Often reactions rather than planned responses.

- Often includes body language and tone of voice that "hurts."

- Gives attention to undesirable behavior and may be reinforcing.

- Arrange to exchange information about undesirable behaviors without the person.

AVOID COERCION
(FROM TOOLS OF CHOICE)

Effects of Coercion

People experiencing coercion will

- <u>A</u>void

- <u>G</u>et even

- <u>E</u>scape

- Learn <u>coercive</u> behavior

- Behave less <u>confidently</u>

- Receive <u>attention</u> for <u>undesirable</u> behavior

AVOID COERCION

(FROM TOOLS OF CHOICE)

When are we typically coercive?

When we

- Are tired, hungry, uncomfortable

- Have a bad day

- Are frustrated

- Get over-excited

- Have just been coerced by someone else

- Encounter our "pet peeves"

- Are used to using undesirable behaviors because of our own past experiences

AVOID COERCION

(FROM TOOLS OF CHOICE)

Coercion produces only short-term compliance followed by long-term problems.

AVOID COERCION
(FROM TOOLS OF CHOICE)

So, if not coercion or using worsening consequences, what should we do?

Make a plan. Think about these questions: the answers will help you to use other strategies and avoid using coercion.

1. What "bad/worsening" situation occurred that triggered the undesirable behaviors?

2. What payoff is the person getting from these undesirable behaviors?

3. When that "bad/worsening" situation occurs in similar situations, does the person sometimes do desirable behavior? If so, what?
    - What happens if the person uses desirable behaviors?
    - What do others get out of the desirable behaviors?

4. What does the person need to learn to do?

5. What needs to change in the environment (including responses and interactions of others) to prevent undesirable and promote desirable behaviors?

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

What else can you do?

Build a relationship.

Steps to begin building a relationship

1. Move toward the person and remain within arms reach.

2. Touch if appropriate to the situation (hand shake, touch arm, high five, etc.)

3. **Caring facial expression and tone of voice.** (blank face and neutral monotone is not good enough).

4. **Relaxed body language.**
   - Relaxed, arms open, attentive, looking at the person, etc.
   - Try to do this within 15 seconds of the start of the stay close situation.

6. <u>Ask open-ended positive questions (What? How? Could you?).</u>

7. <u>Use empathy statements.:</u> Say something to show you care, relate to their situation, or how the situation makes them feel.

8. <u>Use Encouragement.:</u> Acknowledge that the person has acted, is acting and can act to continue to improve their situation.

9. **Listen while the person is speaking.**
   - Talk less than the person
   - Do not interrupt or abruptly change the topic

10. Do not react to junk behavior.

11. Avoid Coercion.

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

Empathy is...

Being able to take the perspective of another and communicate that to the other person.

- Identify emotions and points of view.
- See how that "makes sense" given the person's environment.

Encouragement is...

Being able communicate how the person's own behavior has improved their situation.

- Say something to let the person know that you believe that can behave (or can behave again) to create more improvements.

- Also, indicate you are available to help.

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

Practice!

Scenario 1: Awesome Alex

- Alex just got his GED results back, and HE PASSED!

- Alex had studied for hours preparing for this.

- You are walking down the hall and he rushes over to show his score.

A UNIVERSAL, POSITIVE APPROACH

(FROM TOOLS OF CHOICE)

Practice!

Scenario 2: "Just Okay" Justin

- You are doing eating in the break room

- Justin moves some papers to let a peer sit down.

- Justin smiles and says "Hi" to you when he sees you.

What else can you do?

"Pivot around" junk behavior.

PIVOT

(FROM TOOLS OF CHOICE)

How does junk behavior "pay off" for the person?

- To get the <u>attention</u> needed, and do not get as much attention any other way

- To get you to <u>comfort</u> them

- To get you to <u>react</u>

- To see you angry, shocked, hurt or afraid: They get <u>coercion</u>-motivated, negative attention

- To get you to give in to them

- To make you go away (<u>escape</u>)

- To get you to do something for them

- It is what people do

- A delaying tactic (avoiding/escaping for awhile)

PIVOT

(FROM TOOLS OF CHOICE)

Often, episodes of serious behavior start with junk behavior and escalate when others react to it.

How to "Pivot"

1. Don't react to Junk Behavior with tone of voice, facial expressions, body language, and don't say anything about the junk behavior.

2. Use one or more of 3 PIVOT options:

   a) Subtly Pivot to another person: Actively attend to another person.

   b) Subtly Pivot to an activity: Activity attend to another activity.

   c) Pivot on the person: Continue what you're doing, don't react to Junk, and actively attend to the person's Just OK behavior

3. Unless you used <u>Pivot on the person</u>:

   <u>After Junk Behavior has stopped for 10 consecutive seconds, provide reinforcement for the Desirable or Just OK behavior of the person who displayed junk (praise, touch, item, and privilege).</u>

4. Repeat as much as necessary for as long as necessary.

5. Stay Cool, Avoid Using Coercion.

PIVOT

(FROM TOOLS OF CHOICE)

WHY NOT "*JUST* IGNORE IT ?"

Problems with Ignoring the behavior

- Can be <u>coercive</u>.
- Can be a <u>reinforcing</u> reaction.
- Can cause a "<u>behavior burst.</u>"

Advantages of "Pivot"

- Can <u>increase</u> desirable and Just OK behaviors of the person and others.
- While weakening <u>undesirable</u> behaviors.
- Can prevent a "<u>behavior burst.</u>"
- Can prevent escalation to serious behavior.

PIVOT
(FROM TOOLS OF CHOICE)

Practice!

Scenario 1: Annoying Addie

- Addie frequently picks her nose.
- She is telling you about this cool package she just got.
- You are in the middle of typing an email.

PIVOT

(FROM TOOLS OF CHOICE)

Practice!

Scenario 2: Outburst Ollie

- At the table, Oliver and Sally are working on a project.

- Oliver is muttering things like, "This is stupid! I'm going to tear it up!"

- Sally is working while humming her favorite song.

PIVOT

(FROM TOOLS OF CHOICE)

Practice!

Scenario 3: Meltdown Malcom

- You let Malcom know that it is time to go inside.
- Malcom screams at you, "This is bullcrap! I do what I want!"
- You can hear music playing, the weather is nice, and a bird is chirping.

PIVOT

(FROM TOOLS OF CHOICE)

What else can you do?

FLAP serious behaviors.

FLAP

<u>F</u>OCUS

<u>L</u>ISTEN

<u>A</u>CCEPT

<u>P</u>LAN

FLAP

How to FLAP

FOCUS, LISTEN, & ACCEPT

1. Don't react to <u>junk</u> behavior or coercion. Stay calm, caring and concerned with a kind tone of voice, and relaxed body language.

2. **Usually,** move to the person and remain within <u>arms reach</u>.

3. <u>Touch</u> **appropriate to the situation (touch arm, back).**

4. Ask <u>open-ended</u> questions (What? How? Where?).

5. <u>Listen</u> while the person is speaking. (Talk less than the person; do not interrupt or abruptly change the topic. Don't use logic *or problem solve*, unless the person asks for help.)

6. Use validation/empathy statements (acknowledge the situation or feeling it caused).

7. Use encouragement statements.

8. **Repeat above until the person is ready for the next step.**
   ONLY THEN DO YOU **PLAN**

9. Direct to alternative behavior, a calming situation or <u>assistance</u> with problem solving.

10. Use reinforcement after de-escalating or directing, encouraging and enticing to a safer behavior.

FLAP

Empathy is...

Being able to take the perspective of another and communicate that to the other person.

- Identify emotions and points of view.
- See how that "makes sense" given the person's environment.

FLAP

Practice!

Scenario: Sad Sammy

- Sam has just had an argument with her roommate.

- She frequently lays in bed for hours crying when she's upset.

- She is in bed crying and screaming that she needs a pill.

- You are in the living room.

FLAP

10 Common Coercions Podcasts

Scan here to learn more:

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Family Coaching Workshops

Scan here to learn more: