

Presented by:



TOOLS FOR EVERYONE

A UNIVERSAL COMMUNITY STRATEGY TRAINING



FOR THE BEST EXPERIENCE

- **Find the chat box and share your perspective during the activities**
- **Grab some paper for notes and to work on the activities**

OBJECTIVES

- 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, what effects are common, and why you should try to avoid them
 - Ten examples of coercion you should try to avoid
- How to *improve interactions* and *improve behaviors*

BRIEF INTRODUCTION

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



BEHAVIOR IS....

BEHAVIOR IS....

Anything 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?"



FOUR UNIVERSAL CATEGORIES OF BEHAVIOR

BEHAVIOR THAT IS....

 **DESIRABLE**

Significant



Just Okay

 **UNDESIRABLE**

Serious



Annoying, "Junk"

SIGNIFICANT DESIRABLE BEHAVIORS ...

Are behaviors that we are trying to *increase*.

These are the behaviors that will help people succeed in the environment

"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

DEFINITION OF “JUNK” BEHAVIOR

- Junk behavior is behavior that is undesirable
- May be *annoying* (really annoying!),
- But is *not physically harmful* to self, others, or property and is *not illegal*.



WHAT ARE SOME COMMON "JUNK" BEHAVIORS YOU HAVE SEEN?

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



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 ABOUT TO HAPPEN?

Prevent or interrupt

*If there is one, know
and implement a
Safety Crisis Plan*



Scan here for more
information about
cycles and plans

WHAT SHOULD WE DO WHEN SERIOUS BEHAVIOR IS HAPPENING OR ABOUT TO HAPPEN?

Prevent or interrupt

*Call for help if
necessary - #988*



Scan here for
information ab

EXAMPLES OF BEHAVIOR THAT IS...

DESIRABLE

Significant

- Mixing ingredients for a cake
- Reading a book

"Just Okay"

- Answering a question
- Saying, "Thank you"

UNDESIRABLE

Serious

- Hitting someone
- Taking clothes off in public

Annoying "Junk"

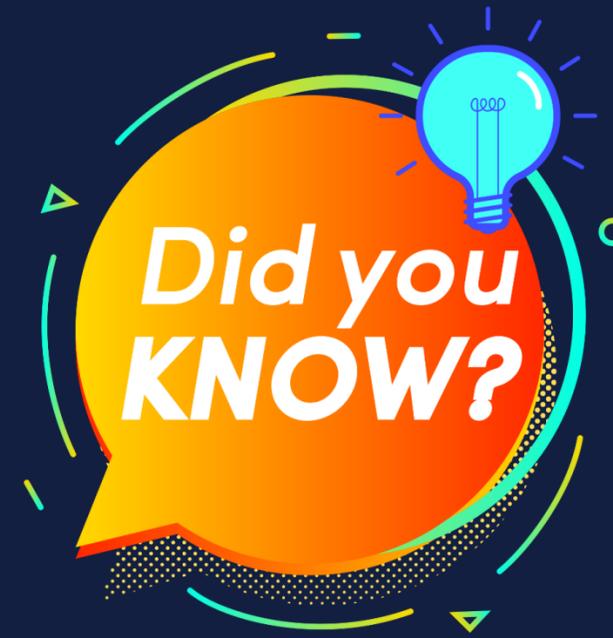
- Cursing
- Threatening to "tear stuff up"

REMEMBER...

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

FUNDAMENTAL FACTS

(From Tools of Choice)

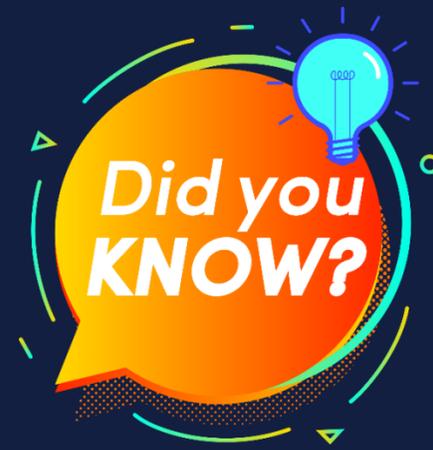


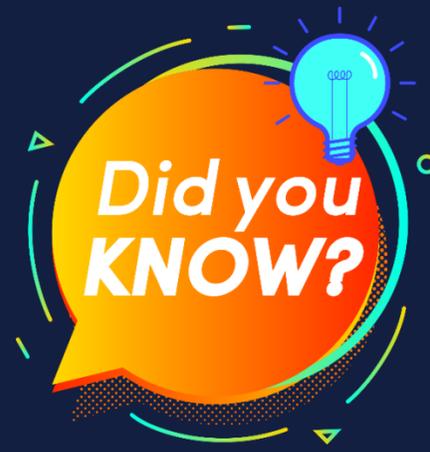
Fundamental Facts help us
understand behavior

ONE:

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

- The environment (current situation, history, experiences, learning, physiology, and genetics) is responsible for the behavior
- The behavior that occurs is the behavior that "should" occur, given a particular environment and history
- Behavior can be changed in an environment with the right consequences and changes in the situation.

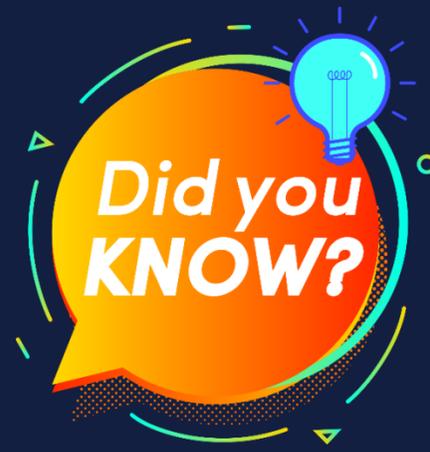




TWO:

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.

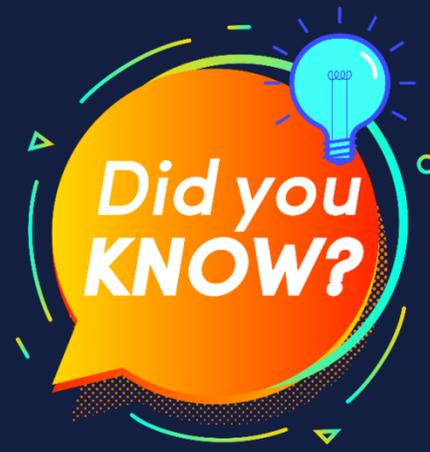
- Determine what consequences a person will work to obtain (are an improvement), and arrange for the consequences to follow the desired behavior. Then observe and see if it worked.



THREE:

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

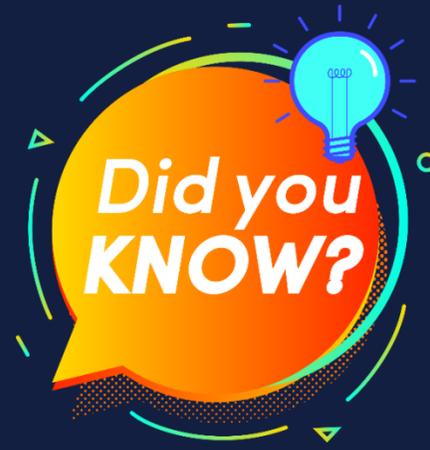
- Be patient
- Be consistent
- Wait at least two weeks to see what happens
- Take data
- If what you are doing is working keep doing it; if not, tweak it



FOUR:

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

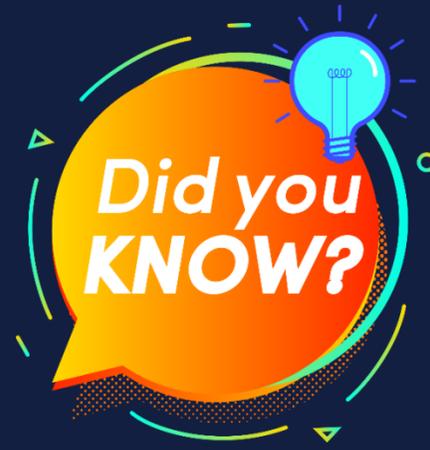
- Remember past experiences.
- If it didn't work the last time change the strategy.
- Anticipate problems and prevent them



FIVE:

Giving negative, coercive, punishing consequences (worsenings) typically results in many problems, including more undesirable behaviors.

- Avoid using negative, coercive, and punishing consequences.



SIX:

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

- Recognize *desirable* behaviors
- Provide *positive* consequences as often as possible.

A UNIVERSAL, POSITIVE APPROACH

(From Tools of Choice)

A Universal, Positive Approach sets the
foundation for interventions



To effectively change behaviors we
need to always teach, find, and pay
more attention to desirable
behaviors



WHAT ARE TARGET BEHAVIORS?

Behaviors you want to teach, increase, or replace.

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



MOTIVATE DESIRABLE BEHAVIORS BY:

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



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



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



AVOID COERCION

(From Tools of Choice)

Avoid Coercion and Its Effects



COERCION: A WAY WE "PUNISH"

- The use of "force" (verbal or physical) to create a worsening and to control or stop behavior
- Verbal coercion is a form of "put down" or "show of disrespect"
- Often habitual reactions rather than planned responses



- 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.



10 EXAMPLES OF COMMON COERCION

- Questioning
- Sarcasms/Teasing
- Force (verbal or Physical)
- Taking Away
- Talking about "bad" behavior when there
- Arguing
- Criticism
- Threats
- Despair
- Lecturing (Logic)



QUESTIONING:

Asking a question you don't want answered.

- The question(s)
 - creates a worsening situation for the person
 - is a "put down" or show of "disrespect"
 - is often a reaction rather than a planned response
 - often includes body language that "hurts"



ARGUING:

Trying to convince/challenge someone's point of view to see or do something differently in a confrontational way is coercion.

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



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 are a "put down" or "show of disrespect"
- The statement or actions are often reactions instead of a planned response
- Includes body language or tone of voice that hurts



FORCE:

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

- Force is often a reaction rather than a planned response
- Includes body language or tone of voice that hurts
- Often, it includes body language that "hurts"
- Your efforts to make the person do something create a worsening
- By using force you "put down" or "show disrespect"



THREATS:

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

- 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
- Includes body language that "hurts"
- Create a worsening
- By using threat you have "put down" or "shown disrespect"



CRITICISM:

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

- Criticism implies that you do not respect the person or don't hold their efforts in high esteem
- Often reactions rather than planned responses
- They usually can't or won't be followed through
- Often include body language and tone of voice that "hurts"
- Your statements create a worsening



DESPAIR:

You say and act as if you don't know what to do and are giving up, or 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"



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"



TAKING AWAY:

Limiting access to or removing things like privileges, possessions, access to phone, community, T.V., or money 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"



TALKING ABOUT A PERSON'S BAD BEHAVIOR WITH THE PERSON PRESENT:

- Gives attention to undesirable behavior and may be reinforcing
- Arrange to exchange information about undesirable behavior without the person around
- You create a worsening, embarrassing or scolding the person
- Saying bad things about someone to another person as a "put down" or "show of disrespect"
- Often reactions rather than planned responses
- Often includes body language and tone of voice that "hurts"



EFFECTS OF COERCION

People experiencing coercion will...

- AVOID
- GET EVEN
- ESCAPE
- Learn coercive behavior
- Behave less confidently
- Receive attention for undesirable behavior



WHEN ARE WE TYPICALLY COERCIVE?

When we:

- Are tired, hungry, uncomfortable
- Have had 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





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

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



**What else can you
do?**
Build a relationship.



Stay Close Cool, Random, Routine

(From Tools of Choice)

STEPS TO BUILDING A RELATIONSHIP

- 1. *Move toward the person, 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***
 1. Relaxed, arms open, attentive, looking at the person, etc
 2. Try to do this within 15 seconds of the start of the stay close situation



STEPS TO BUILDING A RELATIONSHIP

5. Ask open-ended positive questions (What? How? Could you?)
6. Use empathy statements Say something to show you care, relate to their situation, or how the situation makes them feel
7. Use encouragement. Acknowledge how the person has acted, is acting and can act to continue to improve their situation
8. *Listen while the person is speaking*
 5. Talk less than the person
 6. Do not interrupt or abruptly change the topic
9. *Do not react to junk behavior*
10. *Avoid Coercion*



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 to communicate how the person's own behavior has improved their situation

- Say something to let the person know that you believe they can behave (or can behave again) to create more improvements
- Also indicate you are available to help



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 you his score

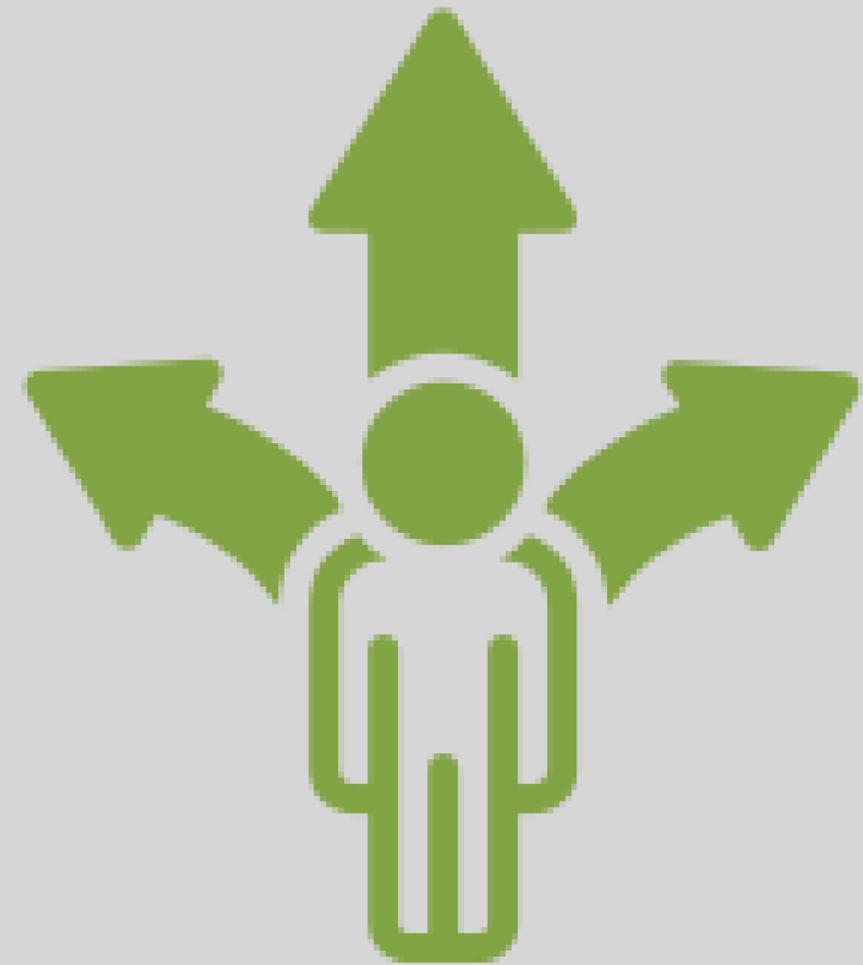
PRACTICE

Scenario 2: Co-Worker Carl

- You walk into the break room with your lunch
- Carl smiles and says "Hi" to you when he sees you
- Carl moves some papers to let you sit down

What else can you do?

**"Pivot around"
junk behavior.**



PIVOT

(From Tools of Choice)

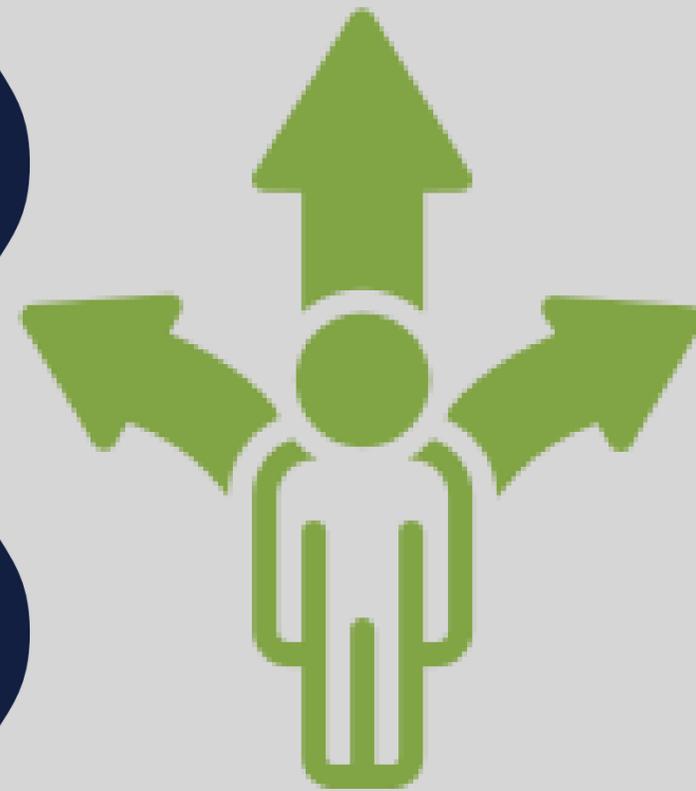
HOW DOES JUNK BEHAVIOR "PAY OFF" FOR THE PERSON?

- To get the attention needed, and do not get as much attention the other way
- To get you to comfort them
- To get you to react
- To see you angry, shocked, hurt or afraid: they get coercion-motivated, negative attention



HOW DOES JUNK BEHAVIOR "PAY OFF" FOR THE PERSON?

- To get you to give in to them
- To make you go away (escape)
- To get you to do something for them
- It is what people do
- A delaying tactic (avoiding/escaping for awhile)



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:** Actively 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



HOW TO "PIVOT"

2. When you have *Pivoted on the person:*
 - A. After Junk Behavior has stopped for 10 consecutive second provide *reinforcement* for the *Desirable* or *Just OK* behavior of the person who displayed the junk. (*praise*, *touch*, *item*, *and privilege*)
3. Repeat as much as necessary for as long as necessary
4. ***Stay cool, Avoid Using Coercion***



WHY NOT "JUST IGNORE IT?"

Problems with Ignoring the behavior

- Can be **coercive**
- Can be **reinforcing** reaction
- Can cause a **behavior burst**

Advantages of "Pivot"

- Can **increase** desirable and just OK behaviors of the person and others while weakening **undesirable** behaviors
- Can prevent a **behavior burst**
- Can prevent escalation to serious behavior



PRACTICE

Scenario 3: Addie's Exciting Package

- 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

PRACTICE

Scenario 4: Group Work

- 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

What else can you do?
Stay close *HOT*



STAY CLOSE HOT
(FROM TOOLS OF CHOICE)

HOW TO STAY CLOSE **HOT**

1. Don't react to junk behavior or coercion. Stay calm, caring, concerned, speak with a kind tone of voice, relaxed body language
2. *Usually*, move to the person and remain within arms reach.
3. Touch if appropriate to the situation (touch arm, back).
4. Ask open-ended questions (What? How? Where?)
5. Listen 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.)



HOW TO STAY CLOSE **HOT**

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***
9. Direct to alternative behavior, a calming situation or assistance with problem solving
10. Use reinforcement after de-escalating or directing, encouraging and enticing to a safer behavior



PRACTICE

Scenario 5: Sam's Sad Call

- 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 texts you about the fight and says, "Ugh- I'm so over this- I'm not going to take their crap anymore"

PRACTICE

Scenario 6: Single Steve

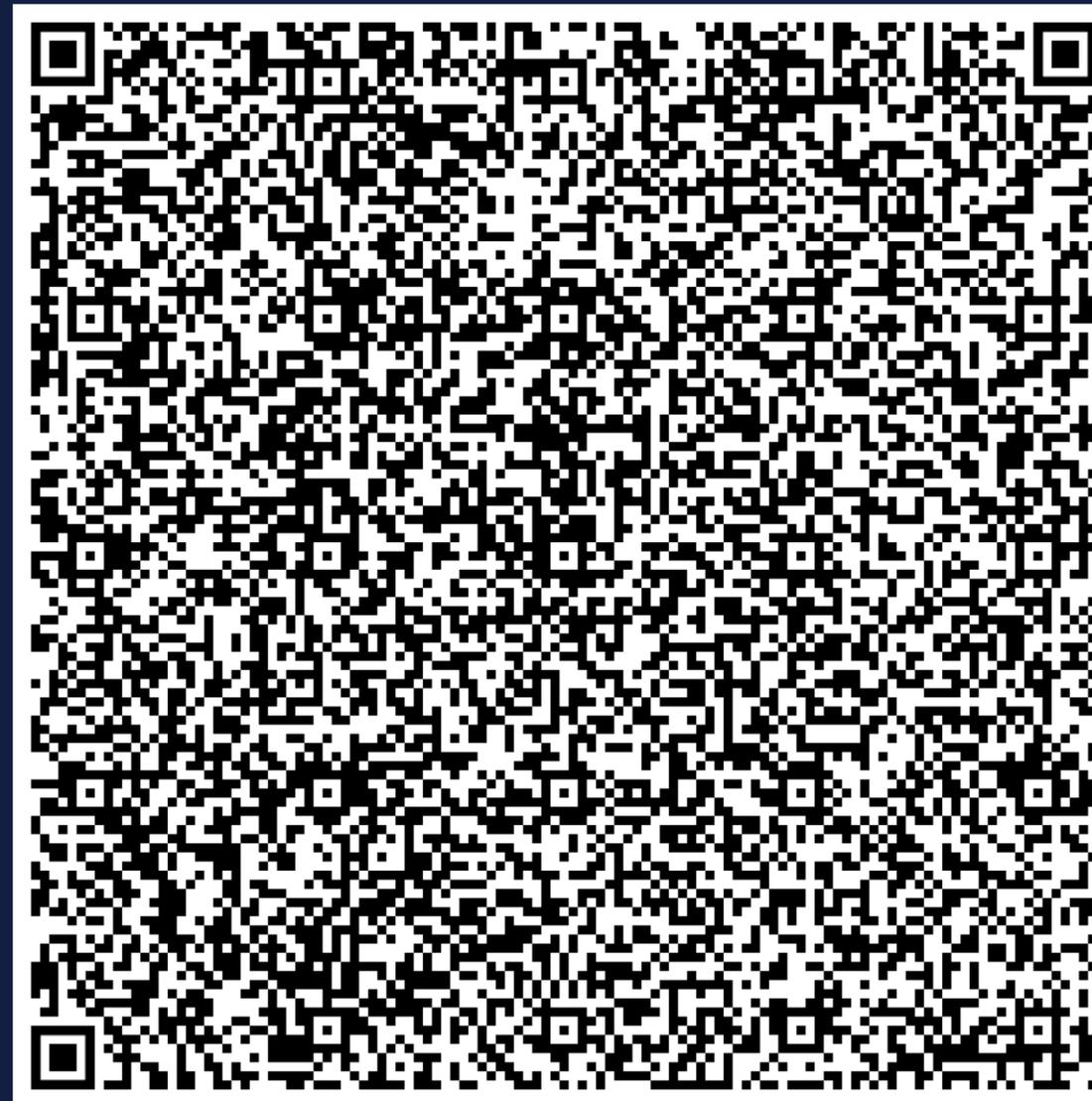
- Steve is sitting in a chair, with his head in his hands
- When you say, "You look down Steve, what's up?" You learn he just got dumped after a two year relationship

10 Common Coercions Podcasts



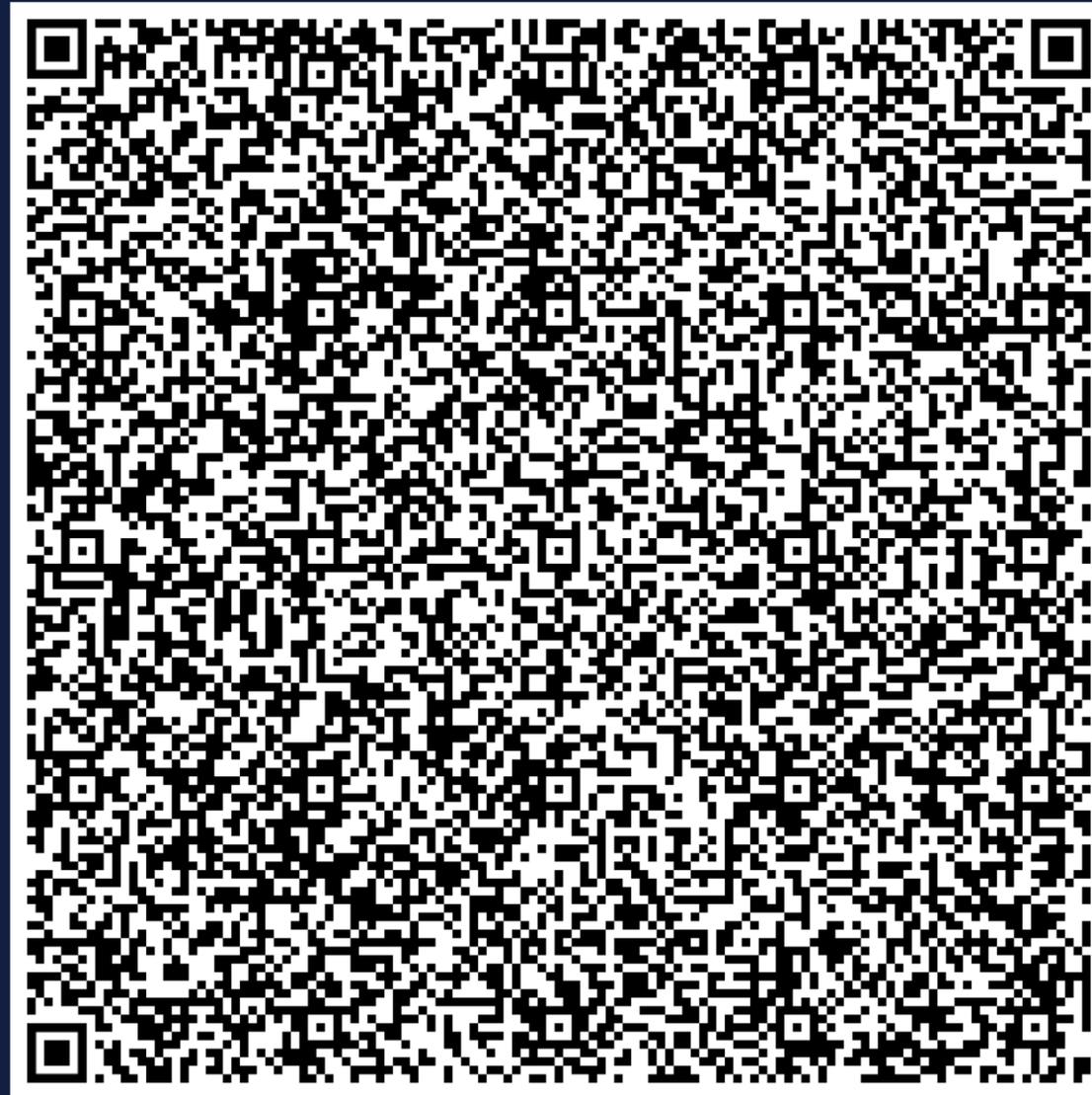
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