

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

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- 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?

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- 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*.









## 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



REMEMBER...

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

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



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?

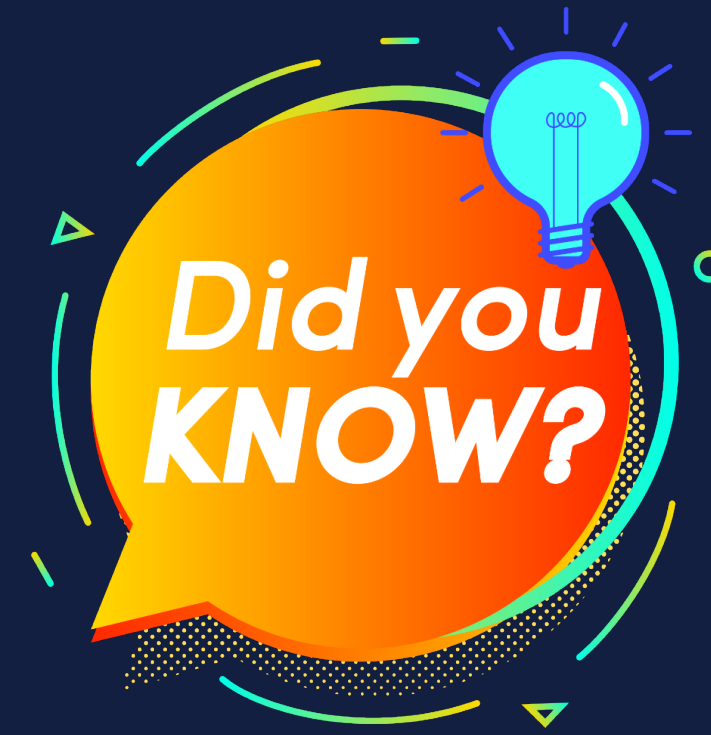
Prevent or interrupt

*Call for help if  
necessary - #988*



Scan here for  
information ab

FUNDAMENTAL FACTS  
(From Tools of Choice)

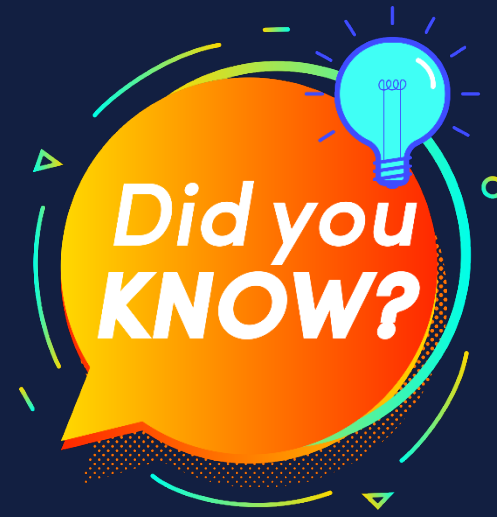


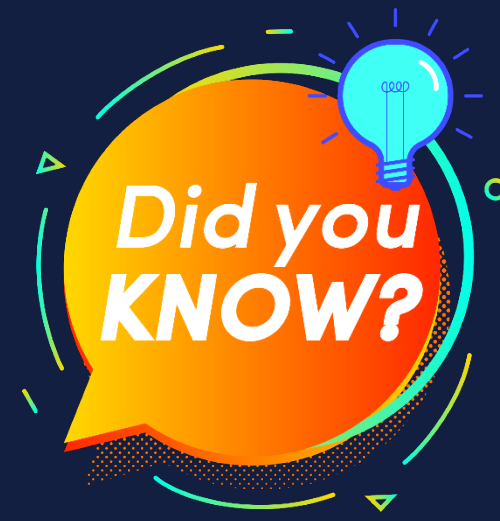
Fundamental Facts help us  
understand behavior

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.



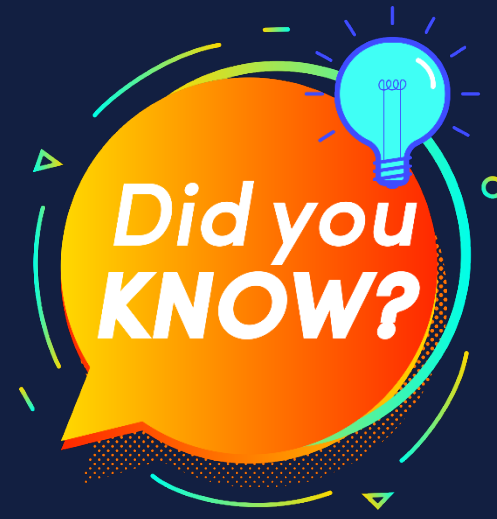


TWO:

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.

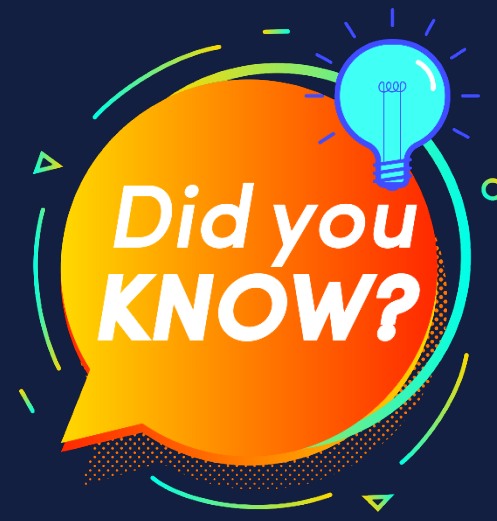




THREE:

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

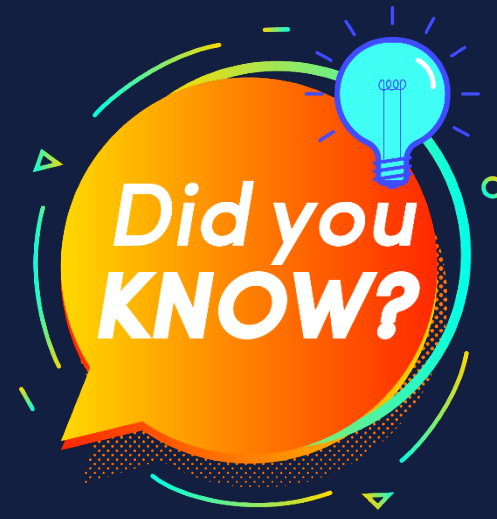
- Be patient
- Be consistent
- Wait at least two weeks to see what happens
- Take data
- If what you are doing is working keep doing it; if not, tweak it



FOUR:

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

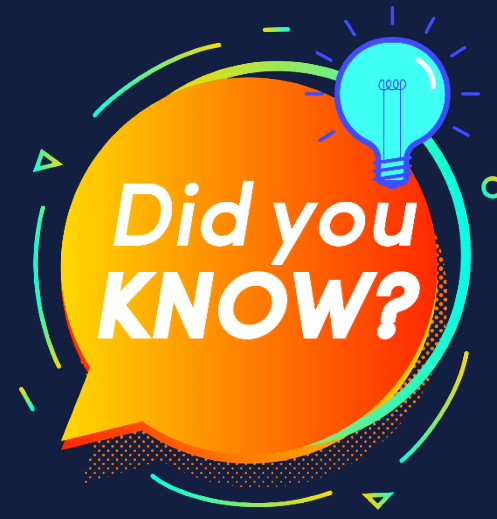
- Remember past experiences.
- If it didn't work the last time change the strategy.
- Anticipate problems and prevent them



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
- Often habitual reactions rather than planned responses

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.

## ARGUING:

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



## SARCASM/TEASING:

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

## FORCE:

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

## THREATS:

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

## 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



## DESPAIR:

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



## LECTURE/LOGIC:

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



## TAKING AWAY:

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

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

Discussing undesirable behaviors of an individual within their earshot; often happens during shift changes or when updating other caregivers



## 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

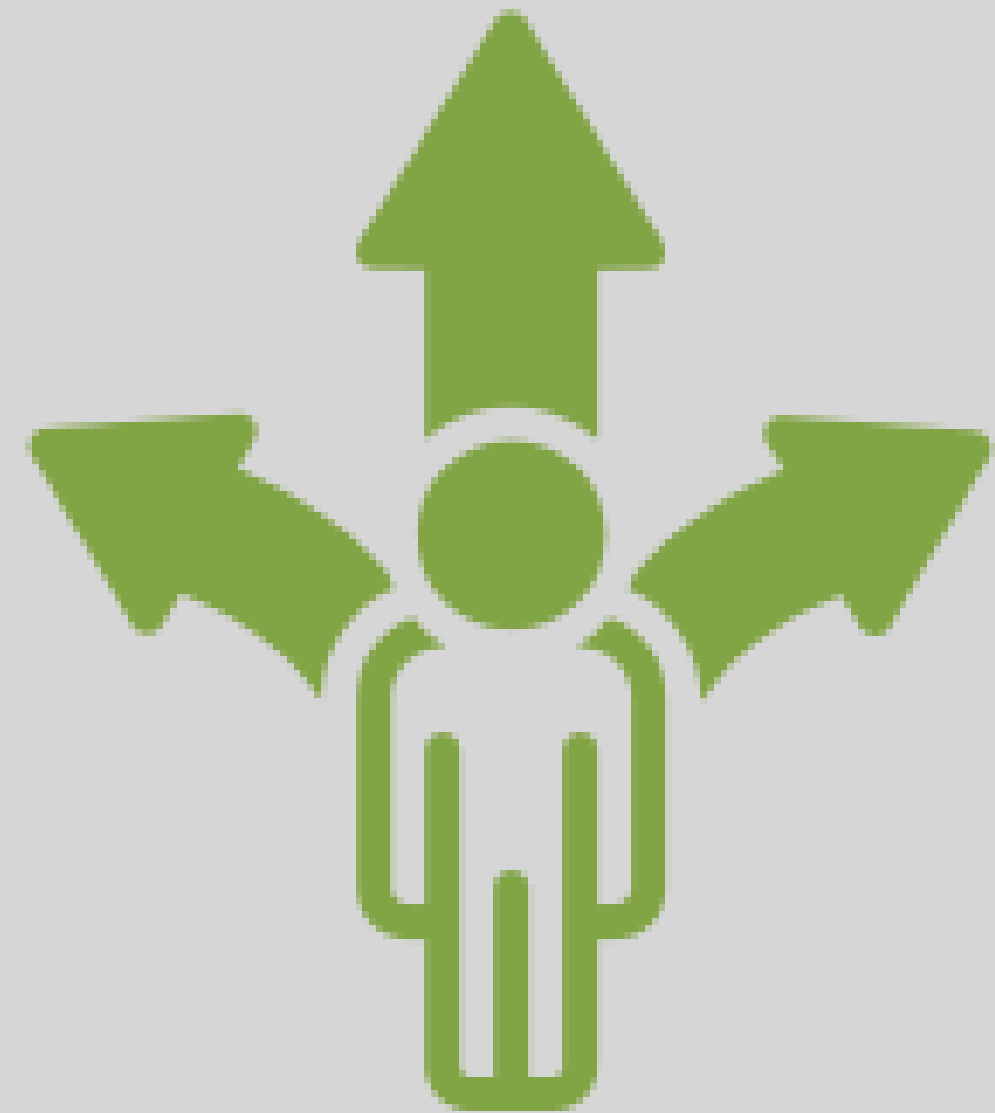
# PRACTICE

## *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?

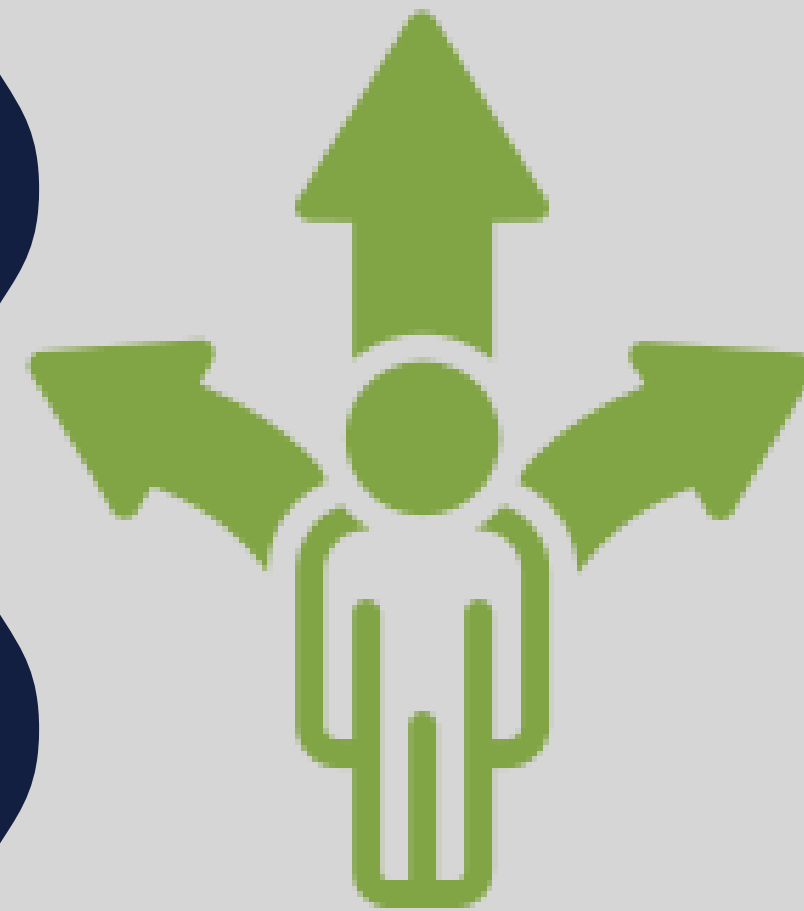
**"Pivot around"  
junk behavior.**



PIVOT  
(From Tools of Choice)

# HOW 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. To correctly use Pivot:
  - A. After Junk Behavior has stopped for 10 consecutive seconds, provide reinforcement for Desirable or Just OK behavior of the person who displayed the junk. (examples: praise, touch, item, or 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



Scan here to  
more



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# THANK YOU

FOR ATTENDING  
TOOLS FOR EVERYONE

