

Positive Behavior Support Plan

Behavior:

Provoking behavior, defined as name calling (staff and/or peers); inappropriate touching, defined as physical contact--especially of the breasts, buttocks, shoulders or arms—that is unwanted by the person receiving the contact; invading personal space, as exemplified by standing less than an arm's length away from a person; and following others to the bathroom.

Plan Objective (from treatment plan):

“Individual” experiences periods of aggression and lack of boundaries which may cause him to get into fights, touch people without their permission, and make verbal threats. These behaviors also put him at risk of being assaulted and victimized. The goal for “Individual” is to learn how to respect the personal boundaries of others.

Function(s):

Non-Social & Attention

Setting Events:

Non-Social:

- Borderline intellectual functioning may contribute to lack of consistency following boundaries and a lack of understanding of others' needs for personal space.
- Activities may not be consistent with his level of functioning, so he may not be interested or may have difficulty maintaining attention.

Attention:

- Due to borderline intellectual functioning, “Individual” does not understand how to appropriately ask for attention from staff and peers (e.g. touching instead of asking a peer to play a game with him).

Immediate Triggers:

Non-Social:

- Presence of sexual urges
- Proximity of others

Attention:

- Another individual entering the bathroom
- Proximity of others

Precursors:

Follow peer in the bathroom → look in the mirror → follow peer out of the bathroom

“Individual” will stare at staff → make a facial expression → touch his arm or rub his eyes → touch staff or peers

Walk up to staff → bump into staff → touch staff buttocks → laugh out loud

He will sit next to staff → smirk → look at staff → move close then touch staff

“Individual” will talk about drugs, money, and/or property → will stand too close to and/or touch staff and/or peer

Environmental Changes:

- “Individual” needs short, engaging activities.
 - Walking
 - Coloring
 - Writing
 - Playing cards
- When “Individual” gets up to go to the bathroom, ask him directly if he needs to USE the bathroom. If not, redirect him.
- On the weekends, let “Individual” use a coloring book or puzzle book that he has earned. This can help relieve boredom.

Replacement behaviors to teach/reinforce/model (if indicated):

Overall, train “Individual” to maintain boundaries:

- Give clear instructions, especially on how to show respect to others. Examples:
 - Keeping his hands to himself
 - Standing at an arm’s length when talking to someone
 - Addressing people by their proper names or titles
- Direct statements are a key part. For example: “I’d like to sit with you, but you have to respect my space.”
- Speak to him clearly and stay on topic.
- Do not joke around.
- If he engages in the target behavior, state, “I will have to leave until you can respect my space.”
- Provide an immediate reward if he engages in behavior that complies with boundary training. Rewards can be:
 - Praise, such as “Thank you for being a gentleman.”
- For a later reward, let “Individual” earn a new coloring or puzzle book after a week’s worth of replacement behavior.

What to Do if the Behavior Happens

Precursors:

- Redirect “Individual” with an activity.
 - Cards with staff for ten minutes
 - Coloring with staff
 - Writing letters
- Call “Individual” by name and ask if he needs assistance.
- Engage in conversation with “Individual” concerning personal boundaries and polite conversation.
 - Maintaining boundaries to get positive attention

- Weather
- Events

Target Behavior:

- Correct the behavior immediately
- Do not show an emotional reaction to the target behavior
- Maintain a “poker face”
- Speak in a matter-of-fact tone. Remind “Individual” of personal boundaries
- If his distance is arm’s length, do not get up and move away or demand that he move
- Only respond to the behavior at hand

Steps for reinforcing the correction of the behavior:

When “Individual” is being appropriate or walks up on you and keeps an appropriate distance or corrects himself, give praise.

Steps for minimizing reinforcement for the occurrence of the behavior:

Maintain a “poker face.” Do not show an emotional reaction to “Individual’s” behavior. Be matter-of-fact when redirecting him.

Steps for Data Collection:

Staff will use tracking sheet to record good behavior.

Dolores D. Tarver, Ph.D.
PBS Team Psychologist

Date