



The Mandt System®

Utilizing a **research** - based
continuous **learning** and
development approach



Since 1975 we have partnered with organizations worldwide to create healthy relationships

It Was For Their Own Good – Coercion, Power and Ethics in Positive Behaviour Support

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A History of Coercive Violence It Was For Their Own Good

- By manipulating consequences, practitioners of Behaviour Modification sought to motivate the acquisition of replacement behaviours by making the current behaviours ineffective (Skinner, Wolpe, Rachman & Eysenck)
- The resulting power struggles and focus on compliance led to services that had unintended side effects and in causing more problems than they solved. (Sidman, 1993)



PBS Original Definition (Horner et al, 1990)

- *PBS focuses on altering the antecedents or triggers of behaviour, in order to reduce the likelihood that a specific behaviour will be repeated in the presence of the antecedent.*
- *PBS teaches skills to people who may not have developed the appropriate behavioral responses to stimuli, giving rise to what become behavioural challenges later in life.*
- *“PBS uses quality of life as both an intervention and an outcome measure and achieves reduction in targeted behaviours as a secondary by-product of quality of life for the individual.” (Horner et al, 1990)*



The Assessment Process

- PBS designed to assess antecedents and setting events
- Operationally, consequences are assessed much more often and in much more depth than antecedents
- Consequences are more visible to others than antecedents
- We observe and document what we see



Projection in the Assessment Process

- We take in **2 million pieces of information/second**, yet we can only process 134 bits/second.
- How then do we determine which 134 bits of information to focus on?

- We choose those 134 bits of information based on our:
 - values
 - beliefs
 - attitudes
 - past experiences
 - memories
 - and how we process information
- (Linda Cattellan, <http://www.humanresources.com/794/perception-is-projection/>)



We Think We Know Better Than Others

- In the assessment process we project from inside ourselves
- If we think someone is angry, upset, etc., our perception will be skewed by our projections (Maner et al, 2005)
- No one talks about this!
- From our projections we believe our own assessments and then write programmes we call
- Positive Behaviour Support



Functional and Structural Behavioural Assessments

- Social Attention
- Tangibles
- Escape
- Sensory
- Communication
- Attention is behaviour, not an antecedent!
- “What do you want” is often not asked
- What are people escaping to?
- Understanding neurotypical and neuroatypical patterns of behaviour



Attention Seeking Behaviour

- We all do it!
- In human service settings, if people have to use behaviour to get our attention
- We have failed in our duty of care to them
- Attention is not an antecedent, it is a behaviour



Structural Assessments

- Focus is on antecedental conditions (including setting events)
- That precede behavior
- Re-arranging the antecedental conditions
- Observe and record responses

Source: Conducting School Based Functional Assessments: A Practitioners Guide – Watson & Steege, 2003

- **Hypothesis: Neurological changes due to trauma are setting events** 

- The question is: What do you want?



- Our job is to help people get what they want in ways that do no harm



Affirm Your Feelings, Then Assess

- Objectivity is a myth
- When people assess, they always alter the environment
- The assessment process also affects the person's behaviour anytime novel people are in the environment
- We cannot be objective, but we can be less subjective
- By affirming our feelings and then choosing our behaviours
- It is the only pathway to being less subjective

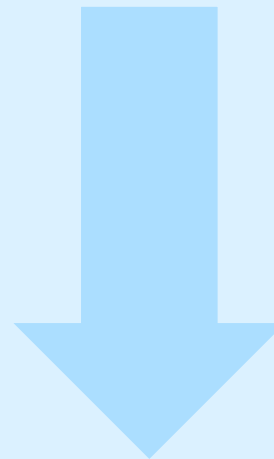


PBS Can Be Coercive

- What we teach (Best Practice)
- And what we do (Actual Practice)
- Are separated by gaps
- Regulatory Practice
- Policy Practice
- Informal Practice



What
we
know



What
we do

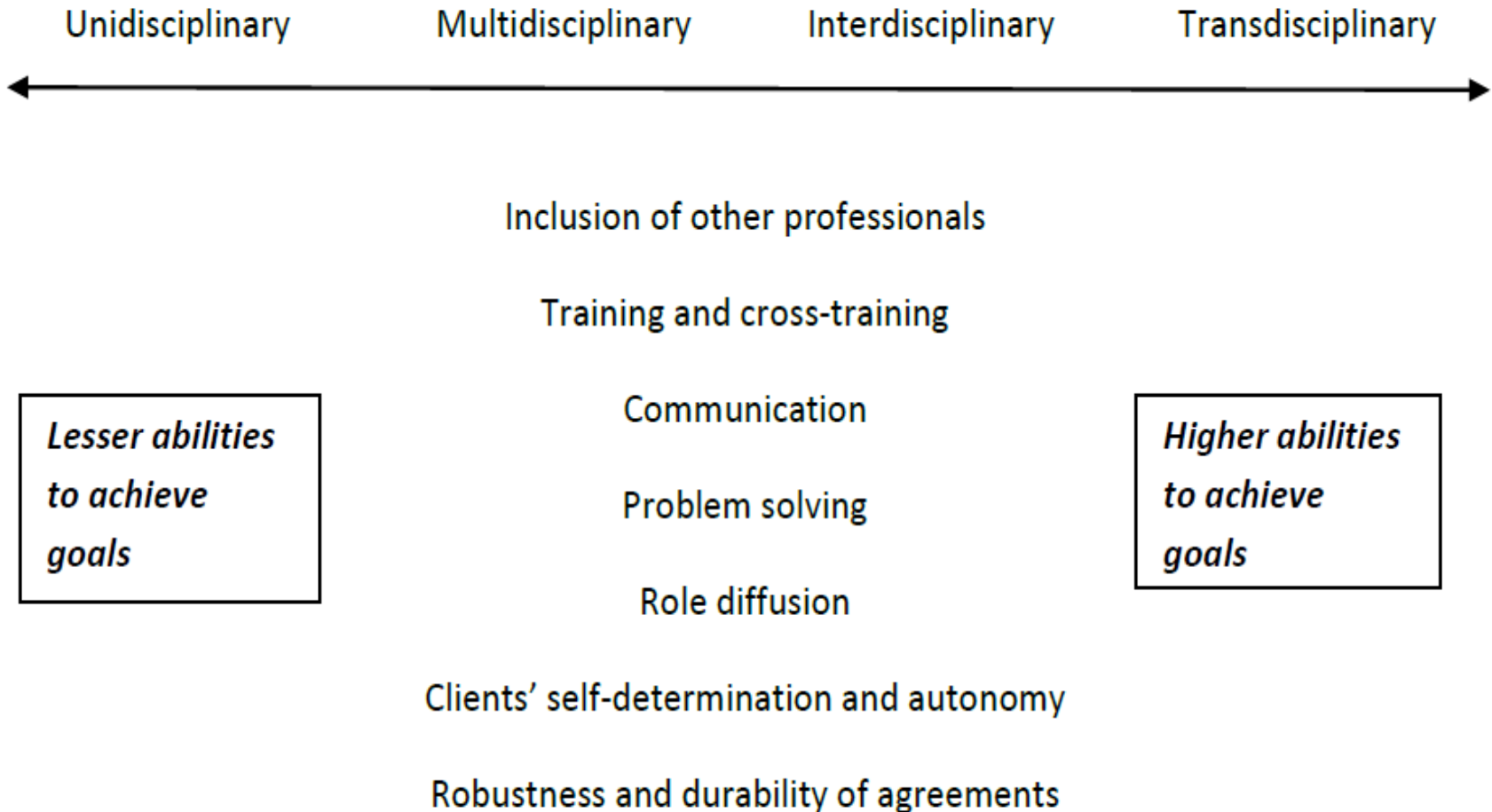


Assessment Limitations

- Our professionalism
- Our beliefs
- Our experience
- All of these can be strengths as well as limitations
- Broadening our experience
- Exploring our beliefs
- Transcending our disciplines



The Transdisciplinary Model





Teaching New Behaviours

- We do this part of PBS fairly well
- Except in the case of aggressive behaviour
- When people can't read, or cook, we teach
- When they become aggressive
- We rarely teach
- Focus should be on escaping to safety
- From the antecedent causing the aggression



Quality of Life

- Is both an intervention and an outcome measure
- The behavior that is labeled difficult or challenging is a message that tells us about the person and how they perceive their quality of life. (Pitonyak, 2005)
- Quality of life is a pre-condition for quality of behaviour (Strully, 2012)
- Quality of life should not have to be earned!



Defining Quality of Life

- People affected by disabilities with high QOL
- Understand their condition
- Have predictability and control in their lives
- Engage in social networks
- Give to and receive from others in reciprocal relationships
- People affected by disabilities without high QOL
- Do not have ordered and predictable worlds
- Have limited social networks
- Experience pain, fatigue
- Are in environments that are disempowering
- (Albrecht & Devlieger, 1999)



The 4 “D’s”

If a behavior is only “different” there is no need for a plan unless the person requests it



If a behavior is dysfunctional for the individual, we can write a plan if asked to by the person



If the behavior is distressful to others, we need due process (i.e., HRC) to approve writing a plan – aversives and punishment contingencies prohibited



If the behavior is dangerous, we must write a plan – aversives and punishment contingencies “excluded” and HRC oversight required



Ethical Choices

- We should never write a plan if the target behaviour is different or dysfunctional
- Without the request of the individual served
- Plans for distressful or dangerous behaviours must always have oversight
- We must understand our roles
- We are the servants in the house
- Think of “servant” movies – “Batman Begins, Remains of the Day”
- One can serve and change behaviour